

Advisory Council Highlights

February 2020

Volume 3, Issue 1

In This Issue

- February 2020 Meeting
- CCEE Executive Director's Report
- CCEE Agency Updates

Web Links

[CCEE Advisory Council Webpage](#)

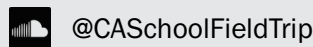
[CCEE Website](#)

[CCEE's CA School Field Trip Podcast](#)

Social Media



Subscribe to our podcast!



CCEE Council Members

Supt. Rob Adams, Redding SD
Supt. Ted Alejandro, San Bernardino COE
Supt. Christi Barrett, Hemet USD
Supt. Todd Cutler, Winters JUSD
Supt. Debra Duardo, Los Angeles COE
Supt. Francisco Escobedo, Chula Vista ESD
Supt. Lisette Estrella-Henderson, Solano COE
Supt. Todd Finnell, Imperial COE
Supt. Jose Gonzalez, Planada ESD
Supt. Dave Gordon, Sacramento COE
Supt. Patty Gunderson, Lassen COE
Supt. Chris Hartley, Humboldt COE
Supt. Diann Kitamura, Santa Rosa City Schools
Supt. Scott Kuykendall, Stanislaus COE
Supt. Leslie Lockhart, Culver City USD
Supt. Krystal Lomanto, San Benito COE
Supt. Martha Martinez, Salinas EUSD
Supt. Susan Salcido, Santa Barbara COE
Supt. Christine Walker, Hueneme ESD
Supt. Jim Yovino, Fresno COE
Supt. Mary Jane Burke, Marin COE

The CCEE Advisory Council Highlights is a newsletter that captures the highlights of council meeting discussions. This newsletter is intended to inform the field. Please share with your fellow superintendents or any interested parties.

February Meeting (02/05/2020)

CCEE Executive Director's Report

CCEE Executive Director, Tom Armelino, commenced the Advisory Council meeting by sharing his takeaways from attending Peter Senge's "Intro to Compassionate Systems Framework in Schools" workshop.

When discussing systems thinking, Armelino shared Senge's use of the word "growth," rather than "change," as the latter insinuates something is wrong. For growth to transpire, he articulated the need for a vision of where one wants to go, the anticipated obstacles, and the steps to tackle those challenges.

Armelino transitioned into the System of Support and its role in California's new accountability system to promote local control through collaborative partnerships between various educational agencies. He indicated that while the System of Support was built around a vision of supporting LEAs to build capacity and sustain continuous improvement, it was established before stakeholders had the time to fully comprehend its construct. The state is still trying to find a way for this evolving system to be more effective and assessible to LEAs, but Armelino is optimistic to collaborate with our partners in moving this forward together.

Armelino ended his update by sharing a [CNN video](#) of students surprising a teacher from Bellevue Public Schools. When the middle school teacher, Trey Payne, had his basketball shoes stolen from his classroom, his students decided to pool money and surprise him with a new pair. In thinking about the System of Support, Armelino called attention to the power of building others up.

CCEE Advisory Council Chairperson

Christine Lizardi Frazier, Ed.D.
chfrazier@kern.org

CCEE Executive Director

Tom Armelino

CCEE Staff Liaisons

Sujie Shin, Deputy Executive Director

— Save the Date —

CCEE Advisory Council Meeting
June 3, 2020
9:00AM – 2:00PM
Wyndham Garden
Sacramento Airport Natomas



2020 Governor's Budget

Monique Ramos, Sr. Associate from California Strategies, presented an overview of the Governor's K-12 Education Budget.

The total budget for 2020-2021 is projected to be \$222.22 billion with \$153.1 billion from the General Fund budget. The Rainy Day Fund is projected to grow to \$18 billion in 2020-21 and \$19.4 billion by 2023-24. The proposed K-14 Prop 98 funding of \$84 billion in 2020-21 sees an increased investment of \$3.8 billion in schools and community colleges.

Ramos provided an overview of the proposed budget for K-12 Education and Early Childhood Education (ECE), which is projected to see a \$496 per-pupil increase in K-12 per-pupil expenditures, an increase of \$122.4 million to reflect a 2.29% cost-of-living adjustment (COLA), and an increase of \$1.2 billion for LCFF. In addition, the budget proposes \$600,000 in one-time Prop 98 General Funds to develop an online LCAP portal, to be linked to the School Accountability Report Card (SARC). She sparked a discussion around the LCAP processes when she informed the Advisory Board that this is meant to further improve and strengthen LCFF fiscal accountability.

