

August 18, 2021

California Collaborative for Educational Excellence

Senate Education Committee

STATEWIDE SUPPORT FOR COVID-19 RELIEF TO ADDRESS STUDENT NEEDS

The California Collaborative for Educational Excellence (CCEE) is pleased to align the organization’s initiatives and resources with the early action and ongoing state investments to support local educational agencies (LEAs) with COVID-19 relief for reopening schools and expanding public health and reporting requirements. The early action legislation developed and signed by the Legislature and approved by the Governor in March 2021 focuses on accelerating integrated student supports by sharing best practices and expanding learning opportunities (Assembly Bill 86, Committee on Budget). This handout provides an overview of CCEE’s assistance to LEAs with implementing evidence-based practices to integrate social, emotional, and academic skills to design teaching and learning for equity and wellbeing.

Needs of the Field, Recent Research, and Statewide Initiatives

State and national data show that school closures since March 2020 have affected student learning and well-being (e.g., [McKinsey](#), 2021; [PACE](#), 2021; [NWEA](#), 2020, and [CDC](#), 2020). Over a year later, researchers are examining the power of authentic partnerships with students, families, and communities as a way to understand the impacts of trauma, amplify student voice, and adopt an asset-based approach to mitigate the lingering effects of unfinished learning ([PACE](#), April 2021; [PACE](#), May 2021; [LPI](#), June 2021).

The CCEE, in partnership with the California Department of Education (CDE), the State Board of Education (SBE), county offices of education, and a coalition of statewide organizations, are collectively sharing evidence-based practices, planning guides, and practical tools to [reimagine and rebuild education](#) in California. Existing statewide initiatives have adapted professional learning offerings to support education and community leaders with designing systems that provide integrative student support services for mental health and well-being. Examples of these expanded professional learning offerings include the following:

- 21st Century California School Leadership Academy ([21CSLA State Center](#)) and [Regional Academies](#) provide professional learning opportunities, communities of practice, and coaching for educational leaders (teacher leaders, site leaders, and district leaders) to design and implement social-emotional learning to support equitable outcomes and serve all students.
- [Community Engagement Initiative \(CEI\)](#) supports LEAs with strategies for staff to personalize relationships with students, families, and the larger community to establish inclusive environments to foster the whole child during the pandemic.
- Education leaders across the state to support [geographic regions](#), [special education](#), ([SELPA](#)), and [English Learners \(ELs\)](#) are applying continuous improvement principles to implement transformative social-emotional learning practices and coordinating with the [CA MTSS SUMS](#) initiative.

School Expanded Educational Opportunities & Summer Instruction Status

The CCEE supported the administration of data collection and display of interactive visualization maps on LEAs self-reported information in response to a health directive from the California Department of Public Health and requirements in Assembly Bill 86 (Committee on Budget) and Assembly Bill 130 (Committee on Budget). The [California Safe Schools for All](#) web portal provided a snapshot of school reopening status on serving students in-person, providing summer programming opportunities, and expanding educational opportunities in the 2021-2022 school year. The [Statewide Expanded Educational Opportunities Dashboard](#) was recently released to display efforts to expand mental health and wellness services, after school programs, and learning acceleration (e.g., offering high-impact tutoring services). Out of the 70% of LEAs reporting this information, 95% confirmed the expansion of mental health and wellness services.

CCEE PROFESSIONAL LEARNING OPPORTUNITIES

As specified in Assembly Bill 86 (Committee on Budget), the CCEE provided LEAs with professional learning opportunities that included activities that guide the effective use of diagnostic and formative assessments, curricular resources, best practices for contacting and reengaging disengaged pupils, and models for providing supplemental instruction and support based on current research to increase the capacity of LEAs to accelerate learning and address the social-emotional needs of pupils.

