



Thursday, March 11, 2021 General Membership Meeting 9:00 a.m. – 12:00 p.m.		
9:00-9:15	Welcome and Introductions January Minutes & Approval SPSSC Executive Committee: 2021 Chairperson – Susan Connolly 2022 Chairperson Elect – Michal Studer Past Chairperson – Gigi Marchini Legislative Representative – Janine Kaeslin Sub-Committee Chairperson – Pam Coronado Treasurer – Monica Vaughan Treasurer's Report Review & Approval	Susan Connolly, SPSSC Chair, Placer COE Monica Vaughan, Treasurer, Alameda COE
9:15-9:45	Legislative and Budget/CCSESA Report: SB 86 Review	Derick Lennox, CCSESA
9:45-10:00	COEPACD – Eric Sonnenfeld, Tulare COE JCCASAC – Jason Hasty, LACOE and Pam Coronado, Fresno CSS SEACO – Tangee Pinheiro, Fresno CSS	SPSSC Subcommittee Chairs
10:00-11:00	LCAP and SB 86 Expenditure Plan Requirements	Joshua Strong, CDE
11:00-11:10	Break	
11:10-11:55	Easel Topics (Closed Session) <ul style="list-style-type: none"> • SPSSC goals • CCSESA website • Migrant Education Ad Hoc Committee • COEs exempt from Hold Harmless in TB language for 21-22? • SB 86 – June 1st due date for expenditure plan • ESSER II • Child Development Programs HHS – Gigi/Eric 	Committee Members
11:55-12:00	Future Agenda Items and Closing Remarks	Susan Connolly

Join Zoom Meeting

<https://zoom.us/j/93337071628>

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MEETING DATES FOR 2021

May 6 (first week of May)

September 16 & 17 (third week of September)

November 4 & 5 (first week of November)

Zoom Meeting

SCOE – Board Room

SCOE – Board Room

Thursday, January 14, 2020
General Membership Meeting
9:00a.m. – 12:00 p.m.
DRAFT MINUTES

9:00-9:15	Welcome and Introductions - Susan Connolly, SPSSC Chair, Placer COE started the Zoom at 9:02 a.m. with 43 participants via Zoom
	<p>Dr. Daniel Lee Deputy Superintendent of Equity, California Department of Education: Dr. Lee introduced himself as a new member of the SPSSC Committee.</p> <p>November Minutes Review & Approval: Monalisa Vitela motioned and Janine Kaeslin approved. The group approved by raising their hand. No one opposed.</p> <p>SPSSC Executive Committee:</p> <p>2021 Chairperson – Susan Connolly</p> <p>Past Chairperson – Gigi Marchini</p> <p>2022 Chairperson Elect – Micah Studer - Micah has been approved for this position.</p> <p>Legislative Representative – Janine Kaeslin</p> <p>Sub-Committee Chairperson – Pam Coronado</p> <p>Treasurer – Monica Vaughan is interested in this position Motioned by Michelle Zevely and seconded by Janine Kaeslin. The group approved by saying “aye” or raising their hand. No one opposed.</p> <p><u>Treasurer’s Report Review & Approval</u> - Micah Studer, Treasurer, Yolo COE: Micah sent out the latest committee member list via Google Docs and asked for any edits. Invoices will be tracked down in the near future using this list. Reminder to everyone that there are 2 memberships: Official Membership – (voting membership) and the listserve membership which receives official SPSSC emails and updates.</p> <p><u>Current budget:</u> No expenditures or changes due to no in-person meetings. We anticipate changes in the future with membership dues, etc. Motioned by Desiree von Flue and approved by Monica Vaughan. The group approved by saying “Aye” or raising hand. No one opposed.</p>
9:15-9:45	<ul style="list-style-type: none"> Legislative and Budget/CCSESA Report - Janine Kaeslin, Legislative Representative, San Joaquin COE: Janine: Introduced Derek Lennox, Senior Director, Governmental Relations and Legal Affairs, and Kami Martin, Legal Analyst for CCSESA. Derek introduced himself – He has been a member for about a month. Spoke to the group about how this committee will be helpful in bringing information to the Policy Committee in real time. The governor’s early action proposal (In-Person Instruction Grants) – Governor understands significance of learning loss and social emotional learning. Students need additional supports and services. Governor is giving 2 billion dollars to cover any re-opening activities. If you want to apply for the grant, there is a new testing requirement. Feb. 1st starts the first round of funding for LEA’s open for TK-5th grade. Must offer in-person services to homeless, foster youth and students with

special needs.

- If your district is in yellow or purple COVID status, you can still apply, but need to be in purple status to receive funds.
- You can spend the money on anything related to in person teaching. PPE, salaries, testing students. Asymptomatic testing for all students and all staff for orange and yellow status. (Check on his handout for details).
- Is there testing cadence language? Yes and no. Cadence is not specified. Sometime today new CPH guidelines are expected. That will tell us what the cadence is.
- Is testing mandatory or voluntary? Cannot force anyone to test. What the language will suggest is you will have to do the testing unless consent can't be obtained.
- Is testing mandatory for everyone applying for the grant or for everyone in general? For those applying for the grant.
- Is this open to all LEA's? Non classroom-based charters are not eligible. Also Ind. Study not eligible currently.
- Will there be priority given to schools that are in the waiver process? If you have a waiver, and you're continuously operating, then you can apply for the grant even in the elevated purple COVID status.
- If you have a waiver but you are not open, you have to wait until you're in the purple status.
- If you're oscillating between open and closed, are you still eligible? You're eligible to apply and receive money now if you're in the purple tier.
- OSHA requirements – is the new safety plan taking this into consideration? Safety plan has Cal OSHA and CDPH checklist to complete.
- Hybrid classrooms: (some in person, some remote days)? Will need to tweak the requirements for this situation to include a hybrid classroom setting.
- Other questions: Contact Janine K, Susan or Marty and we will send to Derek and get information out to the group.
- AB10 – Derek: Problem is the inability to agree on when to reopen. What does re-opening look like?
- AB104 – Derek: Addressing learning loss challenges and what options are given to districts as well as parents regarding this.

