Charter Leaders Meeting
October 20, 2022
Recording
Welcome!

SCCOE’s Charter Schools Department:

- Mefula Fairley – Executive Director
- Justin Fallon – Administrative Assistant
- Michelle Johnson, Ed.D. – Associate Director
- Matthew Daugherty – Administrator
- Shallu Sharma – Financial Administrator
- Cynthia Tapia – Financial Administrator
Introductions and Check-in

- School or CMO Name
- Share celebrations and shout outs in the chat?
Zoom Protocols

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

- Welcome
- Celebrations and Shout Outs
- Continuous Improvement and Accountability
- Youth Health and Wellness
- Program Updates
- Special Presentation by FCMAT: Charter School Fiscal Health and Risk Assessment Tool
Celebrations and Shout Outs
Continuous Improvement & Accountability Updates

Alissa Meltzer
Dr. Dawn River
Assessment & Accountability
Accountability - 2022 Dashboard Preview

➔ Status Only
  ◆ “Cell Phone Bars”
  ◆ Single color for all status levels
➔ No Change or Indicator Colors
  ◆ …Just Purple!!

![Status Levels Diagram](chart.png)
# Accountability - Future Dashboard Reports

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>2022 Dashboard</th>
<th>2023 Dashboard</th>
<th>2024 Dashboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Status Only</td>
<td>Colors Reported</td>
<td>Colors Reported</td>
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<tr>
<td>Suspension</td>
<td>Status Only</td>
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<td>Chronic Absenteeism</td>
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<td>Graduation Rate</td>
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<tr>
<td>CCI</td>
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<tr>
<td>ELPI</td>
<td>Status Only</td>
<td>Colors Reported</td>
<td>Colors Reported</td>
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Accountability - 2022 Dashboard Changes

- Updated Academic Indicator Participation Rate Penalty
  - Missing the 95% requirement results in LOSS scores assigned at school, district, and/or student group level(s)

- Updated District of Residence Rules
  - Previously only applied to the Academic Indicator
  - 2022 & Beyond…will apply to all State Indicators

- **DASS Update**
  - On July 27 ED declined CA’s waiver request to maintain DASS modified methods for calculating the Academic and Graduation Rate Indicators
  - Discussed at September SBE…
APPROVED: DASS

- Continue to report DASS modified methods and non-modified methods on the Dashboard
- DASS schools eligible for CSI Low-Graduation Rate will not be identified as “CSI Schools” but as “DASS Community of Practice”
- Develop differentiated improvement activities for schools that predominantly serve students returning to education after exiting secondary school without a diploma
Accountability, continued

- APPROVED: lowest status level will be used as a proxy for Red to determine LEA eligibility for DA
- APPROVED: inserting links on the Dashboard to...
  - Teacher assignment data supported through DataQuest
  - Science results supported through the CAASPP website
### Accountability - Support Determinations

<table>
<thead>
<tr>
<th>ESSA (CSI &amp; ATSI)</th>
<th>Federal Accountability</th>
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<tbody>
<tr>
<td>● All indicators with the lowest status</td>
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<tr>
<td>● All indicators with the lowest status but one indicator of ANY other status</td>
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<tr>
<td>● Five or more indicators where a majority are at the lowest status</td>
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<tr>
<td>● All indicators in the lowest two statuses</td>
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</table>
Assessment

➢ APPROVED: Smarter Balanced adjusted form blueprints for English language arts/literacy and mathematics
➢ APPROVED: CAA for Science threshold scores
➢ APPROVED: 2022-23 students scores reports for CAASPP and Summative ELPAC and Summative Alternate ELPAC
Additional Assessment Updates

- CDE Assessment Program Updates | September 2022
- Statewide Release of Assessment Data
  - Updated timeline of October 2022
- Administration and Scoring Trainings in Moodle
  - Summative ELPAC opens on October 17th
  - Summative Alternate ELPAC opens on November 1st
- Upcoming PD Opportunities…
  - 101st Annual CERA Conference | November 2-4, Disneyland
Teaching Assignment Monitoring Outcome (TAMO) Report

⇒ **Data Source:** CTC and the California Department of Education (CDE) to enter into a data-sharing agreement to facilitate the annual monitoring of teacher assignments.
   - As part of this data-sharing agreement, the CDE is required to provide the CTC with certificated staff assignment data that are submitted to the CDE by local educational agencies (LEAs) through the annual California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 data submission

⇒ **Uses:** The CDE uses the AMO data for the following reporting purposes: DataQuest reporting, the School Accountability Report Card (SARC), California School Dashboard Priority One, Williams Determinations, Teacher Equity Plan, and federal Teacher Shortage and EDFacts reporting

⇒ **Resources:** [CDE Webpage](#) (TAMO Training Videos) PEAT TAMO PPT
State & Federal Programs
Title 1 and Homeless Services Reservation

LEAs must reserve Title I, Part A funds for homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live, that are necessary to provide services comparable to those provided to all students in the LEA (LCAP Federal Addendum/Title I-Provision 3)

Determining, Using, and Changing the “Set-Aside”:

• LEA may determine how it calculates the set-aside amount based on need.
• Effective collaboration and communication between Title 1 and homeless/McKinney-Vento staff is key. This includes identifying the amount of funds, use of funds, partnering in trainings, ensuring all eligible students are included in official plans, disseminating information regarding policies and procedures, build awareness and understanding among staff, and the sharing of resources and handbooks
• Services provided from the set-aside amount should meet the unique needs of homeless students, above and beyond services provided through regular Title 1, Part A programs
Title 1 and Homeless Services Reservation

Funds are reported via CARS during the Winter and Spring release

- Winter (January - February) - report the set-aside amount on the page titled “Title I, Part A LEA Allocation and Reservations
- Spring (May - June) - find the page titled “Homeless Education Policy, Requirements, and Implementation” and indicate information on the implementation of homeless education.

Resources

- Supporting Children and Youth Experiencing Homelessness Using Title 1, Part A
- Title I Reservations for Homeless Education
- Title 1, Part A: Information and Allowable Uses
- Homeless Education (CDE)
- LCAP Federal Addendum info
Imperial County Office of Education (ICOE) continues their series on Improving Outcomes for English Learners with Disabilities

Webinar: English Learner Initial Referral to Special Education and Decision-Making Process

December 5, 2022 (8:30 a.m. - 12 p.m.)

