

Orange County Educational Arts Academy
A California Public Charter School

**BOARD OF DIRECTORS
MEETING MINUTES**

Regular Meeting

February 9, 2022

5:30 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/34CzaZW>

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: BM Second: BS
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	Vote: BS, JR, CA, BM, SO for 0 against
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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 No action

VI. Public Comment

No public comment

VII. Board and Staff Reports

- A. Staff Reports
 - 1. SPED Strategic Plan 2021/22 – Micki Webb
 - 2. School Director – Karina Kelty
 - (a) Academic Progress Data Report
 - 3. Executive Director – Mike Limon
 - (a) Catastrophic Leave Policy
- 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 January 2022 Board Meeting
- B. Approval of Minutes from January 20, 2022 Special Board Meeting
- C. Ratification of January 2022 Check Register

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

IX. Review and Approve 2021-22 Second Revised Operating Budget

Action: Approve revised operating budget with follow-up on negative expensive on “other outgoing.”	Motion: BS Second: BM
	Vote: BS, JR, CA, BM, SO for 0 against

X. ~~Review and Approve OCEAA Strategic Plan~~

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

XI. Items for Future Meetings

The next regularly scheduled meeting is on March 9, 2022.

XII. Adjournment

The meeting was adjourned at 9:16 PM.

Special Education Strategic Plan

2021/2022

Orange County Educational Arts Academy

**Prepared by:
Micki Webb, M.S.
School Psychologist
Credentialed Administrator
January, 2022**

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PROGRAM OVERVIEW

Orange County Educational Arts Academy (OCEAA) is a public charter school located in Santa Ana, California. It is a member of the El Dorado Charter Special Education Local Plan Area (SELPA). OCEAA serves students enrolled in Transitional Kindergarten (TK) through 8th grades. All students are enrolled in OCEAA's Two-Way Bilingual Immersion Program (TWBI), a federally recognized best practice. TWBI programs strive to promote bilingualism and biliteracy, high academic achievement, and positive cross-cultural attitudes and behaviors in all students. OCEAA's TWBI program follows a 90:10 dual language acquisition model. Initially, 90% of instruction is in Spanish, with English instruction increasing until there is a fifty-fifty balance in 5th and 6th grades. In 7th and 8th grades, biliteracy is maintained with a minimum of two core academic classes taught in Spanish. The student population of Orange County Educational Arts Academy is 586 as of 2/1/2022.

The school's minority student enrollment is 97%. The student population is made up of 51% female students and 49% male students. The school enrolls 69% economically disadvantaged students.

Student Diversity	
Minority Enrollment	96.6%
White	3.4%
Hispanic/Latino	93.4%
Two or more races	2.2%
Asian or Asian/Pacific Islander	0.6%
Black or African American	0.2%
Native Hawaiian or Other Pacific Islander	0.2%
American Indian or Alaska Native	0%

American Indian or Alaska Native is not included in this breakdown due to an enrollment of 0%.

The above data is compiled from an [article](#) published by US News.

SPECIAL EDUCATION POPULATION

OCEAA utilizes SEIS, a web-based platform managed by the San Joaquin County Office of Education, to store data related to its special education student population. Special education compliance data such as mandated timelines, document composition, and parent involvement is monitored by the El Dorado SELPA and corrections or adjustments to policies and procedures due to non-compliance is addressed by OCEAA's special education coordinator and its CALPADS/PowerSchool Administrator/Database Coordinator.

As of 1/28/22, OCEAA has 55 students with active Individualized Education Programs (IEPs). An additional 12 students have evaluations pending to consider eligibility for special education supports and services. Two students were exited from eligibility for special education supports and services so far during the 2021/2022 school year following assessment and determination by the IEP teams as no longer meeting eligibility criteria.

Of the 586 students currently enrolled, 9.3% have active IEPs. If all 12 students currently pending initial assessment are found to be eligible for special education supports and services, OCEAA will have an 11.4% population of students with IEPs. Nationwide, the overall percentage of students being served by federally supported special education programs was 14.1 percent in 2018–19 according to [data](#) compiled by the National Center for Education Statistics (NCES).

During the 2018-2019 school year, the NCES reported the following disability eligibility prevalence rates (of total U.S. student enrollment) and OCEAA's current rates (of total OCEAA student enrollment) are included in the following table for comparison:

DISABILITY	NCES PERCENTAGE	OCEAA PERCENTAGE
Autism (AUT)	1.4	0.8
Deaf Blindness (DB)	0 (rounds to zero)	0 (zero students)
Developmental Delay (DD)	0.9	0 (OCEAA has no students)

		under age 3 yrs)
Emotional Disturbance (ED)	0.7	0 (zero students)
Hearing Impairment/Hard of Hearing (HH)	0.1	0 (zero students)
Intellectual Disability (ID)	0.9	0 (zero students)
Multiple Disabilities (MD)	0.3	0 (zero students)
Orthopedic Impairment (OI)	0.1	0.1
Other Health Impairment (OHI)	2.1	0.3
Specific Learning Disability (SLD)	4.7	4.9
Speech or Language Impairment (SLI)	2.7	5.8
Traumatic Brain Injury (TBI)	0.1	0 (zero students)
Visual Impairment (VI)	0.1	0 (zero students)

OCEAA is currently maintaining a special education eligibility rate that is below the most recently cited national average. This may be partly attributed to effective intervention by the Multi-Tiered Systems of Support (MTSS) team and its response to intervention (RTI) program, classroom-wide interventions and behavior management incorporating the CREW methodology and program, as well as after school programs like KEDS and ELO.

However, OCEAA should:

- Monitor that Child Find obligations are effectively in place and that parent education by the special education department continues (currently provided quarterly and in English & Spanish) so that students suspected of having disabilities are identified and assessed to consider eligibility. A key variable likely impacting the percentage of students referred for initial assessment will be the Student Success Team (SST) program initiated this school year.
- Analyze the contributing factors for the significantly low rate of students eligible for special education supports and services under the exceptionality of OHI which might indicate a need for review by the special education coordinator of future interpretation of assessment results and alignment of those results with the eligibility criteria outlined in the California Code of Regulations.

- OCEAA should also conduct an analysis of the contributing factors resulting in the significantly high rate of students identified as meeting eligibility criteria under the exceptionality of SLI with purposed consideration for the population of students who are English Learners (ELs) and any other currently unidentified factors. The California Department of Education (CDE) conducts ongoing monitoring of data submitted regarding eligibility for special education supports and services in order to identify local education agencies (LEAs) with disproportionate representation by race and ethnicity of students receiving special education services. [Disproportionality data is published](#) on the CDE website and identified LEAs are required to address and correct the policies and procedures contributing to the disproportionality. Disproportionality can also cause overstaffing in certain speciality areas such as speech and language pathologists.

SPECIAL EDUCATION TEAM

STAFF COMPOSITION

The special education staff at OCEAA is made up of the following areas of specialization: (FTE = Full Time Equivalent)

- 2 FTE Education Specialists (*1 FTE serving TK-4th, 1 FTE serving 5th-8th)
 - Per [California Education Code](#), no “RSP” teacher shall serve a caseload of over 28 students
 - The TK-4th education specialist currently serves 19 students with 11 pending eligibility
 - The 5th-8th education specialist currently serves 20 students with 2 pending eligibility
 - Should either of the education specialists reach 28 students, subsequent students qualifying for special education supports and services would be assigned to the other education specialist regardless of grade level of the students or a redistribution of grade levels assigned to the two education specialists would be conducted so as to balance out the caseloads
- *1 FTE School Psychologist
- 0.75 FTE Speech and Language Pathologist (contracted)
 - Per [California Education Code](#), the average caseload for language, speech, and hearing specialists in the SELPA shall not exceed 55 cases, unless the local plan specifies a higher average caseload and the reasons for the greater average caseload.

