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## CCEE Council Members (Superintendents)

- Rob Adams, Redding SD
- Ted Alejandre, San Bernardino COE
- 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
- Yvette Irving, Gonzales USD
- Diann Kitamura, Santa Rosa City Schools
- Scott Kuykendall, Stanislaus COE
- Leslie Lockhart, Culver City USD
- Krystal Lomanto, San Benito COE
- 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

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.

## EXECUTIVE DIRECTOR'S UPDATE

Executive Director Tom Armelino began the Advisory Council meeting by presenting a three-phased approach to re-engage students and accelerate learning. Phase 1 (Spring 2021) focuses on social-emotional learning, relationship building to create environments that are conducive for teaching and learning, and the use of formative assessments to guide supports and services that address both the academic and social-emotional needs of students. Phase 2 (Summer 2021) prioritizes extended learning opportunities and targeted support, which also informs professional development in preparation for that additional support. Phase 3 (Fall 2021) focuses on essential learnings/curricula that meet students where they are.

As LEAs prepare to bring students back for in-person instruction, Armelino shared initial resources and strategies to consider, including the [Field Guide](#), keynote sessions from the [Leading Forward 2021](#) initiative, CASEL's [Initial Guide to Leveraging the Power of Social-Emotional Learning](#), TNTP's [Learning Acceleration Guide](#), a [COVID-19 School Reopening Checklist](#), and an [article](#) about what post-Katrina New Orleans can teach schools about addressing learning loss.

Stressing the importance of social-emotional well-being of both students and staff, Armelino dedicated some time to watch clips from Dr. Peter Senge's [Leading Forward keynote](#). In these clips, Dr. Senge underscores the reconnection of school and community to heal the "scar tissue" left on students and staff by the COVID-19 pandemic. Many Advisory Council members resonated with the concept of scar tissue and appreciated how it illustrated the different types of social-emotional healing. As stated by Superintendent Patty Gunderson, it "gave people permission to have these conversations," which allows them to move into a healing space.

Armelino concluded by briefly going through the rest of his [presentation](#), which delves into each of the three phases and outlines additional tools, articles, and videos. He reminded the Advisory Council members that they can subscribe to [CCEE's mailing list](#) or sign up for [updates on Leading Forward](#) to receive information about CCEE's free professional learning opportunities.

## BUDGET / LEGISLATIVE UPDATES

Monique Ramos from California Strategies shared that the budget hearings have

concluded. In the coming weeks, there may be some informational hearings but the influx of policy hearings will begin after the May Revise is released on May 15. These hearings will be less transparent, as Ramos anticipates extensive changes to the dollar amounts and priorities in the May Revise. Noting that there will likely be more one-time Prop 98 dollars, she mentioned that the recently passed federal stimulus package under the American Rescue Plan Act (ARPA) will also shape what the May Revise looks like.

Ramos continued with an overview of [Assembly Bill 86](#), which provides additional resources to LEAs that choose to provide in-person instruction by April 1 to May 15. For each day in-person instruction is not offered, LEAs will face a one percent reduction in their apportionment of funds. Ramos called attention to the flexibility provided in the grants to extend instructional time, support social-emotional well-being, and provide school meals. At least 85 percent of these funds must be used to provide in-person services and at least 10 percent must be used to hire paraprofessionals to provide supplemental instruction and support. LEAs have until August 31, 2022 to spend these funds.

