

Charter Leaders Meeting

October 12, 2023

Recording available at:

https://drive.google.com/file/d/1KGzh_-bSdhZHb68xsMS8-Mm6UG4UBXAW/

Welcome!

SCCOE's Charter Schools Department:

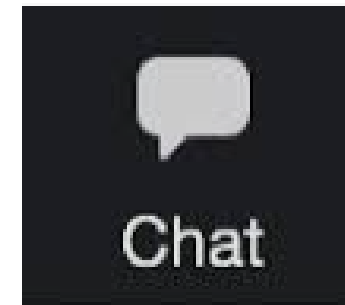
- Mefula Fairley – Executive Director
- Justin Fallon – Administrative Assistant
- Michelle Johnson, Ed.D. – Associate Director
- Matthew Daugherty – Administrator
- Shallu Sharma – Financial Administrator
- Cynthia Tapia – Financial Administrator



Recording

Zoom Protocols

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



Introductions and Check-in

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



Agenda

- Welcome
- Celebrations and Shout Outs
- Continuous Improvement and Accountability
- LGBTQ District Resources and Supports
- Foster and Homeless Youth Services
- Office of the Superintendent Updates
- LCAP Feedback
- Annual Site Visits
- Fiscal Updates
- Program Updates





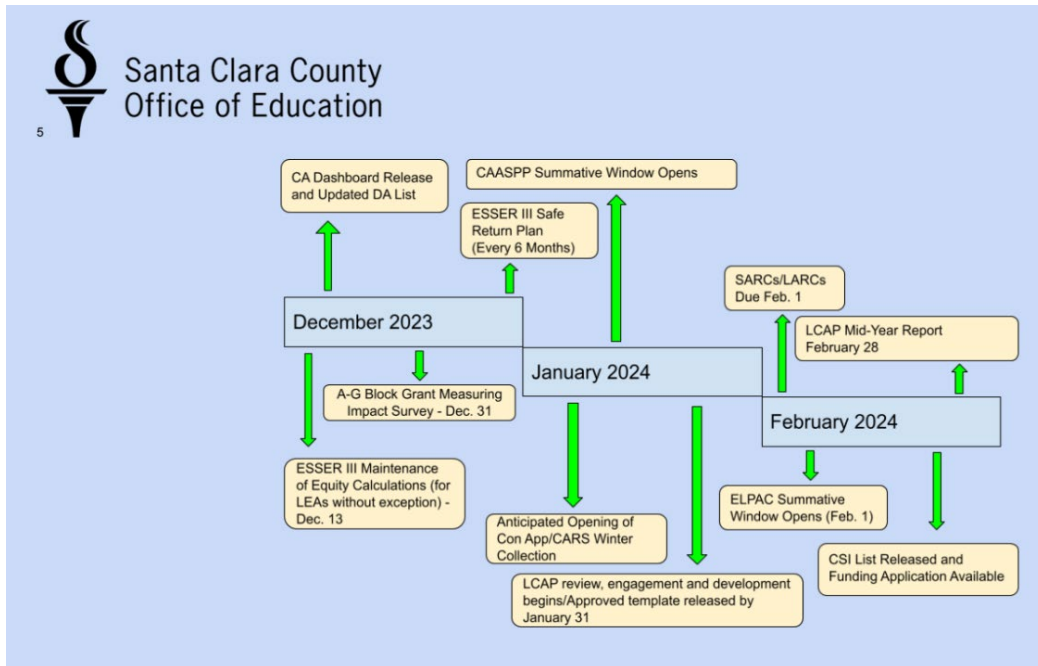
Continuous Improvement and Accountability Updates

Dr. Dawn River - Assistant Director

State & Federal Programs | LCAP | Accountability

Access Monthly Meeting Resources in the Meeting Public Folder: <https://bit.ly/43ZnDNy>
CIA Webpage: <https://www.sccoe.org/educational-progress/cia/Pages/default.aspx>

SCCOE Plans, Templates, and Deadlines 2023 - 24



24 Santa Clara County Office of Education

Annually		
LCFF Equity Multiplier		
Plan Required	Summary	Template and Resources
Yes - *	The LCFF Equity Multiplier was established as part of the 2023-24 Budget to accelerate learning gains and close opportunity gaps. It includes \$300 million annually as an add-on to LCFF.	A new LCAP template will be adopted by the SBE for the 2024-25 school year. July 10, 2023 CDE Press Release LAO Report and Information
COE Approval	Funding Eligibility: LEAs (excluding NCB charters) for allocation to schoolsites with prior year "nonstability rates" greater than 25% and prior year "socioeconomically disadvantaged pupil" rates of greater than 70%.	
Yes - *	Funding Allocation: Allocation: Funding allocated per student, using the school's total prior-year adjusted cumulative enrollment. Minimum of \$50,000 per eligible school (COLA applied starting in 2024-25).	
Deadline(s)	Requirements: <ul style="list-style-type: none"> Used for evidence-based services and supports for pupils, with a demonstration of how the resulting services and supports are increased or improved in comparison to services and supports that would have been provided at the schoolsites if the funding were not provided. Shall supplement, not supplant, funding provided for these schoolsites for purposes of the local control funding formula, the Expanded Learning Opportunities Program, the Literacy Coaches and Reading Specialists Grant Program, and the California Community Schools Partnership Act. Require a summary of the educational partner engagement process, including educational partners at schools generating Local Control Funding Formula Equity Multiplier funding, as specified. 	
	Plan: Board adoption prior to 7/1/2024. Public Hearing required at a public meeting of the board prior to the meeting where the LCAP is adopted.	
	Resource Code: TBD	
	Note: For 2023-24, there is no required documentation for the use of Equity Multiplier funds in the LCAP. Beginning with the 2024-25 LCAP, LEAs will be required to include a focus goal(s) for each school eligible to receive Equity Multiplier funding. It is recommended LEAs begin preparing and gathering relevant data during the 2023-24 school year to inform and develop the focus goal(s) that will be captured in the 2024-25 LCAP.	

SCCOE Plans, Templates, and Deadlines 2023 - 24

Observation Protocol for Teachers of English Learners (OPTTEL)

Background

- The OPTTEL is an observation protocol designed to support educators in monitoring and evaluating academic language use of EL students, per the requirements of California Education Code
- A standardized and systematic approach to address Criteria 2 and 3 of English Learner Reclassification
- Other uses:
 - Evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers
 - Assess language practices across a range of proficiency levels
 - As a formative assessment tool in order to support student progress toward English proficiency
 - In consultation with parents of English learners regarding their progress toward proficiency
 - By institutions of higher education that prepare educators in teacher preparation programs
- Delayed due to COVID-19, but will go to the State Board of Education at the November, 2023 meeting

Observation Protocol for Teachers of English Learners (OPTTEL)

Things to consider:

- ALL teachers are expected to use the tool, so content teachers may need some PD about language development before their training for use of the tool
- Reclassification guidelines will need to be updated and taken to your local board
- You will need a communication strategy for staff, parents and students
- You will need to map out LEA-wide support for training/use of the tool
- It is anticipated to be implemented in the 2024-25 school year

Observation Protocol for Teachers of English Learners (OPTTEL)

Observation Protocol for Teachers of English Learners (OPTTEL)

Student Name:
 Grade Level:

IEP: Yes No
 504 Plan: Yes No
 ELPAC Level:

This document fulfills requirements in EC 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Description of Receptive Skills: Listening and Reading Comprehension (Select one level from the choices below)
K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7
<ul style="list-style-type: none"> <input type="checkbox"/> Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning) The student rarely exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with substantial teacher support can the student construct meaning while or after listening to or reading grade-level complex texts. The student rarely appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided. <input type="checkbox"/> Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning) The student sometimes exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With moderate teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers. The student sometimes appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports. <input type="checkbox"/> Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning) The student often exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With light teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers. The student often appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports. <input type="checkbox"/> Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning) The student consistently exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With minimal teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers. The student consistently comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.
<p>Instructional Setting in which the student was observed (<i>Choose all that apply</i>):</p> <p><input type="checkbox"/> English Language Arts/Literacy <input type="checkbox"/> English Language Development <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> History/Social Science</p> <p><input type="checkbox"/> Other: <input type="text"/></p>
<p>Interaction Type (<i>Choose all that apply</i>):</p> <p><input type="checkbox"/> Whole Group (one-to-many) <input type="checkbox"/> Small Group (one-to-group) <input type="checkbox"/> Pairs (one-to-one) <input type="checkbox"/> Other: <input type="text"/></p>
<p>What did you consider that led you to mark this level? You may attach supporting documentation.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>

[CDE OPTTEL Webpage](#)

[OPTTEL Tool PDF](#)

[OPTTEL Feedback](#)

