

Orange County Educational Arts Academy
A California Public Charter School

BOARD OF DIRECTORS
MEETING MINUTES

Regular Meeting

October 13, 2021

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

Teleconference

Zoom Meeting: <https://bit.ly/33DU6Mz>

Meeting ID: 998 0701 0685

Password: oceaaboard

Reference Materials: <https://bit.ly/3BnNoZZ>

MINTUES

I. Call to Order 6:02 PM

A. Roll Call

Board Members

Dr. Alfonso Bustamante

Valerie Sullivan

Scott Overpeck, Chair

Ben Stanphill, Secretary

Boris Molina

Carmen Aparicio

Jessica Reyes

Staff/Other

Karina Kelty, School Director

Janine McFarlin, Treasurer

Mike Limon, President/Executive Director

Present

Absent

X

X

X

X

X

(open)

X

X

X

(open)

X

X

B. Approval of Agenda

II. Public Comment on Closed Session Items, If Any

Opportunity for members of the public to address the Board on closed session items

III. Adjourn to Closed Session

A. Conference with Legal Counsel – Anticipated Litigation, Government Code sections 54954.5(c) & 54956.9 (d)(2).

B. Staff Evaluations/Discipline/Privacy or Other Confidential Issues (Gov. Code Section 54957(b))

IV. Reconvene to Open Session and Report of Action from Closed Session, If Any 7:04 PM

V. Public Comment

Monica Bennet-Gee, Ena Lavan Opportunity for members of the public to address the Board on agenda items and/or on non-agenda items during regular meetings only

VI. Approve OCEAA Board Meeting Delivery to Virtual Platform

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

Action: Approve virtual platform delivery.	Motion: BS Second: VS
	Vote: BM, JR, BS, VS, CA, SO for 0 against

VII. Board and Staff Reports

A. Staff Reports

1. School Director – Karina Kelty

(a) California School Dashboard Local Indicators – Karina Kelty, generally good, but some challenges due to covid and comparisons to previous years. Hardest thing right now is dealing with absenteeism due to quarantine.

(b) OCEAA Summative ELPAC 2020-21 Results Data – Monica Bennett Gee Had 79% participation, benchmark is 80%, primarily due to covid (school was closed but needed to give test in person).

2. Executive Director – Mike Limon

B. Operations Report –Janine McFarlin

1. Best Practices in Charter Board Governance – CSMC – Ena LaVan

C. Board of Directors Reports

VIII. Items for Consent

Action on the items below will be made in one motion unless removed from Consent by a Board member. Items removed from Consent will be considered in the original agenda order immediately following action on Consent.

- A. Approval of Minutes from September 2021 Board Meeting
- B. Ratification of August 2021 Check Register

Action: Approve Consent Items Listed Above	Motion: JR Second: BS
	Vote: BM, JR, BS, CA, SO, for 0 against VS abstains

IX. Approve Elementary and Secondary School Emergency Relief 3 (ESSER) in the amount of \$1,138,511

Action: Approve ESSER	Motion: CA Second: VS
	Vote: BM, JR, BS, VS, CA, SO for 0 against

~~X. Approve CA School Dashboard Local Indicators~~

Action:	Motion: Second:
	Vote: for against

XI. Items for Future Meetings

The next regularly scheduled meeting is on November 10, 2021.

XII. Adjournment: 9:28 PM



FALL 2021 CA DASHBOARD

LOCAL INDICATORS REPORT FOR THE

OCEAA GOVERNING BOARD

October 13, 2021

All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators (Priority 1, 2, 3, 6, & 7) for the LEA's CA Dashboard.

This document includes OCEAAs' Local Indicators Self-Reflection Report for the Fall 2021 CA Dashboard Local Indicators submission.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Findings reported:

1. Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: 1 / 3
2. Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home: 0 / 0
3. Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0 / 0

Note: The requested information are all data elements from OCEAA's 2019-20 School Accountability Report Card (SARC)

Implementation of State Academic Standards (LCFF Priority 2)

OCEAA has chosen to provide a narrative summary of progress in the implementation of state academic standards based on locally selected measures or tools (Option 1).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OCEAA strives to utilize multiple measures of assessment to benchmark student progress towards achieving state academic standards and match students to interventions when needed.

The assessments below were chosen due to their ability to be administered during Distance Learning while maintaining a system that included universal screening, norm referenced and criterion referenced measures, and curriculum embedded measures.

- English Language Arts –STAR Reading, ELA module performance tasks, DRA, Read Naturally
- English Language Development - Curriculum embedded assessments based on ELD standards
- Mathematics –STAR Math, Eureka Math module assessments
- Next Generation Science Standards – STEMscopes performance tasks, interdisciplinary case studies
- History-Social Science - Teacher created performance assessments, DBQ essays & case studies
- Career Technical Education - Case studies.
- Health Education Content Standards – Case studies
- Physical Education Model Content Standards – Physical Fitness Test
- Visual and Performing Arts – National Core Arts Standards Performance Tasks & case studies
- World Language – STAR Reading, Adelante unit assessments, Leer naturalmente, DRA, case studies

Like other schools, OCEAA had to adjust its 2020-21 curriculum and assessment plans due to the COVID 19 pandemic and the continuation of distance learning in all grades. The Instructional Leadership Team (ILT) reviewed weekly feedback forms to understand teachers' successes and challenges with implementing academic standards, and to provide support on an ongoing basis. The ILT also met twice monthly with an EL Education coach who provided technical support and training in the use of "case studies" to integrate science, social studies and arts standards with literacy standards. A mid-year survey was used to measure progress in faculty learning targets that are aligned with implementing case studies, and prioritized math and literacy standards. Results can be found in OCEAA's Annual Update for Developing the 2021-22 Local Control and Accountability Plan.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				x	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				x	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				x	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2- way communication between families and educators using language that is understandable and accessible to families.				x	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A Parent Focus Group and LCAP Survey were conducted in the 2020-21 school year. Identified strengths in Relationship Building were Crew, responding promptly to parent calls, holding high expectations and a culture of respect for all. LCAP Actions for improving the engagement of underrepresented families include a Parent welcome/resource/meeting room, Staff/parent crew meetings, and Childcare & translation at all meetings/events.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			x		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			x		
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				x	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			x		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A Parent Focus Group and LCAP Survey were conducted in the 2020-21 school year. Identified strengths in Building Partnerships for Student Outcomes were in encouraging active parent partnership, teachers who go out of their way to help students, and keeping parents informed during distance learning. LCAP actions for improvement are expanding parent programming related to MTSS and Special Education, and expanding information and resources about mental health and social emotional learning.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Inputs	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				x	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			x		
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			x		
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			x		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A Parent Focus Group and LCAP Survey were conducted in the 2020-21 school year. Identified strengths in Building Partnerships for Student Outcomes were in encouraging active parent partnership, teachers who go out of their way to help students, and keeping parents informed during distance learning. LCAP actions for improvement are expanding parent programming related to MTSS and Special Education, and expanding information and resources about mental health and social emotional learning

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

321 students in grades 3-8 took a locally created Crew Survey in the fall of the 2020-21 school year. Crew is a school wide advisory approach to developing student character. The survey included questions related to belonging, emotional awareness, self-regulation, and agency. Students also had the opportunity to respond to the question: What can teachers or other adults at school do to better support you? Teachers utilized professional development time in November to review their class results, reflect on the first trimester of crew instruction and develop ideas for acting on the data in future lessons. Some examples are below:

- Having Courageous conversations about racism

- Students identify and discuss characteristics of healthy and unhealthy relationships
- Providing tools on how to deal with stress
- Setting boundaries - homework, friends, advocating for themselves.
- Mindfulness strategies for being able to regroup themselves
- More art activities connected to Crew content
- Academic goal setting, setting a successful week ahead
- Celebrating students - Student of the week
- Creating club-like crews (have students sign up and attend club break out groups)

Two areas for staff growth were identified across grade levels:

- 1) Cultivate student leadership and ownership during crew so crew time is less teacher directed and more student led. Students are eager for more opportunities for socialization and activities across classes and within crew meeting sessions.
- 2) Spend time unpacking more explicitly teaching what Agency is and why it is important. Reinforce how character habits are connected to Agency throughout daily crew and academic lessons so that students and teachers can internalize this term.

A new LCAP Goal has been created to continue developing student Crew as a Tier 1 strategy for developing character and supporting students to become effective learners, ethical people and culturally competent leaders who contribute to a better world.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Student course enrollments and schedules are entered in the PowerSchool Student Information System.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students at OCEAA have access to, and are enrolled in, the school's core Two-Way Bilingual Immersion (TWBI) and Arts program. In grades TK-8, English learners, Spanish learners, and students with disabilities learn all core subjects together in heterogeneous classrooms. This includes Academic English Language Development in grades TK-2, an identified best practice for 90:10 TWBI programs. In grades 3-8, EL's receive ELD instruction during protected learning time, ensuring they do not miss core instruction. For Special Education, a push-in service delivery model is used to ensure students with disabilities are included in core instruction.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

NA

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

NA

Summative English Language Proficiency Assessments for California (ELPAC) 2021 Results Data

October 12th, 2021

Presented by: Monica Bennett Gee,
Multilingual Learner Coordinator



Context

- Testing window during EL Coordinator's Maternity Leave
- Plans impacted by late changes in ELPAC guidance, test administrator reliability, and barriers to student participation
- Students included in this data attended OCEAA in 2020-2021
 - Does not include students to OCEAA in 2021-2022
 - Includes 13 eighth graders and other who have transferred out
 - Grades listed are the student's grade at the time of testing



Context

- TK-2nd Grade:
 - Listening and Speaking: Hybrid (Parent Choice)
 - Reading and Writing: In-Person 1-on-1
- 3rd-8th Grades:
 - Listening, Reading, Writing: In-Person in Groups
 - Speaking: Hybrid (Parent Choice)



Number of Scores Received

	TK	K	1	2	3	4	5	6	7	8	Total
Scores Received	10	39	35	33	27	30	8	18	10	13	223
EL students 2020-21	10	42	39	36	38	42	17	23	19	16	282
Percentage Received	100%	93%	90%	92%	71%	71%	47%	78%	53%	81%	79%

We only receive scores for students who completed all 4 domains.