Highlights of current budget:

- There is a one-time \$4.6 billion fund to extend learning time for summer/after school.
- \$300 million ongoing for preschool and toddler programs
- \$3.7 remaining in referrals.
- \$747 Million in the rainy-day fund
- In person instruction will be default in 2021 school year. Normal decline protection in place for the 2021 school year.
- Supplemental funds - any unspent funds are carried over until identified for services.
- Adults in Charter: Exclusive partnership with the 2019-20 programs still in place. Existing programs will be grandfathered in. All Seniors will be required to complete the FASFA or Dream Act application.
- Adult Charter – Is there an age cap of 27? Janine – We have not heard of this.
- Existing programs from 2019-20 – what about growth of a program with ADA or establishing growth of a program? Janine: As long as we can show a continuing partnership, we would be able to continue forward. Janine will send this information to the group.

9:55-10:00	<p><u>COEPACD – Eric Sonnenfeld, Tulare COE:</u></p> <ul style="list-style-type: none"> • Concern about AB22 and its idea to expand TK for 5-year-olds, and what that could do to the current structure. • Concern related to transfer between CDE and CDSS – funding, contracts, etc. Transfer happens in 5 months. • Concern about early learning and access to the vaccine. • COVID fatigue for staff, students, and parents is apparent. • The proposed COLA for State Preschool & Early Learning & care programs is 1.5% for FY 21-22. • 4,700 new childcare slots under the Alternative Payment Program (voucher system). <p>Move to guest speaker: Allison Franzel</p>
10:00-10:30	<p><u>CSSESA Arts Initiative - Allison Frenzel, Education Programs Consultant, CDE:</u></p> <ul style="list-style-type: none"> • Give access to arts education to court and community schools. • Currently piloting Kings County with Hip Hop Education program. • Some programs are free others have options. • Allison: CTE lead for CDE – oversees distance learning task force for the state. Gave group background in arts and dance with alternative education. • Hip Hop Education and Equity Initiative: Developed a program that supported hip hop industry professionals transitioning to education positions and develop programs that kids want to learn. • Focused on finding career opportunities behind the scenes as well – production, film, etc. • California Educators Together – new collaboration from the State of CA for digital learning and lesson planning. New resource sharing platform for anyone to join groups, share resources, find arts in education and professional learning. Various content providers are embedded in this. Can create customized learning programs and join social media groups connected with programs. • All content on this site is free to users. • Does someone review lessons that are posted? Not by teachers. You can build lessons and create modules from information posted. It will be integrated into Google Classroom. Teachers decide whether information posted is public or not. Content must be vetted when coming from outside sources. • Can you report non- appropriate posted information? Allison will check. • Would this include resources like Ludacris is doing with Kid Nation? Yes, as long as the resources are free, it can be included. • How do we follow up with what the Equity Committee is doing? Allison gave her email address to the group for questions and input and to connect with district contacts who are involved in this foundation.
10:36-11:10	<p><u>Migrant Education Program - Dr. Veronica Aguila, Division Director, CDE:</u></p> <ul style="list-style-type: none"> • Title 1, Part A (Improving the Academic Achievement of the Disadvantaged) Purpose: Fair equitable and high-quality education for all including migrant students. • Title 3: Migrant English Learners • Title1 Part C: Education of Migratory Children. • CA is based on a regional level. 15 migrant regions in CA. 5 direct funded districts. Districts may apply to be directly funded if they serve 1500 or more migrant students. • 80,000 migrant students in the state of CA = largest migrant student count. Every year drops by about 10K students.

	<ul style="list-style-type: none"> • State Service Delivery Plan: involves stakeholders, including migrant stakeholders and includes a committee of practitioners who work in the migrant program. • Federal Audits: From 2013 to present: Many state audits opened and resolved. Still don't have a way for the migrant system to talk to the CALPaDS system for data collection. Working on this currently. • Fiscal monitoring is part of the approved resolutions.... • Dr. Aguila gave an overview of administrative costs including the 15% Title 1 cap. She also gave an overview of "unique" administrative costs and how removing this cost helps with increased direct services. • Dr. Aguila gave an overview of the cash management process – CDE follows the Cash Management Improvement Act. • Application budgets for subgrantees are approved in July following the process in the Fiscal Handbook. • Covid-19 Flexibility – 2019-2020 balance carried to 2020-2021. • The group congratulated Dr. Aguila on upcoming retirement after 35 years of service. • How does a region work with her to adjust their CAP? Speak to your region consultant – there are talks of removing some of the restrictions. • Do consultants have the ability to amend the cap or to advocate for us? They are involved in the decision-making process and will work with you on the amendment process. • Concern: Health issues impacting migrant families - is there some kind of coordinated effort? There is an Immigrant Integration Office to provide migrants programs, agencies and services available to them at the state level.
11:11-11:20	Break

11:22 –11:27	<p><u>Resume Subcommittee Updates:</u></p> <p>JCCASAC – Jason Hasty, LACOE: Conference: Save the date May 12,13,& 14, 2021 Virtual conference. For counties that paid for last year, this conference will be \$125. Refunds of \$400 for those who paid – formal communication to follow. Upcoming meeting at Jan 26th. Conference to include workshops on distance learning, learning management systems in court schools, MOU's, OSHA CPP. Working on legislative updates and discussing the conference.</p> <p>Q: Are you putting out a journal? Yes – we are working on it currently. There will be a call for papers and presenters.</p> <p>SEACO – Tangee Pinheiro, Fresno CSOS: New representative – welcome! Sessions are online. Providing quality education on a digital platform. PPE is a main focus. Also screening procedures & making sure to implement services related to IEP's. Make sure we're collecting quality data and fulfilling IEP obligations. Meeting next Thursday. Board meeting on Wednesdays - virtually.</p>
11:28 -12:06	<p><u>Easel Topics (Closed Session) - Discussion</u></p> <ul style="list-style-type: none"> • SB 823 Update – Micah Studer • Best Interest Determination – Gigi Marchini • Title IX and sports – Micah Studer • Environmental Education Regional Grant – Michelle Zevely • Remote CAASPP Assessment - Sean • COE Charter Funding – Monica • Distance Learning Logistics for ELPAC and CAASPP – Sean Morrill

12:06 – 12:07	<u>Future Agenda Items and Closing Remarks - Susan Connolly, Chair, Placer COE:</u> <ul style="list-style-type: none"><li data-bbox="324 105 1104 157">• Future agenda items to be sent to Susan Connolly. <p data-bbox="284 210 974 262">Susan closed out the Zoom meeting at 12:07 pm.</p>
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3:04 PM

