Santa Clara County Office of Education

Charter Leaders Meeting
September 26, 2024

Equity • Diversity • Inclusion • Partnership

Welcome!

SCCOE's Charter Schools Department:

- Mefula Fairley – Executive Director
- Justin Fallon – Administrative Assistant IV
- Dr. Michelle Johnson – Associate Director
- Matthew Daugherty – Administrator
- Shallu Sharma – Financial Administrator
- Cynthia Tapia – Financial Administrator

Agenda

- Welcome
- Icebreaker
- CIA
- Integrated STEAM
- Credentials
- Educator Preparedness Program
- Homeless & Foster Youth Programs
- Fiscal Updates
- Program Updates

Introductions & Ice Breaker

- Move to the corner with the picture of that best describes how work is currently going for you
- Share with your group how the picture you selected is a metaphor for your work

Continuous Improvement and Accountability

Continuous Improvement & Accountability Updates

Presented by: Dr. Dawn River, Assistant Director

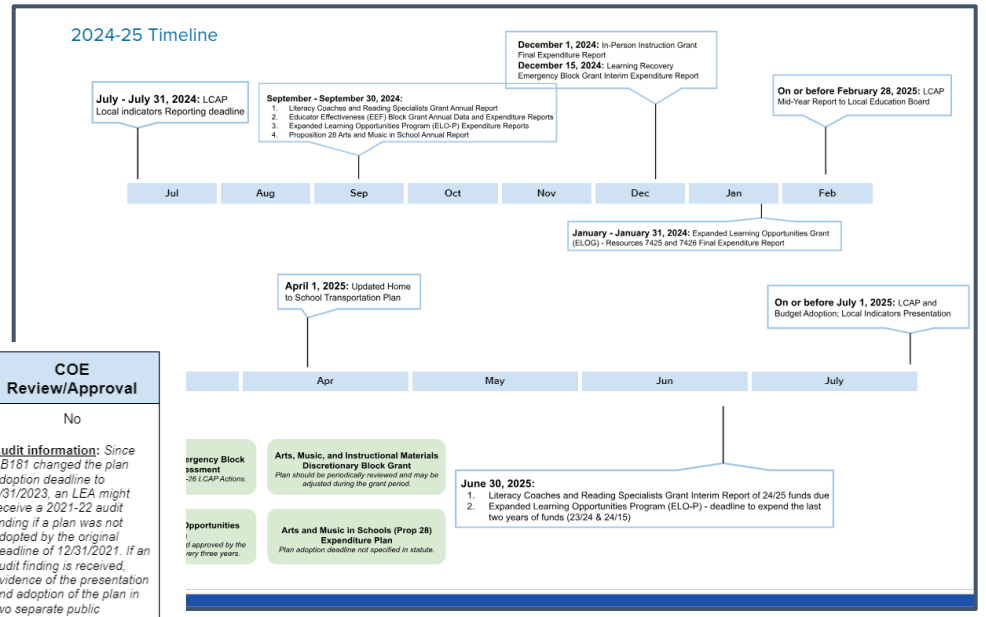
Access Resources in the Meeting Public Folder: https://sccoe.to/CIAMonthly2425
CIA Webpage: https://www.sccoe.org/educational-progress/cia/Pages/default.aspx

2024-25 State & Federal Timeline

Program	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Educator Effectiveness Block Grant Funds (EEF / EEBG)	• Original deadline 12/30/2021 *(If LEA's local board approved plan by 12/30/2021, LEA does not have to approve again in 2022-23)* • Implement plan	• Deadline to develop and adopt plan extended to 3/31/2023 • Implement plan • Annual data and expenditure report due on or before 9/30/2022	• Implement plan • Annual data and expenditure reports due on or before 9/30/2023	• Implement plan • Annual data and expenditure reports due on or before 9/30/2024	• Implement plan • Annual data and expenditure reports due on or before 9/30/2025 • Funds available for expenditure through 6/30/2026	• Final report of expenditures due to CDE by 9/30/2026		
A-G Completion Improvement Grant **Added by SB153*	• Original deadline 1/1/2022 • Updated to 4/1/2022 (AB167)	• Implement plan	• Implement plan • Report to CDE by 12/31/2023 on measuring impact	• Implement plan	• Implement plan • Funds available for expenditure through 6/30/2026	• Report to CDE by 8/31/2026 on final outcomes • Final expenditure report to CDE by 9/30/2026		
Prekindergarten Planning and Implementation Grant	• Plan development	• Plan due to governing board by 3/30/2023 (AB 185) • Implement plan • Monitor expenditures • UPK survey deadline - 9/30/2022	• Implement plan • CDE is collecting data through "Universal Pre-Kindergarten (UPK) Program Report" - Deadline of 9/30/2023	• Implement plan	• Funds available for expenditure through 06/30/2026 (AB 185)			
Expanded Learning Opportunities Program (ELO-P)	• Plan developed	• Implement • Monitor • Adjust plan if needed • 2021-22 funds may be carried over to 2022-23	• Implement • Monitor • Adjust plan if needed • Subject to annual audit for first time • 2022-23 funds may be carried	• Implement • Monitor • Complete the required 3-year review/update of ELO-P plan	• Implement • Monitor • Adjust plan if needed	• implement • Monitor • Adjust plan if needed	• Implement • Monitor • Complete 3-year review/update of plan	• Implement • Monitor • Adjust plan if needed
Arts, Music, and Instructional Materials Discretionary Block Grant **Added by SB153*		• Dev Pla • Imp						
Learning Recovery Emergency Block Grant **Added by SB153*		• AB incl req						

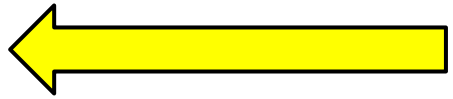
Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
Educator Effectiveness Funds Block Grant (AB130 - Section 22) (Revised by AB 167 - Section 9) (Revised by AB181 - Section 18)	Template development not specified in statute. Example Template (Word version) Example Template (Excel version) (Download for best results) Annual Expenditure and Data Report Template (DOCX) Annual/Final Reports Database Link EEBG CDE page, with Funding Results and FAQ (posted 10/21/21) EEF Block grant reporting website	EC 41480 • Expend from 2021-22 through 2025-26. • Shall coordinate with Title II and expend funds apportioned pursuant to allowable uses. • Develop and adopt a plan delineating the expenditure of funds. • Plan shall be presented in a public meeting of the governing board before its adoption in a subsequent public meeting of governing board • AB 181 added language to EC 41480 to include preschool learning foundations as a subject area and added coursework for existing staff to become credentialed as an allowable expenditure. • No employees can be charged a fee for services allowable under this section, including, but not limited to, induction program costs. **Reporting Requirements:** • LEAs shall submit an annual data and expenditure report to CDE*. The annual data and expenditure reports are due on or before 9/30/2022 and each year thereafter on or before September 30. **Note: The report is required annually by CDE, however EC41480 denotes reporting requirements by Sept 30, 2023 and Sept 30, 2026.* • Final report of expenditures due to CDE by 9/30/2026. • Funding apportioned pursuant to this section is subject to the annual audits required by Section 41020.	3/31/2023 (Deadline changed by AB181) Presentation at a public meeting is required before adoption in a subsequent public meeting on or before 3/31/2023. Annual Expenditure Report due September 30	No **Audit information:** *Since AB181 changed the plan adoption deadline to 3/31/2023, an LEA might receive a 2021-22 audit finding if a plan was not adopted by the original deadline of 12/31/2021. If an audit finding is received, evidence of the presentation and adoption of the plan in two separate public meetings by March 31, 2023 will be sufficient to resolve.*

A-G Completion Improvement Grant Program
(subdivided into A-G Access Grant, A-G Success Grant, or A-G Learning Loss Mitigation Grant)
 	
(AB 130 - Section 24)
 	
(Revised by AB 167 - Section 10)
 	
(Revised by AB181 - Section 22)
 	
Revised by SB 153 Section 17
 	
**Added by SB153*
	CDE A–G Completion Improvement Grant Program Survey - primary purpose is to collect contact information *(note: survey is now closed)*
	
	Optional template for LEA use: School Services created a Sample Plan to assist LEAs in meeting plan requirements
	
	Funding Results
	
	Sample template to report impact of funds (Due Dec 31, 2023)
	
	Excel version of Sample Template
		EC 41590
		• Expend from 2021-22 through 2025-26.
		• Apportionment based on previous A-G completion rate and # of unduplicated pupils.
		  • Plan must describe how the funds received will increase or improve services for unduplicated pupils to improve A-G eligibility, including the opportunity to retake "D," "F," or "Fail" A-G courses in spring 2020 or 2021-22 school year.
		  • Must supplement, not supplant, services identified in LCAP.
		
