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CCEE Council Members (Superintendents)

- Rob Adams, Redding SD
- Ted Alejandro, San Bernardino CSS
- Christi Barrett, Hemet USD
- Todd Cutler, Lake Tahoe USD
- Debra Duardo, Los Angeles COE
- Francisco Escobedo, Chula Vista ESD
- Lisette Estrella-Henderson, Solano COE
- Todd Finnell, Imperial COE
- Jose Gonzalez, Planada ESD
- Dave Gordon, Sacramento COE
- Patty Gunderson, Lassen COE
- Chris Hartley, Humboldt COE
- Diann Kitamura, Santa Rosa City Schools
- Scott Kuykendall, Stanislaus COE
- Leslie Lockhart, Culver City USD
- Krystal Lomanto, San Benito COE
- Yvette Irving, Gonzales USD
- Susan Salcido, Santa Barbara COE
- Christine Walker, Hueneme ESD
- Jim Yovino, Fresno COE

Ex Officio Member

Mary Jane Burke, Marin COE

CCEE Member Emeritus

Christine Lizardi Frazier, Ed.D.

Advisory Council Highlights

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

EXECUTIVE DIRECTOR UPDATE

CCEE Executive Director, Tom Armelino, convened the Advisory Council meeting by sharing that CCEE has been asked to coordinate and facilitate statewide webinars to support education stakeholder engagement efforts, related to public health guidance and updates for local educational agencies (LEAs). On behalf of the Administration and the State Board of Education, CCEE has hosted two webinars with state public health leaders from the California Health & Human Services Agency (CHHS), the California Department of Public Health (CDPH), and the California Division of Occupational Safety and Health (Cal/OSHA).

Armelino highlighted some positive news announced by Dr. Erica Pan, CDPH Acting State Public Health Officer in the most recent [webinar](#) on December 10th. He noted that the education sector will be considered essential workers in the phased allocation of the COVID-19 vaccine, meaning that teachers and school staff will be included in Phase 1B of the proposed [Phase 1 Sequence](#). Phase 1A prioritizes healthcare personnel and long-term care facility residents. CCEE will be hosting another statewide webinar sometime after the holidays.

Armelino shared the System of Support Lead Agency [Updates](#), which contains links to resources and additional information about the 21st Century School Leadership Academy (21CSLA), Special Education EWIG, English Learner Roadmap EWIG, Expert Lead in Literacy, and the Dyslexia Initiative Lead. CCEE will continue to provide updates as information becomes available.

Armelino also informed the Advisory Council members of CCEE's preliminary conversations around the development of a statewide database that tracks district- and school-level data related to school reopening status, students' participation in the different instructional models, and employees on campus. He encouraged members to look at San Diego COE's [School Reopening Dashboard](#) that is required [by a local public health order](#), for insight into the level of data that could be collected in a statewide database if current conversations lead to the development of a school reopening dashboard.

CCEE AGENCY UPDATES

#ComeBackCASchools

Michelle Magyar, Assistant Director of Business, Operations, and Strategic Engagement, thanked the Advisory Council members for providing input on the

surveys distributed in October. This survey stemmed from key stakeholders and partners requesting information on what's working, where LEAs are seeing success, and how these lessons learned can be shared to support other LEAs.

Magyar mentioned that the information collected in the survey informed talking points and recommendations shared with legislative staff supporting committee hearings. Specific content will also be featured more dynamically on [#ComeBackCASchools](#), an education and information campaign designed to spotlight LEAs' collaborative approaches, as well as their insights and innovations in supporting a safe return to school. Click [here](#) for a summary of the responses received from Advisory Council members.

Distance Learning Hot Topics

Dr. Karla Estrada, Deputy Executive Director, provided a brief overview of the Distance Learning (DL) Consortium's "Hot Topics" in *Distance Learning* series. In response to the rapid transition to distance learning, CCEE once again partnered with the DL Consortium county offices to develop grab and go resources focused on high priority topics in distance learning. Each "Hot Topic" includes recorded sessions and a toolkit with "how-to" resources educators can immediately implement.

"Hot Topics" include 1) Distance Learning Best Practices, 2) Multi-Tiered SEL & Mental Health in Distance Learning, 3) Distance Learning for Historically Marginalized Populations, and 4) Leveraging Family Engagement to Foster Student Success in Distance Learning. All resources can be accessed on CCEE's Distance Teaching & Learning [page](#), offering educators the flexibility to delve into these resources on their own time.