Register to attend in-person:
http://icoe.k12oms.org/1168-225996

Register to Participate via ZOOM:
http://icoe.k12oms.org/1168-226002
Legislative Updates
## Summary of Independent Study (IS) Changes

The intention of the legislature is for LEAs to provide multiple educational options for students including short term and long term IS options. **Independent study is encouraged, not required, for the 2022-23 school year.**

<table>
<thead>
<tr>
<th>10% Apportionment Cap Exemption has been added</th>
</tr>
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<tbody>
<tr>
<td>Students with disabilities may participate in IS if their IEP team decides they can receive FAPE in that setting.</td>
</tr>
<tr>
<td>Tiered Re-Engagement Procedures have been updated again. Two changes to focus on:</td>
</tr>
<tr>
<td>● Include local programs to address chronic absenteeism in your procedures</td>
</tr>
<tr>
<td>● Initiate tiered re-engagement strategies when student is not participatory in synchronous instructional offerings 50% of the scheduled times within a school month</td>
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</tbody>
</table>
Summary of Independent Study (IS) Changes

Written Agreement changes:
- Long Term IS (more than 14 days*) - Written Agreement must be signed before student begins
- Short Term IS (14 days or less) - Written Agreement must be signed within 10 days of beginning IS
- Certificated special education employees must sign written agreements if providing programming

For students enrolled in a comprehensive school for classroom based instruction who are participating in IS due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, LEAs are not required to implement tiered re-engagement strategies. LEAs shall obtain evidence from appropriately licensed professionals of the need for student to participate in IS.

A LEA may claim apportionment credit for IS based on the time value of pupil work products, as personally judged by a certificated teacher employed by the LEA, or the combined value of pupil work product and pupil participation in synchronous instruction.

*Cumulative over course of school year
Independent Study Requirements for ADA Relief

Eligibility is contingent on meeting the following requirements:

1. Must have offered independent study by October 1, 2021

2. Must have adopted and implemented written independent study policies for the 2021-22 school year

3. Must have offered independent study to students who were subject to COVID-19 quarantine during the 2021-22 school year

- November 1, 2022: Certify compliance with the above 3 requirements through CDE Web Application
  - CDE will publish the self-certification form by September 30, 2022 as part of the Principal Apportionment Data Collection Web Application

- 2022–23 Audit Guide will incorporate compliance procedures for these requirements

Charter School Independent Study resource: [https://www.cde.ca.gov/fg/aa/pa/iscertadaloss2122.asp#accordionfaq](https://www.cde.ca.gov/fg/aa/pa/iscertadaloss2122.asp#accordionfaq)

Reference: Ed. Code 42238.023
## Resources

<table>
<thead>
<tr>
<th>AB 181 Webinar Recording (7.21.22)</th>
<th>AB 181 Webinar Participant Slides</th>
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<tbody>
<tr>
<td>AB 181 Independent Study Language</td>
<td>Home Hospital Instruction Ed Code 48206.3</td>
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<tr>
<td>Sample Board Policy</td>
<td>Sample Administrative Regulation</td>
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<tr>
<td><strong>AB 181 Independent Study Legislative Language Changes for 2022-23</strong></td>
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</table>
Checklist Items for You

- Write or amend Independent Study Policy to conform with new requirements
- Write or amend Independent Study Written Agreement template to conform with new requirements
- Adopt Independent Study Policy at BOE meeting
- Course Based: See language here: (51749.5)
  - Course Based IS course need to be certified by board on an annual basis
- Teachers should be certificated employees of the LEA
- Certify compliance with IS implementation for ADA Relief
Final Item

Add your name/contact information to our Independent Study mailing list in order to receive updates, as they become available.

<table>
<thead>
<tr>
<th>Charter School/District</th>
<th>Liaison Name</th>
<th>Liaison Title</th>
<th>Liaison Email</th>
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Arts, Music & Instructional Materials Grant

AB 181 - Section 134 - Arts, Music & Instructional Materials Block Grant

New funding opportunity from the 2022 Budget Act

- $3.6 Billion in one-time funding through the 2025–26 school year.
- (1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:
  - (A) Visual and performing arts.
- (4) Operational costs, including but not limited, to retirement and health care cost increases.

The intent is for arts and music (proportional share), but may be used for ELA, Math, Science, and more.

Funds may also be used for: professional development on improving school culture, diverse and culturally relevant book collections, and COVID personal protective equipment.
Arts, Music & Instructional Materials Grant

**AB 181 - Section 134** - Arts, Music & Instructional Materials Block Grant

- 50% distribution in December, 2022 & 50% distribution in May, 2023 -- Preliminary Allocation Spreadsheet
- At this time, there is not a planning template (see below)
- These funds do not require an application

There is flexibility and local control over how the funds are spent and the proportion of funds spent on the arts vs. other subjects/categories.

However, all spending, whether PD, staffing, materials, or supplies, must be standards-aligned and part of an approved plan. There is no due date, but the plan must be approved before use of the funds.

- LEA allocation is based on Principal Apportionment 2021 - 22 ADA Preliminary Allocation Spreadsheet
- Funds are available for encumbrance through June 30, 2026
- CDE Info Page: https://www.cde.ca.gov/ci/cr/cf/artsmusicimblocgrant.asp
- CDE FAQ: coming soon
- CDE 10/14 Webinar: https://cde.app.box.com/s/tlw5ywph072jis39aei2lplr634o5shg
AB-2375: Homeless Children and Youths

The Big Ideas

• Signed into law September 30, 2022
• Currently, LEAs that receive certain American Rescue Plan (ARP) funds must administer a housing questionnaire annually to all parents or guardians of pupils and to all unaccompanied youths to identify such students
• New Legislation (AB-2375) would require all LEAs to administer a housing questionnaire
• May include reimbursements from the state for associated costs

Resources

• California Homeless Education Technical Assistance Center (HETAC)
• AB-2375: Homeless Children and Youths and Unaccompanied Youths: Housing Questionnaire
• CDE Housing Questionnaire Template with Instructions
LCAP Update
Save The Date! - Tuesday, February 14, 2023

Love Your LCAP!
Join your SCCOE Continuous Improvement & Accountability team for a lovely and informative meeting introducing you to any LCAP updates, training on the components of an LCAP, and more!