02/10/21

Accrual Basis

CCSESA
Profit & Loss by Class
July 2020 through January 2021

	SPSSC	TOTAL
Ordinary Income/Expense		
Income		
41000 · MEMBERSHIP DUES REVENUE		
41001 · Dues	11,200.00	11,200.00
Total 41000 · MEMBERSHIP DUES REVENUE	11,200.00	11,200.00
44000 · OTHER REVENUE		
44002 · Other (Revenue)	12,482.32	12,482.32
Total 44000 · OTHER REVENUE	12,482.32	12,482.32
Total Income	23,682.32	23,682.32
Gross Profit	23,682.32	23,682.32
Expense		
52000 · FISCAL ADMINISTRATION FEE	566.13	566.13
Total Expense	566.13	566.13
Net Ordinary Income	23,116.19	23,116.19
Net Income	23,116.19	23,116.19

SPSSC Tracked Legislation Report

As of 3.7.21

(Please add any feedback to this Google Doc, and include your name, thank you!)

[AB 27](#)

([Rivas, Luz](#) D) Homeless children and youths and unaccompanied youths: reporting.

Introduced: 12/7/2020

Status: 1/11/2021-Referred to Com. on ED.

Summary: (1)Existing federal law, the McKinney-Vento Homeless Assistance Act, provides grants to states to carry out activities relating to the education of homeless children and youths, as defined, including, among others, providing services and activities to improve the identification of homeless children and youths and to enable them to enroll in, attend, and succeed in school. The act requires a state plan submitted for the receipt of the grant to include assurances that local educational agencies will designate an appropriate staff person to act as a local educational agency liaison for homeless children and youths and a description of how the state will ensure that local educational agencies and their liaisons will comply with specified requirements of the act, including the identification of homeless children and youths. This bill would require a local educational agency to ensure that each school within the local educational agency identifies all homeless children and youths and unaccompanied youths, as defined, enrolled at the school, administer a housing questionnaire, as specified, for purposes of identifying homeless children and youths and unaccompanied youths, and annually provide the housing questionnaire to all parents or guardians of pupils and unaccompanied youths of the local educational agency. This bill contains other related provisions and other existing laws.

SPSSC

Comments:

[AB 58](#)

([Salas](#) D) Pupil health: suicide prevention policies and training: school-based health programs: pilot program.

Introduced: 12/7/2020

Status: 1/11/2021-Referred to Coms. on ED. and HEALTH.

Summary: (1)Existing law requires the governing board or body of a county office of education, school district, state special school, or charter school that serves pupils in kindergarten and grades 1 to 12, inclusive, to adopt a policy on pupil suicide prevention that specifically addresses, among other things, procedures relating to suicide prevention, intervention, and postvention, and any training on suicide awareness and prevention to be provided to teachers of pupils in all of the grades served by the local educational agency. Existing law requires the State Department of Education to develop and maintain a model policy in accordance with these provisions to serve as a guide for local educational agencies in developing policies for pupil suicide prevention. This bill would require a local educational agency, on or before June 1, 2022, to review and update its policy on pupil suicide prevention, and revise its training materials, to incorporate best practices identified by the department in the department's model policy. The bill would require a local educational agency, commencing with the 2022–23 school year, to provide suicide awareness and prevention training, at the beginning of each school year, to teachers of pupils in all of the grades served by the local educational agency. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. The bill would require the department, on or before June 1, 2022, to complete the development of, and issue to local educational agencies, resources and guidance on how to conduct suicide awareness and prevention training remotely. This bill contains other related provisions and other existing laws.

SPSSC

Comments:

[AB 126](#)

[\(Garcia, Eduardo D\)](#) **Special education programs: Family Empowerment Centers on Disability.**

Introduced: 12/18/2020

Status: 1/11/2021-Read first time. Referred to Com. on ED.

Summary: Existing law requires the State Department of Education to award grants for the establishment of Family Empowerment Centers on Disability in 32 regions in the state to provide training and services to children and young adults with disabilities and their families. Existing law establishes a minimum base rate of \$150,000 for each center awarded a grant and requires a center that receives a grant to complete specified actions related to providing that training and those services. Existing law establishes a Family Empowerment and Disability Council composed of the executive directors of the centers and certain other members, establishes a base amount of \$150,000 to be made available annually to the council, and requires the council to, among other actions, develop a uniform tracking and data collection system to be used by each center. This bill would revise and recast the provisions related to Family Empowerment Centers on Disability, including requiring the department to give priority to grant applicants in those of the 32 regions in the state that do not have a center, increasing the minimum base rate for each center awarded a grant from \$150,000 to \$237,000 commencing with the start of the fiscal year after a center has been established in each of the 32 regions, and, commencing with the 2024–25 fiscal year, providing for an annual cost-of-living adjustment of the grant amount, as specified. The bill would also increase the base amount to be made available annually to the council from \$150,000 to \$237,000. The bill would impose additional requirements on centers as a condition of receiving a grant and would require the department, among other actions, to, on or before June 30, 2023, develop a data collection template for use by centers and provide guidance to centers on how to define and report data. The bill would make implementation of the bill's provisions contingent upon an appropriation being made in the annual Budget Act or another statute for its purposes.

SPSSC

Comments:

[AB 235](#)

[\(Gipson D\)](#) **California Student Success Coach Grant Program.**

Introduced: 1/12/2021

Status: 1/28/2021-Referred to Com. on ED.

Summary: Existing law requires the governing board of a school district to give diligent care to the health and physical development of pupils and authorizes the governing board of a school district to employ properly certified persons for the work. Existing law authorizes the governing board of a school district to provide a comprehensive educational counseling program for all pupils enrolled in the school district. This bill would establish the California Student Success Coach Grant Program to award competitive grants to local- and state-operated AmeriCorps programs to support and expand the presence of student success coaches, as defined, in high-need schools, as defined. The bill would make implementation of the grant program contingent on an appropriation being made for its purposes by the Legislature in the annual Budget Act or another statute.

SPSSC

Comments:

[AB 408](#)

[\(Quirk-Silva D\)](#) **Homeless children and youths: reporting.**

Introduced: 2/3/2021

Status: 2/12/2021-Referred to Com. on ED.