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**

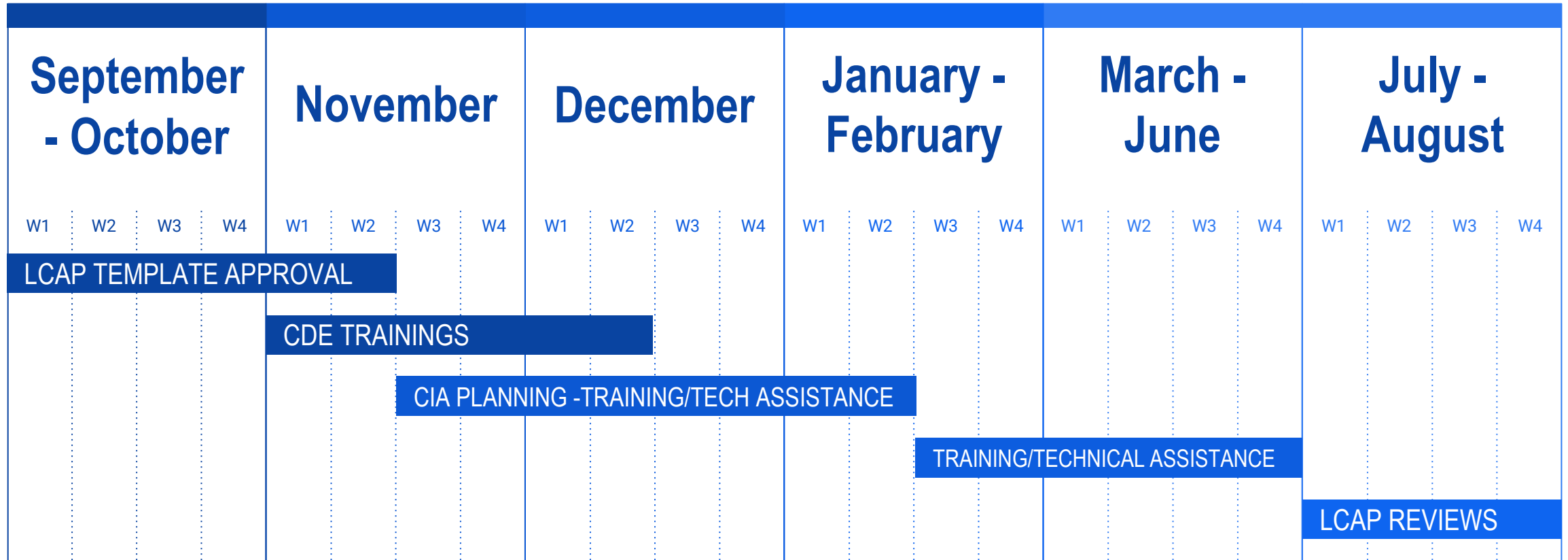
- ★ additionally reminder that **ALL** versions of plans must be available from the website (all LCAPs, Federal Addendum, authorized Charter LCAPs) since 2014 (E.C. 52065)

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.

2024 - 2027 LCAP Development Timeline



▲ LOREM

Coming Soon... LCAP Mid-Year Report

- ★ Must be presented at a board meeting by February 28

CIA team will provide a workshop to help you to prepare... **date and registration link coming soon!**

Topics will include:

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

CDE LCAP Webinar Series

Tuesdays @ 2 pm	Thursdays @ 3 pm
Tuesday, October 3, 2023 - LCAP Template Redesign Input Session	Thursday, November 30, 2023 - Engaging Educational Partners
Tuesday, November 14, 2023 - Introduction to the Local Control Funding Formula (LCFF)	Thursday, December 7, 2023 - Goals and Actions
Tuesday, November 28, 2023 - Template and Instructions	Thursday, December 14, 2023 - Increased or Improved Services (Part I)
Tuesday, December 5, 2023 - Goals Analysis	
Tuesday, December 12, 2023 - Required Goals for Equity Multiplier Schools	
Tuesday, December 19, 2023 - Increased or Improved Services (Part II)	
Tuesday, January 9, 2024 - 2025 Local Indicators	***Registration is required for each session on the CDE Tuesdays @ 2 webpage: Tuesdays @ 2

Coming Soon - LCAP Day!

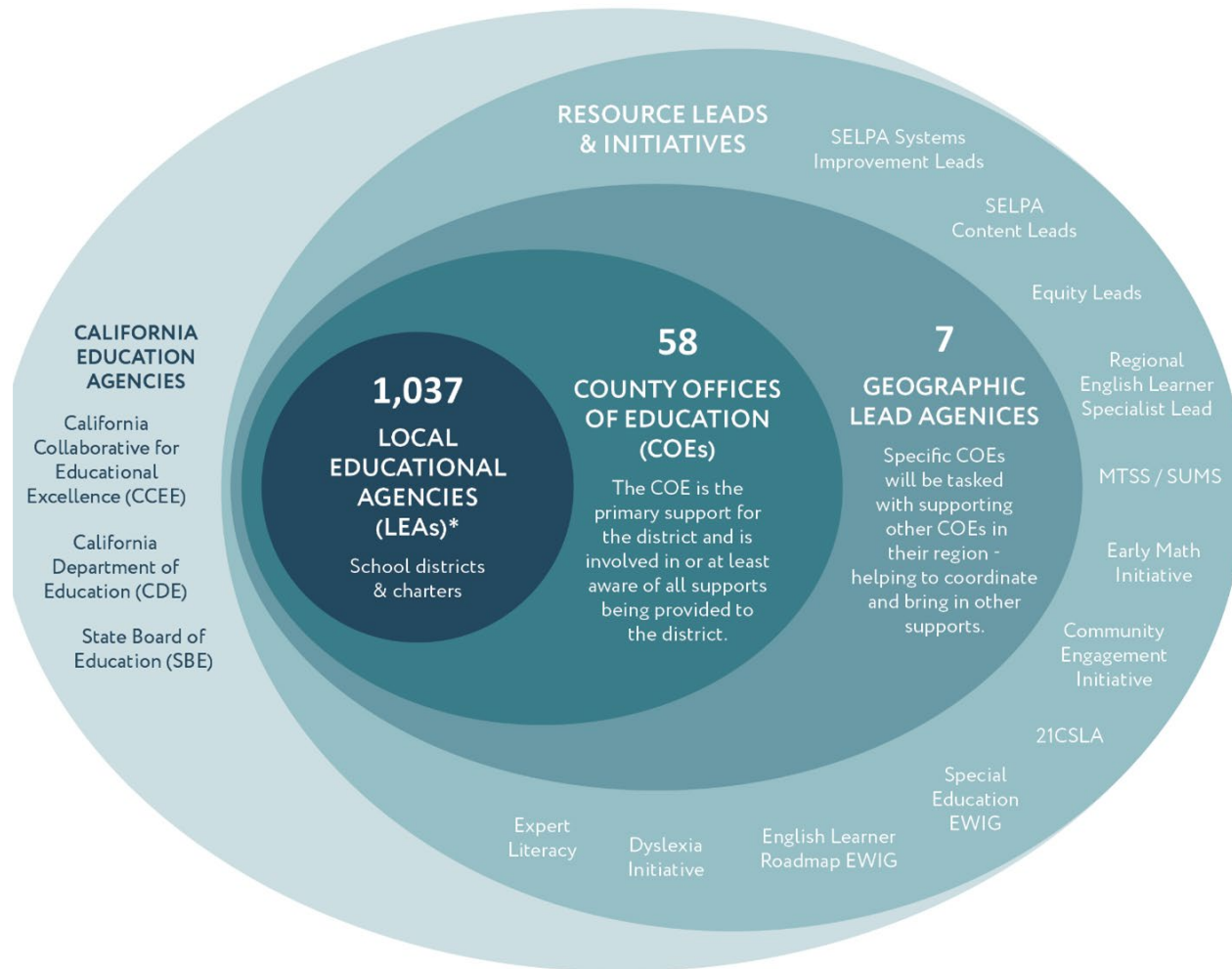
- Early February 2024

Date, session descriptions, and registration link coming soon!

The day will include:

- overview of new LCAP template and requirements
- breakout sessions
- support from our team

What is Differentiated Assistance (DA)?



- **Targeted technical assistance** under California's public school accountability system as part of the Local Control Funding Formula (LCFF) legislation.

- DA is intended to assist local education agencies (LEAs) to **address underlying causes** that led to low student outcomes while strengthening the **LEA's overall ability to evaluate the effectiveness** of strategies and programs, **making adjustments** as appropriate.

- DA is **not a status or label** that LEAs enter or exit, but a type of support rooted in continuous improvement

DA Eligibility Criteria

- Eligibility for DA is based on performance criteria set by the State Board of Education (SBE).
- The criteria are currently based on performance within the eight state priorities (10 for county offices of education [COEs]) under the LCFF, measured through both the state indicators and local indicators that are reported annually in the California School Dashboard (Dashboard).
- Related Education Code (EC) sections --[EC 52071](#) (Districts), [EC 52071.5](#) (COE) and [EC 47607.3](#) (Charters).
- Charter Schools are required to meet criteria for two years. [EC 47607.3](#) (Charters).



Changes in DA for 2023-24 specifically for Charter Schools

- For the first time since 2019, charter schools will once again be eligible for DA.
- Eligibility for charter schools is **one** year.
- Eligibility for charters is determined annually.
- The support provider for charter schools will be the COE for the county in which the school is located. (Previously, the provider was the charter school authorizer).
- For COE authorized charter schools, support will be provided by the Geographic Lead
- LEAs (charters, districts and COEs) eligible for DA must provide a plan summary of the DA work underway as part of their Local Control and Accountability Plans (LCAPs) in the Plan Summary Section

QUESTIONS



LGBTQ+ Program

Aries Rivers Yumul
Coordinator, LGBTQ District Resources and
Supports
ayumul@sccoe.org

Santa Clara County  Office of Education

This is a Safe Space



Making a statement such as this sends a message to staff, teachers or students.

Sex assigned at birth

The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, and chromosomes.

Gender identity

One's internal sense of being male, female, neither of these, both, or another gender(s).

Gender expression

The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc.

Ex: masculine, feminine, butch, femme, androgynous, etc...

Sexual orientation

This describes the direction of our sexual and/or emotional attraction.

Ex: gay, queer, straight, lesbian, bisexual, pansexual, etc.

Importance of LGBTQ+ Inclusivity in Schools

LGBTQ+ students face unique challenges in school environments, which can impact their overall well-being. Let's take a look at some statistics and research findings.

- According to a national survey by GLSEN (the Gay, Lesbian and Straight Education Network), 59% of LGBTQ+ students feel unsafe at school because of their sexual orientation.
- Another study by the Human Rights Campaign found that LGBTQ+ students are more likely to experience bullying and harassment at school compared to their heterosexual peers.
- Research has also shown that supportive school environments can have a positive impact on the well-being of LGBTQ+ students. For example, students who attend schools with LGBTQ+-inclusive policies and curriculum report lower levels of depression and suicidal thoughts.

LGBTQ+ Student Wellness and Safety

According to the 2019 CDC Youth Risk Behavior Surveillance System (YRBSS), LGB students face a number of challenges when it comes to safety and well-being.