		Reporting Requirements:
		• Must report to CDE by 12/31/2023 on how they are measuring the impact of the funds on A-G completion rate and the outcomes based on those measurements.
		• CDE provided a sample template for reporting use (see link to the left). Submit your report, along with the original adopted plan, to the A-GCIGP@cde.ca.gov mailbox.
		• Final outcomes that measure the impact on A-G completion rate due by 8/31/2026.
		• Funds available for expenditure through 2025-26. Final expenditure report due to CDE by 9/30/2026.
			AB 167: 04/01/2022
			
			Prior meeting "discussion" required.
			
			Both meetings must be "regularly scheduled".
				No



CSI/ATSI/TSI Updates/Reminders

Report Name	Performance Period	Reporting Window
Report 2	July 1, 2024 to September 30, 2024	October 1-31, 2024
Report 3	October 1, 2024 to January 31, 2025	February 1-28, 2025
Report 4	February 1, 2025 to June 30, 2025	July 1-31, 2025
Final Report and Subgrant Evaluation	July 1, 2025 to September 30, 2025	October 1-31, 2025



- Comprehensive Support and Improvement (CSI) Webpage
- CSI Authorized Use of Funds Webpage
- Additional Targeted Support and Improvement (ATSI) Webpage
- SCCOE CSI/ATSI Resources
- CDE GMART Logon Page

A-G Completion Improvement Grant Program

Important update to the A-G Completion Improvement Grant Program (A-GCIGP) reporting requirements.

Senate Bill (SB) 153 has added the requirement for grant program recipients to report expenditures to the CDE at the close of the expenditure deadline, June 30, 2026. **SB 153 requires expenditures, *no longer encumbrances*, by this deadline.**

Here are three important dates regarding the SB 153:

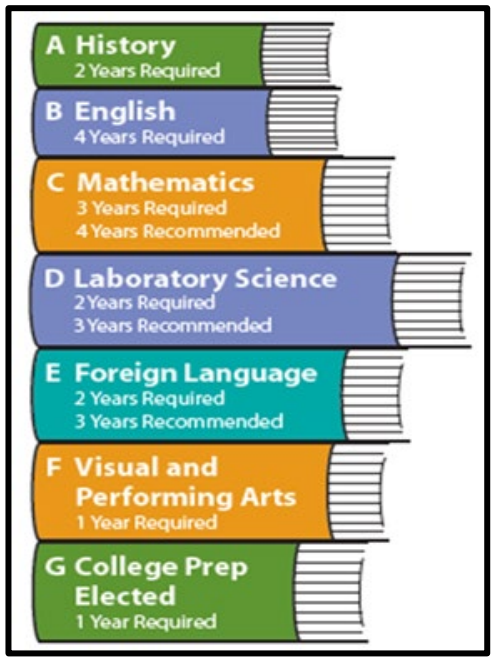
Expenditure deadline: June 30, 2026.

Program reporting on final outcomes deadline: August 31, 2026.

Expenditure reporting deadline: September 30, 2026.

Email A-GCIGP@cde.ca.gov with any questions.

A-G Completion Improvement Grant Program Team
Academy, Apprenticeship, and Internship Office



Educator Effectiveness Funds (EEF)

- The annual EEF expenditure and data reports are due on or before September 30, 2024 (fiscal).

- Future reminder: A final data and expenditure report will be due on or before September 30, 2026. (grant requirement)

CDE's EEF webpage https://www.cde.ca.gov/ci/pl/eef2021.asp

Prop. 28 Annual Report - Deadline Extended

- Access to the Arts and Music in Schools (AMS) web portal has been extended to Monday, September 30, 2024, for report submissions or edits to previously submitted reports.
- Annual reports must be approved by an LEAs local governing board by September 30, 2024 prior to submitting via the portal. The portal requires the board approval date to be entered and a link to where the plan can be found and accessed on the LEA's website.
- Failure to meet the requirement to submit a board-approved plan to the portal may result in an audit finding that would require the return of an LEA's 2023 - 24 Prop. 28 allocation.

https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp (Prop. 28 webpage, which includes the portal)

Title 1 and Title III Funding

Title I

- 15% carryover period from **2022 - 23** funding period ends September 30, 2024.
- Obligate by September 30, 2024, expend by December 30, 2024.

Title III

- Any funds issued in the **2022 - 23** funding year must be obligated by September 30, 2024 and expended by December 30, 2024.

The funding year for title funds issued in 2023 - 24 also ends September 30, 2024.

FEDERAL PROGRAMS

2024-25 Title Grant Allocations/Funding Results

- **TITLE 1-A** https://www.cde.ca.gov/fg/aa/ca/titlei.asp
- **TITLE 2-A** https://www.cde.ca.gov/fg/fo/r14/title2pa24result.asp
- **TITLE 3-A** English Learner Immigrant https://www.cde.ca.gov/fg/aa/ca/titleiii.asp
- **TITLE 4 -A** https://www.cde.ca.gov/fg/fo/r14/titleivpa24result.asp

Title III Annual Reports

Background

Title III Annual Online Report Requirement

The Elementary and Secondary Education Act (ESEA) **requires subgrantees to report on the local use of funds** To comply with the reporting requirement, the CDE collects the data via the Title III EL Program Annual Online Report and the Title III Immigrant Student Program Annual Online Report. **LEAs will complete one or both online reports depending on the funds they received in 2023–24**.

Reports

Title III EL Program Annual Online Report - This report will collect data on the implementation of language instruction educational programs (LIEPs) and activities related to the teaching and learning of EL students in the LEA during the **2023–24 school year**.

Title III Immigrant Student Program Annual Online Report - This report will collect data on the participation of immigrant students in Title III-funded programs and activities in the LEA during the **2023–24 school year**.

Title III Annual Reports

- Due to report upgrades that depend on data that becomes available in late fall, the Title III Annual Online report submission season will open later than usual.
- Instructions and login information for the above-mentioned online reports will be sent to the 2023–24 Title III subgrantees on September 27, 2024. **The Title III reports will be completed by LEAs using an online reporting system that will be accessible from September 30, 2024, until November 11, 2024**. The collected data will be compiled by the CDE for submission to the U.S. ED as required.

Questions?

2023–24 Title III Annual Online Reports
Emma Chamberlin, Staff Services Analyst, MSD - TitleIIISurvey@cde.ca.gov.
Title III EL and Immigrant Student Program and Title III programs for private schools
Geoffrey Ndirangu, EPC, LPLO - Gndirang@cde.ca.gov
CMDC Threshold Calculation and Allocation Releases
Derrick Andrade, Education Fiscal Services Consultant, SFSD - Dandrade@cde.ca.gov

SCCOE State and Federal Director Workshops

- ★ Background Program Information
- ★ Planning for the Year
- ★ Deadlines, Documents and Plan Requirements
- ★ Networking and Connecting with Colleagues!!

24-25 Meeting Dates (All Meetings are Virtual)

- Wednesday, November 20, 2024 9 am - 11 am
  Registration Link
- Wednesday, March 18, 2025 9 am - 11 am
  Registration Link

Access Resources in the Meeting Public Folder: https://sccoe.to/SFDirectors24-25

LCAP Posting Reminders

This is our friendly reminder that your approved LCAP must be posted "**prominently on the homepage**" of your website by **October 8**

- additionally reminder that **ALL** versions of plans must be available from the website (all LCAPs, Federal Addendum, authorized Charter LCAPs) since 2014 (E.C. 52065)
- Districts= COE Approved & Charters = Authorizer Reviewed

**This may not be the version adopted by your local board)

52065.

(a) The superintendent of a school district shall do both of the following:

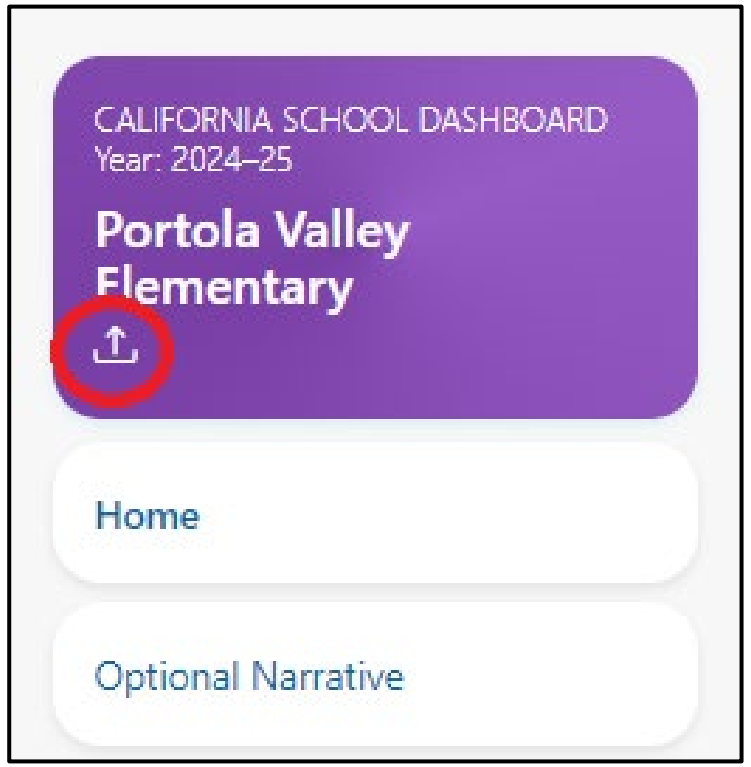
(1) Prominently post **on the homepage of the internet website** of the school district any local control and accountability plan approved by the governing board of the school district and any updates, revisions, or addenda, including those to comply with federal law, to a local control and accountability plan approved by the governing board of the school district.

