



Oasis Charter Public School

1135 Westridge Parkway, Salinas, CA 93907

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Agenda for Under Construction Educational Network Inc. (UCEN) Governing Board

(*includes materials furnished to Board Members)

Regular Meeting of the Board of Directors

Tuesday, May 29, 2018

Time: 5:30 p.m. (closed session) in the Rocky Shore Room (Administrative Building)

Time: 6:30 p.m. (open session) Leopard Shark Den (Multipurpose Room)

Place: 1135 Westridge Parkway, Salinas, CA 93907

*****PERSONS WISHING TO ADDRESS THE BOARD OF DIRECTORS*****

INFORMATION TO THE PUBLIC: All persons are encouraged to attend and participate (where designated) in meetings of the UCEN Board. Please fill out the form available at the door, and submit to the Secretary of the Board of Trustees prior to the meeting and you will be called during the comment period. When the President of the Board recognizes a member of the public for oral comment, such comment will be limited to (2) minutes in accordance with law. Your comments will be heard (with no action taken) under the designated section of this agenda. For the record: state your name, title, whom you represent, and the agenda item you are addressing. The Board will not respond to your comments at this time. Your questions, concerns and/or input will be referred to the appropriate person.

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

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

INFORMACION PARA EL PUBLICO: El público está invitado a asistir y participar en las juntas (donde se indica en la agenda) de la Mesa Directiva de Oasis. Rellene el formulario disponible en la puerta y entréguelo al Secretario de la Mesa Directiva antes de que comience la reunión y lo llamarán durante el período de comentarios. Sus comentarios serán escuchados (sin tomarse acción) durante la sección correspondiente de esta agenda. Cuando el Presidente de la Mesa Directiva reconoce a un miembro del público para comentarios orales, dicho comentario se limitará a (2) minutos de acuerdo con la ley. Para el archivo, diga su nombre, título, a quien representa y el artículo de la agenda a que se quiere referir. Los miembros de la Mesa Directiva no responderán a sus comentarios en ese momento. Sus preguntas, preocupaciones y comentarios serán referidas al departamento correspondiente.

Nota: La Mesa Directiva de Oasis anima a las personas con discapacidades a participar plenamente en el proceso de reuniones públicas. Toda persona con necesidades especiales que requiera alguna modificación o arreglo especial puede llamar a la Dra. Juanita Perea al (831) 424-9003 dentro de 72 horas de una junta regular, o dentro de 24 horas de una junta especial para hacer todo nuestro mejor esfuerzo razonable de satisfacer sus necesidades. (Código Governamental § 54954.2; Americanos con Discapacidades del 1990, § 202 (42 U.S.C. § 12132))

The agenda has two distinct items:

OPEN SESSION BEGINS AT 6:30 p.m. in the Leopard Shark Den (formally known as the multipurpose room)

A. REGULAR AGENDA:

ACTION ITEMS: These items normally have been presented as information items at a previous meeting. When this is not the case, public input is always encouraged.

INFORMATION ITEMS: These items include presentations to the Board and items for discussion prior to Board action which is usually taken at the next meeting. Public input is always encouraged.

1. OPENING BUSINESS

1.1 Call Meeting to Order and Roll Call- Board President

Time called to order: ____:____

Members Present:	Augustine Nevarez - President	Yes _____	Absent _____
	Michael Roberts – Vice-President	Yes _____	Absent _____
	Nora Lopez – Secretary	Yes _____	Absent _____
	Jorge Gonzalez – Treasurer	Yes _____	Absent _____
	Pete Cryer - Member	Yes _____	Absent _____
	Laura Bernal – Member	Yes _____	Absent _____

Also Present: _____

1.2 _____

2. PUBLIC COMMENT PERIOD (Concerning items on the agenda)

A. Individuals wishing to address agenda items, and/or other items, may do so at this time, or wait until the agenda item comes up. There will be a limit of 2 minutes per person on public comments.

3. CLOSED SESSION

a. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: (3 cases)

4. CONSENT AGENDA

Action Items included on the Consent Agenda are to be approved by one motion unless a board member requests spate action on a specific item. These matters include routine administrative and financial actions classified by areas and are usually approved by a single majority vote.

*4.1 Adoption of the Agenda

The board can approve the Agenda as presented, or make changes/additions. According to the Brown Act, adding items requires a two-thirds vote of board members present (or if less than two-thirds of board present, a unanimous vote of those present), along with two findings: there is a need to take immediate action, and the need to take action came to the attention of the local agency after posting of the Agenda.

ACTION/RECOMMENDATION

“That the Governing Board adopt the Agenda as presented/amended”.

*4.2 Minutes

ACTION/RECOMMENDATION

“That the Governing Board approve the minutes from April 24, 2018 and May 17, 2018”.

5. BUSINESS SERVICES AND PRESENTATIONS

5.1 Roles and Responsibilities of the Board – Jp Oconnor

5.2 Financial Reports for April 2018 and Preliminary July 1 Budget 2018-19 – Donna Strong

5.3 Oasis Community Council (OCC) – Update – Kat Garcia

5.4 Oasis Charter Negotiations with Alisal Union School District Update - Augustine Nevarez

6. DISCUSSION ITEMS and PUBLIC HEARING

6.1 Preliminary July 1 Budget 2018-19

6.2 LCAP Draft 2018-20

7. ADMINISTRATION

7.1 Saturday Academy Update - Administration See Attachment #1 Below

7.2 Non-returning Teachers and Staffing Recruitment Efforts for 2018-19 School Year – See Attachment #1 Below

7.3 Update on Classes for 2018-2019 School Year - See Attachment #1 Below

7.4 Returning Families for 2018-2019 - See Attachment #1 Below

7.5 Vehicle Transportation Option – See Attachment #1 Below

7.6 Kitchen Remodeling Options – See Attachment #1 Below

7.7 HVAC Unit Replacement – See Attachment #1 Below

7.8 New Play Structure Update – See Attachment #1 Below

8. UNFINISHED BUSINESS, ACTION ITEMS AND RESOLUTIONS

8.1 Reappointment of Current Board Member Laura Bernal for 2018-2020

8.2 Teacher, Staff, and Administration Master Contracts for 2018-19

“Recommend that the UCEN Board of Directors approve the teacher, staff and administration master contracts for the upcoming school year 2018-19”.

8.3 Health Insurance Stipend for 2018-19 School Year

“Recommend that the Board of Directors approve the continuous support of Oasis staff with a contribution of \$600 towards the family health (medical, vision and dental) insurance stipend for the upcoming school year, 2018-19”.

8.4 Oasis Volunteer Policy

“Recommend that the Board of Directors approve the Oasis Volunteer Policy”.

8.5 Oasis Conditions for Classroom and School Visitation and Removal Policy

“Recommend that the Board of Directors approve the Conditions for Classroom and School Visitation and Removal Policy”.

8.6 Revised Executive Director Job Description

“Recommend that the Board of Directors approve the revised Executive Director job description to open the position for the upcoming school year 2018-19”.

8.7

9. ANNOUNCEMENTS

9.1 Boxland will be on May 31 and June 1, 2018 from XXX to XXX

9.2 6th grade graduation will be on June 12, 2018 at 6:30 p.m.

10. FUTURE AGENDA ITEMS

10.1 Appointment of Board member candidates, Jacqueline Vasquez, Casey Buck, Sergio Guzman and Gustavo Hernandez.

Attachment #1

7 ADMINISTRATION

7.1 Saturday Academy – Erika Del Real

Saturday Academy was offered at least one Saturday a month and during professional development days as well as during spring break. It helped to recover some of the ADA.

7.2 Staffing Update 2017-2018 and Recruitment Efforts for 2018-19 School Year

Teachers Marguerite Burnside, Jessica Holt, Estefania Cabrera-Sosa, Rhoda Martinez, and Mona Stardig will not be returning to Oasis next school year, 2018-19. Two more are actively seeking employment. Instructor Adam Goddell has accepted another position and is no longer with Oasis as of mid May 2018. A current teacher wants to continue and another one still considering. Elizabeth Bernhardt, Instructional Coordinator, has verbally resigned from her full-time position for the upcoming school year. A few other staff members are considering leaving for the upcoming school year. Five instructional assistants positions will be eliminated for the upcoming school year due to budgetary constraints.

Oasis Administration has applied for a Staff Temporary Permit (STP) for Olivia Escobar and in the next few days we will apply for Diego Quintero's STP. Additionally, in the next few weeks we will apply for Josue Reyes Lizarraga's Provisional Internship Teaching Permit.

Three of the newly recruited teachers will sign contracts soon. One other one still considering joining. Oasis Administration continues its efforts in recruiting teachers.

7.3 Classes for 2018-2019 School Year

Given the current shortage of qualified teachers in Monterey County, Oasis will only offer 8 classes and will revisit opening additional classes until a qualified candidate has been hired and we have enough student enrollment. However, Oasis continues to recruit qualified teachers. It has been extremely challenging recruiting teachers and staff for the upcoming year.

7.4 Returning Families for 2018-2019

Several families have dis-enrolled their children for the upcoming school year, 2018-19. Currently, there is only enough students enrolled for 8 classes with an average of 20-25 in each.

7.5 Vehicle Transportation Option

This option is on hold until Oasis' current situation has stabilized.

7.6 Kitchen Remodeling Options

This plan is on hold until Oasis' current situation has stabilized.

7.7 HVAC Unit Replacement

This plan is on hold until Oasis' current situation has stabilized.

7.8 New Play Structure Update

The contractors are ready to pull the permit to install the play structure in June and July. This project will move forward as planned.

WHAT DOES BOARD SERVICE ENTAIL?

How the three main roles of the board relate to the 10 basic responsibilities of nonprofit board members:



The three legal duties of a nonprofit board member:

Care

Pay attention to the organization's activities and operations

Loyalty

Put the interests of the organization before personal and professional interests.

Obedience

Comply with applicable federal, state, and local laws; adhere to the organization's bylaws; and remain the guardians of the mission.

How current boards rate themselves on the ten basic responsibilities:

Responsibility	CEO	Chair
<input checked="" type="checkbox"/> Mission	A-	A-
<input checked="" type="checkbox"/> Financial Oversight	B+	B+
<input checked="" type="checkbox"/> Legal/Ethical Oversight	B+	B+
<input checked="" type="checkbox"/> CEO Support	B	B+
<input checked="" type="checkbox"/> Strategy	B-	B
<input checked="" type="checkbox"/> CEO Evaluation	B-	B
<input checked="" type="checkbox"/> Monitors Performance	B-	B
<input type="checkbox"/> Community Relations	C+	C+
<input type="checkbox"/> Board Composition	C	C+
<input type="checkbox"/> Fundraising	C	C

Sources: [Board Fundamentals](#), [Ten Basic Responsibilities of Nonprofit Boards](#), [Leading with Intent](#), [Legal Responsibilities of Nonprofit Boards](#)

2017/18
Cash Flow Worksheet

Actuals through the month of Apr	Budget Forecast	YTD Actual	Budget Remain	July 1,230,844	Aug 1,221,991	Sep 1,109,729	Oct 1,096,420	Nov 1,179,797	Dec 1,110,505	Jan 994,410	Feb 1,229,791	Mar 1,162,457	Apr 1,254,474	May 1,248,598	June 1,235,830	Total 1,230,844	Estimated Accruals	Budget Variance
Revenues																		
LCFF Funding																		
State Aid Portion	1,586,329	1,385,127	201,202	86,742	86,742	156,135	156,135	156,135		312,270	143,656	143,656	143,656	143,656	57,546	1,586,329	0	0
State Aid Portion-PY	-25,693	-15,414	-10,279								-5,138	-5,138	-5,138	-5,139	-5,140	-25,693	0	0
EPA Funding	273,239	227,793	45,446			77,107			77,107			73,579			45,446	273,239	0	0
EPA Funding-PY	1,769	873	896									873			896	1,769	0	0
In Lieu Tax Portion	238,383	213,391	24,992				68,698	21,138	21,138	21,138	21,138	40,271	19,870	19,870	5,122	238,383	0	0
In Lieu Tax Portion PY	23,924	23,924	0										23,924			23,924	0	0
Federal Revenues - IDEA/ERMHS	28,074	0	28,074													28,074	0	0
Federal Revenues - Other	68,585	57,697	10,888			2,057	14,940			13,210		27,490			10,888	68,585	0	0
State Lottery	55,575	32,416	23,159			1,603				17,888		12,925				32,416	23,731	-572
Other State Revenues	4,025	3,965	60					3,965							60	4,025	0	0
Other State Revenues-Discretionary	36,740	24,494	12,246						12,247				12,247		12,246	36,740	0	0
Other State Revenues-Prop 39	0	0	0													0	0	0
Other State Revenues-SB740	141,075	63,613	77,462							63,613				35,269		98,882	42,193	0
Other State Revenues-Educator Effectiveness	0	0	0													0	0	0
Other State Revenues-SpEd Mental Health	4,000	0	4,000											4,000		4,000	0	0
Other Local Rev-Interest/Donation/Other	14,110	27,863	-13,753			714	1,714	2,439	2,245	3,155	479	9,869	7,249	841	841	29,545	0	-15,435
Other Local Revenue-After School	58,000	56,425	1,575	206	3,246	8,296	9,562	6,741	10,985	2,932	6,886	326	7,245	787	787	58,000	0	0
Other Local Revenue-Fundraising	60,000	41,055	18,945	11,847		3,076	6,809	4,394	2,414	-201	265	13,185	-733	9,473	9,473	60,000	0	0
Transfers of Apportionments-SpEd	103,503	83,641	19,862			5,747	5,747	10,344	10,344	10,344	20,688	10,484	9,943	11,025	10,484	105,150	0	-1,647
Total Revenues	2,671,638	2,226,863	444,775	98,795	89,988	254,736	263,605	205,155	136,480	444,349	187,974	327,519	218,263	219,782	176,723	2,623,368	65,924	-17,654
Expenses																		
Certificated	918,498	739,356	179,142	2,455	80,713	82,742	86,190	86,540	83,816	78,900	84,550	80,241	73,210	89,571	89,571	918,498	0	0
Classified	602,356	489,405	112,951	4,359	44,896	61,507	62,050	64,933	57,983	32,573	64,182	55,806	41,118	56,475	56,475	602,356	0	0
Employee Benefits	351,577	284,031	67,546	16,086	23,140	29,062	31,205	32,110	32,166	30,001	32,113	30,232	27,915	33,773	33,773	351,577	0	0
Books and Supplies	143,451	117,504	25,947	3,629	19,901	22,408	26,725	8,911	8,074	6,503	8,702	10,499	2,154	12,973	12,973	143,451	0	0
Services & Operational Expenses	717,908	626,219	91,689	63,850	58,889	46,703	58,241	75,657	47,196	63,930	62,951	76,028	72,774	45,844	45,844	717,908	0	0
Subagreements for Services-Prop 39	0	0	0													0	0	0
Oversight Fees	20,980	0	20,980													0	20,980	0
SPED Encroachment	0	0	0													0	0	0
Debt Service Interest-Rabobank	0	0	0													0	0	0
Debt Service Interest-Other	0	0	0													0	0	0
Total Expenses	2,754,770	2,256,515	498,255	90,378	227,539	242,421	264,411	268,152	229,234	211,906	252,497	252,806	217,172	238,637	238,637	2,733,790	20,980	0
Net Increase/Decrease in Fund Balance	-83,132			8,418	-137,551	12,315	-806	-62,996	-92,754	232,442	-64,523	74,713	1,091	-18,856	-61,914	-110,422		

2017/18
Cash Flow Worksheet

Actuals through the month of Apr	Budget Forecast	YTD Actual	Budget Remain	July 1,230,844	Aug 1,221,991	Sep 1,109,729	Oct 1,096,420	Nov 1,179,797	Dec 1,110,505	Jan 994,410	Feb 1,229,791	Mar 1,162,457	Apr 1,254,474	May 1,248,598	June 1,235,830	Total 1,230,844	Estimated Accruals	Budget Variance
Adjustments and Prior Year																		
Current Year Adjustments																		
Payroll Liabilities				14,165	-18,355	355	-529	-14,740	17,825	-1,737	1,834	248	-627			-1,561		
Payroll Reserve for Summer Pay					5,384	5,363	5,397	5,433	5,409	5,355	5,366	2,681	2,487	4,519	4,519	51,913	-51,913	
Employee Receivable				-2,129	-2,151	902	499	361	361	196	525	361	86	635	355	0		
Accounts Receivable				-775	-81	767	81	-767	-80	-122	161	-127	-5	934	13	0		
Prepaid Expenses						-1,780	-1,077	18		-5,507	-38,770	18,827	-1,104		1,260	-28,133		
Accounts Payable					1,119					-1,119						0		
Other Sources/Uses																		
All Other Financing Sources																0		
Capital Outlay	-8,875	-8,875							-8,875							-8,875		0
Sites/Site Improvement	-121,000	-64,210		-5,000	-13,162	-2,164	-2,210	3,400	-37,980	5,398		-4,687	-7,804		-56,790	-121,000		0
Debt Service Principal Payments-Rabobank																0		
Debt Service Principal Payments-Other																0		
Prior Year Transactions																		
Accounts Receivable	197,426	197,426		12,287	63,711	11,333	82,021				28,074					197,426	0	0
Prepaid Expenses	53,177	41,063		41,063												41,063	12,114	
Accounts Payable	-69,928	-69,928		-17,878	-11,176	-41,348				474						-69,928	0	
Loans Payable																0	0	0
Payroll Liabilities	-58,054	-58,054		-59,002		949										-58,054	0	0
Total Adjustments and Prior Year				-17,270	25,288	-25,623	84,182	-6,296	-23,340	2,939	-2,811	17,303	-6,967	6,088	-50,642	2,852	12,114	
Net Change and Ending Cash Balance																		
Net Change in Cash Position				-8,852	-112,263	-13,308	83,376	-69,292	-116,095	235,381	-67,334	92,016	-5,876	-12,767	-112,557	1,230,844		
Ending Cash Balance				1,221,991	1,109,729	1,096,420	1,179,797	1,110,505	994,410	1,229,791	1,162,457	1,254,474	1,248,598	1,235,830	1,123,274	1,123,274	1,128,418	