- The SLP serves 39 students with 5 pending eligibility. (El Dorado SELPA average caseloads are not known at this time. However, the SELPA would likely contact member charters if the average within the SELPA became a concern.)
- Case-by-case Physical Therapist (contracted, 1 student pending evaluation, 1 student found ineligible for PT services, 0 students currently with PT services on IEP)
- Case-by-case Adapted Physical Education Teacher (contracted, 1 student pending evaluation, 0 students currently with APE services on IEP)
- Case-by-case Occupational Therapist (contracted, 6 students receiving services - approx. 2 hours/week total and 2 students pending eligibility)
- *3 FTE Paraeducators (1 contracted and **2 permanent staff)
- ***1 FTE Special Education Coordinator (contracted & serving on site 3 days/week and remotely 2 days/week)
- 0.80 FTE Behavior Intervention Staff (contracted, assigned to 1 student per IEP)

*Staff also serves as interpreter at IEP team meetings and for assessment sessions when available

**1 paraeducator also serves as substitute teacher as needed

***Staff also serves as behavior specialist for SST meetings as needed and provides professional development to whole OCEAA staff

STAFF INPUT

Just prior to completion of this strategic plan document, the education specialists were interviewed by the special education coordinator to solicit input on “What’s Working?” and “What are the Opportunities?” Following is that input:

What’s Working:

- Paraeducator Staff
 - “Awesome”
 - Flexible
 - Take Responsibility
 - Great Attitudes
- Special Education Coordinator - “awesome”
- Special Education Team in General
 - We get along
 - We help each other

- General Education Teachers
 - Flexible with Us
- Looking forward to next school year as well

What are the Opportunities:

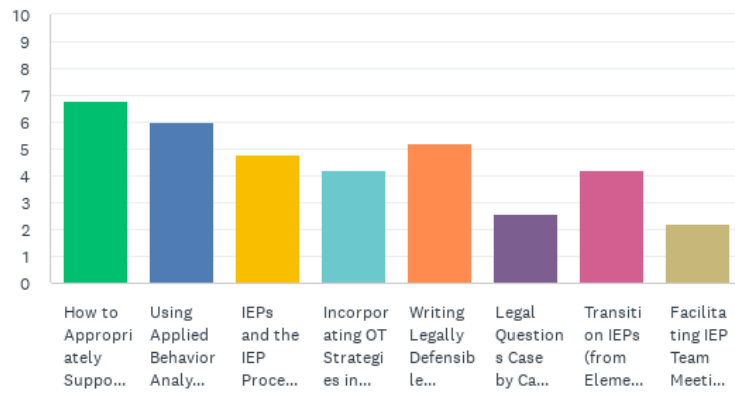
- Need substitute teacher coverage for IEPs to be held during school day as some parents cannot make it to meetings after school
- Need more professional development for general education teachers in:
 - a. Family Education Rights and Privacy Act (FERPA)
 - b. Appropriate special education terminology
 - c. Accommodations versus modifications
 - d. Implementing IEPs with fidelity
 - e. Overview of the IEP team meeting (what it is, annual IEPs versus Triennials)
 - f. Need more special education measures in addition to KTEA because the Written Expression subtest doesn't give a true picture of ability partly because the stories have themes that are for young students (math and vocab are okay). We do have the Woodcock Johnson in Spanish, but it is quite language heavy which is concerning for students with language related deficits. (Ed specialists will do some research of preferred measures to add to the inventory and will submit to special education coordinator.)
- Special education team needs more space than is available in room 212 and the room near the spiral staircase where students can be served and assessed
- Would like to utilize the shared special education paraeducator on a set schedule of several days upper grades and several days lower grades as opposed to the currently utilized day-to-day schedule (This was approved by the special education coordinator during this interview meeting.)

PROFESSIONAL DEVELOPMENT

The special education team participates in weekly team meetings facilitated by the special education coordinator and including the school director and MTSS team. These meetings cover a range of professional development topics, upcoming student cases, rapport building check-ins, and policies and procedures updates. The weekly special education team meetings are currently held on Fridays from 2:15pm - 2:45pm. Linked here is an [agenda](#) from a recently held meeting.

At the beginning of the 2021/2022 school year, the special education team completed a needs assessment survey to determine what type of professional development they would prefer. Following are the results of that survey:

Q3 What special education related topics would you most like to learn about or discuss at upcoming professional development sessions? (Please rank in order from most important 1 to least important 8.)



TOPIC

SCORE

– How to Appropriately Support Students with Autism	6.80
– Using Applied Behavior Analysis (ABA) to Improve Student Behavior	6.00
– IEPs and the IEP Process, Documents, and Legal Defensibility	4.80
– Incorporating OT Strategies into the Classroom	4.20

- Writing Legally Defensible Assessment Reports (SLP, OT, PT, Psych, APE, Ed Specialist)	5.20
- Legal Questions Case by Case (Case Sharing Session) Q&A	2.60
- Transition IEPs (from Elementary to Middle School and from Middle School to High School)	4.20
- Facilitating IEP Team Meetings - Legal Requirements for Compliance	2.20

The following professional development has been provided so far this school year:

1. Using Applied Behavior Analysis (ABA) to Improve Student Behavior - presented to whole OCEAA staff
2. IEPs and the IEP Process, Documents and Legal Defensibility - presented ongoing as part of weekly special education team meetings
3. Legal Questions Case-by-Case, Case Sharing, Q&A - presented ongoing as part of weekly special education team meetings and via email, phone and text consultation with the special education coordinator
4. Facilitating IEP Team Meetings - Legal Requirements for Compliance - presented ongoing as part of weekly special education team meetings and via Staffing Meetings prior to more involved IEP team meetings

The following professional development is currently being scheduled:

1. How to Appropriately Support Students with Autism - For Annex staff (per request) and possibly for whole OCEAA staff

2. Incorporating OT Strategies into the Classroom (at an upcoming TBD weekly all staff meeting)
3. Transition IEPs (from Elementary to Middle School and from Middle School to High School) (at upcoming TBD weekly special education team meetings)

The following professional development will likely take place in Fall, 2022

1. Writing Legally Defensible Assessment Reports (SLP, OT, PT, Psych, APE, Ed Specialist)

***STRATEGIC PLAN ACTION ITEMS**

(*in addition to those identified in preceding sections of this document)

RECOMMENDED PRIORITY ACTION ITEMS

- Extended School Year (ESY)
 - Establish ESY 2022 access for students (consider staffing with contracted staff, permanent staff or in collaboration with other Charters/Districts or outsourcing to NPAs if necessary) as per [El Dorado Charter SELPA guidelines](#).
 - Hold Amendment IEP team meetings for students considered to possibly require ESY (2 students in SEIS have ESY “Yes” on their current IEPs)
 - Send ESY placement letters to parents of students with ESY “Yes” on IEPs
- Post any special education team job openings on Edjoin.org for direct hire or with NPAs for contracted staff
- Finalize forms & processes for special education staff evaluations to be completed in 21/22 school year
 - Paraeducators:
 - Template - [Sample memorandum re: process of evaluation](#)
 - Template - [Sample Evaluation Form](#)
 - School Psychologist:
 - Template - [NASP Evaluation Rubric](#)
 - Education Specialists:
 - Consider how to incorporate special education performance expectations into the [5D Rubric](#) adopted by OCEAA for evaluating

teachers' performance and in consideration of [CA Standards for the Teaching Profession](#)

- Speech and Language Pathologist
 - Consider adopting an evaluation rubric such as [this one](#) used by Santa Cruz City Schools

RECOMMENDED PROJECTS FOR JUNE - AUGUST 2022

(to be completed by the special education coordinator working remotely (except as needed to report to site) for a proposed 24 hours/week during these months until start of school for Fall, 2022)

- Compose and send Fall placement letters with assigned general education teacher and special education case manager to all parents of students with IEPs
- Create MSAs and ISAs for all vendors as required by [California Education Code](#) and the El Dorado SELPA (for approval of ERMHS and other funding distribution). Use [El Dorado SELPA templates for MSA & ISA](#).
- Collaborate with OCEAA's business services manager to meet July due date for submission of actual Educationally Related Mental Health Services (ERMHS) expenditures to SELPA
- Follow up on suicide prevention plan being created by school counselor and train school psychologist on distribution of forms and create presentation to all staff for Fall 2022 as mandated by AB 1767 AB2246
 - See [CDE Sample Suicide Prevention Policy](#)
 - [Suicide Prevention Toolkit](#)
 - [Resources](#)
 - [SELPA Guidance](#)
- Collaborate with OCEAA's office manager to document enrollment procedures for students incoming with IEPs per SELPA guidelines
- Develop performance evaluation process and forms for contracted special education staff
- Oversee ESY compliance, parent communication, and staff support

- Create an Improvement Plan process in the case that any special education staff become in need of individualized support for the purpose of improving job performance
- Schedule behavior de-escalation (and safe restraint practices) for special education staff and possibly for select general education staff (may only receive de-escalation training without safe restraint techniques) via [NCPI Institute](#) (They recommend sending one staff to a Train-the-Trainer course and having that staff providing training to other staff or connecting with a district/charter that has staff already certified to provide training.) Or arrange for it through SELPA.
- Create a special education policies and procedures manual based on the [EI Dorado Charter SELPA's guidelines](#)
- Create a centralized filing process and system for special education files as per [guidelines](#) presented by legal counsel for EI Dorado Charter SELPA
- Draft for proposal to administration team and board policies and procedures for Redesignating as Fully English Proficient (RFEP) students with IEPs who are determined by the IEP team to be unable to RFEP the traditional way due to impact of disability ([see presentation by Ventura County SELPA](#))
- Review/revise/create OCEAAs special education web pages to include:
 - Staff with email contact information
 - Link to Procedural Rights and Safeguards in English and Spanish
 - FAQs re Independent Study (with legal counsel input/approval and based on [SELPA guidance](#))
 - Links to upcoming Parent/Sped Team Collab Meetings

