

# Charter Leaders Meeting

## January 25, 2024

# Follow Along

Slides available on the SCCOE website at:

<https://sccoe.to/charterleaders>



# Welcome!

## **SCCOE's Charter Schools Department:**

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

# Agenda

- Welcome
- Celebrations and Shout Outs
- Icebreaker
- Continuous Improvement and Accountability
- ELO-P Audit
- EPP
- Fiscal Updates
- Legislative Update
- Annual Site Visit Updates





# Icebreaker Activity: **Getting to Know You Bingo**

Find a person to match each description, and write their name in the square. Each square must have a different name

# Continuous Improvement & Accountability Updates Charter Leaders Meeting January 25, 2024

Presented by: Dr. Dawn River

Assistant Director - Continuous Improvement & Accountability

Access Resources in the Monthly Meeting Public Folder: <https://bit.ly/43ZnDNy>

# State & Federal Programs

# CDE CSI Webinars and Updates

CSI Webinars for LEA Subgrants	
Date/Time	Topic
Monday, February 12, 2024 @ 1PM	Dashboard Alternative School Status (DASS) Flexibilities and Resources for CSI
Tuesday, February 13, 2024 @ 10AM	2023-24 CSI LEA Subgrant Application for Funding (AFF)
***Registration is required for each session on the <a href="#">CDE CSI Webinar Registration Page</a> .	

- ★ ESSA Assistance Status [Webpage](#)
  - Will be updated soon with information regarding 2023-24 school eligibility for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and ATSI student group information
- ★ Comprehensive Support and Improvement [Webpage](#)
- ★ Additional Targeted Support and Improvement [Webpage](#)



# OPTEL Protocol Webinar

**When:** Tuesday, January 30 @ 3:30pm

**What and Why:** The first of a series of webinars to introduce the Observation Protocol for Teachers of English Learners (OPTEL). Attendees will learn how this tool allows us to re-envision reclassification processes to promote equity and consistency for all English learner students.

**Who:** EL Coordinators, LEA Directors, and COE Staff; anyone who leads EL and/or reclassification work

[OPTEL Protocol Webinar - January 30, 2024](#)

[Observation Protocol for Teachers of English Learners](#)

## Observation Protocol for Teachers of English Learners (OPTEL)

DRAFT - This document fulfills requirements in *Education Code 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.



Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date(s) Observed: \_\_\_\_\_  
IEP: Yes  No  504 Plan: Yes  No  ELPAC Level: \_\_\_\_\_

### A. 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

- 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.
- 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.
- 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.
- 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.

### Instructional Setting(s) in which the student was observed (Choose all that apply):

- English Language Arts/Literacy
- English Language Development
- Mathematics
- Science
- History/Social Science
- Other: \_\_\_\_\_

### Interaction Type(s) (Choose all that apply):

- Whole Group (one-to-many)
- Small Group (one-to-few)
- Pairs (one-to-one)
- Other: \_\_\_\_\_

What did you consider that led you to mark this level? You may attach supporting documentation.

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

SEE PAGE 4 FOR GLOSSARY OF TERMS

# Reclassification Listening Session

**When:** Monday, February 5 @ 3:15pm

**What:** Intended to allow LEAs to share their reclassification processes, practices, and procedures and for CDE to listen and gather information on these topics.

**Who:** EL Coordinators, LEA Directors, and anyone who leads reclassification work

**Why:** Information collected in this session will inform the CDE's future guidance and support for reclassification, specifically for the recently approved [Observation Protocol for Teachers of English Learners](#).

**[Reclassification Listening Session - February 5, 2024](#)**

# LCAP Information

LCAP Resource page: <https://sites.google.com/sccoe.org/sccoe-lcap-leads/home-page>

# LCAP Mid-Year Report Reminders



- Must be presented at a board meeting by February 28
- Workshop was held on November 28
- [Link](#) to Resource Folder

Questions: Dr. Dawn River - [driver@sccoe.org](mailto:driver@sccoe.org)

## For program support:

Dr. Dawn River - [driver@sccoe.org](mailto:driver@sccoe.org)

Dr. Kimberly Bradley- [kbradley@sccoe.org](mailto:kbradley@sccoe.org)