Oasis Charter Public School
Balance Sheet
April 30, 2018

ASSETS

Current Assets

Cash in Rabobank-Op Acct-2883	\$	1,023,801.96
Cash in Rabobank-UCEN-8450		73,796.54
Cash in Rabobank-Sch Acct-1213		238.75
Cash in County Treasury		150,761.54
Accounts Receivable		947.54
Employee Receivable		637.67
Employee Receivable-Summer 125		352.16
Prepaid Expenses		<u>41,506.52</u>

Total Current Assets 1,292,042.68

Property and Equipment

Site Improvement		702,827.54
Accumulated Depr-Site Improv		(217,804.00)
Buildings/Building Improvement		156,881.45
Accumulated Depr-Buildings		(10,168.00)
Equipment		80,997.60
Accumulated Depreciation-Equip		<u>(46,258.00)</u>

Total Property and Equipment 666,476.59

Other Assets

Total Other Assets 0.00

Total Assets \$ 1,958,519.27

Oasis Charter Public School
Balance Sheet
April 30, 2018

LIABILITIES AND CAPITAL

Current Liabilities		
State Unemployment Ins Payable	\$	57.19
Worker's Compensation Payable		(2,746.93)
One-sixth Withholding Payable		42,874.80
Aflac Pre/Post Tax Payable		1,284.12
Health Premiums Payable		<u>(154.93)</u>
Total Current Liabilities		41,314.25
Long-Term Liabilities		
Total Long-Term Liabilities		<u>0.00</u>
Total Liabilities		41,314.25
Capital		
Beginning Fund Balance		2,019,941.41
Net Income		<u>(102,736.39)</u>
Total Capital		<u>1,917,205.02</u>
Total Liabilities & Capital	\$	<u><u>1,958,519.27</u></u>

Oasis Charter Public School
Income Statement
For the Ten Months Ending April 30, 2018

	<u>July 1 Budget</u>	<u>Revision</u>	<u>Actuals to Date</u>	<u>Acct Balance</u>	<u>Percent</u>
Revenues					
Revenue Limit Sources	2,298,322	2,097,951	1,835,694	262,257	87.50
Federal Revenues	93,871	96,659	57,697	38,962	59.69
Other State Revenues	244,935	241,415	124,489	116,926	51.57
Other Local Revenues	224,723	235,613	208,985	26,628	88.70
Total Revenues	2,861,851	2,671,638	2,226,865	444,773	83.35
Expenses					
<i>Certificated Salaries</i>					
Teacher Salaries	753,808	741,898	590,407	151,491	79.58
Administrator Salaries	190,200	176,600	148,949	27,651	84.34
<i>Total Certificated Salaries</i>	<i>944,008</i>	<i>918,498</i>	<i>739,356</i>	<i>179,142</i>	<i>80.50</i>
<i>Classified Salaries</i>					
Paraeducator Salaries	399,016	374,376	301,741	72,635	80.60
Support Services Salaries	81,299	62,926	46,773	16,153	74.33
Supervisor Salaries	0	0	0	0	0.00
Office/Technical Salaries	150,189	165,055	140,893	24,162	85.36
<i>Total Classified Salaries</i>	<i>630,504</i>	<i>602,357</i>	<i>489,407</i>	<i>112,950</i>	<i>81.25</i>
<i>Employee Benefits</i>					
STRS/PERS	128,701	128,482	101,294	27,188	78.84
OASDI/Medicare	62,650	58,884	47,446	11,438	80.58
Health and Welfare	148,890	142,637	117,902	24,735	82.66
Unemployment Insurance	2,289	2,260	2,391	(131)	105.80
Workers' Compensation	20,021	19,311	14,995	4,316	77.65
Other Benefits	0	0	0	0	0.00
<i>Total Employee Benefits</i>	<i>362,551</i>	<i>351,574</i>	<i>284,028</i>	<i>67,546</i>	<i>80.79</i>
<i>Books and Supplies</i>					
Books/Reference	11,500	9,500	8,506	994	89.54
Instructional Materials/Suppli	41,000	42,000	29,312	12,688	69.79
Supplies/Stores	64,825	61,125	55,211	5,914	90.32
Non-Capitalized Equipment	21,250	29,576	23,976	5,600	81.07
Non-Capaltized	0	0	0	0	0.00
Food Service Supplies	6,000	1,250	500	750	40.00
<i>Total Books and Supplies</i>	<i>144,575</i>	<i>143,451</i>	<i>117,505</i>	<i>25,946</i>	<i>81.91</i>

Oasis Charter Public School
Income Statement
For the Ten Months Ending April 30, 2018

	<u>July 1 Budget</u>	<u>Revision</u>	<u>Actuals to Date</u>	<u>Acct Balance</u>	<u>Percent</u>
<i>Services/Operating Expenses</i>					
Subagreements for Services	0	0	0	0	0.00
Travel/Conferences	24,900	31,300	26,277	5,023	83.95
Dues/Memberships	6,990	20,159	19,661	498	97.53
Insurance	22,202	22,202	22,202	0	100.00
Operations/Housekeeping	45,600	45,600	35,866	9,734	78.65
Rentals/Leases/Repairs	329,435	298,435	254,243	44,192	85.19
Professional Services	255,003	301,692	253,102	48,590	83.89
Communications	17,200	19,500	14,866	4,634	76.24
Total Services/Operating Expenses	701,330	738,888	626,217	112,671	84.75
<i>Capital Outlay</i>					
Sites/Site Improvements	100,000	81,000	55,471	25,529	68.48
Buildings/Building Improvement	50,000	40,000	8,738	31,262	21.85
Capital Equipment	53,000	61,875	8,875	53,000	14.34
Total Capital Outlay	203,000	182,875	73,084	109,791	39.96
<i>Other Outgo</i>					
Other Transfers	0	0	0	0	0.00
Total Other Outgo	0	0	0	0	0.00
Total Expenses	2,985,968	2,937,643	2,329,597	608,046	79.30
Other Sources and Uses					
<i>Other Sources</i>					
Charter School Loans	0	0	0	0	0.00
Total Other Sources	0	0	0	0	0.00
<i>Other Uses</i>					
Debt Service Interest	0	0	0	0	0.00
Debt Service Principal	0	0	0	0	0.00
Total Other Uses	0	0	0	0	0.00
Total Other Sources and Uses	0	0	0	0	0.00
Net Increase/Decrease in Fund Bala	(124,117)	(266,005)	(102,732)	(163,273)	

Oasis Charter Public School
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	<u>Apr 2018</u>	<u>2nd Interim Revision</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent Actuals to Total Budget</u>
Revenues					
State and Local Revenues					
<i>Revenue Limit Sources</i>					
8011000000000000	143,656	1,586,329	1,385,127	201,202	87.32
8012140000000000	0	273,239	227,793	45,446	83.37
8019000000000000	(5,138)	(25,693)	(15,414)	(10,279)	59.99
8019140000000000	0	1,769	873	896	49.35
8096000000000000	19,870	238,383	213,391	24,992	89.52
8097000000000000	23,924	23,924	23,924	0	100.00
	<hr/>				
<i>Total Revenue Limit Sources</i>	<i>182,312</i>	<i>2,097,951</i>	<i>1,835,694</i>	<i>262,257</i>	<i>87.50</i>
Federal Revenues					
8181331000000000	0	28,074	0	28,074	0.00
8290301000000000	0	60,361	53,584	6,777	88.77
8290403500000000	0	8,224	4,113	4,111	50.01
	<hr/>				
<i>Total Federal Revenues</i>	<i>0</i>	<i>96,659</i>	<i>57,697</i>	<i>38,962</i>	<i>59.69</i>
<i>Other State Revenues</i>					
8550000000000000	0	3,965	3,965	0	100.00
8550999900000000	12,247	36,740	24,494	12,246	66.67
8560110000000000	0	40,576	29,325	11,251	72.27
8560110000000001	0	431	431	0	100.00
8560630000000000	0	13,395	1,488	11,907	11.11
8560630000000001	0	1,173	1,173	0	100.00
8590000000000000	0	60	0	60	0.00
8590603000000000	0	141,075	63,613	77,462	45.09
8590651250000000	0	4,000	0	4,000	0.00
	<hr/>				
<i>Total Other State Revenues</i>	<i>12,247</i>	<i>241,415</i>	<i>124,489</i>	<i>116,926</i>	<i>51.57</i>

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<i>Other Local Revenues</i>					
8660000000000000	Interest	0	1,500	1,364	136 90.93
8698000000000000	Donations	0	2,500	2,050	450 82.00
8699000000000000	Other Local Revenues	2,345	7,000	8,276	(1,276) 118.23
8699000000000001	Other Local Revenues-PY	0	0	8,400	(8,400) 0.00
8699900100000000	Oth Local Rev-Fundraisers-OCC	3,470	20,000	8,930	11,070 44.65
8699900200000000	Oth Local Revenue-Fundraisers	(6,248)	40,000	22,562	17,438 56.41
8699900300000000	Oth Local Revenue-Field Trips	4,904	3,000	7,251	(4,251) 241.70
8699900800000000	Oth Local Rev-CRTA Grant-Solar	0	0	213	(213) 0.00
8699900900000000	Oth Local Rev-CRTA Grant-Field	0	0	200	(200) 0.00
8699901000000000	Oth Local Revenue-LASP	7,245	58,000	56,425	1,575 97.28
869990100000000F	Oth Local Rev-Fundraiser-LASP	2,045	0	9,563	(9,563) 0.00
8699901400000000	Oth Local Revenue-AVID	0	110	110	0 100.00
8792650050000000	Trf of Apport-Sonoma-SELPA	9,943	103,503	83,100	20,403 80.29
8792650050000001	Trf of Apport-Sonoma-SELPA-PY	0	0	541	(541) 0.00
	<i>Total Other Local Revenues</i>	<u>23,704</u>	<u>235,613</u>	<u>208,985</u>	<u>26,628</u> 88.70
	Total Revenues	218,263	2,671,638	2,226,865	444,773 83.35

Oasis Charter Public School
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	<u>Apr 2018</u>	<u>2nd Interim Revision</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent Actuals to Total Budget</u>	
Expenses						
Certificated Salaries						
<i>Teacher Salaries</i>						
110100001110000	Teacher Salaries-Regular	44,458	231,371	184,043	47,328	79.54
110111001110000	Teacher Salaries-Non Prop 20	0	41,006	29,325	11,681	71.51
110114001110000	Teacher Salaries-EPA	0	273,239	227,793	45,446	83.37
110133105711200	Teacher Salaries-IDEA	0	28,074	26,890	1,184	95.78
110140351110000	Teacher Salaries-Title IIA	0	8,224	4,113	4,111	50.01
110165005711200	Teacher Salaries-SpEd	4,765	31,671	19,819	11,852	62.58
110200001110000	Teacher Salaries-Substitute	4,340	20,000	13,860	6,140	69.30
110300001110000	Cert Teacher-CELDT Testing	0	1,712	894	818	52.22
110430101110000	Cert Teacher-ELD-Title I	2,141	34,700	26,463	8,237	76.26
110700001110000	Cert Teacher-Academic Coach	2,845	51,218	45,569	5,649	88.97
110800001110000	Cert Teacher-Reading Spec.	0	11,283	6,070	5,213	53.80
117500001110000	Teacher Stipend	0	1,000	0	1,000	0.00
117590151110000	Teacher Stipend-GATE	360	3,000	1,068	1,932	35.60
118000001110000	Teacher Medical Stipend	450	5,400	4,500	900	83.33
	<i>Total Teacher Salaries</i>	<i>59,359</i>	<i>741,898</i>	<i>590,407</i>	<i>151,491</i>	<i>79.58</i>
<i>Administrator Salaries</i>						
131100001127000	Principal Salaries-Regular	10,400	92,205	93,600	(1,395)	101.51
131130101127000	Principal Salaries-Title I	0	1,195	0	1,195	0.00
131165005721000	Principal Salaries-SpEd	0	21,000	0	21,000	0.00
132000001127000	Instructional Coordinator-Reg	3,000	40,550	50,849	(10,299)	125.40
132065005721000	Instructional Coord-SpEd	0	16,250	0	16,250	0.00
138000001127000	Admin Medical Stipend	450	5,400	4,500	900	83.33
	<i>Total Administrator Salaries</i>	<i>13,850</i>	<i>176,600</i>	<i>148,949</i>	<i>27,651</i>	<i>84.34</i>
<i>Other Certificated Salaries</i>						
	<i>Total Other Certificated Salaries</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0.00</i>
	Total Certificated Salaries	73,209	918,498	739,356	179,142	80.50

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Classified Salaries					
<i>Paraeducator Salaries</i>					
210100001110000	Class Teach/Inst Aide Sal-Reg	8,404	165,882	132,608	33,274 79.94
210165005711300	Class Teach/Inst Aide-SpEd	5,286	60,584	52,038	8,546 85.89
210190151110000	Class Teach/Inst Aide-GATE	295	1,000	2,278	(1,278) 227.80
210199981110000	Class Instr Aide-ELD-LCAP	320	20,387	15,189	5,198 74.50
210200001110000	Class Teach/Inst Aide Sal-Sub	0	200	0	200 0.00
210300001110000	Class Teacher - Dance	20	420	516	(96) 122.86
210500001110000	Class Teacher - Art	0	100	100	0 100.00
210700001110000	Class Teacher - Engineering	1,118	24,759	16,620	8,139 67.13
210800001110000	Class Teacher - Technology	969	14,365	10,427	3,938 72.59
210900001142000	Class Teacher - Athletics	3,318	36,771	30,135	6,636 81.95
211000001110000	Class Teacher - Read Inter-ELD	99	17,744	7,436	10,308 41.91
211030101110000	Class Teacher-Read-ELD-Title I	3,527	21,164	24,691	(3,527) 116.67
217500001110000	Class Teacher Stipend/Bonus	0	1,586	1,125	461 70.93
217500001142000	Class Teacher Stipend/Bonus	0	1,000	0	1,000 0.00
217590021110000	Class Teacher Stipend-Fundrais	0	2,813	2,813	0 100.00
217590101110000	Class Teacher Stipend-LASP	0	601	0	601 0.00
217590111110000	Class Teacher Stipend-Sat Acad	1,988	5,000	5,765	(765) 115.30
	<i>Total Paraeducator Salaries</i>	<i>25,344</i>	<i>374,376</i>	<i>301,741</i>	<i>72,635 80.60</i>
<i>Support Services Salaries</i>					
220165005731400	Occupational Therapist-Reg	0	601	601	0 100.00
221100001181000	Maintenance Sal-Reg	3,370	37,585	33,212	4,373 88.37
227599981124950	Parent Liaison-Stipend-LCAP	0	24,740	12,960	11,780 52.38
	<i>Total Support Services Salaries</i>	<i>3,370</i>	<i>62,926</i>	<i>46,773</i>	<i>16,153 74.33</i>
<i>Supervisor Salaries</i>					
	<i>Total Supervisor Salaries</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0 0.00</i>
<i>Office/Technical Salaries</i>					
240100001127000	Clerical/Office Salaries-Reg	8,183	100,882	82,551	18,331 81.83
290190101139000	After School Coordinator-LASP	1,101	16,969	14,235	2,734 83.89
290290101139000	After School Assistant-LASP	3,119	47,204	44,107	3,097 93.44
	<i>Total Office/Technical Salaries</i>	<i>12,403</i>	<i>165,055</i>	<i>140,893</i>	<i>24,162 85.36</i>
	Total Classified Salaries	41,117	602,357	489,407	112,950 81.25

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Employee Benefits						
<i>STRS/PERS</i>						
310100001110000	STRS Certificated	7,011	91,119	70,911	20,208	77.82
310100001127000	STRS Certificated	1,934	25,483	20,844	4,639	81.80
310165005711200	STRS Certificated	688	8,621	6,740	1,881	78.18
310190151110000	STRS Certificated-GATE	52	433	154	279	35.57
310200001110000	STRS Classified	154	2,826	2,143	683	75.83
310290101139000	STRS Classified-After School	0	0	502	(502)	0.00
	Total STRS/PERS	9,839	128,482	101,294	27,188	78.84
<i>OASDI/Medicare</i>						
330100001110000	Social Security/Medicare Cert	956	10,547	8,911	1,636	84.49
330100001127000	Social Security/Medicare Cert	185	2,561	2,015	546	78.68
330165005711200	Social Security/Medicare Cert	69	866	677	189	78.18
330190151110000	Social Security/Medi-Cert-GATE	5	44	15	29	34.09
330200001110000	Social Security/Medicare Class	1,144	18,265	14,128	4,137	77.35
330200001124950	Social Security/Medicare Class	0	1,893	1,103	790	58.27
330200001127000	Social Security/Medicare Class	607	7,717	6,219	1,498	80.59
330200001142000	Social Security/Medicare Class	254	2,889	2,327	562	80.55
330200001181000	Social Security/Medicare Class	258	2,875	2,541	334	88.38
330265005711300	Social Sec/Medicare Class-SpEd	397	4,635	3,924	711	84.66
330265005731400	Social Sec/Medicare Class-SpEd	0	46	46	0	100.00
330290101139000	Social Sec/Medicare Class-LASP	320	4,909	4,224	685	86.05
330290151110000	Social Security/Medicare Class	23	77	174	(97)	225.97
330299981110000	Social Sec/Medicare Class-LCAP	24	1,560	1,142	418	73.21
	Total OASDI/Medicare	4,242	58,884	47,446	11,438	80.58
<i>Health and Welfare</i>						
340100001110000	Health & Welfare Certificated	6,967	80,413	66,491	13,922	82.69
340100001127000	Health & Welfare Certificated	1,549	18,611	15,512	3,099	83.35
340165005711200	Health & Welfare Cert-SpEd	775	9,294	7,745	1,549	83.33
340200001110000	Health & Welfare Class Tea	775	9,294	7,745	1,549	83.33
340200001124950	Health & Welfare Class	0	1,768	1,768	0	100.00
340200001127000	Health & Welfare Classified	1,553	15,588	12,502	3,086	80.20
340265005711300	Health & Welfare Class-Sp Ed	771	7,669	6,139	1,530	80.05
	Total Health and Welfare	12,390	142,637	117,902	24,735	82.66