- 22% of LGB students have missed a day or more of school because of safety concerns
- 27% of LGB students have experienced sexual violence
- 67% of LGB students have felt sad or hopeless in the past 12 months
- 55% of LGB students have seriously considered attempting suicide in the past 12 months
- 48% of LGB students have ever used an electronic vapor product
- 31% of LGB students have drunk alcohol, with almost 80% of that group reporting they have engaged in this behavior by age 14
- 42% of LGB students have experienced bullying on school property
- 41% of LGB students have experienced electronic bullying
- LGB students are 2-5x more likely to experiment with drugs, compared to heterosexual peers

These statistics highlight the need for increased support and resources for LGBTQ+ students in schools to improve their safety and well-being. It's crucial for school staff, educators and administrators to be aware of these issues and take active steps to address them.

The Laws.

2018: Gender Recognition Act (SB 179)

Adds “non-binary” designation along with male and female on birth certificates and Driver’s Licenses

2016 – Suicide Prevention Policies in Schools

2015 – California Healthy Youth Act (CHYA):

Sexual Health Education must be LGBTQ inclusive

2014 –School Success and Opportunity Act (AB1266):

Transgender youth protections and inclusion

2011 –Fair, Accurate, Inclusive and Respectful (FAIR Ed) Act:

LGBT history and social science in curriculum

2000 - Student Safety and Violence Prevention Act (AB537)

Students and school employees protections for discrimination based on real or perceived gender or sexual orientation

Legal protections

AB1266

(The Student Success & Opportunity Act CA 2014): requires that students be permitted to participate in traditionally “sex-segregated” school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records

AB537

(The California Student Safety and Violence Prevention Act of 2000): changed California's Education Code by adding actual or **perceived** sexual orientation and gender identity to the existing nondiscrimination policy. The nondiscrimination policy also prohibits harassment and discrimination on the basis of sex, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

New 2023 Laws!



AB 1078 Diverse instructional materials and curriculum (Jackson)

Allows a fine to be assessed on any district that has insufficient instructional materials, especially in an attempt to discriminate against students of color or LGBTQ+ students.



AB 5 The Safe and Supportive Schools Act (Zbur)

Requires all K-12 schools in California to provide training to support LGBTQ+ pupils.



SB 760 All-Gender Restrooms (Newman)

Requires all K-12 schools in California to provide appropriate and equitable access to all-gender restrooms for students to use during school hours.

FAIR Education Act (2011) New State History Framework (2015)

51204.5. Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, **lesbian, gay, bisexual, and transgender Americans**, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.

Frameworks To Know

- The **2016 History Social Science Framework** includes the teaching of LGBTQ+ content
- The **2018 Health Framework** includes the teaching of gender identity / sexual orientation.
- There are **Ca state laws** in place that require public school teachers to teach LGBTQ+ content

State History Framework (2016)

Chapter 20: “Access and Equity”

p. 532:

- ***“Both teachers and students should understand the terminology used to refer to individuals who are LGBT, and be able to understand the negative effects of slang terms or discriminatory language.”***
- ***“California students who are not themselves in this population may have parents or guardians who are LGBT. All students and their families need to feel safe, respected, and welcomed in school.”***

State Health Framework (2016)

Chapter 7: “Access and Equity”

p. 351:

- ***“Instruction and materials on sexual health content must acknowledge diverse sexual orientations and include examples of same-sex relationships and couples. Comprehensive sexual health instruction must also include gender, gender expression, gender identity, and the harmful outcomes that may occur from negative gender”***

P. 455

- ***“Because California law protects students against discrimination on the basis of gender or sexual orientation, schools may not facilitate the selective opt-out of LGBTQ+-related content in the context of comprehensive sexual health and HIV prevention education. General instruction or programming relating to LGBTQ+ people and issues is not subject to parental opt-out (EC 51932[b]).”***

[Link to Health Framework](#)

Districts and Schools Served

- Cambrian School District
- Campbell Union High School District
- Evergreen School District
- Fremont Union High School District
- Gilroy Unified School District
- Metro Ed
- Summit Public Schools
- Mount Pleasant
- Moreland School District
- SCCOE AED
- Eastside School District
- Cupertino Union School District
- Discovery Charter
- Morgan Hill Unified School District



Training and technical assistance available:

- Teaching LGBTQ+ Inclusive Lessons
- Becoming a Model LGBTQ+ Welcoming School
- Understanding Gender, Orientation and Expression
- Recognize-Intervene-Support-Empower, RISE Training
- Using Literature to Teach LGBTQ+ Cultural Proficiency
- Family Acceptance Project
- Gender Affirmative Workshop
- Starting and Supporting a Gay-Straight Alliance (GSA)
- Addressing the High Rates of Expulsion and Absenteeism for LGBTQ+ youth
- Drafting Board Policies that protect LGBTQ+ youth
- Supporting and Affirming LGBTQ+ youth in Foster Care
- Inclusivity in the Math Classroom
- Understanding and implementing the FAIR Education Act and other laws that protect LGBTQ+ youth

Individualized Supports

- Develop target resources for schools and districts when they work with me based on their needs.
- Need is based on initial meeting and pre-survey and analysis of survey with the school before their training.

LGBTQ+ History Month Workshop Series

During the workshops, we will engage in conversations on these three topics.

- Session 1 - The FAIR Act - October 12
 - Participants will review the FAIR Act and discuss its implementation in the classroom.
- Session 2 - How to Build an Inclusive Classroom - October 19
 - Participants will review ways that we can build an inclusive classroom and review a checklist that educators can use when thinking about their classroom and how their students feel.
- Session 3 - Gender Identity and School Policy - October 26
 - Participants will review various Ed Code and what it looks like in schools as well as review the model district anti-bullying policy from the National GLSEN Network.

Registration: <https://sccoe.to/OCTLGBTQ>

Please Take Our Survey



[Or Click Here](#)



Foster-Homeless Educational Services

Joann Vaars, Director

Hot Topics:

1 - State standard grad reporting: **Legislation** [SB 532](#)

Ed Code Sections 49069.5, 51225.1, and 51225.2

2- FAFSA completion (FY/UM): Ed Code (Section 51225.7)

3- Comprehensive Notification of Exclusion: **Legislation** [AB 740](#)

Ed Code Section 47605, 47605.6, 48432.5, 48853.5, 48911, 48911.1, 48915.5, and 48918.1

Notifications of Exclusion Contacts

- LACY email for SCC dependents

LACYEducationNotifications@lawfoundation.org

- For students who are dependents from other counties, contact the Foster & Homeless Youth Coordinator: svann@sccoe.org

- **Notification** process for youth under 602 petitions (probation)

pdo-education@pdo.sccgov.org

ado-education@ado.sccgov

ido@ido.sccgov.org

As we progress:

Please drop any questions in the chat.

Top 10 Liaison Responsibilities

- 1- Identify youth who qualify through outreach & coordinated services (required CDE housing questionnaire)**
- 2- Enroll immediately & provide equal opportunity to succeed in school**
- 3- Provide Access to programs & resources (pre-K, before & after school care, interventions, etc.)**
- 4- Refer families to health, dental, mental health, substance use, housing and other appropriate services**
- 5- Inform parents & guardians of educational related opportunities & are provided with meaningful opportunities to participate in their child's education**

Top 10 Liaison Responsibilities

- 6- Educational rights are posted in public places including school offices, libraries, shelters, etc.
- 7- Share processes for families to understand the dispute process and that enrollment disputes are mediated (UCP)
- 8- Maintain school stability and attendance by providing transportation options and services (including co-curricular)
- 9- Build capacity of school and district Personnel with professional development
- 10- Support Youth who qualify to enroll in school to access and meet the same academic standards as their peers

Community of Practice Network

Foster & Homeless Youth Educational Services [at SCCOE](#)

Wednesday, October 18, 2023

9:00 am to 11:00 am

Questions



Educator Preparedness Program Programs An Overview

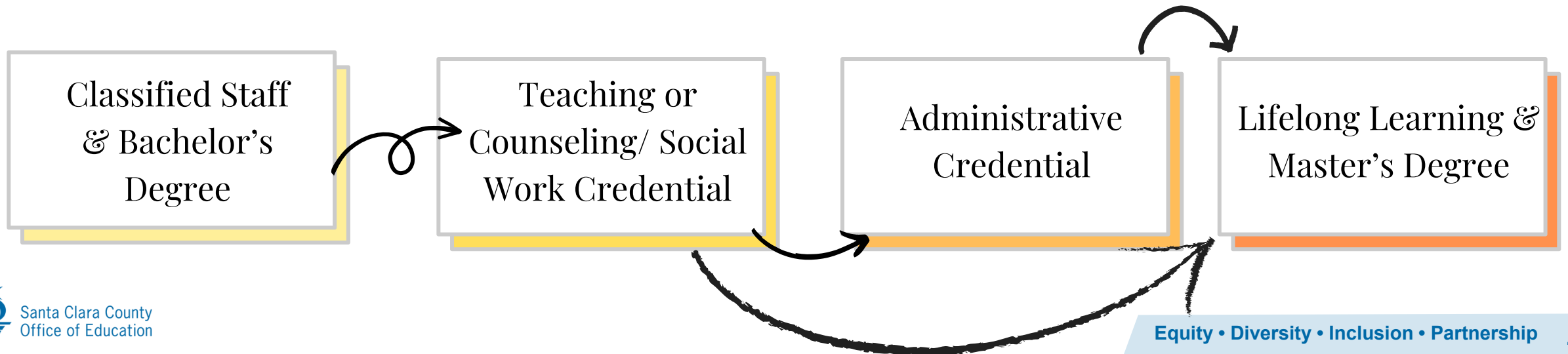
Brandy Zwemer Byers, Ed. D., Coordinator

What is EPP?

At EPP, we cultivate diverse educators empowered to serve and advocate for communities through inclusive and culturally sustaining educational practices for equitable outcomes.

Career Pathways in Education

We are here for future & current educators every step of the way.



Teaching or
Counseling
Credential

EPP hosts the Statewide Residency Technical Assistance Center (SRTAC)

August 2023: Grant awarded from CA Commission on
Teacher Credentialing (CTC).