## For metric/data support:

Deann Walsh - [dwalsh@sccoe.org](mailto:dwalsh@sccoe.org)

## For fiscal support:

Stephanie Lo - [slo@sccoe.org](mailto:slo@sccoe.org)



# Mid-Year Update Requirements

## Legal Requirement

- California Education Code (EC) sections 47606.5(e), 52062(a)(6), and 52068(a)(6) require LEAs to present a report on the annual update to the LCAP and the Budget Overview for Parents **on or before February 28** of each year at a regularly scheduled meeting of the governing board of the LEA.
- The report must include both of the following:
  - All available midyear outcome data related to metrics identified in the current year's LCAP.
  - All available midyear expenditure and implementation data on all actions identified in the current year's LCAP.

## Considerations

- There is no required template for the mid-year update
- The governing board is not required to adopt the mid-year update
- No update to the 2023-24 LCAP document is required
- The mid-year update will not be included in or attached to, the 2024-25 LCAP; however, the information presented would be used to inform the development of the 2024-25 LCAP

# Big Ideas for the 2024- 2027 LCAP DOCUMENT

- ★ There are changes in every section of the LCAP
- ★ The template has slight changes in format/design and prompts
- ★ The instructions have significant changes due to legislation in 2023 and guidance of the SBE
- ★ Template with changes highlighted in the instructions:  
<https://sccoe.to/24-27LCAPTEMPLATE>
- ★ The development, review and approval timeline are the

# Sections of the 2024–25 LCAP

1. Budget Overview For Parents

2. **2023–24 LCAP Annual Update** (\*\*SEPARATE/ADDITIONAL TEMPLATE)

3. Plan Summary

4. Engaging Educational Partners

5. Goals and Actions

6. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

7. Action Tables

\*ALL instructions must be included in the document submitted for review and approval

# LCAP Day 2024

## Take Your LCAP to New Heights!

Flight	Departure/Arrival Time
Keynote & LCAP Overview	8:30 AM - 10:30 AM
Session 1 - Breakouts	10:40 AM - 11:40 AM
Session 2 - Breakouts	12:20 PM - 1:20 PM
Session 3 - Breakouts	1:30 PM - 2:30 PM
Session 4 - Breakouts	2:45 PM - 3:45 PM

DEPARTURES			
SFWE	NEW YORK	23:15	A
DFGS	PARIS	15:30	B
DGWG	SEOUL	14:20	C
GEGE	AMSTERDAM	13:45	D
EGER	LONDON	12:40	E
EHER	TOKYO	10:35	F
GHRE	LOS ANGELES	09:55	G

February 7th, 2024 (Virtual)

The day will include:

- overview of new LCAP template and requirements
- 25+ breakout sessions (register for each session individually)

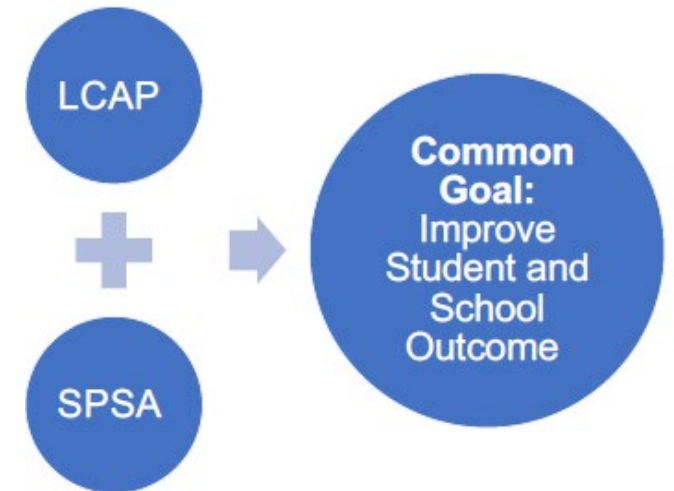


[Register Here!](#)



