

Orange County Educational Arts Academy
A California Public Charter School

**BOARD OF DIRECTORS
MEETING MINUTES**

Regular Meeting

March 9, 2022

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/3vJ8L86>

MINUTES

I. Call to Order:

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

X

X

X

X

X

B. Approval of Agenda

II. 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 Meeting	Motion: BS Second: JR
	Vote: JR, BS, CA, SO for 0 against; BM abstains

III. Public Comment on Closed Session Items, If Any

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

IV. 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))

V. Reconvene to Open Session and Report of Action from Closed Session, If Any

VI. Public Comment

VII. Board and Staff Reports

- A. Staff Reports
 - 1. School Director – Karina Kelty
 - (a) Student Study Team/MTSS/RTI/SPED at OCEAA
 - (b) 2022-23 DRAFT Academic Calendar
 - 2. Executive Director – Mike Limon
 - (a) Staff and Pupil Face Covering Plan
- B. Operations Report –Janine McFarlin
- 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 February 2022 Board Meeting
- B. Ratification of February 2022 Check Register

Action: Approve Consent Items Listed Above	Motion: JR Second: BM
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	Vote: JR, BS, BM, SO, CA for 0 against
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IX. Review and Approve OCEAA Strategic Plan

Action: Approve OCEAA Strategic Plan with recommendation to reformat for public distribution	Motion: JR Second: CA
	Vote: JR, BS, CA, BM, SO for 0 against

X. ~~Review and Approve OCEAA Catastrophic Sick Leave Policy~~

Action:	Motion: ____ Second: ____
	Vote: ____ for ____ against

XI. Review and Approve 2nd Interim Financial Report Submission

Action: Approve 2 nd Interim Financial Report Submission	Motion: BS Second: CA
	Vote: JR, BS, CA, BM, SO for 0 against

XII. Items for Future Meetings

The next regularly scheduled meeting is on April 13, 2022.

XIII. Adjournment

The meeting was adjourned at 9:03 PM.

School Director Board Update

March 9th, 2022

by

Karina Kelty

LCAP Goal 1: *OCEAA ensures student access to qualified teachers, Special Education, a broad course of study, facilities in good standing, standards-aligned instructional materials, technology and physical wellness that supports their success.*

❖ **MTSS:**

- Panorama survey closed, the MTSS team is analyzing the data now.
 - **Challenging Feelings**
 - **Emotion Regulation**
 - **Growth Mindset**
 - **Learning Strategies**
 - **Self-Efficacy**
 - **Self-Management**

LCAP Goal 2: *OCEAA teachers effectively use data, student engaged assessment, and language acquisition strategies to ensure students achieve academic excellence in Spanish and English.*

❖ **Literacy Team Report:**

- All RTI students have completed or are completing the end of the trimester DRA assessments
- Literacy team will look over the data and revise the RTI tiers in order to reflect all necessary changes
- Literacy team will continue working with teachers to adjust push in support to better meet student needs
- New groups will be formed for trimester 3 using T2 DRA scores

Looking ahead:

- Literacy Coach will be meeting one on one with student in Kindergarten that are struggling with reading and math to provide teachers with support and help determine intervention necessary (pre-retention conversations)
- Literacy team will meet with parents to check in about struggling students who receive RTI (approximately 10-15 families)

❖ **Math Team Report:**

- Math team reviewed data and made adjustments to the schedule based on teacher concerns/needs
- Math team completed Kindergarten mid year screeners for all kinder students
 - Data was archived in a spreadsheet

- Math Coach is reviewing data and setting performance band criteria (Advanced, Proficient, Approaching, Below)
- Full lesson observations are being conducted to give feedback to new Kinder teachers
- Small group lesson structure will be established based on students placing in the urgent intervention band
- Data will be used for Retention
- Supported teachers with walkthroughs and direct feedback around CFUs and student engagements
- Scheduled virtual trainings for Eureka; however, they were canceled due to low enrollment
- Completed required observations of math teachers using the glow/push feedback form
- Continued to meet with K-3 during P.E release every other week and 4-8 teachers during lunch/music release time.
- Math team was included in our first SST request

❖ **EL Coordinator Report:**

- ELPAC Testing is well under way.
 - 3rd-8th:
 - Listening, Reading, and Writing tests are complete in 5th-8th grades (barring make-up tests)
 - Speaking tests are in progress in 6th-8th grades
 - TK-2nd:
 - 1-on-1 assessments have begun in 2nd grade

LCAP Goal 3: *All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship.*

- ❖ Kristin Collins has been working with grades kinder, 1st and 2nd to support case studies.

LCAP Goal 4: *All OCEAA students develop strong character and crew spirit to become effective learners, ethical people and culturally competent leaders who contribute to a better world.*

❖ **Work Plan Team update:**

- Workplan team meet and utilizing a learning target rubric, gave specific learning target quality feedback to each grade level team
- After studying learning target data that spans from Tk-8th grade, it was determined that there was a need for more support in the areas of “contextualized and specific” and “learning centered”
- On March 2, 2022, Sarah Purdy presented to staff on the two areas stated above
- Teachers worked during the application time alongside Work Plan team members to adapt and modify their upcoming learning targets included in their lesson plans

- Looking ahead: the team is ready to determine, utilizing walk through data and lesson plans, if the PDSA cycle is ready to come to an end

LCAP Goal 5: OCEAA staff engage families in the life of the school, developing strong partnerships that support the well being of students and prepare them for entering a college preparatory high school program.

❖ **EL Coordinator Report:**

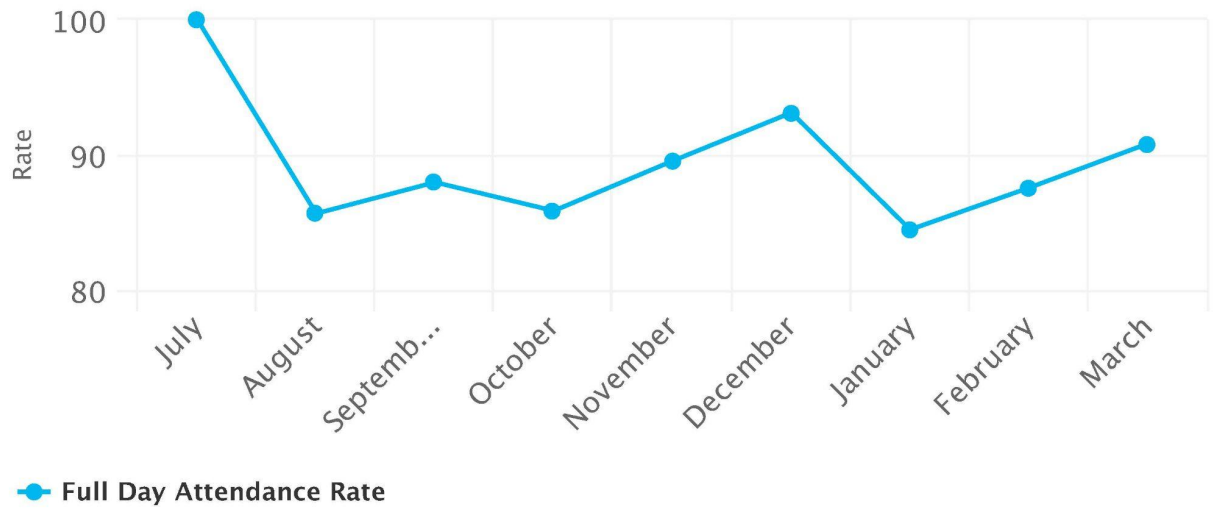
- ELAC Meeting on February 11th covered LCAP Updates and the Dual Language English Learner Master Plan
 - It did not yield any written recommendations to the School Coordinating Council
- ELAC Meeting on March 11th will cover budget updates, Title I, LCAP stakeholder engagement and reclassification criteria

❖ **Counseling Corner**

- Staff Student Referrals: 50 Total Students (Since 10/13/21)
 - K - **7** Students
 - 1st - **9** Students
 - 2nd - **5** Students
 - 3rd - **4** Students
 - 4th - **3** Students
 - 5th - **8** Students
 - 6th - **4** Students
 - 7th - **8** Students
 - 8th - **2** Students
- Student Self Referrals/Walk -ins: 94 (since 9/8/21)
- CA Healthy Youth Act (Sexual Health Education) Instruction - 67 Total Students
 - 6th Grade boys: **8** Students (Boys)
 - 7th Grade: **29** Students - (14 Boys/15 Girls)
 - 8th Grade: **30** Students - (19 Boys/11 Girls)
- Habit of Character Student Recognition
 - Weekly Raffles for all grades for students demonstrating the habits of character
 - Approximately **47** winners each week across TK- 8th grade