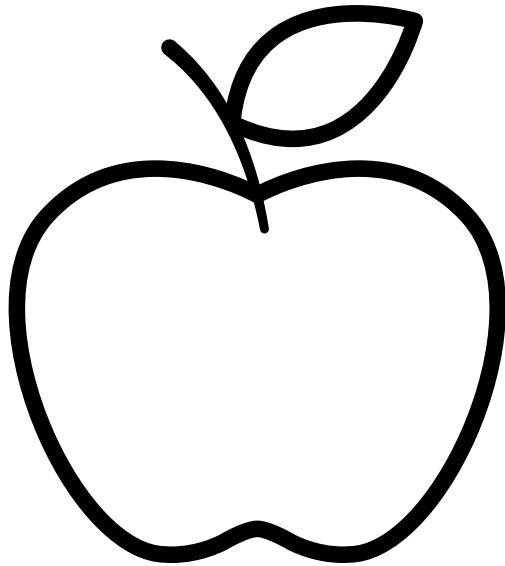
SCCOE is the Lead CoE with partners across the state-
4 other CoE's, UCLA, WestEd, & The Residency Lab.



- Purpose is to provide coordinated leadership of the technical assistance from 5 regional hubs to Educator Residency Programs, both new and existing, across the state of California.
- The 5 regional hubs will provide expert advice support to program leaders within local education agencies (LEAs) throughout California to make significant impact on Residency programs.

Grants for Becoming A Teacher

Classified Staff &
Bachelor's Degree



Early Childhood Education Grant

\$1200 Stipend for 24 ECE Units

California State Preschool teachers, TK, and Kindergarten Teachers can get a \$1200 stipend for verified enrollment in an institute of higher education for child development or ECE coursework leading to Child Development Teacher Permit or higher.

\$4800 per year: Multiple Subject Holders

TK/K Multiple Subject Credential teachers can get this for earning an Early Childhood Special Education (ECSE) Credential.

\$4800 per year: CSPP Teachers/Paraprofessionals

CSPP teachers and paraprofessionals earning a Child Development BA and/or Multiple Subject Credential + 24 ECE, PK-3 Credential, or ECSE Credential can get this stipend.

Classified Teacher Grant

\$4000 per year: Classified School Employees & Preschool Teachers

Classified employees who are earning BAs and/or Special Education (ECSE, MMN, ESN), Multiple Subject, SS Math, SS Science Credentials and/or Bilingual Authorization can get this grant.

Teaching or
Counseling
Credential

Mental Health & Wellness Credential Programs

Lifelong Learning
& Master's
Degree



Get a Pupil Personnel Services (PPS) Credential and a Master's degree from San Jose State University in School Social Work (\$58,000).



Get a PPS Credential and a Master's degree from School Counseling (\$30,000).



If you already have a PPS in social work, you can become licensed, clinical social worker (LCSW) (\$14,000).

Become a school social worker or counselor (doesn't apply to School Psychologist at this time).



Add a PPS Credential to a Master's Degree in Social Work, Counseling & Guidance, Clinical Counseling, and Counseling Psychology (\$16,500).

To get this grant, you have to work at a priority high needs school in Santa Clara County.

Teaching or Counseling Credential

Teaching & Administrative Credential Programs

Administrative Credential

Teacher Residency Program:

- Preliminary Teaching Credential with Teachers College of San Joaquin or National University
- MMSN, ESN, Multiple Subject, Single Subject Science or Math credentials available
- Work as a Classified staff or Substitute teacher while earning the credential
- 1 year program
- Two start times: January and July
- Grant funded stipends totaling over \$20,000/year!



EPIC:

- Preliminary ECSE, MMSN, ESN Teaching Credentials
- Clear any Preliminary Teaching Credential (Teacher Induction)
- Intern program (function as Teacher of Record, teacher pay scale)
- 2 year program- 1st year coursework with 2nd year coursework and internship
- Teachers credentialed in other areas can participate to earn a Special Education credential



LEAP:

- Preliminary & Clear Administrative Credentials
- Preliminary credential program is coursework and fieldwork projects
- Clear credential is a 2 year coaching based, job-embedded program

Early Learning Leader Institute & Community of Practice

Lifelong
Learning &
Master's Degree

Early Learning Leadership is essential for UPK/UTK implementation and P-3 alignment. Join leaders from across Santa Clara County as we strengthen our knowledge, skills, and abilities in effectively supporting our youngest learners, their families, and the educators who teach them. This forum is for site supervisors, directors, K-8 principals, emerging leaders, and other administrators who want to ensure public access to high quality early education programs that align from PK-Grade 3 for equitable outcomes.

Early Learning Leader Institute

Spots available annually, enrollment opens in Summer.

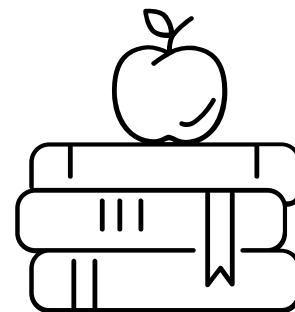
4 Sessions:

- Curriculum, Instruction and Assessment in Early Learning
- Developmentally Appropriate Practices in Early Learning
- Diversity and Inclusion in Early Learning
- Equitable Outcomes in Early Learning

Monthly, online Community of Practice sessions!

This forum provides school leaders with:

- Networking & Collaboration
- Training & Professional Learning
- Program Quality Tools
- Digital Resources



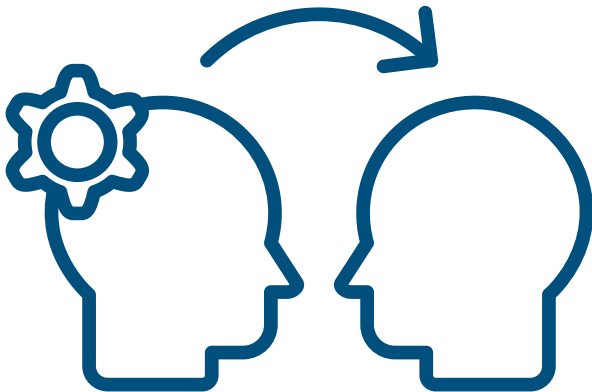
Cognitive Coaching Institute

Lifelong
Learning &
Master's Degree

Unlock the power of effective communication and coaching techniques that will enhance your professional growth and empower those around you. SCCOE brings the Thinking Collaborative to the Santa Clara County to facilitate the Cognitive Coaching Seminars®.

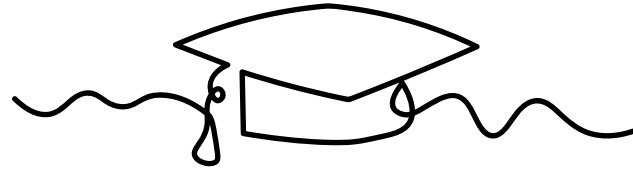
The Cognitive Coaching Seminars® are an eight-day training resulting in a certificate of accomplishment.

<https://www.thinkingcollaborative.com/aboutcc>



In the eight full-day Seminars, participants learn how to:

- develop trust and rapport
- develop an identity as a mediator of thinking
- utilize conversation structures for planning, reflecting and problem resolving
- develop teachers' autonomy and sense of community
- develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- apply four support functions: coaching, evaluating, consulting, collaborating
- utilize the coaching tools of pausing, paraphrasing, and posing questions
- distinguish among the five forms of feedback
- use data to mediate thinking



Master's Degree

Lifelong
Learning &
Master's Degree

With Teacher Residency:

- take a few more courses and you can earn your Master's Degree in Education from TCSJ or National University (whichever college you completed your credential program with).

With LEAP:

- take a few more courses with our partner, San Jose State University, to earn a Master's Degree in Emancipatory Leadership.

Coordinator: Brandy Byers
bbyers@sccoe.org

Director: Kalpana Thatte
kthatte@sccoe.org

Advisor: Nou Vang
nvang@sccoe.org

Contact us - we'd love to hear from you!

Name	Title	Contact Info
Adora Fisher	Executive Director	afisher@sccoe.org 408-453-4257
Kalpana Thatte	Director, EPIC & LEAP	kthatte@sccoe.org 408-453-4256
MAK Kegelmeyer	Director, Mental Health Grants	mkegelmeyer@sccoe.org 408-453-4256
Padma Ramnath	Assistant Director, SRTAC & Apprenticeship Grants	pramnath@sccoe.org 408-453-6743
Brandy Byers, Ed.D.	Coordinator (TRP)	bbyers@sccoe.org 408-453-4259
Robyn Stone	Coordinator (PK-3 & Grants)	rstone@sccoe.org 408-453-6761



Q&A

Office of the Superintendent

David Putney, Director

COVID wastewater monitoring

Santa Clara County SARS-CoV-2 Wastewater Monitoring Dashboard

Wednesday, October 11, 2023



All Sewersheds within Santa Clara County

Visit

SARS-CoV-2 concentration levels from collected samples

San Jose Sewershed: **Medium**
Palo Alto Sewershed: **High**
Sunnyvale Sewershed: **Medium**
Gilroy Sewershed: **Medium**

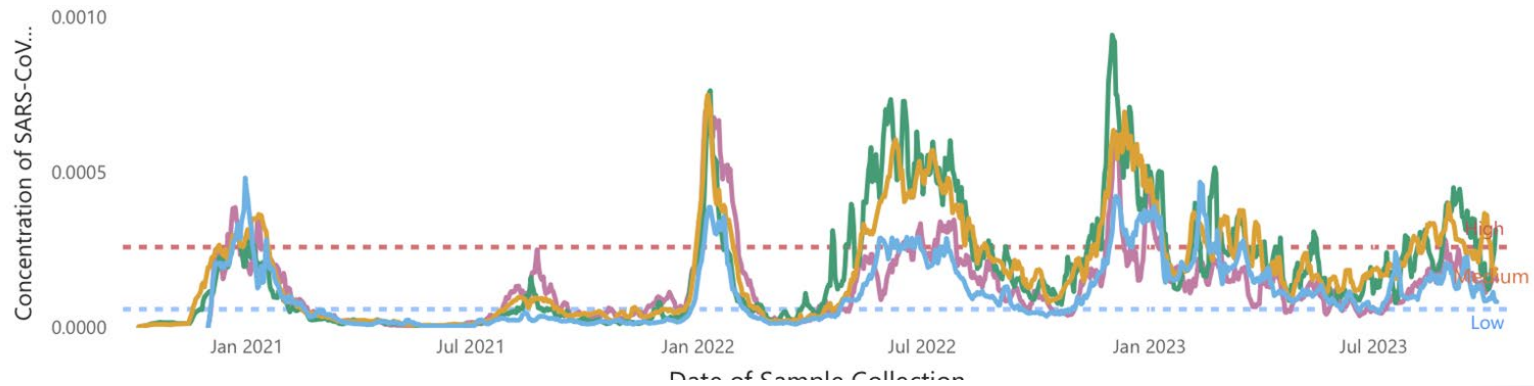
See below for more information on concentration levels