# SPSA - Template Updates and CDE Webinar

- Link to new SPSA Templates [here!](#)
  - Separate templates for schools identified for CSI/ATSI
  - Streamlined prompts aligned to LCAP terminology
  - **New!!** Comprehensive Needs Assessment Section
- Tuesday, January 23rd, 2024 -Tuesdays @ 2  
Webinar focused on SPSA revisions  
**Register [Here!!](#)**
- Wednesday, February 7th, 2024 - 2:45-3:45 PM  
LCAP Day Breakout Session on LCAP/SPSA Alignment  
**Register [Here!!](#)**



# Assessment & Accountability

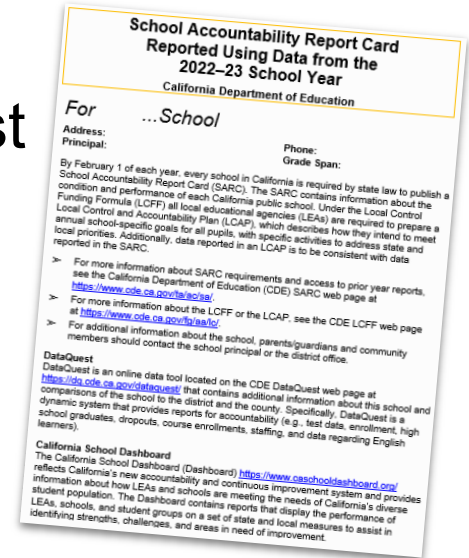
# SARC Reminders

## → Upcoming Requirements

- ◆ Board approval and posting on or before February 1st
- ◆ Must also be submitted to the CDE no later than February 1st
- ◆ Two submission methods available:
  - Use of electronic SARC template on the SARC web application in myCDEconnect
  - Upload an accurate URL of the website where the SARC has been posted on the school or LEA website

## → Links to Resources

- ◆ [Downloadable SARC data files](#)
- ◆ [SARC Template \(Word\)](#)
- ◆ [myCDEconnect](#)



# QUESTIONS

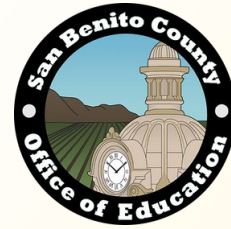
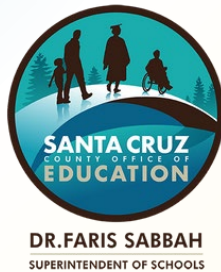
# Expanded Learning Opportunities Program



# ELO-P

Mara Wold, Regional Lead

Region 5 System of Support for Expanded Learning



# SYSTEM OF SUPPORT FOR EXPANDED LEARNING (SSEL)



- CA Dept of Education - Expanded Learning Division
- 16 County Office of Education Leads provide technical assistance to LEAs (school districts, charters) + CBOs, cities/counties



[Mara Wold](#)  
[R5 Lead](#)



[Judy Crates](#)  
[R5 Consultant](#)



Map of CA County Superintendents Service Area

**Expanded  
Learning =**

**Before,  
After School,  
Summer &  
Intersession**



“California’s Expanded Learning Programs are an integral part of young people’s education, engaging them in year-round learning opportunities that prepare them for college, career, and life.”

# Quality Standards for Expanded Learning in California:

*Creating and Implementing a Shared Vision of Quality*

## CONTENTS

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**CAN**  
California AfterSchool Network

CONNECT. GROW. INSPIRE.



*"This bold initiative provides a road map for improving expanded learning throughout California."*

— Tom Torlakson  
Superintendent of Public Instruction

### FINAL RELEASE: SEPTEMBER 2014

Informed by expanded learning stakeholders and practitioners, and produced in collaboration between the California Department of Education, After School Division, and the California AfterSchool Network.

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## QUALITY STANDARDS FOR EXPANDED LEARNING

# Quality Standards for Expanded Learning Programs

The standards should be considered in the context of the five *Learning in After School and Summer Prisciples*<sup>1</sup> which clearly communicate how expanded learning programs contribute to children's learning.

