

# STORM CLOUDS OVER THE MOKE



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**“The most accurate measure of the strength of any social organization such as a country, state, county or town is how it treats its weakest – the very young, the poor, the old and the disabled.”**

# INTRODUCTION – THE CURRENT PROBLEM

At the national level the budget deficit of the United States for 2023 was \$128 BILLION despite some shifting caused by tax deferrals. Presently, the exact 2024 budget is still being negotiated. The State of California initially believed that it would have a budget deficit of \$63 BILLION – this amount is also subject to some fluctuations. Pages 73 and 79 of the County of Calaveras 2023-2024 budget indicate a \$123,000,000 shortfall between revenues and expenses. At present, the deficit for the Calaveras Unified School District is estimated to be \$4,500,000. A risk of CUSD not meeting payroll in October or so is indicated. In many school districts personnel costs are about 83% of the budget. Uniquely, when a school district appears to be unlikely to meet a future payroll that district can be taken over by the State of California. At one time I was very familiar with the results of the takeover of the Oakland Unified School District. Some general observations beyond Daniel 5:25 – *mene mene tekel upharsin*

- /1/ Most students will pass through elementary and high school once.
- /2/ Twenty years later Oakland Unified is still under state control and still a disaster.
- /3/ If one clusters schools by apparent academic scores 'A' school generally take 2 or 3 years to recover from staff reductions. 'B' schools take 4 to 6 years. 'C' schools, which would be most Calaveras Unified schools, never recover.
- /4/ Takeovers are not just threatened for small, rural districts – among others, Sacramento City Unified is in a similar situation. They have 48,000 students in 80 schools; they are obviously urban; and are the 11th largest school district in California.

Calaveras Unified has a second problem: the number of students has declined from 3600 to 2800. This plus actual attendance drives a great deal of the funding provided by the state.

A commonly used figure is that in the United States there are 7.3 million students in special education. That is about 15%. The State of California claims 12% or about 725,000 students. Neither figure depends on DNA analysis. The estimate given at the January 19<sup>th</sup> community meeting in West Point was 600 (21%) special needs students in the Calaveras Unified School District, 15 of whom attend West Point Elementary. Special education costs are projected to increase from \$8,400,000 in 2023 to \$10,400,000. That would be about \$17,300 per student on average or \$96 per day for 180 days.

## A PARTIAL SOLUTION

/1/ (600 students minus 48) = 552 students x \$17,300 = \$9,549,600

/2/ 48 students x \$12.50 per day x 360 days = \$216,000. That is 3 classes of 16 students each virtually every day.

/3/ A savings of \$600,000 if Regional Center pays zero.

/4/ Part of the \$216,000 would be paid to the school(s) for classroom rent, cleaning, utilities and aides.

/5/ If average daily attendance is not capped that would be an additional 48 x \$55 per day times 180 additional days = \$475,200

If we prorate the \$4,500,000 deficit across the schools per student we have

Public Schools	Students	Deficit pro-rated
Calaveras High School	746	\$1,163,202
Toyon Middle School	531	\$827,963
Jenny Lind Elementary	442	\$689,189
Valley Springs Elementary	408	\$636,175
San Andreas Elementary	320	\$498,961
Mokelumne Elementary	158	\$246,362
West Point Elementary	121	\$188,669
Sierra Hills Education Center	111	\$173,077
Gold Strike High	49	\$76,402
3 charters	471	
Railroad Flat School	0	\$0
<b>TOTAL</b>	<b>2,886</b>	<b>\$4,500,000</b>

One teacher erases the deficits for the four smallest schools [cyan].

# THE DETAILS

## **Students get**

/1/ an inclusive social group

/2/ better health

/3/ life goals in the form of performance-based collegiate bachelor's and master's degrees

/4/ a chance to be taught and tested by world-class martial artists

## **Parents and Guardians get**

/5/ daily reporting of digital scores

/6/ which provides a statistical anchorpoint to quantitatively evaluate other decisions about diet, sleep, logistics, medications and so on

/7/ an opportunity to anonymously compare the progress of genetically similar students

## **Social workers, other teachers and Physicians get**

/8/ daily and weekly reporting of digital scores

## **The curriculum**

/9/ very similar to that learned by a young adult student at a Chinese sports university

/10/ Eventually, 16 Chen Family style Tai Chi Chuan sets – 6 unarmed and 10 with weapons including batons, swords, sabers, staffs, spears, forks, halberds and poles. Details about these can be seen on the website [www.silverwolfwushu.com](http://www.silverwolfwushu.com) – see either Weapons Taught (bottom right) or A typical Class (middle left). In particular, we follow Grandmaster Chen Zhenglei's interpretations of the international judging

standards for these sets. He is one of the 19<sup>th</sup> generation inheritors.