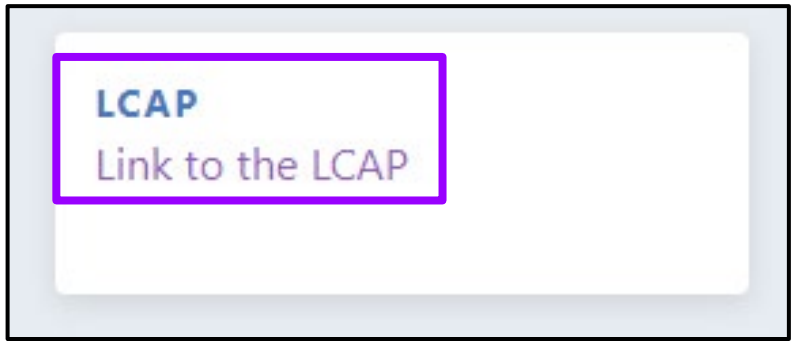
(2) Prominently post **all** local control and accountability plans and those submitted by charter schools that were authorized by the school district, or links to those plans, and any updates, revisions, or addenda, including those to comply with federal law, on the internet website of the school district.

New!! Posting LCAP to Dashboard

- The LCAP will be accessible on the front page of each LEA's Dashboard
- LEAs will upload a PDF copy of their approved LCAP within myCDEconnect
  - **Posting Window-October 14th-November 1, 2024**

https://www.mycdeconnect.org/





Santa Clara County Office of Education

LCAP
LOCAL CONTROL AND ACCOUNTABILITY PLAN

Federal Addendum

- Must be updated and approved annually by the Local Governing Board to reflect the current subgrant year for federal funds
- Public Hearing NOT required
- Must follow Title educational partner requirements for Addendum (input & feedback from DELAC)
- Per **SB 820**, Sec. 22 of EC 52065 the LCAP Federal Addendum MUST be posted on the LEA's Website (annual updates are not submitted to the COE or CDE)

CDE Federal Addendum page: https://www.cde.ca.gov/re/lc/addendumguidance.asp

LCAP Mid-Year Report Workshop - Save The Date!

Must be presented at a regular board meeting by February 28

CIA team will host a virtual workshop on **December 15, 2024 1:00-2:30 PM**

Register Here:
https://sccoe.zoom.us/j/97605090228?pwd=EjFhrtFbVWQxO6ZToogBn3vpiby1TV.1

Topics will include:

- information to prepare and include
- content and format ideas for fiscal, program, metrics
- helpful tips and support from our team

LCAP
LOCAL CONTROL AND ACCOUNTABILITY PLAN

CA Dashboard - CAST

- Status only will appear on the 2024 Dashboard - no performance colors until the 2025 Dashboard
- Use of participation rate penalty will begin with the 2025 Dashboard
- Reporting high school results based on grades 10, 11 and 12 results in the current year rather than reporting cumulative results of three years of testing (grade 10 two years ago, grade 11 one year ago and current grade 12)

Accountability Updates - 2024 Dashboard

SBE approved updated eligibility criteria for the LCFF support determinations based on the 2024 Dashboard

- Long Term English Learners (LTELs) added as a student group.
  - 15 or more students at district/COE level, **30 or more at charter school level** (same n size rules as Homeless and Foster Youth)
  - ELPI will display results for ELs and LTELs
  - LTELs will be included if they have been LTELs at any point during the year (same inclusion rule as ELs)
- College/Career Indicator will have performance colors

Interim Guidance on TK Students and ELPAC Testing

- Conduct the Home Language Survey (HLS) during TK enrollment to identify whether if English is a student's primary or native language
- When submitting TK enrollment records to CALPADS, populate the English Language Acquisition Status (ELAS) field with **TBD** if the HLS indicates a primary language other than English or American Sign Language on any of the first three questions of the HLS.
- **ELPAC testing requirements no longer apply to TK students**
- TK TBD students remain TBD until after the Kindergarten initial assessment
- The CDE recommends that LEAs provide language support to all TK students as appropriate
- June 20 CDE letter regarding AB 2268 being signed into law

Assessment & Accountability Offerings

- Follow-Up Fridays w/ Dan & Deann, 12:00 pm - 1:00 pm
  - October 4th
  - November 8th
  - January 10th & 24th
  - February 7th
  - March 7th & 21st
  - April 4th & 18th
  - May 2nd
  - Sign up HERE
- Region 5 New Coordinator Support, after FUF @ 1:00 pm
  - October 4th
  - January 24th
  - March 21st
  - Sign up HERE

Assessment & Accountability Offerings

- Dashboard Opportunities
  - CA School Dashboard Training (In-Person @ SCCOE)
    - November 19th @ 10:00 am - 2:00 pm
    - Save the Date…registration to come
  - Dashboard Office Hour (Virtual)
    - November 22nd @ 12:00 pm - 1:00 pm
    - Register here
  - Dashboard Discussion (In-Person @ SCCOE)
    - December 6th @ 11:00 am - 1:00 pm
    - Save the Date…registration to come

2024 Inclusion Collaborative State Conference

11th Annual Conference
Hybrid Event
In Person @ SCCOE or Virtual!

October 21-23, 2024

Register now! sccoe.to/2024ICSC

Download flyer here.

Thank You

2024-25 Dates

- ✓ August 1
- ✓ September 5
- ✓ October 3
- ❑ November 7
- ❑ December 5
- ❑ January 9
- ❑ February 6
- ❑ March 6
- ❑ April 3
- ❑ May 1
- ❑ June 5

Join us at our next monthly meeting!

Resource folder: https://sccoe.to/CIAMonthly2425

Register for our 2024-25 Monthly Meetings:
https://sccoe.zoom.us/meeting/register/tJEsf-6trzwuG9aB9vfq8imqF-4FNWvLB67P

Continuous Improvement and Accountability

Environmental Literacy & Sustainability

Charter Schools Leadership Meeting

Presented by Jenn Mutch
Environmental Literacy & Sustainability Coordinator

September 26, 2024

More California Environmental Mandates, Policies, and Expectations for Schools AND Associated State Agencies

Campus/Facilities and Curriculum

Santa Clara County Office of Education

California Environmental Mandates, Policies, and Expectations for Schools AND Associated State Agencies
Campus/Facilities and Curriculum

Overview adapted from San Mateo County Office of Education's (SMCOE) Environmental Literacy and Sustainability Initiative & Ten Strands
Last updated September 2024 by Jenn Mutch, Environmental Literacy & Sustainability Coordinator, iSTEAM, SCCOE

Mandates, Policies, and Expectations Overview

Environmental literacy is a critical outcome and expectation for California's K–12 students, and environmental sustainability and climate resiliency have been infused into local jurisdiction mandates for facilities and operations. The purpose of this document is to provide a high level overview of some of the mandates, policies, and expectations for environmental literacy and sustainability that are most relevant to California schools. These mandates, policies, and expectations have also been integrated into the "Call to Action" that has been issued to educational leaders across the state of California.

Green Facilities and Operations (Campus)

As of 2021, the California Division of the State Architect (DSA), has added a fourth pillar of sustainability to their already existing compliance and review. This means all construction and renovation projects at schools must comply with guidelines on the following: 1) structural safety, 2) fire and life safety, 3) accessibility, and 4) sustainability. This fourth pillar focuses on increasing energy efficiency, water efficiency, water conservation, material conservation, resource efficiency, and environmental quality - learn more at DSA Sustainability Plan Review. See other relevant mandates, policies, expectations, and guidelines for facilities and operations below.