Attendance

By Month



March attendance rate is 90.84 %



"I Painted"
MY OWN
Reality

Frida Kahlo



Overview on SST, RTI, MTSS, SPED at OCEAA 2022

Overview on MTSS, RTI, SST & SPED Processes at OCEAA

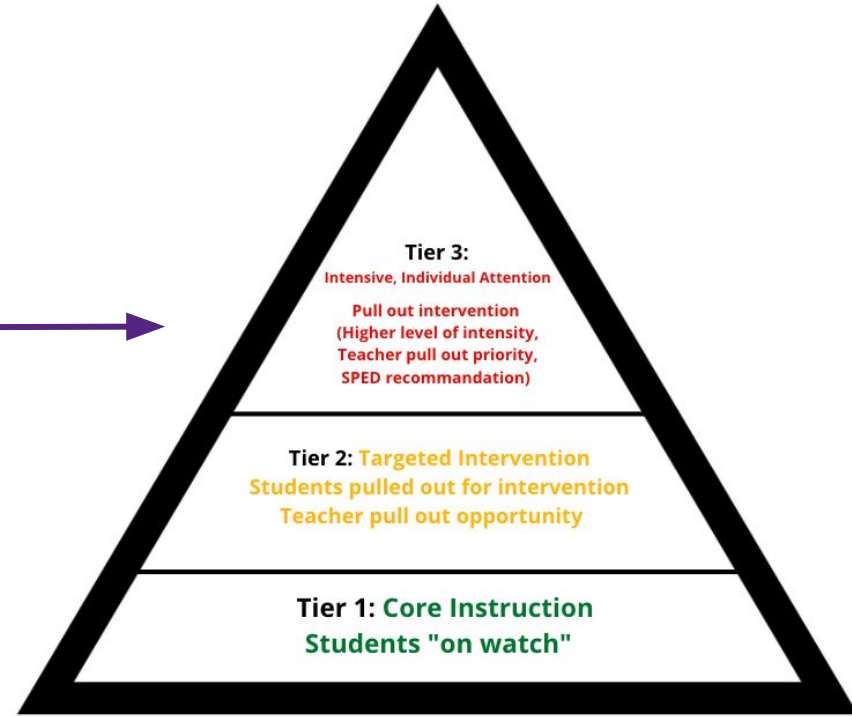
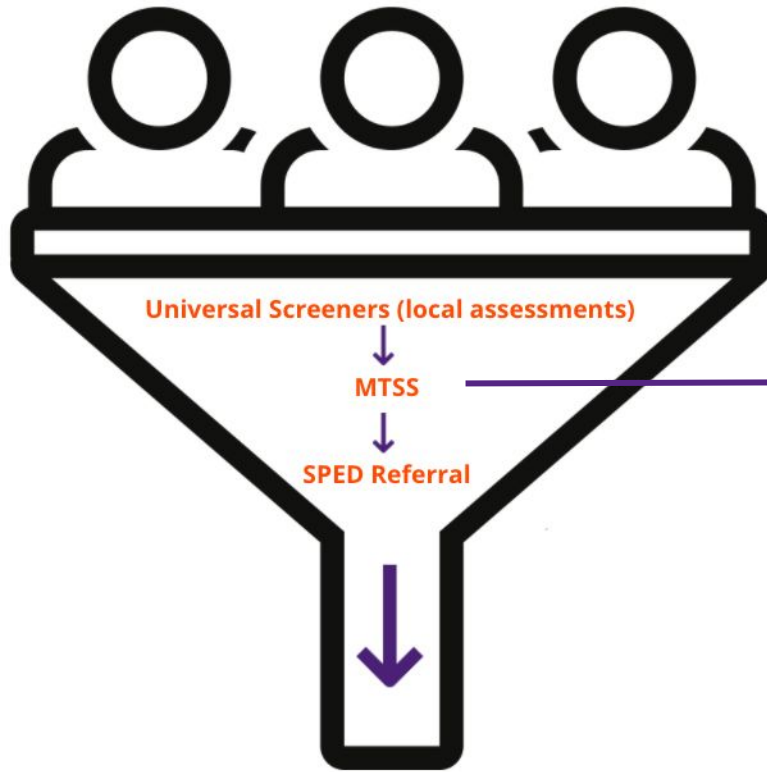
Today's Presentation will cover the following system processes at OCEAA:

- Multi-Tiered System of Supports (MTSS)
 - **Focus:** Student Study Team (SST) **NEW TO OCEAA**
 - Response to Intervention (RTI)
- Special Education (SPED)

Questions:

1. How do they work together?
2. Is there room for efficiencies/ maximising system strategies?
 - a. Overview on grows and glows





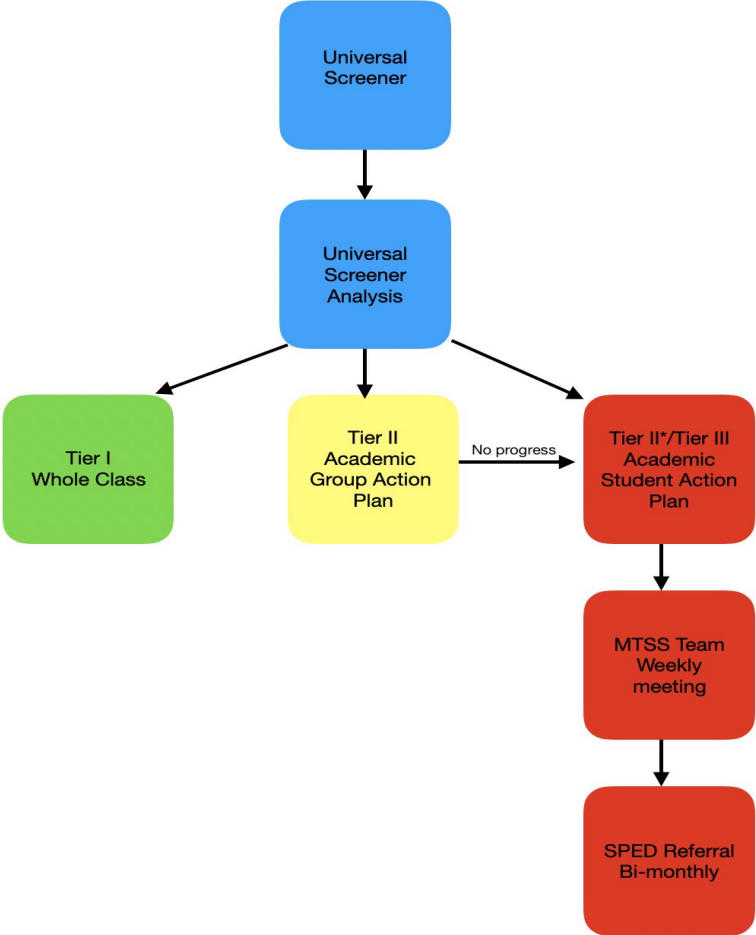
General Education RTI



The Ideal Funnel for Student Support

Overview of MTSS System - Pre SST

MTSS Student Support Flow Chart



Overview on Student Study Teams (SST) at OCEAA

Purpose

Clarify and refine the process for accessing the available interventions through the SST process at OCEAA

Learning Target

I am able to identify and access the interventions for students at OCEAA for behavior, social emotional, speech and language and academic concerns



SST - a holistic approach to interventions

WHAT IS A STUDENT STUDY TEAM?

- A multi-disciplinary team that considers, plans, and assesses general education interventions and supports for students experiencing **academic, speech/language, and/or social emotional/behavioral** difficulties
- A function of the general education program and not of special education
- Provides opportunity for in-depth focus on improving school success one student at a time
- Reviews and analyzes all screening data, including Response To Instruction and Intervention (RTI2) results and provides a system for accountability.



SST - a holistic approach to intervention

WHY SST?

- To problem-solve and to identify supports in the general education setting which allow a student to be successful in that setting - OCEAA is committed to serving all in LRE
- SST fulfills the legal function of ensuring that documented attempts have been made to modify the general education program before referring the student for special education
- Each LEA in the El Dorado SELPA is required to have an SST process in place
 - OCEAA receives funding from the SELPA
 - The SELPA creates uniform policies and procedures (including forms) for all LEAs
 - This allows students to have a common experience and expectations as they move to different schools within the SELPA



SST - a holistic approach to intervention

*WHO is on the SST?

- Classroom teacher or other school staff
- Parent/guardian
- Student, if appropriate
- Principal/administrative designee
- If requested, intervention specialists and/or special educators

*Multidisciplinary input is critical to successful intervention outcomes.



SST FLOWCHART



REFERRAL

- Students is experiencing academic, speech/ language, and/or social emotional/ behavioral difficulties.
- Teacher or parent/ guardian request for an SST
- Complete SST Referral Form

SCHEDULE

- Schedule SST/ Communicate with family
- Complete teacher(s) student feedback form

SST MEETING

- Hold SST Meeting
- Use SST meeting form to document notes and responsibilities
- Ensure appropriate staff are notified of outcomes and place SST meeting form in student cumulative folder

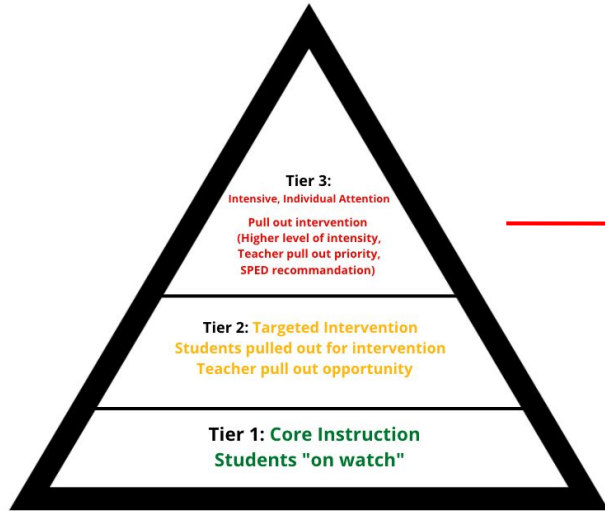
REVIEW

- Apply interventions, document progress
- Schedule follow up SST meetings (8-12 weeks)