Field Guide for Accelerating Learning, Equity, and Well-Being

Sujie Shin, Deputy Executive Director, outlined the progression of the Continuity of Learning resources to provide some context around the [Field Guide for Accelerating Learning, Equity, and Well-Being](#). Earlier this year, CCEE released the Continuity of Learning Playbooks to support LEAs in the transition to distance or hybrid learning. CCEE expanded its Continuity of Learning resources with the Health & Safety Guidebook, a resource developed to help LEAs navigate federal, state, and local guidance to plan for and maintain a safe return to in-person instruction. CCEE is in the process of updating and revising the Health & Safety Guidebook based on the new guidance coming out of CDPH, CHHS, CalOSHA, and the Governor's Office.

Shin unveiled the newest resource, sharing that the [Field Guide for Accelerating Learning, Equity, and Well-Being](#) moves away from the linear resources of reopening. Rather, the Field Guide is an evolving compendium of curated resources that incorporates lessons learned from 2020 to help leadership teams continue to develop and reimagine their educational systems. To support leaders navigate the uncertainty and complexity of the challenges posed by COVID-19, the Field Guide builds on the domains of health and safety, communication, and scheduling, to delve deeper into the next phase for leaders - expanding strategies to maximize equitable outcomes for students.

CCEE Executive Director

Tom Armelino

CCEE Staff Presenters

Sujie Shin,
Deputy Executive Director

Karla Estrada,
Deputy Executive Director

Michelle Magyar,
Assistant Director, Business,
Operations, & Strategic Engagement

Roni Jones,
Assistant Director, System of Support

CCEE Liaisons

Leilani Aguinaldo & Matt Phillips,
School Services of California

Monique Ramos, California Strategies

— Save the Date —

CCEE Advisory Council Meeting
March 12, 2021

**Please note that this meeting
will be held virtually.

BUDGET UPDATES

Matt Phillips from School Services of California began the presentation with an overview of [The 2021-22 Budget: California's Fiscal Outlook](#), an annual report published by the Legislative Analyst's Office (LAO). Phillips provided background information, noting that the May Revision assumed that the state would suffer a \$41.2 billion loss in revenues. As a result of the pandemic, revenue losses would be compounded by increased demands on the state's safety net programs, bringing the total shortfall to \$54 billion.

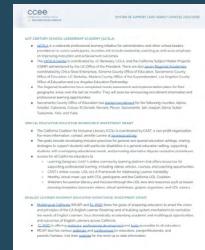
Under Prop 98, Test 1 links the minimum guarantee to a share of General Fund revenue, which means funding for K-14 schools decreases about 38 cents for each dollar lost in General Fund revenue. Although education programs did not sustain any spending reductions in the current budget year, the minimum guarantee under Prop 98 reflected a \$10 billion shortfall. Deferrals provided a one-time fix in 2020-21, but using the figures in the Enacted State Budget, the state is projected to have a \$6.2 billion shortfall in the 2021-22 budget year.

Leilani Aguinaldo from School Services of California continued the discussion by sharing that the state is seeing a K-shaped economic recovery, with low-income earners continuing to bear the brunt of the growing inequality in the economy. Aguinaldo revealed that between July and October, the Big Three revenues (personal income tax, sales tax, and corporation tax) surpassed the projections in the Enacted State Budget by \$11.3 billion.

Recent data on tax collections forecast a more positive economic outlook going into the 2021-22 budget negotiations. The LAO's updated projections in its [Fiscal Outlook for Schools and Community Colleges](#) indicate a sizable increase in Prop 98 funding for 2019-20 and 2020-21, and a Prop 98 Reserve deposit of \$1.5 billion in 2020-21. This increase is measured against the conservative projected revenues included in the Enacted State Budget. After accounting for LCFF adjustments and various other programmatic spending adjustments, the LAO estimates the State may have about \$13.7 billion in one-time revenue. Aguinaldo anticipates this will be included in negotiations when the Governor's Proposed Budget comes out in January. To continue with the trajectory forecasted in the LAO's annual [Fiscal Outlook](#), state revenue will need to outpace projections by an additional \$22 billion over the final seven months of the 2020-21 fiscal year.