Student Groups Reflected in This Data

- 1 Student with a 504 Plan
- 29 Students with IEPs (in all but 5th grade)
- 1 Homeless student
- 54 Economically Disadvantaged students (in all but TK)
- 0 Migrant students
- 0 Military students
- 0 Students in Foster Care





Overall Performance Level

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade	0	7	0	4	4	6	3	6	2	5	37
Level 4: % per grade	0%	18%	0%	12%	15%	20%	38%	33%	20%	38%	17%
Level 3: Students per grade	7	16	16	24	13	13	5	7	2	7	110
Level 3: % per grade	70%	41%	46%	73%	48%	43%	63%	39%	20%	54%	49%
Level 2: Students per grade	2	14	14	2	8	11	0	3	5	0	59
Level 2: % per grade	20%	36%	40%	6%	30%	37%	0%	17%	50%	0%	26%
Level 1: Students per grade	1	2	5	3	2	0	0	2	1	1	17
Level 1: % per grade	10%	5%	14%	9%	7%	0%	0%	11%	10%	8%	8%
Students per grade	10	39	35	33	27	30	8	18	10	13	223



Overall Performance Level

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade	0	7	0	4	4	6	3	6	2	5	37
Level 4: % per grade	0%	18%	0%	12%	15%	20%	38%	33%	20%	38%	17%
Level 3: Students per grade	7	16	16	24	13	13	5	7	2	7	110
Level 3: % per grade	70%	41%	46%	73%	48%	43%	63%	39%	20%	54%	49%
Level 2: Students per grade	2	14	14	2	8	11	0	3	5	0	59
Level 2: % per grade	20%	36%	40%	6%	30%	37%	0%	17%	50%	0%	26%
Level 1: Students per grade	1	2	5	3	2	0	0	2	1	1	17
Level 1: % per grade	10%	5%	14%	9%	7%	0%	0%	11%	10%	8%	8%
Students per grade	10	39	35	33	27	30	8	18	10	13	223



Overall Performance Level

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade	0	7	0	4	4	6	3	6	2	5	37
Level 4: % per grade	0%	18%	0%	12%	15%	20%	38%	33%	20%	38%	17%
Level 3: Students per grade	7	16	16	24	13	13	5	7	2	7	110
Level 3: % per grade	70%	41%	46%	73%	48%	43%	63%	39%	20%	54%	49%
Level 2: Students per grade	2	14	14	2	8	11	0	3	5	0	59
Level 2: % per grade	20%	36%	40%	6%	30%	37%	0%	17%	50%	0%	26%
Level 1: Students per grade	1	2	5	3	2	0	0	2	1	1	17
Level 1: % per grade	10%	5%	14%	9%	7%	0%	0%	11%	10%	8%	8%
Students per grade	10	39	35	33	27	30	8	18	10	13	223



Overall Performance Level: Female

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade		2		3	1	3	1	3	2	3	18
Level 3: Students per grade	4	8	7	10	3	9	3	4	1	3	52
Level 2: Students per grade	1	6	7	1	3	5		1	1		25
Level 1: Students per grade			3		1			2	1	1	8
Students per grade	5	16	17	14	8	17	4	10	5	7	103

Similar distribution of scores for female and male students



Overall Performance Level: Male

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade		5		1	3	3	2	3		2	19
Level 3: Students per grade	3	8	9	14	10	4	2	3	1	4	58
Level 2: Students per grade	1	8	7	1	5	6		2	4		34
Level 1: Students per grade	1	2	2	3	1						9
Students per grade	5	23	18	19	19	13	4	8	5	6	120

Similar distribution of scores for female and male students



Overall Performance Level: Students with IEPs

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade											0
Level 3: Students per grade	1	2		2		1				5	11
Level 2: Students per grade		2	2		1	1		1	3		10
Level 1: Students per grade	1		2	2				2		1	8
Students per grade	2	4	4	4	1	2	0	3	3	6	29

0% of students with IEPs scored 4 overall



Overall Performance Level: Economically Disadvantaged Students

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade						1	1	1	1	1	5
Level 3: Students per grade		2	1	5	4	6	1	2	2	5	28
Level 2: Students per grade		1	6		1	7		1			16
Level 1: Students per grade		1	3							1	5
Students per grade	0	4	10	5	5	14	2	4	3	7	54

61% of EDS students scored 3 or 4 overall



Oral Language Performance Level

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade	2	14	12	20	10	13	4	9	2	4	90
Level 4: % per grade	20%	36%	34%	61%	37%	43%	50%	50%	20%	31%	40%
Level 3: Students per grade	5	15	13	11	12	15	4	5	3	8	91
Level 3: % per grade	50%	38%	37%	33%	44%	50%	50%	28%	30%	62%	41%
Level 2: Students per grade	2	8	8	1	4	2	0	3	4	0	32
Level 2: % per grade	20%	21%	23%	3%	15%	7%	0%	17%	40%	0%	14%
Level 1: Students per grade	1	2	2	1	1	0	0	1	1	1	10
Level 1: % per grade	10%	5%	6%	3%	4%	0%	0%	6%	10%	8%	4%
Students per grade	10	39	35	33	27	30	8	18	10	13	223



Oral Language: Students with IEPs

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade		1		2							3
Level 3: Students per grade	1	2		1		1		1		5	11
Level 2: Students per grade		1	4		1	1		1	3		11
Level 1: Students per grade	1			1				1		1	4
Students per grade	2	4	4	4	1	2	0	3	3	6	29

Majority of students with IEPs scores 2-3, rather than 3-4



Oral Language: Economically Disadvantaged Students

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade			4	5	2	3	2	3	1	1	21
Level 3: Students per grade		3	1		3	10			2	5	24
Level 2: Students per grade			3			1		1			5
Level 1: Students per grade		1	2							1	4
Students per grade	0	4	10	5	5	14	2	4	3	7	54

83% of EDS students earned 3-4 in Oral Language



Written Language Performance Level

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade	0	1	2	3	2	1	3	2	1	3	18
Level 4: % per grade	0%	3%	6%	9%	7%	3%	38%	11%	10%	23%	8%
Level 3: Students per grade	0	7	6	10	7	11	2	5	1	7	56
Level 3: % per grade	0%	18%	17%	30%	26%	37%	25%	28%	10%	54%	25%
Level 2: Students per grade	10	24	11	13	15	11	3	8	5	2	102
Level 2: % per grade	100%	62%	31%	39%	56%	37%	38%	44%	50%	15%	46%
Level 1: Students per grade	0	7	16	7	3	7	0	3	3	1	47
Level 1: % per grade	0%	18%	46%	21%	11%	23%	0%	17%	30%	8%	21%
Students per grade	10	39	35	33	27	30	8	18	10	13	223



Written Language: Students with IEPs

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade										1	1
Level 3: Students per grade				1						3	4
Level 2: Students per grade	2	2	1	1	1	2			1	1	11
Level 1: Students per grade		2	3	2				3	2	1	13
Students per grade	2	4	4	4	1	2	0	3	3	6	29

83% of students with IEPs earned 1-2 in Written Language



Written Language: Economically Disadvantaged Students

	TK	K	1	2	3	4	5	6	7	8	Total
Level 4: Students per grade			1				1			1	3
Level 3: Students per grade		1		3	2	3		1	1	3	14
Level 2: Students per grade		2	3	2	3	7	1	3	2	2	25
Level 1: Students per grade		1	6			4				1	12
Students per grade	0	4	10	5	5	14	2	4	3	7	54

69% of EDS students earned 1-2 in Written Language,
as opposed to the 83% of 3-4 in Oral Language



Listening Domain

	TK	K	1	2	3	4	5	6	7	8	Total
Well Developed: Students per grade	2	14	17	15	11	12	3	8	0	7	89
Well Developed: % per grade	20%	36%	49%	45%	41%	40%	38%	44%	0%	54%	40%
Somewhat/ Moderately Developed: Students per grade	6	23	17	18	14	18	5	6	9	5	121
Somewhat/ Moderately Developed: % per grade	60%	59%	49%	55%	52%	60%	63%	33%	90%	38%	54%
Beginning: Students per grade	2	2	1	0	2	0	0	4	1	1	13
Beginning: % per grade	20%	5%	3%	0%	7%	0%	0%	22%	10%	8%	6%
Students per grade	10	39	35	33	27	30	8	18	10	13	223



Speaking Domain

	TK	K	1	2	3	4	5	6	7	8	Total
Well Developed: Students per grade	3	13	6	17	16	19	6	12	3	6	101
Well Developed: % per grade	30%	33%	17%	52%	59%	63%	75%	67%	30%	46%	45%
Somewhat/ Moderately Developed: Students per grade	6	22	26	15	11	11	2	6	6	6	111
Somewhat/ Moderately Developed: % per grade	60%	56%	74%	45%	41%	37%	25%	33%	60%	46%	50%
Beginning: Students per grade	1	4	3	1	0	0	0	0	1	1	11
Beginning: % per grade	10%	10%	9%	3%	0%	0%	0%	0%	10%	8%	5%
Students per grade	10	39	35	33	27	30	8	18	10	13	223



Reading Domain

	TK	K	1	2	3	4	5	6	7	8	Total
Well Developed: Students per grade	0	1	5	7	2	0	3	2	1	6	27
Well Developed: % per grade	0%	3%	14%	21%	7%	0%	38%	11%	10%	46%	12%
Somewhat/ Moderately Developed: Students per grade	10	30	15	21	18	20	5	10	2	5	136
Somewhat/ Moderately Developed: % per grade	100%	77%	43%	64%	67%	67%	63%	56%	20%	38%	61%
Beginning: Students per grade	0	8	15	5	7	10	0	6	7	2	60
Beginning: % per grade	0%	21%	43%	15%	26%	33%	0%	33%	70%	15%	27%
Students per grade	10	39	35	33	27	30	8	18	10	13	223



Writing Domain

	TK	K	1	2	3	4	5	6	7	8	Total
Well Developed: Students per grade	0	6	1	3	4	4	2	3	1	2	26
Well Developed: % per grade	0%	15%	3%	9%	15%	13%	25%	17%	10%	15%	12%
Somewhat/ Moderately Developed: Students per grade	8	22	16	21	22	21	6	14	8	11	149
Somewhat/ Moderately Developed: % per grade	80%	56%	46%	64%	81%	70%	75%	78%	80%	85%	67%
Beginning: Students per grade	2	11	18	9	1	5	0	1	1	0	48
Beginning: % per grade	20%	28%	51%	27%	4%	17%	0%	6%	10%	0%	22%
Students per grade	10	39	35	33	27	30	8	18	10	13	223

Charter School Governance

Orange County Educational Arts Academy (OCEAA)

October 13, 2021
via Zoom



Ena LaVan
Advisor

Executive Leadership, Accountability & Compliance

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1

CSMC Virtual Offerings & School Support 2021-22

Designed to support members of the charter community

- Understanding State and Federal accountability requirements
- Ensuring charter schools meet important deadlines
- Promote awareness of issues which may impact charter schools
- Provide timely updates and information from the State and county offices of education

"Where do we get our information to provide this support?"

- California Department of Education
- County Offices of Education
- Various CDE working groups

Date	Event
October 20 th	Charter School Office Hours
November 3 rd	Webinar
November 8th & 15th	Workshop: LCAP Version 3.0
November 17 th	Charter School Office Hours
December 15 th	Webinar
January 19 th	Charter School Office Hours
February 2 nd	Webinar
February 16 th	Charter School Office Hours
February 10th & 17th	Workshop: Preparing for FPM & State/Federal Programs Compliance
March 2 nd	Webinar
March 16 th	Charter School Office Hours
April 20 th	Charter School Office Hours
May 4 th	Webinar
May 18 th	Charter School Office Hours



2

2

Lanes on the Highway

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Charter school governance should be thought of as fulfilling the promise or commitment made to the community served.

- ❖ The Board governs.
- ❖ The Executive manages the day-to-day operations of the school.