/11/ Traditional Chen family warm-up and silk reeling routines

/12/ Wu Ji style sitting and standing meditation in the manner of Cai Song Fang

/13/ Eight Qigong routines – these are specialized repairs

/14/ Tai Chi tools – an eclectic collection including ruler, bang, bar, ball, wand, Bao ding balls, Wing Chun rings and grip rings.

/15/ Weapons from other martial arts depending on what I wish to teach, what students want to learn and sometimes what a master wishes to share. This is largely because I have a soft spot for many non-canonical weapons, and because there are few other rewards that can be given to a class due to food allergies.

### **What I Probably Will Not Teach**

/16/ Iron Palm conditioning including wooden board and concrete paver breaking

/17/ fan and double fan

/18/ the two hybrid Tai Chi Chuan competition sets – just not to my taste

/19/ pushing hands – this is light two-person sparring. Besides COVID, there are all sorts of problems with reluctance to touch and be touched.

/20/ a very vigorous unarmed set called Fajin 42 – it takes special conditioning

/21/ two rare tools: the bent bang in the manner of the late Grandmaster Chen Qingzhao and the chidu (a very long bang intended for two person use)

/22/ I would have no objections to training students for competition – the problem is tournaments are a long way away (Berkeley and Santa Clara); there are a lot of lights; there are crowds and the situation is very noisy.

## **What will be needed**

- /23/ a secure classroom or an off-campus location like the Oddfellows' Hall
- /24/ occasional use of the multi-purpose room to give formal exhibitions
- /25/ electricity – we will supply a backup generator
- /26/ water – we will filter
- /27/ we will supply water heaters, a refrigerator, and microwaves
- /28/ we use a lot of computers and cameras – they need a very good internet connection
- /29/ transportation
- /30/ help administering IEPs
- /31/ daily cleaning
- /32/ multiple restrooms
- /33/ if a wheelchair class is taught appropriate access
- /34/ aides who are conversant in sign language (if needed) and other languages (if needed)
- /35/ a competent lawyer familiar with the intricacies of education code. I would inform the district attorney and the sheriff of our presence
- /36/ A realization by the community that the students would be under my wing, so as to speak. That is a responsibility I take very seriously.
- /37/ estimates for rent, water, garbage, sewage, internet, electricity, aides and cleaning. These paid from (back to the school) the \$216,000 in item 2.

## SACRED AND SECULAR

For the concerned, today in the Wudang Mountains of central China there are about twenty Taoist monasteries that teach, among other things, what are known as the sacred styles of Tai Chi Chuan. One such teacher is Zhong Xuechao whose website is [www.wudangdao.com](http://www.wudangdao.com). He is the fifteenth generation in this lineage and teaches residential students - he occasionally tours the United States and Europe offering seminars. A sample (non-teaching) video is [https://www.youtube.com/watch?v=v\\_Jcnv9BDy8o](https://www.youtube.com/watch?v=v_Jcnv9BDy8o). Another well-regarded teacher is You Xuan De – most of the teaching at the Wudang Internal Boxing School is done now by his senior student and fifteenth generation inheritor Tang Li Long. The website is <https://www.wudang-academy.com>. A sample video is <https://youtu.be/7-PLFs1bevE>. It would be fair to say that I have a great amount of professional admiration for their individual skills and the skills of many of the students that they have produced.

By some sort of miracle Chen Wang Ting (~1580 - ~1660), despite being a Han Chinese military officer of some eminence, survived the decline of the Ming Dynasty in the 1630s and the fall of the dynasty in 1644. He retired to the village of Chenjiagou in what is today Henan Province, wrote books and taught martial arts. Twenty generations and 375 years later his descendants still live there and still spread his teachings. Over the centuries five other major secular styles and perhaps a dozen minor secular styles of Tai Chi Chuan have developed – usually based on Chen style.