Summary: (1)Existing federal law, the McKinney-Vento Homeless Assistance Act, provides grants to states to carry out activities relating to the education of homeless children and youths, as defined, including, among others, providing services and activities to improve the identification of homeless children and youths and to enable them to enroll in, attend, and succeed in school. The act requires a state plan submitted for the receipt of the grant to include assurances that local educational agencies will designate an appropriate staff person to act as a local educational agency liaison for homeless children and youths and a description of how the state will ensure that local educational agencies and

their liaisons will comply with specified requirements of the act, including the identification of homeless children and youths. This bill would require a local educational agency, as defined to include a school district, county office of education, charter school, or special education local plan area, to establish homeless education program policies that are consistent with specified state laws, and would further require the local educational agency to update these policies at intervals not exceeding 3 years. The bill would require local educational agencies to provide training at least annually on designated subjects to its classified and certificated employees who work with pupils, as specified. This bill contains other related provisions and other existing laws.

SPSSC
Comments:

AB 740

(McCarty D) Foster youth: suspension and expulsion.

Introduced: 2/16/2021

Status: 2/25/2021-Referred to Com. on ED.

Summary: (1)Existing law requires each local educational agency, as defined, to designate a staff person as the educational liaison for foster children, as defined. If the education liaison is designated by the superintendent of the local educational agency, existing law requires the educational liaison to notify a foster child's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act, and pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act. This bill would instead require the educational liaison, if designated by the superintendent of the local educational agency, to notify a foster child's attorney and the appropriate representative of the county child welfare agency of suspensions or pending suspensions, involuntary school transfers, expulsion proceedings, and pending proceedings to extend a suspension until an expulsion decision is rendered. The bill would require the foster child's attorney and the appropriate representative of the county child welfare agency to have the same rights a parent or guardian of a child has to receive suspension and expulsion documents and related information, and to attend suspension and expulsion meetings and conferences. To the extent the bill would impose additional duties on local educational agencies, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

SPSSC
Comments:

AB 748

(Carrillo D) Pupil mental health: mental health assistance posters.

Introduced: 2/16/2021

Status: 2/25/2021-Referred to Com. on ED.

Summary: Existing law requires each schoolsite in a school district, county office of education, or charter school, serving pupils in any of grades 9 to 12, inclusive, to create a poster that notifies pupils of the applicable written policy on sexual harassment, and requires the poster to be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite, as provided. Existing law requires a school of a school district or county office of education and a charter school to notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, as provided. This bill would require, on or before the start of the 2022–23 school year, each schoolsite in a school district, county office of education, or charter school, serving pupils in any of grades 6 to 12, inclusive, to create a poster that identifies approaches and shares resources regarding pupil mental health. The bill would require the poster to be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite, as provided. By imposing additional duties on school districts, county offices of education, and charter schools, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

SPSSC
Comments:

SB 14

(Portantino D) Pupil health: school employee and pupil training: excused absences: youth behavioral health.

Introduced: 12/7/2020

Last Amend: 3/3/2021

Status: 3/3/2021-From committee with author's amendments. Read second time and amended. Re-referred to Com. on ED.

Summary: (1)Existing law, notwithstanding the requirement that each person between 6 and 18 years of age who is not otherwise exempted is subject to compulsory full-time education, requires a pupil to be excused from school for specified types of absences, including, among others, if the absence was due to the pupil's illness. This bill would include as another type of required excused absence an absence that is for the benefit of the behavioral health of the pupil. To the extent this bill would impose additional duties on local educational entities, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

SPSSC

Comments:

SB 106

(Umberg D) Mental Health Services Act: homelessness.

Introduced: 1/5/2021

Status: 1/28/2021-Referred to Com. on RLS.

Summary: Existing law, the Mental Health Services Act (MHSA), an initiative measure enacted by the voters as Proposition 63 at the November 2, 2004, statewide general election, establishes the continuously appropriated Mental Health Services Fund to fund various county mental health programs and requires counties to spend those funds as specified. This bill would state the intent of the Legislature that the MHSA be updated to better focus on people with mental illness who are also experiencing homelessness, who are involved in the criminal justice system, and for early intervention for youth.

SPSSC

Comments:

SB 229

(Dahle R) Pupil health: mental health staff.

Introduced: 1/19/2021

Status: 1/28/2021-Referred to Com. on RLS.

Summary: Existing law requires the governing board of any school district to give diligent care to the health and physical development of pupils and authorizes the governing board of a school district to employ properly certified persons for the work, including school psychologists and counselors. This bill would express the intent of the Legislature in the annual Budget Act each fiscal year to provide \$500,000,000, on an equal per-pupil basis, to school districts, county offices of education, and charter schools for increasing mental health staff, specifically school psychologists and counselors, at each schoolsite to increase access for youth mental health services.

SPSSC

Comments:

SB 237

(Portantino D) Special education: dyslexia risk screening.

Introduced: 1/21/2021

Last Amend: 3/3/2021

Status: 3/3/2021-From committee with author's amendments. Read second time and amended. Re-referred to Com. on ED.

Summary: Existing law requires the Superintendent of Public Instruction to develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, as provided. Existing law requires a pupil who is assessed as being dyslexic and meets specified eligibility criteria to be entitled to special education and related services. This bill would require, on or before June 30, 2022, the State Board of Education to establish an approved list of culturally, linguistically, and developmentally appropriate

screening instruments to be used by a local educational agency, as defined, to screen pupils for risk of dyslexia, as provided. The bill would require, beginning in the 2022–23 school year, and annually thereafter, a local educational agency serving pupils in any of the grades kindergarten to grade 2, inclusive, to screen each pupil in those grades for risk of dyslexia by using the screening instrument or instruments identified above, as provided. The bill would require results from the screening, among other things, to be made available to a pupil's parent or guardian in a timely manner, but no more than 45 calendar days from administering the screening. By expanding the duties of a local educational agency, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

SPSSC

Comments:

SB 400

([Jones R](#)) Homeless children and youths: local educational agencies: collaboration, training, and reporting.

Introduced: 2/12/2021

Status: 3/5/2021-Set for hearing March 17.