- Add information about SB 394

Greenhouse Gas Emissions and Energy	The State of California has legislated greenhouse gas reductions of 40% by 2013 (SB32 and AB197), and an executive directive (EO B-30-15) to reduce emissions in CA by 80%, by 2050. These emission reduction goals do not explicitly call out K12 schools, but county and city jurisdictions may include suggestions for K12 schools in their Climate Action Plans to get K12 schools to engage with these emission reduction goals.
	The state of California mandates (Title 24: Part 6) that all new commercial buildings be Zero Net Energy (ZNE), and energy usage among existing buildings be halved by 2030. The Division of the State Architects (DSA) has a Sustainability Review Program, as well as a roadmap and toolkit to support schools in *Getting to Net Zero Over Time* in their facilities and operations.
Water	California mandates for water are focused around providing access, conserving water, and reducing water pollution. Examples of legislation and mandates include the following: • SB 1413 - Chapter 558 (2010), which requires school districts to provide access to free, fresh drinking water during meal times. • AB 1343 - Chapter 90 (2017), which allows school districts to enter into Go Low Flow Water Conservation Partnership with a public water system for purposes of reducing water use at schools, reducing stormwater and dry weather runoff at schools, reducing

4Cs Sustainable and Climate-Resilient Schools Whole Systems Integration Framework

**Adapted from Sustainable Schools Project & Plymouth University: Andra Yeghoian - 2013*

CAMPUS	CURRICULUM	COMMUNITY & CULTURE
Operations across the buildings and grounds model sustainable and resilient practices, minimize disruptions for learning, and serve as a lab for learning.	*Curriculum integrates Environmental and Climate Literacy as well as principles and practices for Solutionary Teaching and Learning.*	*Evidence within the "walk" and the "talk" of the school community for prioritizing sustainability and resiliency. And strategic partnerships with community based organizations.*

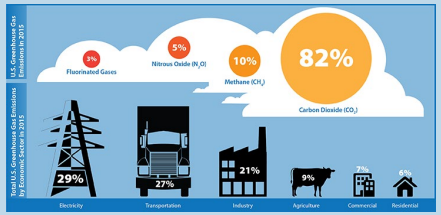
Constituents

Students | Faculty and Staff | Administrators | Community Partners

State-Wide Policy and Guidelines

Campus & Operations

Reduce Emissions
SB32 & CA EO B-30-15



Zero Waste
SB 1383
AB 341
AB 1826
AB 1219 & SB 557

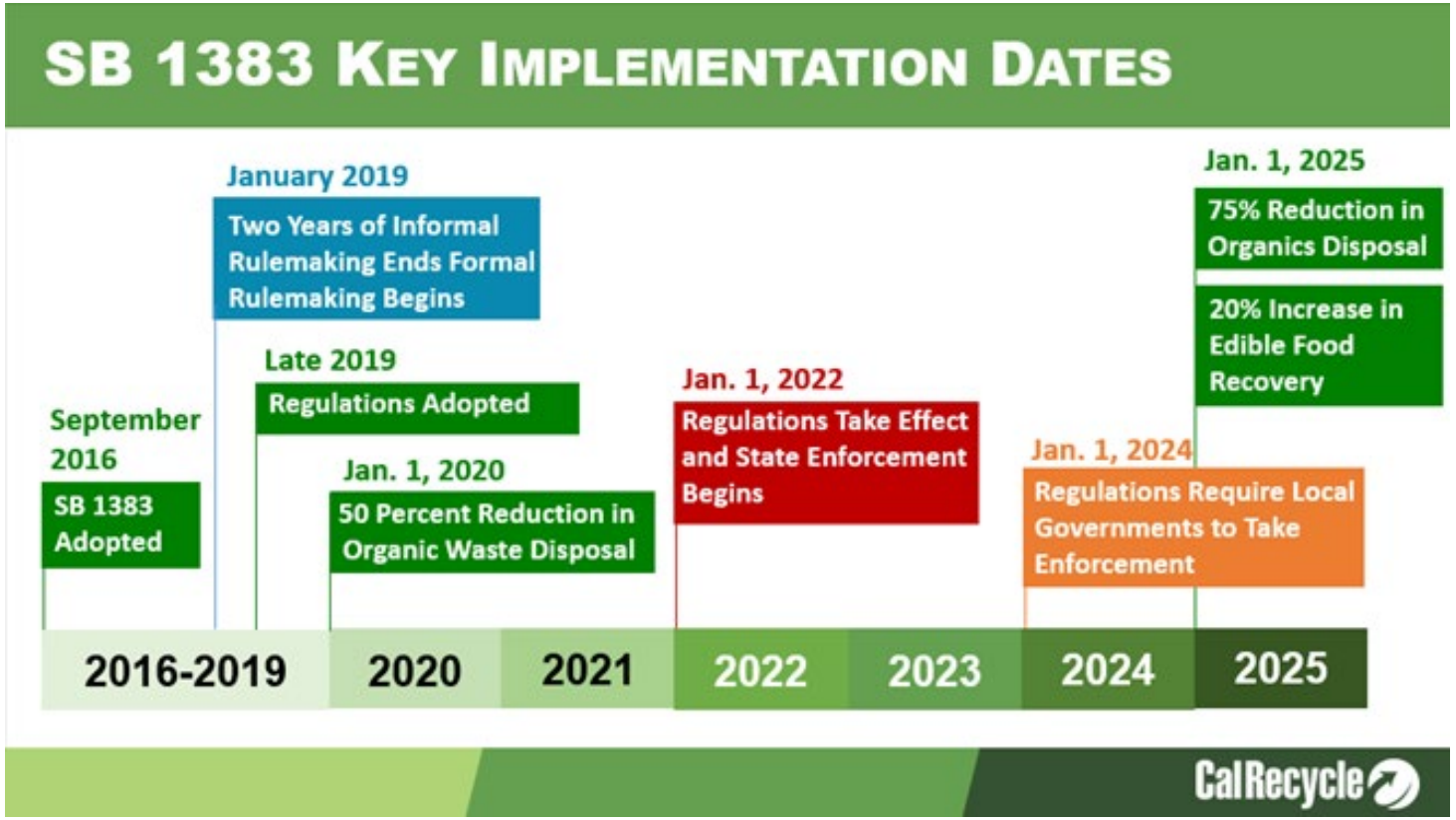
Energy Usage: Reductions and Shift to Renewables *Title 24 Part 6*

Water Conservation as a Way of Life
CA EO B-37-16
AB 1343 & SB 1413

Senate Bill (SB)1383 Background

With SB 1383, California has set a goal of a 75% reduction of organic waste in the landfill by 2025

When organic material like food and yard waste breaks down in landfills, it creates methane, which is 20 times more potent than carbon dioxide



Why make the changes?

- Compliance with SB 1383
- Align to common home practices to reduce confusion & errors
- Improve diversion from the landfill & work towards sustainability goals.
  - Landfills are third-largest source of Methane in California
  - Organic waste in landfills emits:
  - 20% of the state's methane, a climate super pollutant 84 times more potent than carbon dioxide.
  - Air pollutants like particulate matter, which contributes to health conditions like asthma.

Organics like food scraps, yard trimmings, paper, and cardboard make up half of what Californians dump in landfills.

Reducing Short-Lived Climate Super Pollutants like organic waste will have the fastest impact on the climate crisis.

Edible Food Recovery

In compliance with SB 1383, schools and local education agencies with an onsite food facility are required to donate surplus edible food.

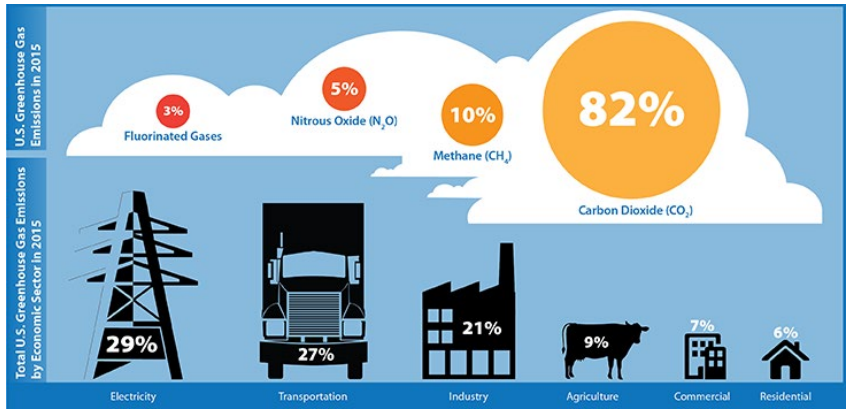
HUNGER AT HOME
BRIDGE THE GAP

LOAVES & FISHES
FAMILY KITCHEN

Martha's Kitchen
"Feeding The Hungry With Dignity"

PENINSULA
FOOD RUNNERS

Reduce Greenhouse Gas Emissions
SB32 & CA EO B-30-15



The State of California has legislated greenhouse gas reductions of 40% by 2013 (SB32 and AB197), and an executive directive (EO B-30-15) to reduce emissions in CA by 80%, by 2050.