3

The Board Role

The role of the Local Governing Board is to:

- ☐ Oversee and articulate the charter school mission, vision, and direction
- ☐ Support the development of strategies to achieve short- and long-term goals
- ☐ Ensure alignment of budget plans to organizational goals
- ☐ Ensure legal compliance and fulfillment of the terms of the charter
- ☐ Conduct broad oversight of the organization
- ☐ Serve as brand ambassador to the community to foster partnerships and support fundraising

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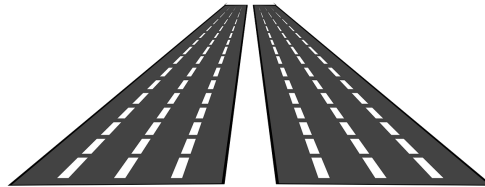
The Lanes

Responsibility	Board	Executive
Academic Performance/ Student Achievement	<ul style="list-style-type: none"> ✓ Ensures academic benchmarks are being met or on-target to be met ✓ Offers oversight of the academic program through academic committee 	<ul style="list-style-type: none"> ✓ Delivers academic program as detailed in the approved charter petition ✓ Determines how the instructional program is delivered ✓ Regularly presents analysis of achievement data and actions to address it
Compliance & Human Resources	<ul style="list-style-type: none"> ✓ Establishes personnel policies which adhere to federal, state, & local requirements ✓ Approves salary scale & benefits packages offered by the school ✓ Evaluates the executive 	<ul style="list-style-type: none"> ✓ Determines qualifications & hires staff ✓ Develops & conducts a system of observation & performance evaluations of staff ✓ Responsible for management of school personnel
Finances	<ul style="list-style-type: none"> ✓ Approves annual budget ✓ Reviews financial reports ✓ Ensures proper internal controls are in place 	<ul style="list-style-type: none"> ✓ Prepares annual budget with input from community members and board/finance committee ✓ Oversees preparation of financial reports ✓ Implements financial controls

5

5

Responsibility	Board	Executive
Policies	<ul style="list-style-type: none"> ✓ Develops legally compliant policies and reviews periodically to ensure compliance with federal, state & authorizer guidance 	<ul style="list-style-type: none"> ✓ Determines how the board policy will be implemented ✓ Creates guidance documents for clarity on implementation
Financial Management	<ul style="list-style-type: none"> ✓ Approves annual budget ✓ Reviews financial reports ✓ Ensures proper internal controls are in place 	<ul style="list-style-type: none"> ✓ Prepares annual budget with input from board/finance committee ✓ Oversees preparation of financial reports ✓ Implements financial controls



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Board Member Expectations

- ☐ Attend 95% regular meetings per year
- ☐ Be well prepared and on-time for all meetings
- ☐ Review materials related to the agenda in advance of all meetings
- ☐ Focus on issues within the board's scope of responsibility
- ☐ Remain engaged and participate productively in discussions
- ☐ Remain relentlessly focused on student achievement
- ☐ Understand the fiduciary responsibilities of membership

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Fiduciary Duty

“A director shall perform the duties of director, including duties as a member of any committee of the board upon which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstance.”

California Corporations Code § 5231(a)

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Duty of Care

Requires a director to act in a reasonable and informed manner under given circumstances.

- ✓ The standard of care is described as that which “an ordinarily prudent person in a like position would use under similar circumstances.”

Duty of Loyalty

Requires a director to act in good faith and in the best interests of the corporation.

- ✓ A director must place the interests of the corporation before his/her own interests or the interests of another person or entity and take appropriate steps wherever there is a conflict of interest.

Duty to provide Financial Oversight

Requires directors to monitor the annual budget and finances through regular review/approval of financial reports (e.g. balance sheet, income statement, cash flow) to ensure long-term viability and fiscal health of the school.

- ✓ A charter school is a special “business.” The annual budget is developed as a blueprint for the year based on the goals and priorities established in consultation between the leadership and community members.
- ✓ Creates sound fiscal policies and procedures which are followed by members of the organization.

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The Board Chair

Responsible for coordination the activities of the Board to ensure it achieves its goals and operates in accordance with its bylaws.

- ☐ Facilitates all meetings
- ☐ Collaboratively develops agendas with the school executive in alignment with school/board priorities
- ☐ Ensures board functions effectively and meets high standards for effective (and transparent) governance
- ☐ Provides advance and follow up communications expressing appreciation, and include any director follow ups
- ☐ Holds board accountable for executing key functions
- ☐ Drives strategic discussions and decision-making, and keeps the board focused

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The Board Secretary

Supports the board's organizational needs to achieve its goals and operates in accordance with its bylaws

- ☐ Attends all board meetings
- ☐ Keeps accurate minutes for each board meeting
- ☐ Shares minutes with the board in a timely fashion
- ☐ Ensures minutes are approved by board in a recorded vote
- ☐ Ensures compliance with Brown Act and other legal requirements
- ☐ Keeps all legal and official documents up-to-date, and maintains archives

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Best Practices: Board Governance

- ✓ Diverse expertise and experience in membership & recruitment
- ✓ Maintain simplicity of website
- ✓ Create a "Governance Handbook" and update annually
- ✓ New director on-boarding process
- ✓ Annual training for directors on responsibilities ("refresher")
- ✓ Goals aligned to vision/mission of the school
- ✓ Student-centered is the ONLY agenda
- ✓ Incorporate community voice in meetings (e.g. SSC, ELAC)
- ✓ Annual evaluation of the ED/CEO
- ✓ Executive manages and evaluates employees
- ✓ Executive provides regular updates
- ✓ Conduct board self-evaluation
- ✓ Annual retreat

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Board Policies & Administrative Regulations

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Board Policy (BP)

"Rules that district school boards adopt to control the school district's actions and provide standards for students and school staff (teachers, administrators)"

Administrative Regulations (AR)

"When a school board passes a board policy that directs the superintendent to develop a regulation or ensure implementation of the policy."

~ *ACLU of California*



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Charter School Transparency Act

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Background

Prior to the 2018 legal opinion (No. 11-201) by former Attorney General Xavier Becerra, there was some confusion as to whether or not the Public Records Act, Brown Act, Government Code Section 1090 and the Political Reform Act applied to charter schools.

The legal opinion removed all doubt, and led to the Charter School Transparency Law (effective January 1, 2020).



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The Brown Act

(CA Government Code 54950 et seq.)



The 1953 act which guarantees the right of the public to attend and participate in meetings of legislative bodies. The expansion of the provisions in subsequent years was in response to private or secret meetings by local officials to circumvent the original act.

The act applies to California city and county government agencies, boards, and councils.



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Charter Transparency Laws

Title	General Description/Purpose	Evidence
Brown Act	The right of the public to have access to meetings of local government agencies. It applies to meetings of the local governing board and committees of the board.	<ul style="list-style-type: none"> • Notice of Meetings • Meeting agenda • Meeting minutes
CA Public Records Act	Requires disclosure of records to the general public upon request. As recipients of public dollars, the manner in which charter schools spend taxpayer dollars is of "legitimate concern to the taxpaying public."	<ul style="list-style-type: none"> • Public Records Request Process • Document Retention Policy
Political Reform Act of 1974	Regulates the conduct of public officials in making, participating in making, or in any way attempting to use the officials' position to influence a governmental decision in which the official has a financial interest. Requires annual disclosure of financial interests through the completion of Statement of Economic Interest (Form 700).	<ul style="list-style-type: none"> • Statement of Economic Interests (Form 700)
Conflicts of Interest	An individual who has private financial interest in the outcome of a contract or public decision, participates in a decision-making process or influences others making the contract or decision.	<ul style="list-style-type: none"> • Statement of Economic Interests (Form 700) • Conflict of Interest Code • Conflict of Interest Policy
Government Code 1090	Precludes a public governing board from entering into a contract when a member of the board has a financial interest in the contract.	<ul style="list-style-type: none"> • Meeting minutes • Roll call votes

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Types of Meetings

What is a “meeting”?

Any congregation of a majority of the members of the body meet to hear, discuss, deliberate, or take action on any item of charter school business.

Type	Reason	Notice	Posting Location
Regular	A regular gathering to discuss regular school board business. These meeting dates are set at an annual organizational meeting of the board, and they occur throughout the school year.	72 hours	<ul style="list-style-type: none"> Physical location of meeting within jurisdiction School website (single-click) access
Special	May be called at any time by the board chair or a majority of the members. All Brown Act requirements must be met. Any topic may be discussed except for salary/benefits of high-level employees.	24 hours	
Emergency	Can only be called when critical, pressing need is present and must be addressed within 24 hours. (Severe disruption to school operations due to a catastrophic event.)	1 hour	

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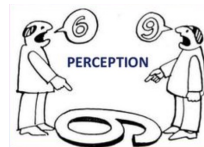
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Serial(ly Problematic) Meetings

Series of “communications” which is broadly defined to include in-person and electronic communications.

- Can be direct or indirect (via third-party)
- Involving at least a quorum of members
- Containing subject matter that may be construed as discussion, deliberation or action in the scope of the board responsibilities



Best Practices:

- ✓ Avoid electronic messaging
- ✓ “One-way communication” notice

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Teleconferencing

- ☐ Agenda must be posted at all teleconference locations*
- ☐ Agenda must identify the location of participants participating via teleconference*
- ☐ All teleconference locations must be accessible to the public and be ADA-compliant*
- ☐ Members of the public must be able to hear, and have the right to address the board directly from each teleconference location
- ☐ Votes must be taken by roll call
- ☐ Quorum of members must participate within the jurisdiction of the charter school*

* Flexibilities under AB361

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AB361 Open Meetings (Brown Act)

- Approved by Governor on September 16, 2021
- Ability to meet remotely during gubernatorial state of emergency
 - State emergency must be issued by Governor
 - Emergency remains active
 - Board resolution & "finding" every 30 days
 - Technical difficulties must be resolved before board actions
- Allows for modified Brown Act requirements
 - Agenda postings at remote locations
 - Identification of all remote locations
 - Quorum participation within local agency jurisdiction

Sunsets January 1, 2024

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Brown Act Closed Sessions

The Brown Act allows a governing body during a properly noticed meeting, to convene a "closed session" in order for members to meet in private on very specific topics.

Brown Act "Safe Harbor" for Closed Sessions	Gov. Code §
Purchase, sale, exchange or lease of real property	54956.8
Potential litigation or administrative proceeding	54956.9(d)(2)
Legal action by the charter school	54956.9(d)(4)
Counsel regarding pending litigation	54956.9(d)(1)
Discussion of hiring a new employee	54957(b)(1)
Performance review of existing employee	54957(b)(1)
Discipline/dismissal of an employee	54957(b)
Negotiations on salary/compensation	54957.6
Meeting with law enforcement on threat	54957(a)

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Board Meeting Documents

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Meeting Agendas

- ❑ “Single-click” access to the current board agenda from the school website.
- ❑ Each item on the Board agenda must provide a description of at least 20 words to properly inform the public exactly what business is being discussed and/or the action to be taken by the board.
- ❑ A process for requesting accommodations for members of the public with a disability should be on the agenda as a footer or statement.
- ❑ Directions for the public to access the materials provided to the board as part of the meeting (physical location).

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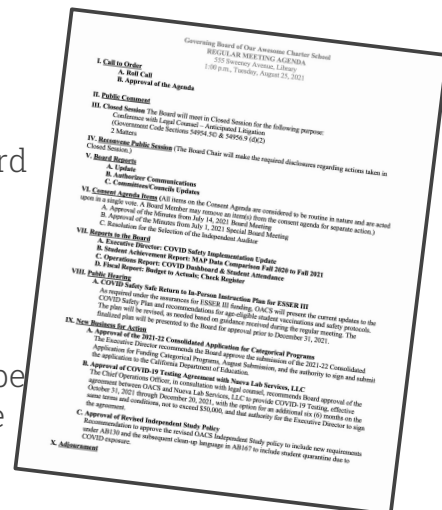
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Meeting Agenda: Using Consent Agenda

Use of the consent agenda can be an effective efficiency tool.

- Chair determines which actions will be put on consent and provides materials in advance in board package
- At start of meeting, chair asks if members wish to remove items from agenda for full discussion.
- If member does request item moved to regular agenda, it must be moved. (Chair decides if it will be discussed immediately or placed elsewhere on the agenda)
- The chair or secretary should read out final list of items on the consent agenda, allowing for a motion for adoption of the consent agenda as a single item.