Summary: (1)Existing federal law, the McKinney-Vento Homeless Assistance Act, provides grants to states to carry out activities relating to the education of homeless children and youths, as defined, including, among others, providing services and activities to improve the identification of homeless children and youths and to enable them to enroll in, attend, and succeed in school. The act requires a state plan submitted for the receipt of the grant to include assurances that local educational agencies will designate an appropriate staff person to act as a local educational agency liaison for homeless children and youths and a description of how the state will ensure that local educational agencies and their liaisons will comply with specified requirements of the act, including the identification of homeless children and youths. This bill would require a local educational agency, as defined to include a school district, county office of education, charter school, or special education local plan area, to collaborate with other organizations that provide services to homeless children and youths to enhance the identification of, and the provision of services to, those children and youths. The bill would require these collaborations to include, but not necessarily be limited to, working with organizations that provide counseling services, social welfare services, meal services, and housing services. This bill contains other related provisions and other existing laws.

SPSSC

Comments:

SB 425

([Archuleta D](#)) Opportunity schools.

Introduced: 2/12/2021

Status: 3/5/2021-Set for hearing March 24.

Summary: Existing law establishes a system of public elementary and secondary education in this state, and authorizes local educational agencies throughout the state to provide instruction to pupils in kindergarten and grades 1 to 12, inclusive. Existing law establishes continuation education as an alternative high school diploma program for pupils who are 16 years of age or older, have not graduated from high school, are still required to attend school, and who are at risk of not graduating. Existing law also authorizes local educational agencies to provide opportunity education programs to support pupils who are irregular in attendance, display negative behaviors, or are unsuccessful academically. This bill would delete the provisions relating to opportunity schools established by county boards of education that have an average daily attendance of less than 8,000. The bill would authorize county boards of education and school districts to establish and maintain opportunity schools as a program of guidance, placement, and follow up for all pupils within the county or school district, as appropriate, who are subject to compulsory continuation education. This bill contains other related provisions and other existing laws.

SPSSC

Comments:

SB 593**(Glazer D) Pupil instruction: independent study.****Introduced:** 2/18/2021**Status:** 3/3/2021-Referred to Com. on RLS.

Summary: Existing law authorizes a school district, charter school, or county office of education to provide independent study courses for pupils enrolled in kindergarten and grades 1 to 12, inclusive, in accordance with prescribed conditions. Existing law prohibits a local educational agency, including, but not limited to, a charter school, from claiming state funding for the independent study of a pupil, whether characterized as home study or otherwise, if the agency has provided any funds or other thing of value to the pupil or the pupil's parent or guardian that the agency does not provide to pupils who attend regular classes or to their parents or guardians. Existing law prohibits a charter school from claiming state funding for the independent study of a pupil, whether characterized as home study or otherwise, if the charter school has provided any funds or other thing of value to the pupil or the pupil's parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district or to the pupil's parent or guardian. Existing law authorizes school districts, charter schools, and county offices of education to claim apportionment credit for independent study only to the extent of the time value of pupil work product, as personally judged in each instance by a certificated teacher. Under existing law school districts, charter schools, and county offices of education are not required to sign and date pupil work product when assessing their time value of pupil work product for apportionment purposes. This bill would state the intent of the Legislature to enact future legislation that would augment and strengthen independent study programs to include proven best practices in independent study relating to the use of public funds, teacher oversight responsibilities, and policies and relationships with independent contractors that are used to enhance and supplement instructional choices and options for independent study pupils. The bill would also make nonsubstantive changes to the above-described provisions.

SPSSC

Comments:

SB 773**(Roth D) Mental Health Student Services Act.****Introduced:** 2/19/2021**Status:** 3/3/2021-Referred to Com. on RLS.

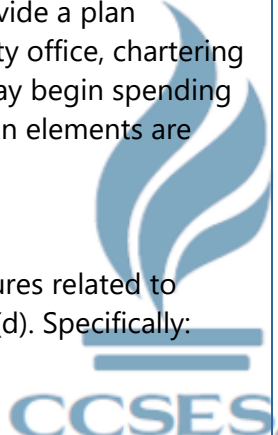
Summary: Existing law, the Mental Health Student Services Act, requires the Mental Health Services Oversight and Accountability Commission to award grants to county mental health and behavioral health department to fund partnerships between educational and county mental health entities, as specified. This bill would make technical, nonsubstantive changes to those provisions.

SPSSC

Comments:

AB 86 / SB 86 (as amended March 1, 2021)

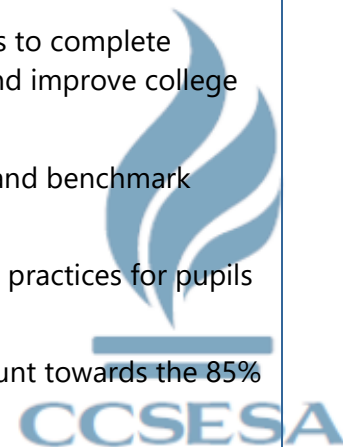
All statutory references are to California Education Code

In-person Instruction Grants		Expanded Learning Opportunities Grants
Top line summary	<p>\$2 billion in grants for LEAs that, between April 1 through May 15 continuously offer:</p> <ul style="list-style-type: none">- In-person instruction to prioritized pupil groups in cohorts (all tiers)- TK-2, in addition to above (Purple Tier CR<25).- All elementary grades, and one grade in middle or high school, in addition to above (Red, Orange, and Yellow Tiers). <p>COVID-19 safety plans may be grandfathered (including testing protocols). CDPH testing cadence is required in Purple Tier (unless grandfathered), but is not required in others Tiers.</p> <p>Noncompliance will result in daily penalties or, if an LEA fails to comply prior to May 15, 2021, forfeiture of all funds.</p>	<p>\$4.6 billion for LEAs that implement a learning recovery program to provide supplemental instruction, support for social and emotional well-being, and meals to specified pupil groups. 85% of funds must go towards in-person instruction pursuant to a list of eligible uses. 15% may be used for distance learning or preparing to reopen schools. LEAs must adopt an expenditure plan prior to June 1, 2021.</p>
Conditions; eligible expenditures	<p>LEAs must offer in-person instruction based on tier</p> <p>By April 1, an LEA must offer in-person instruction as follows:</p> <ul style="list-style-type: none">- All Tiers. If unopened, cohorts for students with exceptional needs and "prioritized pupil groups" (pupils at risk for abuse, neglect, exploitation; homeless pupils; foster youth; English learners; no access to computing device or internet, if needed; disengaged pupils). § 43521(c)(4). The number of prioritized pupils may be limited if those seeking in-person instruction exceeds the LEA's "practical capacity" to maintain health and safety, per the COVID-19 safety plan.	<p>Expenditure plan</p> <p>By June 1, 2021, an LEA governing board must adopt an expenditure plan for the Expanded Learning funds with input from parents and employees. CDE will provide a plan template. Plans are submitted to the county office, chartering authority, or CDE, as applicable. An LEA may begin spending funds prior to adopting a plan. Various plan elements are listed in statute. § 43522(e).</p> <p>85% for in-person instruction</p> <p>85% of funds must be spent on "expenditures related to providing in-person services." § 43522(b), (d). Specifically:</p> 

