

Charter Leaders Meeting

June 1, 2022

Recording



Welcome!

SCCOE's Charter Schools Department:

- Mefula Fairley– Director
- Justin Fallon – Administrative Assistant
- Michelle Johnson, Ed.D. – Associate Director
- Shallu Sharma – Financial Administrator
- Cynthia Tapia – Financial Administrator

Introductions and Check-in

- Name
- School or CMO
- What song title describes the end of this school year?



Zoom Protocols

- Please mute microphones
- Use the "Chat" for questions
- Use "Raise Hand" to share



Agenda

- Welcome
- Continuous Improvement and Accountability
- Early Learning Workforce Pipeline and Consortium
- Program Updates
- Fiscal Updates
- 2022-23 Meetings
- Celebrations and Shout Outs



Continuous Improvement and Accountability Updates

Alissa Meltzer, Director
Dawn River, Ed.D, Assistant Director

Legislative Updates

Alissa Meltzer

ameltzer@sccoe.org

Differentiated Assistance for Charters

Ed Code 47607.3.

(a)....Beginning with the 2020–21 school year, for any charter school for which one or more pupil subgroups identified...meet the criteria established...in two or more years, the county superintendent of schools in which the charter school is located shall provide technical assistance focused on building the charter school's capacity to develop and implement actions and services responsive to pupil and community needs....

Waiting to find out.....

- Which two Dashboard years we will be utilizing to determining eligibility - 2019 and 2022 **or** 2022 and 2023
- Whether county authorized charters will be serviced by their COE or the GeoLead or another COE within our region
- How COEs/GeoLeads will be compensated for DA technical assistance

Independent Study (IS) - **PROPOSED** May Revise Language

The Legislature **encourages** local educational agencies to consider offering ***more than one independent study model for short- and long-term placements.***

Students who have IEPs may participate in IS if IEP team determines that it is appropriate

Must address chronic absenteeism using ALL of the tiered re-engagement strategies listed in 51747(c) for all students who are:

- Not generating attendance for more than 20 percent of required minimum instructional time over four continuous weeks of a LEA's approved instructional calendar
- Not participating in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span
- In violation of the written agreement

Written Agreement deadlines have been updated

Tiered re-engagement strategies, synchronous instruction, daily live interaction, transitioning students back to in-person settings within 5 instructional days shall not apply to students in IS for less than 15 days and ***students....under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or in-patient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for students to participate in independent study.***



Reminders of Mandates Going Into Effect July 1

Universal Meals:

Breakfast and lunch must be provided each school day to any student who requests a meal, regardless of free/reduced meal eligibility.

Assembly Bill 367:

Menstrual Products - Requires all public schools serving grades 6-12 to stock free menstrual products in all women's restrooms and all-gender restrooms, and at least one men's restroom.

Senate Bill 328:

Late Start Time - Middle Schools may begin no earlier than 8:00a.m. and High Schools may begin no earlier than 8:30a.m.

FAFSA/CADAA Requirement:

LEAs must ensure that all 12th grade students submit a Free Application for Federal Student Aid (FAFSA) or a California Dream Act application (CADAA). LEAs must submit one on behalf of the students if they cannot do so themselves. Parents/guardians will have an opt-out option.

Designate Your LEA Coordinator for 22-23

As summertime approaches, please remember that the local educational area (LEA) superintendent must designate at least one 2022–23 CAASPP LEA coordinator by **July 1, 2022**. Because the LEA coordinator is the primary point of contact for assessment-related updates, it is critical that each LEA establish a designated coordinator in a timely manner. When designating coordinators, a primary coordinator should be selected.

For direct-funded charter schools, the individual assigned the superintendent role in the Test Operations Management System (TOMS) is the individual identified as the Administrator in the [California School Directory](#). More information about designating an LEA coordinator can be found in the [TOMS User Guide](#). Your [LEA Success Agent](#) also can provide you with information.

LCAP and State & Federal Updates

Dr. Dawn River

driver@sccoe.org

Components of the LCAP Packet

1

**Budget
Overview
for Parent
(BOP)**

2

**One-time
Supplement
to the
Annual
Update**

3

**2022-23
LCAP
Template**

4

**Action
Tables**

5

**Template
Instructions**

Other State & Federal Updates

Consolidated Application

- Spring window was pushed to start around July 1
- Window will be open for about 6 weeks
- Remember to share your Application for funding with DELAC & then your board before August 31, 2022 (date needed in CARS)

Williams Case Monitoring

- Our team will send an email requesting documents for each school in June
- Resources: <https://tinyurl.com/SCCOEWilliams2022>

NEW Facility Inspection Tool (FIT)

- Needed for SARC completion
- Will be used during Williams Inspections

[FIT \(pdf\)](#)

[FIT \(excel\)](#)

Folder of Williams Resources:

<https://tinyurl.com/SCCOEWilliams2022Resources>

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
 SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 04/22)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 7 of 7

| | | |
|---|---|---|
| SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION | | COUNTY |
| SCHOOL SITE | SCHOOL TYPE (GRADE LEVELS) | NUMBER OF CLASSROOMS ON SITE |
| | | NUMBER OF RESTROOMS ON SITE |
| INSPECTOR'S NAME | INSPECTOR'S TITLE | NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) |
| TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET) | TIME OF INSPECTION | SITE ENROLLMENT |
| TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE | WEATHER CONDITION AT TIME OF INSPECTION | |
| TOTAL ESTIMATED BUILDING SQUARE FOOTAGE | | |