### Point-of-Service Quality Standards

- 1 Safe and supportive environment**  
The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. [Page 7](#)
- 2 Active and engaged learning**  
Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. [Page 8](#)
- 3 Skill building**  
The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery. [Page 9](#)
- 4 Youth voice and leadership**  
The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. [Page 10](#)
- 5 Healthy choices and behaviors**  
The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. [Page 11](#)
- 6 Diversity, access and equity**  
The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. [Page 12](#)

### Programmatic Quality Standards

- 7 Quality staff**  
The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. [Page 13](#)
- 8 Clear vision, mission and purpose**  
The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. [Page 14](#)
- 9 Collaborative partnerships**  
The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. [Page 15](#)
- 10 Continuous quality improvement**  
The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. [Page 16](#)
- 11 Program management**  
The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. [Page 17](#)
- 12 Sustainability**  
The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. [Page 18](#)



# ABOUT ELO-P EXPANDED LEARNING

- \$4B investment in before, after school, summer & intercession (FY '21-22 start)
- UPP Tier I or Tier II Apportionment (above or below 75% UPP)
- UP priority (TK-6th grade English Learners, FRPM, Foster Youth, Students experiencing Homelessness)
- Must Offer & Provide Access  
(180 days, 9 hrs/day, +30 additional non-instructional days)
- Staff: Student Ratios  
(1:10 for TK/K, 1:20 for 1-6)
- No opt out



# PROGRAM REQUIREMENTS

“Expanded Learning opportunities“ does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.”

## EDUCATIONAL SUPPORT

Homework  
assistance,  
tutoring support  
in core subject  
areas

## EDUCATIONAL ENRICHMENT

Content aligned  
experiential  
learning (e.g.  
STEAM, VAPA)

## SNACK/MEAL

Encourage  
nutrition,  
healthy habits,  
physical activity

## DAYS & HOURS REQUIREMENT

180 Days  
9 Hours/Day  
30 additional non-  
instructional

“It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.”

# RESOURCES

[SSEL/COE Contacts](#)

[Quality Standards for Expanded Learning in California](#)

[ELOP FAQs](#)

[Audit Guide](#) & [CDE Audit Guide Training](#)

[ELO-P, ASES, and 21st CCLC Program Requirements Matrix](#)

[ELO-P Funding Requirements](#)

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

# Educator Preparedness Program

Robyn Stone

# Educator Workforce Pathways & Educator Preparation Programs Spring 2024



## Early Education Teacher Development Grant Program:

[\\$4800 Scholarship](#) for aspiring early educators to earn degrees & credentials in Child Development and TK/K Multiple Subject Holders to earn Early Childhood Special Education Credential.

[\\$1200 Scholarship](#) for aspiring early educators and TK Multiple Subject Holders to earn ECE units for a Child Development Permit necessary to teach TK.

## Classified School Employee Teacher Credential Grant Program:

[\\$4000 Scholarship](#) for current or former classified staff completing BA degrees and teaching credentials.

## Educator Preparation Programs:

[Educator Workforce Pathways | Educator Preparation Programs at SCCOE](#)

[Preliminary Administrative Services Credential \(PASC\) | Educator Preparation Programs at SCCOE](#)

[Education Specialist Credential | Educator Preparation Programs at SCCOE](#)

*Questions:*

Robyn Stone,  
Coordinator, EPP  
[rstone@sccoe.org](mailto:rstone@sccoe.org)



A graphic featuring the letters 'Q', '&', and 'A' in a 3D, blocky font. The 'Q' and 'A' are blue, while the '&' is grey. Each letter is suspended by a thin vertical line from above. The letters are arranged in a slightly staggered, horizontal line. A soft blue shadow is cast beneath the letters on the white background.

