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Ted Alejandre, San Bernardino COE
 Heather Armelino, Enterprise ESD
 Christi Barrett, Hemet USD
 Ryan Bentz, Glenn COE
 John Campbell, Kings Canyon USD
 Michele Cantwell-Copher, Fresno COE
 Todd Cutler, Lake Tahoe USD
 Mary Ann Dewan, Santa Clara COE
 Debra Duardo, Los Angeles COE
 Dana Eaton, Brentwood Union SD
 Lisette Estrella-Henderson, Solano COE
 Todd Finnell, Imperial COE
 Dave Gordon, Sacramento COE
 Jeff Harris, Del Norte USD
 Matthew Harris, Petaluma City Schools
 Scott Kuykendall, Stanislaus COE
 Joshua Lightle, Paramount Union SD
 Cesar Morales, Ventura COE
 Sara Noguchi, Modesto City Schools
 Gina Potter, San Ysidro SD
 Gary Waddell, Santa Clara USD
 Christine Walker, Hueneme, ESD

CCEE Member Emeritus

Christine Lizardi Frazier, Ed.D.

CCEE AC Facilitators

Gary Waddell, SCUSD- Superintendent
 John Malloy, SRVUSD- Superintendent

Advisory Council Highlights

April 12, 2024

This newsletter is intended to inform the field. Please share this with your regional superintendents or any interested parties.

INTRODUCTION

Gary Waddell, Superintendent of Santa Clara Unified School District and AC Co-Facilitator, opened the Advisory Council meeting and welcomed members.

HOT TOPICS: POLICY & LEGISLATIVE UPDATES

Jessica Holmes, Chief Deputy Executive Director of State Board of Education, presented to the AC and sought input from members.

Jessica noted some of the discussions that are occurring at the legislative level:

- Resources: Revenues are depressed. There is some plateauing of the decline, which is good, but discussions are ongoing about how best to manage resources.
- Student Engagement: How are we ensuring students are coming to school and how are we keeping them engaged?
- Recruitment: What can we do as a state to recruit applicants for the profession and best prepare them. How do we retain top talent?

AC Members discussed the following topics:

Are you seeing attendance numbers continue to improve over 2022-23? If yes/no, to what do you attribute the change?

- Members reported that they have seen some improvement but not as much as they were hoping. They have been looking at the reasons students have not been attending. They have been finding some variance in reasons for missing school correlated with socio-economic status. Some have noted that students who are more fluent in school bounce back faster after they miss school. Members reported success with a positive approach rather than disciplinary one. Catching kids up with tutoring and doing home visits has helped.

CCEE Executive Director

Matt J. Navo

— 2023-24 Meeting Dates

(Times: 9:00a.m. – 10:30 a.m.)

December 8, 2023

February 2, 2024

April 12, 2024

June 7, 2024

Links / References

- [Agenda for April 12, 2024](#)
- [AC Bylaws](#)

- The AC discussed the Increasing number of young people who are insecurely housed. Homeless counts have increased and in turn increase absenteeism for these students.
- A members shared serving on a Chronic Absenteeism panel with Native American student panelists. The students commented that we have made it easier for them to miss school. They can go to their google classroom and find their assignments and catch up. From the students perspective, they said it was easier to miss than it used to be.
- Some members discussed schools that have looked at high absence dates and held engagement activities to encourage and empower students come to school.
- A member noted that they have seen an increase in students who are living in poverty or having issues with secure housing. The county has looked at doing school differently in ways that engage students differently. They acknowledge the need to look at more flexible ways to motivate students.
- An AC member noted that her high school district is bringing down their absenteeism average. She noted that If we don't start addressing where and how kids see themselves we are fighting an uphill battle.

Are there any student needs that are emerging that you feel particularly challenged to address?

- On the mental health front, a member noted that the health care systems and education systems have had a difficult time coming together. They have focused on placing a mental health clinician in each school, billed back through the county to Medical. What they are finding is that this is helping build trust with the students. The person is an advocate and a collaborator.

Have you seen any improvements in your ability to hire/retain well-qualified teachers and/or other key staff?