YOU are my priority! (x8)

TODAY’S TO DOs
- Increased and Improved Services
- Engaging Educational Partners
- Goals, Metrics, & Actions
- Supplement To The Annual Update

I ♥ LCAP
More AB 181 (Section 80)

As you begin to consider engagement with educational partners, new legislation revises Section 52063 of the Education Code. It is amended to read:

52063. (a) (1) The governing board of a school district shall establish a parent advisory committee to provide advice to the governing board of the school district and the superintendent of the school district regarding the requirements of this article.

(2) A parent advisory committee shall include parents or legal guardians of currently enrolled pupils in the school district to whom one or more of the definitions in Section 42238.01 apply, and parents or legal guardians of currently enrolled pupils with disabilities in the school district.

(3) This subdivision shall not require the governing board of the school district to establish a new parent advisory committee if the governing board of the school district already has established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal Elementary and Secondary Education Act, as amended by the federal Every Student Succeeds Act (Public Law 114-95), pursuant to Section 1116 of Subpart 1 of Part A of Title I of that act.

Basically what this means is that your Parent Advisory/Parent LCAP Advisory/DAC/PAC must have at least one member that is a parent/guardian of a student with disabilities if it is the group that gives input for LCAP. Effective June 30, 2022.

AB181
SB997 - More on LCAP Engagement

This bill requires, beginning July 1, 2024, the governing board of a school district serving middle school or high school pupils and a county superintendent of schools to either include at least 2 pupils as full members of the parent advisory committee to serve for a renewable term of one full school year, or to establish a student advisory committee as specified. Education Code Section 52063

SB 997
Join us next month: November 3

Please add your name to our email list:
2022-23 ASSESSMENT, ACCOUNTABILITY, STATE & FEDERAL MONTHLY MEETING CONTACT LIST.
State of School Health & Wellness

Chaun Powell, Ed.D., LCSW, PPS, CWA
Executive Director - Youth Health & Wellness
October 20, 2022
The Department of Youth Health & Wellness is dedicated to supporting the holistic health and well-being of all students. We provide technical assistance, education, and direct health and wellness services that:

- Meet students and families where they are
- Promote partnership and collaboration between families, schools, and the community
- Increase awareness of factors that contribute to health and wellness
- Affirm student, family, and community strengths to nurture growth

**SO THAT STUDENTS CAN THRIVE**
What We Do

Wellness Programs
County Operated Wellness Centers & Wellness Center
Technical Assistance

Social Emotional Wellness
Technical Assistance & Support with Transformational Social Emotional Learning, Crisis, Restorative Practice

Community Schools
Provide technical assistance & support on implementation of community schools

Physical Health & Wellness
Coordination of Physical Health Supports & Physical Health Technical Assistance & Support

Attendance & Engagement
Attendance & Engagement Technical Assistance & Support

School Health Systems
Design and provide training, technical assistance on school-based health systems that are evidence-based, sustainable and revenue generating
SANTA CLARA DASHBOARD AND DEMOGRAPHIC DATA

- **Child Population in County**: 441,591
- **Public School Enrollment**: 263,449
- **Kids Enrolled in Medi-Cal**: 22%
- **Medi-Cal Total Eligibles**: 402,540

- **Students Eligible for Free/Reduced Price School Meals**: 34.70%
- **High-Needs Students (Unduplicated Pupil Count)**: 44%
- **1-3 ACEs**: 42%
- **Children/Youth Ages 0-20 in Foster Care (Per 1000)**: 2.1 (Santa Clara Vs. 5.3 CA)
- **Hospitalizations for Mental Health Issues Ages 5-19 (Per 1000)**: 4.4 (Santa Clara Vs. 5.3 CA)
- **All Households with 1-3 ACEs**: 42% (Santa Clara Vs. 45.1% CA)

- **Students of Color**:
  - Juvenile Justice: 70%
  - Suicide Rates: 2X higher
  - Medicaid: 81%
KEY FACTS: STUDENT MENTAL HEALTH

Students with unaddressed needs are more likely to experience difficulties in school, including:

- Increased tardiness and absenteeism
- Suspension, expulsion, and high school dropout rates are higher
- Lower grades and test results
- Disruptive behavior in classrooms and hallways
- Perpetrating or being the victim of frequent bullying
- On-campus use of alcohol and other drugs
State of Health & Wellness Systems of Support

Current
Robust number of services in a system that is fragmented and demands that families and children negotiate and fit themselves into existing service silos

Desired
Robust services in a system that is integrated, coordinated and embedded into schools mitigating the need for families and children to negotiate service silos.
Overview of Context

WHOLE CHILD - WHOLE COMMUNITY APPROACH TO WELLNESS

<table>
<thead>
<tr>
<th>Education</th>
<th>Behavioral Health</th>
<th>Social Services/Probation/Department of Family Services</th>
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</thead>
<tbody>
<tr>
<td><strong>Community Schools Partnership Program</strong></td>
<td><strong>Children Youth Behavioral Health Initiative</strong></td>
<td><strong>Family First Prevention Services Program</strong></td>
</tr>
<tr>
<td>Integrated Supports</td>
<td>Extended &amp; Expanded</td>
<td>Collaborative Leadership &amp; Practices</td>
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**Grounding Principles**

- Universal Meals
- ELO-P
- UPK
- School BH Workforce
- School BH Coaches
- Transportation
- Behavioral Health Infrastructure
- Parent Support
- Crisis Supports
- Dyadic Services
- MHSA
- County Specialty Mental Health

**Statewide System Changes**

- CalHope (SEL)
- LEA
- BOP & SMA
- MCP Billing
- EPS DT

**Infrastructure**

- School BH Workforce
- School BH Coaches
- Transportation
- Universal Meals
- ELO-P
- UPK

**Workforce**

- School BH Workforce
- School BH Coaches
- Transportation
- Universal Meals
- ELO-P
- UPK

**Supports**

- School BH Workforce
- School BH Coaches
- Transportation
- Universal Meals
- ELO-P
- UPK

**Sustainability**

- CalHope (SEL)
- LEA
- BOP & SMA
- MCP Billing
- EPS DT

**Community Schools**

- MHSSA
- SBHIP
- AB2083

**Statewide System Changes**

- LEA
- BOP & SMA
- MCP Billing
- EPS DT

**MHSA**

- Crisis Supports
- Dyadic Services

**SLS Partnership & Capacity**

- Home Visits
- Family Therapy
- Parenting Skills Training
- Substances
- Mental Health

**State Block Grants**

- Title IV-E Reimbursement
- CalAim

**CalHope (SEL)**

- AB2083

**Behavioral Health Infrastructure**

- Parent Support
- Peer Support

**Community Outreach Workers**

- CalAim

**Partnership & Capacity**

- CalAim

**Parent Support**

- CalAim

**Peer Support**

- CalAim

**Dyadic Services**

- CalAim

**MHSA**

- Crisis Supports
- Dyadic Services
- MHSA

**County Specialty Mental Health**

- Crisis Supports
- Dyadic Services
- MHSA

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**Dyadic Services**

- CalAim

**MHSA**

- Crisis Supports
- Dyadic Services
- MHSA

**County Specialty Mental Health**

- Crisis Supports
- Dyadic Services
- MHSA
What is a Community School?