Executive Director Armelino urged the district and county superintendents to be proactive in sharing their stories with the State to not only showcase their programs, but to also communicate how those funding processes can be restrictive to their high-need students. He encouraged the members to remind the legislators, State Board Members, etc. of how much they're learning from all the incredible work they're doing in their districts.

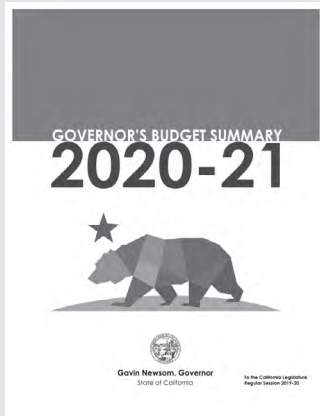
Monique Ramos continued the budget overview with the three-phase, multi-year process to improve special education. A new special education base formula includes a 15% increase in the Prop 98 General Fund contribution to the base formula funding and proposes an additional \$250 million in ongoing funds for children ages 3 to 5 years with exceptional needs.

In the Governor's budget proposal, \$18 million dollars were originally scheduled to come to the CCEE to help "bolster awareness" of the resources that have been directed towards the System of Support in the past few years. When the trailer bill was released, this proposal was amended and identified under a new title called 'County Outreach funding,' which would pass through the CCEE with no funds identified for the CCEE. The funds would go directly to county offices that have LEAs identified to receive Community Grants to help establish and coordinate student mental health services provided by county and local agencies.

Following the Budget overview, Brooks Allen, CCEE Liaison to Marin COE, presented on its implications for CCEE.

Approximately \$900 million is allocated for educator recruitment and professional development, including \$350 million to augment the funding for the Educator Workforce Investment Grants (EWIG).

The Budget also proposes \$300 million in the one-time Prop 98 General



>> [2020-21 Governor's Budget Summary: K-12 Education](#)

Fund to establish the Opportunity Grants. Opportunity Grants will provide grants to the state's lowest-performing schools and school districts, pairing resources and assistance from the statewide System of Support and the federal Title I program.

Executive Director Armelino shared his initial review of the new work proposed in the Opportunity Grants. He emphasized the intent of the grants is to identify high poverty and low-performing schools that could include school districts, county offices, and charter schools. The monies are intended to support local school and district reviews to help determine areas of strengths and weaknesses. Additional supports include local funding and coaching to support actions that address the areas identified. If this proposal remains in the budget, CCEE would convene the county office, district, and other stakeholders to help determine the best approach to implement and assure these grants strengthen collaboration within the System of Support.

Armelino clarified that the majority of the monies, \$270 million, are to go directly to those identified and to support the work involved around the reviews. The monies that the CCEE would receive are intended to hire staff and coaches, and to contract with consultants and other stakeholders at the LEA level to serve as professional experts. As this work is better understood, Armelino stated he would reach back to the Advisory Council for help in the design and delivery, as well as for feedback.

Lastly, Armelino shared with the Advisory Council that he, like everyone else in the room, was made aware of this new work within the January Budget Proposal at the time of its release. He is learning more about the Governor's Proposal since its release and is curious to see how this will evolve through the May Revision. He shared that some of the feedback on the proposal reflected certain misconceptions that he or the CCEE were involved in the development of the budget and clarified this is incorrect. He requested Advisory Council members reach out to him directly for clarification before any further assumptions are made. He also shared his availability to answer any questions or concerns and expressed his appreciation to those who seek to understand and look forward to any questions the group may have.

Questions were raised about LEAs who are "resource rich but access poor," and about how the resources would be disseminated, as LEAs do not seem to know how to access the abundance of resources. Advisory Council members stressed the importance of having local conversations to articulate cohesiveness, allowing for resources to be more effectively accessed and integrated. Rather than asking for more resources, members expressed the need to communicate specific ways COEs can support districts.

The conversation brought up another matter, regarding the assumption that all systems are equally ready to integrate resources. Several members mentioned that the size of the district can largely impact how resources are determined and distributed. Superintendents of smaller districts may have a more intimate understanding of their local context, while superintendents of larger districts may not have that same understanding of what's happening in their local context.

To learn about the needs of a district, Armelino touched on the importance of leveraging data to reveal the impact of the work that's being done. Gina Potter from San Ysidro SD concluded the discussion by sharing a [CalMatters article](#) about the disparities in California's K-12 education system. She prompted the Advisory Council to reflect on how they, as a group of educational leaders, could take on this topic. Potter raised the question of what measures they should look at when painting a picture of California students.

We anticipate additional discussion and updates as the Governor's 2020 Budget is finalized.