ONGOING OPPORTUNITIES

- Contract with agency/professional for translation of IEPs and related documents
- Provide brief training for staff willing to serve as interpreters at IEP team meetings
- Consider use of SEIS platform to submit data for MediCal reimbursement
- Collaborate with school counselor and psychologist to review/revise Risk/Threat Assessment Procedures
- Clarify/Revisit Emergency Plan for students with IEPs
- Establish special education file transfer process for outgoing students
- Collaborate to establish what push-in services should look like in practice

- Provide professional development for supporting students with ADHD per request of MTSS team
- Provide special education team with professional development regarding appropriately exiting students from special education eligibility
- Provide outsourced/contracted safe lifting training to specific staff
- Build capacity to hand off SEIS duties to school psychologist: adding students, exiting students, adding case managers and service providers
- Consider the feasibility and pros/cons of OCEAA adding a co-taught class model
- Consider adding social skills instruction either push in to the classrooms or pull out groups to be facilitated either by the counselor or by the school psychologist or both and/or by the SLP



"I Painted"
MY OWN
Reality

Frida Kahlo



February 9, 2022 Executive Director Board Report

Where we started in Jan:

13% Staff Covid-19
Positivity Rate early Jan

30% of students early Jan

Current Numbers of
quarantined students of
today:

Main: 10 students

Annex: 0

Staff: 0

COVID-19 DASHBOARD | TABLERO COVID-19

School	Grades Grados	Total Employees** Total de empleados*	Enrolled Students** Estudiantes matriculados**	Active Cases Casos activos
Annex Anexo	TK-K	18	95	0
Main building Edificio principal	1-8	56	503	8

*This number may fluctuate due to changes in enrollment or new hires. | Este número puede variar debido a cambios en la inscripción o nuevas contrataciones.

**This number may fluctuate due to changes in enrollment. | Este número puede fluctuar debido a cambios en la inscripción.

Counts are for cases in the last 14 days

Updated 2/4/2021



COVID-19 Dashboard Updates - as of 2/4/22

Recruitment for 2022-23

TOUR MONTH	# Month
1 - Jan - Eng	26
1 - Jan - Span	15
2 - Feb - Eng	57
2 - Feb - Span	15
3 - Mar - Eng	6
3 - Mar - Span	4
Grand Total	123

Grade	# Grade
1	2
2	3
3	5
4	11
5	3
6	9
7	2
8	2
K	54
TK	32
Grand Total	123



Additional Funding/ Plans coming your way

Pre-K Planning & Implementation Grant (\$104,046 “Projected”): A public meeting forum is planned on **4/13/2022** regarding the Pre-K Planning & Implementation Grant. The plan will be submitted to the Board for final approval by the June 30, 2022 deadline.

Expanded Learning Opportunities Program (\$265,402): A public meeting forum is planned for early **Spring 2022** regarding the Expanded Learning Opportunities Program, and subsequent presentation and approval by the Board.



Legislative Highlights

Budget Subcommittees Commence Hearings on Governor's Budget

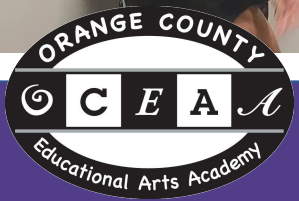
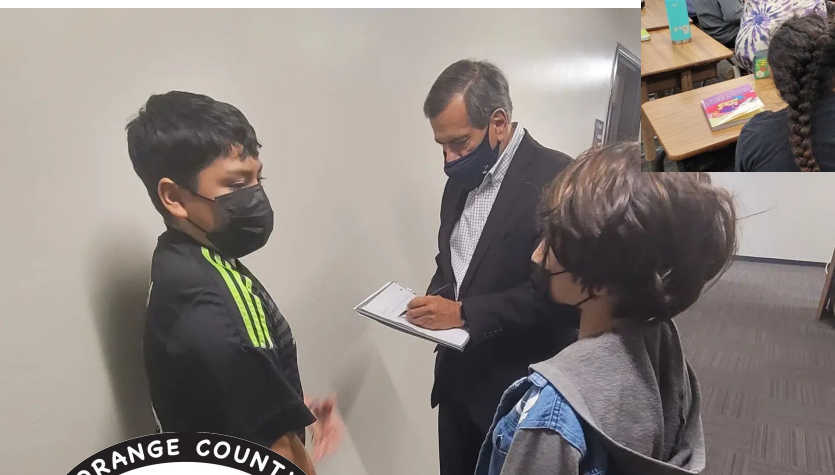
The Assembly and Senate Budget Subcommittees on Education Finance met to hear items related to K-12 education, including **Hold Harmless protections for ADA loss**. Both committees discussed the hold harmless issue for school districts and charter schools, and CCSA testified in support of a budget action on hold harmless protection for charter schools in alignment with SB 579 (Allen).

The committee kept the items **open** and did **not take action**, which is the usual practice of the budget committees this early into the cycle. They will take action on these items closer to the end of the budget cycle by **late May**.

Proposed Extension of COVID-19 Supplemental Paid Sick Leave

An agreement on a framework to ensure employees continue to have access to COVID-19 supplemental paid sick leave (40 hours) through September 30, 2022 as been agreed upon. Gov. **Newsom signed legislation extending COVID-19 supplemental paid sick leave to California workers Wednesday, Feb 9th**





Outreach- Featured Assembly Speaker Gaddi H. Vasquez, Former U.S. Ambassador



Outreach- [Univision at OCEAA on Nutritional Services](#)

Q&A



School Director Board Update

February 9th, 2022

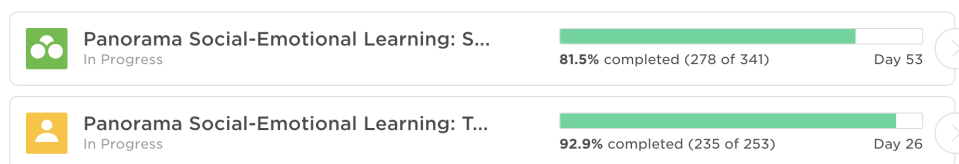
by

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 (Marlynn Carrera/Nicole Kubasek)

- Goal 1: Identify and administer a universal screener. (4.3 Data Based Decision Making)
 - We have extended the deadline for 3-8th grade until February 7th. We have reached out to grade levels that need support.
 - TK-2 only have one remained classroom left to complete
- Create a school wide behavioral support system to promote effective social and emotional behavior for all students. (4.1 Behavior Support)
 - Teacher feedback was positive from the January PD
 - The data is showing classroom resets in utilizing the MDR system, but minimal behaviors are being report from key areas: Garden Grill, Playground
 - The MTSS team is waiting on the coordination of trainings for all staff
- Goal 4: Create a system of reviewing behavioral data (4.3) Data Based Decision Making
 - Added MDR/ODR data review to weekly MTSS agenda
 - Reviewed our first referral based on data and reported out next steps to teacher



❖ Special Education:

- [SPED Strategic Plan](#)

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 (Marlynn Carrera):

- Literacy team supported grades 3-5 with DRA assessments in both English and Spanish
- RTI committee will met to discuss RTI referrals- results will be shared with teachers
 - 6 students were referred to RTI (1st grade)
- Literacy Coach has met with teachers who were out during the month of January to support them with adjustment to pacing to meet student needs

- Trimester 2- intervention session number 2 is currently taking place

Looking ahead:

- All RTI students will take the DRA at the end of the trimester
- 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
- 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)

❖ **Math Team Report (Nicole Kubasek)**

- Math team reviewed data and made adjustments to the schedule based on students dropping/qualifying for SPED services
- Trained math department on goal setting and specific tiles in Freckle math
- Math paras supporting Kindergarten with mid year screeners for all kinder students
 - Based on the data we will add students into RTI
- Supported teachers with adjustments to pacing due to teacher/student absences
- Reached out to Eureka representative about new curriculum update and virtual trainings
- Began 2 observations per day walkthroughs of math lessons. Teachers will be observed twice a month and given glow/grow feedback.
- Continue to meet with K-3 during P.E release every other week and 4-8 teachers during lunch/music release time.