Time period of wastewater sample collection

All time

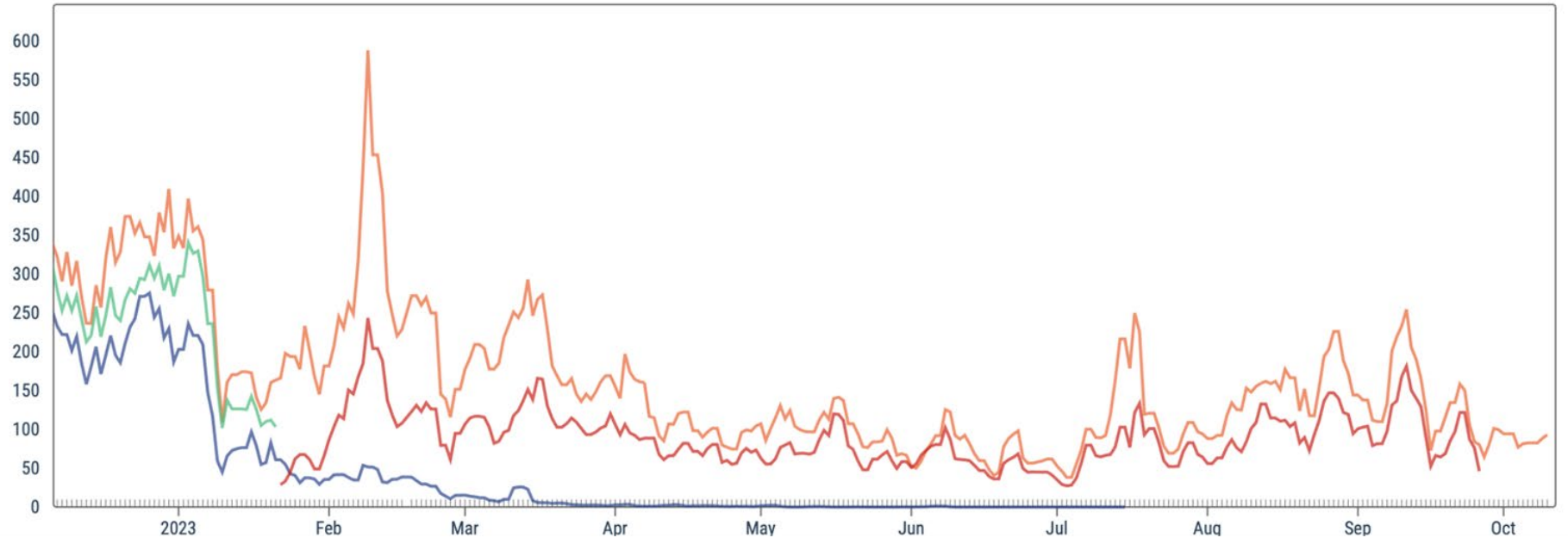
Concentration of SARS-CoV-2 in Wastewater Samples

Sewershed ● Gilroy ● Palo Alto ● San Jose ● Sunnyvale



Variants circulating in Santa Clara County

- SARS-CoV-2 ⓘ
- S Gene - all SARS-CoV-2 ⓘ
- Omicron BA.4 ⓘ
- BA.2 + BA.4 + BA.5 ⓘ
- Delta ⓘ
- Omicron BA.4 + BA.5 + BQ* ⓘ
- Omicron BA.1 ⓘ
- XBB* ⓘ

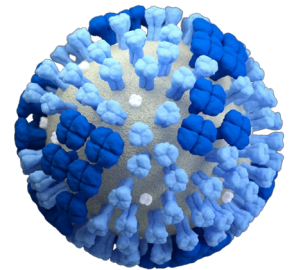
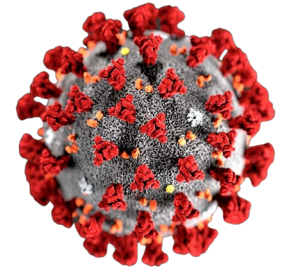


Variants in wastewater: [WastewaterSCAN Dashboard](#)

Updated COVID-19 Vaccines for Use in the United States

Available Now 2023

- **COVID:** FDA has advised vaccine manufacturers to create monovalent vaccine targeting XBB variant. Expected to have vaccine ready for use by Fall 2023.
- **Influenza:** This year's composition has been selected. September and October are the best times for most people to get vaccinated against the flu.



[Updated COVID-19 Vaccines for Use in the United States Beginning in Fall 2023 | FDA](#)










[Influenza Vaccine for the 2023-2024 Season | FDA](#)

Youth Health and Wellness Resource Drive (COVID-19 Designee Meetings)

My Drive > Youth Health and Wellne... ▾ 👤

Type ▾ People ▾ Modified ▾

Name ↓

 6_Grant materials
 5_Events
 4_Communications (Flyers, Media)
 3_Reporting
 2_Testing
 1_Slide Decks
 Youth Health and Wellness Designee Calendar and Links 👤
 Policy and Guidance Links 👤
 Designee Reporting Spreadsheet 23-24.xlsx 👤

Youth Health and Wellness COVID-19 Designee Meetings 2023-24 Calendar

Month	Scheduled Meeting Dates
October	October 19
November	November 2, 16
December	December 7, 21
January	January 11, 25
February	February 8, 22
March	March 7, 21
April	April 4, 18
May	May 2, 16
June	June 6, 13

Resource Drive: <https://tinyurl.com/YHWDRIVE>

Meetings **10:00 - 11:00 a.m.**

Please use this link for **ALL** the meetings:
<https://tinyurl.com/YHWDM2023-24>

Meeting ID: 934 4883 7894

There is no passcode for these meetings

No major changes to CDPH guidance.

Focus on mitigation and prevention strategies.

Any questions?

[K-12 Guidance 2023-24 School Year \(ca.gov\)](https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/K-12-Guidance-2023-24-School-Year.aspx)

CDPH New Guidance



TOMÁS J. ARAGÓN, M.D., Dr.P.H.
State Public Health Officer & Director

State of California—Health and Human Services Agency
California Department of Public Health



GAVIN NEWSOM
Governor

August 28, 2023

TO: All Californians

SUBJECT: Public Health Guidance for K-12 Schools and Child Care Settings to Support Safe In-Person Services and Mitigate the Spread of Communicable Diseases, 2023-2024 School Year

RELATED MATERIALS: Safe Schools for All Hub | CDPH Shots for School | Get the Most Out of Masking



FROM: California Department of Public Health (CDPH), with consultation from California Department of Social Services (CDSS) and California Department of Education (CDE)



Preamble

This guidance is intended to support safe, in-person learning and care in K-12 schools, child care, and related settings by mitigating the spread of communicable diseases.

The guidance builds upon a multi-layer strategy used to manage COVID-19 and serves as a general prevention framework to reduce the spread of multiple types of infections, including COVID-19, influenza, respiratory syncytial virus (RSV), and norovirus. Strategies are guided by the principle that safe, in-person learning, and care are critical to the well-being and development of children.

This guidance provides considerations for various settings where children spend time, including but not limited to the following:

- Licensed child care centers and family child care homes
- Licensed-exempt child care providers
- Early childhood education sites, including preschools
- K-12 schools (public and private)
- Before/after-school programs
- Summer school/intersession programs

For ease of reference, these settings are collectively referred to as “schools and child care” throughout this document.

Additionally, many of the strategies used to reduce transmission of infections can also protect against harmful environmental effects. California school administrators and child care providers should consider the approaches described below as potential methods to protect children and staff from allergens, pollutants, wildfire smoke, and other external causes of illness and disease.

The guidance is based on best available scientific and epidemiological knowledge. It is subject to change.

When Masks Should be Worn

The California Department of Public Health (CDPH) recommends all Californians wear a mask:

- Around others if you have respiratory symptoms (e.g., cough, runny nose, and/or sore throat),
- If you've had a significant exposure to someone who has tested positive for COVID-19, wear a mask for 10 days.
- If you test positive for COVID-19, see guidance for mask wearing in the CDPH [Guidance for Isolation and Quarantine of the General Public](#).

CAL OSHA still requires employees who are:

- Close contacts to test within 3 to 5 days **and** wear a mask for 10 days.
- Infected to isolate **and** wear a mask for 10 days.

Close Contact Definition

In indoor spaces 400,000 or fewer cubic feet per floor (such as home, clinic waiting room, airplane etc.), a close contact is defined as sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period (for example, three separate 5-minute exposures for a total of 15 minutes) during a confirmed case's infectious period.



In large indoor spaces greater than 400,000 cubic feet per floor (such as open-floor-plan offices, warehouses, large retail stores, manufacturing, or food processing facilities), a close contact is defined as being within 6 feet of the confirmed case for a cumulative total of 15 minutes or more over a 24-hour period during the confirmed case's infectious period.

Indoor spaces definition

Spaces that are separated by floor-to-ceiling walls are considered distinct indoor spaces.

- **Examples:** offices, suites, rooms, waiting areas, bathrooms

For additional information and answers to FAQs, please see the [State Health Order](#).



COVID-19 Prevention Non-Emergency Regulations

On December 15, 2022, the Occupational Safety and Health Standards Board voted to adopt non-emergency COVID-19 prevention regulations.

These regulations took effect on February 3, 2023 and will remain in effect for two years after the effective date, (February 3, 2025) except for the recordkeeping subsections that will remain in effect for three years.