Phillips concluded the presentation by discussing the implications of increased Prop 98 levels on school district reserves. Prop 2 established a state reserve specifically to protect against cuts to Prop 98. Four conditions must be met to trigger a cap on district reserves, which is imposed in the following year. The LAO projects all four criteria may be met in 2020-21 and 2021-22, which would require a deposit into the Prop 98 reserve fund in both fiscal years. Under the LAO's projections, the sum of the two deposits surpass the level needed to trigger the cap on district reserves beginning in the 2022-23 fiscal year.

If the reserve cap is triggered, a district can apply to its COE for an exemption, which may be granted for two consecutive fiscal years within a three-year period. To apply for



[SOS Lead Agency Updates \(12/11\)](#)



[Distance Learning Consortium: Hot Topics Flyer](#)



[Fiscal Outlook Overview](#)

a waiver, districts must be able to justify the need to exceed the caps by identifying and providing documentation of "extraordinary fiscal circumstances" in the district's adopted budget that cannot be addressed with other fiscal resources. Phillips underscored that a district should not spend funds in anticipation of meeting the cap on reserves because of the uncertainty in projecting whether the reserve cap will actually be triggered in 2022-23. Rather, he suggested applying for the waiver if needed, redesignating assigned reserves as committed reserves, shifting reserves to other funds, or contributing more resources to restricted programs.

LEGISLATIVE UPDATES

Monique Ramos from California Strategies provided a high-level overview on AB 10 (Ting), an urgency statute that requires a two-thirds majority vote in each house of the Legislature. Unless a state or local public health officer requires the closure of a specific school site, this bill requires local educational agencies (LEAs) to offer in-person instruction starting March 1, 2021, when allowed under state and county public health orders.

The bill offers flexibility for students or certificated employees who present health risks from in-person instruction. AB 10 also requires LEAs to publicly adopt plans to offer in-person instruction within two weeks of public health orders allowing school campuses to be open. Each LEA must implement the written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of instructional days in a school week, as well as for all unduplicated pupils who are performing below grade level.

Several Advisory Council members voiced concerns about staff capacity, transportation, contact tracing, and lack of physical space if social distancing orders are still in effect. Ramos advised the members to provide this feedback to their membership organizations.

OPEN DISCUSSION

Roni Jones, Assistant Director of the System of Support, facilitated a discussion with the Advisory Council members around their efforts to mitigate learning loss and support the safe return to in-person instruction.

Ted Alejandre, Superintendent of San Bernardino County Superintendent of Schools (SBCSS), initiated the conversation by attributing the county's progress to the collaborative partnership with the county department of public health. Emphasizing the need for a robust and stable foundation built on trust and open channels of communication, Alejandre shared that the SBCSS public health liaison regularly communicates with and receives data from the county's public health director and health officer. This allows for SBCSS teachers and district leaders to effectively support their students, whether that's by bringing students back in small cohorts or utilizing strong learning platforms to support them in an online learning environment. Alejandre also highlighted the efforts of the SBCSS Digital Learning Services team, noting that the team offers 250 training webinars every month to support the county's 19,000 teachers.

Dr. Diann Kitamura, Superintendent of Santa Rosa City Schools, also underscored the importance of a collaborative approach, noting that its Return to School Plan is a result of parents, students, labor partners, and the administration coming together. To assess and meet students' learning needs, Dr. Kitamura asked every school site to have their students write her a personal letter sharing their experiences with distance learning. Students' letters and pictures served as the greatest resource, providing valuable insight into the amount of trauma and anxiety endured. She revealed that 71% of students in her district indicated they had a fear of the future, revealing the need to focus on students' mental health. In response, the district developed the [Individualized Graduation Plan](#), a tiered system designed to support students in responding to social-emotional and academic challenges that emerged due to the COVID-19 pandemic. Dr. Kitamura also recognized the invaluable role of the district's Family Engagement Facilitators, who contact unreachable students and families to determine how the district can best support them in overcoming the barriers preventing students from returning to school.

Robert Adams, Superintendent of Redding School District, shared Dr. Kitamura's urgency in supporting students' mental health and wellness. Recognizing the need for social-emotional support, Redding School District ensured every campus had a counselor to lead and implement the Student Risk Screening Scale, informing the district's approach in supporting students who demonstrate internalizing and externalizing behaviors. To address the learning gaps identified in reading and math assessments, the district purchased Brainfuse, an online tutoring program for students in distance learning, in addition to hiring credentialed teachers to support students on campus.

Other successful strategies shared by Advisory Council members included hosting a legal law consortium for districts to share negotiation strategies and ask questions to legal counsel, as well as organizing monthly job-alike networks to share experiences, best practices, and lessons learned.