It was not clear that Tai Chi Chuan and a great many other Chinese martial arts would survive the the Great Proletarian Cultural Revolution (1966 – 1975), but in 1978 then Vice Premier Deng Xiaoping presented a visiting Japanese delegation with some calligraphy that said, “Tai Chi is good”. Today, there are millions of Chen stylists on Planet Earth; there are international judging standards for over 20 Chen Family style forms; two groups of modified forms are used as the physical fitness standards for the People's Liberation Navy; and no one cares about species, gender, disability or age – all that matters is how well someone performs the Chen Family Lao Jia set.

Personally, among other things, I am an ordained [Christian] minister with a doctoral degree in divinity. If someone wants to discuss their interpretation of the so-called 'millstone verse' found in Mark 9:42, Matthew 18:6 and Luke 17:2 I think I can hold my own.



## QUESTIONS TO BE CONSIDERED

/1/ I believe I would qualify as a Subject Matter Expert: I have over 50 years of martial arts experience; I publish articles in refereed journals; I write books; I was just a keynote speaker at an international conference ... Nevertheless, if someone absolutely insists I take some special education credential courses we can likely reach an arrangement.

/2/ I don't believe an Environmental Impact Report is needed

/3/ There's a software application named HERON (see page 10) that can be used for the 20 hours per day a student is not in class or being transported. It currently runs on Windows. I expect I would need to migrate it to Apple and Android depending on what technologies students, parents and teachers are using. An anonymous survey would be useful.

/4/ How many aides will actually be needed. My sense is that whoever manages Individual Education Plans will be very busy. Perhaps the school and the family and the Regional Center could accommodate asynchronous Zoom meetings where someone proposes an IEP change and the required participants discuss it by a deadline.

/5/ Who gets selected – I would assume one class from mostly West Point; one class mostly from Mokelumne and one class of others. And for those 23 or older?

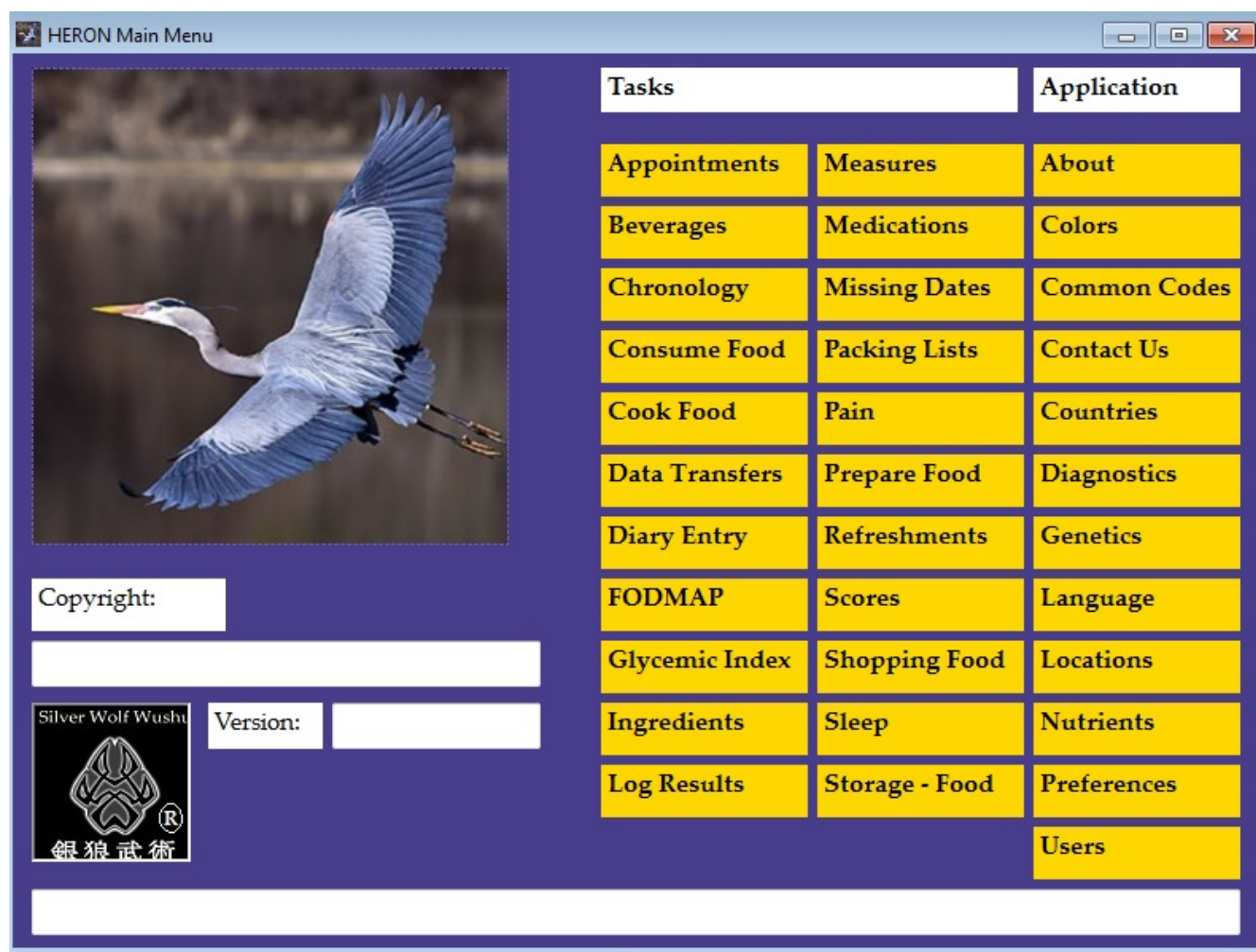
/6/ In terms of scaling up, training more people to teach Tai Chi Chuan is complicated: the art is hard to learn and harder to teach. I would prefer to use local talent. Getting teachers sent from China would involve a great deal of charm on my part.