Cal OSHA & CDPH Guidance for Close Contacts

Asymptomatic Persons Who are Exposed to Someone with COVID-19 (No Quarantine)

- Test within 3–5 days after last exposure.
- Close contacts must wear a well-fitting mask around others for a total of 10 days
- Strongly encouraged to get boosted.
- If symptoms develop, test, and stay home, AND
- If test result is positive, follow isolation recommendations



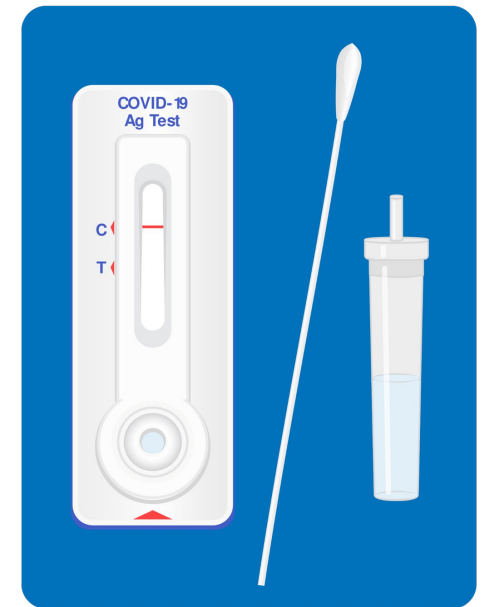
Cal/OSHA Consultation line

- To obtain technical assistance and consultation from Cal/OSHA Consultation call **1 (800) 963-9424** or email InfoCons@dir.ca.gov.

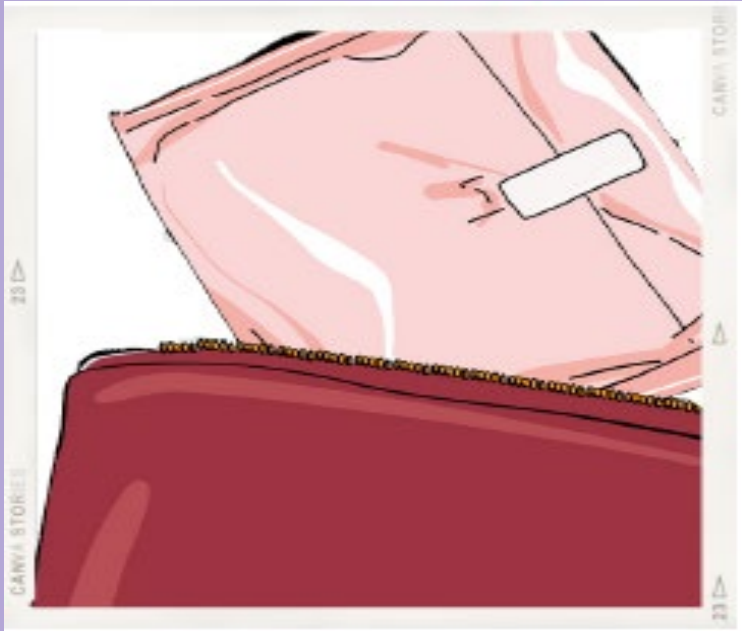


At-Home (OTC) COVID-19 Test Local Supply & CDPH Order

- Santa Clara County Office of Education has immediately available OTC for Schools. Please use this link to submit an order.
 - <https://tinyurl.com/SCCOEOTC202324>
- CDPH is asking schools to place orders for up to a 4-month supply of tests for the fall semester **NO LATER THAN SEPTEMBER 8, 2023:**
 - <https://labsupport.powerappsportals.us/ordercovidotc/>
- Access to Primary. Health OTC test reporting is no longer available.



Menstrual Equity for All Act and AB-367



2021 All public schools, grades 6-12, regardless of pupil poverty status must provide **free** menstrual products in *all* women's and gender neutral restrooms, and at least one men's restroom.

Please [click](#) to order your materials directly from SCCOE.

Requirements: Starting January 1, 2024, local education agencies with an on-site food facility (like a school cafeteria) will be required to donate all edible food to a food recovery organization that they would otherwise throw away.

Impacted Schools and Districts

SB 1383 applies to all local education agencies, including:

- K-12 public and charter schools
- School districts
- County offices of education (that are not subject to the control of the city or county solid waste regulations)

SB 1383



Collection Requirements for Local Education Agencies

Local education agencies must recycle their [organic waste](#) either by:

- Subscribing to a collection service that the jurisdiction provides OR
- Contracting for collection services independently OR
- Self-hauling organic waste to a specified composting facility, community composting program, or other collection activity or program.



SB 1383 Education and Outreach Resources

SB 1383 Requirements

2020	50 PERCENT REDUCTION IN LANDFILLED ORGANIC WASTE (11.5 Million Tons of Organic Waste Disposal Allowed)
2022	REGULATIONS TAKE EFFECT
2025	75 PERCENT REDUCTION IN LANDFILLED ORGANIC WASTE (5.7 Million Tons of Organic Waste Disposal Allowed)
2025	20 PERCENT OF CURRENTLY DISPOSED EDIBLE FOOD MUST BE RECOVERED FOR HUMAN CONSUMPTION

SB 1383 Key Implementation Dates



Resources for Local Education Agencies: K-12 Public Schools and School



Resources and Best Management Practices

- CDE Links
 - [CDE's Use of Share Tables in the Child Nutrition Programs bulletin](#)
 - [CDE's Guidance on Donation of Leftover Food in Child Nutrition Programs bulletin](#)
 - [CDE's Plate Waste Prevention in the Child Nutrition Programs web page](#)
 - [CDE's Food Pantries in Schools web page](#)
 - [CDE's Food Consumption Outside the Foodservice Area bulletin](#)
- [Grades of Green](#)
- [OUSD Waste Sorting 101](#) (includes meal sorting guides, links to videos, games, and edible food recovery programs)
 - [Waste Sorting 101 – Video k-5](#)
 - [Waste Sorting Video 101 – Middle and High School](#)
 - [Waste Sorting Video 101 – Staff](#)
 - [StopWaste – How to Sort Cafeteria Waste at School](#) (all ages)
 - [Mr Eco – Amazing Waste Music Video Playlist](#)
 - [Slide Deck for Waste Sorting 101](#)
 - [Food Matters Action Kit](#)
- [How to run a waste audit](#)
- [California Academy of Science Food Waste Audit](#)
- [WWF Food Waste Warriors – food waste audit in resources](#)

California Schools Healthy Air, Plumbing, and Efficiency Program - CalSHAPE

- The CalSHAPE Ventilation and Plumbing Programs will begin accepting applications for Funding Round Five at 10:00 a.m. on July 18, 2023. The application deadline for both programs is 5:00 p.m. on March 31, 2024.
- Applications are submitted electronically using the CalSHAPE Online System. An access link, instructions, and a video training can be found under the “Online System” expandable menu.

Cal/OSHA Requirements: Ventilation & IAQ

- Cal/OSHA Non-Emergency COVID Standard has been in effect since February 2023, it has several ventilation/IAQ provisions:
 - Employers shall review CDPH & Cal/OSHA [ventilation guidance](#)
 - Employers shall attempt to maximize outdoor air supply to the extent feasible
 - Employers shall use MERV-13 filtration (or highest feasible)
 - Employers shall use PACs in work areas where outdoor air or greater filtration cannot be introduced
- Employers shall run HVAC systems continuously during
- Employers shall inspect their HVAC system annually



ADVISORY



Updates, Tips, Resources, and Information regarding natural events, weather and safety tips, and emergency preparedness to assist the SCCOE community during these challenging times.

[SCCOE Emergency Advisory Webpage](#)

HVAC Webinar Recording and Slides



HVAC Webinar: Improved Air Quality for all the Right Reasons

August 2023

Mary Ann Dewan, Ph.D., *Santa Clara County Superintendent of Schools*
David Putney, Ed.D., *Director Of Special Projects*
Kyle Peerless, MPH, *California Department of Public Health*

[GET PDF SLIDES](#)

[Video Link](#) & [Slide Deck](#)

Community Alerts



Sign up for AlertSCC—County of Santa Clara's Official Emergency Alert and Warning System to get the most up-to-date information on emergencies and disasters happening in your area.

Hotlines:

Shelter Hotline: (408) 385-2400

HomeFirst Homeless Helpline: (408) 510-7600

HomeFirst outreach team provides access to emergency shelters, showers, laundry, meals, medical services, case management, employment training, and more.

Overnight Warming Location (OWL) Program:

Unsheltered individuals in San Jose can seek an Overnight Warming Location (OWL) bed by calling the referral line at 408-539-2105 or by emailing owlreferrals@homefirstsc.org.

2-1-1 United Way Bay Area: Dial 2-1-1 for information on expanded shelters and additional services in Santa Clara.

Charter and Private Schools Youth and Wellness Coordination Meetings 2023-2024 Meeting Schedule

Tuesdays, 2:45 - 3:30 p.m.

- August 22
- September 12
- October 24
- November 14
- December - No Meeting
- January 16
- February 13
- March 19
- April 23
- May - No Meeting
- June 11

Zoom link for all meetings: <https://sccoe.zoom.us/j/99785605711>

Thank you!

David Putney, Ed.D.