❖ **EL Coordinator Report:**

- Reclassification:
 - 13 students reclassified in January 2022!
 - 1st grade: 1
 - 3rd grade: 2
 - 4th grade: 2
 - 5th grade: 4
 - 7th grade: 2
 - 8th grade: 2
- Summative ELPAC Testing
 - Accessibility resources and accommodations have been identified by Special Education staff and submitted to the testing system by the EL Coordinator
 - Group Tests for 3rd-8th Grades:
 - Faculty and support staff have been trained to administer
 - The testing calendar has been set with each grade will test on a separate week to limit the necessity for support staff to proctor

- Test administrators for the individual Speaking tests and all domains for TK-2 are currently completing training
 - The decision was made to have only OCEAA employees administer the assessment to increase the likelihood of the students having prior experience and increased comfort with their test administrator.

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

- ❖ *Case Studies are beginning in Kinder and 1st grade.*

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 (Marlynne Carrera & Nicole Kubasek)**

- Workplan team delivered PD February 2 in conjunction with Sarah Purdy's input session
 - The training was focused on
 - Launching the new PDSA cycle
 - ◆ *If teachers write quality learning targets that are visible and referred (communicated throughout lessons) to at the beginning and end of each lesson, then students will be able to explain the connection between classroom activities and learning targets.*
 - Orienting teachers with the EL Learning [target rubric](#)
 - Allowing time for teachers to experience a protocol with learning targets and using the learning target rubric
- Work Plan will review PD feedback and plan the next PD for **Mar 2, 2022**
- Marlynne and Nicole will give feedback to each teacher on a learning target utilized during instruction via the EL Learning Target rubric

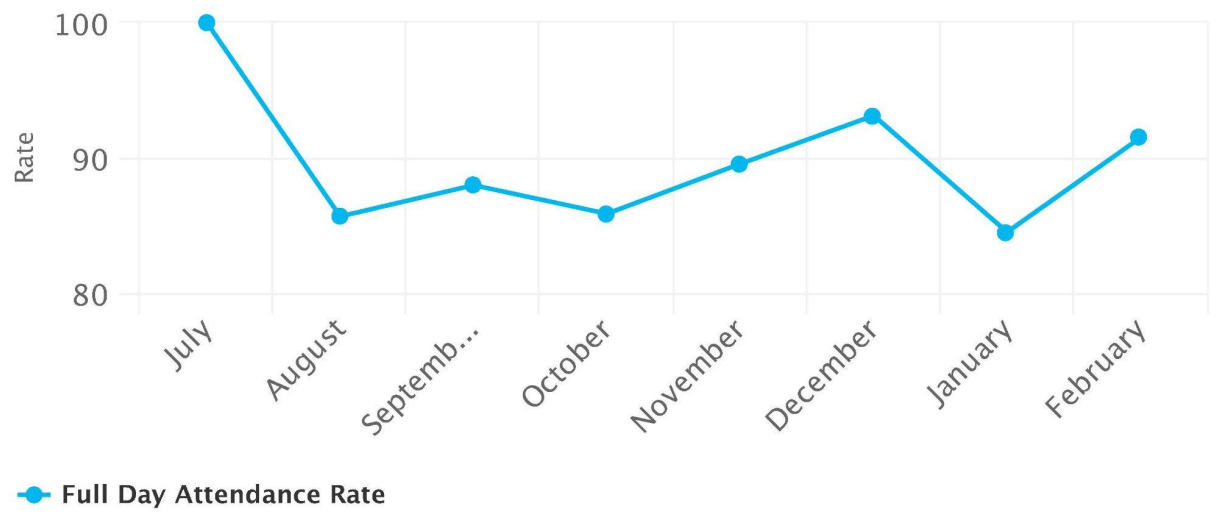
LCAP Goal 5: OCEAA staff engage families in the life of the school, developing strong partnerships that support the well being of students and prepare them for entering a college preparatory high school program.

❖ **EL Coordinator Report:**

- ELAC
 - Based on the results of the [2022 ELAC Needs Assessment](#), ELAC made the following recommendations to the SCC at the January 14, 2022 meeting:
 - [ELAC Recommendation to the SCC- Needs Assessment 2022- Mal...](#)
 - [ELAC Recommendation to the SCC- Needs Assessment 2022- Grea...](#)
 - [ELAC Recommendation to the SCC- Needs Assessment 2022- Addi...](#)

Attendance:

By Month





Orange County Educational Arts Academy

825 N. Broadway, Santa Ana, CA 92701

714-558-2787

www.oceaa.org

English Learner Advisory Committee (ELAC) Recommendation to the School Coordinating Council (SCC)

The ELAC provides the SCC with written recommendations that advocate for the needs of students identified as English Learners (ELs) by the state of California in OCEAA's planning of programs and services. These recommendations are based on the review of school data and aim to benefit the academic achievement and school experience of EL students.

Date of ELAC Meeting at which this recommendation was proposed: January 14, 2022

Topic of this recommendation:

- Importance of Regular School Attendance
- Uniform Complaint Procedure
- Language Census
- Needs Assessment
- Local Control and Accountability Plan (LCAP)
- English Learner Master Plan
- Other [Please indicate]: _____

Data sources that prompted this recommendation:

- Results of the Needs Assessment
- Standardized Testing Results of EL students (including ELPAC, CAASPP, Star assessment results)
- Reclassification Rates
- Student Attendance
- LCAP Goals
- Other [Please indicate data source]: _____

Recommendation based on the data reviewed:

We, the members of ELAC, recommend that a OCEAA add a male counselor in addition to our current counselor so that OCEAA's male students can ask questions that they would not be comfortable asking a female counselor.

Name of ELAC President (Printed)

Signature of ELAC President

Date



Orange County Educational Arts Academy

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Recomendación del Comité consultivo de aprendices de inglés (ELAC) al Consejo de coordinación escolar (SCC)

El ELAC proporciona al SCC recomendaciones escritas que abogan por las necesidades de los estudiantes identificados como aprendices de inglés (EL) por el estado de California en la planificación de programas y servicios de OCEAA. Estas recomendaciones se basan en la revisión de los datos escolares y tienen como objetivo beneficiar el rendimiento académico y la experiencia escolar de los aprendices de inglés.

Fecha de la reunión de ELAC en la que se propuso esta recomendación: 14 de enero de 2022

Tema de esta recomendación:

- Importancia de asistencia constante a la escuela
- Procedimiento uniforme para presentar quejas
- Censo de idiomas
- Evaluación de necesidades
- Plan de Responsabilidad de Control Local (LCAP)
- Plan maestro para aprendices de inglés
- Otro [Favor de indicar]: _____

Fuentes de datos que motivaron esta recomendación:

- Resultados de la Evaluación de necesidades
- Resultados de estudiantes EL en exámenes estandarizados (incluidos resultados de evaluaciones ELPAC, CAASPP, Star)
- Tasas de reclasificación
- Asistencia estudiantil
- Metas del Plan de Responsabilidad de Control Local (LCAP)
- Otro [Favor de indicar]: _____

Recomendación basada en los datos revisados:

Nosotros los miembros de ELAC recomendamos que se involucre un consejero masculino para que nuestros estudiantes hombres puedan hacer sus preguntas que no estarían cómodos haciéndole a una consejera mujer.

Nombre del presidente de ELAC
(letra de molde)

Firma del presidente de ELAC

Fecha



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English Learner Advisory Committee (ELAC) Recommendation to the School Coordinating Council (SCC)

The ELAC provides the SCC with written recommendations that advocate for the needs of students identified as English Learners (ELs) by the state of California in OCEAA's planning of programs and services. These recommendations are based on the review of school data and aim to benefit the academic achievement and school experience of EL students.

Date of ELAC Meeting at which this recommendation was proposed: January 14, 2022

Topic of this recommendation:

- Importance of Regular School Attendance
- Uniform Complaint Procedure
- Language Census
- Needs Assessment
- Local Control and Accountability Plan (LCAP)
- English Learner Master Plan
- Other [Please indicate]: _____

Data sources that prompted this recommendation:

- Results of the Needs Assessment
- Standardized Testing Results of EL students (including ELPAC, CAASPP, Star assessment results)
- Reclassification Rates
- Student Attendance
- LCAP Goals
- Other [Please indicate data source]: _____

Recommendation based on the data reviewed:

We, the members of the ELAC recommend that, however is possible within the health measures in accordance with the pandemic, more artistic opportunities or arts education be offered so that the students continue to receive the academic and social benefits of participating in the arts.

Name of ELAC President (Printed)

Signature of ELAC President

Date



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Recomendación del Comité consultivo de aprendices de inglés (ELAC) al Consejo de coordinación escolar (SCC)

El ELAC proporciona al SCC recomendaciones escritas que abogan por las necesidades de los estudiantes identificados como aprendices de inglés (EL) por el estado de California en la planificación de programas y servicios de OCEAA. Estas recomendaciones se basan en la revisión de los datos escolares y tienen como objetivo beneficiar el rendimiento académico y la experiencia escolar de los aprendices de inglés.