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

| TOTAL NUMBER OF AREAS EVALUATED | CATEGORY TOTALS | A. SYSTEMS | | | B. INTERIOR | | C. CLEANLINESS | | D. ELECTRICAL | E. RESTROOMS/FOUNTAINS | | F. SAFETY | | G. STRUCTURAL | | H. EXTERNAL | |
|---------------------------------|---|------------|----------|-------|-------------------|---------------------|-------------------------|------------|---------------|------------------------|-------------|---------------------|-------------------|---------------|----------------------------|-----------------------------|--|
| | | GAS LEAKS | MECH/VAC | SEWER | INTERIOR SURFACES | OVERALL CLEANLINESS | PEST/VERMIN INFESTATION | ELECTRICAL | RESTROOMS | SINKS/ FOUNTAINS | FIRE SAFETY | HAZARDOUS MATERIALS | STRUCTURAL DAMAGE | ROOFS | PLAYGROUND/ SCHOOL GROUNDS | WINDOWS/DOORS/ GATES/FENCES | |
| ↓ | Number of "OK"s: | | | | | | | | | | | | | | | | |
| | Number of "D"s: | | | | | | | | | | | | | | | | |
| | Number of "X"s: | | | | | | | | | | | | | | | | |
| | Number of NAs: | | | | | | | | | | | | | | | | |
| | Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NAs") | | | | | | | | | | | | | | | | |
| | Total Percent per Category (average of above)* | | | | | | | | | | | | | | | | |
| | Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99% | | | | | | | | | | | | | | | | |

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →

SCHOOL RATING** →

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

| PERCENTAGE | DESCRIPTION | RATING |
|-------------|---|-----------|
| 99%-100% | The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. | EXEMPLARY |
| 90%-98.99% | The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. | GOOD |
| 75 %-89.99% | The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site. | FAIR |
| 0%-74.99% | The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus. | POOR |

INSPECTOR'S COMMENTS AND

RATING EXPLANATION:

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

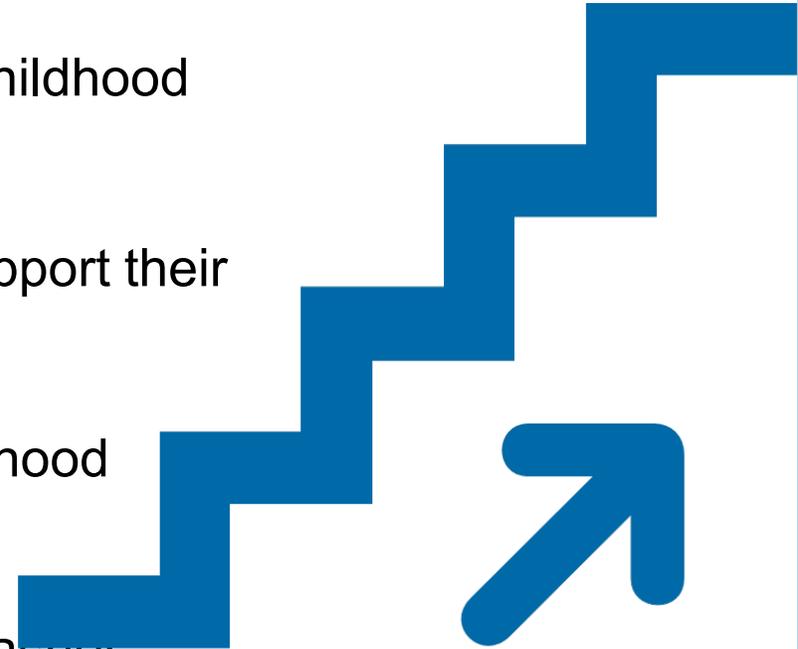
Santa Clara County
Early Childhood Workforce Pipeline

Adora Fisher
Director of Education Preparation Programs
June 1st, 2022

Purpose

The purpose of the SCCOE Early Childhood Workforce Pipeline is to create an agency within SCCOE that supports districts and charter schools in addressing their staffing needs for early childhood classrooms and supports candidates interested in an early childhood career. The agency would offer the following:

- Matching a potential candidate with the appropriate early childhood education permit or credentialing program.
- Matching a potential candidate with available funding to support their early childhood education program.
- Provide districts and charter schools access to early childhood program completers based on district staffing needs.
- Support districts and charter schools in diversifying their teacher workforce.
- Job Placement and increasing socio-economic status for people of color.



Statistics

Over the next 4 years, state investments will bring approximately 23,269 new early childhood slots into Santa Clara County,

- Includes 14,919 new TK slots for 4 year-olds
- 350 new preschool slots for 3 and 4 year-olds
- 8,000 new childcare slots for children ages 0 to 12

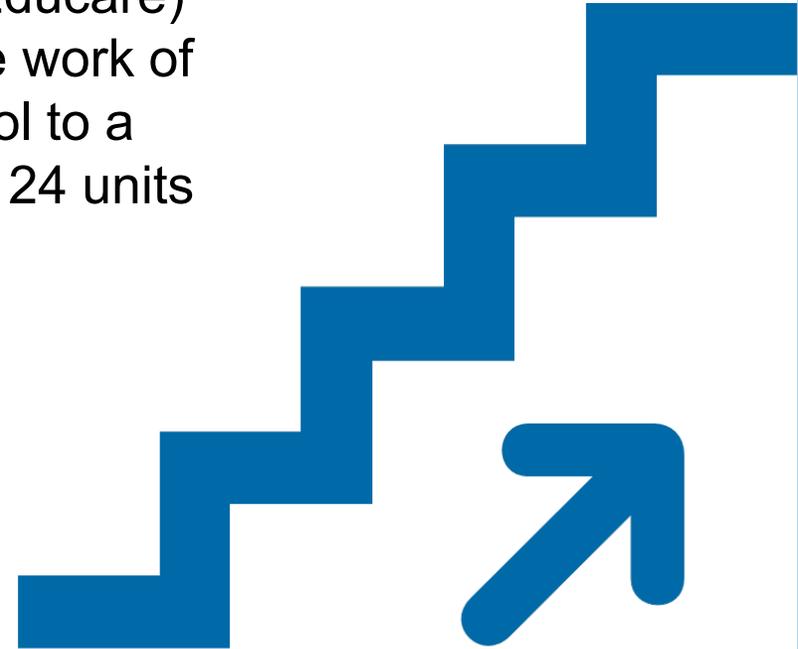
Santa Clara early childhood providers will need the following additional staff:

- 621 new TK teachers with a multiple subject credential
- 621 new instructional aides
- 710 new preschool and childcare staff with child development permits