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Best Practices for Board Agendas & Materials

- ✓ Keep it to a single page and specify which items are for action
- ✓ Include "timing" of agenda
- ✓ Use of the consent agenda for routine action items only
- ✓ Provide all materials for meeting (handouts) electronically when agenda is distributed/posted on website
- ✓ Watermark and "header" materials
- ✓ Conduct and record roll call votes
- ✓ Provide committee reports (executive, governance, finance, academics)
- ✓ Review Financial Reports
- ✓ Present student progress data at every meeting
- ✓ Include nondiscrimination statement and ADA-request process in the footer

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Meeting Minutes

Minutes are probably the most important documents produced by the board as it is the official record of the meeting. Demonstrates due diligence of members

Best Practices:

- ✓ Provide information on process and discussions
- ✓ Correct errors before approval
- ✓ Avoid the use of acronyms
- ✓ Bold titles
- ✓ Use standard template to provide consistency

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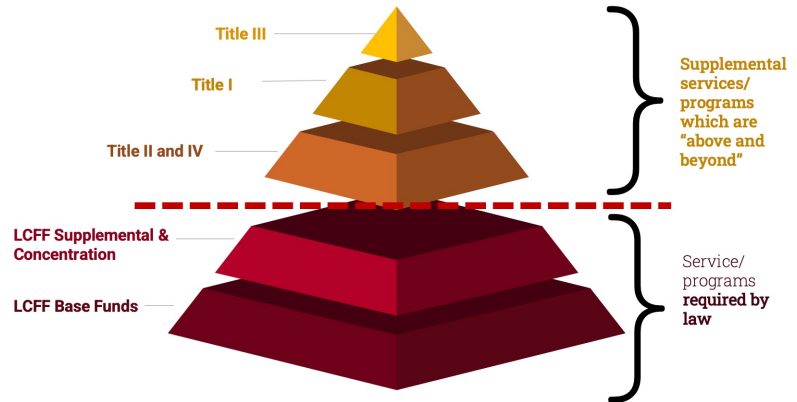


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Education Funding & School Accountability

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Supplement, Not Supplant

"A State educational agency or local education agency shall use federal funds received under [Title I, Part A] only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under [Title I, Part A], and not to supplant such funds"

~ESEA, Section 1118(b)(1)



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Local Control Funding Formula (LCFF)

Former Governor Jerry Brown's hallmark education funding legislation enacted in 2013 to redesign how public education is funded in California. The legislation included how local education agencies are measured and the support system to assist schools in meeting rigorous growth/status over time. The California Accountability Model and School Dashboard aligns with the priorities under the Local Control Funding Formula (LCFF).

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8 State Priorities of the Local Control Funding Formula & Accountability

Conditions of Learning	Engagement	Pupil Outcomes
Basic Services (Priority 1) ^L	Parent Involvement (Priority 3) ^L	Pupil Achievement (Priority 4) ^S
State Standards (Priority 2) ^L	Pupil Engagement (Priority 5) ^S	Other Pupil Outcomes (Priority 8)
Course Access (Priority 7) ^L	School Climate (Priority 6) ^S	

L: Local Indicator – Data self-reported by the LEA
S: State Indicator – Student performance data captured at the SEA level

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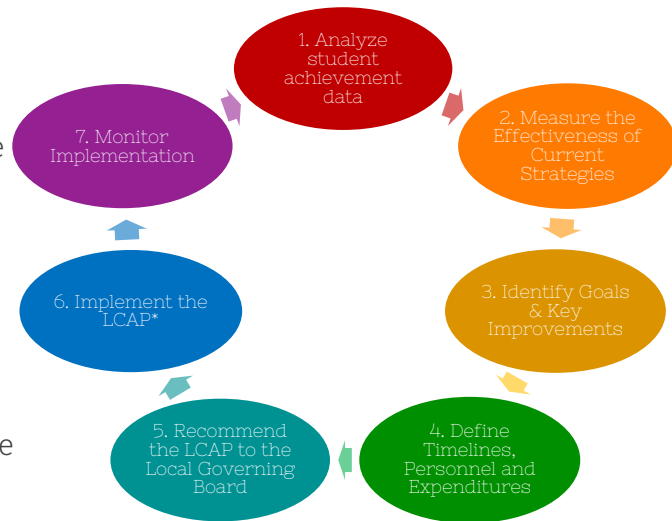
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Monitoring Accountability Plans

As of January 1, 2019, AB716 created new flexibilities for charter schools.

Charter schools:

- May use the LCAP to address the requirements of the SPSA
- Can establish an LCAP Advisory group comprised of parents, teachers, staff, community members, and students who discuss/monitor the LCAP and oversee the use of Title I funds
- May use documentation from the meetings of the LCAP Advisory group for the "stakeholder engagement" and for Federal Program Monitoring purposes.

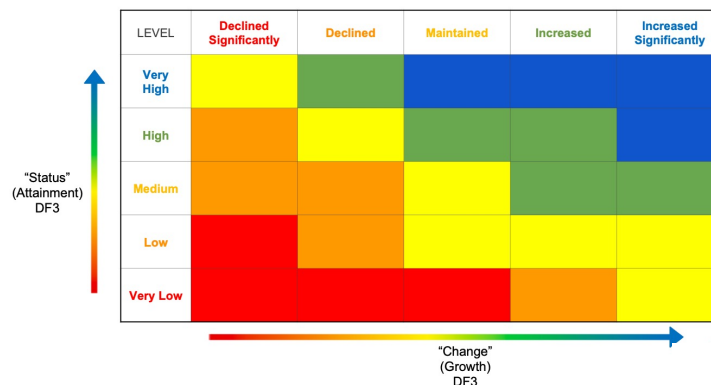


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State Dashboard Performance Gauges



Performance on state measures, using comparable statewide data, is represented by one of five color "gauges". The performance level (color) is not included when there are fewer than 30 students in any year.



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Accountability for Charter Schools

On June 14, 2021, LEAs received their student level data based on 2019 assessment and prior year.

- CDE anticipates a return to full SBAC/CAASPP in Spring 2022
- CA Dashboard growth data will not be available until 2024
- CA Growth Model will be included in the Dashboard for 2024

Term Start	Term & Original Expiration	NEW Expiration
2017-18	2021-22 (June 30, 2022)	2023-24 (June 30, 2024)
2018-19	2022-23 (June 30, 2023)	2024-25 (June 30, 2025)
2019-20	2023-24 (June 30, 2024)	2025-26 (June 30, 2026)
2020-21	2024-25 (June 30, 2025)	2026-27 (June 30, 2027)
2021-22	2025-26 (June 30, 2026)	2025-26 (*NO CHANGE*)

CA Student
Growth
Model



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Authorizer Relations

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Responsibilities of the Charter Authorizer

CA Department of Education, Charter Schools FAQ
Governance, Oversight & Liability
<https://www.cde.ca.gov/sp/ch/qandasec3mar04.asp#q5>

"The charter authorizing entity is responsible for ensuring the charter operates in compliance with all applicable laws and terms of its charter CA Education Code 47604.32 identifies the duties of a charter authorizing entity.

Specifically, the charter authorizing entity must:

1. Identify t least one staff member as a contact person for the charter school.
2. Visit each charter school at least annually.
3. Ensure that each charter school under its authority complies with all reports required of the charter schools by law.
4. Monitor the fiscal condition of each charter school under its authority.
5. Provide timely notification to the department if the charter is revoked or it the charter schools will cease operation for any reason.

'Supervision' includes providing the charter school with general guidance and assistance on various issues, such as funding and compliance."



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Authorizer Oversight



Local Governing Board

Contact information for Board Members

Board Meeting Calendar

Training and compliant implementation of Brown Act, Political Reform Act, CA Public Records Act, and Conflicts of Interest

Articles of Incorporation

Bylaws

Agendas & Minutes



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Compliance

- Sexual Harassment Notices (student restrooms, locker rooms)
- Title IX Complaints posting & process (website, handbooks)
- State & Federal Programs
- Implementation of Uniform Complaints Procedure (UCP) [policies, procedures, and forms]
- Local School Wellness Policy (for NSLP)
- Pupil Suicide Prevention Policy and related trainings
- Compliance with all laws regarding homeless and foster youth

Parents

- Lottery/Enrollment Forms (Pre-/Post-)
- School Climate & Discipline Procedures
- Parent Student Handbook
- Community Engagement Process for developing goals, actions measurable outcomes, and expenditures in LCAP



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Community Engagement

- School Site Council
- English Learner Advisory Committee
- Annual calendar of community meetings (SSC, ELAC, PTO, etc.)
- Communications to students & families

Health & Safety

- Valid Certificate of Occupancy/ADA Compliance
- Criminal background & TB clearances for employees and contracted entities
- Annual training on health, safety and emergency procedures including monthly drills
- Student Discipline Data

Instructional Program

- Valid English Learner Certification & Credentials
- Current English Learner Master Plan
- Math Placement Policy
- Accreditation
- Access to technology & appropriate use



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Notice of Concern	Notice to Cure	Notice to Revoke
<ul style="list-style-type: none"> ❖ Formal letter to the charter school leadership and Board to document an area of deficiency or concern. ❖ Requires a formal response by the charter school to the authorizer with an explanation OR plan to address the area of concern. ❖ Deadline-specific, and should be shared with the Governing Board as it may lead to future action. 	<ul style="list-style-type: none"> ❖ Formal letter to the charter school leadership and Board to document a violation of the charter petition. ❖ Requires a detailed formal response by the charter school with an explanation on how the violation will be remedied by the established authorizer deadline. The response should be developed in consultation with legal counsel. ❖ Deadline specific and must be shared with the Governing Board as it may lead to future action. 	<ul style="list-style-type: none"> ❖ Formal letter to the charter school leadership and Board that the authorizer will proceed to revoke the operation of the charter. ❖ Signals a breakdown in communication between the authorizer and the charter school. Due to its severity, this must be shared with the Governing Board and legal counsel upon receipt. ❖ The most severe level of notice within the authorizer's authority to enforce maximum penalties with OR without lower levels of reprimand.

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Best Practices for Authorizer Relations

- ✓ Start the year preparing for annual on-site visit
- ✓ Contact charter authorizer administrator early (July-September) regarding oversight visit scheduling and required website postings
- ✓ Use "cloud" service to collect and organize documentation
- ✓ Review internal data frequently, and plan for addressing data
- ✓ Prepare teachers, staff, students and parents for oversight
- ✓ Check operational and safety prior to visit
- ✓ Respond in a timely manner to any follow-ups
- ✓ Share formal notices with the Board
- ✓ Share the final charter authorizer oversight report with the Board during a regular meeting

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Thank you!

Ena LaVan

Advisor

elavan@csmci.com



CSMC

Leadership, Accountability & Compliance

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12 Responsibilities of the Local Governing Board

*An effective local governing
board ENSURES...*

- all students are being prepared for success in college, work, and life
- the public's money and resources are well stewarded
- the school is run by a great leader and infused with a positive culture and learning environment
- the terms of the charter are fulfilled and prepared for renewal
- the school is true to its mission, vision, and values
- goals are clear, people/programs are wisely empowered, supported, evaluated, and held accountable
- the school operates legally and ethically
- commitment to continuous improvement and remains viable
- recruits, orients, and develops members and the capacity to govern
- board adopts and properly maintains its governing policies
- board speaks with one voice
- board and members are positive ambassadors for the school



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Resource: Group Email Communications

SAMPLE email leading text for board communication (all bcc'd):

"In compliance with the Brown Act, this email is intended as a 'one way' communication to members of the governing board. Please do not 'reply all,' forward or discuss its subject matter with other board members.