Fecha de la reunión de ELAC en la que se propuso esta recomendación: 14 de enero de 2022

Tema de esta recomendación:

- Importancia de asistencia constante a la escuela
- Procedimiento uniforme para presentar quejas
- Censo de idiomas
- Evaluación de necesidades
- Plan de Responsabilidad de Control Local (LCAP)
- Plan maestro para aprendices de inglés
- Otro [Favor de indicar]: _____

Fuentes de datos que motivaron esta recomendación:

- Resultados de la Evaluación de necesidades
- Resultados de estudiantes EL en exámenes estandarizados (incluidos resultados de evaluaciones ELPAC, CAASPP, Star)
- Tasas de reclasificación
- Asistencia estudiantil
- Metas del Plan de Responsabilidad de Control Local (LCAP)
- Otro [Favor de indicar]: _____

Recomendación basada en los datos revisados:

Nosotros los miembros de ELAC recomendamos que, como sea posible dentro de las medidas de salud de acuerdo con la pandemia, se ofrezcan más oportunidades artísticas o de la educación artística para que los estudiantes sigan recibiendo los beneficios académicos y sociales de participar en las artes.

Nombre del presidente de ELAC
(letra de molde)

Firma del presidente de ELAC

Fecha



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English Learner Advisory Committee (ELAC) Recommendation to the School Coordinating Council (SCC)

The ELAC provides the SCC with written recommendations that advocate for the needs of students identified as English Learners (ELs) by the state of California in OCEAA's planning of programs and services. These recommendations are based on the review of school data and aim to benefit the academic achievement and school experience of EL students.

Date of ELAC Meeting at which this recommendation was proposed: January 14, 2022

Topic of this recommendation:

- Importance of Regular School Attendance
- Uniform Complaint Procedure
- Language Census
- Needs Assessment
- Local Control and Accountability Plan (LCAP)
- English Learner Master Plan
- Other [Please indicate]: _____

Data sources that prompted this recommendation:

- Results of the Needs Assessment
- Standardized Testing Results of EL students (including ELPAC, CAASPP, Star assessment results)
- Reclassification Rates
- Student Attendance
- LCAP Goals
- Other [Please indicate data source]: _____

Recommendation based on the data reviewed:

We the members of the ELAC recommend that more support be provided in English literacy for students who have received low scores on the ELPAC in support of timely reclassification.

Name of ELAC President (Printed)

Signature of ELAC President

Date



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Recomendación del Comité consultivo de aprendices de inglés (ELAC) al Consejo de coordinación escolar (SCC)

El ELAC proporciona al SCC recomendaciones escritas que abogan por las necesidades de los estudiantes identificados como aprendices de inglés (EL) por el estado de California en la planificación de programas y servicios de OCEAA. Estas recomendaciones se basan en la revisión de los datos escolares y tienen como objetivo beneficiar el rendimiento académico y la experiencia escolar de los aprendices de inglés.

Fecha de la reunión de ELAC en la que se propuso esta recomendación: 14 de enero de 2022

Tema de esta recomendación:

- Importancia de asistencia constante a la escuela
- Procedimiento uniforme para presentar quejas
- Censo de idiomas
- Evaluación de necesidades
- Plan de Responsabilidad de Control Local (LCAP)
- Plan maestro para aprendices de inglés
- Otro [Favor de indicar]: _____

Fuentes de datos que motivaron esta recomendación:

- Resultados de la Evaluación de necesidades
- Resultados de estudiantes EL en exámenes estandarizados (incluidos resultados de evaluaciones ELPAC, CAASPP, Star)
- Tasas de reclasificación
- Asistencia estudiantil
- Metas del Plan de Responsabilidad de Control Local (LCAP)
- Otro [Favor de indicar]: _____

Recomendación basada en los datos revisados:

Nosotros los miembros de ELAC recomendamos que se provee un apoyo más en la lectoescritura en inglés para los estudiantes que tienen un bajo nivel en ELPAC apuntando a una más pronta reclasificación.

Nombre del presidente de ELAC
(letra de molde)

Firma del presidente de ELAC

Fecha



March ____, 2022

Catastrophic Leave Program Policy - DRAFT

The Catastrophic Leave Program (“Program”) allows employees who have exhausted their leave due to a prolonged illness or injury to draw from a collective leave bank comprised of donated leave to assist during a qualifying absence. Under the Program, employees of OCEAA may donate vacation or sick leave to the bank, that may be used if a catastrophic illness or injury requires the employee to take time off from work for an extended period of time, and if the employee has exhausted their own accrued leaves. The parameters for the Program are as follows:

Who qualifies for the benefit?

Only employees who have (1) contributed to the Program as required, (2) depleted all available sick leave and personal/vacation leave and (3) have a qualifying and approved absence authorization from work shall be eligible for consideration for catastrophic sick leave from the Program.

Only severe, extended illness and catastrophic medical problems of an employee or immediate family member will be considered for a grant of catastrophic sick leave from the Program. Transitory illness or medical problems of a short-term nature shall not be considered. A short-term leave is a leave of less than two (2) weeks. Life-threatening illness or severe accidents requiring extended recovery periods will be given first priority.

How to apply for the benefit?

Employees must submit a Catastrophic Leave Program request (form to be developed) to the Human Resources Department. OCEAA reserves the right to approve requests, deny requests or to approve only a portion of the days requested.

Catastrophic sick leave will not be available to the employee until the employee applies and is approved by OCEAA. If the employee returns from leave early, any approved but unused catastrophic sick leave will revert back to the bank.

Catastrophic paid sick leave is paid out at 100% of the recipient employee’s daily rate of pay. An employee using catastrophic paid sick leave is also entitled to the continuation of their same health benefits, unless the employee has already become ineligible for such benefits for another reason.

How to enroll in the program?

To participate in the Catastrophic Leave Program, an employee must contribute one day of his or her sick leave or vacation/personal leave to the Program per year. This contribution must be made during OCEAA’s insurance open enrollment period.

Donations of leave are irrevocable. Donated leave will be deducted from the employee’s accrued leave bank.

Other provisions:



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receptionist@oceaa.org



Permanent employees may donate up to five (5) additional leave days per year, earmarked for a specifically named employee or employees who are eligible to draw from the Program. If the leave day donations are not approved by Human Resources, the donor will be notified and the leave days will not be deducted from the donor's accrued leave bank.

Receipt of Leave:

Employees may receive no more than thirty (30) days of leave from the Program per year through any combination of absences. Any employee found to have abused the Program will be disqualified from future use and participation in the Program.

OCEAA reserves the right to approve requests, deny requests or to approve only a portion of the days requested.

If the total number of days in the Program exceeds 500 at the first of May of any year, employees who have previously donated will be exempted from donations for the following school year. New employees wishing to enter the Program will be required to donate one (1) day during the open enrollment period in the year they join regardless of the total number of days in the bank.





"At CSMC We Rise by Lifting Others"

Financials through Dec 31, 2021

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 **Dec 31, 2021**, compared against our board-approved budget on **February 9, 2022**, based on **591** students enrolled and **514.17** ADA.

YTD Revenues Through **Dec 31, 2021**, are **\$3,933,778** or 0 % our current budget.

YTD Expenses Through **Dec 31, 2021**, are **\$4,520,656** or 0 % our current budget.

Therefore, net income is **(\$586,878)** or 0 % our current budget.

Balance Sheet:

As of **Dec 31, 2021**, we had total cash of **\$2,593,130**, short-term liabilities of **\$921,836**, and long-term liabilities of **\$485,457**. The ending fund balance is **\$2,130,541**.