Goals

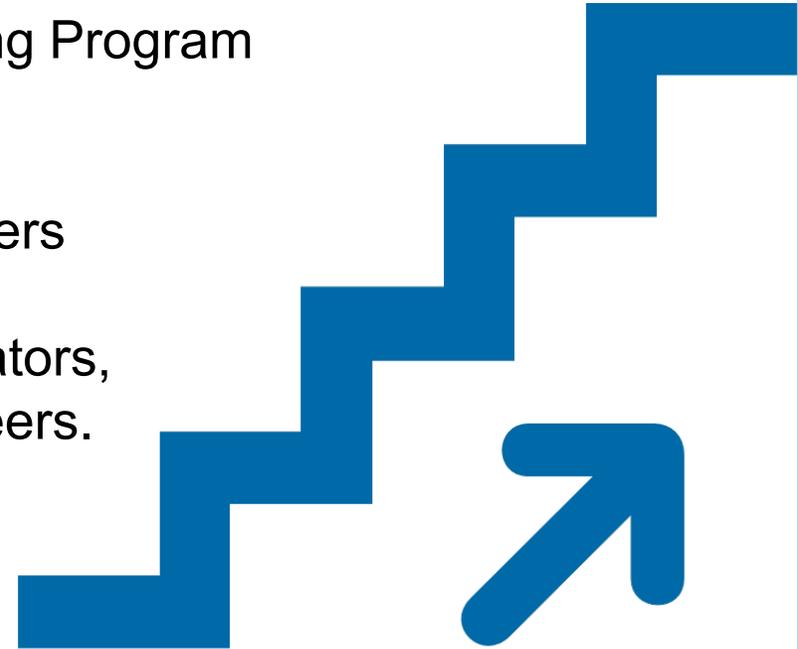
- Partner with school districts, charter schools, institutes of higher education, and community partners (First 5, SJ Public Library, Educare) to create a countywide early learning workforce consortium. The work of the consortium will result in a workforce pipeline from high school to a fully qualified TK teachers with a multiple subject credential and 24 units of early childhood education (ECE)
- Provide candidates with pathway navigation and job placement opportunities
- Increase workforce diversity



Objectives

OBJECTIVES:

1. Close existing gaps using state funding and reduce duplication of efforts
 - Golden State Teacher Grant Program
 - California Classified School Employee Teacher Credentialing Program
 - Early Educator Teacher Development
 - Teacher Residency
 - Local Solutions Grant for the Shortage of Special Ed Teachers
1. Ensure that we honor and promote existing early learning educators, who are primarily women of color, who want to further their careers.



Charter School Partnerships

- Participate in the consortium Advisory Committee
- Providing access to charter school staff for purposes of recruitment of possible candidates
- Assigning specific school or schools to act as residency schools for program implementation and supporting recruitment of residency mentors within each school

Charter School Partnerships

- Agreeing that any hours spent on grant implementation can be counted as in-kind matching funds for grant implementation
- Partnership signatures may be needed for future funding.

Facilities for Early Childhood

Michael Garcia

Director of Child Care Planning and Support

migarcia@sccoe.org

and

Raquel Dietrich

Supervisor of Child Care Resource & Referral (R&R) Program

rdietrich@sccoe.org

Childcare Resource & Referral Program

- Maintains a childcare referral database (Santa Clara County Childcare Portal) with all the licensed childcare facilities in the county.
- Helps families find licensed childcare programs that best meets their needs through childcare referrals either online, by phone, email, or in-person (before COVID).
- Provides service referrals to families when other services/support are requested.
- Help prospective childcare providers navigate the childcare licensing process.
- Provides training and support resources for licensed providers as well as family, friend, and neighbor (FFN) caregivers.

Title 5 and Title 22 Regulations

- Title 22 - Health and Safety regulations for all licenced childcare facilities, including preschools
- Title 5 - California State Preschool Programs (CSPP)
 - Required to be licensed (Title 22), but State Preschool Programs operated on LEA campuses can apply for a waiver exempting the program from Title 22 requirements, if certain conditions are met.
 - Programs should reach out to their CDE assigned contract consultant to inquire about this waiver.
- State Preschool/TK programs (blended/braided programs) must meet Title 5 and Title 22 requirements if no waiver is on file exempting the LEA preschool program from Title 22 only.

Staffing & Credentialing Information

Adora Fisher

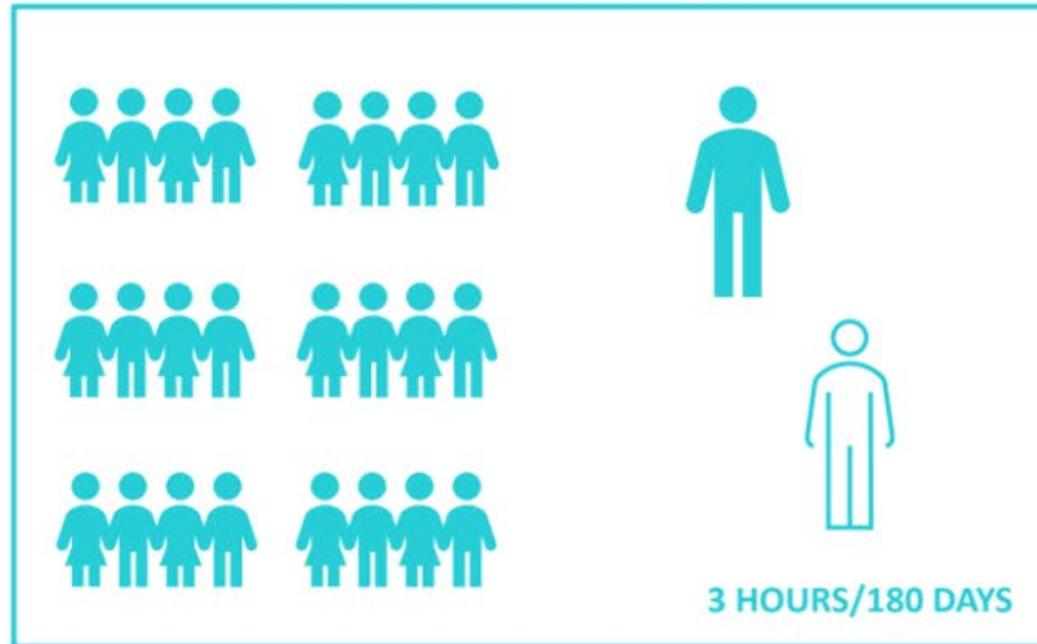
Director of Education Preparation Programs