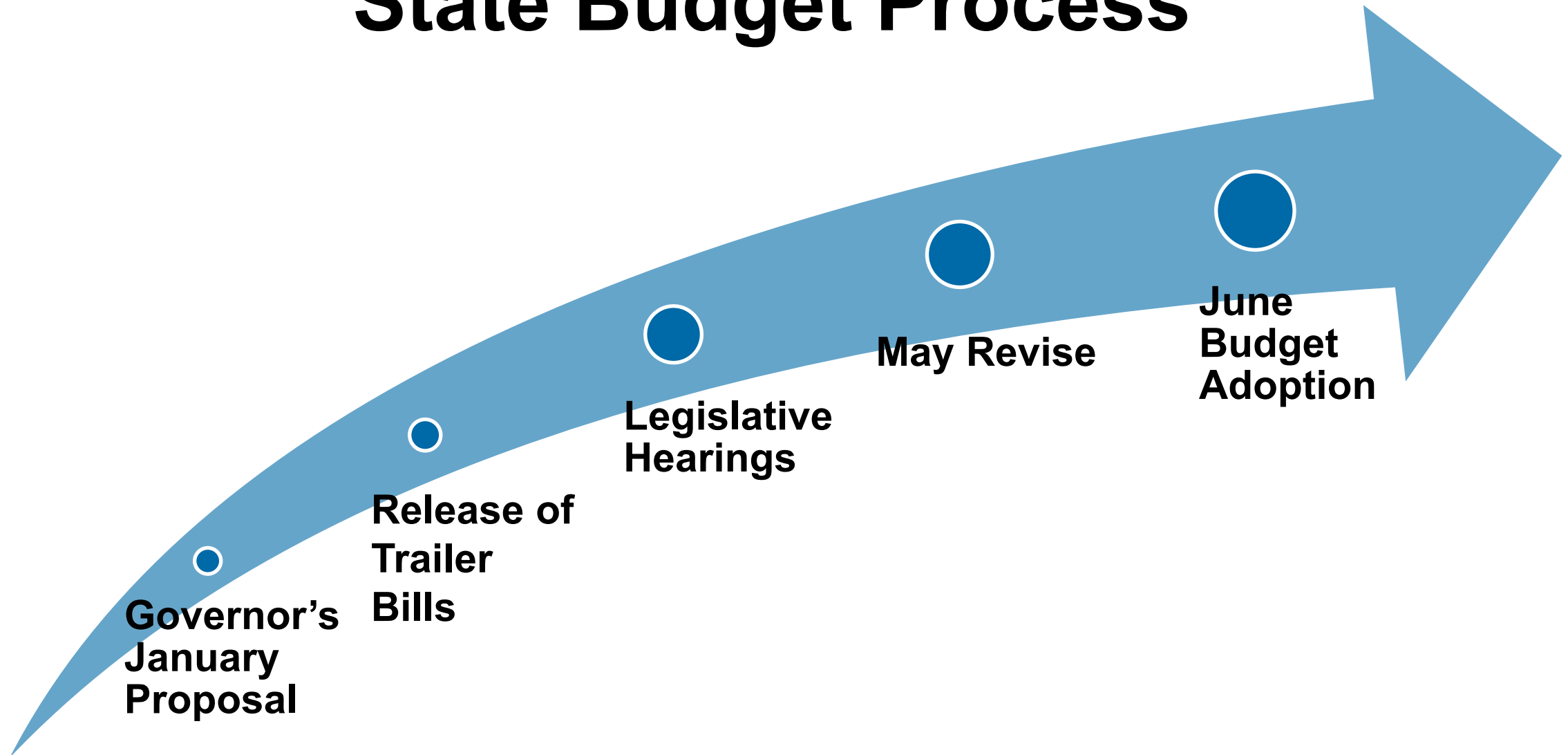
# CSD Fiscal Team Updates

Cynthia Tapia, Financial Administrator

Shallu Sharma, Financial Administrator



# State Budget Process



# Economic Outlook

- Overall Economic Outlook
  - Inflation predicted to continue to decline
  - Projected interest rate cuts later in 2024
  - A near-term recession is no longer forecasted
  - Stable unemployment rates forecasted through 2025
- Governor's proposal includes a \$37.9 billion budget shortfall
- \$12 billion reduction in Proposition 98
  - Governor's proposal protects the K-12<sup>th</sup> budget from this reduction
  - \$8 billion in statutory changes
  - \$5.7 billion withdrawal from Prop 98 Rainy Day Fund



# 2024-25 Local Control Funding Formula (LCFF): Statutory COLA

	2024-25	2025-26	2026-27
<b>2024-25 Governor’s Proposal</b> (January 2024)	0.76%	2.73%	3.11%
<b>2023-24 Enacted State Budget</b> (June 2023)	3.94%	3.29%	3.19%
<b>Percentage Point Decrease</b>	-3.18	-0.56	-0.08