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:

3.0

Target:

> 1.0

Formula:

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

Defensive Interval

Months of continued operation without incoming funds



Current:

3.7

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:

281.3 %

Target:

> 100.0 %


Formula:

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



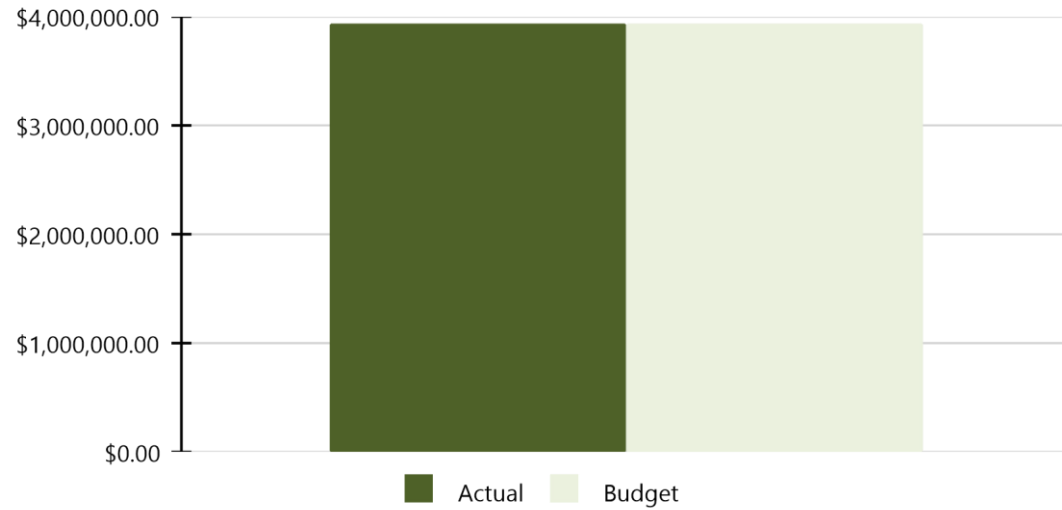
Orange County Educational Arts Academy Financial Snapshot

FY 2021-2022, July - December

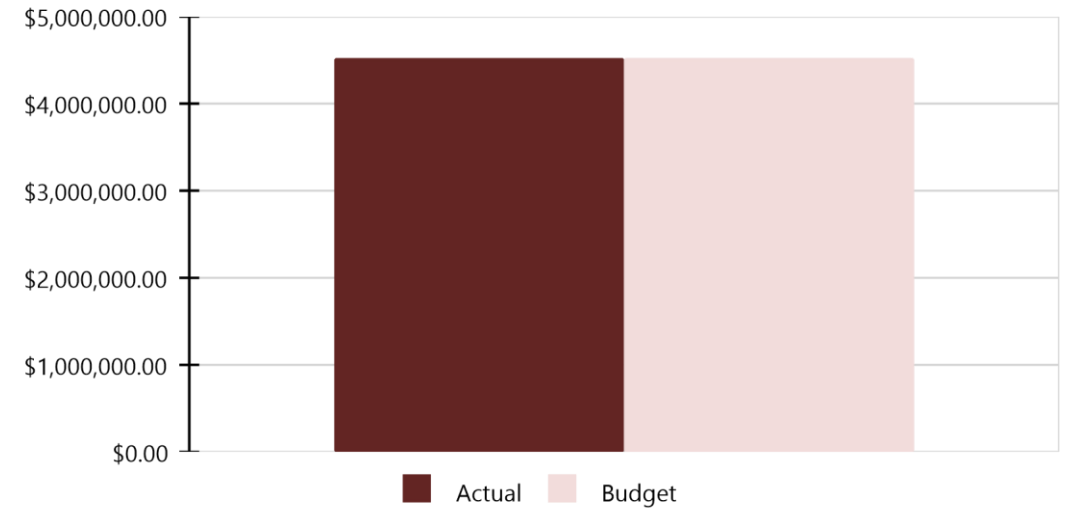


Cash Balance
\$2,593,130

Revenue to Date



Expense to Date



Revenue Summary

Actual	\$3,933,778
Budget	\$3,933,778
Actual to Budget	0.0 %

Expense Summary

Actual	\$4,520,656
Budget	\$4,520,628
Actual to Budget	0.0 %



Actual to Budget Summary

FY 2021-2022, July - December

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

\$3,933,778

Expenses

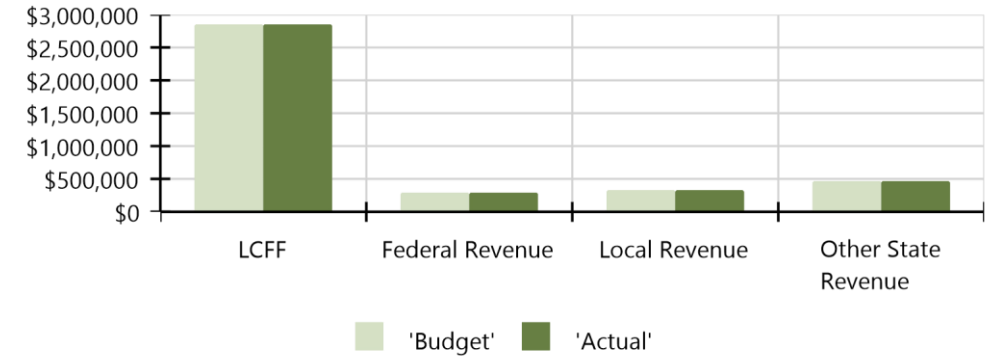
\$4,520,656

Surplus / (Deficit)

(\$586,878)

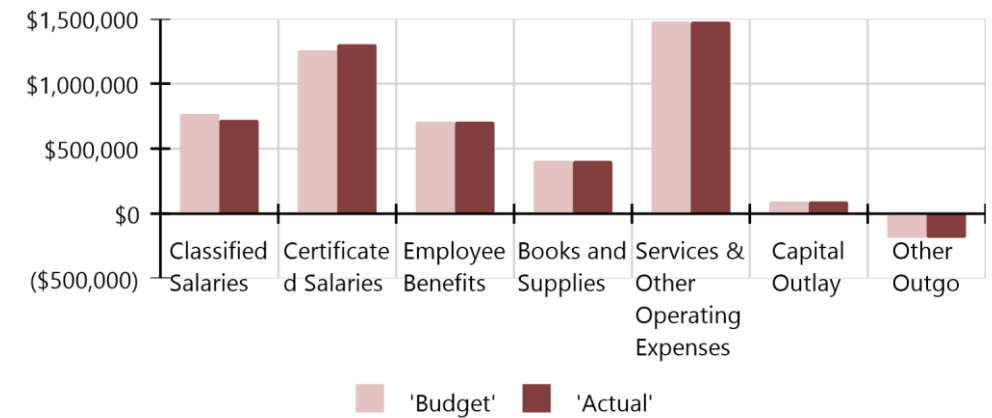
Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF	\$2,850,704	\$2,850,704	-	\$5,889,965	48.4 %	\$3,039,261
Federal Revenue	\$289,680	\$289,680	-	\$1,656,361	17.5 %	\$1,366,681
Other State Revenue	\$466,118	\$466,118	-	\$1,269,834	36.7 %	\$803,716
Local Revenue	\$327,276	\$327,276	-	\$670,500	48.8 %	\$343,224
Total Revenue	\$3,933,778	\$3,933,778	-	\$9,486,659	41.5 %	\$5,552,881

Revenue by Category



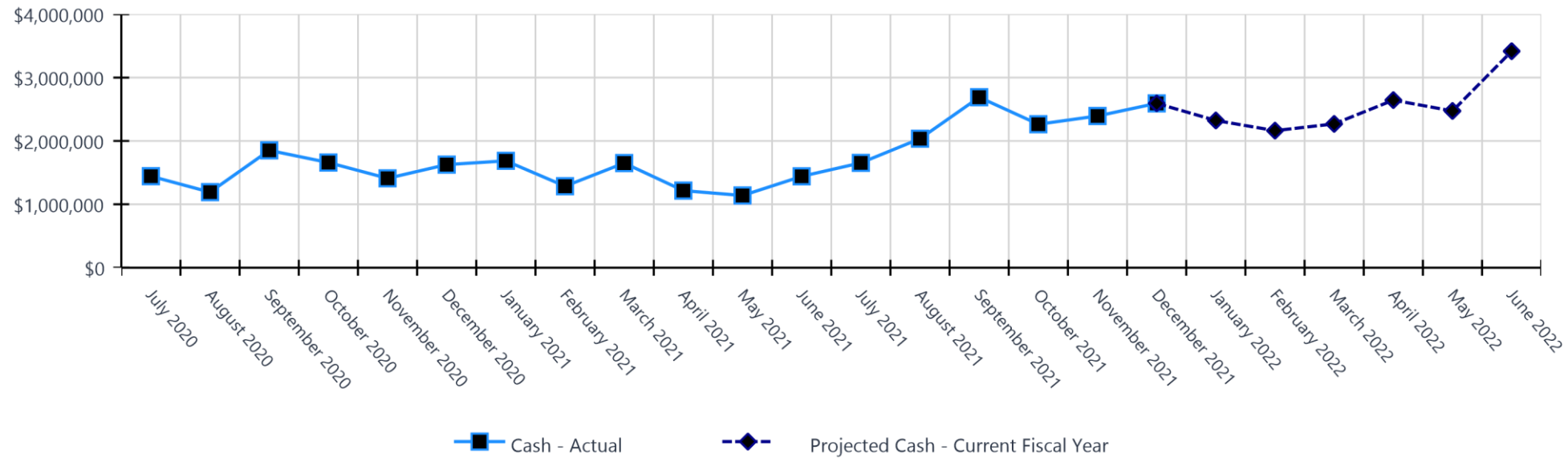
Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
Certificated Salaries	\$1,302,450	\$1,255,502	(\$46,948)	\$2,632,138	49.5 %	\$1,329,688
Classified Salaries	\$720,997	\$767,945	\$46,948	\$1,880,501	38.3 %	\$1,159,505
Employee Benefits	\$707,967	\$707,940	(\$27)	\$1,552,379	45.6 %	\$844,412
Total Personnel Expenses	\$2,731,414	\$2,731,386	(\$27)	\$6,065,018	45.0 %	\$3,333,605
Books and Supplies	\$405,401	\$405,401	-	\$701,000	57.8 %	\$295,599
Services & Other Operating Expenses	\$1,476,139	\$1,476,139	-	\$2,874,799	51.3 %	\$1,398,660
Capital Outlay	\$93,606	\$93,606	-	\$192,370	48.7 %	\$98,764
Other Outgo	(\$185,904)	(\$185,904)	-	(\$165,260)	112.5 %	\$20,644
Total Operational Expenses	\$1,789,242	\$1,789,242	-	\$3,602,909	49.7 %	\$1,813,667
Total Expenses	\$4,520,656	\$4,520,628	(\$27)	\$9,667,927	46.8 %	\$5,147,271
Net Income	(\$586,878)	(\$586,850)	(\$27)	(\$181,268)	323.8 %	\$405,610