Afisher@sccoe.org

BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

TK – 2022/23

AGE ELIGIBLE 4 YEAR-OLDS



Classroom
Ratio
Staffing

1:24
1:12*
1 Credentialed Teacher
1 Classified Assistant



Lead Teacher (Ed Code 48000(g))

- Assigned to teach TK before 7/1/2015: Multiple Subject Credential
- Assigned to teach TK after 7/1/2015: Multiple Subject Credential
- As of 8/1/2023 (if teacher assigned to TK after 7/1/2015): Multiple Subject Credential + 24 units, a Child Development Permit, or equivalent (as determined by the district)



Second Adult

- Classified staff
- No specific requirement in statute. Most districts will probably classify this position as a teacher's assistant or instructional aide



Curriculum and Instruction

Cynthia Fong-Wan

CPIN Region 5 Manager

(California Preschool Instructional Network)

cfong-wan@sccoe.org

and

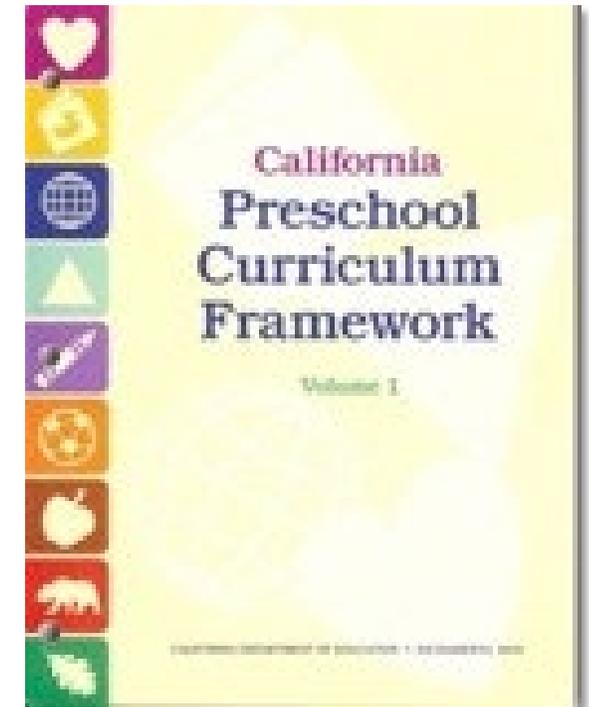
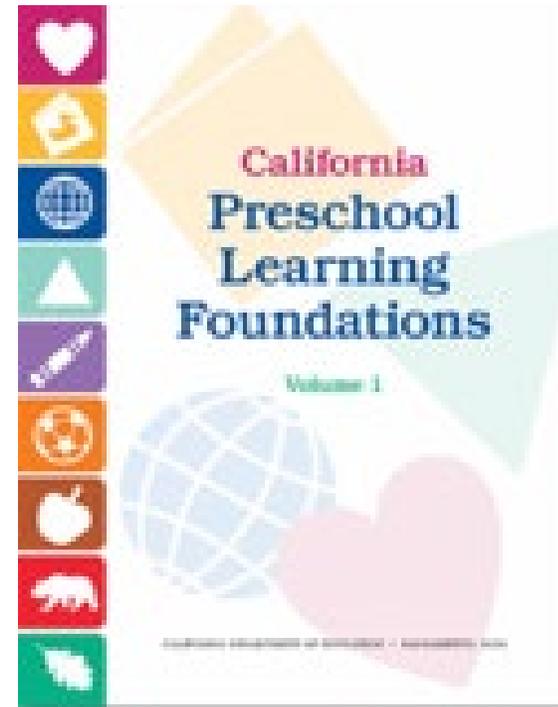
Sandya Lopez

Director of the Inclusion Collaborative

slopez@sccoe.org

THE PRESCHOOL LEARNING FOUNDATIONS & FRAMEWORK

- Describe what children should be able to do at around 48 and 60 months
- The *California Preschool Curriculum Frameworks* present strategies for early childhood educators that enrich learning and development opportunities for all of California's preschool children.
- The *California Preschool Curriculum Frameworks* include ideas for how to intentionally integrate learning into children's play.
- Outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development.