Director, Office of the Superintendent
Santa Clara County Office of Education
1290 Ridder Park Drive MC 213
San Jose, CA 95131-2304

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(707) 292-3162 (cell)

dputney@sccoe.org

Strategic - Achiever - Competition - Futuristic – Ideation

Connect with SCCOE

- Social Media  
- [IMPACT Weekly](#)
- www.sccoe.org


LCAP Feedback

Matt Daugherty, Administrator

Program LCAP Feedback

Overall LCAP Successes and Challenges:

	Met Criteria
Total Section Success	
Plan Summary	92%
Engaging Educational Partners	86%
Measuring and Reporting	81%
State Priorities and Required Metrics	58%
Actions	76%
Goal Analysis	77%
Increased or Improved Services for FY, EL, and LI Students – Required Descriptions	75%

- 
- Big success in engaging educational partners
 - Data indicate a need around metrics, especially **state priority metrics**.
 - Data also indicate a need around focusing and reporting on **unduplicated pupils**

Program LCAP Feedback

State Priority	Total Metric Inclusion	Metric(s) LEAST Included by Priority	Inclusion Rate
1 – Basic	79%	A. Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	79%
2 – Impl. of State Standards	57%	B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	50%
3 – Parent Involvement and Family Engagement	14%	B. How the LEA will promote parental participation in programs for unduplicated pupils.	21%
		C. How the LEA will promote parental participation in programs for individuals with exceptional needs.	14%
4 – Student Achievement	64%	D. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study.	50%
		G. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	50%
5 – Student Engagement	71%	C. Middle school dropout rates	73%
6 – School Climate	71%	B. Pupil expulsion rates	71%
7 – Course Access	29%	B. Programs and services developed and provided to unduplicated pupils	29%
		C. Programs and services developed and provided to individuals with exceptional needs	29%
8 – Pupil Outcomes	79%	A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.	86%

LCAP Resources

- **LCAP Instructions:** <https://www.cde.ca.gov/re/lc/templateinstructions.asp>
- **LCFF Required Priorities:** <https://www.cde.ca.gov/re/lc/documents/lcffprioritiessummary.docx>
- **LCAP Template with Embedded Instructions:** <https://drive.google.com/file/d/1oCW67ao91bD-5bk-AZ-RIvspnhuft4oR/view>
- **Metrics in the Absence of Statewide Measures:**
<https://docs.google.com/document/d/1ZUiYIfpltcONJelikXsno1wkfvffCOFI/edit>
- **SCCOE's CIA Monthly Meeting:**
<https://sccoe.zoom.us/meeting/register/tJwtceqprD8pEt27qqWWW1nS9ObV8T4J8pPU#/registration>
- **SCCOE LCAP Resources:** <https://sites.google.com/sccoe.org/sccoe-lcap-leads>
- **Charter Schools Department** – Critical Friends; let us review it before the LCAP goes to Board for approval

Program LCAP Feedback



CSD Findings

- Not all state priorities are being addressed or labeled
- Not all state priorities are being measured by a metric
- Actions are not being connected to metrics
- The most commonly omitted metrics deal with unduplicated pupil populations and students with disabilities

From the LCAP Instructions:

*Given present performance across **the state priorities** and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for **foster youth, English learners, and low-income students**?*

....

*The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using **all of the applicable metrics for the related state priorities**, in each LCAP year as applicable to the type of LEA.*

Fiscal LCAP Feedback

Overall LCAP Successes and Challenges:

Budget Overview for Parents Section	Met Criteria
General Information	90%
2023-24 Projected Revenue	86%
2023-24 Projected Expenditures	73%
2022-23 Annual Update	76%

Goals and Actions	Met Criteria
Goals and Actions – Actions	82%
Goal Analysis	50%
Increased or Improved Services for FY, EL, and LI Students	62%
Increased or Improved Services for FY, EL, and LI Students – Required Description	81%
Additional County Superintendent Approval Criteria	81%

LCAP Action Tables	Met Criteria
Use of Template and Required Tables	98%
2023-24 Total Planned Expenditures Table	94%
2023-24 Contributing Actions Table	76%
2022-23 Annual Update Table	87%
2022-23 Contributing Actions Annual Update Table	79%
2022-23 LCFF Carryover Table	59%

- An overall improvement in addressing all the fiscal components of the LCAP.
- Data indicates insufficient explanation for material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- Data also indicates incorrect references in the Action Tables for the Base Grant. The Total LCFF Entitlement from the LCFF Calculator is referenced instead of the **Base Grant only**.

This impacts the calculation of the Carryover Percentage and/or Percentage to Increase or Improve Services for the Coming School Year.

Fiscal LCAP Feedback

Recommendation

- **Aligning** the Budget Overview for Parents (BOP) and LCAP Action Tables to the Adopted Budget and LCFF Calculator.
- Changes to the Adopted Budget and/or LCFF Calculator **require** updates to the BOP and LCAP Action Tables.
- Ensuring the LCFF Base Grant, Supplemental, and Concentration Grant amounts **match** the LCFF Calculator amounts *for the current year (estimated actual) and upcoming year (projected)*.

Resource

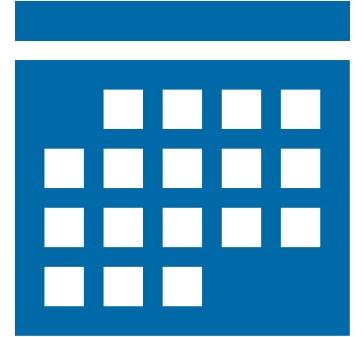
- **2023-24 BOP-Budget-LCAP Crosswalk Document from CA County of Superintendents:**
<https://drive.google.com/file/d/1DdWUKi1TscsC11Uh4mwkuFLfChd0vKDK/view?usp=sharing>



Annual Site Visits

Matt Daugherty, Administrator

Annual Site Visits



- Confirmation emails with updated Site Visit Protocols to come in the next month
- Annual Site Visit Day-of Reminders:
 - Focus Group Size: Maximum of 6 adults
 - Student Focus Group: Grades 3 and above
 - Virtual Format for Focus Groups: “Zoom Room” considerations
 - School Leader Meeting: Conversations, not presentations
 - CMO/Network leaders should be at School Leader Meeting
- The Charter Schools Department (CSD) Fiscal Team will contact the charter schools’ fiscal team by December 15, 2023, to schedule the 2023-24 annual oversight fiscal meetings.



CSD Fiscal Team Updates

Cynthia Tapia, Financial Administrator

Shallu Sharma, Financial Administrator

Forthcoming...

- Electronic Funds Transfer option for charter school oversight billing payments for SCCBOE-authorized charter schools.
- Changes to the Second Interim Template to include a section for charter schools to provide details of adjustments between Unaudited Actuals and Audited Financial Statements.



Upcoming Deadlines



Description	Deadline
CALPADS Fall 1 Census Day	Official Submission Window: 10/4/2023 – 12/15/2023 Amendment Window: 12/16/2023 – 1/26/24
Census Day— FRPM Alternative Income Forms for Unduplicated Pupil Count	10/31/2023
First Interim Report • Actuals through 10/31/2023	12/15/2023
FY 2022-23 Annual Audit Report	12/15/2023
2023 Dashboard Released	12/15/2023
P-1 Attendance	01/05/2024



Upcoming Deadlines

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



CSD Program Team Updates

Mefula Fairley, Executive Director

Michelle Johnson, Ed.D, Associate Director

Matt Daugherty, Administrator

Legislative Updates

- AB 748 – Mental Health Signage
- SB 955 – Civic Engagement



AB 748

- AB 748 requires that on or before the start of the 2023-2024 school year, each school site in a school district, county office of education, and charter school serving pupils in any of grades 6 to 12, create a **poster that identifies approaches and shares resources regarding pupil mental health.**
- The language in the poster must be age appropriate and culturally relevant. It must be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, pupils at each school site. The poster must be in English and in any primary language spoken by 15 percent or more of the pupils enrolled at the school site. (*AB 748 adds Section 49428.5 to the Education Code.*)

[Link to poster](#)

Senate Bill 955

Education Code 48205-Absences and Excuses

48205. (a) Notwithstanding Section 48200, a pupil shall be **excused from school** when the absence is: (12) (A) For the purpose of a **middle school or high school pupil engaging in a civic or political event** , as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

The State Seal of Civic Engagement?

“It is the intent of the Legislature to establish a State Seal of Civic Engagement to encourage, and create pathways for, pupils in elementary and secondary schools to become civically engaged in democratic governmental institutions at the local, state, and national levels.”

California Education Code Section 51470



SCCOE Local Criteria Brochure

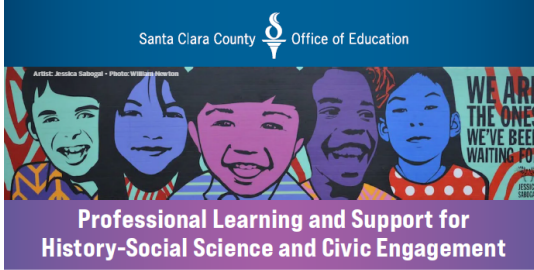
Developed To Provide A County and Statewide Model Of How To:

- center equity while developing local criteria for students
- align local criteria to existing initiatives and efforts
- identify and highlight community partners that Local Educational Agencies might collaborate with in their own programs and contexts to promote civic engagement



Resources

- [Senate Bill-955](#): Pupil attendance: excused absences: civic or political events
- The State Seal of Civic Engagement [Brochure](#) and videos
- The California State Seal of Civic Engagement Implementation [Toolkit](#)



The History-Social Science and Civic Engagement program at the Santa Clara County Office of Education offers professional learning opportunities and technical assistance to support the development of content, literacy, inquiry, and civic learning for all students.