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<i>Unemployment Insurance</i>						
350100001110000	Unemployment Insurance Cert	27	340	271	69	79.71
350100001127000	Unemployment Insurance Cert	7	88	74	14	84.09
350165005711200	Unemployment Insurance-Cert	2	30	23	7	76.67
350190151110000	Unemployment Ins Cert-GATE	0	2	1	1	50.00
350200001110000	Unemployment Insurance Class	8	127	100	27	78.74
350200001124950	Unemployment Insurance Class	0	12	7	5	58.33
350200001127000	Unemployment Insurance Class	4	50	42	8	84.00
350200001142000	Unemployment Insurance Class	2	19	15	4	78.95
350200001181000	Unemployment Insurance Class	2	19	17	2	89.47
350265005711300	Unemployment Ins Class-SpEd	3	30	26	4	86.67
350290101139000	Unemployment Ins Class-LASP	2	32	29	3	90.63
350290151110000	Unemployment Insurance Class	0	1	1	0	100.00
350299981110000	Unemployment Ins Class-LCAP	0	10	8	2	80.00
350300001110000	UI Local Exp Charge	0	1,200	1,268	(68)	105.67
350400001110000	UI Local Exp Charge	0	160	375	(215)	234.38
350400001127000	UI Local Exp Charge	0	65	64	1	98.46
350400001139000	UI Local Exp Charge	0	45	41	4	91.11
350400001181000	UI Local Exp Charge	0	30	29	1	96.67
	<i>Total Unemployment Insurance</i>	<i>57</i>	<i>2,260</i>	<i>2,391</i>	<i>(131)</i>	<i>105.80</i>
<i>Workers' Compensation</i>						
360100001110000	Workers Compensation Cert	637	8,346	6,337	2,009	75.93
360100001127000	Workers Compensation Cert	148	2,149	1,628	521	75.76
360165005711200	Workers Compensation-Cert	58	731	568	163	77.70
360190151110000	Workers Compensation Cert-GATE	4	37	13	24	35.14
360200001110000	Workers Compensation Class	210	3,389	2,615	774	77.16
360200001124950	Workers Compensation Class	0	332	193	139	58.13
360200001127000	Workers Compensation Class	106	1,353	1,089	264	80.49
360200001142000	Workers Compensation Class	44	506	408	98	80.63
360200001181000	Workers Compensation Class	45	503	445	58	88.47
360265005711300	Workers Comp Class-SpEd	70	812	687	125	84.61
360265005731400	Workers Comp Class-SpEd	0	8	8	0	100.00
360290101139000	Workers Comp Class-LASP	56	859	773	86	89.99
360290151110000	Workers Compensation Class	4	13	31	(18)	238.46
360299981110000	Workers Comp Class-LCAP	4	273	200	73	73.26
	<i>Total Workers' Compensation</i>	<i>1,386</i>	<i>19,311</i>	<i>14,995</i>	<i>4,316</i>	<i>77.65</i>
<i>Other Benefits</i>						
	<i>Total Other Benefits</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0.00</i>
	Total Employee Benefits	27,914	351,574	284,028	67,546	80.79

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Books and Supplies						
<i>Books/Reference</i>						
411000001110000	Textbooks/Core Curricula	0	7,000	6,583	417	94.04
421000001110000	Books/Reference Materials	0	2,500	1,923	577	76.92
	<i>Total BooksReference</i>	<i>0</i>	<i>9,500</i>	<i>8,506</i>	<i>994</i>	<i>89.54</i>
<i>Instructional Materials/Supplies</i>						
431000001110000	Instruct Materials/Supplies	79	14,432	11,205	3,227	77.64
431000001142000	Instruct Mtls/Supp-Athletic	0	1,500	185	1,315	12.33
431007601110000	Instruct Mtl/Supply-Arts/Music	0	3,500	0	3,500	0.00
431063001110000	Instruct Mtls/Supplies-Prop 20	0	14,568	14,568	0	100.00
431065005711300	Instruct Mtls/Supplies-SpEd	0	6,000	1,009	4,991	16.82
431090071110000	Instr Mtls/Supp-Cornell Grant	0	0	166	(166)	0.00
431090081110000	Instr Mtls/Supp-CRTA-Solar	0	0	213	(213)	0.00
431090121110000	Instruct Material/Supp-Website	0	1,000	934	66	93.40
431090141110000	Instruct Materials/Supply-AVID	0	1,000	484	516	48.40
431090151110000	Instruct Mtls/Supplies-GATE	0	0	548	(548)	0.00
	<i>Total Instructional Materials/Supplies</i>	<i>79</i>	<i>42,000</i>	<i>29,312</i>	<i>12,688</i>	<i>69.79</i>
<i>Supplies/Stores</i>						
432000001127000	All Other Mtls/Supplies-Admin	203	11,500	13,984	(2,484)	121.60
432000001142000	All Other Mtls/Supply-Athletic	0	1,500	1,432	68	95.47
432000001181000	All Other Mtls/Supplies-Custod	209	8,000	7,848	152	98.10
432053101137000	All Other Mtls/Supp-Food Svce	0	125	0	125	0.00
432065005711300	All Other Mtls/Supply-SpEd	0	500	0	500	0.00
432090101139000	All Oth Mtls/Supp-LASP	0	6,500	9,560	(3,060)	147.08
432590011127000	All Oth Mtl/Supp-Fundraise-OCC	23	8,000	4,505	3,495	56.31
432590021127000	All Oth Mtls/Supp-Fundraising	1,026	25,000	17,882	7,118	71.53
	<i>Total Supplies/Stores</i>	<i>1,461</i>	<i>61,125</i>	<i>55,211</i>	<i>5,914</i>	<i>90.32</i>
<i>Non-Capitalized Equipment</i>						
441000001110000	Non-Capitalized Equip-Instruct	0	10,500	10,313	187	98.22
441000001127000	Non-Capitalized Equip-Admin	615	12,000	12,890	(890)	107.42
441000001142000	Non-Capitalized Equip-Athletic	0	1,000	0	1,000	0.00
441000001181000	Non-Capitalized Equip-Custod	0	326	326	0	100.00
441007601110000	Non-Capitalized Equip-Music	0	3,500	0	3,500	0.00
441065005711300	Non-Capitalized Equipment-SpEd	0	1,000	447	553	44.70
441090101139000	Non-Cap Equipment-LASP	0	1,250	0	1,250	0.00
	<i>Total Non-Capitalized Equipment</i>	<i>615</i>	<i>29,576</i>	<i>23,976</i>	<i>5,600</i>	<i>81.07</i>

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<i>Non-Capaltized Fixed Assets</i>					
<i>Total Non-Capaltized Fixed Assets</i>	0	0	0	0	0.00
<i>Food Service Supplies</i>					
470053101137000 Food Service Expenditures	0	250	0	250	0.00
470090111137000 Food Service Exp-Sat Academy	0	1,000	500	500	50.00
<i>Total Food Service Supplies</i>	0	1,250	500	750	40.00
Total Books and Supplies	2,155	143,451	117,505	25,946	81.91

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Services/Operating Expenses						
<i>Subagreements for Services</i>						
	<i>Total Subagreements for Services</i>	0	0	0	0	0.00
 <i>Travel/Conferences</i>						
	523000001110000 Travel/Mileage-Instr	11	11,000	9,260	1,740	84.18
	523000001127000 Travel/Mileage-Admin	0	4,100	2,887	1,213	70.41
	523065005711900 Travel/Mileage-Sp Ed.	0	3,000	2,106	894	70.20
	523090101139000 Travel/Mileage-After School	0	200	68	132	34.00
	524000001110000 Meals/Entertainment-Instr	0	8,000	7,529	471	94.11
	524000001127000 Meals/Entertainment-Admin	0	4,500	3,846	654	85.47
	524065005711900 Meals/Entertainment-Sp Ed	0	500	581	(81)	116.20
	<i>Total Travel/Conferences</i>	11	31,300	26,277	5,023	83.95
 <i>Dues/Memberships</i>						
	531000001110000 Dues and Memberships-Instr	0	5,500	5,463	37	99.33
	531000001127000 Dues and Memberships-Admin	0	500	539	(39)	107.80
	531065005711900 Dues and Memberships-Sp Ed	0	2,000	1,500	500	75.00
	531090141110000 Dues and Memberships-AVID	0	12,159	12,159	0	100.00
	<i>Total Dues/Memberships</i>	0	20,159	19,661	498	97.53
 <i>Insurance</i>						
	540000001127000 Insurance	1,851	22,202	22,202	0	100.00
	<i>Total Insurance</i>	1,851	22,202	22,202	0	100.00
 <i>Operations/Housekeeping</i>						
	550000001181000 Utilities	4,288	45,600	35,866	9,734	78.65
	<i>Total Operations/Housekeeping</i>	4,288	45,600	35,866	9,734	78.65
 <i>Rentals/Leases/Repairs</i>						
	560500001187000 Event Rentals	0	500	700	(200)	140.00
	561000001127000 Equipment Rental	370	9,600	3,553	6,047	37.01
	561500001127000 Equipment Repair/Maintenance	772	6,200	3,955	2,245	63.79
	562000001187000 Property/Building Rental	22,980	116,060	81,749	34,311	70.44
	562060301187000 Property/Building Rental-SB740	0	141,075	141,075	0	100.00
	563000001187000 Property/Building Repair	396	10,000	10,247	(247)	102.47
	564000001187000 Property/Building Maint	614	15,000	12,964	2,036	86.43
	<i>Total Rentals/Leases/Repairs</i>	25,132	298,435	254,243	44,192	85.19

Oasis Charter Public School
Income Statement
For the Ten Months Ending April 30, 2018

	<u>Apr 2018</u>	<u>2nd Interim Revision</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent Actuals to Total Budget</u>	
<i>Direct Costs Transfers</i>						
<i>Total Direct Costs Transfers</i>	0	0	0	0	0.00	
<i>Professional Services</i>						
58060000073000	ARI Administration Contract	3,897	45,600	40,566	5,034	88.96
581090031110000	Field Trips/Transportation	2,458	10,000	6,224	3,776	62.24
58200000076000	Oversight Fee	0	20,980	0	20,980	0.00
583000001127000	Advertising/Employment Fees	3,245	7,500	11,910	(4,410)	158.80
585000001127000	Legal Services Contracts	16,768	30,000	54,229	(24,229)	180.76
58520000071910	Audit Services Contracts	0	10,070	6,375	3,695	63.31
585400001127000	Consulting Services Contracts	9,300	54,650	38,013	16,637	69.56
585600001127000	Technology Svce Contr-Admin	2,550	26,000	24,161	1,839	92.93
585700001110000	SIS Service Contracts	0	20,400	20,469	(69)	100.34
585800001110000	Other Svcs/Operating Exp-Instr	287	5,000	4,058	942	81.16
585800001127000	Other Svcs/Operating Exp-Admin	330	6,000	6,111	(111)	101.85
585800001142000	Other Svcs/Op. Exp-Athletics	0	1,000	710	290	71.00
585865005711900	Other Svcs/Op Exp-SpEd-Instr	0	500	0	500	0.00
585865125711900	Other Svcs/Op Exp-State MH	0	4,000	0	4,000	0.00
585890101139000	Other Svcs/Operating Exp-LASP	157	1,700	1,680	20	98.82
585899981110000	Oth Svc/Op Exp-ELA/ELD/Trans	0	3,000	0	3,000	0.00
585900001127000	Oth Svc-Payroll Processing Fee	676	9,910	7,652	2,258	77.21
586000001127000	Penalties/Late Fees	0	400	357	43	89.25
58750000071000	Staff Development Exp-Board	750	9,482	750	8,732	7.91
587500001110000	Staff Development Exp-Instr	0	8,000	1,565	6,435	19.56
587500001127000	Staff Development Exp-Admin	0	1,000	4,930	(3,930)	493.00
587562641110000	Staff Development Exp-Ed Effec	0	8,000	5,075	2,925	63.44
587565005711900	Staff Development Exp-SpEd	0	1,000	385	615	38.50
587590141110000	Staff Development Exp-AVID	0	15,000	0	15,000	0.00
587590161110000	Staff Development Exp-GLAD	0	2,500	0	2,500	0.00
58990000071000	Reserve for Undefined Expenses	0	0	17,882	(17,882)	0.00
<i>Total Professional Services</i>		40,418	301,692	253,102	48,590	83.89
<i>Communications</i>						
591000001127000	Postage and Shipping	777	2,600	2,107	493	81.04
592000001127000	Internet Services	296	4,400	3,009	1,391	68.39
593000001127000	Telephone/Cell Phones	0	12,500	9,750	2,750	78.00
<i>Total Communications</i>		1,073	19,500	14,866	4,634	76.24
Total Services/Operating Expenses		72,773	738,888	626,217	112,671	84.75

Oasis Charter Public School
Income Statement
For the Ten Months Ending April 30, 2018

	<u>Apr 2018</u>	<u>2nd Interim Revision</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent Actuals to Total Budget</u>
Capital Outlay					
617000001185000	7,804	81,000	55,471	25,529	68.48
620000001185000	0	40,000	8,738	31,262	21.85
640000001110000	0	8,875	8,875	0	100.00
690000001110000	0	53,000	0	53,000	0.00
Total Capital Outlay	7,804	182,875	73,084	109,791	39.96
Other Outgo					
Total Other Outgo	0	0	0	0	0.00
Total Expenses	224,972	2,937,643	2,329,597	608,046	79.30
Other Sources and Uses					
Other Sources					
8980000000000000	0	(73,845)	0	(73,845)	0.00
8980650050000000	0	73,845	0	73,845	0.00
Total Other Sources	0	0	0	0	0.00
Other Uses					
Total Other Uses	0	0	0	0	0.00
Total Other Sources and Uses	0	0	0	0	0.00
Net Increase/Decrease in Fund Bal.	(6,709)	(266,005)	(102,732)	(163,273)	

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
Enrollment		240	220
Estimated ADA		238.00	202.40
COLA	Revenue	1.56%	2.51%
CPI	Expenses	3.18%	3.22%
80110000000000	State Aid Entitlement	1,586,329	1,543,140
80121400000000	Education Protection Account	273,239	235,334
80190000000000	State Aid Entitlement-PY	0	0
80191400000000	Education Protection Account PY	0	0
80960000000000	In-Lieu Tax Transfers	238,383	214,439
80970000000000	In-Lieu Tax Transfers-PY	0	0
	Total LCFF Funding	2,097,951	1,992,913
81813310000000	Other Fed Rev-IDEA	28,074	28,074
81823327500000	Oth Fed Rev-SpEd Mental Health	0	0
82903010000000	Other Fed Rev-Title I	60,361	51,332
82904035000000	Other Fed Rev-Title II	8,224	6,994
	Total Federal Revenues	96,659	86,400

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
84340000000000	Class Size Reduction K-3	0	0
85500000000000	Mandated Cost Reimbursement-Block	3,965	3,784
85509999000000	Mandated Cost Reimbursement-Discr.	36,740	70,210
85601100000000	State Lottery Revenue-Non-Prop	40,576	40,576
85601100000001	State Lottery Revenue-Non-Prop-PY	431	431
85606300000000	State Lottery Revenue-Prop 20	13,395	13,395
85606300000001	State Lottery Revenue-Prop 20-PY	1,173	1,173
85900000000000	Other State Revenues	60	60
85906030000000	Other State Revenues-SB740	141,075	141,075
85906230000000	Other State Revenues-Prop 39	0	0
85906512500000	Oth State Rev-SpEd Mental Health	4,000	4,000
	Total Other State Revenues	241,414	274,703
86600000000000	Interest	1,500	1,500
86980000000000	Donations	2,500	500
86990000000000	Other Local Revenues	7,000	1,500
86999001000000	Other Local Revenues-Fundraisers-OCC	20,000	20,000
86999002000000	Other Local Revenues-Fundraisers	40,000	30,000
86999003000000	Other Local Revenues-Field Trips	3,000	3,000
86999010000000	Other Local Revenues-After School	58,000	58,000
86999011000000	Other Local Revenues-Sat Aademy	0	0
86999014000000	Other Local Revenues-AVID	110	0
87926500500000	Transfer of Apport-JPA-SELPA	103,503	88,021
87926500500001	Transfer of Apport-JPA-SELPA-PY	0	0
	Total Other Local Revenues	235,613	202,521
	Total Revenues	2,671,637	2,556,537