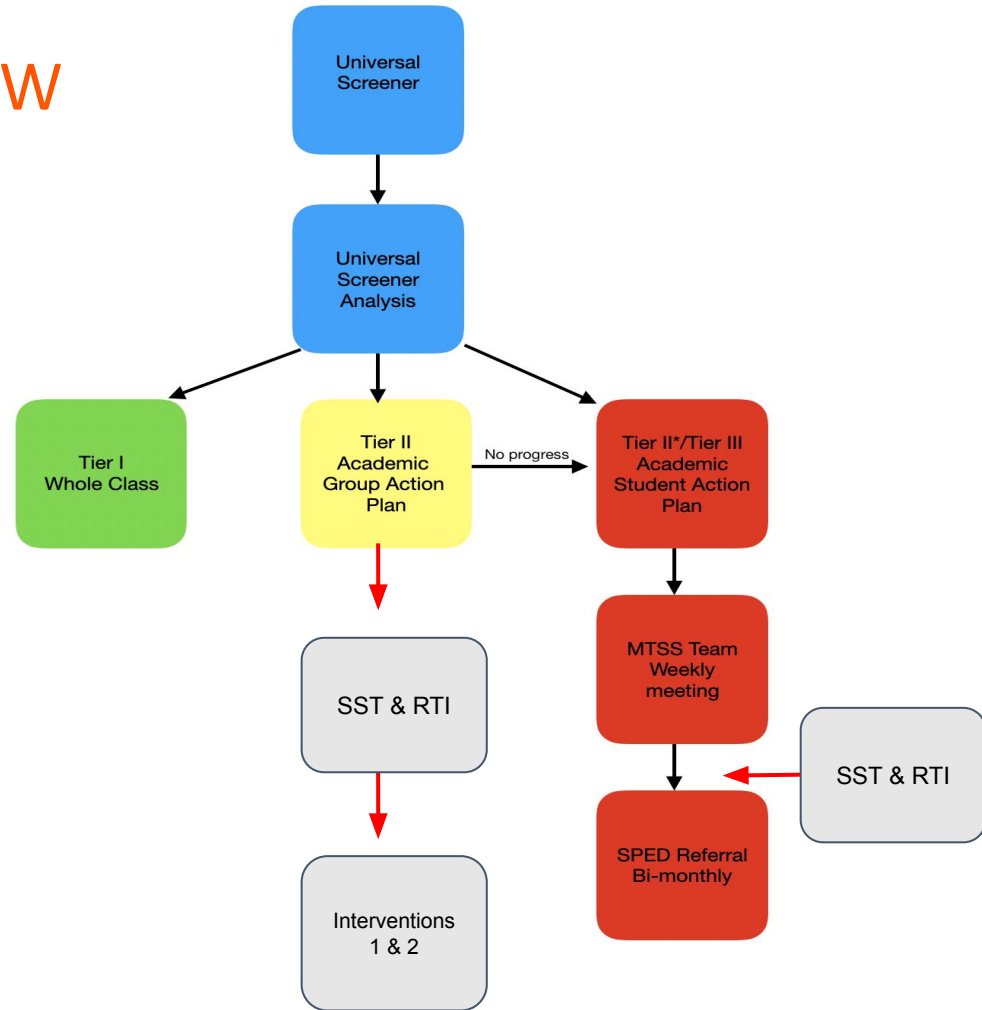
NEXT STEPS

- Hold SST meeting review to follow-up on progress, adjust/intensify interventions, and/or add supports as needed
- A recommendation for referral for assessment under Section 504 may result.
- A recommendation for referral for special education assessment under IDEA may result

MTSS System - SST IDEAL FLOW



MTSS Student Support Flow Chart



SST: Current Glows and Grows

Glows:

1. Multi disciplinary team that has broad insights and includes parents
2. Timely intervention
3. Parent participation builds consistency of intervention strategies between home and school
4. Coordinated approach to documented intervention

Grows:

1. Year 1 of implementation even though we were our own LEA for SPED 2020-21
2. SST is not currently integrated with MTSS/ RTI, which could exhaust RTI strategies before referrals to SPED
3. MTSS/ RTI Team currently doesn't know about the "caseload" for SST's
4. School Psychologist often time serves as facilitator/representative for meeting



MTSS Update - **PROPOSED**

March 2022

M.Carrera and N. Kubasek




2021-2022 Priorities

Priorities were selected from the lowest scoring elements on the SWIFT Fidelity Integrity Assessment (SWIFT-FIA) administered in August, 2021 in ILT.

- Identify and administer an SEL universal screener. (4.3 Data Based Decision Making)
- Create a school wide behavioral support system to promote effective social and emotional behavior for all students. (4.1 Behavior Support)
 - Re-start in January did not reach school-wide levels
- Create Tier II and Tier III behavioral interventions (4.2 Behavior Instruction)
- Create a system of reviewing behavioral data (4.3) Data Based Decision Making)
 - Utilizing “Character and communication” reports to analyze trends (beginning stages)



SEL Universal Screener: Panorama

- Universal Screener TK-8  We are here
 - TK-2 Teacher Survey
 - 3-8 Student Survey
 - Criteria Bands
- Check-ins/ Intervention Plans
- Playbook - lessons and strategies from SEL partners

- 1. Student: Skills and Competencies**
The social, emotional, and motivational skills that help students excel in school, career, and life.
Example topics: Growth Mindset, Self-Efficacy, Social Awareness
- 2. Student: Supports and Environment**
The environment in which students learn, which influences their academic success and social-emotional development.
Example topics: Sense of Belonging, Diversity and Inclusion
- 3. Student: Well-Being**
Students' positive and challenging feelings, as well as how supported they feel through relationships with others.
Example topics: Positive Feelings, Challenging Feelings
- 4. Teacher and Staff: Well-Being and Adult SEL**
Teacher and staff perspectives on their professional well-being, the work environment, and their capacity to support student SEL.
Example topics: Well-Being, Professional Learning About SEL



Compensatory Education (CE) Program: Strengths, Opportunities for Growth, Challenges

- **Strengths:** well trained staff, benchmarking program using the Schoolwide Integrated Framework for Transformation (SWIFT) Fidelity Integrity Assessment, increased # of students serviced through push-in support
- **Opportunities for Growth:** using technology to further expand reach of interventions and differentiated content; more coherent data archiving and review
- **Challenges:** School closure due to COVID interrupted data cycles and created learning loss; administering assessments remotely impacts validity - new baselines need to be established



Compensatory Education (CE) Program: Next Steps

- Analyzing baseline data and setting performance benchmarks as described in our Learning Continuity and Attendance Plan
- Grouping students for tiered interventions based on data
 - CARES funding supports the addition of Freckle and iStation technology platforms to provide additional foundational skills work in Spanish literacy, English literacy and math
- Meeting with parents to review learning plans



Tier 1

Whole Class

- BOY and each trimester
- Grade level team completes a whole class analysis document
- Grade level team reviews patterns with coordinators
- Informs instruction and pacing and initial tiers for RTI
- Parents are informed of progress via STAR reports, report cards and student led conferences

Tier 2

Academic Group Plan

- Data from the Whole group analysis initiates the group plan
- Cycles are in 6 week chunks with progress monitoring determining exit or entry into other tiers
- Goal setting is done with the team and coordinator
- Group action plan document completed by grade level lead and coordinator
- After school/Before school tutoring is conducted by grade level lead (Stipend) in small groups
- Parent information letter sent home and conference held at the end of 6 weeks (Parent/Teacher)
- Students prioritized during push-in support



Tier 2* /Tier 3 Academic Student Plan

- Data from whole class analysis and/or lack of progress from Group Action Plan
- 6 week cycles
- Academic student plan document completed by intervention paraeducator and coordinators (document shared with teacher)
- Intervention is in small group or individual setting; frequency is increased
- Group action plan continues concurrently with RTI intervention
 - RTI conferences are held with teacher, parent, intervention teacher, coordinator
- Progress monitoring determines exit or referral to MTSS team review



MTSS and SPED Team (review team)

MTSS Team

- Reviews student data from Tier III (3rd Monday of the Month)
- Meets weekly
- Notes will be shared and teachers will be informed

SPED Team

- Discuss student referrals
- Team reviews data, attendance, behavior logs, medical history, and all group and individual action plans



Q&A



Orange County Educational Arts Academy Academic Calendar | 2022-23

July 2022						
S	M	T	W	J	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October 2022						
S	M	T	W	J	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructional days: 20

August 2022						
S	M	T	W	J	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional days: 11

November 2022						
S	M	T	W	J	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Thanksgiving Break: Nov 21-25
Instructional Days: 16

September 2022						
S	M	T	W	J	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Labor Day: 9/5
Instructional days: 21

December 2022						
S	M	T	W	J	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 16

January 2023						
S	M	T	W	J	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 14

February 2023						
S	M	T	W	J	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Instructional Days: 19

March 2023						
S	M	T	W	J	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 21

April 2023						
S	M	T	W	J	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Instructional Days: 14

May 2023						
S	M	T	W	J	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 22

June 2023						
S	M	T	W	J	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Instructional Days: 1
Duty Days: 1

IMPORTANT INFORMATION	DAYS OF INSTRUCTION	TRIMESTERS
New Teacher Training: 8/3-8/5 First Day of Service: 8/8/22 Last Day of Service: 6/2/23	Students attend: 175 Non-Student Days/PD: 15	T1 = 60 Days T2 = 59 Days T3 = 56 Days

Primer & último día de clases/First/Last Day	No Hay clases/Non-Student PD Days	Festivos, Vacaciones/Holiday/Vacation
Todos los miércoles/Wednesdays	Fin de trimestre/End of Trimester	Duty Days
El Registro de Regreso a la escuela/Registration	New Teacher Orientation/Orientación para nuevo maestros	

Draft



"I Painted"
MY OWN
Reality

Frida Kahlo



March 9, 2022 Executive Director Board Report (Masking Policy)

On Monday, February 28, Governor Gavin Newsom announced that mask requirements for all individuals in K-12 schools would change from a mandate to a strong recommendation, beginning on Saturday, March 12.