## CA DEPARTMENT OF EDUCATION UPDATES

Rachael Maves, Deputy Superintendent of the Instruction & Measurement Branch at the California Department of Education, provided an overview of the February 24 State Board of Education (SBE) meeting. SBE members voted to pass the following five motions regarding assessments in the 2020-21 school year (SY):

1. CDE to prepare a waiver, consistent with the federal template, regarding the flexibilities offered by the U.S. Department of Education (ED) for accountability and school identification
  - Provides decoupling from federal accountability for this year's assessments
  - Waives requirement that the academic achievement indicator be adjusted to account for a participation rate below 95 percent
  - Note: A participation rate of 95 percent is still the expectation for state-level testing
2. Extend 2020-21 test administration window for both the CAASPP and ELPAC to July 30, 2021
3. CDE to prepare a general waiver for the California Science Test for 2020-21 SY
  - Note: ED has informed states that [blanket waivers would not be approved](#)
4. Create a policy means to provide assessment information to parents, educators, and the public this year
5. Delegate authority to SBE Executive Director, in collaboration with CDE staff, to develop a waiver proposal that focuses on a plan for assessments to:
  - Provide data to parents, educators, and the public
  - Monitor the progress of students in ELA and math
  - Propose a means for uniform reporting of data in both aggregated and disaggregated forms

### CCEE Executive Director

Tom Armelino

### CCEE Staff Presenters

Sujie Shin,  
Deputy Executive Director

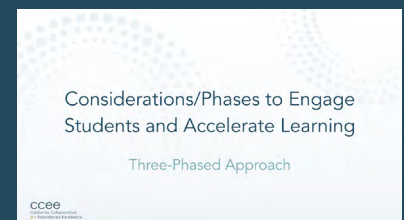
### CCEE Liaisons

Monique Ramos, California Strategies  
Rachael Maves, California Department of Education

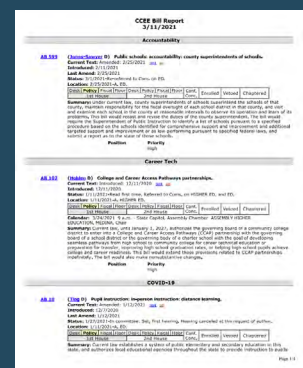
— Save the Date —

CCEE Advisory Council Meeting  
June 11, 2021

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



### Three-Phased Approach to Engage Students and Accelerate Learning



### CCEE Bill Report

Some concerns raised by Advisory Council members included low rates of participation due to students turning off their cameras and the lack of time to complete assessments for English language learners.

## FACILITATED DISCUSSIONS

### Leading Forward 2021

Sujie Shin, Deputy Executive Director, introduced the [Leading Forward 2021](#) initiative, which takes lessons learned and effective practices emerging from the field to support teachers, district and school site administrators, community members, and families in addressing the needs of students. Framed around five key focus areas, Leading Forward offers [free courses](#), high-quality [resources](#), and [keynote sessions](#) that feature leading voices in educational equity, instructional practice, and systems change.

To learn about the needs of the field in each of the five focus areas (i.e., Thriving Socio-emotionally, Advancing Equity, Systems Leadership, Responsive Teaching & Learning, and Formative Assessment), CCEE staff facilitated discussions in breakout rooms. Specifically, CCEE staff asked Advisory Council members to share needs they've been hearing from the field to support improved student outcomes and professional learning, considering educators' existing workloads and stress levels.

### Updated Data Collection Requirements (AB 86)

Shin concluded the Advisory Council meeting with a brief overview of the updated data collection requirements and submission process for Instruction Status Reporting, as outlined in [Assembly Bill 86](#). Beginning March 22, 2021, every educational agency (i.e., school district, county office of education, charter school) and private school are required to submit data about how student instruction is provided, *by school site and district*.

The updated data collection requirements ask schools (offering distance learning only) to identify student groups that are being served in cohorts, pursuant to the [Guidance Related to Cohorts](#) issued by CDPH. Shin asked the Advisory Council members if any student groups were missing from the list presented. Only one additional student group was identified - migrant students.

The second discussion question also revolved around a requirement specific to schools only offering distance learning. The updated data collection process asks schools to identify barriers from offering in-person instruction. Some barriers identified by the Advisory Council Members include labor issues, parent preference, inability to meet health and safety requirements, cohorting challenges, and lack of staffing capacity.