Oasis Charter Public School

Second Interim Budget

2017/18

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
110100001110000	Teacher Salaries-Regular	231,371	188,189
110111001100000	Teacher Salaries-Lottery	41,006	41,006
110114001110000	Teacher Salaries-EPA	273,239	235,334
110130101110000	Teacher Salaries-Title I	0	0
110133105711200	Teacher Salaries-SpEd-IDEA	28,074	28,074
110140351110000	Teacher Salaries-Title II	8,224	6,994
110165005711200	Teacher Salaries-SpEd	31,671	36,713
110200001110000	Teacher Salaries-Substitute	20,000	20,000
110300001110000	Cert Teacher-CELDT Testing	1,712	1,800
110399981110000	Cert Teacher-CELDT Testing-LCAP	0	0
110400001110000	Cert Teacher-ELD	0	3,514
110430101110000	Cert Teacher-ELD-Title I	34,700	34,700
110600001110000	Cert Teacher-Math Intervention	0	0
110700001110000	Cert Teacher-Academic Coach	51,218	31,300
110799981110000	Cert Teacher-Academic Coach-LCAP	0	0
110800001110000	Cert Teacher-Reading Specialist	11,283	0
110899981110000	Cert Teacher-Reading Specialist-LCAP	0	0
117500001110000	Teacher Stipend	1,000	1,000
117565005711200	Teacher Stipend-SpEd	0	0
117573921110000	Teacher Stipend-BTSA	0	0
117590151110000	Teacher Stipend-GATE	3,000	3,000
118000001110000	Teacher Medical Stipend	5,400	5,400
118065005711200	Teacher Medical Stipend-SpEd	0	0
	Total Teacher Salaries	741,898	637,024

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
131100001127000	Principal/Executive Director Salaries	92,205	114,400
131130101127000	Principal/Executive Director Salaries	1,195	0
131165005721000	Principal Salaries-Sp Ed	21,000	0
132000001127000	Instructional Coord Salaries-Regular	40,550	68,200
132065005721000	Instructional Coord-Sp Ed	16,250	0
132099981127000	Instructional Coord Salaries-LCAP	0	0
132100001121000	Curriculum Coordinator	0	0
137500001127000	Admin Stipend	0	0
138000001127000	Admin Medical Stipend	5,400	5,400
	Total Administrator Salaries	176,600	188,000
	Total Other Certificated Salaries		
	Total Certificated Salaries	918,498	825,024

Oasis Charter Public School

Second Interim Budget

2017/18

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
210100001110000	Class Teach/Inst Aide Sal-Reg	165,882	91,289
210165005711300	Class Teach/Inst Aide Sal-SpEd	60,584	57,873
210190151110000	Class Teacher-GATE	1,000	1,000
210199981110000	Class Aide/ELD-LCAP	20,387	21,230
210200001110000	Class Teach/Inst Aide Sal-Sub	200	200
210300001110000	Class Teacher-Dance	420	309
210400001110000	Class Teacher-Music	0	0
210499981110000	Class Teacher-Music-LCAP	0	0
210500001110000	Class Teacher-Art	100	0
210600001110000	Class Teacher-Drama	0	0
210700001110000	Class Teacher-Engineering	24,759	30,880
210799981110000	Class Teacher-Engineering-LCAP	0	0
210800001110000	Class Teacher-Technology	14,365	16,984
210899981110000	Class Teacher-Technology-LCAP	0	0
210900001142000	Class Teacher-Athletics	36,771	36,500
210999981142000	Class Teacher-Athletics-LCAP	0	0
211000001110000	Class Teacher-ELD	17,744	17,636
211030101110000	Class Teacher-ELD-Title I	21,164	21,164
211099981110000	Class Teacher-ELD-LCAP	0	0
217500001110000	Class Teacher Stipend/Bonus	1,586	0
217500001420000	Class Teacher Stipend/Bonus	1,000	0
217590021110000	Class Teacher Stipend - Fundraising	2,813	0
217590101110000	Class Teacher Stipend - LASP	601	0
217590111110000	Class Teacher Stipend - Sat Academy	5,000	0
217599981110000	Class Teacher Stipend - LCAP	0	0
218000001110000	Class Teacher Medical Stipend	0	0
Total Paraeducator Salaries		374,375	295,065

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
220165005731400	Occupational Therapist-Reg	601	0
220500001124950	Parent Liaison-Reg	0	0
220599981124950	Parent Liaison-LCAP	0	0
221100001181000	Maintenance-Sal	37,585	33,823
227500001124950	Parent Liaison-Stipend	24,740	25,916
	Total Support Services Salaries	62,925	59,739
		0	0
	Total Supervisor Salaries	0	0
240100001127000	Cler/Office/Tech Salaries-Reg	100,882	101,880
240130101127000	Cler/Office/Tech Salaries-Title I	0	0
240199981127000	Cler/Office/Tech Salaries-LCAP	0	0
248000001127000	Clerical/Office Medical Stipend	0	0
260100001127000	Technology Salaries-Reg	0	0
290190101139000	After School Coordinator	16,969	17,515
290290101139000	After School Assistant	47,204	35,271
	Total Office/Technical Salaries	165,055	154,665
	Total Classified Salaries	602,356	509,470
	Total Salaries	1,520,854	1,334,493

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
Employee Benefits			
	Total STRS/PERS	128,483	131,256
	Total OASDI/Medicare	58,884	49,621
	Total Health and Welfare	142,638	146,388
	Total Unemployment Insurance	2,260	2,167
	Total Workers' Compensation	19,311	17,794
	Total Other Benefits	0	0
	Total Employee Benefits	351,577	347,226

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
411000001110000	Textbooks/Core Curricula	7,000	7,000
411099981110000	Textbooks/Core Curricula-ELA/ELD-LCAP	0	0
421000001110000	Books/Reference Materials	2,500	2,500
	Total BooksReference	9,500	9,500
431000001110000	Instruct Materials/Supplies	14,432	14,432
431000001142000	Instruct Materials/Supplies-Athletics	1,500	1,500
431007601110000	Instruct Materials/Supplies-Arts/Music	3,500	3,500
431030101110000	Instruct Materials/Supplies-Title I	0	0
431063001110000	Instruct Materials/Supplies-P20	14,568	14,568
431065005711300	Instruct Materials/Supplies-Sp Ed	6,000	6,000
431090051110000	Instruct Materials/Supplies-Sea Garden	0	0
431090121110000	Instruct Materials/supplies-Website	1,000	1,000
431090141110000	Instruct Materials/Supplies-AVID	1,000	1,000
431090151110000	Instruct Materials/Supplies-GATE	0	0
	Total Instructional Materials/Supplies	42,000	42,000
432000001127000	All Other Materials/Supplies-Admin	11,500	11,500
432000001142000	All Other Materials/Supplies-Athletic	1,500	1,500
432000001181000	All Other Materials/Supplies-Custod	8,000	8,000
432053100037000	All Other Materials/Supplies-Food Svce	125	125
432065005711300	All Other Materials/Supplies-SpEd	500	500
432090031127000	All Other Mtls/Supplies-Camping	0	0
432090101139000	All Other Materials/Supplies-After School	6,500	6,500
432100001181000	All Other Materials/Supplies-Renovate	0	0
432590011127000	All Other Mtls/Supplies-Fundraising-OCC	8,000	8,000
432590021127000	All Other Materials/Supplies-Fundraising	25,000	25,000
	Total Supplies/Stores	61,125	61,125

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
441000001110000	Non-Capitalized Equipment-Instr	10,500	5,000
441000001127000	Non-Capitalized Equipment-Admin	12,000	2,500
441000001142000	Non-Capitalized Equipment-Athletics	1,000	1,000
441000001181000	Non-Capitalized Equip-Custodial	326	326
441007601110000	Non-Capitalized Equipment-Music	3,500	0
441053101110000	Non-Capitalized Equipment-CNSP	0	0
441065005711300	Non-Capitalized Equip-SpEd	1,000	0
441090101139000	Non-Capitalized Equipment-After School	1,250	0
441090151110000	Non-Capitalized Equipment-GATE	0	0
	Total Non-Capitalized Equipment	29,576	8,826
445000001127000	Non-Capitalized Furniture	0	0
445000001110000	Non-Capitalized Furniture	0	0
	Total Non-Capaltized Fixed Assets	0	0
470053101137000	Food Service Expenditures	250	250
470090111137000	Food Service Exp-Sat Academy	1,000	1,000
	Total Food Service Supplies	1,250	1,250
	Total Books and Supplies	143,451	122,701

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
510062301184000	Subagreements for Services-Prop 39	0	0
	Total Subagreements for Services	0	0
523000001110000	Travel/Mileage-Instr	11,000	11,000
523000001127000	Travel/Mileage-Admin	4,100	4,100
523065005711900	Travel/Mileage-Sp Ed	3,000	3,000
523090101139000	Travel/Mileage-After School	200	200
524000001110000	Meals/Entertainment-Instr	8,000	8,000
524000001127000	Meals/Entertainment-Admin	4,500	4,500
524065005711900	Meals/Entertainment-Sp Ed	500	500
	Total Travel/Conferences	31,300	31,300
531000001110000	Dues and Memberships-Instr	5,500	5,500
531000001127000	Dues and Memberships-Admin	500	500
531065005711900	Dues and Memberships-SpEd	2,000	2,000
531090141110000	Dues and Memberships-AVID	12,159	12,200
	Total Dues/Memberships	20,159	20,200
540000001127000	Insurance	22,202	22,917
	Total Insurance	22,202	22,917
550000001181000	Utilities	45,600	45,600
	Contracted Custodial	0	0
	Total Operations/Housekeeping	45,600	45,600

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
560500001187000	Event Rentals	500	500
561000001110000	Equipment Rental-Instr	0	0
561000001127000	Equipment Rental-Admin	9,600	9,600
561500001127000	Equipment Repair/Maint	6,200	6,200
562000001187000	Property/Building Rental	116,060	125,550
562060301187000	Property/Building Rental-SB740	141,075	141,075
563000001187000	Property/Building Repair	10,000	10,000
564000001187000	Property/Building Maint	15,000	15,000
	Total Rentals/Leases/Repairs	298,435	307,925
580600000073000	ARI Administration Contract	45,600	41,800
581090031110000	Field Trips/Transportation	10,000	10,000
582000000076000	Oversight Fee	20,980	19,929
583000001127000	Advertising/Employment Fees	7,500	7,500
585000001127000	Legal Services	30,000	30,000
585200000071910	Audit Services	10,070	10,070
585400001127000	Consulting Service Contracts	54,650	30,000
585600001127000	Technology Service	26,000	26,000
585700001110000	SIS Service Contracts	20,400	20,400
585800001110000	Other Svcs/Operating Exp-Instr	5,000	5,000
585800001127000	Other Svcs/Operating Exp-Admin	6,000	6,000
585800001142000	Other Svcs/Operating Exp-Athletics	1,000	1,000
585833275711900	Other Svcs/Operating Exp-Federal MH	0	0
585865005711900	Other Svcs/Operating Exp-SpEd-Instr	500	500
585865125711900	Other Svcs/Operating Exp-State MH	4,000	4,000
585890101139000	Other Svcs/Operating Exp-LASP	1,700	1,700
585899981110000	Oth Svc/Op Exp-ELA/ELD/Translation	3,000	3,000
585900001127000	Oth Svc-Payroll Processing Fees	9,910	10,000
586000001127000	Penalties/Late Fees	400	0
587500000071000	Staff Development Expense-Board	9,482	0

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
587500001110000	Staff Development Expense-Instr	8,000	5,000
587500001127000	Staff Development Expense-Admin	1,000	1,000
587562641110000	Staff Development Exp-Ed Effectiveness	8,000	0
587565005711900	Staff Development Expense-SpEd	1,000	1,000
587573921110000	Staff Development Expense-BTSA	0	0
587590141110000	Staff Development Expense-AVID	15,000	15,000
587590141127000	Staff Development Expense-AVID	0	0
587590151110000	Staff Development Expense-GATE	0	0
587590161110000	Staff Development Expense-GLAD	2,500	0
589900001110000	Reserve for Undefined Expenses	0	0
	Total Professional Services	301,692	248,899
591000001127000	Postage and Shipping	2,600	2,600
591065005711900	Postage and Shipping-SpEd	0	0
592000001127000	Internet Services	4,400	4,400
593000001127000	Telephone/Cell Phones	12,500	12,500
	Total Communications	19,500	19,500
	Total Services/Operating Expenses	738,888	696,340
617000001185000	Sites/Improvement of Sites	81,000	0
620000001185000	Buildings/Improvement of Bldgs	40,000	0
640000001110000	Capitalized Equipment	8,875	0
690000001110000	Depreciation Expense	53,000	55,500
	Total Capital Outlay	182,875	55,500
714165005092000	SPED Encroachment	0	0
	Total Other Outgo	0	0
	Total Expenses	2,937,644	2,556,261

**Oasis Charter Public School
Second Interim Budget
2017/18**

04/15/18	DRAFT ONLY	PY Est Actuals 2017-18	Jul 1 Budget 2018-19
8979000000000000	All Other Financing Sources	0	0
8980000000000000	Contrib from Unrestr Resource	-73,845	-73,845
8980650050000000	Contrib from Unrestr Res-SpEd	73,845	73,845
	Total Other Sources	0	0
743800000091000	Debt Svcs Interest Payments	0	0
743900000091000	Debt Svcs Principal Payments	0	0
	Total Other Uses	0	0
	Total Other Sources and Uses	0	0
	Net Increase/Decrease in Fund Balance	-266,007	276
	Year End Reclassification to FASB	129,875	0
	Year End Net Increase/Decrease in Fund Bal	-136,132	276
9791000000000000	Beginning Fund Balance/Net Assets	2,019,941	1,883,809
	Ending Fund Balance/Net Assets	1,883,809	1,884,085

DRAFT [2018-19]

Oasis Charter Public School

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

UCEN Board of Directors Approved on
XXXXXXX

Local Control Accountability Plan and Annual Update (LCAP)

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Oasis Charter Public School is located in the Salinas City limits. Oasis Charter offers an educational environment for kindergarten through sixth grade students since 2003. Our students come from the

City of Salinas as well as from the surrounding communities such as Castroville, Gonzales, Soledad, among other small towns. Its current maximum enrollment is 250 students and there are approximately 180 families. Oasis Charter ethnic demographics is as follows: 85% Hispanic or Latino, Caucasian or White 5%, Filipino 4%, Black or African American 2%, , Native Hawaiian or Other Pacific Islander 2%, Asian 1% and American Indian or Alaska Native 1%. Oasis Charter has 48% male and 52% female students enrolled.

The Under Construction Educational Network, Inc., (UCEN) Board, Oasis governing board, has had several members who have served for many years, some for over a decade. The Board has been extremely supportive of the staff, the students and of administration. The Oasis Community Council (OCC) has always worked in support of the community by fundraising for various purposes. The District English Language Acquisition Committee (DELAC) group is the advocate for our English Language Learners.

Oasis Charter serves its community in a variety of ways with its Science, Technology, Engineering, Arts and Mathematics (STEAM) focus and approach. It offers weekly Family Seminars for parents and legal guardians and a wide variety of volunteer opportunities. It also offers the entire spectrum of academic and social/emotional services to students, from Gifted and Talented Education (GATE) to Specialized Education and from counseling to behavior intervention. Oasis Charter also offers math, literacy and English Language Development (ELD) intervention and support for its students, families and staff members. Oasis is the only local elementary school that is AVID certified, which stands for Advancement Via Individualized Determination.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP, 2018-19.

In the current school year, Oasis Charter was able to retain 100% of its staff to finish off the school year, teachers, administrators, support and instructional staff. Oasis was able to re-hire 90% of its teachers who were qualified to ensure implementation of the new standards and adopted programs. The other 10% were working towards becoming fully credentialed within their first two years of teaching at Oasis and all teachers, 100%, were appropriately assigned for their teaching placement. All eligible teachers participated in the induction program. All teachers and instructional staff participated in professional development offered on-site and off campus for Advancement via Individualized Determination (AVID), Guided Language Acquisition Design (GLAD), Science, Technology, Engineering, Arts, and Mathematics, as well as Literacy.

Oasis staff continued to work with an independent consultant who was hired to provide guidance to increase student academic achievement as well as to foster leadership development. The entire spectrum of services was provided with a focus on at risk students. Individual student academic and social progress was closely monitored by an administrator as well as group and school-wide progress. Students' individual progress was reported to their parents or legal guardians and to the classroom teachers. Group and school-wide progress was presented to the staff, the Oasis Community Council (OCC), the Under Construction Educational Network Inc. (UCEN), District English Language Advisory Committee (DELAC) and the School Site Council.

Oasis Charter hired a group of specialty teachers for physical movement, robotics, music, computer technology, dance, and art. We adopted a new and challenging math curriculum and it was the first full year of implementation of the English Language Arts (ELA) and ELD curriculum. GATE and intervention classes were offered for eligible students in need.

Another major LCAP highlight is staff and family retention for the next academic year. Oasis will have over a 90% family/student retention rate and a 100% staff retention rate for the upcoming school year. This is the first year in the past decade with the highest staff retention rate and the first in the past five years for family/student retention.

Also, it is the first year that classroom teachers have regular meetings with specialty teachers to review academic and social data to support student achievement. Also, for the first time Oasis contracted two counselors and a behavior interventionist to work with students and a Family/Community Liaison to support families. Family participation in school events increased, although it is an area that needs additional attention.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress: 2017-18

Started the year with 100% of the staff from the year prior, 2016-17.

All specialty staff continued to work with our students and the engineering instructor formed a student group to take them to competitions.

A new playground structure was approved and installation is scheduled for the summer of 2018.