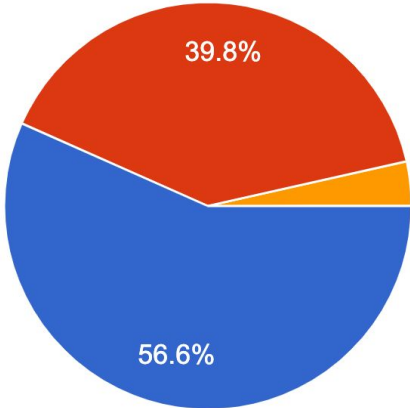
- 1. Parent choice on masks starting Monday, March 14th**
- 2. Continue wearing masks until week after Spring Break, April 18th**



Parent and Staff Results

Select family recommendation:

369 responses



- Parent choice on masks starting Monday, March 14th | Elección de los padres sobre el use de mascarilla a partir del lunes 14 de marzo
- Continue wearing masks until week after Spring Break, April 18th | Continuar el use de mascarillas hasta la semana después de las vacaciones de primavera, el 18 de abril.
- No preference | Sin preferencia



Recent Covid/ Absenteeism Data

Positive Covid-19 Cases Since Removal of Plexiglass - February

- **Week 1:** 8 Reported Cases
- **Week 2:** 0 Reported Cases
- **Week 3:** 3 Reported Cases
- **Week 4:** 0 Reported Cases

Absenteeism Rates for February - Looking at the a sample size, each Friday.

- **Week 1:** 5% Students out Sick (28)
- **Week 2:** 2% Students out Sick (12)
- **Week 3:** 5% Students out Sick (32)
- **Week 4:** 6% Students out Sick (34)

Reported on Feb 9, 2022: 30% of students early January



Q&A





"At CSMC We Rise by Lifting Others"

Financials through Jan 31, 2022

Monthly Financial Board Report

Prepared for: Orange County Educational Arts Academy

Prepared by School's CSMC SBM -Scott Warner

Financial Summary

Actual to Budget:

This report is as of **Jan 31, 2022**, compared against our board-approved budget on **February 9, 2022**, based on **591** students enrolled and **514.17** ADA.

YTD Revenues Through **Jan 31, 2022**, are **\$4,806,255** or **1.6% ahead of** our current budget.

YTD Expenses Through **Jan 31, 2022**, are **\$5,462,838** or **-1.6% behind** our current budget.

Therefore, net income is **(\$656,583)** or **1.8% behind** our current budget.

Balance Sheet:

As of **Jan 31, 2022**, we had total cash of **\$2,494,604**, short-term liabilities of **\$907,488**, and long-term liabilities of **\$474,461**. The ending fund balance is **\$2,060,835**.



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:

2.9

Target:

> 1.0

Formula:

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

Defensive Interval

Months of continued operation without incoming funds



Current:

3.4

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:

274.9 %

Target:

> 100.0 %

Formula:

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



Orange County Educational Arts Academy Financial Snapshot

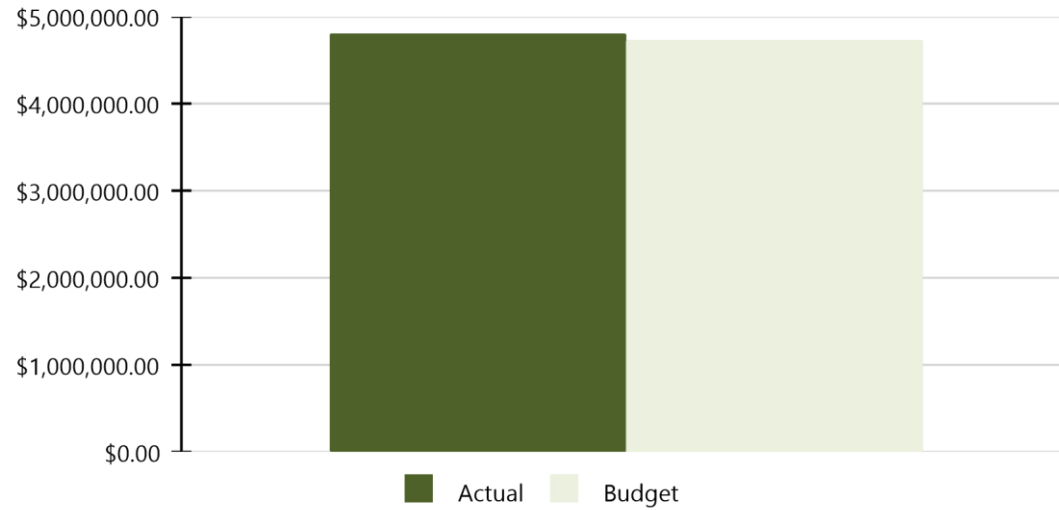
FY 2021-2022, July - January



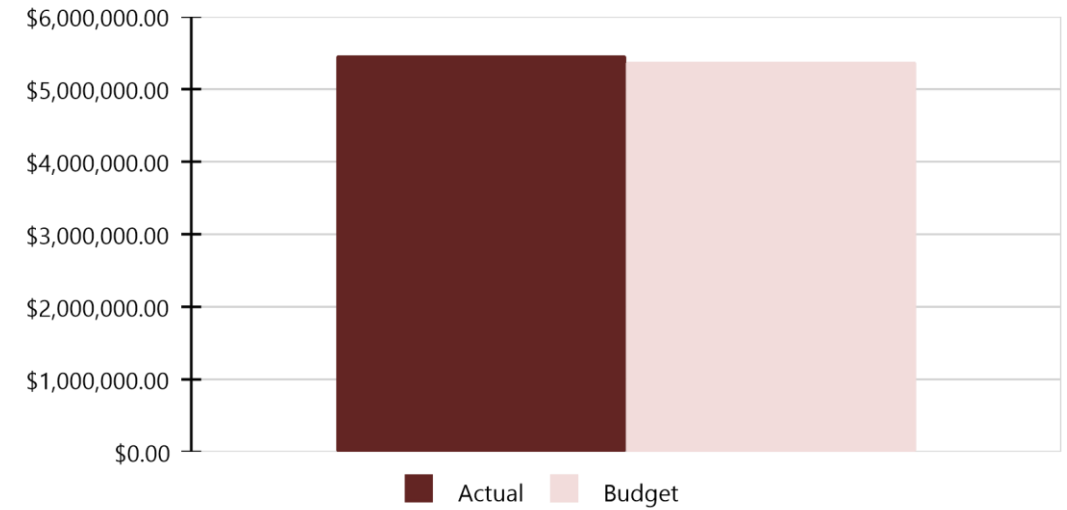
Cash Balance

\$2,494,604

Revenue to Date



Expense to Date



Revenue Summary

Actual	\$4,806,255
Budget	\$4,732,364
Actual to Budget	1.6 %

Expense Summary

Actual	\$5,462,838
Budget	\$5,377,183
Actual to Budget	1.6 %



Actual to Budget Summary

FY 2021-2022, July - January

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.

Revenue

\$4,806,255

Expenses

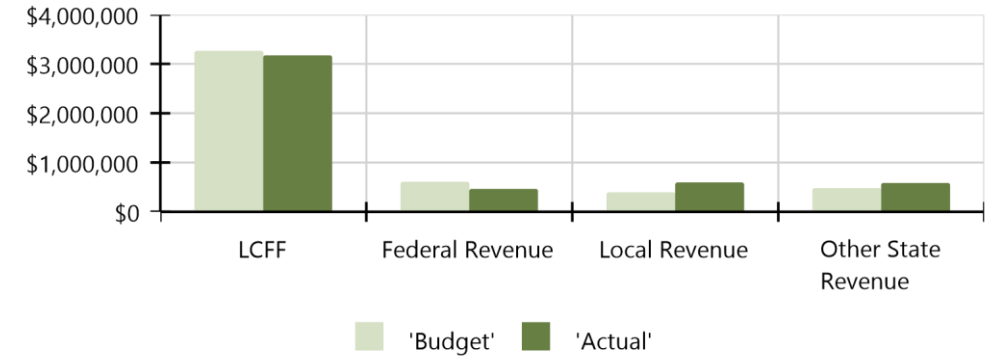
\$5,462,838

Surplus / (Deficit)

(\$656,583)

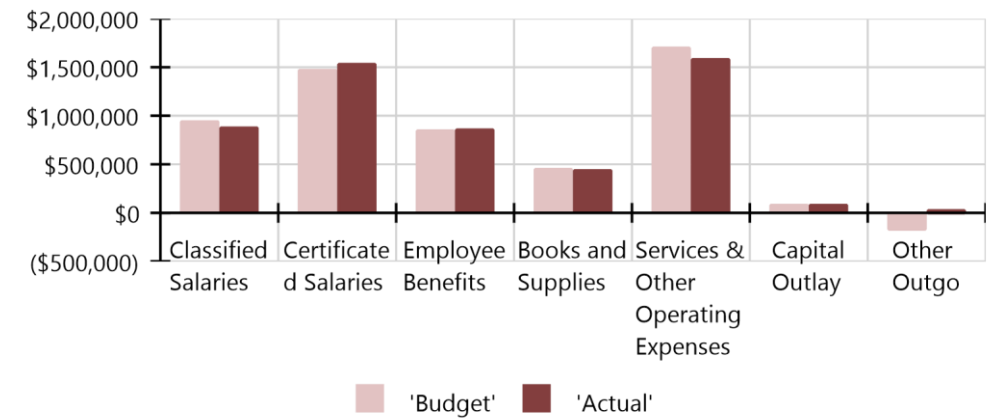
Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF	\$3,170,987	\$3,261,422	(\$90,435)	\$5,889,965	53.8 %	\$2,718,978
Federal Revenue	\$459,413	\$603,518	(\$144,105)	\$1,656,361	27.7 %	\$1,196,948
Other State Revenue	\$583,393	\$476,792	\$106,601	\$1,269,834	45.9 %	\$686,440
Local Revenue	\$592,461	\$390,632	\$201,830	\$670,500	88.4 %	\$78,039
Total Revenue	\$4,806,255	\$4,732,364	\$73,891	\$9,486,659	50.7 %	\$4,680,405