These emission reduction goals do not explicitly call out K12 schools, but county and city jurisdictions may include suggestions for K12 schools in their Climate Action Plans to get K12 schools to engage with these emission reduction goals.

Energy Usage: Reductions and Shift to Renewables *Title 24 Part 6*

Photo by Zbynek Burival on Unsplash

The state of California mandates (Title 24: Part 6) that all new commercial buildings be Zero Net Energy (ZNE), and energy usage among existing buildings be halved by 2030. The Division of the State Architects (DSA) has a Sustainability Review Program, as well as a roadmap and toolkit to support schools in *Getting to Net Zero Over Time* in their facilities and operations.

“Water Conservation as a Way of Life”
CA EO B-37-16
AB 1343 & SB 1413

Photo by Alexander Schimmeck on Unsplash

California mandates for water are focused around providing access, conserving water, and reducing water pollution. Examples of legislation and mandates include the following:

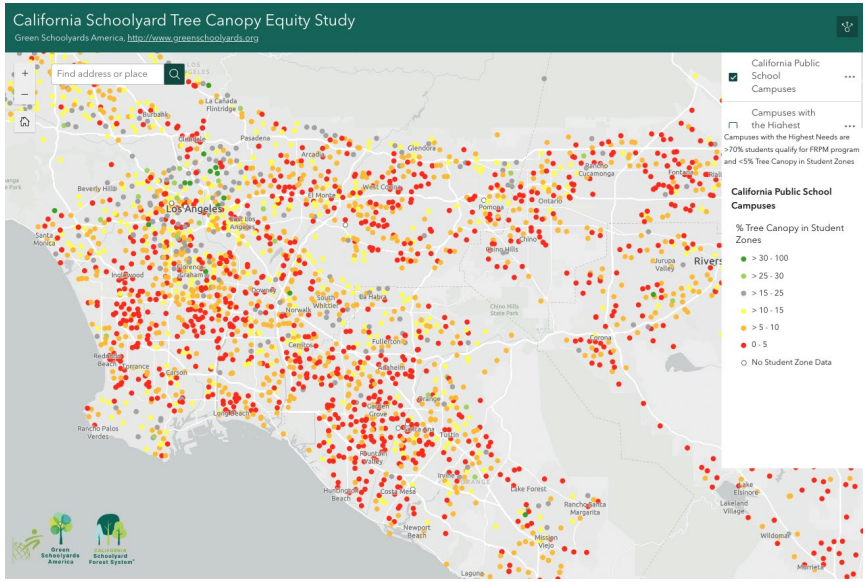
- SB 1413 - Chapter 558 (2010), which requires school districts to provide access to free, fresh drinking water during meal times.
- AB 1343 - Chpt 90 (2017), which allows school districts to enter into Go Low Flow Water Conservation Partnership with a public water system for purposes of reducing water use at schools, reducing stormwater and dry weather runoff at schools, reducing school site water pollution, and establishing educational opportunities in water conservation.
- CA EO B-37-16 (May 2016), which is the five-year roadmap used by the Brown Administration to “Make Water Conservation a California Way of Life.”

EPA's Clean School Bus Energy Program

With funding from the Bipartisan Infrastructure Law, the EPA Clean School Bus Program provides $5 billion over five years (FY 2022-2026) to replace existing school buses with zero-emission and clean school buses. To learn more about the benefits of zero-emission and clean school buses, please visit the Benefits of Clean School Buses page.

The 2024 funding request is closed, but there will be more funding opportunities for 2025 and 2026.

California Schoolyard Forest System



[Schoolyard Tree Canopy Equity Study — Green Schoolyards America]

A statewide initiative to increase tree canopy on public school grounds across California to shade and protect PK-12 students from extreme heat and rising temperatures due to climate change.

Goals

Plant enough trees by 2030 that, when mature, will cover at least 30% of each school property in the areas used by children and youth during the school day

Center equity by prioritizing schools and districts in under-served communities with the highest poverty level, fewest trees, and hottest climates

Use school grounds as a pre-K-12 learning laboratory across the curriculum and grade levels

Build environmental and climate literacy by engaging students in the design, planting, and stewardship of their schoolyard forests, as well as in standards-based hands-on learning outdoors

Some great local partners that can support tree planting

OUR CITY FOREST

CANOPY

Green Ribbon Schools

The United States Department of Education and state Departments of Education have designed a recognition andawards program, the Federal Green Ribbon Program (ED-GRS,which aims to inspire schools, districts, and institutions of higher education (IHEs) to strive for 21st-century excellence by highlighting promising school sustainability practices and resources that all can employ.

The award recognizes school communities that achieve progress towards sustainability across three pillars:

- Pillar I: Reduce environmental impact and costs;
- Pillar II: Improve the health and wellness of schools, students, and staff; and
- Pillar III: Provide effective environmental and sustainability education

Green Ribbon Schools

Santa Clara County Office of Education

California Green Ribbon Overview and Application Process

Overview adapted from Ten Strands
Last updated September 2024 by Jenn Mutch, Coordinator, ISTEAM, SCCOE

OVERVIEW TO GREEN RIBBON

The United States Department of Education and state Departments of Education have designed a recognition and awards program, the Federal Green Ribbon Program (ED-GRS, which aims to inspire schools, districts, and institutions of higher education (IHEs) to strive for 21st-century excellence by highlighting promising school sustainability practices and resources that all can employ. The award recognizes school communities that achieve progress towards sustainability across three pillars:

- Pillar I: Reduce environmental impact and costs;
- Pillar II: Improve the health and wellness of schools, students, and staff; and
- Pillar III: Provide effective environmental and sustainability education

At the start of each school year, the California Department of Education hosts a Green Ribbon Schools (CA-GRS) competition for schools (public and private), districts and County Offices of Education, to submit a Green Ribbon application demonstrating the school/district's progress in three pillars of sustainability: reducing environmental impacts, health and wellness of the school population, and providing sustainability education *(see chart below)*. Applicants who can demonstrate achievement and earn points in pillar categories are recognized in one of four tiered levels:

- Bronze Level (Entry Level Commitment): 55-64.9%
- Silver Level (Mid Integration): 65-74.9%
- Gold Level (Full Integration): 75% or better
- Green Achiever: Exemplary Achievement with Full Integration

Traditionally, the CDE makes an announcement about which school communities achieved recognition in the tiered levels for the California Green Ribbon between February - April. To learn more about the basics of Green Ribbon and to explore resources use the following links:

- CDE Green Ribbon FAQ

Santa Clara County Office of Education

1290 Ridder Park Drive
San Jose, CA 95131
www.sccoe.org

CALIFORNIA GREEN RIBBON SCHOOLS

Green Ribbon Webinar

Join us for a FREE webinar to learn all about the Green Ribbon Award, an award that recognizes school communities that progress towards sustainability.

In this webinar, we'll explore:

- What the Green Ribbon Award is
- How to Apply
- Local District Highlights
- Statewide Support and Resources

Whether you're curious about the Green Ribbon Award or ready to take the next step in applying, this webinar is perfect for you.

Green Ribbon School applications for 2024-2025 close on November 4, 2024.