## ***Other Categorical Programs receiving a COLA:***

- ❖ Charter School Facility Grant Program
- ❖ Child Nutrition
- ❖ Mandate Block Grant
- ❖ American Indian Early Childhood Education Program
- ❖ Special Education
- ❖ Youth in Foster Care

# 2024-25 LCFF Funding Factors

Grade Span	TK-3	4-6	7-8	9-12
2023-24 Base Grant per ADA <sup>1</sup>	\$9,919	\$10,069	\$10,367	\$12,015
0.76% COLA	\$75	\$77	\$79	\$91
2024-25 Base Grant per ADA	\$9,994	\$10,146	\$10,446	\$12,106
GSA	\$1,039	–	–	\$315
2024-25 Adjusted Base Grant per ADA	\$11,033	\$10,146	\$10,446	\$12,421
20% Supplemental Grant per ADA <sup>2</sup>	\$2,207	\$2,029	\$2,089	\$2,484
65% Concentration Grant per ADA <sup>3</sup>	\$7,171	\$6,595	\$6,790	\$8,074
<b>TK Add-On (inclusive of COLA)</b>	<b>\$3,067</b>	<b>–</b>	<b>–</b>	<b>–</b>

<sup>1</sup>Average daily attendance

<sup>2</sup>Maximum amount per ADA—to arrive at LEA’s grant amount, multiply adjusted base grant per ADA by 20% and UPP

<sup>3</sup>Maximum amount per ADA—to arrive at LEA’s grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%

# 2024-25 Governor's Proposal

- Continued commitment to educational programs
  - Expanded Learning Opportunities Program
  - Universal TK
  - Universal Meals
  - Equity Multiplier
  - Special Education
- Learning Recovery Emergency Block Grant
  - No proposed cuts
  - Focus remaining funds for students most impacted by learning loss.
- Charter Schools Facilities Grant Program
  - Eliminate the allocation of funds for “Other Costs” reimbursements

# 2024-25 Governor's Proposal, cont.

- Educational Revenue Augmentation Fund
  - Proposal for statutory changes to clarify charter schools' eligibility
  - Most likely not an increase to funding but a change to funding sources
- Transitional Kindergarten (TK)
  - Classes with Early Enrollment TK (EETK)—class size capped at 20 students and 10:1 adult-to-pupil ratio
  - Classes without EETK—class size capped at 24 students and 12:1 adult-to-pupil ratio
- Audit Guide
  - Pending audit guidelines for Prop 28 Arts and Music in School Funding
  - Establishing Compliance with CDE reporting for Expanded Learning Opportunities Grant
  - Establishing compliance with class size and adult ratio caps for Early Enrollment Transitional Kindergarten

# What is NOT in the Proposed Budget?

- Proposition 98 Cuts
- Deferrals
- Sweeps

## Budget Development Considerations

- Multiple budget projections with and without COLAs
- Review of cash position
- Trailer Bill Language pending with further details
- Encumbrance deadlines of remaining one-time funding
- Monitoring/understanding CA Minimum Wage for Overtime Exemptions.

# Reminder...



- 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 Fiscal Deadlines

Description	Deadline
<b>Annual Oversight Finance Meetings – <a href="#">FCMAT Charter School Fiscal Health Risk Analysis Tool</a></b>	Various dates (January – March) —Two weeks prior to the Annual Oversight Finance Meeting
<b><a href="#">CALPADS Fall 1 Amendment Window Ends</a></b>	01/26/2024
<b><a href="#">School Accountability Report Card (SARC)</a></b>	02/01/2024
<b><a href="#">Second Interim Financial Report</a></b>	03/15/2024 (Actuals thru Jan 31 <sup>st</sup> )
<b><a href="#">Auditor Selection Form</a></b>	03/29/2024

