



The CCEE Connection

JANUARY/FEBRUARY 2020 UPDATE

Working to strengthen the System of Support for every student.

21st Century California School Leadership Academy (21CSLA)

NEW REQUEST FOR APPLICATIONS

CCEE and the CDE released a **Request for Applications (RFA)** for providers of high-quality professional learning tailored to administrators and other school leaders. Professional learning opportunities will be offered through the 21CSLA, free of charge, to local educational agencies that receive federal Title II funds on a statewide basis.

Date	Event
January 17, 2020	RFA available
January 24, 2020	Technical assistance (TA) webinar
Jan - Feb 2020	TA to applicants
February 11, 2020	Intent to submit due
March 3, 2020	Applications due
April 3, 2020	Posting of intent to award
May 15, 2020	21 CSLA program start date

NEW REQUEST FOR PROPOSALS

CCEE releases a **Request for Proposals (RFP)** for external evaluation services to provide both formative and summative evaluations of the activities conducted as a part of the 21CSLA initiative within the Statewide System of Support.

>> Proposals Due: **March 18, 2020** at 4pm

Governor's Budget

Governor Newsom's 2020-21 budget proposes an increase of \$3.8 billion to Proposition 98 funding, amounting to \$84 billion in K-12 schools and community colleges. Some items in the proposed budget include:

- \$900 million for educator recruitment and training
- \$300 million one-time Prop 98 General Fund to establish Opportunity Grants and to expand the capacity of the CCEE in its role within the statewide System of Support.

CCEE will continue to track the proposal through the budget cycle. For more information on the Governor's Budget, please click the link below.

>> [Governor's Budget Summary 2020-21](#)

Systemic Instructional Review (SIR) Support

Within California's System of Support, LEAs are eligible for General Assistance, Differentiated Assistance, and Intensive Intervention (for more information, please click on the **Frequently Asked Questions**). Before intensive intervention is required, an LEA may be referred to the CCEE for advice and assistance. CCEE may conduct the **Systemic Instructional Review support**, a collaborative, local process that supports eligible LEAs in conducting a deeper dive on evidence-based instructional and organizational components. In partnership with the CDE, COEs, and the State Board of Education, CCEE collaborates with local educators, families, and community members to identify improvement strategies. The SIR support provides a focused and comprehensive assessment of an LEA's instructional systems, progress on state requirements, and implementation of teaching and learning practices for successfully meeting the needs of all learners.

The Three Phases of SIR



>> [Frequently Asked Questions](#)
 >> [More About the SIR](#)

When Authentic Engagement Goes Behind the LCAP Process

The Community Engagement Initiative (CEI) is a multi-year project focused on increasing and expanding the abilities of schools, districts, and county offices of education to engage their communities in deeper and more authentic ways. School districts participate in collaborative peer-to-peer partnerships to identify effective models of community engagement, and use the lessons learned to deepen community engagement practices.



CCEE co-directs this initiative with the CEI Lead Agency Consortium, comprising the [San Bernardino County Superintendent of Schools \(SBCSS\)](#), [California Association for Bilingual Education \(CABE\)](#), and [Families in Schools \(FIS\)](#). Over the course of five years, three cohorts of Peer Leading and Learning Networks (PLLNs) will support the CEI's efforts in building statewide capacity, engaging in difficult conversations and building trusting relationships with districts and communities.

The following six school districts served as CEI's inaugural PLLN-Cohort I:

- [Anaheim Union High School District](#)
- [Azusa Unified School District](#)
- [Cajon Valley Union School District](#)
- [East Side Union High School District](#)
- [Ontario-Montclair School District](#)
- [Oxnard School District](#)

These school districts utilize systemic approaches to developing effective community engagement processes and programs, and exhibit proven records of engaging broad stakeholder populations to leverage continuous improvement efforts focused on student success. These efforts highlight promising practices that transformed the educational landscape to welcome students, families, and community members to the table as equal partners in shaping the future of education in their communities.

Common to all the districts was their approach in communicating their vision to the stakeholders, inviting them on their journey towards improving community engagement. Via group presentations, forums, and peer-to-peer dialogues, districts shared concrete examples of the challenges they faced and how they overcame those barriers.

Azusa Unified School District (AUSD), for example, annually surveys stakeholders to gather input regarding the development of the district's LCAP. In its [2018-2019 survey analysis](#), AUSD collected 4,563 responses from parents, students, and staff, and generated a year-to-year comparison of the results, illuminating areas of growth and improvement for each of the district's five LCAP goals.

Ontario-Montclair School District (OMSD) exemplifies this commitment to stakeholder engagement through [Thoughtexchange](#), a tool that allows for the district to engage stakeholder groups in productive conversations about its LCAP. In this two-way communication outlet, stakeholders can read the thoughts of others, assign stars to the thoughts they identify with, and share thoughts of their own.

Over the course of the next six months, participants of the inaugural network will work collaboratively across district teams to identify commonalities among effective models of community engagement. In partnership with the CEI Lead Agencies, the PLLN-Cohort I will develop clearly defined protocols, highlighting high leverage practices that will benefit future CEI PLLNs in helping other communities and school districts improve and deepen their interactions.

RESOURCES

>> [CEI Fact Sheet](#)

>> [CEI PowerPoint](#)