Date:
Wednesday, October 2, 2024

Time: 4:00 pm – 5:30 pm

Location:
Virtual via Zoom
Zoom link will be provided upon registration

Audience:
District School Administrators and Educators

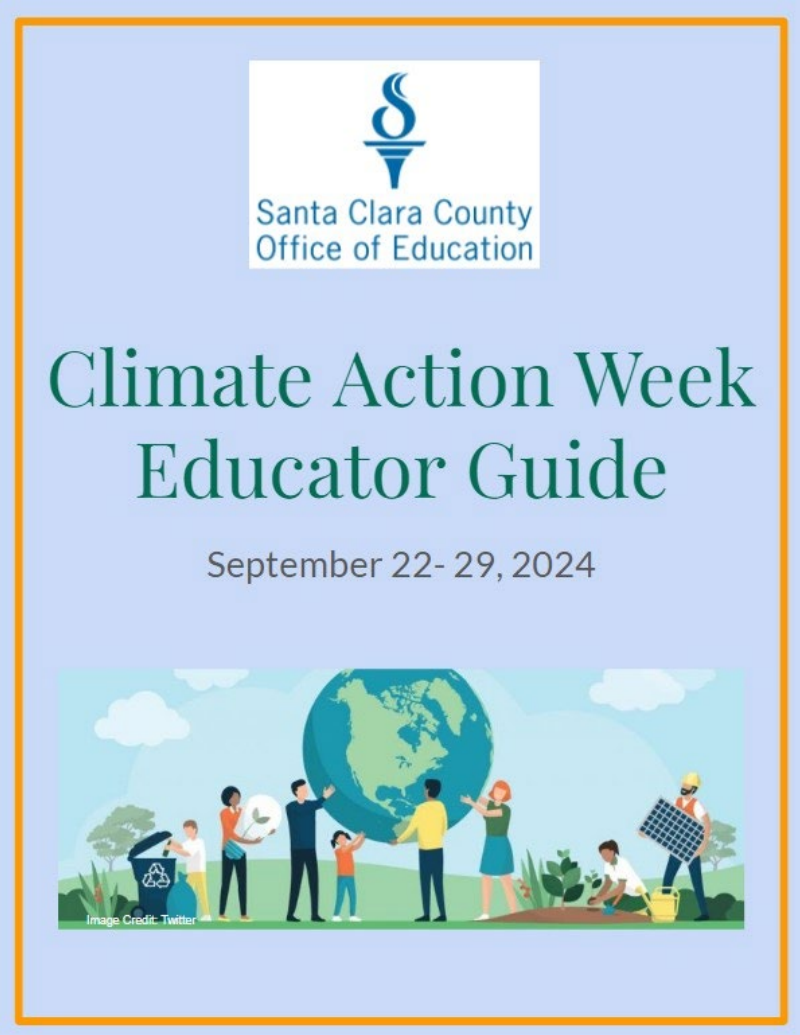
Grade Level(s): TK – 12

Registration:
https://sccoe.to/GRWebinar

For more information, please contact:
Jennifer Mutch • Environmental Literacy & Sustainability Coordinator • jmutch@sccoe.org

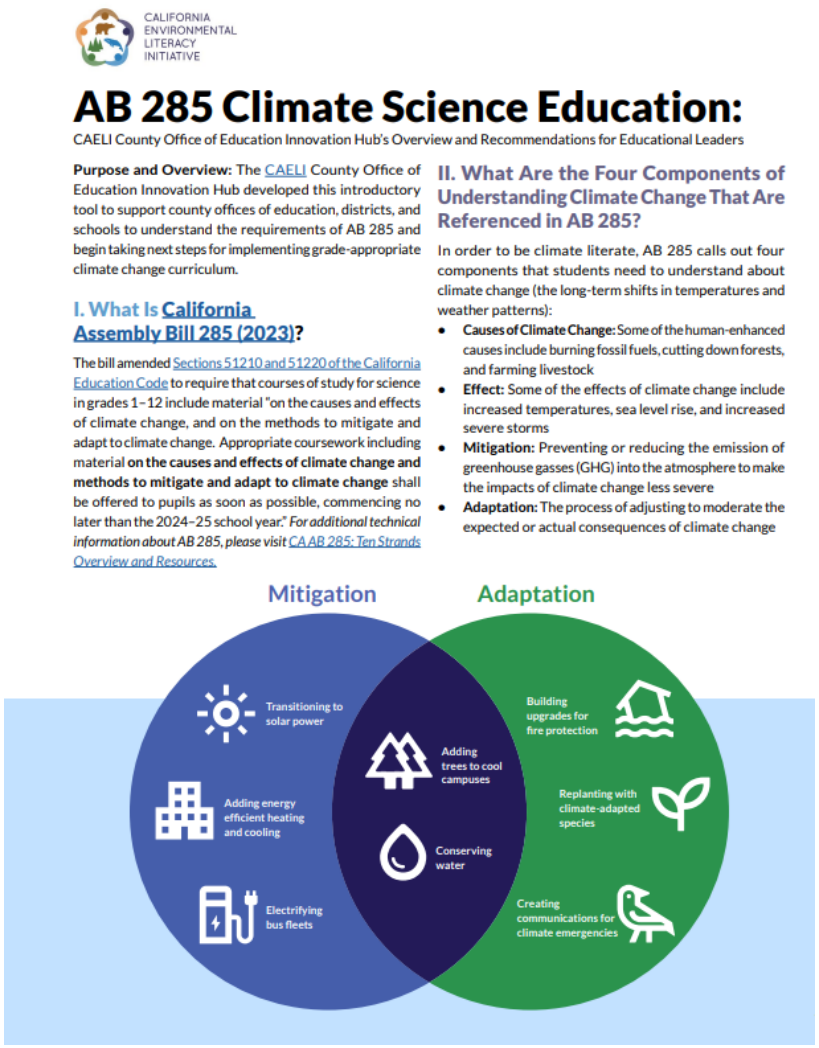
Informational Webinar -
Wednesday, October 2nd- 4pm-5:30pm
https://sccoe.to/GRWebinar

Climate Action Week Educator Guide



https://sccoe.to/ClimateActionEd2024

Curriculum and Instruction



CALIFORNIA ENVIRONMENTAL LITERACY INITIATIVE

AB 285 Climate Science Education:

CAELI County Office of Education Innovation Hub's Overview and Recommendations for Educational Leaders

Purpose and Overview: The CAELI County Office of Education Innovation Hub developed this introductory tool to support county offices of education, districts, and schools to understand the requirements of AB 285 and begin taking next steps for implementing grade-appropriate climate change curriculum.

I. What Is California Assembly Bill 285 (2023)?

The bill amended Sections 51210 and 51220 of the California Education Code to require that courses of study for science in grades 1–12 include material "on the causes and effects of climate change, and on the methods to mitigate and adapt to climate change. Appropriate coursework including material **on the causes and effects of climate change and methods to mitigate and adapt to climate change** shall be offered to pupils as soon as possible, commencing no later than the 2024–25 school year." *For additional technical information about AB 285, please visit CA AB 285: Ten Strands Overview and Resources.*

II. What Are the Four Components of Understanding Climate Change That Are Referenced in AB 285?

In order to be climate literate, AB 285 calls out four components that students need to understand about climate change (the long-term shifts in temperatures and weather patterns):

- **Causes of Climate Change:** Some of the human-enhanced causes include burning fossil fuels, cutting down forests, and farming livestock
- **Effect:** Some of the effects of climate change include increased temperatures, sea level rise, and increased severe storms
- **Mitigation:** Preventing or reducing the emission of greenhouse gasses (GHG) into the atmosphere to make the impacts of climate change less severe
- **Adaptation:** The process of adjusting to moderate the expected or actual consequences of climate change

Most Recent Policy:

AB 285: Luz Rivas helped pass this bill that requires science instruction to include an emphasis on the causes and effects of climate change and methods to mitigate and adapt to climate change. Amendments to the Ed Code for both grades 1-6 and grades 7-12 state that the adopted course of science study include "material on the causes and effects of climate change and methods to mitigate and adapt to climate change" and that these "shall* be offered to pupils as soon as possible, commencing no later than the 2024–25 school year." *Learn more about AB 285 from this overview: Ten Strands Overview of AB 285*.