A “whole child”, whole school improvement strategy, where districts and their schools:
- work closely with teachers, students, families and partner with community agencies and local government to **organize, align & coordinate** community resources to improve student outcomes.
What is a Community School?

4 Pillars
1. Expanded learning time and opportunities
2. Integrated student supports
3. Collaborative leadership and practices
4. Active family and community engagement

4 Key Conditions of Learning
1. Supportive environmental conditions that foster strong relationships and community
2. Productive instructional strategies that support motivation, competence, and self-directed learning
3. Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior
4. System of supports that enable healthy development, respond to student needs, and address learning barriers

4 Cornerstone Commitments
1. A commitment to assets-driven and strength-based practice
2. A commitment to racially just and restorative school climates
3. A commitment to powerful, culturally proficient and relevant instruction
4. A commitment to shared decision making and participatory practices

4 Proven Practices
1. Community Asset Mapping and Gap Analysis
2. A Community School Coordinator
3. Site-Based and LEA-Based Advisory Councils
4. Integrating and Aligning with Other Relevant Programs
The Four Pillars of Community Schools and CA MTSS Framework

**Pillar 1: Integrated Student Supports**
- CA MTSS: Whole Child Domain
  - Academic Instruction
  - Behavior Instruction
  - Social and Emotional and Mental Health Support
- CA MTSS: Integrated Supports Domain
  - Paraeducators to support
  - Access to expanded learning opportunities
  - Restorative & Trauma Informed Practices
- CA MTSS: Inclusive Policy Structure and Practice Domain
  - Strong LEA/School relationship
  - LEA Policy Framework

**Pillar 2: Family and Community Engagement**
- CA MTSS: Family and Community Engagement Domain
  - Trusting Family Partnerships
  - Trusting Community Partnerships
- CA MTSS: Inclusive Policy Structure and Practice Domain
  - Strong LEA/School relationship
  - LEA Policy Framework

**Pillar 3: Collaborative Leadership and Practices for Educators and Administrators**
- CA MTSS: Administrative Leadership Domain
  - Strong and Engaged Site Leadership
  - Strong Educator Support System
- CA MTSS: Inclusive Policy Structure and Practice Domain
  - Strong LEA/School relationship
  - LEA Policy Framework

**Pillar 4: Extended Learning Time and Opportunities**
- CA MTSS: Administrative Leadership Domain
  - Strong and Engaged Site Leadership
  - Strong Educator Support System
- CA MTSS: Family and Community Engagement Domain
  - Trusting Family Partnerships
  - Trusting Community Partnerships
- CA MTSS: Integrated Supports Domain
  - Use paraeducators to support inclusive education
  - Ensure all students have access to expanded learning opportunities
  - Integrate Restorative Practices and Trauma-Informed Practices
- CA MTSS: Inclusive Policy Structure and Practice Domain
  - Strong LEA/School relationship
  - LEA Policy Framework
Building Community Schools Infrastructure

- $2.8B (FY 2021 budget) allocated through ’27-28
  - **Planning**: $200k for up to a 2-year planning period; ½ match
  - **Implementation**: 5 years; Up to $500k annually for new community schools or expansion/continuation of existing community schools; ½ match
  - 1 lead TA center and ~8 regional TA centers... in collaboration with the statewide system of support

- So far...
  - Planning grants: 192 grant awards, totalling $38,200,122.40 (remaining balance, $96,541,227.60)
  - Implementation grants: 76 grant awards, totalling $611,087,500 across 458 school sites
  - FY 2022: **additional $1.3B** to expand the CCSPP
  - Next round, Planning Grant RFA sometime... in Early ’23?
1. Community Schools Coordinators
2. Wellness Centers
3. Others
**INTERCONNECTED SYSTEMS FRAMEWORK**

1. Identify students with social-emotional-behavioral needs earlier
2. Link students to evidence-based interventions
3. Use data to ensure students are receiving support to improve outcomes
4. Expand roles for clinicians to support school personnel and students at every tier
5. Create healthier school environments

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**KEY MESSAGES**

- Single System of Delivery
- Access is Not Enough
- Mental Health is for All
- Multi-Tiered System of Support (MTSS) is Essential to Install Systems to Support School Mental Health (SMH)

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**ENHANCED MULTI-TIERED SYSTEM OF SUPPORT CORE FEATURES**

- Integrated Teams
- Expanded Data-based Decision Making
- Collaborative Selection & Implementation of Single Continuum of Interventions
- Comprehensive Screening for Early Access
- On-going Coaching
# A Collective Effort: Wellness Center Continuum of Care

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<tr>
<th>ALL STUDENTS</th>
<th>SOME STUDENTS</th>
<th>FEW STUDENTS</th>
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<tr>
<td>Onsite Crisis Response &amp; Support</td>
<td>Assessment</td>
<td>Family Therapy</td>
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<td>Enhanced Care Management</td>
<td>Individual Counseling</td>
<td>Crisis (Mobile Response)</td>
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<td>Empowerment Groups</td>
<td>Youth Led Groups</td>
<td>Therapeutic Groups</td>
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<tr>
<td>Wellness Groups</td>
<td>Social Skills Groups/Skillstreaming</td>
<td>Screening</td>
</tr>
<tr>
<td>Educator Workshops</td>
<td>Drop In: Check-Ins</td>
<td>Family Engagement Activities</td>
</tr>
<tr>
<td>Drop In: Calming Spaces</td>
<td>Linkages &amp; Navigation Support</td>
<td>Student/Family Psychoeducation</td>
</tr>
<tr>
<td>School Culture &amp; Climate</td>
<td>SEL/Character Curriculum</td>
<td></td>
</tr>
<tr>
<td>Universal Screening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Schools
- Schools, SLS & Other CBOs
- SLS
THERE ARE FIVE MODELS THAT SCHOOLS USE TO INTERACT WITH MEDI-CAL PAY