We continued to track student academic achievement and our students showed gains in the benchmark assessments.

The SBAC assessment results were reflected of those of local school districts.

Increased communication between school and families via the reader board, website, ParentSquare, flyers and phone calls.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Hire and retained highly qualified teachers who are fully credentialed.

Increase family participation and engagement while on campus and during school events/activities.

Increase academic achievement for a subgroup English Language Learners.

Increase academic achievement for all students.

Collaboration among the different groups, OCC, DELAC Staff, UCEN Board and Administration.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Student academic achievement for English Language Learners. The focus has been to increase their language development.

Tracking academic data for sub-groups in all subjects, quarterly.

Utilizing the new online comprehensive, inclusive and integrated student information system to track student academic achievement and identify student demographics.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Contracted a specialized English Language Development (ELD) consultant to work with teachers, administrators and the instructional staff to increase and improve ELD instruction services provided to English Language Learners (ELLs).

Held quarterly meetings with ELD, counseling and other specialty staff in support the academic achievement and social/emotional growth of all students.

Each class had an instructional assistant during the days and time of instruction.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year 2017-18	\$XXX as of 2 nd interim LCFF calculation
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year 2017-18	\$XXX as of June 2017 \$XXXX as of 2 nd interim LCFF at XX%

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Teacher salaries and benefits are included in the LCAP plan. A large percentage of the general fund budget expenditures is allocated for salaries and benefits. However, facility lease cost, maintenance and site improvement was not included.



DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year 2018-19	\$1,792,725 @190 enrollment/182.40 ADA

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Hire Qualified Teachers to Ensure Implementation of the Common Core and the New Generation Science Standards and Local Adopted Programs

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, and 4,
Local Priorities:

Annual Measureable Outcomes

Expected	Actual
10 out of 12 teachers to attend at least 2 NGSS trainings	6 out of 12 attended 2 NGSS trainings.
10 out of 12 teachers to attend at least 3 ELA/GLAD/Daily 5 trainings	12 out of 12 teachers attended 5 ELA/GLAD/Daily 5 trainings
10 out of 12 teachers to attend at least 2 math trainings	11 out of 12 teachers attended 2 math trainings
2 out of 2 new teachers to participate in the induction program	2 out of 2 new teachers to participate in the induction program

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
1) Teacher salaries and benefits	1) Teacher salaries and Benefits	1) \$204,368 + 303,733 salaries • 207,738 benefits
2) Hire a full-time academic coach		2) \$41,600
3) Contract an ELD, leadership development and data evaluation consultant	2) Hired a full-time academic coach	
4) Professional Development on and off-site		3) \$54,650

5) Cover Induction Cost for New Teachers	3) Contracted an ELD, leadership development and data evaluation consultant	4) \$30,000
	4) Professional Development on and off-site was provided	5) \$8,000
	5) Covered Induction Cost for New Teachers	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Add text here]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Add text here]

Goal 2

Grade Level Proficiency in Core Academic Subjects and alignment with Culturally Relevant Pedagogy

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4, 6 & 7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Generate 3 school-wide data reports using PowerSchool	Generated 3 school-wide quarterly student data reports using Edulastic
Generate 3 sub-group data reports using PowerSchool	Did not generate sub-group data reports
Teachers will plan thematic lessons for their scope and sequence	Teachers planned thematic lessons for their scope and sequence
Hire 10 instructional assistants, one for each classroom	Hired 10 instructional assistants, one for each classroom

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
1) Hire a full-time instructional coordinator	1) Hired a full-time instructional coordinator	1) \$45,900
2) Hire a full-time academic coach	2) Hired a full-time academic coach	2) \$41,600
3) Adopt a new student information system called PowerSchool	3) Adopted a new student information system called PowerSchool and an academic data tracking system called Edulastic	3) \$20,400
4) Hire a part-time ELD teacher	4) Hired a part-time ELD teacher	
5) Hire a part-time ELD paraprofessional	5) Hired a part-time ELD paraprofessional	4) \$38,610
6) Create and present student academic achievement reports to the UCEN Board,	6) Created and presented student academic achievement reports to the UCEN Board,	

the staff, the OCC, DELAC, and other stakeholder groups	the staff, the OCC, DELAC, and other stakeholder groups	5) \$18,233
7) Hire additional part-time instructional assistants, one per classroom	7) Hired additional part-time instructional assistants, one per classroom	6) \$00
		7) \$181,877

Analysis

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[Add text here]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Add text here]

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, and 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Have an average daily attendance (ADA) report of 96% or 240 students	Had an average daily attendance (ADA) students in the P1 report and 97.43% or P2 report
Have 4% or less of student office referrals	Have 13.75% or less of student office referrals
Have a 2% or less of student suspensions	Have a 2.4% or less of student suspensions
Hire a full-time student counselor/behavior interventionist	Hired a full-time student counselor/behavior interventionist

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
1) Hire a full-time instructional coordinator	1) Hired a full-time instructional coordinator	1) \$45,900
2) Hire a full-time student counselor/behavior interventionist	2) Hired a full-time student counselor/behavior interventionist	2) \$60,109
3) Hire an full-time administrative assistant to manage attendance reports	3) Hired an full-time administrative assistant to manage attendance reports	
4) Create and present attendance, office referrals, suspension reports to the UCEN Board, the OCC, DELAC, and other stakeholder groups	4) Did not created attendance, office referrals, suspension reports to the UCEN Board, the OCC, DELAC, and other stakeholder groups. Attendance information was presented to the UCEN Board during meetings.	3) \$46,100
		4) \$00

Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

[Add text here]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Add text here]

Goal 4

Increase family connection, collaboration, communication and participation in support of student's academic achievement

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6, and 8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
For academic events 50-150 people would be in attendance	For academic events 20-115 people were
For on-campus support 30-60 families	For on-campus support 10-30 families participated
Family school-wide participation (donations, meeting attendance, etc.) 50-80 families would help	Family school-wide participation (donations, meetings, etc.) 20-30 families helped
Family activities: 30-50 people would be in attendance such as for STEAM, AVID or family seminars	Family activities: 20-45 people were in attendance at family seminars
Classroom support: 10-15 families per class would provide support by driving or chaperoning fieldtrips, making donations or by any other means of support	Classroom support: 15-20 families per class provided support by driving or chaperoning fieldtrips, making donations or by any other means of support

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
<p>1) Hire a full-time Family/Community Liaison Will provide resources, guidance and seminars. Will offer Spanish translation for the All Family Meetings, Teacher/Family conferences, and UCEN Board meetings. Oasis will maintain with a professional Spanish translator.</p> <p>Collaborate with the Oasis Community Council (OCC) and administration to coordinate volunteer opportunities and school events</p> <p>Maintain documentation for measuring progress in family and community involvement goals.</p>	<p>1) Hired a full-time Family/Community Liaison</p> <p>Employee resigned in July, before the beginning of the school year. Main duties were delegated to three office staff members in exchange for a monthly stipend.</p> <p>Collaborate with the Oasis Community Council (OCC) and administration to coordinate volunteer opportunities and school events</p> <p>Maintain documentation for measuring progress in family and community involvement goals.</p>	<p>1) \$57,868</p>

<p>2) Hire a part-time STEAM teacher to teach classes on the weekend or in the evening on a weekday</p> <p>Snacks and all materials will be provided by Oasis. All community members will be invited, UCEN, OCC, staff, and family members.</p> <p>3) Hire a full-time Love and Logic family seminar provider to offer parenting classes</p> <p>Will provide bi-monthly family seminars.</p> <p>4) Use PowerSchool, Survey Monkey and other means of communication to contact and communicate with families about school events and school needs.</p> <ul style="list-style-type: none"> ● Survey Monkey subscription to continue providing online surveys to families and students. ● PowerSchool to increase the communication between school and home. It will provide an automatic Spanish translation system. It will also keep track of family participation. <p>5) Sign-in Sheets, electronic and paper-form</p> <p>Designated staff will be responsible for collecting and keeping track of this data.</p> <p>6) Translation services</p>	<p>2) Did not hire a part-time STEAM teacher to teach classes on the weekend or in the evening on a weekday</p> <p>3) Hired a full-time Love and Logic family seminar provider to offer parenting classes. Employee had a dual role as a reading support instructor during the day and seminar provider.</p> <p>Provide bi-monthly family seminars in English and in Spanish during the day at first and then switched to the evening in an effort to increase family participation..</p> <p>4) Used online ParentSquare, Survey Monkey and other means of communication to contact and communicate with families about school events and school needs.</p> <ul style="list-style-type: none"> ● Survey Monkey subscription to provided online surveys to families. ● ParentSquare increased the communication between school and home. It provided automatic Spanish translation. It also kept track of family engagement by tracking down opened emails and people reached. <p>5) Sign-in Sheets, electronic and paper-form</p> <p>Designated staff was responsible for collecting and keeping track of this data.</p> <p>6) Translation services</p>	<p>2) \$12,000</p> <p>3) \$51,606</p> <p>4) Included in goal #2 action #3 +\$300 for SurveyMonkey</p> <p>5) \$00</p> <p>6) \$3,000</p>
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Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

[Add text here]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Add text here]

Stakeholder Engagement

LCAP Year: 2018–19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In 2017-2018 Oasis Charter Public School held several stakeholder meetings to gather information and get their input to create the 2018-2019 Local Control Accountability Plan (LCAP). Another purpose for those meetings was to review and refine the priorities and goals for the current school year. It was also decided to hold LCAP meetings during other school-wide and special designated group meetings to avoid burning the community out as well to ensure maximum community participation.

Stakeholders Meetings:

The LCAP stakeholder groups were the Oasis Community Council (OCC), District English Language Acquisition Committee (DELAC), Under Construction Educational Network Inc. (UCEN), Oasis Governing Board, Oasis staff, parents and guardians of students with special needs and students that are eligible for free or reduced-price meals as well as members of other sub-groups. Most of these groups met once a month and they reviewed the LCAP data and determined progress as well as the areas of need. The staff met bi-monthly on Wednesdays. The OCC met the first Tuesday of every month and the UCEN Board the last Tuesday of every month. The DELAC group met quarterly. A draft of the areas of need and development was brought before the various stakeholder groups for input. Oasis continued prioritizing Oasis' needs and areas of development and aligning them with the State's eight priorities. LCAP Community meeting were held to establish annual goals for all students, and prioritize actions that will be taken to achieve those goals as well as detail how funds will be spent to increase or improve services. They also reviewed the drafts of the 2018-19 July 1 preliminary budget. Those meetings were held on campus on the following dates:

April 20, 2018

May 8, 2018

May 21, 2018

The participating groups included Oasis Community Council (OCC); Under Construction Educational Network Inc. (UCEN), Oasis Governing Board, District English Language Acquisition Committee (DELAC), Oasis' staff members, among other representatives of identified subgroups. The groups were provided information and data on areas of need and development such as standardized test scores, grade level literacy achievement levels, attendance and truancy, suspension, English Language proficiency and were asked to provide suggestions for improving student academic and social achievement, school climate, student engagement, and family involvement.

After meetings were held, the leadership team continued taking input, comments and feedback from families and community members who were unable to attend. The leadership team held bi-monthly meetings to continue prioritizing the goals, actions and funding required carrying out the plan.

Several meetings were held during different times and days of the week to allow for maximum participation in which all stakeholders were invited to participate in their children's education as well as in the school. The leadership meeting, with input from the community, formulated a survey that addressed the State's eight priorities. The survey was created and distributed in English and Spanish. A link was created and it was distributed via Parentsquare, an online system. The survey was anonymous. The data was gathered and aggregated for analysis purposes. The data was shared with the various community groups.

In the beginning of 2017-18, Oasis' mission was to focus on and track the progress towards the LCAP goals and objectives created in 2016-17. The different stakeholders had different roles, but the main goal was to start the year discussing and refining the actions for the current year as well as preparing for the upcoming year. The community groups were: the Oasis Community Council (OCC), the Under Construction Educational Network, Inc. (UCEN) Board of Directors, Oasis' Governing Board, District English Language Acquisition Committee (DELAC) members, teachers, staff members among other community members and/or groups.

Oasis community decided to address the different LCAP priorities throughout the school year. The different stakeholder groups met several times in the year and the agenda included a discussion, report or presentation of the LCAP goals and objectives.

At the beginning of the school year, the OCC and staff members planned several school-wide meetings, one in August and another one in May. The goal of the meetings was to keep the community informed and involved in the progress and process.

The year began with an All Family Meeting on August, at which free child care, Spanish translation and snacks/finger food were provided. In this meeting different community members addressed several topics, which were directed related to the LCFF priorities and LCAP goals and objectives. The community was informed of the many specialized programs and services that were designated to serve the targeted identified sub-groups in order for them to reach maximum academic achievement.

The OCC and UCEN Board discussed different LCAP topics throughout the school year. Free childcare and snacks/dinner were provided during the OCC meetings. Translation was offered and provided during the UCEN meeting, when requested in advanced. The agendas and minutes were posted on Oasis' website to inform the community of the topics being discussed and addressed. The different groups reviewed student academic and testing data during various meetings for all groups as well as for the identified sub-groups. Some of the data were collected from the SBAC interims, Oasis' internal assessments and other data was extracted from the online student achievement data system called Edulastic. The data were reviewed and analyzed with the purpose of making any necessary changes and to plan for the upcoming year.

The UCEN Board of Directors met at least once a month to discuss and review the topics related to the LCAP. In collaboration with the OCC, administration, teachers and staff the Board of Directors approved changes that directly benefited students, families, and the Oasis' staff. The Board welcomed the input and participation of the Oasis community as well as of the public when addressing the agenda items.

The stakeholders were able to meet and consider the changes that had to be made in an effort to meet the needs of all the students, but especially those of the identified sub-groups, English Language Learner and Low-Socioeconomically Disadvantaged. The learning experience for all community members was rewarded with the knowledge that the main focus, or goal, was meeting the needs of all learners, including the needs of the families and staff.

The regular and consistent communication process was the most efficient way of ensuring implementation of the programs and services listed in the LCAP. It also allowed for Oasis' community

members to make suggestions and recommendations to adjust the plan for the current year and plan strategically for the upcoming year.

The Oasis Community was informed of the various meetings held to address and discuss the LCAP plan. The information and invitation was disseminated electronically via a flyer, the electronic reader board, Parentsquare and Google Calendar among other means of communication. Those invitations were made in English and Spanish to enable full participation of all families.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholders from Oasis Charter Public School Gathered Input from Multiple Sources:

Oasis gathered information from different stakeholders, families, staff, community members, administration, and board members. The interactive process created suggestions that generated a list of proposals which required significant changes to the program and services currently provided at the school. Some of the changes also required additional funding, which meant that the group had to prioritize, be creative and consider other funding sources as well as resources to address some needs.

The leadership team had the task of prioritizing the annual goals, actions and funds to increase and improve student academic achievement. The community meetings were held in the evening and child care was provided. Also, Spanish/English translation was provided.

Survey and Budget Tools:

With input from the community meetings, Oasis created a survey that was circulated to all families. The survey asked respondents to rank, programs and services based on the eight state priorities. The results of the survey found that the initial prioritizing and survey results placed the following priorities in the top:

Teacher recruitment and retention

Family participation and engagement

Home/School communication

Counseling/mental health services

Higher academic expectations, standards and rigor

Intervention focused on academics and social skills

Revised Priorities:

After in-depth discussions, review of all input and data collection as well as consideration of budget priorities, there were some shifts and changes. The Family Participation and Engagement as well as Student Academic Achievement rose to the top, while the other priorities, previously identified, remained in consideration. Another priority that remained as a regular topic of conversation was Staff Recruitment and Retention. The needs of the Hispanic and Socio-economically Disadvantaged groups emerge as a high priority as well, including the desire to keep and improve programs and services provided. Some of those programs and services were the Specialty Classes and Academic as well as Social Intervention. The need to prioritize and evaluate LCAP funded programs was a

priority in order to ensure reliable and relevant data collection to develop programs and provide services for targeted groups.

LCAP Executive Summary

The LCAP summary overview began with assessing for improvement the areas of need, ongoing and developing, that were made obvious in the search process. It continued with the three-year goals established to meet the needs and a reassessment of what Oasis currently offers to address the identified needs, as well as what Oasis will do next in order to improve and expand programs and services to serve all students and all identified subgroups.

The preliminary draft was presented to the different stakeholder groups and they discussed suggestions for implementation or improving services in the key priority areas that emerged: Student academic achievement in all areas, family participation and engagement, English proficiency for English Learners, qualified teachers, teacher recruitment and retention, on-site and job-embedded teacher professional development, and social, emotional skills and mental health.

These suggestions were then shared with the UCEN Board, DELAC, OCC, and staff members for additional expansion or reduction of programs and services.

The groups were asked to provide input and feedback regarding the first draft during and after the meeting. Their comments were received over next few weeks. A draft was presented to the OCC and the UCEN Board of Directors during the May and June meetings for a public hearing. The final a final draft and budget was presented to the UCEN Board in June during their regular meeting for approval.

The LCAP had several priorities for implementation or improving services in the identified key priority area, which were: student academic achievement in all subjects, family participation and engagement, English proficiency for English Learners, qualified teachers, teacher recruitment and retention, on-site and job-embedded teacher professional development, social, emotional skills and mental health for all students.

The top three main goals were: Provide high quality and rigorous classroom instruction that promote equity for all students with program and services in place to eliminate barriers to student academic achievement. Assurance of high academic achievement by fully implementing programs and systems that are culturally responsive to the needs and backgrounds of our students. Ensure a safe, welcoming, inclusive and equitable educational environment for all students and their families.