Resources from SCCOE

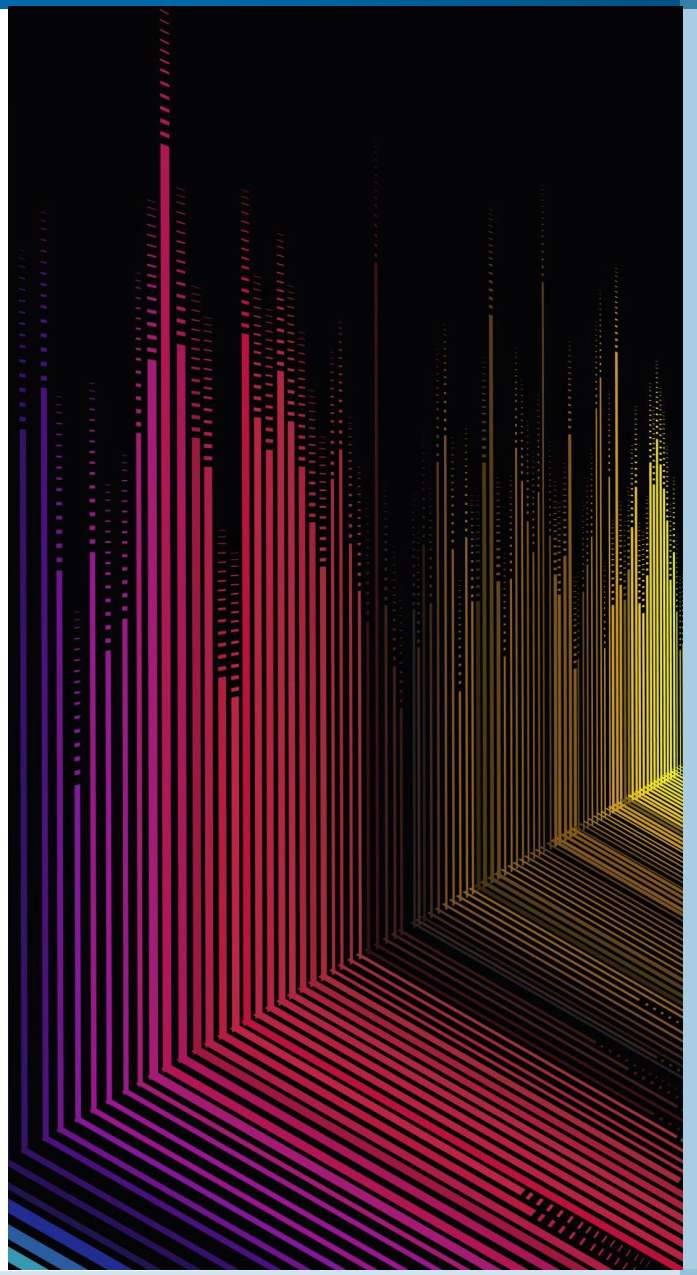
Growing Gardens

Environmental Literacy & Sustainability Website

Contacts: Jenn Mutch- jmutch@sccoe.org or Erin Mongiello-emongiello@sccoe.org

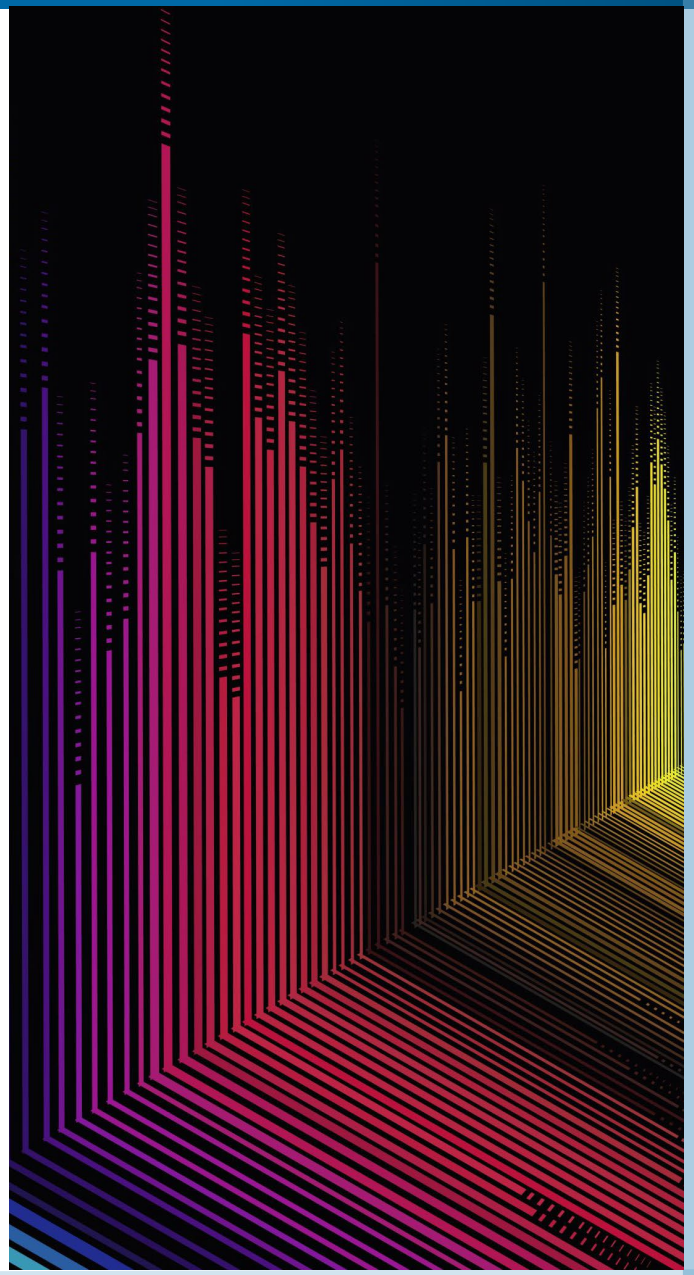
CREDENTIALING & CHARTER SCHOOLS

Latishia Pedroza
Manager of Credentials Services



WHAT IS NEW?

- How we process applications.
- What we need from you.
- Changes in previous practices.
- Our goal.



SCCOE Credential Office Contact Info

Latishia Pedroza
Manager - Credentials Services
Credential Services, MC255
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304
Office: (408) 453-6769
lpedroza@sccoe.org
credentialservices@sccoe.org

Q&A

Educator Preparedness Program

Presenter: Phil Morales/Robyn Stone

Q&A

Foster & Homeless Youth

Presenter: Joann Vaars

Q&A

ACTIVITY

- Would You Rather…..

CSD Fiscal Team Updates

Cynthia Tapia, Financial Administrator

Shallu Sharma, Financial Administrator

Fiscal LCAP Feedback

SUCCESS

- ✓ Improvement with the ***alignment*** between the Budget Overview for Parents (BOP), LCAP Action Tables, and the Adopted Budget.

- ✓ Submission of LCAP Action Tables in Excel format.

Fiscal LCAP Feedback

Challenge

- Incorrect references in the **Action Tables** for the LCFF Calculator Base Grant & Supplemental and/or Concentration Grants.
  - *Impacts the Carryover Percentage and/or Percentage to Increase or Improve Services*

Instructions | Data Entry | ADA | Calculator | EPA | Summary | District In-Lieu Taxes | NSS Calculation | Graphs

Minimum Proportionality Analysis	
	2024-25
Base Grant (excludes add-ons for TIIG, Transportation and ERT)	$ 2,500,000
Supplemental and Concentration Grant	700,000
Total	$ 3,200,000

- Common finding in the Contributing Actions Table with references to the incorrect components of the LCFF Calculator:

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)
$ 3,200,000.00	$ 700,000.00	21.88%

- Correct references from the LCFF Calculator:

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)
$ 2,500,000.00	$ 700,000.00	28.00%

Fiscal LCAP Feedback

Instructions | Data Entry | ADA | Calculator | EPA | Summary | District In-Lieu Taxes | NSS Calculation | Graphs

	2023-24	2024-25
LCAP Percentage to Increase or Improve Services Calculation		
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 2,200,000	$ 2,500,000
Supplemental and Concentration Grant funding in the LCAP year	$ 660,000	$ 700,000
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -
Percentage to Increase or Improve Services	30.00%	28.00%

- Similarly, common finding in the LCFF Carryover Table with references to the incorrect current fiscal year components of the LCFF Calculator.
- Correct references from the LCFF Calculator:

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
$ 2,200,000.00	$ 660,000.00	0.00%	30.00%

What is Attendance Recovery?

Beginning with the **2025-26 Fiscal Year**, LEAs can operate Attendance Recovery programs before and after school, weekends, or intersession for students enrolled in classroom-based programs (Education Code: 46210-46211)

Eligibility

- Optional for school districts, charter schools, and COEs to offer
- Students participate voluntarily
- Students must be in classroom based, regular educational program
- If funded with ELO-P, must be offered on the same site as ELO-P

Requirements

- Immediate supervision by certificated employee of the LEA and who possess a valid certification
  - 10:1 Ratio for TK
  - 20:1 Ratio for grades 1-12
- Students engaged in substantially equivalent grade-level educational activities

Timing

- Must be offered at least once during each term

What is Attendance Recovery?