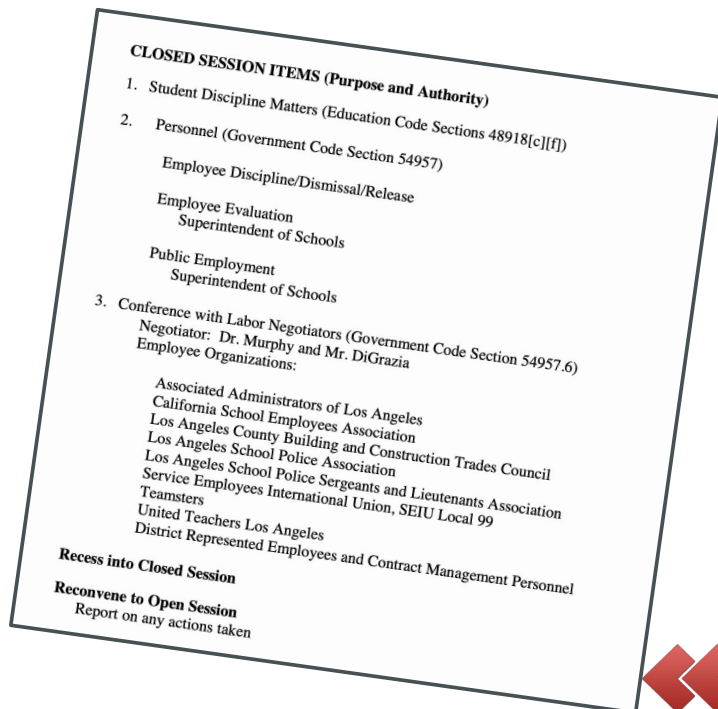
If you have questions or comments, please direct them to the board chair (or executive), and the issue will be communicated to the entire board during a future meeting for public discussion."

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Resource: Conducting Closed Session



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Closed Session "Cheat sheet"

CLOSED SESSION ITEM DESCRIPTIONS UNDER THE RALPH M. BROWN ACT

The following chart can be used when drafting the closed session item descriptions on agendas and minutes of governing board meetings. These item descriptions are from the "safe-harbor" descriptions under Government Code section 54954.5.

GOV. CODE SECTION	CLOSED SESSION ITEM DESCRIPTION (The same language should be used for both the agenda and minutes)
54956.8 (Use to discuss the purchase, sale, exchange, or lease of real property by or for the school)	CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Gov. Code section 54956.8.) Property: [address] Agency negotiator: [name of negotiator] Negotiating parties: [name of opposing party] Under negotiation: [E.g. price and/or terms of payment]
54956.9 (Use when the school is threatened with litigation or an administrative proceeding, e.g. if the charter authorizer may revoke/ non-renew the charter)	CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2)).: [(number of matters)].
54956.9 (Use when the school is considering suing someone)	CONFERENCE WITH LEGAL COUNSEL—LITIGATION (Gov. Code section 54956.9(d)(4)).: [(number of matters)].
54956.9 (Use to confer with, or receive advice from, legal counsel regarding pending litigation)	CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Gov. Code section 54956.9(d)(1).) Name of Case: [insert case name] OR, if disclosing the case name would jeopardize settlement negotiations, use the following: CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Gov. Code section 54956.9(d)(1).) Case Name Unspecified: (disclosure would jeopardize settlement negotiations)
54957 (Use when discussing the hiring of a new employee)	PUBLIC EMPLOYEE APPOINTMENT (Gov. Code section 54957(b)(1).) Title: [title of position to be filled]
54957 (Use when reviewing	PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov. Code section 54957(b)(1).)

the performance of an existing employee)	Title: [title of employee being evaluated]
54957 (Use when discussing the discipline or dismissal of an employee; keep in mind there are also notice obligations for this type of closed session)	PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code section 54957(b).)
54957.6 (Use when negotiating [salaries, compensation, etc.] with represented or unrepresented employees)	CONFERENCE WITH LABOR NEGOTIATORS (Gov. Code section 54957.6.) Agency designated representatives: [names of representatives] Employee Organization: [name of organization representing employees] OR, if the employee is unrepresented, use the following: CONFERENCE WITH LABOR NEGOTIATORS (Gov. Code section 54957.6.) Unrepresented employee: [title of employee]
54957 (Use when meeting with law enforcement personnel on matters posing a threat to the security of public buildings or services—this is rare)	THREAT TO PUBLIC SERVICES OR FACILITIES (Gov. Code section 54957(a).) Consultation with: [specify name of law enforcement agency and title of officer]

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Closed Session "Scripts"

The board chair must formally state the board will enter into closed session, and state the time.

Before...

"We will now go into closed session at (time). During the closed session we will discuss the agenda item pursuant to Government Code § [state the agenda Brown Act Closed Session citation]."

After...

"We will now end the closed session and reconvene into open session of the board meeting as of (TIME). Pursuant to California Government § [state the agenda Brown Act Closed Session citation]..."

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And, there must be a public report on action taken in closed session.

If NO ACTION was taken:

"...there was no reportable action taken by the board during closed session regarding [cite items from agenda]."

If ACTION WAS taken:

"...approval of the board was given by the board to [description]. The board vote was **X** to **X**. The following members voted in favor (**names**); "noes" were (**names**), and abstaining members were (**names**)."

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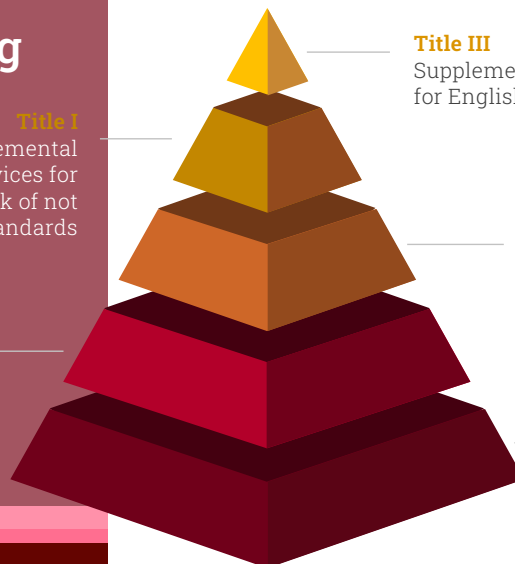
Resource: Education Funding

Title I

Supplemental funds/services for students at-risk of not meeting standards

Supplemental & Concentration

Increased or improved services to support low-income, foster youth & English learners to meet goals in state and local priorities



Title III

Supplemental funds/services for English Learners

Title II and IV

Supplemental funds/services for professional development, well-rounded education, safe & healthy students and technology

Base Funds

Basic services for all students to meet goals in the state and local priorities



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Finance-Related Compliance Findings

- Fiscal Policies & Procedures
- Allowability Procedures
- Conflict of Interest Policy
- Duty Statements and Job Descriptions
- Position Control Reports
- Time and Effort Policies, Procedures and Records
- Equipment Inventory and Procedures
- Internal Controls
- "Supplement, Not Supplant" Violations

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Resource: Board Policies & Documents

The charter school executive should consult with legal counsel to receive guidance on which policies and procedural documents must be posted on the school's website for public access.

It is recommended for the executive to be in regular communication with the authorizer in order to ensure compliance with authorizer-required website postings.

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Board Policies & Documents

- ☐ Articles of Incorporation
- ☐ Board Bylaws
- ☐ Conflict of Interest Code
- ☐ Conflicts of Interest Policy
- ☐ Code of Conduct
- ☐ Public Records Requests
- ☐ Fiscal Policies & Procedures Manual
- ☐ Document Retention Policy
- ☐ Uniform Complaint Procedures (UCP)
- ☐ Complaints & Internal Dispute Resolution Procedure
- ☐ Board Meeting Calendar
- ☐ Notice of Nondiscrimination
- ☐ Complaints & Internal Dispute Resolution Procedure
- ☐ Discrimination, Harassment, Intimidation and Bullying
- ☐ Sex Nondiscrimination
- ☐ Sexual Abuse & Human Trafficking
- ☐ Sexual Harassment Policy
- ☐ Title IX Information & Procedures
- ☐ Rehabilitation Act 504
- ☐ Employee Interactions with Pupils
- ☐ Suicide Prevention & Awareness (K-6)
- ☐ Suicide Prevention & Awareness (7-12)
- ☐ Federal Education Rights & Privacy (FERPA)

NOTE: This is not an exhaustive list of board policies required for charter schools. Schools should consult with legal counsel and their charter authorizer annually to ensure there are approved board policies in place to meet changing state and federal laws.



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- ☐ Immigration Status, Citizenship & National Origin
- ☐ Internet Safety & Cyberbullying
- ☐ Married, Pregnant & Parenting Pupils
- ☐ Cyberbullying & Social Media
- ☐ Acceptable Use Policy & Agreement
- ☐ Admissions & Enrollment
- ☐ Attendance Policy
- ☐ School Wellness Policy
- ☐ Safe Place to Learn Act
- ☐ Nondiscrimination in Pupil Activities, Clubs & Programs
- ☐ Dress Code
- ☐ Curriculum Adoption
- ☐ Assessments
- ☐ Graduation Requirements
- ☐ Interscholastic Sports
- ☐ Independent Study Policy
- ☐ Math Placement Policy
- ☐ Parent-Student Handbook
- ☐ Parent Involvement & School Compact
- ☐ Education of English Learners
- ☐ Education of Foster Pupils
- ☐ Education of Homeless Pupils
- ☐ Education of Students with Special Needs
- ☐ English Learner Master Plan

NOTE: This is not an exhaustive list of board policies required for charter schools. Schools should consult with legal counsel and their charter authorizer annually to ensure there are approved board policies in place to meet changing state and federal laws.



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Facilities & Operations

- ☐ Community Use (District Facilities)
- ☐ Capital Expenditures
- ☐ Field Trips and Excursions
- ☐ Visitors Policy

Health & Safety

- ☐ Health, Immunizations & Oral Health Assessments
- ☐ Administration of Medications and Health Emergencies
- ☐ Pest Management
- ☐ Lead Testing
- ☐ Mental Health Access
- ☐ Comprehensive Safety Plan
- ☐ Injury and Illness Prevention
- ☐ Child Safety Alert System
- ☐ COVID School Safety Plan (Safe Return to In-Person Instruction)

Accountability

- ☐ Disenrollment Notice
- ☐ Education Protection Account (EPA) Revenues & Expenditures
- ☐ Budget Overview for Parents
- ☐ Annual Update
- ☐ Local Control & Accountability Plan (LCAP)
- ☐ Expanded Learning Opportunity (ELO)
- ☐ School Accountability Report Card (SARC)

Other Policies & Documents

- ☐ Interscholastic Sports
- ☐ Freedom of Expression Policy & Procedures
- ☐ Plagiarism Policy
- ☐ Grade Changes

NOTE: This is not an exhaustive list of board policies required for charter schools. Schools should consult with legal counsel and their charter authorizer annually to ensure there are approved board policies in place to meet changing state and federal laws.