- A member noted that her youngest child is a senior in high school. She has observed her and her friends and noticed that there are not courses for them guiding them through preparation for the SAT/PSAT and assisting with FAFSA and college applications, like may exist in some private schools. Even fsupport with completing the UC application is a big assist and is quite complicated for many students.
- Jessica Holmes closed with noting that the Governor's office is working in tandem on a career education master plan that contemplated how we better navigate transitions from K-12 to college and career. There have been convenings across the state. They had students come to the convening, and they have noted that they have some preparation but need additional support. Understanding and hearing from superintendents that master scheduling is hard enough to manage, and

financial literacy is a top topic of discussion. CCGI was shared as a resource: (<https://www.cacollegeguidance.org/>; <https://www.californiacolleges.edu/#/>)

CCEE HIGHLIGHTS

The Intensive Assistance Model (IAM)

Dr. Gregson introduced the Intensive Assistance Model that CCEE is leading in 8 schools across 5 districts. The Intensive Assistance Model is in the 2nd year of implementation. The purpose of this model was to start systems change at the classroom level to have a feedback loop for any necessary district infrastructure changes that need to occur to better support school sites and student success. CCEE partnered with PACE to be an observer of the work and identify the successes and challenges of the model and how to grow this work within California's education system.

Dr. Gregson introduced Heather Hough and Ben Cottingham from PACE to share with the AC what Pace does and how they work with CCEE. CCEE and PACE Partnership began in 2022 with the initiation of the Intensive Assistance Model (IAM) (<https://edpolicyinca.org/about>). Ben and Heather reviewed their findings with the AC that were included in the [December 2023 PACE Report](#).

A link to the presentation presented by PACE can be found [here](#).

Ben and Heather asked the AC the following questions, opening the floor for discussion:

What are your thoughts on the promise of this approach? How widely should it be scaled? Which schools/districts should be prioritized?

How could California's Statewide System of Support be leveraged to scale the PLC at Work model or other school-based improvement models statewide?

More generally, how can state structures support efforts that focus on continuous improvement of teaching at the school level?

AC Member Comments and Discussion:

- A district shared that they have been working with CLS for three years. They have a coaching model where coaches go out every three weeks. Administrator buy-in was cited as critical to the work.
- A Superintendent reported that they have been working on this for years and believe that the process is important to all districts. The member noted that he appreciates the implementation at the site level and is continuing to work on the district level. He noted that this is not a one-year process.
- A member noted that this is a very intensive process. One of the cautions is "PLC lite". It's possible to go through these processes and

think you have completed these tasks when it's not being implemented deeply. This is not a surface-level implementation and requires structural change.

- A member noted that they are in a space of trying to rework the entire organization so that outcomes improve across spaces. He noted that having the PLC in itself is not sufficient. The idea of doing things "with" people instead of "to" them.
- Benjamin noted that they are tracking the input through the model and over the next two years they will be pulling some quantitative student-level data.
- A member noted that the cost is high and scaled rollout can be a challenge when budget is an issue. He wondered how we take these various systems that are already there and situate them in an existing PLC model.

EXECUTIVE DIRECTOR'S UPDATE

Executive Advisor Michelle Magyar provided the counsel with a trailer bill budget update. She shared the manner in which the AC member's input is shared with the SBE and other state partners (see link to Legislative Feedback document [here](#)).

The CCEE is a statewide organization created in 2013 to advise and assist Local Educational Agencies (LEAs) and the County Office of Education (COE) in accomplishing the goals identified in their Local Control Accountability Plans (LCAPs). If you would like more detailed information on the CCEE and its current initiatives, please visit the CCEE website at <https://ccee-ca.org/>

CCEE staff provided a number of resources, including:

- [AC Regional List 2023](#) (Updated as of Aug. 2023)- send the letter out
- NEW Reports - [Strengthening Coherence Across state initiatives- Secondary Strengthening Coherence](#)- Whole Child
- [PPT of AC](#) accomplishments
- NEW [2024 Leg. Report CCEE](#)
- NEW [SSOS Resource Hub](#)
- NEW [Podcast Link](#)
- NEW [SSOS Directory](#) (Update region 1& 2 for 2024)
- [Newcomers class - Selma CA](#) - worth a watch/listen
- [CCEE FAQs](#)- for DTA
- [Subscribe to CCEE listserv](#)

The next meeting will be June 7th and will focus on Charter DA Accountability.