Similar to CCEE’s response at the onset of the pandemic, the organization continued to consult with county offices of education (COE) to determine ways to support high-need LEAs with the evolving guidance and protocols of a novel virus. Based on feedback from the field, current research recommendations and trends in the statewide reporting of services, CCEE adapted its support for LEAs’ developing needs by reframing its professional learning offerings to emphasize resources that could be accessed both synchronously and asynchronously. Details on these free, online professional learning resources, accessed by teachers, administrators, and classified staff statewide, are provided below:

July 2020 - August 2021

57	4,355	9,251	228	165,656	> 3,000
Total Virtual Sessions	Total Minutes	Total Participants	Podcasts and Videos	Total Resource Views	Total LEAs (COEs, school districts, schools, and charter schools)

CCEE Field Guide

The Field Guide is a free resource that provides LEAs with tools to reflect on key lessons learned from 2020, plan a safe return to campus, respond to logistical needs of scheduling, develop effective communication plans, create continuity of learning, facilitate goal-setting, gain inspiration for what lies ahead, and more. The collection of resources on [Prioritizing Student Well-being](#) provides resources on identifying and meeting students' basic needs, recognizing and responding to trauma, supporting social-emotional learning, and incorporating

movement into action plans to meet students' core needs. With the investment of one-time state and federal funding, the [Reimagining Summer and Expanded Learning](#) provide resources for LEAs to maximize funding and design robust programs to meet the mental health and wellness needs of students returning to the classroom for the first time in many months. Foundational to both professional learning collections, is the importance of designing programs that emphasize the social-emotional learning (e.g., [Turnaround for Children Relationships, Routines, and Resilience](#)) as an important way to reduce stress and improve well-being in students.

CCEE Leading Forward Initiative

In January 2021, CCEE launched [Leading Forward](#), a virtual learning series designed to support collaborative learning focused on accelerating learning for students, emphasizing social-emotional learning and supporting equity-oriented practices for vulnerable student groups. In the late spring of 2021, CCEE shifted its focus to address the requirements of Assembly Bill 86 (Committee on Budget) and collaborated with partners to support social-emotional learning and wellbeing through the whole child, expanded learning, and systems leadership. For example, Turnaround for Children provided a Whole Child Design Series for district teams that consisted of representatives from curriculum and instruction, student support services, expanded learning providers and school/instructional leaders. Grounded within the science of learning and development, these sessions offered strategies and tools that calm students, and staff, to create positive conditions for learning.

Overall, through the online learning series, CCEE provided resources to over 3,000 participants in the synchronous sessions, 13,000 website views, virtually supported 60 LEA teams, and partnered with 42 educational leaders, expert practitioners, statewide associations, and partner organizations to offer:

- Eight [keynote/panel sessions](#) around educational equity, instructional practice, and systems change
- 37 synchronous professional learning sessions supplemented with materials for asynchronous learning and opportunities to receive coaching and mentoring support
- 13 asynchronous [learning paths](#)
- Seven [free, online courses](#) offered through UC San Diego Extension to support key areas of focus as district and school teams develop and implement robust distance and hybrid learning plans
- A [resource library](#) with over 100 high-quality, relevant, and immediately usable tools, learning sessions, and other multimedia resources to support learning acceleration through a student-centered perspective

CCEE Playbook for Accelerating Learning (PAL)

CCEE recently released the [Playbook for Accelerating Learning](#) to serve as a foundational deliverable to support the professional learning opportunities required in Assembly Bill 86 (Committee on Budget). This resource is a time-saving tool that gives instructional leaders helpful tips and resources for creating an accelerated learning plan to fill in learning gaps while taking students through grade-level work. This free resource, presented primarily in a bulleted format that makes it easy to scan and digest, includes nine sections - from models to beyond the school day - that take you through the process of creating a quality accelerated learning plan. Section features include key takeaways, curated tips, video resources, work plans with step-by-step checklists, and links to additional resources.

CCEE Resources to Support Mental Health & SEL

Below is a summary across CCEE's resources that focus on supporting mental health and socio-emotional learning. These four keynote/panel presentations, three online courses, and seven podcasts are available on-demand and accessible to educators.