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Resource: Suggested Annual Board Calendar

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2021-22 Suggested Board Activities	
July 2021 Board Retreat & Orientation <ul style="list-style-type: none"> Long Range Planning Priorities/Metrics Self-Assessment CEO/ED Goals for coming year Legal Updates/Policies Authorizer Communications from Prior Year Roles/Responsibilities Fiscal Health Brown Act Conflicts of Interest/Form 700 Bylaws 	January 2022 <ul style="list-style-type: none"> CEO/ED Data Presentation Approval of School Accountability Report Card (SARC) Present the One-Time Supplement to the Annual Update
August 2021 <ul style="list-style-type: none"> Board Officer Elections Training on State/Federal Funding and Budget CEO/ED Goals/Annual Plan Review of accountability plans Review of Average Daily Attendance (ADA)* Review of 20-Day Report Prior Year data Review of financials Approval of EPA Resolution 	February 2022 <ul style="list-style-type: none"> CEO/ED LCAP Draft Presentation Funding Determination for Independent Charter Schools
September 2021 <ul style="list-style-type: none"> Board Chair Report* CEO/ED Data Presentation & LCAP Implementation/Progress* SSC/ELAC Updates* Review of Financials* Approval of Unaudited Actuals from Previous Year Board Policy Review/Approvals** 	March 2022 <ul style="list-style-type: none"> CEO/ED Presentation of Proposed Academic Calendar for next year Proposed Curriculum Adoption Approval of Second Interim Report
October 2021 <ul style="list-style-type: none"> CEO/ED Data Presentation Presentation of the LCAP Supplement 21-22 Approval of Unaudited Actuals from Previous Year Approval of ESSER III Expenditure Plan 	April 2022 <ul style="list-style-type: none"> CEO/ED Data Presentation Review of Budget Draft Evaluation of ED/CEO Approval of: <ul style="list-style-type: none"> Academic Calendar Curriculum Adoption Staff Handbook Title I Parent & Family Engagement Policy
November 2021 <ul style="list-style-type: none"> CEO/ED LCAP Progress Presentation Approve EPA Spending Plan Form 990 Review 	May 2022 <ul style="list-style-type: none"> CEO/ED LCAP DRAFT Presentation Public Hearing on LCAP Presentation of Preliminary Budget Approval of: <ul style="list-style-type: none"> Resolution for Selection of Independent Auditor Regular Meeting Board Calendar Bylaw Revisions Parent/Student Handbook ED/CEO Employment Agreement & Compensation
December 2021 <ul style="list-style-type: none"> CEO/ED Data Presentation LCAP Stakeholder Engagement Plan FIT Results Mid-Year Evaluation of CEO/ED Approval of First Interim Report 	June 2022 <ul style="list-style-type: none"> Board Chair EOY Report CEO/ED EOY Report SSC/ELAC EOY Report Election of Board Officers for coming year Approval of: <ul style="list-style-type: none"> LCAP (include One-time Supplement) Budget English Learner Master Plan Revisions Fiscal Policies & Procedures

* Regular activity to occur at each board meeting
** As needed
EL211011v2



Summer

July	August	September
Board Retreat & Orientation <input type="checkbox"/> Long Range Planning <input type="checkbox"/> Priorities/Metrics <input type="checkbox"/> Self-Assessment <input type="checkbox"/> CEO/ED Goals for coming year <input type="checkbox"/> Legal Updates/Policies <input type="checkbox"/> Authorizer Communications from Prior Year <input type="checkbox"/> Roles/ Responsibilities <input type="checkbox"/> Fiscal Health <input type="checkbox"/> Brown Act <input type="checkbox"/> Conflicts of Interest/Form 700 <input type="checkbox"/> Bylaws	<input type="checkbox"/> Board Officer Elections <input type="checkbox"/> Training on State/Federal Funding <input type="checkbox"/> CEO/ED Goals/Annual Plan <input type="checkbox"/> Review of accountability plans <input type="checkbox"/> Review of Average Daily Attendance (ADA)* <input type="checkbox"/> Review of 20-Day Report <input type="checkbox"/> Prior Year data <input type="checkbox"/> Review of financials & budget update <input type="checkbox"/> Approval of EPA Resolution	<input type="checkbox"/> Board Chair Report* <input type="checkbox"/> CEO/ED Data Presentation <input type="checkbox"/> SSC/ELAC Updates* <input type="checkbox"/> Review of Financials* <input type="checkbox"/> Approval of Unaudited Actuals from Previous Year <input type="checkbox"/> Board Policy Review/Approvals**

* Suggested regular meeting activity

** As needed

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Fall

October	November	December
<input type="checkbox"/> CEO/ED Data Presentation <input type="checkbox"/> Approval of Unaudited Actuals from Previous Year <input type="checkbox"/> Approval of ESSER III Expenditure Plan	<input type="checkbox"/> CEO/ED LCAP Progress Presentation <input type="checkbox"/> Approve EPA Spending Plan <input type="checkbox"/> Form 990 Review	<input type="checkbox"/> CEO/ED Data Presentation <input type="checkbox"/> LCAP Stakeholder Engagement Plan <input type="checkbox"/> FIT Results <input type="checkbox"/> Mid-Year Evaluation of CEO/ED <input type="checkbox"/> Approval of First Interim Report

Winter

January	February	March
<input type="checkbox"/> CEO/ED Data Presentation <input type="checkbox"/> Approval of School Accountability Report Card (SARC)	<input type="checkbox"/> CEO/ED LCAP Draft Presentation <input type="checkbox"/> Funding Determination for Independent Charter Schools	<input type="checkbox"/> CEO/ED Presentation of Proposed Academic Calendar for next year <input type="checkbox"/> Proposed Curriculum Adoption <input type="checkbox"/> Approval of Second Interim Report

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Spring

April	May	June
<input type="checkbox"/> CEO/ED Data Presentation <input type="checkbox"/> Review of Budget Draft <input type="checkbox"/> Evaluation of ED/CEO Approvals... <ul style="list-style-type: none"> <input type="checkbox"/> Academic Calendar <input type="checkbox"/> Curriculum Adoption <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Title I Parent & Family Engagement Policy 	<input type="checkbox"/> CEO/ED LCAP DRAFT Presentation <input type="checkbox"/> Public Hearing on LCAP <input type="checkbox"/> Presentation of Preliminary Budget Approvals... <ul style="list-style-type: none"> <input type="checkbox"/> Resolution for Selection of Independent Auditor <input type="checkbox"/> Regular Meeting Board Calendar <input type="checkbox"/> Bylaw Revisions <input type="checkbox"/> Parent-Student Handbook <input type="checkbox"/> ED/CEO Employment Agreement & Compensation 	<input type="checkbox"/> Board Chair EOY Report <input type="checkbox"/> CEO/ED EOY Report <input type="checkbox"/> SSC/ELAC EOY Report <input type="checkbox"/> Election of Board Officers for coming year Approvals... <ul style="list-style-type: none"> <input type="checkbox"/> Local Control Accountability Plan (LCAP) <input type="checkbox"/> Budget for coming academic year <input type="checkbox"/> English Learner Master Plan revisions, if applicable <input type="checkbox"/> Fiscal Policies & Procedures

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"At CSMC We Rise by Lifting Others"

Financials through Aug 31, 2021

Monthly Financial Board Report

Prepared for: Orange County Educational Arts Academy

Prepared by School's CSMC SBM -Kristin Nowak

Financial Summary

Actual to Budget:

This report is as of **Aug 31, 2021** compared against our board-approved ADOPTED budget as of June 30, 2021 based on **625** students enrolled and **602.5** ADA.

YTD Revenues Through **Aug 31, 2021** are **\$569,659**. The revenues are broken down in the following categories:

LCFF	\$355,870
Federal Revenue	\$105,747
Other State Revenue	\$1,774
Local Revenue	\$106,268
Total Revenue	\$569,659

FY22 estimated revenues at our ADOPTED budget were \$9.694M.

YTD Expenses Through **Aug 31, 2021** are **\$1,324,252**. The expenses were incurred in the following categories of spend:

Certificated Salaries	\$264,204
Classified Salaries	\$215,614
Employee Benefits	\$205,085
Total Personnel Expenses	\$684,903

Books and Supplies	\$162,812
Services & Other Operating Expenses	\$469,569
Capital Outlay	-
Other Outgo	\$6,967
Total Operational Expenses	\$639,348
Total Expenses	\$1,324,252

FY22 estimated expenses at our ADOPTED budget were \$9.397M.

Therefore, net income is **(\$754,593)**. As a reminder, OCEAA's FY22 ending position was estimated to be a surplus of \$297,305 according to our ADOPTED budget.

Balance Sheet:

As of **Aug 31, 2021**, we had total cash of **\$2,035,566**, short-term liabilities of **\$1,435,939**, and long-term liabilities of **\$528,738**. The ending fund balance is **\$1,970,555**.

OCEAA's cash position has rebounded nicely as the deferred FY21 LCFF payments have posted.



Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Current Ratio (Liquidity)

Ability to pay short-term obligations



Current:

2.1

Target:

> 1.0

Formula:

$(\text{Current Assets}) / (\text{Current Liabilities})$

Defensive Interval

Months of continued operation without incoming funds



Current:

4.3

Target:

> 3 months

Formula:

$(\text{Cash} + \text{Securities} + \text{AR}) / (\text{Average Expenses for Past 12 Months})$

Cash Ratio

Ability to meet short-term obligations with cash



Current:

141.8 %

Target:

> 100.0 %

Formula:

$(\text{Cash}) / (\text{Current Liabilities})$


At the current time, the areas of concern that the school needs to keep a close eye on are Restricted Funds management.