# SSC Financial Projection Dashboard

## Planning Factors

		2023-24	2024-25	2025-26	2026-27	2027-28
DOF <sup>1</sup> Planning COLA		8.22%	0.76%	2.73%	3.11%	3.17%
California CPI		3.36%	2.83%	2.70%	2.72%	2.72%
CalSTRS <sup>2</sup> Employer Rate		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS <sup>3</sup> Employer Rate		26.68%	27.80%	28.50%	28.90%	30.30%
Unemployment Insurance		0.05%	0.05%	0.05%	0.05%	0.05%
California Lottery	Unrestricted per ADA	\$177.00	\$177.00	\$177.00	\$177.00	\$177.00
	Restricted per ADA	\$72.00	\$72.00	\$72.00	\$72.00	\$72.00
Mandate Block Grant (District) <sup>4</sup>	Grades K-8 per ADA	\$37.81	\$38.10	\$39.14	\$40.36	\$41.64
	Grades 9-12 per ADA	\$72.84	\$73.39	\$75.39	\$77.73	\$80.19
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$19.85	\$20.00	\$20.55	\$21.19	\$21.86
	Grades 9-12 per ADA	\$55.17	\$55.59	\$57.11	\$58.89	\$60.76

<sup>1</sup>Department of Finance <sup>2</sup>California State Teachers' Retirement System, <sup>3</sup>California Public Employees' Retirement System,

<sup>4</sup>COE Mandate Block Grant: \$38.10 per ADA grades K-8; \$73.39 per ADA grades 9-12; \$1.28 per unit of countywide ADA



# CSD Program Team Updates

Mefula Fairley, Executive Director

Dr. Michelle Johnson, Associate Director

Matt Daugherty, Administrator

# Legislative Updates

## **SB 616 (Gonzalez) – Paid Sick Days**

Requires employers to provide employees with at least five days or 40 hours of paid sick leave each year by the 200<sup>th</sup> day of employment, or each calendar year, or in each 12-month period.

# Legislative Updates

## **SB 848 (Rubio) – Leave for Reproductive Loss**

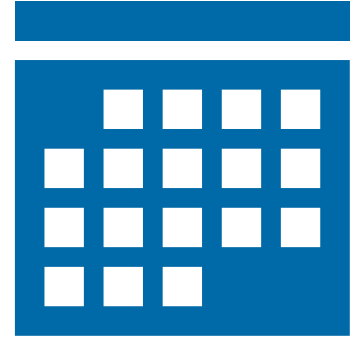
- Employees are eligible for up to five days of leave following a reproductive loss event
- Leave must be taken within three months of the event and pursuant to employer's existing leave policy
- Employer is not required to grant more than a total of 20 days within a 12-month period

# Legislative Updates

## **SB 848 (Rubio) – Leave for Reproductive Loss (Cont.)**

- In the absence of an existing policy, the leave may be unpaid
- An employee may use other leave balances, such as available paid sick leave
- Retaliation for employee's exercise of their rights under these provisions is unlawful
- Employers are required to maintain employee confidentiality related to such leave

# Annual Site Visits



- 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
  - Edit schedule as needed; share with those who need access
- The Charter Schools Department (CSD) Fiscal Team has separately scheduled the 2023-24 annual oversight fiscal meetings.
- Off-site/Home Office Review scheduling email to be sent out before February 19.



# Annual Site Visits



## Tips for a Successful Site Visit:

- Have a route planned – avoid “so what do you want to see?”
- Don’t coach the students, but prepare them
- Files: How are you handling electronic SSRs?
- Parents: balance long time parents with newer points of view
- Teachers: Conversely, make sure there are some senior teachers on the panel – not just Year Ones and Interns
- We are here to strengthen our partnership

# Upcoming Deadlines

- SARC – February 1 – posted to CDE and school website
- LCAP Midyear Update – February 28 – Board Review completed
- School Safety Plan – Updated by March 1
- Form 700 – Annual form completed by April 1



# Upcoming Trainings and Events

## LCAP Training – Taking the LCAP to New Heights!

- February 7, 2024
- Virtual event - [Register Here](#)
- 8:30 – 4:00

## Teacher Recruitment Fair

- March 23, 2024
- SCCOE at Ridder Park
- [Website for more information](#)

## Charter & Private Schools Youth Health & Wellness Coordination Meetings

- [Zoom link](#)
- [Resources](#)
- [Meeting dates](#)

Q&A

# Announcements and Information

# 2023-24 Charter Leader Meetings

**Save-the-  
Date**

- May 16, 2024

**Meeting Location:**

TBD

## 2024-25 Charter Leader Meetings - Survey

# Survey



<https://forms.gle/kq5uxB7eCnMD9JzNA>





# Thank you!