Throughout the various meetings, families were informed of the Gifted And Talented Education (GATE) program, after school intervention, parent/family seminars, attendance, homework, and family participation among other topics of relevance. This information was shared early in the year with families, staff and community members in order to keep them involved and informed about the new programs and possibilities for Oasis students.

During the All Family meeting some of the topics address were: Attendance, family participation, LCFF orientation and review, review of LCAP and eight state priorities, AVID, STEM, GATE programs, communication systems, family seminars/Love and Logic among other urgent topics, important the community and relevant for different reasons.

During the first OCC meeting the agenda addressed the following: overview of goals for the year, purpose of the upcoming All Family Meeting (AFM), and agenda items for the AFM meeting. Other meetings were held and LCAP topics were addressed.

During one of the DELAC meetings we addressed the following topics: professional development for English Language Development (ELD) strategies, instructional material support, family involvement through the District Language Acquisition Committee, translation services, CELDT testing, English

Language Development paraprofessional (s). The group also reviewed and discussed the LCAP draft and the LCFF. One of the items reviewed and discussed was the academic data analysis prepared by an independent consultant.

The UCEN Board of Directors met several times during the school year. In many of those meetings they discussed and reviewed the LCAP goals, objectives, expenditures and actions. The open session meetings began at 6:30 p.m. and were open to the public and compliant with Brown Act requirements. For instance, one of the UCEN Board agendas addressed the following: student academic achievement, current financial reports and projections, professional development plan, among other topics of interest. The Board also received a report on attendance, staffing, enrollment, current finance status, among other LCAP related topics.

One of the Public Forums addressed the current LCFF and reviewed the LCAP goals, objectives and actions as well as to plan the LCAP priorities.

The four top main goals for 2018-2019 are: 1) Hire qualified teachers to ensure implementation of the Common Core and the New Generation Science Standards and local adopted programs, 2) Grade level proficiency in core academic subjects and alignment with culturally relevant pedagogy, 3) Provide social-emotional skills, mental health services to ensure full and positive engagement to increase school attendance and positive social behavior and 4) Increase family connection, collaboration, communication and participation in support of student's academic achievement.

The different stakeholder groups were asked to provide input and feedback regarding the first draft during as well as after the meeting. Their comments were received over the next few weeks. A final draft was presented to the UCEN Board of Directors during the June meeting with a budget presented to the Board with a public hearing in the month of May.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Hire Qualified Teachers to Ensure Implementation of the Common Core and the New Generation Science Standards and Local Adopted Programs

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, and 4

Local Priorities: NONE

Identified Need:

Students Need Qualified Teachers and Implementation of New Standards and Adopted Programs

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
# of teachers	10 out of 12 teachers	6 out of 12 teachers	12 out of 12 teachers	11
# of PD Sessions	1 NGSS	2 NGSS	2 NGSS	2
# of teachers	10 out of 12 teachers	12 out of 12 teachers	12 out of 12 teachers	12
# of PD Sessions	2 ELA/GLAD/Daily 5	5 ELA/GLAD/Daily 5	4 ELA/GLAD/Daily 5	4
# of teachers	10 out of 12 teachers	11 out of 12 teachers	11 out of 12 teachers	11
# of PD Sessions	1 Math	2 Math	2 Math	2
# of Participants in the Induction Program	1 out of 1 teachers 1 Teacher	2 out of 2 teachers 2 Teachers	1 out of 1 teacher 1 Teacher	1 o 1

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

ALL students

Oasis Charter, K-6th grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

- 1) Teacher Salaries and Benefits
- 2) Hire a full-time academic coach
- 3) Contract an ELD, leadership development and data consultant
- 4) Professional Development on and off-site
- 5) Cover Induction Cost for New Teachers

2018-19 Actions/Services

- 1) Teacher Salaries and Benefits
- 2) Hire a part-time academic coach
- 3) Contract an ELD, leadership development and data consultant
- 4) Professional Development on and off-site
- 5) Cover Induction Cost for New Teachers

2019-20 Actions/Services

- 1) Teacher Salaries and Benefits
- 2) Hire a part-time academic coach
- 3) Contract an ELD, leadership development and data consultant
- 4) Professional Development on and off-site
- 5) Cover Induction Cost for New Teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	<ol style="list-style-type: none"> 1) LCFF & EPA 2) LCFF 3) LCFF 4) LCFF and Title II 	<ol style="list-style-type: none"> 1) LCFF & EPA 2) LCFF 3) LCFF 4) LCFF and Title II 	<ol style="list-style-type: none"> 1) LCFF & EPA 2) LCFF 3) LCFF 4) LCFF and Title II

	5) LCFF	5) LCFF	5) LCFF
Budget Reference	1) 110100001110000 2) 110700001110000 3) 585400001127000 4) 587500001110000 5) 587573921110000	1) 110100001110000 2) 110700001110000 3) 585400001127000 4) 587500001110000 5) 587573921110000	1) 110100001110000 2) 110700001110000 3) 585400001127000 4) 587500001110000 5) 587573921110000

Goal 2

Grade Level Proficiency in Core Academic Subjects and alignment with Culturally Relevant Pedagogy

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 6 and 7

Local Priorities: NONE

Identified Need:

Grade level academic skills in core subjects

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
School-Wide Data Reports	3 Data Reports: using Gradelink	3 Data Reports: using Edulastic	3 Data Reports: using Edulastic	3 D
Sub-Group Data Reports	1 Data Report: using Gradelink and Excel	1 Data Reports: using Edulastic	3 Data Reports: using Edulastic	3 D
Lesson Planning	Thematic Unit Planning	Thematic Lesson Planning	Thematic Lesson Planning	The
Instructional Assistants	7 instructional assistants	10 instructional assistants	5 instructional assistants	5 in

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Schools)

ALL students	Oasis Charter
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Schoolwide	Oasis Charter
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1) Hire a full-time instructional coordinator 2) Hire a full-time academic coach 3) Adopt a new student information system called PowerSchool 4) Hire a part-time ELD teacher 5) Hire a part-time ELD paraprofessional 6) Create and present student academic achievement reports to the UCEN Board, the staff, the OCC, DELAC, and other stakeholder groups 7) Hire additional part-time instructional assistants, one per classroom 	<ol style="list-style-type: none"> 1) Hire a part-time instructional coordinator 2) Hire a part-time academic coach 3) Continue using the new student information system called PowerSchool and Edulastic 4) Hire a part-time ELD teacher 5) Hire a part-time ELD paraprofessional 6) Create and present student academic achievement reports to the UCEN Board, the staff, the OCC, DELAC, and other stakeholder groups 7) Retain part-time instructional assistants, one for every 2 classes 	<ol style="list-style-type: none"> 1) Hire a part-time instructional coordinator 2) Hire a part-time academic coach 3) Continue using the new student information system called PowerSchool and Edulastic 4) Hire a part-time ELD teacher 5) Hire a part-time ELD paraprofessional 6) Create and present student academic achievement reports to the UCEN Board, the staff, the OCC, DELAC, and other stakeholder groups 7) Hire part-time instructional assistants, one for every 2 classes
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	<ol style="list-style-type: none"> 1) LCFF 2) LCFF 	<ol style="list-style-type: none"> 1) LCFF 2) LCFF 	<ol style="list-style-type: none"> 1) LCFF 2) LCFF

	3) LCFF 4) Title I 5) Title I 6) N/A 7) LCFF	3) LCFF 4) Title I 5) Title I 6) N/A 7) LCFF	3) LCFF 4) Title I 5) Title I 6) N/A 7) LCFF
Budget Reference	1) 1311000011270000 2) 1107000001110000 3) 5857000001110000 4) 1104000001110000 5) 2101999811100000 6) N/A 7) 2101000011100000	1) 1311000011270000 2) 1107000001110000 3) 5857000001110000 4) 1104000001110000 5) 2101999811100000 6) N/A 7) 2101000011100000	1) 1311000011270000 2) 1107000001110000 3) 5857000001110000 4) 1104000001110000 5) 2101999811100000 6) N/A 7) 2101000011100000

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5 and 6

Local Priorities: NONE

Identified Need:

Ensure a safe, welcoming, inclusive and equitable educational environment for all students

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
Average Daily Attendance Records	92% or 222 ADA	96% or 240 ADA	97% or 242.5 ADA	98%
Office Referrals	5% of pupils	13.75% of pupils	10% of pupils	8%
Suspensions	3% of pupils	2.4% of pupils	2.2% of pupils	2%
Part-time counselor/ Behavior Interventionist	Part-time position	Full-time position	XX-time position	XX-

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specialized Schools)

ALL students

Oasis Charter

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

- 1) Hire a full-time instructional coordinator
- 2) Hire a full-time student counselor/behavior interventionist
- 3) Hire an full-time administrative assistant to manage attendance reports
- 4) Create and present attendance, office referrals, suspension reports to the UCEN Board, the OCC, DELAC, and other stakeholder groups

2018-19 Actions/Services

- 1) Hire a part-time instructional coordinator
- 2) Hire a XX-time student counselor/behavior interventionist
- 3) Hire an full-time administrative assistant to manage attendance reports
- 4) Create and present attendance, office referrals, suspension reports to the UCEN Board, the OCC, DELAC, and other stakeholder groups

2019-20 Actions/Services

- 1) Hire a part-time instructional coordinator
- 2) Hire a XX-time student counselor/behavior interventionist
- 3) Hire an full-time administrative assistant to manage attendance reports
- 4) Create and present attendance, office referrals, suspension reports to the UCEN Board, the OCC, DELAC, and other stakeholder groups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	1) LCFF 2) LCFF 3) LCFF 4) N/A	1) LCFF 2) LCFF 3) LCFF 4) N/A	1) LCFF 2) LCFF 3) LCFF 4) N/A
Budget Reference	1) 1311000011270000 2) 2101650057113000 3) 2410000112700000 4) NONE	1) 1311000011270000 2) 2101650057113000 3) 2410000112700000 4) NONE	1) 1311000011270000 2) 2101650057113000 3) 2410000112700000 4) NONE

Goal 4

Increase family connection, collaboration, communication and participation in support of student's academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6 and 8

Local Priorities: NONE

Identified Need:

Family members to participate in school activities and events to support their child's academic, social and emotional needs.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
Academic Event Sign-In Sheets	28-99 people in attendance	20-115 people in attendance	30-130 people in attendance	40-
On-Campus Support Electronic Sign-In	15-30 out of 190 families	10-30 out of 185 families	15-40 out of 160 families	20-
Family School-wide Participation (donations, meetings, community building activities)	40-50 out of 190 families	50-130 out of 185 families	60-140 out of 160 families	70-
Specific Family Activities	Weekly Family Seminars 25-45 people in attendance in all	STEAM classes and family seminars 20-45 people in attendance in all	STEAM classes and family seminars 25-50 people in attendance in all	STE sen 30- all

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Special Education)

ALL students

Oasis Charter

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

U

2017-18 Actions/Services

- 1) Offer a stipend to fulfill the main duties of the Family/Community Liaison
Collaborate with the Oasis Community Council (OCC) and administration to coordinate volunteer opportunities and school events
Maintain documentation for measuring progress in family and community involvement goals.
- 2) Did not hire a part-time STEAM teacher to teach classes on the weekend or in the evening on a weekday
- 3) Hire a full-time employee to provide Love and Logic family seminar to offer parenting classes bi-monthly, part-time.
- 4) Use ParentSquare, Survey Monkey and other means of communication to contact and

2018-19 Actions/Services

- 1) Hire a full-time employee to provide Love and Logic family seminar to offer parenting classes bi-monthly, part-time.
- 2) Use ParentSquare, Survey Monkey and other means of communication to contact and communicate with families about school events and school needs.
 - Survey Monkey subscription to continue providing online surveys to families and students.
 - ParentSquare to increase the communication between school and home. It will provide an automatic Spanish translation system. It will also keep track of family participation.
- 3) Sign-in Sheets, electronic and paper-form

2019-20 Actions/Services

- 1) Hire a full-time employee to provide Love and Logic family seminar to offer parenting classes bi-monthly, part-time.
- 2) Use ParentSquare, Survey Monkey and other means of communication to contact and communicate with families about school events and school needs.
 - Survey Monkey subscription to continue providing online surveys to families and students.
 - ParentSquare to increase the communication between school and home. It will provide an automatic Spanish translation system. It will also keep track of family participation.
- 3) Sign-in Sheets, electronic and paper-form

<p>communicate with families about school events and school needs.</p> <ul style="list-style-type: none"> • Survey Monkey subscription to continue providing online surveys to families and students. • ParentSquare to increase the communication between school and home. It will provide an automatic Spanish translation system. It will also keep track of family participation. <p>5) Sign-in Sheets, electronic and paper-form Designated staff was be responsible for collecting and keeping track of this data.</p> <p>6) Translation services</p>	<p>Designated staff was be responsible for collecting and keeping track of this data.</p> <p>4) Translation services</p>	<p>Designated staff was and keeping track of</p> <p>4) Translation serv</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount h
Source	1) LCFF 2) LCFF 3) LCFF 4) LCFF 5) N/A 6) LCFF	1) LCFF 2) LCFF 3) N/A 4) LCFF	1) LCFF 2) LCFF 3) N/A 4) LCFF
Budget Reference	1) 220500001124950 2) 15,000 3) 211000001110000 4) 5857000001110000 and 531000001127000 5) NONE 6) 5858999811100000	1) 220500001124950 2) 15,000 3) 211000001110000 4) 5857000001110000 and 531000001127000 5) NONE 6) 5858999811100000	1) 220500001 2) 15,000 3) 211000001 4) 585700000 531000001 5) NONE 6) 58589998

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 343,777

23.73%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Teacher salaries and benefits will be funded by the general funds. Also, since Oasis does not receive district facility funding Oasis accepts SB 740 funding to cover the cost of the facility. Oasis will also offer its specialty STEAM courses to all students as it is aligned and required with the charter. Also, fieldtrips and other student activities will be funded by the funds fundraised by various groups, one being the OCC and student council.

A large portion of the budget is to cover salaries, benefits, facility rent, maintenance and upgrades. Our goal is to create a learning environment where students, staff, and families are at the center of all decisions.

The UCEN Board has been extremely supportive in meeting and exceeding the goals set in this plan.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sal/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of

LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.

- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;

- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

UNDER CONSTRUCTION EDUCATIONAL NETWORK, INC.

DBA



Oasis Charter Public School

A small school for kids with BIG ideas.

Teacher's Contract

This Agreement is between, **Susie Glow** hereinafter referred to as "Employee", and Under Construction Educational Network, Inc., hereinafter referred to as "Corporation" or "UCEN". UCEN operates Oasis Charter Public School hereinafter referred to as "Charter School" or "Oasis". Oasis is a California public school located in Salinas, California with its principle location at 1135 Westridge Parkway, Salinas, CA 93907.

RECITALS

1. Oasis Charter Public School

Oasis Charter Public School was formed in accordance with the California Charter Schools Act of 1992, Education Code 47600 et. Seq. The Alisal Union School District, hereinafter referred to as the "District", granted the original Oasis Charter Petition on June 21, 2001 with subsequent renewals. The current Charter School charter is attached to this agreement for first-year teachers and incorporated by reference herein. The Employee Handbook is referred to in this agreement. In any case of discrepancy, this contract will take precedence over the handbook.

2. Operation By Under Construction Educational Network, Inc.

Pursuant to Education Code section 47604, the Charter School has elected to be formed and to operate by a non-profit public benefit corporation, Under Construction Educational Network, Inc. As such, the Charter School is considered a separate legal entity from the District that granted the charter. The District shall not be liable for any debts and obligations of the Charter School, and the employee signing below expressly recognizes that he/she is being employed by the Corporation and not the District or the Charter School.

3. Employee Status

Upon the signing of this contract by the President of the Board of Directors of UCEN and the Employee, the employee accepts the assignment to serve as a teacher at Oasis beginning **August 1, 2018**.

4. Changes in Employment Status

Any change in employment status shall be consistent with the law as set forth in the California Labor Code. Any policies, practices and procedures approved by the UCEN Board shall automatically be incorporated in this agreement.

Agreement

The parties agree as follows:

1. Status as an Oasis Teacher: UCEN and Employee hereby agree that Employee is an employee of UCEN and will serve as a teacher at Oasis Charter Public School in accordance with all the provisions of the Charter Petition, California Labor Code provisions, and UCEN Personnel policies.

2. Nature, Place, and Term of Employment: UCEN agrees to employ Employee as a teacher at Oasis, 1135 Westridge Parkway, Salinas, CA 93907. This address is subject to change if the school moves from its' present location. Employee shall be considered an at-will employee. UCEN may terminate this Agreement and Employee's employment at any time with or without cause, with or without advance notice, at UCEN's sole and unreviewable discretion. Either party may immediately terminate this Agreement and UCEN's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of UCEN. No one other than the Board of UCEN has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of UCEN and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, UCEN may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with UCEN's policy on Evaluation/Reviews.

3. Employee Qualifications: Employee represents to the Corporation that Employee possesses the necessary credentials as required by applicable law to perform the duties required under this Agreement. Employee shall provide the documentation that Employee is fully qualified by reason of Employee's education, training, experience and credentials as appropriate to accept a teaching position in a California Public School. Teacher's maintenance of any required credentials is a condition continued employment.

4. Employee Professional Duties and Responsibilities: Subject to supervision by the Executive Director and pursuant to the orders, advice and discretion of UCEN, Employee shall perform the duties and responsibilities set forth in the attached job description and charter of the Oasis Charter Public School attached which is hereby incorporated by reference and made part of this Agreement. Employee shall perform other duties and responsibilities as assigned by the Executive Director that are customarily performed by one holding such a position in other same or similar educational organizations. It is understood and agreed to that Employee's duties and responsibilities require the Employee to independently exercise discretion and judgment within the confines of the Oasis culture and policies.