AB 86 / SB 86 (as amended March 1, 2021)

All statutory references are to California Education Code

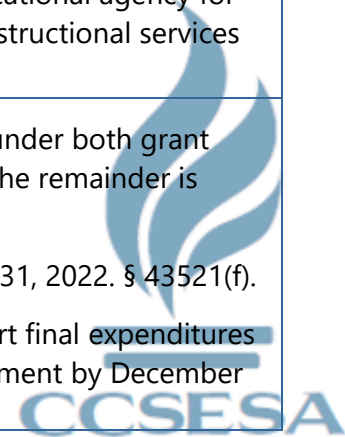
<ul style="list-style-type: none">- Purple Tier (CR<25). TK-2, plus students with exceptional needs and prioritized pupil cohorts.- Red/Orange/Yellow Tiers. For elementary schools, TK through highest grade (up to grade 6), plus cohorts for prioritized groups. For middle and high schools, at least one grade (6/7 through 12), plus cohorts for prioritized groups. <p>§ 43521(c)(3).</p> <p>"In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil. § 43520.5(f).</p> <p>Hybrid is allowed, but only if LEA offers in-person instruction "to the greatest extent possible" (this phrase is undefined). § 43520.5(f).</p> <p>Grandfathering and asymptomatic testing</p> <p>Schools in the Purple Tier must conduct asymptomatic testing using CDPH testing cadence, except if the LEA is already providing in-person instruction, or the governing board has posted its COVID-19 safety plan online, by Mar. 31, 2021. § 43521(c)(3)(D).</p> <p>Asymptomatic testing is not required in Red, Orange, and Yellow Tiers. § 43521(c)(3)(D).</p> <p>Eligible expenditures</p> <p>This grant may be used for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other schoolsite upgrades</p>	<ol style="list-style-type: none">1. Increasing the instructional minutes/days during the school year, summer school or intersessional instructional programs, etc.2. Implementing/expanding learning supports:<ol style="list-style-type: none">a. Tutoring by certificated or classified staffb. Learning recovery programs or materials to improve academic proficiency or for EL studentsc. Educator training in "accelerated learning strategies and effectively addressing learning gaps"3. Addressing other "barriers to learning," including health, counseling, mental health services, school meal programs, before/after school programs, trauma, social-emotional learning, and referrals for support for family or pupil needs.4. Community learning hubs that provide access to technology, high-speed internet, and other academic supports.5. Supports for credit deficient pupils to complete graduation or grade promotion and improve college eligibility.6. Diagnostic, progress monitoring, and benchmark assessments of pupil learning.7. Staff training for trauma-informed practices for pupils and families. <p>Other expenditures/requirements that count towards the 85% category:</p>
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AB 86 / SB 86 (as amended March 1, 2021)

All statutory references are to California Education Code

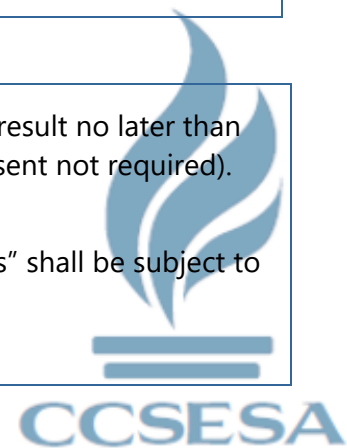
	<p>necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services, and social and mental health support services provided in conjunction with in-person instruction. § 43522(f).</p>	<ul style="list-style-type: none">- 10% of the LCFF portion of the grant (i.e., not pupil grants for exceptional needs or state special schools) must be used to hire/rehire paraprofessionals to provide supplemental instruction through the duration of this program, with priority towards serving English learners and individuals with exceptional needs. Funds may be used to rehire paraprofessionals subject to layoff or release after the current prohibition on classified employee terminations expires on June 30, 2021. § 43522(c).- An LEA that forfeits funding for the in-person instruction grants (the \$2 billion program) may use up to 10% of its expanded learning grants during FY 2020-21 on support for "school reopening for instructional services related to learning loss." § 43522(d)(2). <p>15% for distance learning or preparing for in-person instruction</p> <p>15% of funds may be used to "increase or improve services for pupils participating in distance learning or to support activities intended to prepare a local educational agency for in-person instruction, before in-person instructional services are offered. § 43522(d)(3).</p>
<p>Dates: Apportionments and Expenditures</p>	<p>In May 2021, 50% of the apportionment under both grant programs is distributed. In August 2021, the remainder is apportioned subject to a true-up based on any reductions. § 43521(c)(2), (f).</p> <p>Funds may be expended through August 31, 2022. § 43521(f).</p> <p>LEAs receiving apportionments shall report final expenditures of those apportioned funds to the department by December</p>	<p>In May 2021, 50% of the apportionment under both grant programs is distributed. In August 2021, the remainder is apportioned. § 43521(f).</p> <p>Funds may be expended through August 31, 2022. § 43521(f).</p> <p>LEAs receiving apportionments shall report final expenditures of those apportioned funds to the department by December</p>



AB 86 / SB 86 (as amended March 1, 2021)*All statutory references are to California Education Code*