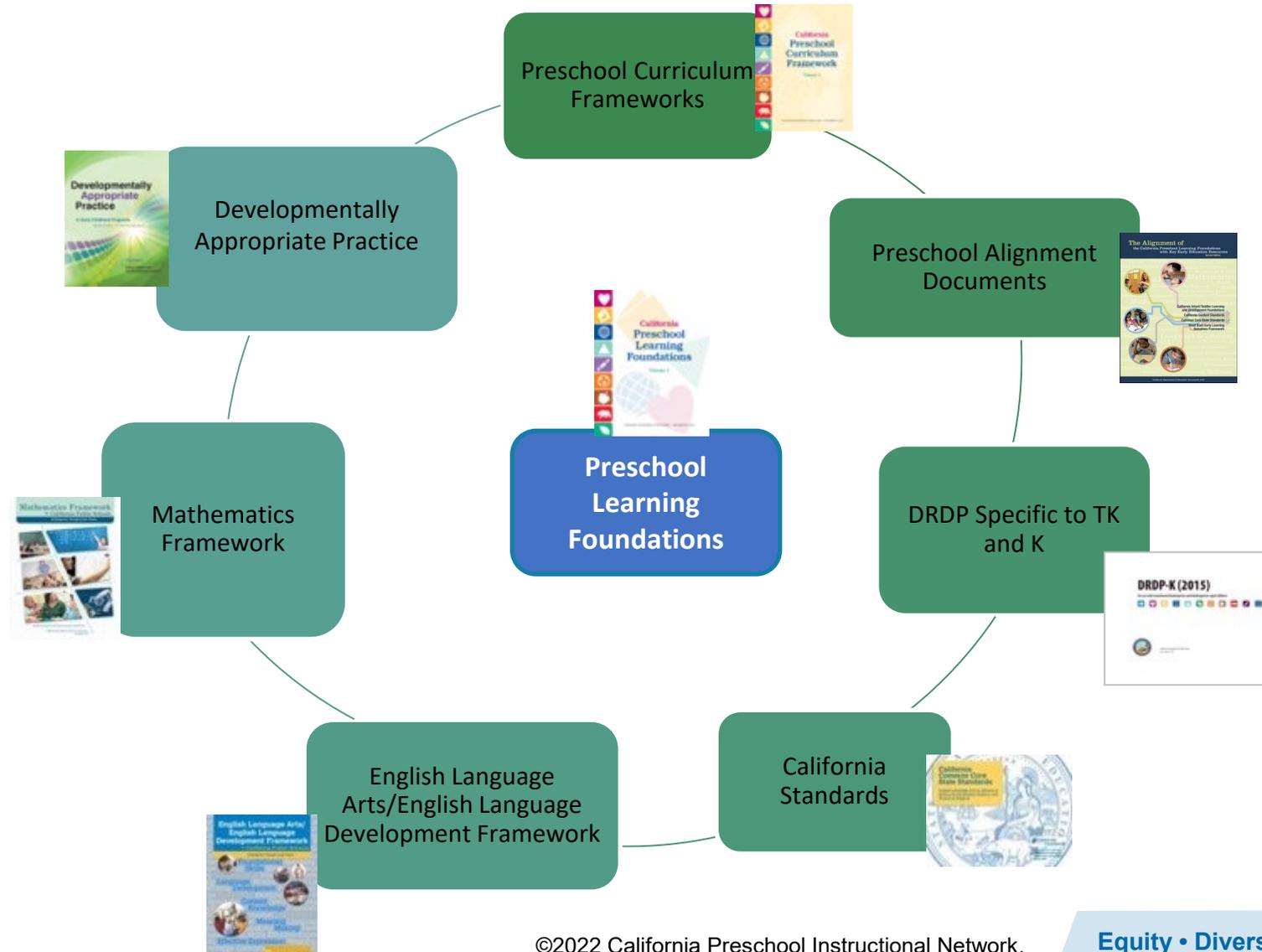


WHAT ARE THE IMPLICATIONS FOR PRACTICE?

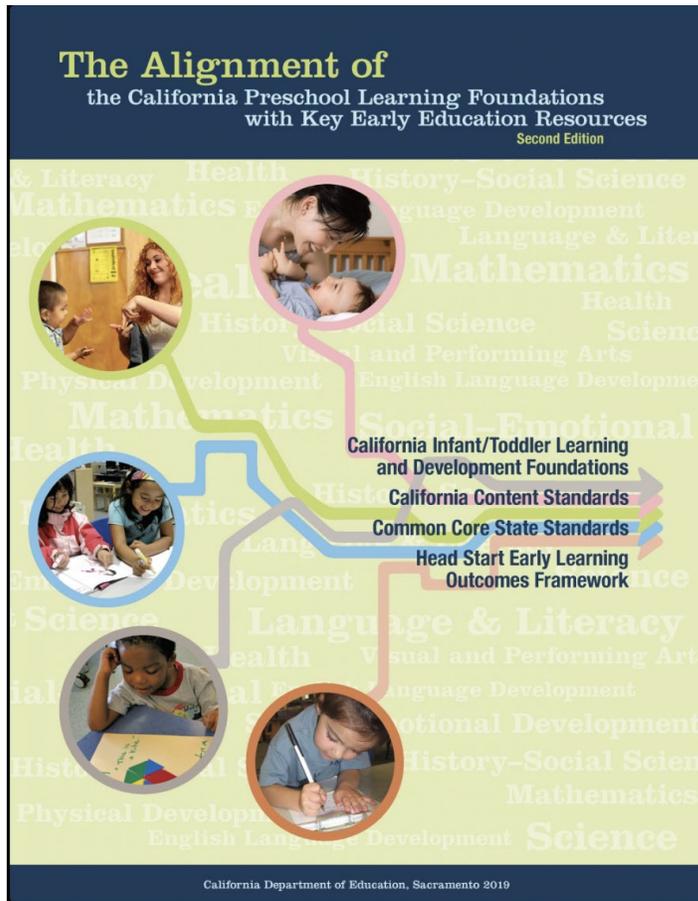


Eight Overarching Principles

CDE PUBLICATIONS AND RESOURCES THAT SUPPORT TK IMPLEMENTATION



THE ALIGNMENT OF THE CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS WITH KEY EARLY EDUCATION RESOURCES



| California Preschool Learning Foundations | California Kindergarten Content Standards | Common Core State Standards |
|---|--|-----------------------------|
| Social-Emotional Development | Health, Education Mental, Emotional, and Social Health | |
| Language and Literacy | English-Language Arts | English-Language Arts |
| English-Language Development | English-Language Development | |
| Mathematics | Mathematics | Mathematics |
| Visual and Performing Arts | Visual and Performing Arts | |
| Physical Development | Physical Education | |
| Health | Health Education | |
| History-Social Science | History-Social Science | |
| Science | Science | |

Source: *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources*, CDE, 2012.

CPIN RESOURCES

- ❖ California Early Childhood Online
 - <https://www.caearlychildhoodonline.org>
- ❖ California Preschool Instructional Network (CPIN) local trainings (Region 5)
 - <https://cpin.us>

Email: cpin@sccoe.org

UPK RESOURCES

- Universal Design for Learning
- Teaching Pyramid/Center on the Social Emotional Foundations for Early Learning (CSEFEL)
 - <http://csefel.vanderbilt.edu>
 - <https://cainclusion.org/teachingpyramid/>
 - Email: inclusion@sccoe.org
 - <http://www.inclusioncollaborative.org/docs/Menu-of-Services.pdf>

Inclusion and UPK

Inclusion is better for children with disabilities and their peers: Research has clearly shown that children with disabilities can, and do, benefit from quality preschool experiences, and that these impacts are more robust when children are served in inclusive settings alongside their typically developing peers. Furthermore, there is evidence to suggest that **all children** benefit from inclusive preschool settings. Research shows that typically developing children demonstrate developmental, social, and attitudinal benefits from inclusive experiences.