Orange County Educational Arts Academy

Financial Snapshot

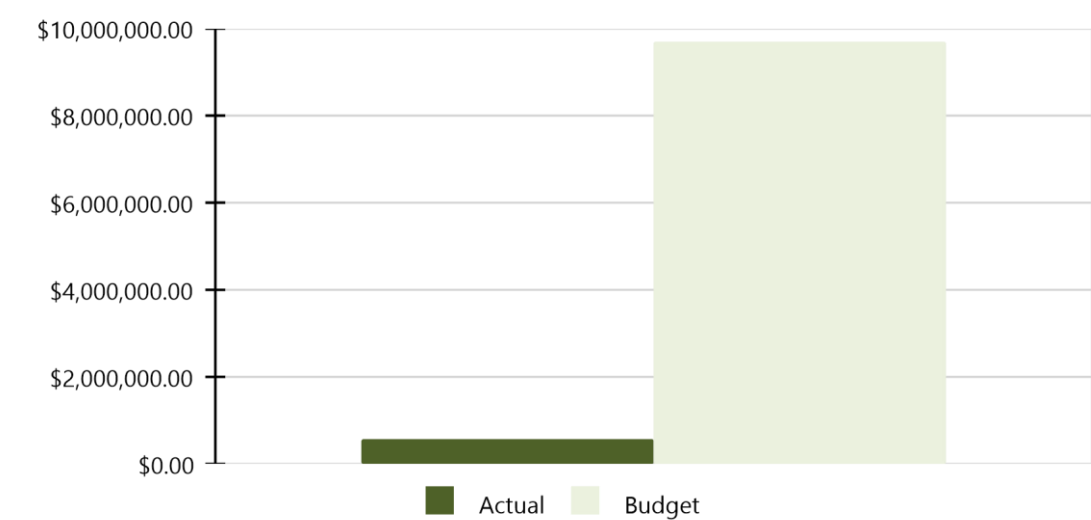
FY 2021-2022, July - August



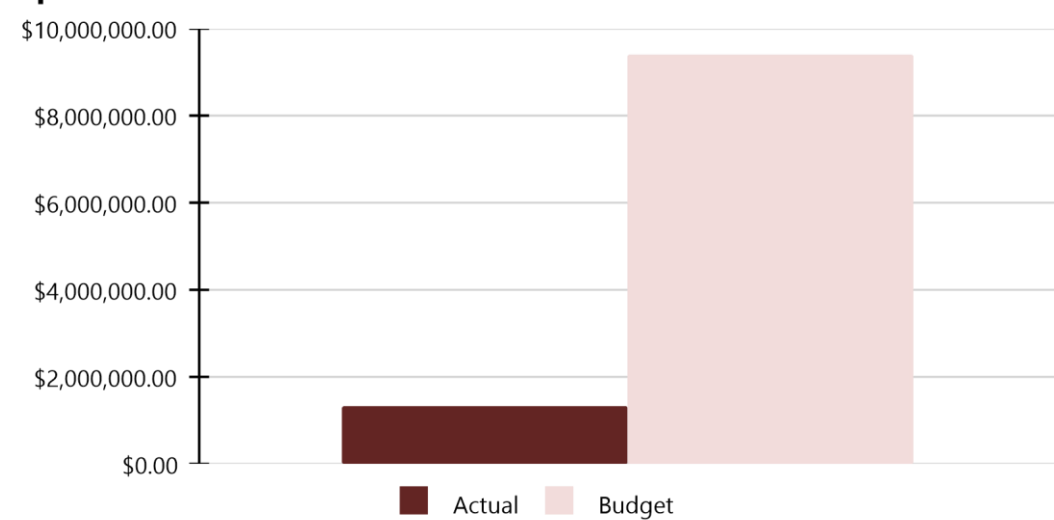
Cash Balance

\$2,035,566

Revenue to Date



Expense to Date



Revenue Summary

Actual	\$569,659
Budget	\$9,693,960
Actual to Budget	-94.1 %

Expense Summary

Actual	\$1,324,252
Budget	\$9,396,655
Actual to Budget	-85.9 %



Actual to Budget Summary

FY 2021-2022, July - August

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in ensuring you receive your revenue in a timely manner and that you stay within the board approved expenditure levels.

Account Description	July - Last Closed			
	Actual	Budget	Variance \$	Variance %
LCFF	\$355,870	\$6,578,167	(\$6,222,297)	-94.6 %
Federal Revenue	\$105,747	\$996,146	(\$890,399)	-89.4 %
Other State Revenue	\$1,774	\$1,553,533	(\$1,551,759)	-99.9 %
Local Revenue	\$106,268	\$566,114	(\$459,846)	-81.2 %
Total Revenue	\$569,659	\$9,693,960	(\$9,124,302)	-94.1 %

Account Description	July - Last Closed			
	Actual	Budget	Variance \$	Variance %
Certificated Salaries	\$264,204	\$2,702,688	\$2,438,484	90.2 %
Classified Salaries	\$215,614	\$1,691,586	\$1,475,972	87.3 %
Employee Benefits	\$205,085	\$1,545,511	\$1,340,426	86.7 %
Total Personnel Expenses	\$684,903	\$5,939,786	\$5,254,882	88.5 %
Books and Supplies	\$162,812	\$435,000	\$272,188	62.6 %
Services & Other Operating Expenses	\$469,569	\$2,758,964	\$2,289,394	83.0 %
Capital Outlay	-	\$192,370	\$192,370	100.0 %
Other Outgo	\$6,967	\$70,536	\$63,569	90.1 %
Total Operational Expenses	\$639,348	\$3,456,870	\$2,817,522	81.5 %
Total Expenses	\$1,324,252	\$9,396,655	\$8,072,404	85.9 %
Net Income	(\$754,593)	\$297,305	(\$1,051,898)	-353.8 %

Revenue

\$569,659

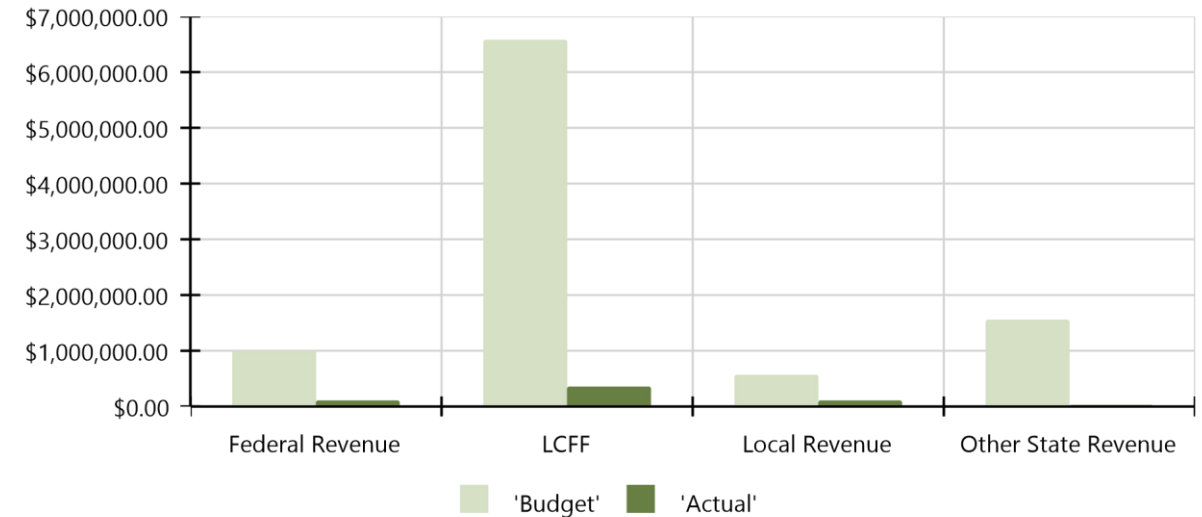
Expenses

\$1,324,252

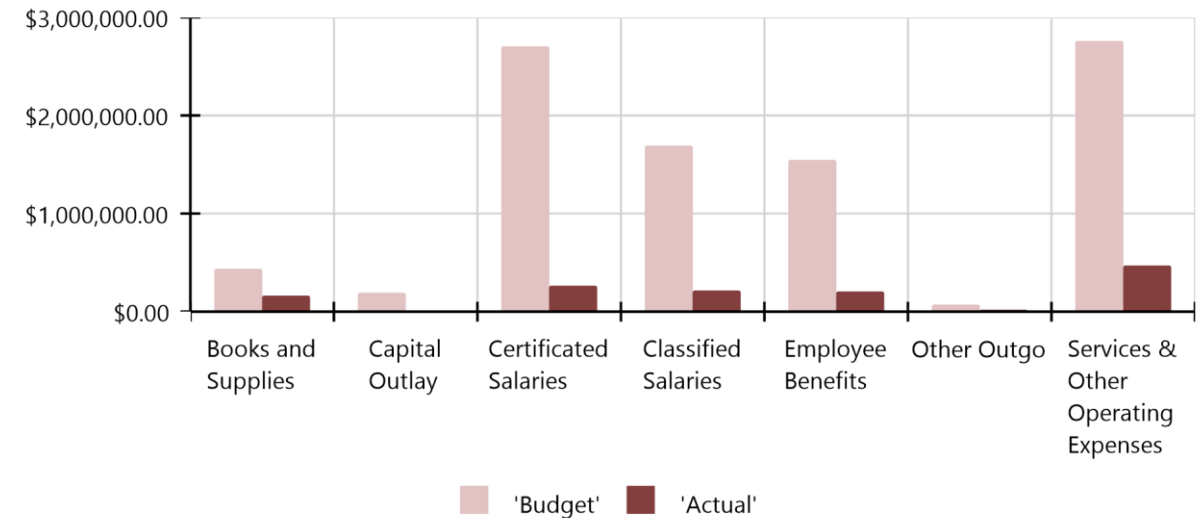
Surplus / (Deficit)

(\$754,593)

Revenue by Category

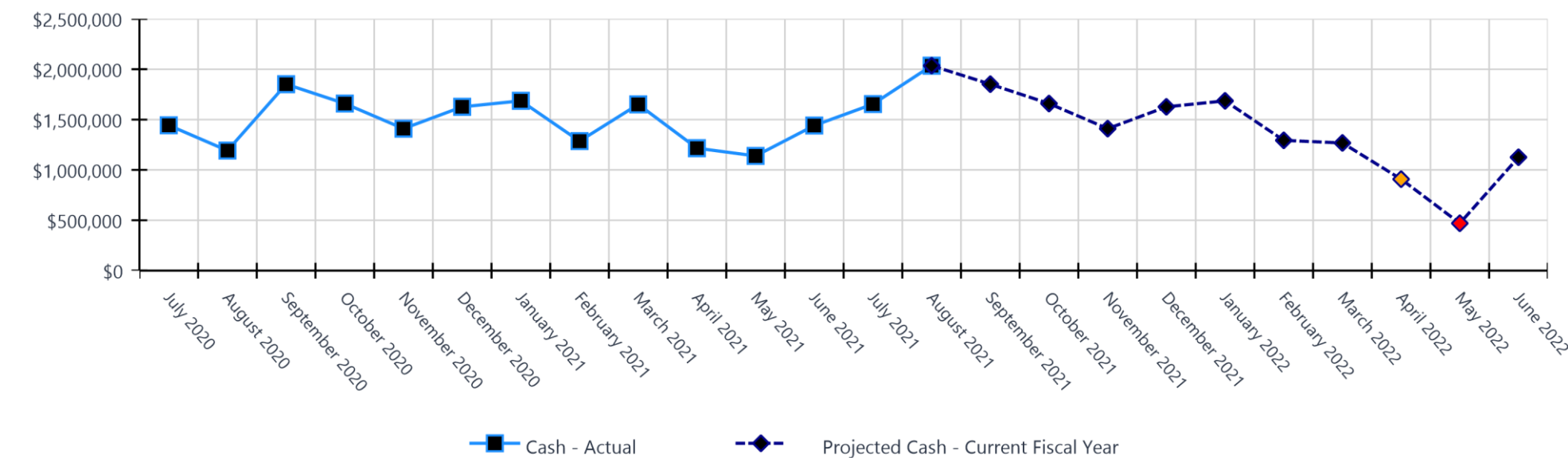


Expense by Category



Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2020	\$1,443,374.19	Actual
August 2020	\$1,192,021.87	Actual
September 2020	\$1,851,442.61	Actual
October 2020	\$1,659,158.22	Actual
November 2020	\$1,409,890.99	Actual
December 2020	\$1,626,675.83	Actual
January 2021	\$1,686,087.14	Actual
February 2021	\$1,285,868.23	Actual
March 2021	\$1,651,091.28	Actual
April 2021	\$1,215,899.01	Actual
May 2021	\$1,138,813.67	Actual
June 2021	\$1,440,971.75	Actual

	Cash Amount	Actual or Projected
July 2021	\$1,653,878.64	Actual
August 2021	\$2,035,565.73	Actual
September 2021	\$1,851,443.00	Projected
October 2021	\$1,659,158.00	Projected
November 2021	\$1,409,891.00	Projected
December 2021	\$1,626,676.00	Projected
January 2022	\$1,686,087.00	Projected
February 2022	\$1,293,503.00	Projected
March 2022	\$1,267,809.00	Projected
April 2022	\$907,861.00	Projected
May 2022	\$469,944.00	Projected
June 2022	\$1,125,560.00	Projected



