Item 4: Executive Director’s Progress Report

Executive Director, Thomas Armelino and staff will provide an oral report for the Board of a few recent and key activities as listed below in Item #4:

Governors 20-21 Budget
The Governor’s 2020-21 January Budget Proposal was released on January 10, 2020. The CCEE was mentioned specifically in two key areas: Professional Development and Support section and under Opportunity Grants identified in the Addressing the Achievement Grant section. In addition, we believe we may also have a role similar to the role we had this past year in the new Educator Workforce Investment Grant (EWIG), administered through the CDE. There may be other obligations within the budget to assure new resources fit within the System of Support as well. An oral report will be provided to coincide with the Administrative Agent Budget Report under Item #6.

Systemic Instructional Review Support
Based on 2019 CA School Dashboard data, four school districts became eligible for Systemic Instructional Review Support from CCEE: Mt. Diablo Unified School District, Salinas Union High School District, Oakland Unified School District, and Sacramento City Unified School District. The Systemic Instructional Review (SIR) that defines an action plan will be completed to guide the individualized support that the district may need. The SIR is a comprehensive instructional assessment of strengths, weaknesses, threats, and opportunities within the district. In collaboration with the COE, Geographic Leads, and other members of the CA System of Support, CCEE will utilize the SIR and action plan to work with the local COE to help inform the Differentiated Assistance (DA) process, and progress monitor on behalf of the State Superintendent of Schools as defined in EC 52072.

Mt. Diablo Unified School District (MDUSD): Since CCEE has previously partnered with MDUSD and Contra Costa COE on DA, internal team members have been sharing the district areas of need and support. Contra Costa COE has contacted MDUSD Superintendent to provide information on the CCEE SIR support and timelines. A meeting has been set with Contra Costa COE, MDUSD, CCEE, and the Geo Lead for February 18, 2020. Geo Lead/COE are prepared to submit a letter formally requesting advice and support from CCEE. A template for this request will be sent this week for signatures. The CCEE SIR timeline for planning and completion will occur between January to March.

Salinas Union High School District (SUHS): Monterey COE Superintendent and Assistant Superintendent have been sharing with CCEE the DA support provided to date. Monterey COE has contacted SUHSD Superintendent to provide information on the CCEE SIR support and timelines. A meeting has been set with Monterey COE, SUHSD, CCEE, and the Geo Lead for February 7, 2020. Geo Lead/COE are prepared to submit a letter formally requesting advice and support from CCEE. A template for this request will be sent this week for signatures. The CCEE SIR planning and completion will occur between January to March.

Sacramento City Unified School District (SCUSD): Sacramento COE and CCEE have discussed the SIR Support and reason for SCUSD eligibility. CCEE has also connected with the SCUSD Superintendent to discuss the SIR and the next steps. A meeting has been scheduled with SCUSD, SCOE, and CCEE for February 24, 2020 to discuss the CCEE SIR process/next steps and debrief the DA support SCUSD received. The proposed timeline for SIR planning and completion is February to May.
Oakland Unified School District (OUSD): CCEE met with OUSD Superintendent, OUSD CAO, and Alameda COE to discuss CCEE SIR Support. A meeting with OUSD, Alameda COE, CCEE to plan the completion of the SIR is tentatively set for February 7, 2020. Geo Lead/COE are prepared to submit a letter formally requesting advice and support from CCEE. A template for this request will be sent this week for signatures. The proposed timeline for SIR planning and completion is February to May.

Introduction to Compassionate Systems in Schools
Sujie Shin, Deputy Executive Director and Roni Jones, Senior Manager of System of Support and Michelle Magyar, Senior Manager of Continuous Improvement and I attended this hands-on workshop as an introduction to the tools and approaches that have been developed for implementing what is called a “Compassionate Systems Framework.” These tools are being used at both the level of classroom innovations and collective leadership in shaping a more generative school culture. In addition to an introduction of some of the tools in use, we learned about examples from prototypes with International Baccalaureate (IB) schools with the aim that participants can begin working together on similar prototypes in their own settings. An oral report from the training will be provided.

Website Development
Michelle Magyar, Continuous Improvement Senior Manager, is leading the work of the development of the new CCEE website redesign to be more interactive and user-centered; expand our print, online and video resources, and with a new focus of targeting specific audiences. Michelle will give a presentation on the progress of the development.

In addition to the highlighted work above, listed below is a key seminar I attended in late December:

PACE Seminar: Early Implementation of the System of Support and the Leadership for Continuous Improvement: The Vision for County Offices of Education
On December 13, 2019 Karla Estrada, Director of System Improvement and Innovation, Chelsea Kang-Smith, Director of System Improvement and Leadership Development and I attended a seminar where key reports of the Early Implementation of the System of Support and the Changing Role of County Offices were presented. The Early Implementation of the System of Support report examines the early implementation of California’s statewide System of Support. The System of Support has received general acclaim from COE’s and district officials for its emphasis on assistance over compliance. COE’s have taken varying approaches to providing that assistance depending on the local context of the districts eligible for support and the COE’s internal capacity. Interview and survey data suggest significant challenges to realizing a robust support system, including inadequate funding, uneven COE capacity, and problems with the Dashboard data used to identify eligible districts. The Leadership for Continuous Improvement: The Vision for County Offices of Education, COE’s report, share insights around the role of county offices who are expected to provide ongoing support to districts and other local education agencies to drive continuous improvement within California’s education system. Fulfilling this role has required COE’s to carry out their historical role as compliance monitors while simultaneously developing the necessary mindsets, skills, and structures and process to build the capacity for continuous improvement within their own offices and the districts they serve. Both reports can be found at: edpolicyinca.org