/7/ Whether the actual classroom is on premise or off premise and whether we use the multi-purpose room for exhibitions. As far as I am aware, it is the largest space in the greater West Point metropolitan area.

/8/ Whether I and any other teachers are employees, 1099 contractors or volunteers.

/9/ Something else I have missed

## HERON software – main menu



Notes:

/1/ Appointments – you can send us an email to request an appointment. We send one email to request your attendance and a second email as a reminder. Appointments can range from IEP meetings to special events such as seminars and exhibitions.

/2/ Data transfers are discussed on the next page

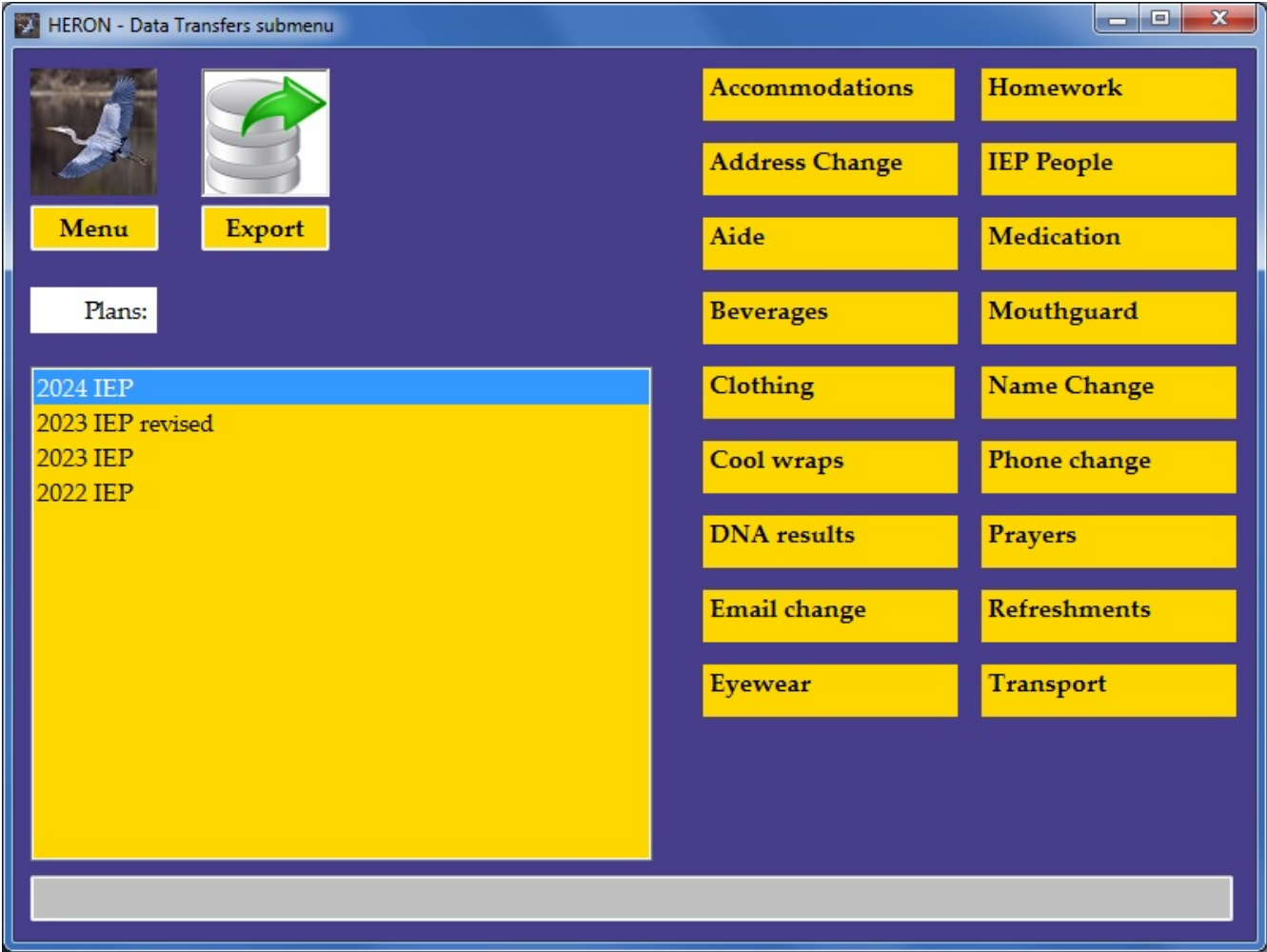
/3/ FODMAP and Glycemic Index are included for those following such practices