	1, 2022, and the SSPI shall initiate collection proceedings for unexpended funds. § 43521(c).	1, 2022, and the SSPI shall initiate collection proceedings for unexpended funds. § 43521(c).
Grant calculation	<p>\$2 billion</p> <p>Allocated to LEAs based on LCFF entitlement as of 2020-21 P2 apportionment. § 43521(b)(3), (c)(1).</p> <p>COE LCFF entitlement includes pupils referred to the county. Nonclassroom-based charter school ADA is excluded (but traditional independent study ADA is included). § 43521(c).</p>	<p>\$4.557 billion</p> <p>Allocated to LEAs based on number of homeless pupils (\$1,000/ADA), state special school pupils (\$725/ADA, with the remainder allocated to LEAs based on LCFF entitlement as of 2020-21 P2 apportionment. § 43521(b).</p> <p>COE LCFF entitlement includes pupils referred to the county. Nonclassroom-based instruction is not excluded. § 43521(b).</p>
Penalties	<p>From April 1 to May 15, 2021, an LEA must offer in-person instruction (and continue through the school calendar in effect on March 1, 2021).</p> <p>An LEA's apportionment shall be reduced by one percent for each instructional day in the school calendar that the local educational agency does not provide in-person instruction (unless ordered by a public health officer). § 43521(c)(2).</p> <p>If an LEA does not provide in-person instruction pursuant to the requirements above by May 15, 2021, it shall forfeit all funds in this program. § 43521(c)(2).</p>	<p>Noncompliance with the expenditure requirements above will result in an equal amount of withholdings from an LEA's principal apportionment. § 43523.</p>

Vaccinations	<p>10% of all first doses to CA must be offered to childcare and K-12 employees.</p> <p>Tier 1B shall be prioritized.</p> <p>Third-Party Administrator to coordinate with LEAs, childcare providers, and labor organizations.</p>	Reporting requirements (public and private schools)	<p>LEAs must report positive COVID-19 test result no later than 24 hours to local health officer (prior consent not required). § 32090(a).</p> <p>A school site with two or more "outbreaks" shall be subject to a safety review by CDPH. § 32090(b).</p>
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AB 86 / SB 86 (as amended March 1, 2021)

All statutory references are to California Education Code

	<p>Intent: "This section shall not be construed as inferring that vaccination of school staff or pupils is a prerequisite for providing in-person instruction."</p> <p>§ 32092.</p>		<p>New LEA reporting requirements to CDPH on school reopening status before the second and fourth Monday of each month, beginning March 15, 2021. § 32091(a).</p> <p>Every public or private school providing in-person instruction must place their COVID-19 safety plan on the LEA's website. If a school begins providing in-person instruction only after the AB/SB 86 effective date, it must post its COVID-19 Safety Plan on the LEA's website five days before offering in-person instruction. For LEAs in the Purple Tier, COVID-19 safety plans must be approved by the local health department or CDPH. § 32091(b).</p>
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2020-2021 JCCASAC BOARD

February 23, 2021

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pcoronado@fcoe.org

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Velasquez_diana@laoe.edu

Greetings JCCASAC Member,

The Juvenile Court, Community and Alternative Schools Administrators of California (JCCASAC) board is excited to announce the 9th annual JCCASAC Teacher of the Year award. County operated school administrators from across California are encouraged to nominate one of their outstanding court, community or alternative school teachers for this extraordinary recognition. For your reference, included in this notification email are a cover letter, nomination form, checklist, and scoring rubric.

The teacher selected as JCCASAC Teacher of the Year will be honored at the 51st Annual JCCASAC State Conference being held virtually May 12 - 14, 2021. All nominees along with the 2020 and 2021 JCCASAC Teacher of the Year will be recognized at the annual conference.

Conference information and registration is available at <https://www.laoe.edu/jccasac/>. We hope you can join us at this year's incredible conference.

Completed nomination packets must be emailed to Carlos Rojas at carojas@kern.org by Friday, March 26, 2021. Only one teacher per county may be nominated.

Thank you for your participation, and we look forward to seeing you in May as we honor the incredible work you do. Should you have any questions please contact me at (661) 636-4714.

Sincerely,

Carlos Rojas
JCCASAC Southern Chair

The Student Programs and Services Steering Committee facilitates communication and common understanding across all student services provided by county offices of education to school districts and communities including special education, Regional Occupational Programs/Centers, alternative education programs, migrant education, outdoor science education, and HeadStart/Preschool. The committee promotes the development of quality programs and services through assessment, research and dissemination of best practices.

1. **Strengthen the service and leadership capabilities of California's 58 County Superintendents in support of students, schools, districts and communities.**

JCCASAC – The JCCASAC Board has been meeting virtually every month since March 2020, to share best practices and guidance for creating distance learning plans, reopening school plans/safety plans, learning continuity and attendance plans (LCP) and COVID-19 related issues. At these monthly meetings, the board collaborated on returning to in-person instruction safely, engagement logs, student learning loss, technology issues, regional meetings, and the JCCASAC annual conference.

The board held a general membership meeting on February 23rd and presented on the following topics:

- DASS update from Berry Miura (CDE)
 - Key Take Aways:
 - Dept. of Education (ED) letter stating modified DASS indicators not permissible
 - January 2021 SBE meeting CDE amended ESSA State Plan to include DASS status cut scores for the academic indicator and the DASS one-year graduation rate- SBE approved these amendments
 - Next step if ED does not approve, then a waiver will be requested to allow CA to use these modifications
 - CCI new career measures: Student Internships; Student-Led Enterprise, Virtual/Simulated Work-based Learning, ASVAB-Armed Services Vocational Aptitude Battery
 - Currently exploring the development of Industry Certifications and Civic Engagement (working with the CCI Work Group)
 - Modified DASS Participation Rate-a student must be enrolled for 90-days any time during the school year of which 20 are within the testing window. During the school year is defined as from Fall Census Day to the last day of the testing window.
- DJJ Realignment-much discussion about how counties are coordinating with their probation departments to prepare for services for a young adult population. Consider entering into MOU's with probation departments to provide funding to support educational services for this young adult population.
- LCAP update-quick overview
- COVID Safety plan
- Return to School Checklist