INCLUSION
COLLABORATIVE

Inclusion Collaborative Resources

Coaching

Technical Assistance

- Site Meetings
- Resource Materials

Professional Development

- Countywide (UDL, Make & Takes, Teaching Pyramid, etc.)
- Annual Inclusion Collaborative State Conference
- Available for districts & organizations for on-site & virtual training



Contact List

Credentialing/Staffing

- Adora Fisher, Director of Educator Preparation Programs - afisher@sccoe.org

Facilities

- Michael Garcia, Director of Child Care Planning and Support - migarcia@sccoe.org
- Raquel Dietrich, Supervisor of Child Care Resource & Referral (R&R) Program - rdietrich@sccoe.org

PK/TK Curriculum

- Cynthia Fong-Wan, CPIN Region 5 Manager - cfong-wan@sccoe.org

Inclusion

- Sandya Lopez, Director of the Inclusion Collaborative - slopez@sccoe.org

Charter Schools Department

Program Team Updates

Mefula Fairley, Director
Michelle Johnson, Ed.D, Associate Director

ELD for Charter Leads

- Final training in a series of three
- Postponed until ELD Coordinator returns from leave
- Look for email announcing part three
- Next steps TBD



Charter School Governing Board Transparency - EC 47604.1

If a Charter Board only has one site, the board meeting must be held at the site.

If a Charter Board has more than one site and operates in only one county, then the charter must establish two-way communication at each site for the board meeting

If a Charter Board has more than one school and operates in only one county:

- The meeting must be held within the physical boundaries of the county, and
- Two-way communication must be established at every school for the Board meeting.

If a Charter Board has more than one school and operates in different counties:

- The Board meeting must be held in the physical boundary of the county in which the most students reside,
- Two-way communication must be established at every site for the Board meeting, and
- The meeting must be recorded and posted to the school's website.

If a Charter Board operates a nonclassroom-based school that does not have a facility or operates more than one resource center:

- The meeting must be held within the physical boundaries of the county in which the most students reside, and
- Two-way communication must be established at every resource center for the Board meeting.



Teacher Credentials

- One month prior to the commencement of each new semester
- Please submit:
 - a list of the class offerings for the semester
AND
 - the teacher(s) assigned to each class

Calendar and Document Submission

- Link available on the website
- Monday.com





Document Alignment

- Policies
- Handbooks
- LCAP
- Website

Williams Monitoring for 2022-23

First 20 days of school

Reviews include:

- Credentials
- Instructional Materials
- Facilities
- UCP





Charter Schools Department

Fiscal Team Updates

Cynthia Tapia, Financial Administrator
Shallu Sharma, Financial Administrator

2022-23 May Revision

- Economic Outlook
 - The May Revision is an overall \$300.7 billion budget
- Includes the highest level of funding for K-12 schools in the State's history
 - Total Prop 98 funding of \$128.3 billion



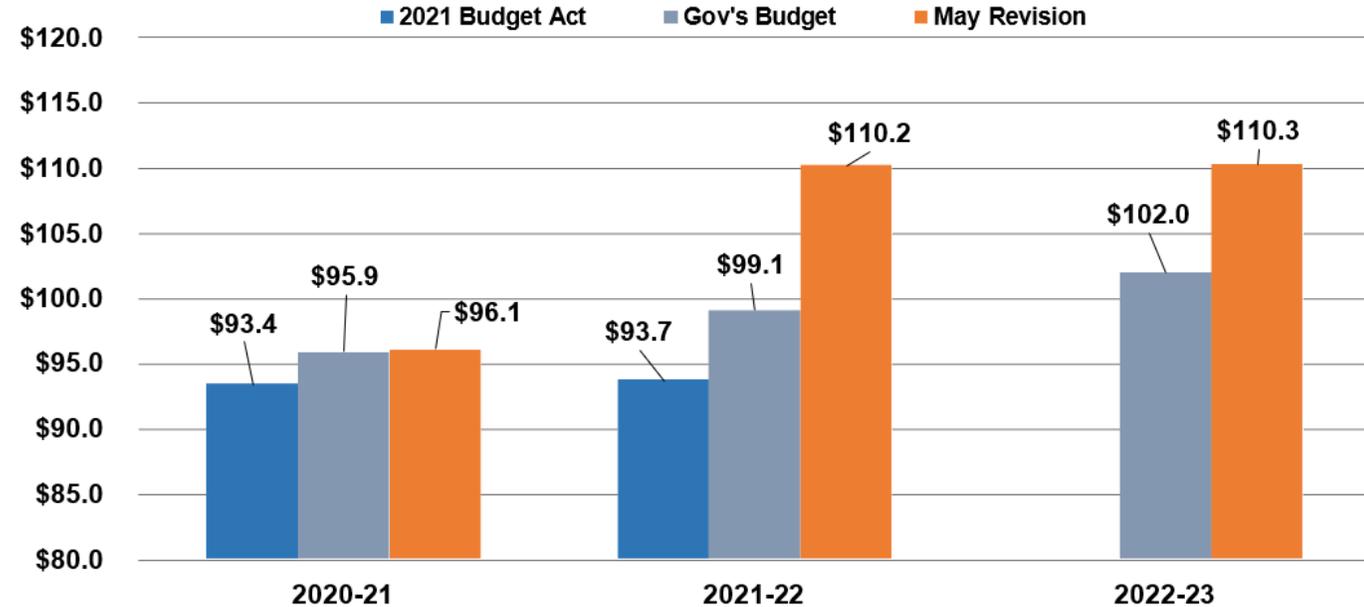
Image Source SSC 2022 May Revision Workshop

Proposition 98

State Appropriations Limit (Gann Limit)

- During the January Governor's Proposed Budget there was speculation that it will likely be exceeded in the 2020-21 & 2021-22 fiscal years
- HOWEVER, due to \$34 billion allocated to various investments that don't count towards the limit, reaching the Gann Limit was avoided.