Service Types: Training • Network • Technical Assistance
Textbook Adoption • Special Events

Intended Audience: Teachers • Administrators • Coaches • Support Staff
Parent/Guardians • Students • Community Members

Training and Technical Assistance:

- Access and Equity in the History-Social Science Classroom
- Building an Inclusive Classroom: Self-Reflections in History
- Civic Action for ALL Grades: Implementing the Seal of Civic Engagement in Your District
- Ethnic Studies: Commitments, Critical Concepts, and Pedagogy
- Integrated Action Civics for Social Justice
- Support From Community Partners in Awarding of the Seal of Civic Engagement for Students
- Teaching Literacy Through Content: Implementing the CA History-Social Science Framework
- Uplifting Youth Voice in Schools & Community: Youth Voice Level
- Support History-Social Science Textbook Adoption

Upcoming Workshops and Events:

- Developing & Strengthening a Local Program for Assembly Bill-101 Pupil Instruction – High School Graduation Requirements: Ethnic Studies
- High School Pre-Registration and Voting
- Civic Engagement Expo

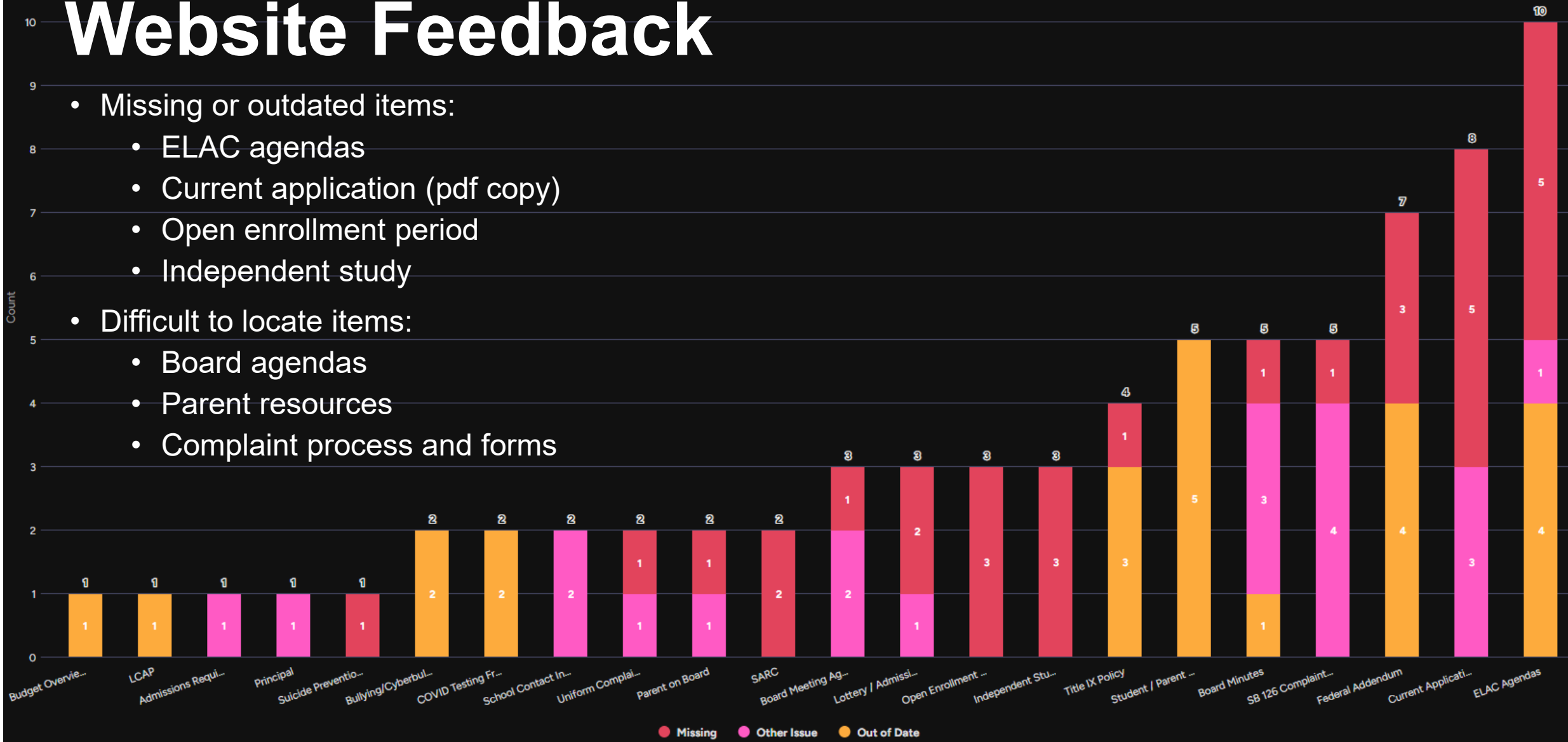
sccoe.to/HistorySS

For more information, please contact:
Saletha Okunnuga - Coordinator, History-Social Science & Civic Engagement • (408) 453-4260 • SOkunnuga@sccoe.org

Questions? Contact Saletha Okunnuga, History-Social Science and Civic Engagement Coordinator
sokunnuga@sccoe.org

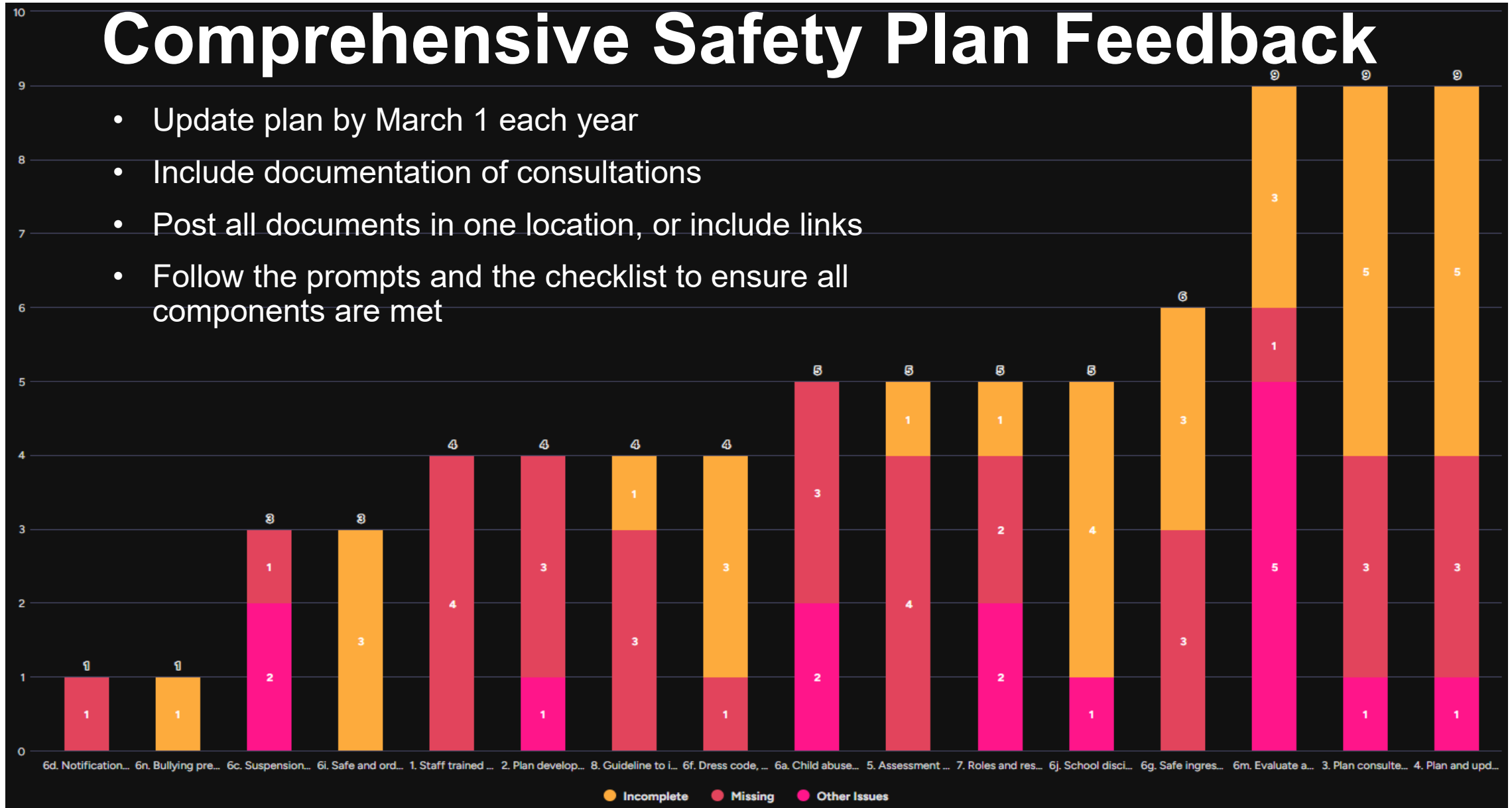
Website Feedback

- Missing or outdated items:
 - ELAC agendas
 - Current application (pdf copy)
 - Open enrollment period
 - Independent study
- Difficult to locate items:
 - Board agendas
 - Parent resources
 - Complaint process and forms



Comprehensive Safety Plan Feedback

- Update plan by March 1 each year
- Include documentation of consultations
- Post all documents in one location, or include links
- Follow the prompts and the checklist to ensure all components are met



Teacher Credentials Monitoring

- Credential reviews are underway
- Misassignment notifications have been sent
- 30 days to correct misassignments by October 30, 2023
- SCCBOE notification of misassignment will occur on November 1, 2023, during the Charter School Update
- Ways to correct misassignments
 - Removal of the teacher from the classroom until the issue has been corrected
 - Teacher acquiring a provisional intern permit (PIP), short-term staff permit (STSP), emergency CLAD, emergency BASP, GELAP
 - Teacher acquiring a CLAD, BCLAD, BASP, multiple subject credential, single subject credential, or other authorization to correct the misassignment
- Title I 4-week notification letters
<https://www.cde.ca.gov/pd/ee/peatletter.asp>

Q&A

Announcements and Information

Charter School Teacher of the Year

Jaz Dhillon

University Preparatory
Academy



Charter Renewals

The Importance of Verifiable Data

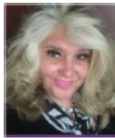
The CASBO Charter Schools Professional Council (PC) is pleased to offer a webinar to charter schools reps and authorizers alike. Please join the CASBO Charter Schools PC as they review charter renewals and the importance of verifiable data.

Wednesday, November 1, 2023
3:00-4:00 p.m. via Zoom



Mefula Fairley

Exec. Director, Charter Schools, SCCOE
Northern Section



Violet Gutierrez

Director Human Resources, SBCSS
Eastern Section



Jeffrey Hunt

Director Charter Schools, FCOE
Central Section



Marko Mosunic

Fiscal Services Manager, VIE
Sacramento Section



Matt Wahlman

Chief Business Officer, SCA
Shasta Cascade Section



RSVP HERE:

<https://forms.office.com/r/3hiV7imyWJ>




CRITICAL FRIENDS GROUP

Join today's first session @ 2:00

For more info? marlena.lopez@navigatorschools.org

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[Zoom Link!](#)

Time: 2:00-4:00pm

Meeting ID: 959 2030 5801

Passcode: Navi

2023-24 Charter Leader Meetings

Save-the-Dates

- January 25, 2024
- May 16, 2024

Meeting Location:

TBD

Poll





Thank you!