- SB 328 Pupil Attendance/school delayed start time-as a reminder this bill comes into effect July 1, 2022, or the date on which a school district's or charter school's respective collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later. This bill may be up for further consideration. School start time shall begin no earlier than 8:30 a.m.
2. Provide enhanced services and resources to districts to support continuous improvement in student achievement with particular focus on closing the achievement gap.
- JCCASAC-** the JCCASAC Board creates a collegial network for county office administrators to come together in support of court schools, community schools, and alternative education charter schools and as such offer the following:
- Support student success.
 - Research and share best practices regarding new and innovative program options for at-risk students.
 - Provide support and assistance to administrators.
 - Encourage legislation that advocates for the learning needs of all students.
 - Give input and guidance to the Superintendents relative to the diverse needs of our student population.
 - Increase JCCASAC membership and participation through outreach, General Membership Meetings, Fall Regional Meetings, and the Annual Conference.
 - Digitally publish a professional journal annually highlighting best practices and research articles.
 - **Award eight annual \$500 student scholarships (4 scholarships were recently awarded to the following COE's: Monterey, San Francisco, Kern, and San Diego)**
 - Recognize excellence in teaching via JCCASAC Teacher of the Year.
 - Provide training and assistance to new administrators.
 - Plan and host annual regional meetings and a statewide conference.
 - Plan and host General Membership Meetings.
 - Share legislative updates and advocacy at proposed meetings, conference.
 -
3. Advocate for effective policies and adequate resources for public education through involvement in federal and state legislative processes.
4. Act in preventive, proactive manner to ensure the academic and fiscal stability of school districts.

51st Annual Conference update May 12th – 14th -

Jason Hasty

In an abundance of caution due to COVID-19, the annual JCCASAC conference will be held virtually this year.

- See Teacher of the Year letter request
- See conference flyer and call for presenters

2021

JCCASAC VIRTUAL CONFERENCE

Changing Student Lives & Ensuring Equity in a Digital World!

CHANGE

REGISTER NOW!

51st ANNUAL JCCASAC VIRTUAL CONFERENCE

May 12th-14th, 2021



SPSSC

Student Programs and Services
Steering Committee

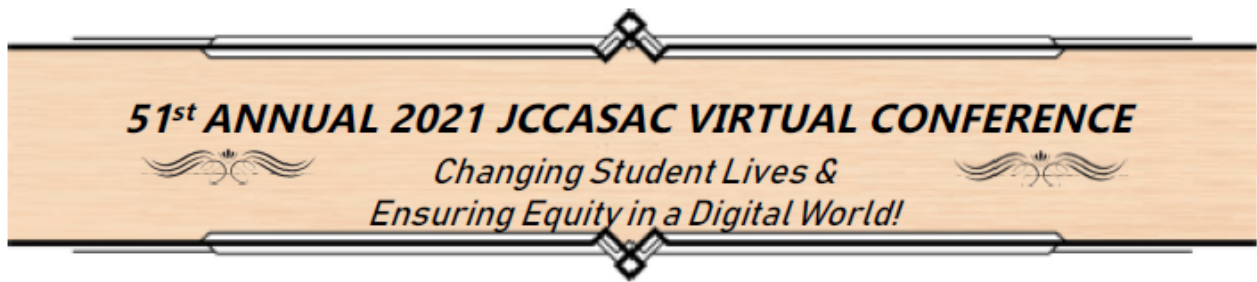
Juvenile Court, Community & Alternative
School Administrators of California

Register by April 30, 2021 at:

<https://www.lacoe.edu/jccasac>

For more information contact:

Jason Hasty ► JCCASACConf@lacoe.edu



PROPOSAL TO PRESENT

The Juvenile Court, Community and Alternative School Administrators of California (JCCASAC) board is excited to be hosting the **51st Annual JCCASAC Virtual Conference May 12th – 14th, 2021**. This conference is an annual event that brings together administrators, teachers, counselors, professional development coordinators, and supportive staff who work within the Juvenile Court and Community schools and Alternative Education programs.

The JCCASAC Board invites effective and engaging speakers to submit proposals for sessions that will inform and inspire participants to foster healthy, safe, and supportive environments that build pathways to “Changing Student Lives & Ensuring Equity in a Digital World!”

1. Primary presenter information

<hr/>		<hr/>	
Presenter Name	Job Title	Phone No.	
<hr/>			
Organization/County			
<hr/>			
Mailing Address			
<hr/>			
City		State	Zip
<hr/>		<hr/>	
Email			

2. Workshop title and program summary

Please include the title and attach a 50-75 word summary of your presentation that will be printed in the conference program. Incorporate conference theme into title and description, if applicable.

- **Session Length:** ☐ 1 Hour
- **Could this session be adapted to shorten or lengthen if necessary?** ☐ Yes ☐ No

3. Audience (check all that apply)

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Mentor/support provider | <input type="checkbox"/> County office personnel | <input type="checkbox"/> Support staff | <input type="checkbox"/> Site administrators |
| <input type="checkbox"/> Program coordinators/staff developers | <input type="checkbox"/> Teachers, educators/researchers | <input type="checkbox"/> Policy makers | |

4. Please provide a one paragraph biography to be used during your introductions

5. Additional presenter information

<hr/>		<hr/>	
Presenter Name	Job Title		
<hr/>			
Organization(s)			
<hr/>			
Phone		Mobile Phone	
<hr/>		<hr/>	
Email			

Presenter Application

Please note the Presenter Responsibilities below.

Presenter Responsibilities:

- ❖ **REGISTRATION:** Upon acceptance, all presenters are required to register for the 2021 JCCASAC State Virtual Conference.
- ❖ **COMMUNICATION:** Only the primary presenter will receive correspondence related to the Conference. It is the primary presenter's responsibility to relay appropriate information to all co-presenters.
- ❖ **EXPENSE:** All presenters are responsible for expenses related to the Conference, including registration.
- ❖ **HANDOUTS:** If handouts are being provided all documents will need to be submitted two weeks prior to the start of the conference. Submitted documents will be uploaded to conference website and shared with participants.
- ❖ **EQUIPMENT:** Presenters will be provided with a Zoom link and co-host access.
- ❖ **RESOURCES:** All presenters will be responsible to provide all session slide decks, handouts and resources to the online platform.

EMAIL PROPOSALS BY [March 12, 2021](#)

TO: JCCASACConf@laoe.edu

SUBJECT: PROPOSAL TO PRESENT

Thank you for your submission!

Further questions can be directed to:

Jason Hasty, Ed.D., Executive Director
Los Angeles County Office of Education
Educational Programs, Division of Pupil Services
9300 Imperial Hwy, EC 223
Downey, CA 90242
Hasty_Jason@laoe.edu

*** All applicants will be notified regarding application status by Monday, March 26, 2021.**