Revenue by Category



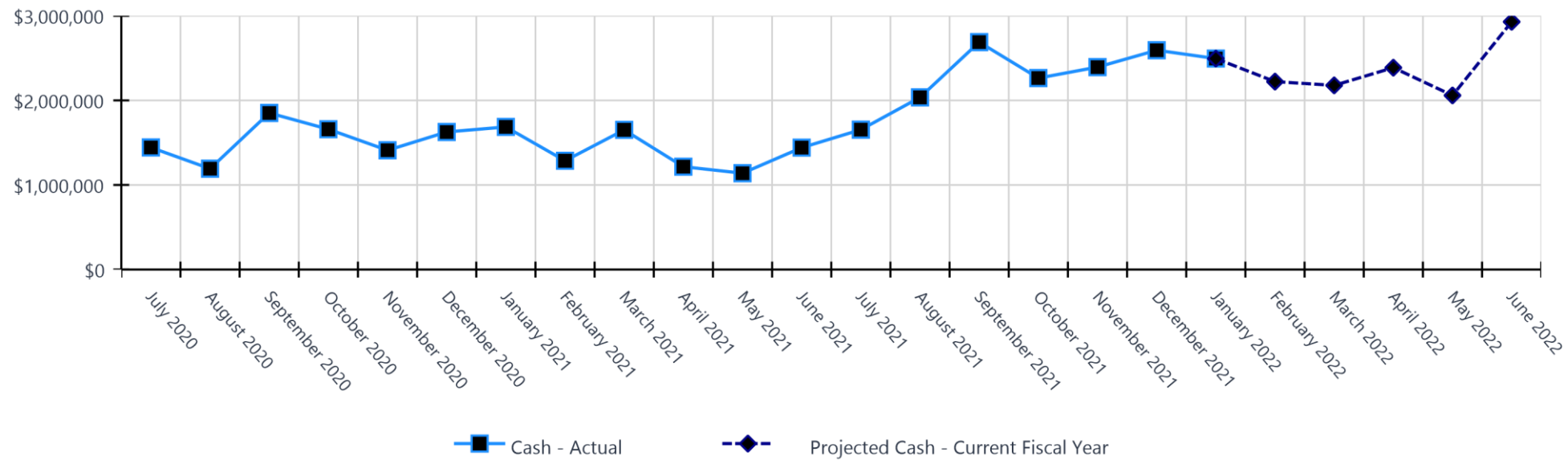
Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
Certificated Salaries	\$1,543,716	\$1,483,113	(\$60,604)	\$2,632,138	58.6 %	\$1,088,421
Classified Salaries	\$889,054	\$953,166	\$64,112	\$1,880,501	47.3 %	\$991,447
Employee Benefits	\$869,297	\$858,291	(\$11,006)	\$1,552,379	56.0 %	\$683,083
Total Personnel Expenses	\$3,302,067	\$3,294,570	(\$7,497)	\$6,065,018	54.4 %	\$2,762,951
Books and Supplies	\$450,181	\$461,320	\$11,140	\$701,000	64.2 %	\$250,819
Services & Other Operating Expenses	\$1,593,815	\$1,710,150	\$116,336	\$2,874,799	55.4 %	\$1,280,984
Capital Outlay	\$93,606	\$93,606	-	\$192,370	48.7 %	\$98,764
Other Outgo	\$23,170	(\$182,464)	(\$205,633)	(\$165,260)	-14.0 %	(\$188,430)
Total Operational Expenses	\$2,160,771	\$2,082,613	(\$78,158)	\$3,602,909	60.0 %	\$1,442,137
Total Expenses	\$5,462,838	\$5,377,183	(\$85,655)	\$9,667,927	56.5 %	\$4,205,089
Net Income	(\$656,583)	(\$644,819)	(\$11,765)	(\$181,268)	362.2 %	\$475,316

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	\$2,689,274.11	Actual
October 2021	\$2,263,722.05	Actual
November 2021	\$2,393,913.66	Actual
December 2021	\$2,593,130.08	Actual
January 2022	\$2,494,604.47	Actual
February 2022	\$2,222,060.00	Projected
March 2022	\$2,177,592.00	Projected
April 2022	\$2,387,087.00	Projected
May 2022	\$2,058,566.00	Projected
June 2022	\$2,929,583.00	Projected



Balance Sheet Summary

FY 2021-2022 - January

Liquidity Ratio

2.9

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	\$2,494,604
Accounts Receivables	\$112,476
Prepaid Expenses	\$41,391
Total Current Assets	\$2,648,472
Fixed Assets	
Buildings and Improvements	\$1,896,116
Computer Equipment	\$197,965
Furniture and Fixtures	\$89,579
Accumulated Depreciation	(\$1,561,830)
Total Fixed Assets	\$621,829
Other Assets	
Security Deposits	\$172,484
Total Other Assets	\$172,484
Total Assets	\$3,442,784

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$699,315
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$208,153
Deposits held on behalf of other employees	\$20
Total Current Liabilities	\$907,488
Long Term Liabilities	
Loans Payable	\$474,461
Total Long Term Liabilities	\$474,461
Total Liabilities	\$1,381,949
Net Assets	
Restricted Net Assets	\$92,245
Unrestricted Net Assets	\$2,625,173
Profit/Loss YTD	(\$656,583)
Total Net Assets	\$2,060,835
Total Liabilities and Net Assets	\$3,442,784

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
Scott Warner



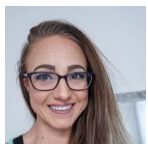
swarner@csmci.com



Regional AM Director
Mai Luong



mluong@csmci.com



Account Manager
Kayla Tocco



ktocco@csmci.com



Associate AM
Evelyn Jardimiano



ejardiniano@csmci.com



Looking Ahead

3/1/2022	ESSA Per Pupil report due
	A-G Completion Improvement Grant board approval
	Development of LCAP Draft - due this month
3/2/2022	CSMC Webinar, open to all CSMC clients: Take 2: LCAP 21-24 Year Two
3/9/2022	Board Meeting
3/11/2022	Winter Consolidated Application / CARS report due
3/15/2022	Second Interim Financial Report
	Second Interim Financial Report state deadline, authorizers may require earlier
3/16/2022	CSMC Virtual Office Hours, open to all CSMC clients
3/18/2022	Due Date Varies: Special education MOE pre-test; timing and steps vary
4/1/2022	A-G Completion Improvement Grant plan due
	Public Hearing on 22-23 LCAP Plan (Includes four components) - due this month
4/4/2022	Due Early April: CARES, ESSER, ESSER II, ESSER III expenditure report
	Due Early April: P-2 Attendance Report
4/6/2022	CSMC Virtual Office Hours, open to all CSMC clients
4/13/2022	Board Meeting
4/15/2022	Due Date Varies: Special education ADA and enrollment report; timing and steps vary
4/20/2022	CSMC Virtual Office Hours, open to all CSMC clients
4/22/2022	Due Date Varies: Special education federal and level 3 reports; timing and steps vary
4/30/2022	Federal Cash Management Data Collection (CMDCC)



Looking Ahead

	ASES attendance and expenditure reports
	SB740 application possibly due
5/1/2022	Public Hearing for Preliminary Budget and LCAP
	Preliminary Budget for next fiscal year
5/2/2022	Due May: Form 990 Return of Exempt Organization
	Due Date Varies: Special education low incidence reimbursement; timing and steps vary
5/4/2022	CSMC Webinar, open to all CSMC clients
5/11/2022	Board Meeting
5/15/2022	Form 990 Return of Exempt Organization
5/16/2022	Due Mid May: Public Hearing for Preliminary Budget and LCAP
	Due Mid May: Preliminary Budget for next fiscal year
5/18/2022	CSMC Virtual Office Hours, open to all CSMC clients





HELPING THE CHARTER MOVEMENT SUCCEED ONE SCHOOL AT A TIME

info@csmci.com

Office: 888.994.CSMC

43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590

POWERED BY:



Charter Vision

OCEAA STRATEGIC PLAN: FY 2022-2024
Document Developed by Greatrake, McBride & Associates, Inc.
Draft: December 2, 2021

BACKGROUND

On October 23-24, 2021, OCEAA's Board of Directors and Executive Team participated in a strategic planning retreat facilitated by Joan McBride, President & CEO of Greatrake, McBride & Associates, Inc. The retreat's goals were as follows:

- Have an open and honest discussion about OCEAA
- Provide opportunities to become better acquainted/build team
- Revisit mission and articulate vision
- Review best practices in nonprofit fundraising
- Review survey results from OCEAA's key constituencies
- Review and discuss SWOT analysis
- Reach a consensus about goals and objectives
- Review roles and responsibilities of board members
- Share "a-ha" moments
- Determine how you can help during the next 90 days
- Review next steps

The remainder of this document outlines the mission and vision statements revised/developed during the retreat, the SWOT analysis created as a result of pre-retreat surveys and research, and a series of goals, objectives and tactics based on the retreat discussions. Survey results are summarized in two separate documents. A summary of "a-ha" moments from the retreat and "next 90 day action items" by board/staff members is also included on page 17 of this document.

MISSION STATEMENT

Nurturing all learners to become creative, critical thinkers by providing high-quality, standards-based dual language instruction through the arts, technology and culture.

VISION STATEMENT

Cultivating biliterate, ethical and compassionate students who are prepared to transform their communities and the world.