From the Practical Guide for Financing Social, Emotional, Mental Health in Schools:
FUNDING STRATEGIES FOR SCHOOL-BASED MENTAL HEALTH

Source: Public Funding for School-Based Mental Health Programs, California School-Based Health Alliance, page 3
• Multi-tiered System of Support (MTSS)
• Coordination of Services Teams (COST)
• Relationship-Centered Community Schools
• Redefining Medical Necessity (No Diagnosis Needed for specific billing options)
• New MCP School Based Fee Schedule (happening now)
  • Assessment/Group/Individual Counseling*
  • Telehealth*
  • Universal Screening
  • SEL
  • Alternatives to talk based therapy
  • Peer Support
  • Community Defined Practices and Providers
  • Indigenous and Spiritual Practice Integration
  • Family Resources
FIVE ACTIONS SCHOOL LEADERS CAN TAKE NOW:

**Commit to social, emotional, and mental health as a district priority:** Develop and understanding of the policy and funding shifts occurring and the role schools must play in ensuring access to mental health and wellness services. Identify activities (immediate, short, longterm) that can be done to address the youth mental health crisis which has only grown more stark during the current pandemic.

**Strength & Needs Assessment:** Connect with your thought partners and potential agency collaborators. If applicable, determine who will provide the services and who will do the billing.

**Identify your districts model for support:** Determine your Medi-Cal eligible student population. Understand the various billing options and identify the model your district will participate in. Consider identifying the costs you are incurring that can be claimed from direct and administrative services. Estimate the new and/or additional Medi-Cal revenue that could be generated.

**Design, re-design or refine your program:** Develop the new, enhanced, or expanded services to be financed with the new and/or additional Medi-Cal revenue. Convene a working group to apply the step-by-step process outlined in the resources at the end of this presentation.

**Execute your strategy:** Bill Medi-Cal for services and ensure revenue is reinvested to support students’ social and emotional well-being.

SCCOE School-Based Behavioral Health Work

Priorities
1. Be in the know! Prepare for implementation of school BH into CDE Statewide System of Supports
2. Alignment, coordination & integration of all school-based services inclusive of partnerships
3. School Wellness Center Key Elements & Best Practices
4. Build & Expand Capacity through TA & Supports
5. Workforce & Internship Pathways
6. Provide direct services regardless of insurance status

1. Youth Health & Wellness Team Expansion
   - Executive Leadership - Policy
   - Directors - Wellness Program
   - Operations, TA & Support, Billing
   - Liaisons & Specialist - School Sites
   - Community Partnerships

2. Leadership in School-Behavioral Health
   - CDE State Lead School Billing
   - CCSPP Technical Assistance Center
   - Partnerships
   - SBHIP
   - MHSSA

3. Professional Learning Communities & Coaching
   - Community Schools, Wellness Centers, School Billing, Crisis Protocols, CHWCP, Adult SEL

4. Behavioral Health Trainings
   - Educators & School BH Providers

5. Operation of Wellness Centers
   - All students regardless of insurance status
   - LEAs & Community Partners
Supports Available

1. Monthly YHW Highlights
   a. Sign Up by emailing youthhealthwellness@sccoe.org
2. District YHW Leaders Collaborative

Fall 2022
1. Wellness Center PLC
2. Community Schools PLC
3. Child Health Wellness Coordination CoP
4. Santa Clara County Attendance Collaborative
5. Crisis Response Team Series

Spring 2023
1. School Health Billing PLC
2. Medi-Cal 101 Training
3. Fee Based Coaching

Upcoming Trainings:
- Risk Assessment
- Art Interventions
- Kognito Modules (10 Free to all Educators)

Webpage: www.sccoe.org/yhw
Email: Youthhealthwellness@sccoe.org
Helping Every Child Know Authentic Wellness
Resources to Support with Next Steps
Resources

Kids Mental Health Master Plan
Santa Clara County for School Wellness Centers: Key Elements of A Wellness Center
Practical Guide for Financing School SEL & Mental Health
School Mental Health 101: A Primer for Medi-Cal Managed Care Plans
## DEEPEN YOUR UNDERSTANDING OF STUDENT NEEDS IN YOUR DISTRICT

### STEP 1

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
<th>CRITICAL QUESTIONS AND STRATEGIC TIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the existing plans and documents that articulate student needs</td>
<td>Key documents include:</td>
</tr>
<tr>
<td>and current strategies to support their academic and social emotional</td>
<td>• Local Control Accountability Plan (LCAP)</td>
</tr>
<tr>
<td>well-being.</td>
<td>• SELPA Local Plan</td>
</tr>
<tr>
<td></td>
<td>• Single Plans for Student Achievement (SPSA)</td>
</tr>
<tr>
<td></td>
<td>• Strategic Plan</td>
</tr>
<tr>
<td>Consolidate data on student demographics, social, emotional and mental</td>
<td>• California Dashboard, CA Healthy Kids Survey, KidsData, Race Counts, CANS</td>
</tr>
<tr>
<td>well-being, and needs.</td>
<td>• Use proxy indicators to estimate students who are Medi-Cal eligible, e.g., free/reduced meals,</td>
</tr>
<tr>
<td></td>
<td>student level data in Title 1 schools.</td>
</tr>
<tr>
<td></td>
<td>• Review students receiving mental health related services through IEPs 13</td>
</tr>
<tr>
<td>Convene key stakeholders to contextualize the data and understand the root</td>
<td>Engage a diverse cross-section of individuals that can represent various perspectives including</td>
</tr>
<tr>
<td>causes.</td>
<td>school and district leaders, teachers, students, families and community partners.</td>
</tr>
<tr>
<td>Develop consensus among your team regarding the students most in need of</td>
<td>Which populations, schools, neighborhoods, or regions in your district are the highest priority?</td>
</tr>
<tr>
<td>mental health services.</td>
<td></td>
</tr>
</tbody>
</table>