Recordkeeping

Grade	Minimim School Day
TK/Kindergarten	180 minutes
Grades 1-3	230 minutes
Grades 4-8	240 minutes
Grades 9-12	240 minutes

- Attendance is accumulated in hourly increments
- One day of attendance equates to sufficient time to meet minimum daily instructional minutes
- Attendance must be tracked and reported separately from attendance generated during the school day

Audit Guide

- Beginning in 2025-26, specific components will be included in the Audit Guide
  - Reported attendance and supporting records
  - Certificated teacher and corresponding ratios
  - Classroom-based students

Resource: CDE Fiscal Year 2024-25 Attendance Accounting and Instructional Time Requirements

New CalSTRS Secure Employer Website

- A New CalSTRS Secure Employer Website is going live Fall 2025.
- Employer Readiness Webinar hosted by CalSTRS
  - When: Wednesday, October 23, 2024
  - Time: 9:00 AM – 10:00 AM
  - Via Zoom: https://calstrs.zoom.us/j/85842325157?pwd=3wPfp9btSG3CWoC7szqQH128EJ2hkZ.1

    Meeting ID: 858 4232 5157

    Passcode: 469657

Upcoming Deadlines

Description	Deadline
CALPADS Fall 1 Census Day	Official Submission Window: 10/2/2024 – 12/13/2024 Amendment Window: 12/14/2024 – 1/24/25
Census Day—FRPM Alternative Income Forms for Unduplicated Pupil Count	10/31/2024
First Interim Report • Actuals through 10/31/2024	12/15/2024
FY 2024-25 Annual Audit Report	12/15/2024
2024 Dashboard Released	12/1/2024
P-1 Attendance	01/06/2025

Upcoming Deadlines

Description	Deadline
FCMAT Charter School Fiscal Health Risk Analysis Tool	Various dates (January – March) —Two weeks prior to the Annual Oversight Finance Meeting
Annual Oversight Finance Meetings	Various dates (January – March)

Q&A

CSD Program Team Updates

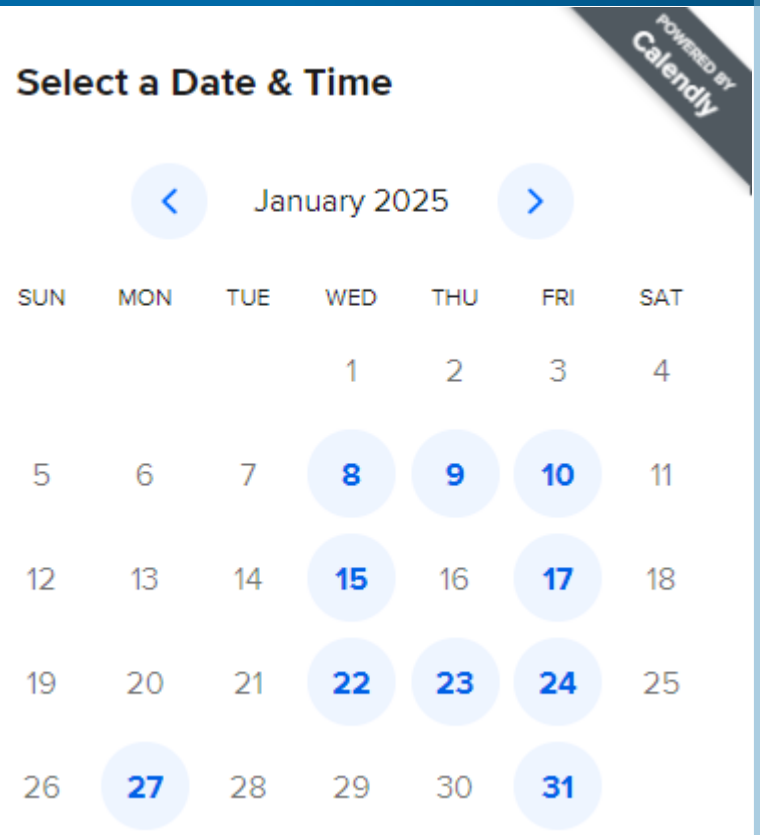
Mefula Fairley, Executive Director

Dr. Michelle Johnson, Associate Director

Matt Daugherty, Administrator

Annual Visits for 2024-25

- Initial email notification sent on 9/16
- Booking link remains live until 9/30
- Please ensure Matt has appropriate contact person
- Attached to 9/16 email was Site Visit Protocol document
  - Updated for current year
  - Timelines and checklists are useful
  - Coming next year, Renewal Protocol Manual



Annual Visits for 2024-25

- Google Schedule Template to be sent in Oct.
- Do not copy and reshare – please use the original document
- School/Network contact will have edit privileges, and will be able to share with others who need access

2024-2025 SCCOE Charter Schools Department

Annual Visit Schedule

Educational Partner Focus Group Interviews & File Reviews

Date of Visit:

School Name: _____ **Name of Contact Person:** _____ **Email Address of Contact Person:** _____

(Times below are examples. Please fill out times with respect to your bell schedule and educational partner availability.)

Time	Activity	Names of Participants	Zoom Link (to be completed by SCCOE)
8:30-9:30	School Lead(s) Orientation / Data Sharing Meeting (60m)	Site Staff:	N/A
9:30-10:30	Classroom Observations (10 minutes per classroom, one per grade level for primary; one classroom per subject per grade level for secondary)	*Please list the name(s) of staff members who will be guiding CSD*	N/A
10:30-11:00	Student Focus Group (30m)	*Please list the names of focus group members*	
11:00-11:30	Site-Based File Review (30-60m, depending on whether or not HR files are being reviewed separately at a home office location)		N/A
11:30-12:15	LUNCH/TRAVEL TIME TO SCCOE (45m)		N/A
1:30-2:30	Family/Guardian Focus Group	*Please list the names of focus group members ALSO: Please indicate if an interpreter will be needed. SCCOE can provide interpreters.*	
2:30-3:30	Teacher Focus Group**	*Please list the names of focus group members*	
3:30-4:00	CSD Team Debrief	***CSD TEAM ONLY***	N/A
4:00-4:30	School Lead(s) Exit Meeting	Site Staff:	

CSD Compliance Calendar Reminders

- Regularly check the calendar that was emailed on 06/06/2024
- Next large submission date is 01/02/2025
- NEW No Change Attestation for January documents
- Please only submit documents from this list

January 2025	
1	**Authorizer Offices Closed - New Year's Day**
2	**Annual Visit Window Opens -** Remaining Annual Visit Documents **Finance:** • FCMAT Charter School FHRA Tool Submission ***(Submission Window January – March)*** **Program** Governance • Updated Organizational Chart • Board Roster and contact information, board committee members and assignments, term expirations, designated parent representative • Updated Board calendar • Articles of Incorporation (if updated) • Updated policies and procedures (if any recent updates) • Conflict of Interest (COI) Code (if updated or if not previously submitted) • COI Biennial Review Form (if updated or not previously submitted) Enrollment • Copy (pdf) of current Lottery and/or Enrollment Application • Current lottery process and detailed procedures • Current enroll t disaggregated by student group (grade level, English Learner (EL), nts with Disabilit (SWD), Socioeconomically Disadvantage ethnicity, Instru • • EL, SWD, SED, Math Data EL, SWD, • • g notes, survey Health and Safe • Certificate of Food ety (i.e., S erv certi n) • Health and safety policies • Internal annual facility review

Reminders:
Please rename your files
File types matter
Reach out when there's a delay or issue

Charter School Spotlight

- Spotlight one charter school per meeting, as appropriate
- Twenty minutes per school: 10-minute presentation with 10-minute question and answer period
- Forty minutes per CMO or network: two schools x 10-minute presentation for each and 20-minute question and answer period
- Principals provide presentation assisted by staff and students, as available

Instructions to Charter Schools (remove this slide before presenting)

- The Santa Clara County Board of Education will schedule SCCBOE-authorized charter schools to provide a presentation to the SCCBOE.
- **Purpose**: Provide SCCBOE-authorized charter school leaders with an opportunity to spotlight what is happening at their schools.
- **Time allotment:** A 10-minute presentation and a 10-minute question and answer period per school. Charter Management Organizations or networks of schools may select two schools to present together for a 20-minute presentation and a 20-minute question and answer period.
- **Presentation Content:** Following this slide is a presentation template with topics to include in your presentation.

1. School Mission and Vision. Include the mission and vision of the school.
2. Student Demographic Data. Include information about the demographic makeup of the student body (number and percentages).
3. Academic Data. Include how the school's numerically significant subgroups are doing on state assessments. Local (verified data) may also be shared.
4. Schools required to do so by MOU language will also include student data, including suspension, expulsion, and involuntary removal data by numerically significant student subgroups.
5. Multi-year Financial Outlook. Include ADA trends, enrollment, future revenue (e.g., expected grants and fundraising), future expenses (e.g., upcoming investments, supports, initiatives), and reserves.
6. What Makes us Unique. Share what distinguishes your school from other charter schools and/or traditional public schools.
7. A Day in the Life… Provide insight into life on campus, opportunities, interventions, enrichment.
8. Glow and Grows. Share what is going well at your school and what the school needs to do better.
9. Highlights. Share events and highlights that make you proud of the school.

- **Submission to SCCOE:** The final slide deck for your presentation must be submitted two weeks before the date of your presentation. Email a pdf copy of your presentation to jfallon@sccoe.org and copy mfairley@sccoe.org.

DRAFT

Next Steps for Charter School Spotlights

- Spotlight presentation template
- Schedule spotlights for the year

Mandated Trainings – New for 2024-25

- Workplace Violence Prevention training for all staff
- Title IX training for all staff
- Safe and Supportive Schools (LGBTQ+ cultural competency training for staff – grades 7-12)

Q&A

2024-25 Charter Leader Meetings

Save-the-Date

- January 30, 2025
- May 29, 2025

Meeting Locations:

January: **Online**

May: **In-Person**

Q&A

Thank you!