Proposition 98 Guarantee (Dollars in Billions)



Source: Capital Advisor 2022 May Revision 2022-23

2022-23 COLA

➤ May Revision increases COLA to 6.56%

(applies to)

- LCFF
- Specified categorical programs (Special Education (AB602), Child Nutrition, Mandate Block Grant)

| Budget Act 2021-22 | Governor's Budget 2022-23 | May Revision 2022-23 |
|-----------------------|------------------------------|-------------------------|
| • 5.07% | • 5.33% | • 6.56% |

2022-23 LCFF Base Increase & Funding Factor

- In addition to the statutory COLA, \$2.1B ongoing Prop 98 General Fund to LCFF base funding

| Grade Span | K-3 | 4-6 | 7-8 | 9-12 |
|---|---------|---------|---------|----------|
| 2021-22 Base Grant per ADA | \$8,093 | \$8,215 | \$8,458 | \$9,802 |
| 6.56% COLA | \$531 | \$539 | \$555 | \$643 |
| Additional LCFF Investment ¹ | \$266 | \$270 | \$278 | \$322 |
| 2022-23 Base Grant per ADA | \$8,890 | \$9,024 | \$9,291 | \$10,767 |
| GSA | \$925 | – | – | \$280 |
| 2022-23 Adjusted Base Grant per ADA | \$9,815 | \$9,024 | \$9,291 | \$11,047 |
| 20% Supplemental Grant per ADA (Total UPP) | \$1,963 | \$1,805 | \$1,858 | \$2,209 |
| 65% Concentration Grant per ADA (UPP Above 55%) | \$6,380 | \$5,866 | \$6,039 | \$7,181 |

¹SSC estimate of the impact the additional \$2.1 billion investment brings to LCFF funding by increasing the base rates

Current Year (CY) COVID ADA Relief – Proposed Solution

COVID-19 ADA Relief
ADA FY2021-22 based on greater of:

- Attendance yield¹ from 2019-20
OR
- Attendance yield from 2021-22

Declining Enrollment Protection
Funding in 2021-22 would be based
on greater of :
(Applicable for ONLY FY 2021-22
Classroom-based Charter schools)

- Current Year ADA OR
- Prior Year ADA

¹Attendance yield: ADA-to-enrollment percentage

Source: SCC 2022 May Revision Workshop

COVID-19 ADA Relief

Table 1

- Hypothetical scenario for a school district under the Governor’s proposal

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------|---------|---------------------|---------|---------|
| Enrollment | 10,500 | 10,000 | 10,000 | 9,500 |
| ADA | 10,000 | 10,000 ¹ | 9,000 | 9,000 |
| ADA-to-Enrollment | 95.24% | N/A | 90.00% | 94.74% |

- Applying the COVID-19 ADA Relief would result in a significant increase in the ADA used for calculating the LCFF

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------|---------|---------------------|---------|---------|
| Enrollment | 10,500 | 10,000 | 10,000 | 9,500 |
| ADA | 10,000 | 10,000 ¹ | 9,524 | 9,000 |
| ADA-to-Enrollment | 95.24% | N/A | 95.24% | 94.74% |

¹Carried forward as result of hold harmless

Source: SSC May Revision Workshop

Table 2

| Fiscal Year | Actual ADA | Actual ADA w/ COVID-19 ADA Relief |
|-------------|---------------------|-----------------------------------|
| 2019-20 | 10,000 | 10,000 |
| 2020-21 | 10,000 ¹ | 10,000 ¹ |
| 2021-22 | 9,000 | 9,524 |
| 2022-23 | 9,000 | 9,000 |

¹Carried forward as result of hold harmless

Discretionary Block Grant

One-time \$8B Discretionary Block Grant for FY 2022-23

- Equates to approximately \$1300 -\$1500 per ADA
- Funding would be allocated on a per ADA basis using FY 2021-22 Principal Apportionment (P-2) ADA
- Schools are intended to use funds for the purposes including protecting staffing levels, addressing learning challenges, supporting staff and student mental health and wellness
- Funds will offset applicable mandate debt



Expanded Learning Opportunities Program (ELO-P)

- Proposes ongoing funding of \$4.8B starting FY2022-23
- Provide \$2500 per prior year (PY) classroom ADA grades TK-6 multiplied by Charter school's eligible prior year (PY) Unduplicated Pupil Percentage (UPP)

$$**ELO- P Grade (TK-6) = \$2500 * PY(ADA) * PY (UPP)**$$

- ELOP arts and music program grant
 - In January budget included \$937M one time Prop 98
 - **May Revision adds \$63M** additional for a total of \$1B for 2022-23 in one-time Prop 98 General fund.

Expanded learning Opportunities Program Implementation

Allow carryover of 2022-23 funds to June 30, 2024

Delay start of audit of ELO-P to 2023-24

Prorate penalties for not meeting offer/provide and minimum time requirements

Reduce UPP threshold for requirement to offer and provide access to all students in grades TK-6 from 80% UPP to 75% UPP starting in 2023-24

LEAs with UPP less than 75% must offer and provide access to all unduplicated students in grades TK-6

Must provide transportation if not providing ELO-P at all school sites for grades TK-6

Universal Transitional Kindergarten

- No significant changes to the plan to achieve Universal TK by 2025-26
 - 2022-23 LEA's Universal TK Requirement :
 - Offer TK to any student who 5th birthday occurs between September 2 and February 2, inclusively
 - Maintain average TK classroom ratios of 12:1
- January Governor's Proposed Budget included \$640 Million as ongoing Prop 98 to expand eligibility
 - May Revise reduced this by \$25.2, to \$614 million, due to decreased estimates for next year's TK enrollment
- Significant May Revise proposal is flexibility in the TK teacher eligibility through **June 30, 2026**
 - Eligibility: preschool teacher with preschool teaching permits, with bachelor's degrees that meet basic skills requirements AND who are enrolled in teaching credential coursework

Nutrition

- May Revise still includes from the Governor's Budget proposal \$596 million of ongoing state funding for Universal Meals
 - 2022-23 LEAs Universal Meals Requirement:
 - Provide two free meals per day to any student who requests a meal, regardless of eligibility, even if the school does not participate in the National School Lunch Program (NSLP) or School Breakfast Program (SBP).
 - Only LEAs participating in the NSLP and SBP will receive additional reimbursement through Universal Meals program.
 - LEAs with poverty rates* of 40% or higher **MUST** apply for a federal provision (Provision 2, 3, or Community Eligibility Provision [CEP]) by **June 30, 2022**
- May Revise proposal includes an additional \$611.8 million ongoing to maintain meal reimbursement rates
 - If the federal government extends Seamless Summer Option meal reimbursement rates which are scheduled to expire on **June 30, 2022**, any unused funding for rate increases will go towards Kitchen Infrastructure Grants