ABBREVIATED SWOT ANALYSIS

Strengths

- Faculty: passion for students (8), variety of strengths across the faculty (2), mission-driven (2), dedication and commitment (4), professionalism (4), diversity (2)
- Staff: great multi-taskers (2), very invested in school/school community (6), hard workers (2), institutional knowledge (4), senior staff has exhibited tremendous growth (2)
- Board: strong focus on students (3), financial management (2), diversity of board including skill set (4), thorough and knowledgeable (2)
- Transparent communication to various constituents (2)
- Dual Language Immersion Program (6)
- Finances (10)
- Diversity/cultural awareness (7)
- Unique/quality lunch menu with high nutritional standards (5)
- Family engagement/inclusion (4)
- Strong sense of community (5)
- Commitment to social justice: encouraging students to be well-rounded global citizens through Crew/other social studies programs (4)
- OCEAA's staff and leadership have been doing an excellent job during COVID (4)

Weaknesses

- Faculty: Occasional interpersonal conflicts (2)
- Staff: Lack of clear and consistent communication (3)
- Board: Needs a better understanding of its role (2)
- Need a plan for capital improvements / long-term facilities plan (2)
- Middle school (5)
- Recent faculty turnover / growing pains (2)
- Better communication among the entire staff/faculty team (5)
- Better communication with the board, including ways to respond (2)
- Arts Program (3)
- PE Program (2)
- More emphasis on STEM
- Limited communication about how to sign up for after-school program during this school year (2)
- Limited community support (2)

Opportunities

- Board development: involve more leaders from community-at-large (2), recruit new members with varied skills sets (2); provide continuing education for board members on topics such as board governance, school programs, fundraising, articles on leadership, etc.
- Board involvement: More engagement by board at school events and in community (2)
- Fundraising from the school community as well as the greater community, including grants; continually educate parents about why their support makes a difference
- Partnerships with local companies/organizations – i.e. tech company to assist with technology program, local restaurant association to assist with a culinary program, etc. (2)
- Staff training: training opportunities in general (3), staff development days (2)
- Enhancement of Arts Program (2)
- Enhancement of Middle School (5)
- Re-introduction of extracurriculars and field trips (2)
- Physical education (2)
- Establish a vision for OCEAA (2)
- Staff retention (2)
- Behavioral issues – establish a code of ethics? (2)
- Board and senior staff succession plans (2)
- Set and communicate better boundaries with parents – lines are often crossed (chaotic dismissal is one example) (2)
- Address social and emotional needs of students and entire staff in light of COVID (3)
- Tell the OCEAA story – what does a typical OCEAA grad look like? (3)

Threats

- Coronavirus pandemic and its long-term implications
- Limitations created by the Brown Act
- Diversity of families' socioeconomic status
- Lawsuit with SAUSD

GOALS, OBJECTIVES AND TACTICS

GOAL 1: Develop a robust fundraising program that will provide opportunities for OCEAA families and stakeholders to support OCEAA at a variety of levels along with engaging support from the community-at-large, with a goal of raising \$50,000 to \$100,000 (in addition to funds raised by FSO) by the 2023-24 school year.

Objective A: Set expectations for board and faculty involvement in fundraising.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Achieve 100% board giving among the OCEAA board each year, beginning in January, 2022	Annually beginning 2022	Scott & Mike	Increased revenue; no impact on expense	
2. 80% Teacher Engagement with Donors Choose - website where teachers can set up specific asks - this will be primary ask of the teachers	Summer 2022; ongoing	Karina	Increased revenue; no impact on expense; additional staff time	

Objective B: Clarify FSO's involvement in OCEAA's fundraising efforts.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Unify FSO and general fund donations and clearly communicate opportunities for parents and community to give by developing a specific plan, including who asks for what and when, a system for parent-to-parent asks and a fundraising calendar that includes 2-3 key asks each school year*	Create plan by June, 2022	Mike/Scott/ FSO Leadership	Higher revenue; higher expenses depending upon strategies selected; additional staff time	
2. Implement plan	Beginning 2022-23 school year	As outlined in plan	See above	

*Including a website landing page that outlines ways to support OCEAA

Objective C: Continue to enhance the annual jog-a-thon, increasing net income by 10% each year.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Plan and execute the annual jog-a-thon, with an emphasis on sponsorships and involving both the OCEAA community and the community-at-large	Annually	Jog-a-thon Committee/Mike	Increased revenue; potential for increased expense	
2. Evaluate results and adjust as needed for future years	Annually	Jog-a-thon Committee/Mike	See above	

Objective D: Fine tune OCEAA's fund development infrastructure.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Verify that OCEAA's online giving options include electronic check, credit card and debit card.	By end of 2021	Mike/Janine	Potential for increased revenue; no increased expense	
2. Create and implement donor recognition program for school, including opportunities to recognize cumulative and annual gifts school	Plan created by June, 2022	Scott/Mike	Potential for increased revenue; increased expense likely	
3. Develop a case for support for OCEAA, which serves as a template for all fundraising communications	Create by March, 2022	Carmen/Scott/Mike/Janine	Potential for increased revenue; additional staff time	
4. Hire part-time to full time grant writer/community engagement staff or consultant	2022-23	BOD/Mike	Increased revenue and increased expense	

GOAL 2: Develop a comprehensive community engagement program that engages OCEAA's internal and external stakeholders, including OCEAA families, faculty and staff, board of directors, and the community-at-large.

Objective A: Identify and communicate ways for parents and internal community to engage with school, including opportunities for parents to volunteer, with 50% of all families volunteering in some manner and 75% making voluntary charitable contributions by 2023-24.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Plan, execute and evaluate an annual tamale party	Beginning Oct. 2022	Karina/FSO rep	Potential for increased expense	
2. Reengage families in the maintenance and growth of OCEAA's garden	Beginning Mar., 2022	Karina/FSO rep	Potential for increased expense	
3. Involve families in the development of a culinary program	Beginning with 2022-23 school year	Nelly/Scott	Potential for increased expense	
4. Develop a "Welcome to OCEAA" program for new families	Beginning with 2022-23 school year	Karina/Cathy/FSO rep	Potential for increased expense	
5. Consider assigning specific projects to specific grades, with a focus on grades K-3	Beginning with 2022-23 school year	Karina	N/A	

Objective B: Identify target list of organizations for potential engagement and partnerships which will be beneficial to each partner, with a goal of engaging at 4 to 6 community partners by the 2022-23 school year.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Finalize target list, which currently includes Bowers Museum (Kidseum), Discovery Science Center, Santa Ana Courthouse, The Wooden Floor, a local tech company, the Orange County Hispanic Chamber of Commerce, etc.	Jan., 2022	Scott/Mike	Potential for increased revenue and expense	
2. Identify relationship managers (board members and executive team) to initiate/cultivate these relationships	Feb., 2022	BOD/Exec Team	See above	
3. Develop potential strategies for engaging with these organizations while leaving enough room for organic discussions.	Mar-May, 2022	BOD/Exec Team	See above	
4. Engage with organizations and follow-through accordingly.	Beginning with 2022-23 school year	BOD/Exec Team	See above	

Objective C: Identify and apply for at least three certification programs during the 2022-23 school year.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Finalize target list, which currently includes California Distinguished School, EL Network, and Federal Blue Ribbon School	2022-23 school year	Mike/Janine/Karina	Certification fees; additional staff time	
2. Identify process involved for each opportunity.	2022-23 school Year	Mike/Janine/Karina	See above	
3. Submit applications based upon highest priority	2022-23 school year	Mike/Janine/Karina	See above	

Objective D: Build upon existing marketing efforts, including media and public relations.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Revisit style guide and assure branding consistency	By March 2022	Mike/Pattie	N/A	
2. Continually enhance use of social media	Ongoing	Mike/Pattie	N/A	
3. Consider investing in a “new and improved” website	2023	BOD/Mike	Potential for significant additional expense	
4. Identify media and PR opportunities to keep OCEAA in the public eye (such as the mural project and Estrella Awards)	Ongoing	BOD/Mike	N/A	

GOAL 3: Continue to enhance OCEAA’s academic programs, with a focus on middle school, arts, technology, extracurricular activities, and goals set forth in the school’s charter.

Objective A: Create and execute a plan for OCEAA’s Middle School (6-8 grades)

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Develop OCEAA’s middle school value proposition (why attend OCEAA’s middle school?) – ie one page collateral piece	March, 2022- on	Executive Team	N/A	
2. Identify ways for the community to engage with OCEAA’s middle school students	Ongoing	Mike/Karina	Additional staff time	
3. Begin introducing college and career readiness through programs such as AVID	2021-22 School Year	Karina/Faculty	Increased expense	

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
4. Enhance academics by exploring the option of offering AP Spanish Language exam during 8 th grade, launching a UCI-run STEM program (including STEM family nights), and a journalism program (yearbook and morning announcements)	2022-23 School Year	Karina/Faculty	Increased expense	
5. Provide a Passage or Promotion Ceremony at the end of 8 th grade, including an exit interview about high school plans	Beginning 2022	Karina/Faculty	Increased expense	
6. Determine methods for tracking alumni	Fall, 2022	Mike/Karina/Intern	Additional staff time	
7. Continue to focus on the goals in the school's charter: EL focus, Crew, high-quality work and mastery of knowledge and skills	Ongoing	Executive Team/Faculty	N/A	

Objective B: Evaluate OCEAA's current pathway to Biliteracy Awards Program.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Continually evaluate the biliteracy awards program for each relevant grade level	By 2022-23 school year	Karina/Faculty	Increased expense, including additional staff time	
2. Formalize a volunteer service program tied to the biliteracy awards.	By 2022-23 school year	Karina/Faculty	Increased expense, including additional staff time	

Objective C: Continue to find ways to enhance OCEAA’s visual and performing arts program for all grade levels.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Identify and execute additional methods for showcasing visual arts, such as additional on-site displays and arts shows at appropriate school events	Ongoing	Karina/Faculty	Increased expense and additional staff time	
2. Identify and execute additional methods to encourage participation in the performing arts (music, dance and drama), including a performing arts extravaganza in November/December and a musical in May; continually evaluate and adjust as needed.	Beginning with 2022-23 school year	Karina/Faculty	Increased expense and additional staff time	
3. Build a systematic volunteer program, using the arts as an entrée	Beginning with 2022-23 school year	Executive Team	Additional staff time	

Objective D: Continue to find opportunities to incorporate technology into OCEAA’s curriculum.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Provide a coding program for each grade level	Beginning 2022-23 school year	Karina/Faculty	Increased expense and additional staff time	
2. Find ways to incorporate arts and technology, such as graphic design, video production and photo editing into the curriculum (may be a good fit for middle school)	Beginning 2023-24 school year	Karina/Faculty	Increased expense and additional staff time	

Objective E: Develop a robust extracurricular program for OCEAA, adding back 4-6 extracurricular opportunities during the 2022-23 school year.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Identify extracurricular activities appropriate for grade level, including but not limited to Speech & Debate (grades 4-8), math club (K-8, coached by high school students), robotics (including Vex IQ OC competitions), culinary programs (as a possible entrée into OCSA's culinary program), chess club, performing and visual arts, and other STEM-related activities.	Jan-Mar, 2022	Karina/Faculty	Income should cover expense for each program	
2. Develop a specific plan for the overall extracurricular program, including fee structure and stipends for faculty or staff coordinating/leading these programs.	Spring - Summer, 2022	Karina/Faculty	See above	
3. Execute plan	Beginning 2022-23 school year	Karina/Faculty	See above	
4. Evaluate program twice annually	Ongoing after execution	Karina/Faculty	See above	

GOAL 4: Develop and execute short and long-range plans for OCEAA's physical plant and facilities.