13 Note that the non-federal portion of your school district’s AB 114 funding could be used as the state and local match to draw down federal Medicaid funds.
## EVALUATE YOUR DISTRICT’S CURRENT APPROACH TO SOCIAL, EMOTIONAL, AND MENTAL HEALTH SERVICES AND IDENTIFY GAPS - STEP 2

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
<th>CRITICAL QUESTIONS AND STRATEGIC TIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map the current array of programs to support student services.</td>
<td>• What social, emotional and mental health services are students provided? How are they funded?</td>
</tr>
<tr>
<td></td>
<td>How effective are they?</td>
</tr>
<tr>
<td></td>
<td>• Do schools have established Coordination of Service Teams (COST)?</td>
</tr>
<tr>
<td></td>
<td>• How do schools invite student and family engagement in district and school level decision making?</td>
</tr>
<tr>
<td></td>
<td>• Where are the gaps in services and supports?</td>
</tr>
<tr>
<td>Map the supports available to staff.</td>
<td>• Are staff trained in best practices in social and emotional learning (i.e., trauma-informed and</td>
</tr>
<tr>
<td></td>
<td>healing-centered approaches, implicit bias)?</td>
</tr>
<tr>
<td>Identify your framework.</td>
<td>• Does your district have an MTSS strategy including social, emotional, and mental health</td>
</tr>
<tr>
<td></td>
<td>services and supports for students?</td>
</tr>
<tr>
<td></td>
<td>• What enhancements can you make to the framework based on the student data and landscape assessments</td>
</tr>
<tr>
<td></td>
<td>above?</td>
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<tr>
<td></td>
<td>• If you do not have an MTSS strategy, how can you build a comprehensive framework that can be used</td>
</tr>
<tr>
<td></td>
<td>to guide your approach?</td>
</tr>
<tr>
<td>Assess your district’s current Medi-Cal strategy.</td>
<td>• Are you leveraging Medi-Cal reimbursement to provide mental health services?</td>
</tr>
<tr>
<td></td>
<td>• Are any current district expenditures potential Certified Public Expenditures eligible to draw</td>
</tr>
<tr>
<td></td>
<td>down Medi-Cal reimbursement?</td>
</tr>
</tbody>
</table>

14 See The Collaborative for Academic, Social, and Emotional Learning (CASEL) [https://casel.org](https://casel.org)
## CONDUCT ASSET MAPPING IN YOUR COMMUNITY

### STEP 3

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
<th>CRITICAL QUESTIONS AND STRATEGIC TIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify essential health and human service providers (public, private, and nonprofit) in your community.</td>
<td>• What non-profits provide mental health services in your area and/or district? How are they funded?</td>
</tr>
<tr>
<td>Invite key stakeholders to your school campus to understand current and future program offerings, align interests, and discuss potential collaboration to support students.</td>
<td>• Are there any programs, initiatives or trainings designed to support social, emotional, or mental health needs of students provided by your county office of education? Your county health authority?</td>
</tr>
<tr>
<td></td>
<td>• What health plans are available in your county? Which ones are your students enrolled in?</td>
</tr>
<tr>
<td></td>
<td>• What managed care organizations are in your county? Are they currently partnering with school districts?</td>
</tr>
<tr>
<td>Understand the MHSA resources available in your county using the MHSA Transparency Tool.</td>
<td>• Develop an asset map of resources in your community that your school district can tap into when designing your model.</td>
</tr>
<tr>
<td></td>
<td>• Are there county programs, hospitals, foundations, faith-based organizations, non-profits, etc. to tap into for support?</td>
</tr>
</tbody>
</table>
SELECT THE IMPLEMENTATION MODEL(S) MOST APPROPRIATE FOR YOUR NEEDS
STEP 4

**KEY ACTIONS**

Given the needs of your students and the current infrastructure and assets of your school community, determine which of the five School-Medi-Cal models (LEA, CBO, SELPA, COE, CHA) your district can pursue to leverage Medi-Cal to provide student services

**CRITICAL QUESTIONS AND STRATEGIC TIPS**

- What are the pros and cons of:
  - Developing your capacity as a school district to directly administer Medi-Cal billing for mental health services to obtain federal reimbursement?
  - Hiring school district staff to provide services to students and/or directly contracting out the work to community-based agencies?
  - Partnering with another agency (CBO, SELPA, COE, CHA) to handle Medi-Cal billing and/or hire and supervise staff to provide services to students?

- How will the Medi-Cal revenue model impact your cash flow projections? Can your existing cash management tools address the impact?

- How can you plan for and/or absorb the impact of potential negative audit results? Can you establish a contingency to minimize the financial impact?

- How can this work be integrated into the organizational structure? Is there a position or team ready to take on the tasks? Would a stand-alone position serve you best?
<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
<th>CRITICAL QUESTIONS AND STRATEGIC TIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine what formal and informal structures are needed to support the delivery of services in the selected partnership model.</td>
<td>• Clearly articulate any financial commitments between partners from the beginning.</td>
</tr>
<tr>
<td></td>
<td>• Develop shared goals, outcomes, data collection and sharing agreements.</td>
</tr>
<tr>
<td></td>
<td>• Identify individuals with primary responsibility to be decision makers and assign staff to be the day-to-day liaison between agencies (and between district and schools).</td>
</tr>
<tr>
<td>Create MOUs between partner agencies to define roles in partnerships and support with coordination and implementation.</td>
<td>Key issues to address in contract language:</td>
</tr>
<tr>
<td></td>
<td>• Staffing</td>
</tr>
<tr>
<td></td>
<td>• Facilities</td>
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<tr>
<td></td>
<td>• HIPAA, FERPA, IDEA, and 504 Plans</td>
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<td></td>
<td>• Access to student records</td>
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<td></td>
<td>• Grievance procedures</td>
</tr>
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<td>• Communication protocols</td>
</tr>
<tr>
<td></td>
<td>• Billing Permissions</td>
</tr>
<tr>
<td>Manage and monitor the MOU upon execution.</td>
<td>• Train staff involved in legal compliance and hold regular trainings (at least annually).</td>
</tr>
<tr>
<td></td>
<td>• Regularly assess partnerships and data for results to ensure services are improving outcomes for students' academic, social, emotional, and behavioral health needs.</td>
</tr>
</tbody>
</table>
Charter Schools Department
Program Team Updates