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	\$2,322,941.00	Projected
February 2022	\$2,162,705.00	Projected
March 2022	\$2,269,404.00	Projected
April 2022	\$2,644,285.00	Projected
May 2022	\$2,473,101.00	Projected
June 2022	\$3,416,378.00	Projected



Balance Sheet Summary

FY 2021-2022 - December

Liquidity Ratio

3.0

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	\$2,593,130
Accounts Receivables	\$112,476
Prepaid Expenses	\$37,914
Total Current Assets	\$2,743,521
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	\$3,537,833

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$683,868
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$150,079
Deposits held on behalf of other employees	\$20
Deferred Revenue	\$87,869
Total Current Liabilities	\$921,836
Long Term Liabilities	
Loans Payable	\$485,457
Total Long Term Liabilities	\$485,457
Total Liabilities	\$1,407,293
Net Assets	
Restricted Net Assets	\$92,245
Unrestricted Net Assets	\$2,625,173
Profit/Loss YTD	(\$586,878)
Total Net Assets	\$2,130,541
Total Liabilities and Net Assets	\$3,537,833

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



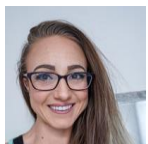
swarner@csmci.com



Regional AM Director
Mai Luong



mluong@csmci.com



Account Manager
Kayla Tocco



ktocco@csmci.com



Associate AM
Evelyn Jardimiano



ejardiniano@csmci.com



Looking Ahead

2/9/2022	Board Meeting
2/10/2022	CSMC Workshop, Preparing for FPM & State/ Federal Programs Compliance
2/15/2022	Property tax exemption requests due
2/16/2022	CSMC Virtual Office Hours, open to all CSMC clients
2/17/2022	CSMC Workshop, Preparing for FPM & State/ Federal Programs Compliance
2/18/2022	Due Mid February: ASES applications for next year due
2/23/2022	CSMC Workshop, open to all CSMC clients
2/28/2022	LCAP Supplement needs to be presented/reviewed by Board
3/1/2022	ESSA Per Pupil report due
	A-G Completion Improvement Grant board approval
3/2/2022	CSMC Webinar, open to all CSMC clients
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
4/4/2022	Due Early April: CARES, ESSER, ESSER II, ESSER III expenditure report
	Due Early April: P-2 Attendance Report



Looking Ahead

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 (CMDDC)
	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





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



2021-22 Winter 22/P1 Budget Revision



		2021-22 REVISED				
	NAME	2021-22 ADOPTED	01/19/2022	UNRESTRICTED	RESTRICTED	VARIANCE
	TOTAL ENROLLMENT	625	591			(34)
	AVERAGE DAILY ATTENDANCE	602.50	514.17			(88.33)
REVENUE	State LCFF Revenue	6,578,167	\$ 5,889,965	\$ 4,953,559	\$ 936,406	\$ (688,203)
	Federal Revenue	996,146	\$ 1,656,361	\$ 485	\$ 1,655,876	\$ 660,215
	Other State Revenue	1,952,397	\$ 1,647,766	\$ 716,845	\$ 930,921	\$ (304,631)
	Local Revenue	167,250	\$ 292,568	\$ 143,818	\$ 148,750	\$ 125,318
	TOTAL REVENUE	\$ 9,693,960	\$ 9,486,659	\$ 5,814,707	\$ 3,671,953	\$ (207,301)
EXPENSES	Certificated Salaries	2,702,688	\$ 2,833,235	\$ 1,458,950	\$ 1,374,284	\$ 130,546
	Classified Salaries	1,691,586	\$ 1,679,404	\$ 740,659	\$ 938,745	\$ (12,182)
	Benefits	1,545,511	\$ 1,552,380	\$ 740,604	\$ 811,775	\$ 6,869
	TOTAL PERSONNEL EXPENSES	\$ 5,939,786	\$ 6,065,018	\$ 2,940,214	\$ 3,124,804	\$ 125,233
	Books and Supplies	435,000	\$ 701,000	\$ 230,608	\$ 470,392	\$ 266,000
	Services and Other Operating Expenses	2,758,964	\$ 2,874,799	\$ 2,271,128	\$ 603,670	\$ 115,835
	Capital Outlay	192,370	\$ 192,370	\$ 109,370	\$ 83,000	\$ -
	Other Outgoing	70,536	\$ (165,260)	\$ (165,260)	\$ -	\$ (235,796)
	TOTAL OTHER EXPENSES	\$ 3,456,870	\$ 3,602,909	\$ 2,445,846	\$ 1,157,063	\$ 146,039
	TOTAL EXPENSES	\$ 9,396,655	\$ 9,667,927	\$ 5,386,060	\$ 4,281,867	\$ 271,272
SUMMARY	SURPLUS\ (DEFICIT)	\$ 297,305	\$ (181,268)	\$ 428,646	\$ (609,914)	\$ (478,573)
	<i>% of LCFF Revenue</i>	<i>4.5%</i>	<i>-2.8%</i>			<i>-6.8%</i>
	BEGINNING FUND BALANCE	\$ 2,717,418	\$ 2,717,418			\$ -
	ENDING BALANCE	\$ 3,014,723	\$ 2,536,150			\$ (478,573)
	<i>% of LCFF Revenue</i>	<i>45.8%</i>	<i>38.6%</i>			

GRADE	2021-22	
	REVISED 01/19/2022	2021-22 REVISED 01/19/2022
ENROLLMENT BY GRADE		
K	108	93
1	88	86
2	80	73
3	75	79
4	75	71
5	70	68
6	56	54
7	40	34
8	33	33
9	0	0
10	0	0
11	0	0
12	0	0
OTHER (CTC)	0	0
TOTAL	625	591

DAILY ATTENDANCE RATE		
K	96.40%	87.00%
1	96.40%	87.00%
2	96.40%	87.00%
3	96.40%	87.00%
4	96.40%	87.00%
5	96.40%	87.00%
6	96.40%	87.00%
7	96.40%	87.00%
8	96.40%	87.00%
9	96.40%	87.00%
10	96.40%	87.00%
11	96.40%	87.00%
12	96.40%	87.00%
OTHER (CTC)	96.40%	87.00%
TOTAL	96.4%	87.0%

AVG DAILY ATTENDANCE BY GRADE		
K	104.1	80.9
1	84.8	74.8
2	77.1	63.5
3	72.3	68.7
4	72.3	61.8
5	67.5	59.2
6	54.0	47.0

7	38.6	29.6
8	31.8	28.7
9	-	-
10	-	-
11	-	-
12	-	-
OTHER (CTC)	-	-
TOTAL	602.50	514.17

AVG DAILY ATTENDANCE BY GRADE RANGE		
K-3	338.4	289.6
4-6	193.76	165.7
7-8	70.37	59.5
9-12	-	-
TOTAL	602.50	514.82

UNDUPLICATED %	87.85%	87.85%
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CY P2 ADA	602.50
CY P2 K-8	602.50
CY P2 9-12	-

SPED COUNT	
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PY ENROLLMENT	623.00
PY UNDUPLICATED	467.00