5. Oasis Policies: It is understood and agreed that Oasis teachers, staff and parent volunteers shall help develop formal policies and shall be governed by those and future policies adopted and approved by UCEN.

6. District Collective Bargaining Agreement: It is specifically understood and agreed to by both parties that collective bargaining agreements, including employee rights that may be entered into by the County Superintendent of Schools or the District with any employee organization, do not apply to this agreement nor to Employee's and UCEN's relationship unless set forth in detail in this Agreement.

7. Evaluations: Employee and UCEN agree that the Oasis Executive Director and faculty shall evaluate Employee's performance periodically. The Executive Director shall retain responsibility to document and take action based on this evaluation. Additional training or behavior modification in specific areas may be assigned. Depending on the severity of the issue, completion of this assignment and improvement may be

mandatory for continued employment. Some or all of this training due to scheduling may occur outside of the normal workday and require additional personal time to complete. This time will not receive additional compensation. Refusal to participate in assigned trainings may result in termination. The evaluations shall become a permanent part of Employee's personnel record.

8. Lay-off/Alteration of Hours: Employee shall be subject to layoff and alteration of hours based on Oasis program needs, finances and enrollment. The terms and conditions of such a layoff or alteration of hours shall be determined by UCEN.

9. Health Insurance Benefit for full-time employees: UCEN will pay the cost of the employee's health insurance through the UCEN selected plan. Benefits for dependents are optional and at the cost of the employee. Employee agrees to maintain current certification in First Aid and CPR.

10. State Disability Insurance: Employee agrees to participate in the State Disability Insurance program which grants employee payments for certain temporary disabilities that prevent work.

11. Retirement: Employee and UCEN understand and agree that by entering into this Agreement, Employee shall participate in the California State Teachers' Retirement System, and Federal Social Security System as required by law. Employee shall be entitled to such retirement benefits including early retirement in accordance with the rules of STRS, as the case may be.

12. Termination: Employee shall be considered an at will employee. Termination will be in accordance with California State Labor Law, this employment contract, and UCEN policies.

13. Vacation and Holidays: Full-time employees are entitled to take off those days that coincide with vacation days and Holidays off as stated in the official school calendar. Some student vacation days may be scheduled as teacher work days or staff development days so verify all vacation off with the Executive Director in advance. Employees do not accrue additional vacation days.

14. Sick Leave: Full time employees shall accrue 5 full days of sick leave with pay per year, 24 hours are awarded at the beginning of the school year, with the remainder to accrue on a pro rata basis. Sick leave does not accrue beyond five days, there is no cash-out provision and is not paid out upon termination. Sick leave may be used for your own illness or injury, or a member of your immediate family's illness or injury, and for any other reason provided by California law. It may not be used for vacations or personal time off. Employee may donate sick leave to a colleague in need of extra leave due to prolonged personal or family illness.

15. Personal Time Off (PTO): Full time employees shall accrue maximum of 5 full days of PTO with pay on a pro rata basis. Accrual stops at 5 full days. Unused PTO is not cashed-out and is not paid upon termination. Three days advanced notice is required unless it is an emergency. PTO may only be used for family leave, bereavement, jury duty, additional sick time if sick days are exhausted, personal or professional workshops/development, but may not be used for additional vacation time. The Executive Director will determine if the reason for your absence qualifies as PTO payment or unpaid leave.

16. Other Leave: Excused leave in excess of PTO or sick time allowed will be considered unpaid leave and will be deducted from the normal salary. Employee may also apply to the Executive Director for unpaid leaves of absence. Paternity and maternity leave shall be included as allowed unpaid leaves of absence for up

to 4-6 weeks. The Employee's request shall be considered within 30 calendar days from the date it is made. The terms and conditions of such a request shall be made in writing. The response from the Executive Director shall be made in writing. Unpaid days will be calculated by taking the contracted salary and dividing it by the contracted days of work (195). This amount will be deducted for each school day missed in the given pay period.

17. Work Days and Work Hours: It is expected that employee will be on site at least 45 minutes before the instructional day begins and remain on site at least 45 minutes after the instructional day ends. The hours of the instructional day for Kindergarten are from **8:15 a.m. until 3:00 p.m.** and grades 1-6 **8:15 a.m. until 3:15 p.m.** Employee and UCEN agree that the Employee's hours are flexible and dependent upon the Oasis program as set forth in the Oasis school calendar. The parties recognize that the professional responsibilities of the Employee include: teaching; lesson planning and preparation; student evaluation and record keeping; meeting with students, parents, and Oasis staff and District personnel; improvement of teaching skills; participating in adjunct duties related to the school programs; and other reasonable duties as assigned by the Executive Director. The professional nature of these responsibilities may require additional time and therefore does not lend itself to a workday of rigidly established length.

18. Health and Safety: Oasis shall follow established standards of health and safety as commonly practiced in California public schools. Employee agrees provide current evidence of successfully completed First Aid and CPR classes.

19. Complaints/Grievances: Any and all complaints, conflicts or grievances shall be considered in accordance with policies outlined in the Oasis Charter Document or by policies approved by the UCEN Board of Directors.

20. Class Size: Oasis administration, in conjunction with the UCEN Board, will determine proper class size by weighing several factors, including, but not limited to: student needs, teacher work load, student age, potential class size reduction payments, current ADA funding and the overall Oasis financial picture. It is Oasis' intent to minimize class size whenever possible while still maintaining financial viability and strength. Students will be accepted for enrollment throughout the full school year whenever there are vacancies in a given class.

21. Salary: Employee will receive a pro rata salary based upon when hired and calculated based upon a yearly salary of **\$XX,XXX** commencing the **2018-2019** school year which is based on **100%** of full time status. Said salary is based upon evidence provided by the Employee and full time years of prior teaching experience. Said salary is subject to adjustment upon receipt of official transcripts and verification of prior employment. Employee will be paid on a monthly basis, with the yearly salary divided by 11. . There are no employee benefits offered to those working less than 75% of full time status even though they may be listed above, except as required by law.

22. Volunteers: Employee and UCEN understand and agree that parents and other community members are an integral part of the Oasis educational program and as such shall participate in the school and/or classroom as volunteers. Employee agrees to cooperate with the utilization and assimilation of volunteers in the Oasis programs.

23. Overtime Exempt Status: The parties understand and agree that Employee's duties and responsibilities are those of an employee employed in a bona fide executive, administrative, or professional capacity and that Employee is employed to perform academic responsibilities requiring flexibility of hours. It is further understood and agreed that as a bona fide academic employee, Employee shall be exempt from overtime provisions as required under the U.S. Fair Labor Standards Act of 1938, 29 USC 201 et. seq. including regulations adopted there under and related California law. It is further understood and agreed that, consistent with Employee's exempt status, Employee may from time to time be required to perform duties and responsibilities on such days and during such hours that extend beyond the regular work days and hours

24. Medical Examination: Employee shall provide documentation of a current TB risk assessment and if risk is present, a current TB test and a noninfectious health status as required by the California Education Code

25. Duty to Report Known or Reasonably Suspected Child Abuse: California Penal Code Section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166.

By executing this Agreement, Employee is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions."

26. Administrative and School Days: This contract is based on **194** workdays, of which **180** are pupil days. Teachers are an integral part of the planning of curriculum and policies. It is important that sufficient time is spent prior to the start of the school year to help plan the implementation of the school goals and policies for the coming year as well as during the year for staff development and staff meetings to aid in communication. The school year begins on **August 1, 2018 and end on June 17 2019**. Please see the attached school calendar for more information. Nothing in this paragraph is intended to imply any term for employment. Employee remains at-will with no expectation of continued employment through the stated school year.

27. Integrated Agreement: This written Agreement contains the sole and entire agreement between the parties and shall supersede any and all other agreements between the parties. The parties acknowledge and agree that neither of them has made any representations with respect to the subject matter of this Agreement or any representations inducing the execution and delivery of this Agreement, except such representations as are specifically set forth in this Agreement and its Attachments.

28. Waiver or Modification Ineffective Unless in Writing: Any modifications or amendments of any of the terms and conditions of this Agreement must be expressly made by the parties hereto in writing.

No waiver of a breach, failure of any condition, or any right or remedy contained in or granted by the provisions of this Agreement shall be effective unless it is in writing and signed by the party waiving the breach, failure, right, or remedy. No waiver of any breach, failure, right, or remedy shall be deemed a waiver of any other breach, failure, right, or remedy, whether or not similar, nor shall any waiver constitute a continuing waiver unless the writing so specifies.

29. School Closure. In the event that the School closes before June 17, 2019, employee will be entitled to a severance package consisting of the following: Three to six months' worth of salary and benefits (medical and STRS), plus a \$1,000.00 moving stipend, less required deductions. Said severance package is conditioned upon the school's financial capacity to pay the severance in light of the school's then budget and reserves. Employee will be expected to sign a release of all claims if and when the severance is paid out.

30. **General Provisions**

- (a) **Governing Law and Venue:** This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California. The parties also agree that, in the event of litigation, venue shall be the proper state or federal court located in Monterey County, California.
- (b) **Assignment:** The teacher may not assign or transfer any rights or duties assumed under this Agreement.
- (c) **Severability:** If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect."

EMPLOYEE

PRESIDENT OF THE BOARD, UCEN or Designee

DATE _____

DATE: _____

EMPLOYMENT AGREEMENT FOR:

Part-time Classified Staff

Between



And

Susie Glow

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and Governing Board (“Board”) of **Under Construction Educational Network, Inc.** (UCEN), a not-for-profit public benefit corporation, which operates Oasis Charter Public School (school), a California public charter school approved by the Alisal Union School District (“District”). The Board desires to hire employees who will assist Oasis’ Directors in achieving the goals and meeting the requirements of Oasis’s charter. The parties recognize that Oasis is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

WHEREAS, UCEN and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. UCEN has been established and duly registered with the state of California as a public non-for-profit benefit corporation and operates the school pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The School has been duly approved by the District, according to the laws of the State of California. A copy of Oasis’s charter is attached hereto and fully incorporated by reference herein.
2. Pursuant to Education Code section 47604, UCEN has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, UCEN is considered a separate legal entity from the District, which granted the charter. The Board shall not be liable for any debts and obligations of Oasis, and the employee signing below expressly recognizes that he/she is being employed by UCEN and not the District.
3. Pursuant to Education Code section 47610, UCEN and the school must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. UCEN shall be deemed the exclusive public school employer of the employees at Oasis for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

Employee will perform such duties as the Executive Director may reasonably assign and Employee will abide by all of the policies and procedures of Oasis as adopted and amended from time to time. Employee further agrees to abide by the provisions of the school's charter.

Duties expected to be performed but not limited to:

- Build and maintain a positive, professional relationship with School, staff and families.
- Work with Teachers and staff in the classrooms as assigned.
- Supervise children during the lunch time daily and enforce the policies of Oasis.
- Work with staff to create rules that are fair and safe to all children.
- Assist as needed in whichever class is in need of assistance

These duties may be amended from time to time in the sole discretion of the Executive Director. Job description must be signed along with contract.

2. Work Schedule

The work schedule for this position shall be set by the Executive Director. Hours paid per week are **not to exceed 28 hours/week** without amending this contract. Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with UCEN.

3. Compensation

For the period of this contract beginning **August 1, 2018** and ending **June 17, 2019**, employee will receive a salary of **\$ XX.00 per hour** paid **monthly** from which the Board shall withhold all statutory and other authorized deductions.

4. Medical Examination

Employee shall provide documentation of a current TB risk assessment and if risk is present, a current TB test and a noninfectious health status as required by the California Education Code. Employee verifies that s/he is in good health and is able to carry out the duties for this position as described herein.

5. Employee Benefits

Employee is not eligible for employee benefits due to part-time status. Upon hire for full-time employment (40 hours or more per week), Employee might be entitled to participate in designated employee benefit programs and plans established by UCEN (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Board.

Employee will be awarded twenty-four (24) hours of paid sick leave at the beginning of each school year in accordance with the UCEN's sick leave policy found in the Employee Handbook. Employee with at least 90 days of employment will be eligible for paid sick leave.

6. **Employee Rights**

Employment rights and benefits for employment at Oasis shall only be as specified in this Employment Agreement, the school's charter, the Charter Schools Act and the school's Employment Handbook, which from time to time may be amended and modified by the UCEN Board. During the term of this Agreement, Employee shall not acquire or accrue tenure.

7. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

C. **EMPLOYMENT AT-WILL**

The school may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at the Executive Director's sole discretion. Either party may immediately terminate this Agreement and Employee's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of the Executive Director. No one other than the Board of UCEN has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of UCEN and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, the Executive Director may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with the school's policy on Evaluation/Reviews.

D. GENERAL PROVISIONS

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

5. **School Closure**

In the event that the School closes before June 17, 2019, employee will be entitled to a severance package consisting of the following: Three to six months' worth of salary and benefits (medical and STRS), plus a \$1,000.00 moving stipend, less required deductions. Said severance package is conditioned upon the school's financial capacity to pay the severance in light of the school's then budget and reserves. Employee will be expected to sign a release of all claims if and when the severance is paid out.

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with UCEN on the terms specified herein.
2. All information I have provided to UCEN related to my employment is true and accurate.
3. A copy of the job description and the charter are attached hereto.
4. This is the entire agreement between UCEN and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Address _____ City _____ State _____

Telephone: _____ Social Security Number: _____

Executive Director Signature _____ Date: _____

This Employment Agreement is subject to ratification and approval by the Governing Board of UCEN.



Instructional Coordinator

This Agreement made and entered into by and between Under Construction Educational Network, Inc. Board of Directors (UCEN), a not-for-profit public benefit corporation, which operates Oasis Charter Public School (School), and **Susie Glow** (Instructional Coordinator).

Whereas UCEN and Educator (“the parties”) desire to enter into a formal Agreement under the terms of which UCEN employs Educator for the period specified below. NOW, THEREFORE, the parties hereto mutually promise, covenant, and agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. UCEN has been established and operates the School pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* UCEN has been duly approved according to the laws of the state of California. A copy of the School’s charter is attached hereto and fully incorporated by reference herein.
2. Pursuant to Education Code section 47604, UCEN has elected to be formed as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, SVCS is considered a separate legal entity from the Alisal Union School District Board, which granted the charter. The District Board shall not be liable for any debts and obligations of UCEN or the School, and the Employee signing below expressly recognizes that he/she is being employed by UCEN.
3. Pursuant to Education Code section 47610, UCEN and the School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. UCEN shall be deemed the exclusive public school employer of the Employees at the School for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. TERM: UCEN employs **Susie Glow** to be its Instructional Coordinator and she agrees to fulfill the responsibilities of such position as described herein for the period of time commencing **August 1, 2018** and ending on **June 28, 2019 (203 workdays)**. Neither

UCEN nor Educator makes any guarantee of employment or availability for employment after this contract ends.

2. **DUTIES, RESPONSIBILITIES AND AUTHORITY OF THE Instructional Coordinator:** Instructional Coordinator responsibilities and authority include, without limitation by the specification thereof, the following:

- Executing and administering the policies of the school, as set by the UCEN Board of Directors.
- Notifying and updating the UCEN Board of Directors of any student or employee issues that could potentially create a liability or legal issue.
- Creating a professional working environment for employees and parents based on communication, fairness and trust.
- Assisting the EXECUTIVE DIRECTOR with the hiring of School employees with input from staff and community. Salary TBD in cooperation with the School Executive Director.
- Assisting the EXECUTIVE DIRECTOR with the review of School employees on a periodic basis with input from staff and parents in a fair and consistent manner within the rights set forth in the employee's contract.
- Assisting the EXECUTIVE DIRECTOR with the decision to terminate School employees for cause upon receiving Board approval.
- Assisting the EXECUTIVE DIRECTOR with the decision to exercise UCEN's right to not renew the contract of an existing school employee for the following school year upon receiving Board approval.
- Assisting the EXECUTIVE DIRECTOR with the Oversight of the external operations of the school, such as admissions and recruitment, marketing, fundraising, and relations with constituents.
- Assisting the EXECUTIVE DIRECTOR in oversight of the financial operations of the school in conjunction with the School Executive Director.
- Assisting the EXECUTIVE DIRECTOR in purchasing of School assets or program expenses in cooperation with the School Executive Director and the current budget.
- Assist the EXECUTIVE DIRECTOR in maintaining the facilities and grounds at School site as detailed in the Lease Agreement between School and Tony Sammut, the landlord, in cooperation with the School Executive Director.
- Assisting the EXECUTIVE DIRECTOR in oversight of the programs, both academic and extracurricular.
- Assisting the EXECUTIVE DIRECTOR in oversight of the disciplinary program of School in a fair, consistent and legal manner.
- Assisting the EXECUTIVE DIRECTOR in the assessment of the effectiveness of the various operations and programs of School, and reporting thereof to the UCEN Board of Directors.
- Modeling and promoting the mission and philosophy of School.

Instructional Coordinator shall attend and participate in the UCEN Board of Directors meetings and as directed of each committee established by the UCEN Board of Directors/or Executive Director.

Instructional Coordinator shall devote her full time to fulfilling the responsibilities of the office of Executive Director.