/4/ Measures are heart rate, blood pressure, oxygen perfusion and temperature – as recorded in class

/5/ Refreshments are what the student ate or drank before, during and after class

/6/ Scores are daily and weekly scores. We send a summary email each day for daily scores

# HERON software – data transfers



## CALCULATED SAVINGS

We have asked the office of the Honorable Barbara Yook, the District Attorney for Calaveras County, if it is possible to use and store selected martial arts weapons on a school campus. We specifically excluded knives and guns and even shuriken. I consider shuriken largely worthless as a weapon but they are expressly forbidden anywhere by California Penal Code 22410. The weapons we included are batons (26 inch long sticks one inch in diameter), sabers, swords, eyebrow-height staffs, spears, Kwan daos (halberds) and forks. In the interests of full disclosure we did not mention lao gar poles (10 foot long waxwood poles that taper from about an inch and a half in diameter at the base to three quarter inches at the tip) – too large for young students to handle and I am very doubtful I will be able to obtain any. We mentioned LED-equipped nunchaku as well as some long distance weapons like atlatls, javelins and archery bows and arrows. To clarify, these would not be stored at school and MIGHT be taught as a future seminar. Any such teaching would have to be conducted off-campus. We excluded whips, kama (sickles), chains, wolf teeth mace (and any other kind of mace), daggers and flails.

We have not identified an attorney to ask whether the State of California pays for more than 180 attendance days per year.

On the following pages we were using provided figures in the spreadsheets:

- /1/ 2884 students in Calaveras Unified School District
- /2/ 600 special needs students; 15 at West Point Elementary
- /3/ Calaveras Unified School District special needs budget has risen to \$10.4 million
- /4/ The State of California compensates each attended day at \$55 per student
- /5/ The plan is to charge \$5.00 (five dollars) per hour for Tai Chi Chuan instruction with students attending 2.5 hours (150 minutes) of class per day seven days per week. This is 900 hours or \$4500 per year per student if attendance is 100%.
- /6/ Costs for classroom rental, cleaning, utilities and so on have not been established
- /7/ Calaveras Unified School District estimated shortfall \$4,500,000

