

Date: February 3, 2023

From: (Your Name, Title)

Re: CCEE Advisory Council Highlights, February 3, 2023

To: (Superintendents in your region LEA/COE)

I represent our Region on the Advisory Council of the California Collaborative for Educational Excellence (CCEE). The purpose of the Advisory Council is to advise the CCEE on statewide initiatives and provide input on policy and legislation.

The CCEE is a statewide organization created in 2015 to advise and assist Local Educational Agencies (LEAs) and 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/>

February Highlights

At the February 3, 2023 Advisory Council Meeting, the Advisory Council discussed the CA Dashboard and LCAP. CCEE leaders provided a brief update on the three centers.

Co-Facilitator Gary Waddell opened the meeting and welcomed new members Dr. Michele Cantwell-Copher, Fresno County Superintendent of Schools, and Matthew Harris, Petaluma City Superintendent of Schools to the Advisory Committee. Deputy Director, Sujie Shin, provided an overview of the agenda.

Christine Frazier and John Malloy conducted a discussion on the CA Dashboard. Marguerite Ries, staff from the CA Assembly Budget Committee, was in attendance and participated. Some of the themes that emerged during the conversation were:

Dashboard discussion:

- There was a strong feeling that Chronic Absence was not a relevant measure this year as districts are still dealing with the effects of COVID and accountability on this measure is at odds with public health messaging about not sending children to school when they are ill.
- Members commented that ADA provides a structural incentive to address attendance and additional accountability measures, particularly when schools are still dealing with COVID, is excessive.
- A member noted that virtual learning was less effective for some groups of students, such as students with IEPs and students for whom English is a second language.
- Members discussed the need to support new Superintendents in understanding the Dashboard and its implications and uses in districts and communities.
- The late release of the dashboard makes it a less useful measure as a driver of change.
- The moving “goalposts,” such as the graduation rate or CCR, make comparability, planning, and clear communication challenging.

- Some had questions around the removal of the DASS and the impact on the Dashboard.
- Members commented that the additional identification of Differentiated Assistance district creates an environment in which DA is the rule rather than the exception and makes deep, high-quality implementation challenging for providers.

LCAP discussion:

- Members commented on the positive impact, high quality technical assistance teams, and substantive PLNs have been assists to districts.
- Members referenced the overabundance of plans for which districts are responsible and urged a move toward making the LCAP one plan to address multiple needs.
- Members discussed proposed changes in the LCAP and the importance of minimizing changes as there has yet to be a full cycle without changes midstream.
- Members discussed the length of LCAPs that is an artifact of including as many variables as are required.
- Members noted how difficult the LCAP is to complete for small districts.
- Marguerite Ries noted that Assembly staff is reviewing the Governor's proposal and analyzing accountability items. She noted the understanding that constant changes and the breadth of the document were challenges for the field.

The CCEE staff provided a brief overview the three CCEE centers including:

- The Center for Transformative Systems for Equitable Educational Outcomes [TSEE](#) (Chris Hartley)
- The Center for Innovation, Instruction, and Impact [I3](#) (Sujie Shin)
- The Center for Teaching, Learning, and Leading [TLLC](#) (Erik Swanson)

Some upcoming opportunities/resources include:

- The 21st Century School Leadership Academy (21CSLA) Grant is concluding Year 3 and the seven academies continue to focus on developing future leaders advancing equity for students across the state through three complementary approaches. By developing “Communities of Practice”, hosting “Localized Professional Learning”, and supporting leaders with one on one “Coaching”. 21CSLA is a great opportunity to grow and support current and future leaders. Please visit the [21CSLA Home Page](#) and the portal to each of the [seven Academies](#).
- CCEE, in partnership with the Small School Districts Association (SSDA), has launched a CA Small School District Leadership Institute to empower educational leaders in an authentic environment of learning and grace to grow in service to their students, staff, and communities. Areas of focus for learning, mentoring, and coaching opportunities include goal development, alignment and allocation of resources for system improvement, recruitment and retention, and capacity building to sustain and scale. For more information about the Leadership Institute, please contact Julie Boesch at jboesch@ccee-ca.org
- CCEE has launched their [Data Research Learning Network](#) (DRLN), which provides a networked opportunity for LEA teams to transform data and assessment programs and practices through a unique three-pronged approach: data equity review; deeper learning

through formative assessment; and communicating success through data dashboards. For more information, please contact Dr. Ingrid Roberson at iroberson@ccee-ca.org.

General Announcements:

Gary Waddell proposed April 7th or April 14th as the next CCEE Advisory Council dates. There were no objections noted to either date.

Members were invited to submit upcoming topics on a JamBoard

Members were invited to [Subscribe to CCEE listserv](#).

Next Advisory Council Meeting - April 2023 (Date TBD)

If you need more information or wish to discuss further, please feel free to contact me at (AC Member – please enter your contact information here)

Respectfully,

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