ACCT	\$perADA	ADA REV	ACCOUNT NAME	2021-22 ADOPTED	REVISED 01/19/2022	VARIANCE
LCFF						
8011	-	-	LCFF; state aid	3,581,664.00	3,215,891.90	(365,772.10)
8012	-	-	LCFF; EPA	1,179,508.00	936,406.10	(243,101.90)
8096	3,375.29	1,737,666.80	In-Lieu of Property Taxes	1,816,995.40	1,737,666.80	(79,328.60)
8019	-	-	Prior Year Income/Adjustments	-	-	-
80XX	-	-		0	-	-
80XX	-	-		0	-	-
TOTAL LCFF REVENUE				6,578,167.40	5,889,964.80	(688,202.60)
FEDERAL						
8181	119.38	61,456.64	Special Education - Federal	71,923.44	61,456.64	(10,466.80)
8220	-	-	Federal Child Nutrition	180,000.00	200,000.00	20,000.00
8290	-	-	All Other Federal Revenue	508,002.00	1,140,153.00	632,151.00
8291	-	-	Title I	151,133.00	184,195.00	33,062.00
8292	-	-	Title II	23,221.00	25,779.00	2,558.00
8293	-	-	Title III	43,565.80	33,579.00	(9,986.80)
8294	-	-	Title IV	11,354.00	11,198.00	(156.00)
8295	-	-	Title V	-	-	-
8299	-	-	Prior Year Federal Revenue	-	-	-
8183	11.53	5,935.87	Federal SPED MH	6,946.83	0.00	(6,946.83)
8XXX	-	-		0	-	-
8XXX	-	-		0	-	-
8XXX	-	-		0	-	-
8XXX	-	-		0	-	-
8XXX	-	-		0	-	-
TOTAL FEDERAL REVENUE				996,146.07	1,656,360.64	660,214.57
OTHER STATE						
8520	-	-	State Nutrition	20,000.00	20,000.00	-
8550	K-8 is 17.11 & 9-12 is 47.57	8,808.57	Mandate Block Grant	10,308.78	8,808.57	(1,500.20)
8562	163.00	83,915.66	Lottery	90,375.00	83,915.66	(6,459.34)
8561	65.00	33,463.30	Restricted Lottery	29,522.50	33,463.30	3,940.80
8590	-	-	Other State Revenue	446,697.00	493,344.61	46,647.61
8591	1,211.00	623,447.02	SB 740 Rent re-imbursement program	778,933.67	623,447.02	(155,486.65)
8599	-	-	Prior Year State Revenues	-	6,854.66	6,854.66
8185	-	-	Special Education - AB 602	-	-	-
0	-	-		-	-	-
8792	682.83	351,531.97	SPED State AB 602	398,864.04	351,531.97	(47,332.07)
8791	-	-	SPED State MH	-	26,400.00	26,400.00
TOTAL OTHER STATE REVENUE				1,952,396.98	1,647,765.79	(126,935.20)
LOCAL						
8660	-	-	Interest	10,000.00	10,000.00	-
8682	-	-	Foundation Grants	-	-	-
8684	-	-	Student Body (ASB) Fundraising Revenue	-	-	-
8685	-	-	School Site Fundraising	60,000.00	120,000.00	60,000.00
8693	-	-	Field Trips	-	-	-
8699	-	-	All Other Local Revenue	7,500.00	2,500.00	(5,000.00)
8701	-	-	Foreign Exchange Program	-	-	-
8639	-	-	Student Lunch Revenue	-	210.00	210.00
8986	-	-	Rental Income	1,500.00	0.00	(1,500.00)
8910	-	-	Transfer in from LLC Charitable Contributions	-	-	-
8999	-	-	Revenue Suspense	-	-	-
8698	-	-	Erate Revenues	13,250.00	11,108.00	(2,142.00)
8784	-	-	After School Program receipts	75,000.00	148,750.00	73,750.00
8XXX	-	-		0	-	-
8XXX	-	-		0	-	-
TOTAL LOCAL REVENUE				167,250.00	292,568.00	125,318.00
TOTAL REVENUE				9,693,960.45	9,486,659.22	(29,605.23)

ACCT	ACCOUNT NAME	2021-22		
		ADOPTED	REVISED	VARIANCE
4000 - BOOKS AND SUPPLIES				
4100	Approved Textbooks and Core Curricula Materials	45,000.00	90,000.00	45,000.00
4200	Books and Other Reference Materials	25,000.00	26,000.00	1,000.00
4300	Materials and Supplies	25,000.00	62,000.00	37,000.00
4315	Classroom Materials and Supplies	5,000.00	15,000.00	10,000.00
4325	Instructional Materials (Core - Math/Science)		-	-
4326	Instructional Materials (Core - Art/Music/Theatre)		-	-
4330	Office Supplies		-	-
4342	Materials for Athletics		-	-
4350	Uniforms		-	-
4354	Other Office Supplies		-	-
4381	Materials for Plant Maintenance	20,000.00	110,000.00	90,000.00
4382	Housekeeping and Operations			-
4400	Noncapitalized Equipment	50,000.00	43,000.00	(7,000.00)
4410	Software and Software License	20,000.00	5,000.00	(15,000.00)
4430	General Student Equipment	25,000.00	130,000.00	105,000.00
4700	Food and Food Supplies	220,000.00	220,000.00	-
4720	Other Food (meetings/events/non-NSLP)	-	-	-
4XXX		0	-	-
4XXX		0	-	-
TOTAL BOOKS AND SUPPLIES		435,000.00	701,000.00	266,000.00
5000 - SERVICES AND OTHER OPEX				
5200	Travel and Conferences	10,000.00	10,000.00	-
5206	Parking	88,000.00	88,000.00	-
5210	Professional Development	50,000.00	10,000.00	(40,000.00)
5223	Facility & Staff Parking		-	-
5300	Dues and Memberships	7,500.00	4,000.00	(3,500.00)
5400	Insurance	149,860.70	149,860.70	-
5450	Property Tax		-	-
5500	Operation and Housekeeping Services/Supplies	12,500.00	1,500.00	(11,000.00)
5501	Utilities	90,000.00	110,000.00	20,000.00
5505	Student Transportation / Field Trips			-
5600	Space Rental/Leases Expense	1,093,240.24	1,088,255.24	(4,985.00)
5601	Building Maintenance	25,000.00	54,747.00	29,747.00
5602	Other Space Rental	10,000.00	10,000.00	-
5603	Theater rentals		-	-
5605	Equipment Rental/Lease Expense	22,490.04	22,490.04	-
5610	Equipment Repair	5,000.00	10,000.00	5,000.00
5800	Professional/Consulting Services and Operating Expenditures	164,400.00	164,400.00	-
5803	Banking and Payroll Service Fees	2,500.00	44,000.00	41,500.00
5805	Legal Services	80,000.00	100,000.00	20,000.00
5806	Audit Services	15,750.00	21,750.00	6,000.00
5807	Legal Settlements	-	-	-
5810	Educational Consultants	542,021.10	578,996.10	36,975.00
5811	Student Transportation / Events	30,000.00	20,000.00	(10,000.00)
5815	Advertising / Recruiting	5,000.00	26,000.00	21,000.00
5820	Fundraising Expense	45,000.00	45,000.00	-
5830	Field Trips	6,000.00	6,000.00	-
5836	Transportation Services		-	-
5842	Services Student Athletics/Activities		-	-
5850	Scholarships		-	-
5873	Financial Services	98,000.04	98,000.04	-
5874	Personnel Services	5,000.00	5,000.00	-
5875	District Oversight Fee	65,781.67	58,899.65	(6,882.03)
5877	IT Services	72,920.00	62,400.00	(10,520.00)
5885	Summer School Program		-	-

5890	Interest Expense / Misc. Fees	500.00	500.00	-
5899	CMO Management Fee Expense		-	-
5900	Communications	62,500.00	85,000.00	22,500.00
5999	Expense Suspense	-	-	-
7010	Special Education Encroachment	-	-	-
5710	Other CRF Expenses	-	-	-
<i>TOTAL SERVICES AND OTHER OPEX</i>		<i>2,758,963.79</i>	<i>2,874,798.77</i>	<i>115,834.97</i>
6000 - CAPITAL OUTLAY				
6900	Depreciation Expense	192,369.96	192,369.96	-
<i>TOTAL DEPRECIATION</i>		<i>192,369.96</i>	<i>192,369.96</i>	<i>-</i>
7000 - OTHER OUTGOING				
7000	Misc Expense			-
7141	SPED encroachment		(205,974.00)	(205,974.00)
7438	Debt	70,536.00	37,617.00	(32,919.00)
7439	Amortization of Loan Origination Costs	-	3,097.00	3,097.00
7XXX		0	-	-
7XXX		0	-	-
7XXX		0	-	-
<i>TOTAL OTHER OUTGOING</i>		<i>70,536.00</i>	<i>(165,260.00)</i>	<i>(235,796.00)</i>
<i>TOTAL EXPENSES</i>		<i>3,456,869.75</i>	<i>3,602,908.73</i>	<i>146,038.97</i>