	A	B
1		
2	<b>1 Tai Chi Teacher – 3 classes</b>	
3		
4	Estimated shortfall	\$4,500,000
5	Estimated takeover date	10/01/2024
6	Daily attendance rate	\$55.00
7	Special education students	600
8	Total students	2844
9	Special Education percentage	21.10%
10	Special education costs	\$10,400,000
11	Average cost per special education student	\$17,333
12	Tai Chi Chuan students	48
13	Other special education students	552
14	<u>Neurotypical students</u>	2244
15	School days	180
16	Daily costs for Tai Chi Chuan students	\$12.50
17		
18	<b>FINANCIALS</b>	
19		
20	ADA for remaining special education students	\$5,464,800
21	ADA for Tai Chi Chuan students	\$475,200
22	Additional ADA for Tai Chi Chuan students	\$475,200
23		
24	Costs for remaining special education students	\$9,568,000
25	Costs for Tai Chi Chuan students	\$216,000
26	subtotal	\$9,784,000
27		
28	Cost savings	\$616,000
29		
30	If additional attendance is paid	\$1,091,200
31		

	A	B
1		
2	<b>2 Tai Chi Chuan Teachers – 6 classes</b>	
3		
4	Estimated shortfall	\$4,500,000
5	Estimated takeover date	10/01/2024
6	Daily attendance rate	\$55.00
7	Special education students	600
8	Total students	2844
9	Special Education percentage	21.10%
10	Special education costs	\$10,400,000
11	Average cost per special education student	\$17,333
12	Tai Chi Chuan students	96
13	Other special education students	504
14	<u>Neurotypical</u> students	2244
15	School days	180
16	Daily costs for Tai Chi Chuan students	\$12.50
17		
18	<b>FINANCIALS</b>	
19		
20	ADA for remaining special education students	\$4,989,600
21	ADA for Tai Chi Chuan students	\$950,400
22	Additional ADA for Tai Chi Chuan students	\$950,400
23		
24	Costs for remaining special education students	\$8,736,000
25	Costs for Tai Chi Chuan students	\$432,000
26	subtotal	\$9,168,000
27		
28	Cost savings	\$1,232,000
29		
30	If additional attendance is paid	\$2,182,400
31		



	A	B	
1			
2	<b>3 Tai Chi Chuan Teachers – 9 classes</b>		
3			
4	Estimated shortfall	\$4,500,000	
5	Estimated takeover date	10/01/2024	
6	Daily attendance rate	\$55.00	
7	Special education students	600	
8	Total students	2844	
9	Special Education percentage	21.10%	
10	Special education costs	\$10,400,000	
11	Average cost per special education student	\$17,333	
12	Tai Chi Chuan students	144	
13	Other special education students	456	
14	<u>Neurotypical</u> students	2244	
15	School days	180	
16	Daily costs for Tai Chi Chuan students	\$12.50	
17			
18	<b>FINANCIALS</b>		
19			
20	ADA for remaining special education students	\$4,514,400	
21	ADA for Tai Chi Chuan students	\$1,425,600	
22	Additional ADA for Tai Chi Chuan students	\$1,425,600	
23			
24	Costs for remaining special education students	\$7,904,000	
25	Costs for Tai Chi Chuan students	\$648,000	
26	subtotal	\$8,552,000	
27			
28	Cost savings	\$1,848,000	
29			
30	If additional attendance is paid	\$3,273,600	
31			

	A	B	
1			
2	<b>4 Tai Chi Chuan Teachers – 12 classes</b>		
3			
4	Estimated shortfall	\$4,500,000	
5	Estimated takeover date	10/01/2024	
6	Daily attendance rate	\$55.00	
7	Special education students	600	
8	Total students	2844	
9	Special Education percentage	21.10%	
10	Special education costs	\$10,400,000	
11	Average cost per special education student	\$17,333	
12	Tai Chi Chuan students	192	
13	Other special education students	408	
14	<u>Neurotypical</u> students	2244	
15	School days	180	
16	Daily costs for Tai Chi Chuan students	\$12.50	
17			
18	<b>FINANCIALS</b>		
19			
20	ADA for remaining special education students	\$4,039,200	
21	ADA for Tai Chi Chuan students	\$1,900,800	
22	Additional ADA for Tai Chi Chuan students	\$1,900,800	
23			
24	Costs for remaining special education students	\$7,072,000	
25	Costs for Tai Chi Chuan students	\$864,000	
26	subtotal	\$7,936,000	
27			
28	Cost savings	\$2,464,000	
29			
30	If additional attendance is paid	\$4,364,800	
31			