3. **COMPENSATION:** In consideration for all services to be rendered, UCEN shall compensate Instructional Coordinator as follows:
 - a. **Salary:** For the period of this contract, cash remuneration will be **\$XX,XX** divided into 11 monthly payments.
 - b. **Benefits:** Those benefits as outlined in the Oasis School Teacher's Contract are included as part of this contract.
4. **EVALUATION:** Annually, or more frequently upon the mutual agreement of the parties hereto, the Executive Director, with input from staff, shall evaluate the performance of the Instructional Coordinator based upon the responsibilities set forth herein and such other criteria as may be developed mutually between the parties hereto. Prior to September 1, the results of such evaluation will be reviewed in writing with Instructional Coordinator. To the extent practical, goals and objectives for the succeeding year will be determined based upon such evaluation.
5. **LICENSURE:** Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials.
6. **CHILD ABUSE AND NEGLECT REPORTING:** California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Instructional Coordinator acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.
7. **MODIFICATIONS:** No one other than the UCEN Board has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the UCEN Board and by the affected Employee and must specifically state the intention to alter this relationship.
8. **EXTENSION OF CONTRACT:** This agreement may be renewed for additional terms only by mutual agreement of the parties in writing. UCEN, in its absolute discretion with or without cause shall determine whether or not said contract shall be renewed for any additional period.

8. EMPLOYMENT AT-WILL

The school may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at the Executive Director's sole discretion. Either party may immediately terminate this Agreement and Employee's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of the Executive Director. No one other than the Board of UCEN has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of UCEN and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, the Executive Director may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with the school's policy on Evaluation/Reviews.

C. GENERAL PROVISIONS

1. **WAIVER OF BREACH:** The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.
2. **ASSIGNMENT:** The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.
3. **GOVERNING LAW:** This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.
4. **PARTIAL INVALIDITY:** If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

D. SCHOOL CLOSURE

In the event that the School closes before June 17, 2019, employee will be entitled to a severance package consisting of the following: Three to six months' worth of salary and benefits (medical and STRS), plus a \$1,000.00 moving stipend, less required deductions. Said severance package is conditioned upon the school's financial capacity to pay the

severance in light of the school's then budget and reserves. Employee will be expected to sign a release of all claims if and when the severance is paid out.

D. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with UCEN on the terms specified herein.
2. All information I have provided to UCEN related to my employment is true and accurate.
3. A copy of the job description, teacher's contract to show benefits and the charter are attached hereto.

This is the entire agreement between UCEN and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

IN WITNESS WHEREOF; the undersigned have executed this agreement as of the day and year first set forth above.

By _____ Date Accepted: _____
Instructional Coordinator

By _____ Date Accepted: _____
President, Board of Directors
Under Construction Educational Network, Inc.

This Employment Agreement is subject to ratification and approval by the Governing Board of UCEN.



Classroom and School Volunteer Policy

While Oasis Charter Public School (“Oasis”) encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, Oasis also endeavors to create a safe environment for students and staff. Additionally, parents/family members volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. All school staff and volunteers will be provided with a Tuberculosis Risk Assessment form issued by California Tuberculosis Controllers Association (CTCA) and California Department of Public Health (CDPH).

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, Oasis has established the following procedures, to facilitate volunteering and visitations during regular school days:

Volunteering

Parents, legal guardians or family members who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee or an Oasis staff shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with Oasis a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. Families who need financial assistance to cover the cost are encouraged to make a written request to Oasis Administration stating the financial hardship. Oasis might approve up to 50% of the cost ONLY for the skin test and approval must be received prior to the request for reimbursement. If no risk factors are identified, an examination is not



required. At the discretion of the Under Construction Education Network (UCEN) Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils. [Prolonged means someone who will have contact with the students more than three times in a school year.](#)

3. Volunteering must be arranged with the classroom teacher and/or Executive Director or designee, at least forty-eight (48) hours in advance.
4. A volunteer [may](#) volunteer in the classroom [or on campus up to 20](#) hours per month. [This does not include off campus fieldtrips or special school events.](#)
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. [All volunteers must sign the Acknowledgement of Volunteer Responsibilities under the Family Educational Rights and Privacy Act \(FERPA\) before volunteering on campus or in a school sponsored activity.](#)
7. Volunteers shall follow and be governed by all other guidelines set by Oasis policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office, wearing Visitor identification as provided by Oasis and avoiding any disruptive behavior as indicated in the Oasis Policy regarding Conditions for Classroom and School Visitation and Removal. Volunteers not complying with Oasis policy may be asked to leave and may be prohibited from further volunteer activities.
8. This Policy does not authorize Oasis to permit a parent/guardian [or family member](#) to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

[This policy shall apply to all school activities, which include the Harvest Feast, GALA, Boxland, Winter Around the World, Friendship Day, Family Day, among others, unless otherwise indicated.](#)



Adopted/Ratified by the UCEN Board: _____, 2018

Secretary

Oasis Charter Public School
Classroom and School Volunteer Policy

Page 3 of 6



YOUNG, MINNEY & CORR, LLP



Política de voluntariado en el aula y la escuela

Mientras que Oasis Charter Public School ("Oasis") alienta a los padres/tutores y miembros interesados de la comunidad a visitar la escuela charter y ver el programa educativo, Oasis también se esfuerza por crear un entorno seguro para los estudiantes y el personal. Además, los padres/familiares que se ofrecen como voluntarios en el aula pueden ser extremadamente útiles para nuestros maestros y valiosos para nuestros estudiantes. Agradecemos a todos los padres por su voluntad de ser voluntarios de esta escuela. **Todo el personal de la escuela y los voluntarios recibirán una forma de Evaluación de Riesgo de Tuberculosis emitida por la Asociación de Controladores de Tuberculosis de California (CTCA) y el Departamento de Salud Pública de California (CDPH).**

Sin embargo, para garantizar la seguridad de los estudiantes y el personal, así como para minimizar la interrupción del programa de instrucción, Oasis ha establecido los siguientes procedimientos para facilitar el voluntariado y las visitas durante los días escolares regulares:

Trabajar como voluntario

Los padres, tutores o familiares que estén interesados en ser voluntarios en el aula deben cumplir con las siguientes pautas:

1. Los voluntarios que se ofrecerán como voluntarios fuera de la supervisión directa de un empleado acreditado **o con algún miembro del personal de Oasis** deberán (1) tomar sus huellas dactilares y (2) recibir autorización previa antes de ser voluntario sin la supervisión directa de un empleado con credenciales.
2. Un voluntario también deberá tener registrado con Oasis un certificado que demuestre que, tras la asignación inicial de voluntarios, la persona sometida a una evaluación de riesgo de tuberculosis y, si se identificaron factores de riesgo de tuberculosis, se examinó y se descubrió libre de tuberculosis infecciosa. **Se alienta a las familias que necesitan asistencia financiera para cubrir el costo a que hagan una solicitud por escrito a la Administración de Oasis indicando las dificultades financieras. Oasis**



- podría aprobar hasta el 50% del costo solamente para el examen de la piel y la aprobación debe recibirse antes de la solicitud del reembolso. Si no se identifican factores de riesgo, no se requiere un examen. A discreción de la Junta Directiva de la Red de Educación para la Construcción (UCEN), este párrafo no se aplicará a un voluntario cuyas funciones no requieran un contacto frecuente o prolongado con los alumnos.
3. El voluntariado debe organizarse con el maestro de la clase y/o el Director Ejecutivo o la persona designada, con al menos cuarenta y ocho (48) horas de anticipación.
 4. Un voluntario puede ser voluntario en el aula o en el campus un máximo de 20 horas por mes. Esto no incluye paseos fuera de la escuela o eventos escolares espaciales.
 5. Antes de ser voluntario en el aula, el voluntario debe comunicarse con el maestro para discutir las expectativas de las necesidades de voluntariado. Los voluntarios del salón de clases están allí para beneficiar a toda la clase y no están en clase únicamente para el beneficio de su propio hijo. Los voluntarios del salón de clases deben seguir las instrucciones provistas por el maestro o ayudante del salón de clases. Las reglas del aula también se aplican a los voluntarios para garantizar una distracción mínima para el maestro. Si un voluntario se siente incómodo siguiendo la orientación del maestro o ayuda, el voluntario puede dejar su posición de voluntario para ese día.
 6. La información obtenida por los voluntarios con respecto a los estudiantes (por ejemplo, rendimiento académico o comportamiento) debe mantenerse en estricta confidencialidad. Todos los voluntarios deben firmar el Reconocimiento de Responsabilidades del Voluntario en virtud de la Ley de Privacidad y Derechos Educativos de la Familia (FERPA) antes de trabajar como voluntarios en el campus o en una actividad patrocinada por la escuela.
 7. Los voluntarios seguirán y se registrarán por todas las demás pautas establecidas por la política de Oasis. Esto incluye, pero no se limita a, el proceso de registrarse y salir del campus en la oficina principal, usando la identificación del Visitante provista por Oasis y evitando cualquier comportamiento disruptivo como se indica en la Política de Oasis con respecto a las Condiciones para el Salón de Clase y Visitas Escolares y Eliminación. Se les puede pedir a los voluntarios que no cumplan con la política de Oasis que se vayan y se les puede prohibir otras actividades



8. Esta Política no autoriza a Oasis a permitir que un padre/tutor o familiares se ofrezca como voluntario o visite el campus si hacerlo entra en conflicto con una orden de restricción válida, una orden de protección u orden de custodia o visita emitida por un tribunal de jurisdicción competente.

Esta política se aplicará a todas las actividades escolares, que incluyen Fiesta de la Cosecha, GALA, Boxland, Invierno en todo el Mundo, Día de la Amistad, Día de la Familia, entre otros, a menos que se indique lo contrario.

Adoptada/Ratificada por la Mesa Directiva UCEN: _____, 2018

Secretaria



Oasis Charter Public School Conditions for Classroom and School Visitation

While the Oasis Public Charter School (OCPS) encourages parents/legal guardians, family members and interested members of the community to visit OCPS and view the educational program, OCPS also endeavors to create a safe environment for students and staff. As such, parents/legal guardians, family members and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment.

Parents/legal guardians, family members and other visitors, including children who are not students at OCPS, shall not loiter on the OCPS premises, including the parking lot and outside school buildings. The parking lot shall be used for picking up and dropping off students, and while conducting business. Parents/guardians, family members and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent/legal guardian or family member wishes to visit OCPS to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627, et. seq.:

1. Visits during school hours should first be arranged with the teacher and/or Executive Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents/legal guardians or family members seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Executive Director or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, age (if under 21), his/her purpose for entering school grounds, relationship to student and proof of identity. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.
3. The Executive Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to

property; or would result in the distribution or use of unlawful or controlled substances.

4. The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Executive Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
6. At each entrance to Oasis Charter Public School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
7. No electronic listening or recording device may be used by students or visitors in a classroom **and/or on campus during instructional time** without the teacher's and Executive Director's written permission.

Adopted/Ratified by the UCEN Board: _____, 2018

Secretary





Removal Policy

1. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
2. Any visitor that has his/her registration revoked for fourteen (14) days may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director or designee shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.



3. Under Education Code Section 44811, disruption by a parent or guardian or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1000) or by imprisonment in a county jail for not more than one (1) year, or both.

Adopted/Ratified by the UCEN Board: _____, 2018

Secretary



Política de visita y condiciones visita del salón de clase e instalaciones de la Escuela Pública Independiente Oasis

Si bien la Escuela Pública Oasis alienta a los padres/tutores, **familiares** y miembros interesados de la comunidad a visitar la escuela Oasis y ver el programa educativo, la escuela Oasis también se esfuerza por crear un entorno seguro para los estudiantes y el personal. Como tal, los padres/tutores, **familiares** y otros visitantes deben cumplir con la siguiente política a fin de maximizar la seguridad de los estudiantes y minimizar la interrupción en el entorno educativo.

Los padres/tutores, **familiares** y otros visitantes, incluidos los niños que no son estudiantes de la escuela Oasis, no deben merodear en las instalaciones de la escuela Oasis, incluido el estacionamiento y fuera de los edificios escolares. El estacionamiento se usará para recoger y dejar a los estudiantes, y mientras tenga algún asunto que tratar en la escuela. Se espera que los padres/tutores, **o familiares** y otros visitantes abandonen las instalaciones de la escuela Oasis al concluir cualquier asunto comercial o después de dejar a su hijo en la escuela. Si un padre o tutor desea visitar la escuela Oasis para ver el programa educativo, el visitante debe cumplir con los siguientes procedimientos, que se han desarrollado para garantizar la seguridad de los estudiantes y el personal, así como para minimizar la interrupción del programa de instrucción, de conformidad al Código Penal de las secciones 627, et. seq.

1. Las visitas durante el horario escolar deben organizarse primero con el maestro y el/la Director (a) Ejecutivo (a) o la persona designada, al menos con tres días de anticipación. Si se desea una conferencia, se debe establecer una cita con el maestro durante el tiempo no instructivo, al menos con tres días de anticipación. Los padres/tutores, **o familiares** que desean visitar un salón de clase durante el horario escolar deben obtener primero la aprobación por escrito del maestro del salón de clases y el/la Director (a) Ejecutivo (a) o personal designado.
2. Todos los visitantes se registrarán en la recepción inmediatamente después de ingresar a cualquier edificio o terreno escolar durante el horario escolar. Al registrarse, se requiere que el visitante proporcione su nombre, edad (si es menor de 21 años), su propósito de ingresar a la propiedad de la escuela, relación con el estudiante y prueba de identidad. Para propósitos de seguridad y protección escolar, el/la Director (a) Ejecutivo (a) o personal designado pueden diseñar un medio de identificación visible para los visitantes mientras se encuentren en las instalaciones de la escuela.
3. El/la Director (a) Ejecutivo (a), o la persona designada, puede negarse a registrar a un extraño si tiene una base razonable para concluir que la presencia o los actos del visitante

perturbarían a la escuela, sus alumnos, sus maestros o sus otros empleados; daría como resultado daños a la propiedad; o resultaría en la distribución o el uso de sustancias ilegales o controladas.

4. El/la Director (a) Ejecutivo (a) o personal designado pueden retirar el consentimiento para estar en las instalaciones de la escuela incluso si el visitante tiene derecho a estar en ellas siempre que exista una base razonable para concluir que la presencia del visitante en el recinto escolar interferiría o interferirá con la realización pacífica de las actividades de la escuela, o interrumpiría o interrumpirá la escuela, sus estudiantes, sus maestros o sus otros empleados.
5. El/la directora (a) Ejecutivo (a) o la persona designada buscarán la asistencia de la policía para tratar o informar a cualquier visitante que viole esta política de procedimientos.
6. En cada entrada a los terrenos de la Escuela Oasis, se colocarán letreros que especifiquen las horas durante las cuales se requiere que usted se registre, indicando dónde se encuentra la oficina del o de la directora (a) Ejecutivo (a) o persona designada y qué ruta tomar a esa oficina, y estableciendo las sanciones por la violación de esta política.
7. Los estudiantes o visitantes en el aula **y/o en el campus durante horas de instrucción** no pueden usar ningún dispositivo electrónico para escuchar o grabar sin el permiso por escrito del maestro **y/o** del o de la directora (a) Ejecutivo (a).

Adoptada/Ratificada por la Junta de la Mesa Directiva Escolar UCEN _____, 2018

Secretaria



Política de Remoción

1. El/la Directora (a) Ejecutivo (a) o la persona designada pueden solicitar que un visitante que no se haya registrado o cuyos privilegios de registro hayan sido denegados o revocados abandonen rápidamente los terrenos de la escuela. Cuando se le ordena a un visitante que se vaya, el/la Director (a) Ejecutivo (a) o la persona designada deberá informar al visitante que si él / ella vuelve a ingresar a la escuela sin seguir los requisitos publicados, será culpable de un delito menor.
2. Cualquier visitante que tenga su registro revocado por catorce (14) días puede solicitar una audiencia ante el/la directora (a) Ejecutivo (a) o la Junta Escolar sobre la corrección o denegación. La solicitud se hará por escrito, indicará por qué la denegación o revocación fue impropia, dará la dirección a la que se enviará la notificación de la audiencia y se entregará al o a la Director (a) Ejecutivo (a) o al Presidente de la Junta de la Mesa Directiva Escolar dentro de los cinco días posteriores a la denegación o revocación. El/la directora (a) Ejecutivo (a) o el Presidente de la Junta de la Mesa Directiva Escolar enviarán por correo un aviso por escrito de la fecha, hora y lugar de la audiencia a la persona que solicitó la audiencia. Una audiencia ante el/la directora (a) Ejecutivo (a) o la persona designada se llevará a cabo dentro de los siete días posteriores a que el/la directora (a) Ejecutivo (a) reciba la solicitud. Una audiencia ante la Junta de la Mesa Directiva Escolar se llevará a cabo en la próxima reunión de la Junta regularmente programada después de que el Presidente reciba la solicitud.

Sanciones

1. De conformidad con el Código Penal de California, si un visitante no se retira después de habersele requerido o si el visitante regresa sin cumplir los requerimientos publicados después de habersele pedido que se retire, será culpable de un delito que se castiga con una multa de hasta \$ 500.00 o encarcelamiento en la cárcel del Condado por un período de hasta seis (6) meses o ambos.
2. La conducta adicional de esta naturaleza por parte del visitante puede llevar a que la Escuela busque una orden de restricción contra tal visitante que le prohibiría ingresar

a la escuela o asistir a actividades escolares por cualquier motivo por un período de tres (3) años.

3. Bajo la Sección 44811 del Código de Educación, la interrupción por parte de un padre o tutor u otra persona en una actividad escolar o patrocinada por la escuela es punible, con la primera condena, con una multa de no menos de quinientos dólares (\$500) y no más de mil dólares (\$1,000) o por encarcelamiento en una cárcel del condado por no más de un (1) año, o ambos.

Adoptada/Ratificada por la Junta de la Mesa Directiva Escolar UCEN _____, 2018

Secretaria