Objective A: Develop a short-term and long-term facilities plan for OCEAA

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Determine plan for the Annex, which is not in the long-term lease. Does it make sense to keep in the next 3-5 years?; also need to consider that OCEAA currently has tenant improvement debt of about \$500K	By Mar, 2022	BOD/Mike/Janine	Additional staff time; additional significant expense for implemented projects	
2. Main Building: are we using our space correctly (i.e. classroom sizes, current school compliance requirements?)	By Mar, 2022	BOD/Mike/Janine	Additional staff time; additional significant expense for implemented projects	
3. Prioritize and implement short and long term needs, including but not limited to: Short term: staff bathroom, nurses office, special ed, space for IEP meetings, teachers lounge, parking structure safety, update HVAC systems, roof, purge older equipment Long term: library upgrade, arts room, upgrade student bathrooms, update classrooms, elevator, parking structure safety, update kitchen, purge older equipment	By Mar, 2022; implementation ongoing	BOD/Mike/Janine	Additional staff time; additional significant expense for implemented projects	
4. Consider expanding to a neighboring property, such as revisiting the purchase of the building next to the playground	Pending lawsuit ruling	BOD/Mike/Janine	Additional staff time; additional significant expense for implemented projects	
5. Refinance OCEAA's \$8 million bond at a lower interest rate	Pending lawsuit ruling	BOD/Mike/Janine	Cost savings through refinance	

Objective B: Follow-up on the architecture firm contract

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Determine potential deliverables based on short-term, mid-range and long-term/ visionary needs. Contract balance is \$10K.	By Feb 2022	Scott/Mike	Additional staff time	

GOAL 5: Invest in and engage OCEAA's human resources, including the board of directors, faculty and staff.

Objective A: Recruit and retain high-quality OCEAA staff, with a goal of decreasing the turnover rate each year.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Develop staff recruitment plan, including the following tactics: a) staff development opportunities at all levels, b) training about consistent expectations, c) staff appreciation and recognition programs, including staff member of the month, d) additional staff positions needed, e) onboarding program that is replicable each year	By Feb 2022	Mike/Janine/ Rosalinda/Carmen	Additional staff time	
2. Implement plan	Spring, 2022-on	Mike/Janine/ Rosalinda	Upfront expense likely, should result in turnover savings long-term	
3. Evaluate plan and adjust as needed	Ongoing	Mike/Janine/ Rosalinda/Carmen	Additional staff time	
4. Ensure equity throughout the organization by developing a plan which provides engagement and continuing education opportunities to support our classified personnel	By Feb 2022	Mike/Janine/ Rosalinda	Additional staff time	
5. Implement plan	Spring, 2022-on	Mike/Janine/ Rosalinda	Additional staff time and possible expense	
6. Evaluate plan and adjust as needed	Ongoing	Mike/Janine/ Rosalinda	Additional staff time	

Objective B: Recruit and retain high-quality certificated teachers, with a goal of building strong academic programs and decreasing turnover each year.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Enhance partnerships with local universities	Ongoing	Karina/Janine/Rosalinda	Additional staff time	
2. Highlight the benefits of working at OCEAA: EL program, small class sizes, etc.	Ongoing	Karina/Janine/Rosalinda	Additional staff time	
3. Find other ways to compensate and reward teachers, such as stipends, etc.	By end of 2022	Karina/Janine/Rosalinda	Additional expense, but should result in turnover savings long-term	
4. Ensure that expectations surrounding curriculum and performance evaluations are clear and consistent	Ongoing	Karina/Janine/Rosalinda	Additional staff time	

Objective C: Create and execute a board development plan which will seek to identify, educate, retain and recognize the board of directors

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Develop board development plan, including a) methods for identifying and recruiting new board members, including use of ad hoc committees, b) recruiting members with backgrounds in education, law and insurance, c) recruiting non-parent members and members with fundraising background, d) communication methods appropriate for parent and non-parent board members, e) board recognition and f) continuing education on topics such as education, nonprofit board governance, fundraising, etc.	By June, 2022	Scott/Mike	Additional staff time	
2. Implement plan	July, 2022-on	BOD/Mike	Potential additional expense	
3. Evaluate plan and adjust as needed	Annually in June	Scott/Mike	See above	

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GOAL 6: Identify ways to enhance both internal and external communication with OCEAA's stakeholders.

Objective A: Create a consistent method for communicating with the board on a periodic basis.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Develop a systematic approach to deliver periodic, high level updates to the board. This may be an opportunity for the board to share resources or connections (see goal 5)	Ongoing starting in Jan., 2022	Mike	Staff time	

Objective B: Identify gaps in faculty/staff communication; develop and execute plan to address these gaps and deliver timely, consistent and effective communications to all faculty/staff members.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Survey OCEAA's faculty and staff about gaps in communication and suggestions for improvement	By Feb., 2022	Mike/Karina	Additional staff time	
2. Develop and execute a plan utilizing this feedback, including a tool kit outlining best practices in email communication (with a focus on avoiding curt/passive aggressive messages) and methods for verbal/non-verbal communication with parents (the importance of a "game face.")	Plan by Mar., 2022; execute after spring break, 2022	Mike/Karina	Additional staff time	
3. Support OCEAA's Social Committee to develop a consistent cadence for staff/ team building opportunities. OCEAA board to sponsor and admin to plan 1-2 events to celebrate the start/ end of the school year, encouraging the vast majority of staff members to participate	Beginning January, 2022	BOD/Mike/Karina	Additional staff time; potential for increased expense	

Objective C: Continue to communicate with OCEAA parents through a variety of methods.

Task	Timeframe	Person(s) Responsible	Budget Ramifications	Status
1. Successfully manage the transition from School Messenger/Class Dojo to Parent Square by assessing how the current program is being used.	By March, 2022	Executive Team	Cost of School Messenger already accounted for; additional staff time	
2. Maximize the efficiencies created by the new tool, including the user-friendly approaches to developing content	Ongoing after launch	Executive Team	Cost of School Messenger already accounted for; additional staff time	
3. Increase parent open rates on messages sent from Parent Square from the open rates currently seen through School Messenger	Ongoing after launch	Executive Team	Cost of School Messenger already accounted for; additional staff time	

“A-HA” MOMENTS FROM RETREAT

- Mission and vision statements
- Crew icebreaker
- Being together
- Teacher spouses as potential board members
- Excited we're doing this and getting everyone on the same page
- Importance of small steps
- Carving out the time to dream and plan
- Case for support
- Road map to do more
- Having a final strategic planning product
- Case for support
- Back-up support for fundraising
- 15 years old and no plan – until now!

TASKS FOR THE NEXT 90 DAYS

Mike Limon

- Work with Joan McBride to finalize planning document
- Work on facilities plan

Karina Kelty

- Add back extracurriculars

Janine McFarlin

- Assist with staff recruitment

Scott Overpeck

- Assist in re-engaging architecture firm
- Assist with website and communications, including translation widget for website

Ben Stanphill

- Participate in budget committee meetings

Boris Molina

- Assist with Estrella Awards

Valerie Sullivan

- Assist with phone calls (with proper direction)

Carmen Aparicio

- Assist with marketing tasks
- Building the case for support
- Assist with staff communication

Jessica Reyes

- Initiate her personal, monthly gift to OCEAA
- Assist with speech and debate
- Assist with fundraising

**CHARTER SCHOOL FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Certification

Charter School Name: Orange County Educational Arts Academy
CDS #: 30-66670-0109850
Charter Approving Entity: Santa Ana Unified
County: Orange
Charter #: 0701

For information regarding this report, please contact:

For Approving Entity:

Name

Title

Telephone

E-mail address

For Charter School:

Scott Warner

Name

Business Manager

Title

949-514-2839

Telephone

swarner@csmci.com

E-mail address

To the entity that approved the charter school:

 x) 2021-22 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____
Charter School Official
(Original signature required)

Date: _____

Printed

Name: Mike Limon

Title: Director

To the SBE:

) 2021-22 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed

Name: _____

Title: _____

To the Superintendent of Public Instruction:

) 2021-22 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

**CHARTER SCHOOL FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Orange County Educational Arts Academy
CDS #: 30-66670-0109850
Charter Approving Entity: Santa Ana Unified
County: Orange
Charter #: 0701

This charter school uses the following basis of accounting:

Please enter an "X" in the applicable box below; check only one box

<input checked="" type="checkbox"/>	Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
<input type="checkbox"/>	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Unrestricted	Restricted	Total	Adopted Budget	Projected 2021-22
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	1,957,285.00		1,957,285.00	3,581,664.00	3,215,891.90
Education Protection Account	8012	545,916.00		545,916.00	1,179,508.00	936,406.10
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00		0.00		
State Aid - Prior Years	8019	0.00		0.00		
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00		
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00		
Revenue Limit Transfers (for rev. limit funded schools):		0.00				
PERS Reduction Transfer	8092	0.00				
Other Revenue Limit Transfers	8096	0.00	0.00	0.00		
Total, Revenue Limit Sources		2,503,201.00	0.00	2,503,201.00	4,761,172	4,152,298
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	0.00	120,494.82	120,494.82	229,273.80	254,751.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	71,923.44	61,456.64
Child Nutrition - Federal	8220	0.00	152,040.99	152,040.99	180,000.00	200,000.00
Other Federal Revenues	8110, 8260-8299	0.00	186,877.00	186,877.00	514,948.83	1,140,153.00
Total, Federal Revenues		0.00	459,412.81	459,412.81	996,146	1,656,361
3. Other State Revenues						
Charter Schools Categorical Block Grant	8480	0.00		0.00		
Special Education - State	StateRevSE	0.00	186,928.00	186,928.00	398,864.04	377,931.97
All Other State Revenues	StateRevAO	54,187.30	529,206.18	583,393.48	1,553,532.95	1,269,833.82
Total, Other State Revenues		54,187.30	716,134.18	770,321.48	1,952,397	1,647,765.79
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes	8096	667,786.00		667,786.00	1,816,995.40	1,737,666.80
All Other Local Revenues	LocalRevAO	403,869.22	1,664.12	405,533.34	167,250.00	292,568.00
Total, Local Revenues		1,071,655.22	1,664.12	1,073,319.34	1,984,245	2,030,235
5. TOTAL REVENUES						
		3,629,043.52	1,177,211.11	4,806,254.63	9,693,960.46	9,486,659.23
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	1,133,799.30	180,058.55	1,313,857.85	2,580,428.36	2,459,481.90
Certificated Pupil Support Salaries	1200	0.00	63,199.40	63,199.40	0.00	172,655.64
Certificated Supervisors' and Administrators' Salaries	1300	86,450.41	26,627.32	113,077.73	122,260.00	0.00
Other Certificated Salaries	1900	6,867.45	58,154.55	65,022.00	0.00	201,097.00
Total, Certificated Salaries		1,227,117.16	328,039.82	1,555,156.98	2,702,688.36	2,833,234.54
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	119,185.55	195,785.03	314,970.58	870,892.62	684,363.11
Non-certificated Support Salaries	2200	27,641.76	63,038.89	90,680.65	150,694.39	149,158.87
Non-certificated Supervisors' and Administrators' Sal.	2300	206,246.27	112,973.74	319,220.01	356,224.80	636,421.60
Clerical and Office Salaries	2400	64,939.28	11,968.56	76,907.84	195,196.06	144,143.24
Other Non-certificated Salaries	2900	19,862.71	55,971.53	75,834.24	118,578.47	65,317.51
Total, Non-certificated Salaries		437,875.57	439,737.75	877,613.32	1,691,586.34	1,679,404.33

**CHARTER SCHOOL FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Orange County Educational Arts Academy
CDS #: 30-66670-0109850

Description	Object Code	Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	196,271.27	49,503.60	245,774.87	430,267.99	440,909.39
PERS	3201-3202	123,374.86	88323.19	211,698.05	387,542.43	399,345.93
OASDI / Medicare / Alternative	3301-3302	55,329.36	37,845.40	93,174.76	168,595.34	169,556.33
Health and Welfare Benefits	3401-3402	174,676.92	84,819.82	259,496.74	429,597.30	402,402.55
Unemployment Insurance	3501-3502	8,810.46	3,111.97	11,922.43	37,228.00	45,400.00
Workers' Compensation Insurance	3601-3602	32,257.49	14,972.22	47,229.71	92,279.77	94,765.42
Retiree Benefits	3701-3702	0.00	0.00	0.00		
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	0.00	0.00	0.00		
Total, Employee Benefits		590,720.36	278,576.20	869,296.56	1,545,510.83	1,552,379.62
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	49,498.25	28,031.59	77,529.84	45,000.00	90,000.00
Books and Other Reference Materials	4200	18,404.10	244.00	18,648.10	25,000.00	26,000.00
Materials and Supplies	4300	103,888.70	34,275.47	138,164.17	50,000.00	187,000.00
Noncapitalized Equipment	4400	7,864.03	100,577.25	108,441.28	95,000.00	178,000.00
Food	4700	2,159.21	105,237.92	107,397.13	220,000.00	220,000.00
Total, Books and Supplies		181,814.29	268,366.23	450,180.52	435,000.00	701,000.00
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	36,177.80	2,204.93	38,382.73	148,000.00	108,000.00
Dues and Memberships	5300	12,012.00		12,012.00	7,500.00	4,000.00
Insurance	5400	90,415.82		90,415.82	149,860.70	149,860.70
Operations and Housekeeping Services	5500	64,574.24		64,574.24	102,500.00	111,500.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	715,859.27	1,532.83	717,392.10	1,155,730.28	1,185,492.28
Professional/Consulting Services and Operating Expend.	5800	387,165.45	238,209.66	625,375.11	1,132,872.81	1,230,945.79
Communications	5900	27,387.30	18,275.33	45,662.63	62,500.00	85,000.00
Total, Services and Other Operating Expenditures		1,333,591.88	260,222.75	1,593,814.63	2,758,963.79	2,874,798.77
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	93,606.30	0.00	93,606.30	192,369.96	192,369.96
Total, Capital Outlay		93,606.30	0.00	93,606.30	192,370	192,370
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00			0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00			0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00			0.00	0.00
All Other Transfers	7280-7299	0.00			0.00	0.00
Debt Service:		0.00			0.00	0.00
Interest	7438	21,380.67		21,380.67	70,536.00	(165,260.00)
Principal (for modified accrual basis only)	7439	1,789.04		1,789.04	0.00	0.00
Total, Other Outgo		23,169.71	0.00	23,169.71	70,536	(165,260)
8. TOTAL EXPENDITURES		3,887,895.27	1,574,942.75	5,462,838.02	9,396,655	9,667,927
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(258,851.75)	(397,731.64)	(656,583.39)	297,305	(181,268)

**CHARTER SCHOOL FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Orange County Educational Arts Academy
CDS #: 30-66670-0109850

Description	Object Code	Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00		0	0
2. Less: Other Uses	7630-7699	0.00	0.00		0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00				
		(958,197.42)	958,197.42	0.00	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		(958,197.42)	958,197.42	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(1,217,049.17)	560,465.78	(656,583.39)	297,305	(181,268)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,625,173.44	92,244.97	2,717,418.41		
b. Adjustments/Restatements to Beginning Balance	9793, 9795					0
c. Adjusted Beginning Balance		2,625,173.44	92,244.97	2,717,418.41	0	0
2. Ending Fund Balance, Jan 31 (E + F.1.c.)		1,408,124.27	652,710.75	2,060,835.02	297,305	(181,268)
Components of Ending Fund Balance (Optional):						
Reserve for Revolving Cash (equals object 9130)	9711	0.00				
Reserve for Stores (equals object 9320)	9712	0.00				
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00				
Reserve for All Others	9719	0.00	0.00			
General Reserve	9730	0.00	0.00			
Legally Restricted Balance	9740	0.00	0.00			
Designated for Economic Uncertainties	9770	0.00	0.00			
Other Designations	9775, 9780	0.00				
Undesignated / Unappropriated Amount	9790	1,408,124.27	652,710.75	2,060,835.02	297,305	(181,268)
G. ASSETS						
1. Cash						
In County Treasury	9110	184,489.94	1,196,862.50	1,381,352.44		
Fair Value Adjustment to Cash in County Treasury	9111	0.00				
In Banks	9120	1,113,252.03		1,113,252.03		
In Revolving Fund	9130	0.00				
With Fiscal Agent	9135	0.00				
Collections Awaiting Deposit	9140	0.00				
2. Investments	9150	0.00				
3. Accounts Receivable	9200	189.69		189.69		
4. Due from Grantor Government	9290	112,286.63		112,286.63		
5. Stores	9320	0.00	0.00			
6. Prepaid Expenditures (Expenses)	9330	41,390.77	0.00	41,390.77		
7. Other Current Assets	9340	172,483.68	0.00	172,483.68		
8. Capital Assets (for accrual basis only)	9400-9499	621,828.92	0.00	621,828.92		
9. TOTAL ASSETS		2,245,921.66	1,196,862.50	3,442,784.16		
H. LIABILITIES						
1. Accounts Payable	9500	363,336.59	0.00	363,336.59		
2. Due to Grantor Government	9590	0.00	544,151.75	544,151.75		
3. Current Loans	9640	474,460.80	0.00	474,460.80		
4. Deferred Revenue	9650	0.00	0.00			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	0.00	0.00			
6. TOTAL LIABILITIES		837,797.39	544,151.75	1,381,949.14		
I. FUND BALANCE						
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		1,408,124.27	652,710.75	2,060,835.02		

**CHARTER SCHOOL FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Orange County Educational Arts Academy
CDS #: 30-66670-0109850

0.00 0.00 0.00

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A.2,
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

1. Federal Revenues Used for Capital Outlay and Debt Service:

Included in the Capital Outlay and Debt Service expenditures reported in sections B.6 and B.7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a. <u>None</u>	\$ 0.00	0.00	0.00
b. <u>None</u>	0.00	0.00	0.00
c. <u>None</u>	0.00	0.00	0.00
d. <u>None</u>	0.00	0.00	0.00
e. <u>None</u>	0.00	0.00	0.00
f. <u>None</u>	0.00	0.00	0.00
g. <u>None</u>	0.00	0.00	0.00
h. <u>None</u>	0.00	0.00	0.00
i. <u>None</u>	0.00	0.00	0.00
j. <u>None</u>	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00

2. Community Services Expenditures:

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount Enter "0.00" if none
a. <u>Certificated Personnel Salaries</u>	\$ 0.00
b. <u>Non-certificated Personnel Salaries</u>	0.00
c. <u>Employee Benefits</u>	0.00
d. <u>Books and Supplies</u>	0.00
e. <u>Services and Other Operating Expenditures</u>	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00