Keynotes / Panels:

- [Compassionate Systems and the Path to Leading Forward in Education](#) with Dr. Peter Senge
- [Educating Students Equitably When Schools Reopen](#) with Dr. Pedro Noguera
- [Producing Students Who Are Good at Learning and Good at Life](#) with Dr. Michael Fullan
- [Game Planning Now for Summer Learning, Fun, and Equity](#) with experts from the California Department of Education, Partnership for Children & Youth, RAND Corporation, and Think Together

Courses / Learning Paths:

- [Developing Social & Emotional Skills Through Positive Relationships](#) - Developed in partnership with International Center for Leadership in Education (ICLE)
- [Thriving Socio-Emotionally](#) - Developed in partnership with Center for Teaching Quality (CTQ)
- [Field Guides: Lifting Our Voices](#) - Developed in partnership with the California Association of African-American Superintendents

[Leading Forward Podcast:](#)

- [Tips for Addressing Student Well-being](#) with Superintendent Michele Bowers
- [Student Well-being](#) with CCEE Executive Director Tom Armelino
- [Leveraging Your County Health Department to Reopen with Compassion and Courage](#) with Superintendent Estrella-Henderson
- [The "Mind Platter" for Student Well-being](#) with Dr. Daniel Siegel
- [Brain Considerate Learning](#) with Dr. Ken Wesson
- [Compassionate Systems \(Part I\)](#) with Dr. Peter Senge
- [Compassionate Systems \(Part II\)](#) with Dr. Michelle Perrenoud

For more information on CCEE resources, please visit the [website](#), [CCEE Connection Newsletter](#) (e.g., [July CCEE Connection](#) featured resources for teacher self-care) and [Hot Topics](#) articles.

Future Support

The 2021-2022 Budget Act and Education Trailer Bill established new responsibilities for CCEE to administer, in partnership with selected county offices of education, evidence-based professional education that can support learning acceleration for California's diverse pupil population, particularly in mathematics, literacy, and language development. The CCEE is currently working with its administrative agent, Marin County Office of Education, and the SBE to establish a stakeholder engagement process to develop an application to award these grants to build statewide professional development infrastructure and expand the use of evidence-based strategies.

CCEE DIRECT TECHNICAL ASSISTANCE AND SUPPORT

CCEE provides advice and assistance to LEAs toward advancing achievement and accomplishing the goals described in the local control and accountability plan to improve student outcomes. The direct technical assistance (DTA) that CCEE provides to specific LEAs addresses instruction and student outcomes from statute and enables the CCEE to accept requests or referrals for technical assistance from a County Office of Education (COE) or the Superintendent of Public Instruction (SPI). There are also particular circumstances where an LEA is referred to CCEE after receiving an emergency apportionment or due to student group performance on the CA School Dashboard.

The Systemic Instructional Review (SIR) process through DTA begins by assessing an LEA’s instructional system and structures contributing to student outcomes and then determines actions and recommendations. CCEE is currently engaged with six school districts per statute and in consultation with the COEs. Below are links to the completed SIR reports and current progress monitoring activities. The progress monitoring includes the [Social-Emotional and Behavioral Health and Development](#) to support the district with every learner’s social-emotional and behavioral well-being through the curriculum, specific instructional practices and resources, and intentional modeling by adults in the school community.

In CCEE’s role to provide advice and assistance, ongoing support is provided to these districts to implement recommendations outlined in the systemic review. During COVID-19, ongoing support has included expanding student and family services (e.g., [Inglewood USD](#), [Salinas UHSD](#), [Mt. Diablo USD](#), and [Sacramento City USD](#)) and supporting social-emotional learning (e.g., [Oakland USD](#)). More information about [direct technical assistance](#) can be found on CCEE’s website.

Systemic Instructional Reviews (SIRs)	
Inglewood USD	Report Completed 2018 , Progress Monitoring (February 2021 , June 2021)
Vallejo City USD	Report Completed 2019 , Executive Summary , Progress Monitoring (March 2021 , June 2021)
Salinas Union High SD	Report Completed 2020 , Executive Summary , Progress Monitoring (June 2021)
Sacramento City USD	Report Completed 2021 , Executive Summary , Progress Monitoring (June 2021)
Oakland USD	Report Completed 2021 , Executive Summary , Progress Monitoring (June 2021)
Mt. Diablo USD	Report Completed 2021 , Executive Summary