Balance Sheet Summary

FY 2021-2022 - August

Liquidity Ratio

2.1

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

Assets	
Current Assets	
Cash	\$2,035,566
Accounts Receivables	\$977,332
Prepaid Expenses	\$19,765
Total Current Assets	\$3,032,663
Fixed Assets	
Buildings and Improvements	\$1,896,116
Computer Equipment	\$197,965
Furniture and Fixtures	\$128,628
Accumulated Depreciation	(\$1,468,224)
Total Fixed Assets	\$754,485
Other Assets	
Security Deposits	\$140,355
Total Other Assets	\$140,355
Total Assets	\$3,927,502

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$1,006,434
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$204,979
Deposits held on behalf of other employees	\$20
Deferred Revenue	\$224,506
Total Current Liabilities	\$1,435,939
Long Term Liabilities	
Loans Payable	\$528,738
Total Long Term Liabilities	\$528,738
Total Liabilities	\$1,964,677
Net Assets	
Restricted Net Assets	\$92,245
Unrestricted Net Assets	\$2,632,903
Profit/Loss YTD	(\$754,593)
Total Net Assets	\$1,970,555
Total Liabilities and Net Assets	\$3,935,232

CSMC Charter School Support Team



Executive VP of Client Services
Tom Nichols



tnichols@csmci.com



Regional SBM Director
Scott Warner



swarner@csmci.com



School Business Manager
Kristin Nowak



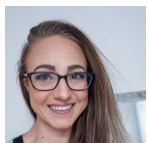
knowak@csmci.com



Regional AM Director
Mai Luong



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Looking Ahead

10/13/2021	Board Meeting
10/20/2021	CSMC Virtual Office Hours, open to all CSMC clients
10/29/2021	ESSER III Expenditure Plan board approval
10/31/2021	If PENSEC filed, 20 Day Attendance Report
	ASES attendance and expenditure reports
	Federal Cash Management Data Collection (CMDCC)
11/1/2021	Low Performing Students Block Grant program final report
11/3/2021	CSMC Webinar, open to all CSMC clients
11/10/2021	Board Meeting
11/17/2021	CSMC Virtual Office Hours, open to all CSMC clients
11/30/2021	Low Performing Students Block Grant program final report
12/8/2021	CSMC Workshop, open to all CSMC clients
12/8/2021	Board Meeting
12/15/2021	CSMC Webinar, open to all CSMC clients
	First Interim Financial Report
1/3/2022	Due Early January: CARES, ESSER, ESSER II, ESSER III expenditure report





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Reality

Frida Kahlo



ESSER 3 Funding Plan - October 2021

Needs were developed by

- 1. Stakeholder engagement**
 - a. LCAP Survey
 - b. Staff Needs
 - c. Student Needs
- 2. Covid-19 Health & Safety Needs**
- 3. Operational & Student User Experience Needs**



Elementary and Secondary School Emergency Relief III (ESSER III) Fund

American Rescue Plan Act of 2021 (ARP Act)

Plan Broken up into 3 aspects:

1. Strategies for Continuous and Safe In-Person Learning
2. Addressing Lost Instructional Time
3. Use of Any Remaining Funds - \$0

There are “Allowable Uses” for this funding.

OCEAA's Award Amount: \$1,138,511



Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Area description: OCEAA will focus on 3 areas to ensure OCEAA provides students with in-person instruction. **Staffing to support operations, classroom equipment/ hardware and facility repairs/ upgrades** have been identified as key areas of focus to ensure students and staff are safe during in-person instruction.

Items such as: Assigning staff to support school operations, communications, student services, classroom, building & student technology, rapid Covid-19 tests, additional staff resources etc.

Projected expense: \$501,569



Addressing Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Area description: OCEAA will also focus on 4 areas to ensure OCEAA provides students with opportunities to address learning loss. **Staff will be assigned or added to support lost instructional time that is specific to academics, social emotional support in physical & mental health and additional curriculum-based resources.**

Items such as: Teams to support math & literacy intervention services, mental health services, physical education, general student support in the classroom, web-based student curriculum, student consumables and assessment tools.

Projected expense: \$636,942







ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Educational Arts Academy	Karina Kelty	kkelty@oceaa.org, 714-588-2787

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-22 LCAP	https://oceaa.org/wp-content/uploads/2021/07/2021-2022-OCEAA-LCAP-Approved-060921.pdf
Expanded Learning Opportunities Grant	https://oceaa.org/wp-content/uploads/2021/07/Supplemental-Instruction-and-Support-Plan-ELO-Grant_BA052721.pdf
OCEAA Return to School Plan 08/2021	https://oceaa.org/wp-content/uploads/2021/08/OCEAA-Reopening-Plan-FINAL-DRAFT-08-01-2021-.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$1,138,511

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$501,569
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$636,942
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$1,138,511

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Throughout the COVID-19 pandemic, OCEAA has maintained consistent dialogue with parents, community members and stakeholders on how to best support all students during this challenging time. Additionally, there have been numerous community engagement opportunities during the 2020-2021 school year to gather and streamline feedback to inform the development of the Local Control Accountability Plan (LCAP). Community engagement opportunities throughout the 2020-2021 school year targeted the

following stakeholder groups: students, parents/guardians, school administrators and teachers, support staff, ELAC, and the parents/guardians of students with disabilities, and students experiencing homelessness.

Discussions of plans were scheduled on the monthly agenda for School Site Council meetings, bi-weekly Coffee Chats, monthly English Learner Advisory Committee, as well as at monthly board meetings. Engagement strategies for input were varied to cultivate robust input. Meetings were held through Zoom and parent meetings had simultaneous Spanish interpretation. Surveys were administered in both English and Spanish for parents and community members. Staff meetings have been held both in person and through Zoom.

A description of how the development of the plan was influenced by community input.

Parent and staff input was the driving force behind the ESSER III plan. Throughout the meetings and the LCAP survey that had been held during the COVID-19 pandemic, community members have expressed concern about students' physical well being, student isolation negatively impacting social emotional health, and learning loss because of remote learning. A priority of a safe and healthy return to in person learning as soon as was safely possible was established. Previous ESSER funds were utilized to establish a Safe Return to school by installing air purification systems, additional support to clean facilities and additional technology for distance learning. The initial ESSER funds supported bringing students back in person during the 2020-21 school year through the implementation of three different academic models (100% virtual, in person cohorts with support staff and in person instruction with certificated teachers). The ESSER III Plan continues to identify priorities for safe facilities and a healthy in person environment. There is also an emphasis on addressing the impact of lost instructional time, intervention strategies similar to the ones outlined in the ELO plan, and support for cultivating positive social emotional health for students and staff. As the plan is implemented, parents and stakeholders will continue to have opportunities to provide input and feedback to better meet the needs of all of our students.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$501,569

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Priority #1, action #1 and #3	(A1) Assign and expand staffing to ensure safe and continuous in person learning.	OCEAA will continue to temporarily re-assign and expand its staffing in the area of health assistance, maintenance, nutrition, and playground staff, as a strategy to reduce and prevent the spread of COVID-19 and to maintain healthy and safe facilities. Because of the challenges of COVID-19, OCEAA experienced 50% turnover in faculty and staff and therefore provided retention and hiring bonuses to ensure adequate staffing of high quality personnel to support school operations.	\$197,776
LCAP, Goal #1, Priority #1, action #5 and #6	(A2) Increase and improve school and classroom equipment to facilitate the return to in person instruction.	A need that has been exacerbated by the pandemic for low income students compared to other students at OCEAA is access to technology and internet connections which impacts a student's academic achievement. Local data demonstrated that our students did not have consistent and reliable internet access while at home or in school. Unreliable internet limits student access to extended resources, the ability to connect with school, and expanded learning opportunities. In an effort to better support our academic performance and 21st century skills, OCEAA will continue to provide 1:1 devices and internet connections to support our students' access to technology and instruction. In providing these services, students will be able to engage in class work when quarantined without instructional gaps. In addition, the need for increased connectivity capacity resulted in hard wired technological upgrades at the school to ensure in person instruction is implemented with fidelity to support	\$125,272

		teachers, support staff and administrations as the school faced major challenges in 2020-21.	
LCAP, Goal #1, Priority, Action #5	(A3) Facility repairs and upgrades to support a safe and clean school environment.	In order to reduce risks of virus transmission and exposure to environmental health hazards and to support student health needs, OCEAA will update staff bathrooms, HVAC units, ionization and air filtration systems, install touchless water fountains, repair faulty ice makers, and repair problematic roof areas. Additionally, the facilities will be cleaned and sanitized daily, and students and staff will have access to rapid COVID-19 tests.	\$178,522

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$636,942

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #2, Priority #2,4,8, action #1-10	(B1) Expand access to highly qualified academic staff.	Address teacher absences due to COVID-19 exposure and illness by providing qualified teacher substitutes on an ongoing basis. Hire additional, properly trained certificated and classified personnel to support the academic needs of students with disabilities, low income and English learners. These staff members will support students with literacy, math, SPED services and Independent Study support during students' quarantine periods.	\$215,174
LCAP, Goal #1, Priority #1, action #6	(B2) Expand access to staff who promote physical	Because remote learning adversely impacted students' physical health by increasing the tendency to be isolated and sedentary, OCEAA expanded staff to promote	\$166,400

	health and wellness education.	movement, dance, and physical fitness by exploring the arts.	
LCAP, Goal #2, Action #4	(B3) Increase access to highly qualified mental health staff and resources to address the socio-emotional needs of students so that they become effective learners.	The COVID-19 pandemic and lockdown measures have taken a toll on students' mental health and well being. In order to strategically identify and intervene to support our students and staff, OCEAA will purchase a research-backed SEL screener to measure social emotional learning, multi tiered system of supports, response to intervention, school climate and student voice. Most importantly, all students will have access to a school counselor or school psychologist to provide mental health intervention and support.	\$198,382
LCAP, Goal #2, Priority #7, Action #9 Goal #1, Action #7	(B4) Increase access to content aligned curriculum and supporting software to increase academic engagement and progress.	OCEAA's instructional leadership will analyze the need for new curriculum/academic tools to recover learning loss due to distance learning and hybrid models.	\$56,986

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

Additional services dictated by Student Need - \$TBD

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Expand staffing to ensure safe and continuous in person learning.	School leadership will monitor student attendance, student engagement and academic progress. Additionally, the effectiveness of increased staffing will be monitored by ensuring progress towards LCAP goals.	Monthly.
School and Classroom Equipment to facilitate the return to in person instruction.	Student familiarity and effective use of technology. STAR assessment scores.	Trimester grades.
Facility repairs and upgrades to support a safe and clean school environment.	Reduce the number of COVID cases and mandatory quarantines. Board review of facilities upgrades.	Weekly COVID dashboard.
Expand access to highly qualified academic staff.	Student achievement data; student progress towards IEP Goals; frequency and duration of targeted academic supports	6 week data cycles through the MTSS structure.
Expand access to staff who promote physical activity and instruction in movement, dance and fitness.	Student fitness monitoring such as the physical fitness test. Also, an increase in well being indicators as measured by the SEL screener and student surveys. Outcomes such as quality student performances for families and the community.	Progress will be monitored yearly.
Increase access to highly qualified mental health staff and resources to address the socio-emotional needs of our	Number of referrals and academic achievement of students referred for services	6 week data cycles through the MTSS structure.

students so that they become effective learners		
Increase access to content aligned curriculum and supporting software to increase academic engagement and progress.	The implementation of the Educlimber dashboard will allow teachers and staff to continuously monitor academic progress. Additionally, MTSS members review data and track progress.	6 week data cycles through the MTSS structure.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
 - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;

- o Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - o Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - o Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - o Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - o Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
 - o Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;
- Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.
- o School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;

- o Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- o Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- o Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;

- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for

continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).