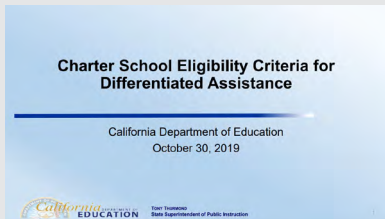
CA Department of Education Update

Cindy Kazanis, Director of the Analysis, Measurement, and Accountability Reporting Division, provided an overview of the process for determining eligibility for Differentiated Assistance.

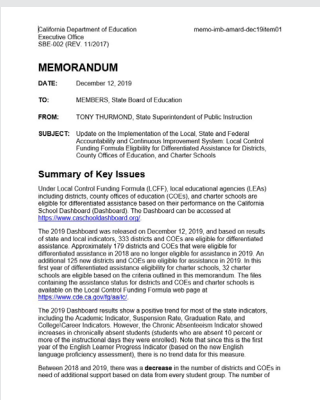
Based on the [LCFF eligibility criteria](#), LEAs may be eligible for support if 1) an LEA meets "Not Met for Two or More Years" in at least *two priority areas* (local indicators), 2) one student group meets the criteria in at least *two priority areas* (state indicators), or 3) one student group meets the criteria in one priority area and an LEA meets the "Not Met for Two or More Years" on a local indicator.

Kazanis informed the Advisory Council that charter schools will be considered charter LEAs for the purposes of LCFF assistance determinations. For the first time, both direct-funded and locally-funded charter schools are eligible for differentiated assistance in the 2019-20 school year. Learn more about charter school eligibility for differentiated assistance [here!](#)

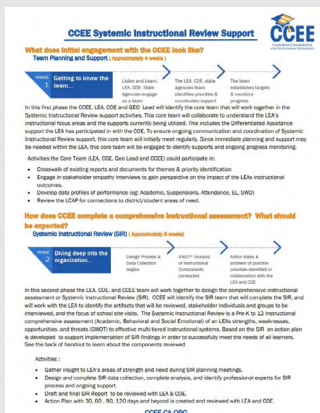
She also shared the December 2019 [Information Memorandum](#) from the State Superintendent of Public Instruction, Tony Thurmond. The Memorandum identifies which LEAs and charter schools are eligible for differentiated assistance in 2019-20, and provides a detailed overview specifying the number of student groups eligible. A link to the data files identifying the assistance status of all districts, COEs, and charter schools can also be found in the Memorandum.



>> Charter School Eligibility Criteria



>> December 2019 Information Memorandum



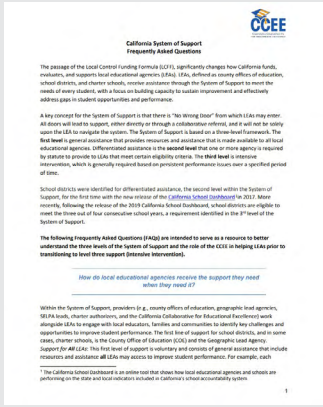
>> SIR Support Handout

Direct Technical Assistance Update

Rocio Gonzalez-Frausto, Senior Manager of Instructional Systems and Innovation, introduced CCEE's Systemic Instructional Review (SIR) to the Advisory Council.

After briefly describing CCEE's role in the statewide System of Support, she shared how CCEE incorporates a holistic and integrated approach to Direct Technical Assistance (DTA), applying technical and adaptive methods to support districts attain sustainable growth.

Gonzalez-Frausto outlined the SIR Support process, which begins with listening and learning about the LEA. This allows for the SIR team to collectively identify priorities and establish targets. The team then dives



>> Frequently Asked Questions

deep into the organization, conducting the Systemic Instructional Review (SIR), a comprehensive assessment of the strengths, weaknesses, opportunities, and threats (SWOT) to an LEA's instructional system.

Utilizing a variety of data collection methods, such as empathy interviews, focus group interviews, and classroom observations, the data is triangulated to plan and coordinate the support needed for the SIR action plan. The CCEE progress monitors the implementation of the SIR action plan and provides additional guidance as needed.

The SIR Support process concludes with an SIR report, which takes an asset-based approach to highlight strengths that can be leveraged in an LEA's system. It provides a comprehensive SWOT analysis of the twelve SIR components, as well as recommendations for initial and long-term priority action steps. Throughout the entire report drafting process, the SIR team engages with the LEA and COE for feedback.

Many of the Advisory Council members expressed excitement about the SIR Support process, with two volunteering their districts to receive SIR Support. When asked about cost, Gonzalez-Frausto explained that all support and resources are currently funded through existing funding streams. If LEAs are eligible, CCEE will absorb all costs associated with the SIR Support, but the COEs will provide support in the form of time and resources associated with differentiated assistance.