Mefula Fairley, Executive Director
Michelle Johnson, Ed.D, Associate Director
Matt Daugherty, Administrator
LCAP Feedback

- Make sure the Adopted Budget, BOP, and LCFF calculator align
- Follow the prompts and instructions
  - LCAP instructions contain how to fully respond to prompts, not just the titles of the prompts
  - Baseline metrics should not contain "met" or "n/a"
- Address all 8 State priorities and their approved metrics
- Goal types – label goals as Broad, Focus, or Maintenance
Annual Site Visits and Document Submission

**Single visit**

- Morning site visit and file review (separate HR review)
- Afternoon virtual interviews
- January 2023 fiscal visits begin

**Document submission link available on the website**

Monday.com
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
Comprehensive School Safety Plan (CSSP) Requirements

Charter Schools are required to update annually by March 1

County Offices must notify CDE of any LEA non-compliance by October 15

Requirements include:

• Plan reviewed by first responders
• Staff trained annually on components of CSSP
• Elements:
  • Child abuse reporting procedures
  • Disaster procedures
  • Suspension/expulsion procedures
  • Notification of dangerous student procedures
  • Policies (discrimination, harassment, bullying)
  • Dress code
  • Safe ingress and egress procedures
  • Safe and orderly environment
  • Tactical response to criminal incidents
  • Mental health guidelines to care for students who have witnessed a violent act

https://www.cde.ca.gov/ls/ss/vp/cssp.asp
Comprehensive School Safety Plan Training

- October 27, 2022
- 9:00-12:00 noon
- Zoom
- Cost: $75
- Registration [https://sccoe.to/school-safety-plan](https://sccoe.to/school-safety-plan)

- For more information Contact: Keysha Doutherd • Administrative Assistant IV • KDoutherd@sccoe.org
Material Revisions

• If you are going to:
  • Change your educational program
  • Change your governance structure
  • Increase or decrease enrollment significantly

• It MAY constitute a MATERIAL REVISION

• If you are encountering challenges which require major changes, PLEASE loop us in to support you

• Plan ahead! Material revisions take time and resources
CDE Letter on Updates for Charter School Appeals and Renewals - October 13, 2022

- 2022 Dashboard will include status, not colors (performance levels)
- 2023 Dashboard projected to be available by the end of the 2023 calendar year
- The earliest release of the Performance Categories can occur is early 2024, following the release of the Dashboard

https://www.cde.ca.gov/sp/ch/ab1505dashboard2022.asp
In the absence of statewide data, charter authorizers must consider clear and convincing evidence of measurable increases in academic achievement and/or strong post-secondary outcomes, demonstrated through verified data, when evaluating a petition for renewal. For all renewals under these criteria:

- Greater weight is on academic performance.
- Renewal shall be for a five-year term, if renewed.
- Use of verified data and postsecondary outcomes, which sunset on January 1, 2026.

WestEd Spring 2021 Performance on Three Locally Determined Assessments in CA:
https://csaa.wested.org/resource/spring-2021-performance-on-three-large-locally-determined-assessments-in-california/
Naloxone Training Resource Guide

YHW_Naloxone_Training_Guide_SEPT2022.pdf (sccoe.org)
• To schedule an initial consultation for you or your team, complete this form: https://forms.gle/Gq6fj9KHkobQTSSC9

• To learn more, contact Karessa Paulino @ k paulino@sccoe.org.
Fentanyl Resources

- [www.cdph.ca.gov/StopOverdose](http://www.cdph.ca.gov/StopOverdose)
- CDPH’s [Naloxone Standing Order](http://www.cdph.ca.gov/)
- DHCS’s [Naloxone Distribution Project](http://www.cdph.ca.gov/)
- CDPH Page On [Fentanyl (ca.gov)](http://www.cdph.ca.gov/)
- Recent News: [Rainbow Fentanyl Alert (ca.gov)](http://www.cdph.ca.gov/)
- General Information [About Naloxone](http://www.cdph.ca.gov/)
- Fresno County Webpage: [Fentanyl Danger in Fresno County | County of Fresno](http://www.cdph.ca.gov/)
- Fentanyl Awareness and Prevention information (including videos developed by Fresno County) are in the latest version of SHARE, which can be found here - [https://schools.covid19.ca.gov/pages/share](https://schools.covid19.ca.gov/pages/share)
- CDPH Safe Schools Hub - [https://schools.covid19.ca.gov/](https://schools.covid19.ca.gov/)
• Public schools (districts and charter schools) and private schools can request tests for return from Thanksgiving/fall break directly from CDPH using the OTC Order Form: https://labsupport.powerappsportals.us/orderotc/

• Schools should request two tests per student and staff (test kits often have two tests per kit).

• Allocations of return from winter break OTC tests will be made available via SCCOE
2022-23 Charter Leader Meetings

Save-the-Dates

- January 26, 2023
- May 18, 2023

Meeting Location:
Virtual
Charter Schools Department
Fiscal Team Updates

Cynthia Tapia, Financial Administrator
Shallu Sharma, Financial Administrator
Fiscal Crisis and Management Assistance Team (FCMAT)
Fiscal Health Risk Analysis Tool

Robbie Montalbano, FCMAT Staff
The Fiscal Health Risk Analysis

Santa Clara County Office of Education

October 20, 2022
Robby Montalbano, CFE, Intervention Specialist
Agenda

• FCMAT Resources
• The Fiscal Health Risk Analysis (FHRA)
  • Sections
  • How the FHRA Works:
    • Required Documents
    • Completing the FHRA
    • Risk Categories
    • Scoring
  • Next Steps
• Questions and Answers
FCMAT Resources for Charter Schools

• FCMAT has developed several resources for charter schools and authorizers to use in partnership to facilitate the oversight process:
  • Charter School Accounting and Best Practices Manual
  • Charter School Annual Oversight Checklist
  • Fiscal Health Risk Analysis (FHRA)
  • Indicators of Risk or Potential Insolvency
  • Local Control Funding Formula resources (Calculator)
  • Projection-Pro – Multiyear and cashflow projection software
  • Special Education Efficiency Tool
  • ASB Accounting Manual
  • Charter Petition Evaluation Matrix
The Fiscal Health Risk Analysis (FHRA)
Fiscal Health Risk Analysis (FHRA)