Nutrition – Meal Application & Alternative Income Form

- LEAs are still **REQUIRED** to collect Meal applications OR Alternative Income Forms to (1) establish NSLP/SBP Eligibility and/or (2) determine LCFF Supplemental and Concentration Grants.
 - **Meal Applications:** MUST be collected on or AFTER **July 1, 2022**
 - **Alternative Income Forms:** Can be collected for the following school year once USDA income eligibility guidelines are available (i.e., Spring). Can be collected online & electronic signatures are acceptable

| Provision Status | Must collect Meal Applications? | | Must collect Alternative Household Income Information forms? | |
|--|---|---|--|---|
| | For CA Universal Meals Program | For LCFF | For CA Universal Meals Program | For LCFF |
| NOT participating in NSLP | No , prohibited. | No , prohibited. | No , there is no need to. | Yes , needed for all students annually for purposes of LCFF to determine free or reduced-price meal eligibility. |
| Non-provision school, participating in NSLP | Yes , mandatory, the California Universal Meals Program will still require LEAs to determine FRPM eligibility. | Yes , required for all students annually for purposes of LCFF. | No , there is no need to. | Optional , but in addition to NSLP application for purposes of LCFF. |

Nutrition – Meal Application & Alternative Income Forms *continued*

| Provision Status | Must collect Meal Applications? | | Must collect Alternative Household Income Information forms? | |
|------------------|--|---|--|--|
| | For CA Universal Meals Program | For LCFF | For CA Universal Meals Program | For LCFF |
| CEP | No, prohibited. | No, prohibited. | No, there is no need to. | Yes, in the LCFF-base year, and every three years thereafter, and for new or incoming transfer students annually. |
| Provision 2 or 3 | Yes, in provision-base year: LEAs must collect meal applications in the provision base year; LEAs are prohibited from collecting applications during the next 3 years for Provision 2, and during the next four years for Provision 3. | Yes, LEAs must collect meal applications in the LCFF base year; LEAs are prohibited from collecting applications during the next four years | No, there is no need to. | <p>Optional for students enrolled in the provision base year, but in addition to the meal application, and every three years thereafter.</p> <p>Needed for and for new or incoming transfer students annually to determine free or reduced price meal eligibility.</p> |

Facilities

➤ School Facility Program

- Governor's Proposed Budget: \$2.225 billion of one-time GF funding to support the State School Facilities Program—\$1.3 billion FY 2022-23 & \$925 million 2023-24
- May Revise: ADDITIONAL \$1.8 billion in GF for State School Facilities Program; Total \$4.025 billion

➤ Deferred Maintenance

- May Revise: allocates \$1.7 billion of one-time Prop 98 GF
- Eligibility: school districts, charter schools in school districts facilities and COEs
- Allowable Uses: repair/restore classrooms, multipurpose areas, school grounds & upgrade and/or replace inefficient & outdated cooling, heating, water & other energy & resources systems for greener educational spaces

Not in the Current Proposal

No additional Pension relief

STRS & PERS employers' rates will significantly increase in 2022-23

ER contribution Rate (2022-23) 25.37%

No UPP Solution

Implementation of Universal meals will likely have an immediate and direct impact on UPP

TK Facilities

No Non-Prop 98 money allocations for TK facilities



Key Takeaways 2021-22

➤ What Went Well

- Timely submission of reports
- Detail in the Narrative tab of the reporting templates
- Continued to meet with key finance team members (Network and Site) during the annual visits

➤ Opportunities

- More Robust Fiscal Policies and Procedures
 - **Clear roles and responsibilities**—finance team, school team, finance & audit committee, board of trustees.
 - **Accounting Procedures**: monthly close, year-end close, recordkeeping, etc.
 - **Internal Controls**—conflict of interest, segregation of duties, etc.
 - **Financial Planning and Reporting**—budgeting, audit, tax, etc.
 - **Revenue & Accounts Receivable**—cash receipts, deposits, etc.
 - **Expense & Accounts Payable**—payroll, procurement, cash disbursement, etc.
 - **Asset Management**—cash management, operating reserve, etc.
- FCMAT Charter School Fiscal Health Risk Analysis (FHRA) Tool
- Communicate—Keep us in the loop!



Upcoming Deadlines

| Description | Deadline |
|--|---|
| Adopted Budget | 07/01/2022 |
| LCAP | 07/01/2022 |
| Other misc. documents <ul style="list-style-type: none">• Updated/revised fiscal policies• Attendance Calendar• Updated Lease and/or Facility Use Agreement• Copies of Bonds and Contracts• Student and Employee Handbook• Updated Finance and Business Operation Manager contact list• Complete duplicate originals of Insurance Policy | 07/01/2022 |
| Pre-K Planning and Implementation grant | 06/30/2022 Template (To be considered by the local governing board) |
| Expanded Learning Opportunities Program Plan | Approved in a public meeting and posted on the LEA's website by TBD. Template |
| ESSER I, II, and III Quarterly and Annual | https://www.cde.ca.gov/fg/cr/reporting.asp |

Resources

- **CDE Expanded Learning Opportunities Program**
 - <https://www.cde.ca.gov/ls/ex/elopinfo.asp>

- **CALPADS Update Flash #220: NSLP Meal Application and Alternative Income Form Requirements for 22-23**
 - <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash220.asp>

- **FCMAT Charter School Fiscal Health Risk Analysis tool**
 - <https://www.fcmat.org/PublicationsReports/Charter-School-FHRA.xlsx>

- **SSC School District and Charter School Financial Projection Dartboard 2022-23 May Revision**
 - https://www.sscal.com/sites/default/files/SSC%20Dartboard_2022-23%20May%20Revise%20K-12%20FINAL%20v3.pdf

A graphic featuring the letters 'Q', '&', and 'A' in a 3D, blocky font. The 'Q' and 'A' are blue, while the '&' is grey. Each letter is suspended by a thin vertical line from above. The letters are slightly tilted and cast a soft shadow on the surface below them.

Celebrations and Shout Outs



SCC Bilingual/Multilingual Learner Advocacy Month Virtual Showcase Honorees



California Pivotal Practice (CAPP) Program Awardees

2022-23 Charter Leader Meetings

Save-the-Dates

- October 20, 2022
- January 26, 2023
- May 18, 2023

Meeting Location:

Virtual, some in-person