- FCMAT has developed a Fiscal Health Risk Analysis (FHRA) to evaluate a charter school's fiscal health and risk of insolvency in the current and two subsequent fiscal years.
- The questions focus on known common indicators of a charter school's risk for potential insolvency or failure; each of the 19 sections and specific questions are based on FCMAT’s work with charter schools. Lack of attention to these critical areas will eventually lead to a charter school’s failure; the analysis focuses on essential functions and processes to determine the level of risk at the time of assessment.
- The Charter School FHRA is available on the FCMAT website:
  - Go to www.fcmat.org, select the “Fiscal Tools” menu, then select “Fiscal Health Risk Analysis,” then select the “Charter School Fiscal Health Risk Analysis”
FHRA Sections

1. Annual Independent Audit Report
2. Budget Development and Adoption
3. Budget Monitoring and Updates
4. Cash Management
5. Collective Bargaining and Unrepresented Employee Agreements or Compensation Agreements
6. Contributions and Transfers
7. Deficit Spending (Unrestricted General Fund)
8. Employee Benefits
9. Enrollment and Attendance
FHRA Sections (cont.)

10. Facilities
11. Fund Balance/Net Position and Reserve for Economic Uncertainty
12. General Fund – Current Year
13. Information Systems and Data Management
14. Internal Controls and Fraud Prevention
15. Leadership and Stability
16. Multiyear Projections
17. Debt and Risk Management
18. Position Control
19. Special Education
How the FHRA Works
Required Documents

• The documents below are necessary to complete the FHRA (additional documents may be required for further analysis):

<table>
<thead>
<tr>
<th>Topic/Reference</th>
<th>Documents (additional documents may be requested as necessary when assessing FHRA questions)</th>
<th>Related to FHRA Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment &amp; Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>001</td>
<td>P-1, P-2 and annual attendance reports, for the current and prior year</td>
<td>9.3, 9.5, 9.7</td>
</tr>
<tr>
<td>002</td>
<td>Pupil Estimates for New or Significantly Expanding Charters (PENSEC)</td>
<td>9.1, 9.2, 9.7</td>
</tr>
<tr>
<td>003</td>
<td>Certified California Longitudinal Pupil Achievement Data System (CALPADS) enrollment reports (1.4 and 1.17) for the current and three prior years</td>
<td>9.1, 9.2, 9.3, 9.6, 9.7, 13.3, 18.5, 19.5</td>
</tr>
<tr>
<td>004</td>
<td>Enrollment projections used for the current budget and for the subsequent two years</td>
<td>9.4, 9.7, 10.3, 16.3, 18.5</td>
</tr>
<tr>
<td>005</td>
<td>Student attendance procedure manual, forms and memos related to student attendance, including those that address enrollment and absence tracking procedures</td>
<td>9.3, 9.5</td>
</tr>
<tr>
<td>006</td>
<td>Evidence demonstrating that student attendance data is reconciled monthly at the school site and district levels</td>
<td>9.3, 9.5</td>
</tr>
<tr>
<td>007</td>
<td>Evidence showing analysis of enrollment and average daily attendance data</td>
<td>9.3, 9.4</td>
</tr>
<tr>
<td>008</td>
<td>CALPADS processes and procedures, including evidence that school site(s) or department(s) confirmed the data, if applicable</td>
<td>9.8, 13.3</td>
</tr>
</tbody>
</table>
Completing the FHRA

Fiscal Health Risk Analysis for Charter Schools

1. Annual Independent Audit Report

1.1 Has the charter school corrected prior year audit findings without affecting its fiscal health (e.g., material apportionment or internal control findings)?

1.2 Has the independent audit report for the most recent fiscal year been completed and presented to the board within the statutory timeline?

1.3 Were the charter school's most recent and prior two audit reports free of findings of material weaknesses?

1.4 Has the charter school corrected all reported audit findings from the current and past two audits?

1.5 Does the audit report disclose any charter management organization (CMO) or related party transactions?

Self-assessment notes:
Completing the FHRA (cont.)

Fiscal Health Risk Analysis for Charter Schools

Charter School:

(Enter Charter School Name Here)

Response

1. Annual Independent Audit Report

1.1 Has the charter school corrected prior year audit findings without affecting its fiscal health (e.g., material apportionment or internal control findings)?

1.2 Has the independent audit report for the most recent fiscal year been completed and presented to the board within the statutory timeline?

1.3 Were the charter school's most recent and prior two audit reports free of findings of material weaknesses?

1.4 Has the charter school corrected all reported audit findings from the current and past two audits?

1.5 Does the audit report disclose any charter management organization (CMO) or related party transactions?

Self-assessment notes:
Scoring

• Not all questions carry equal weight – areas of greater risk count more heavily toward or against the fiscal stability percentage. Some examples:

• 1.1 Has the charter school corrected prior year audit findings without affecting its fiscal health (e.g., material apportionment or internal control findings)? **High risk**
• 2.8 Does the charter school budget reflect expending restricted funds before unrestricted funds? **Moderate risk**
• 8.5 Does the charter school track, reconcile and report employees’ compensated leave balances? **Low risk**
Scoring (cont.)

• The final scores will appear on the spreadsheet’s “Instructions and Summary” tab

• All questions must be answered for an accurate score
  • If questions are unanswered, the result will look like this:
Scoring (cont.)

• Answering all questions will produce a score that looks like this:
Risk Categories

• All LEAs have risk:
  • High risk – 40% or higher
  • Moderate risk – 25% to 39%
  • Low risk – 24% or lower
Next Steps

• Look at areas that have the highest risk scores
• Analyze the “no” answers and determine what can be done to change to “yes” answers
• Tackle easier areas first (e.g., adhere to deadlines)
• Plan to reassess
Q&A

Thank you!
Resources

➢ FCMAT Charter School Fiscal Health Risk Analysis tool
  • https://www.fcmat.org/PublicationsReports/Charter-School-FHRA.xlsx

➢ FCMAT Fiscal Health Risk Analysis of Ross Valley Charter School (example)
  • https://www.fcmat.org/PublicationsReports/Ross_Valley_final_FHRA_revised.pdf

➢ CDE Learning Recovery Emergency Block Grant funding results
  • https://www.cde.ca.gov/FG/fo/r14/lrebg22result.asp

➢ CDE Arts, Music, and Instructional Materials Discretionary Block Grant funding results
  • https://www.cde.ca.gov/fg/fo/r14/amimbg22res.asp