February 22, 2021
2021 - 2022 California Collaborative for Educational Excellence Update
Senate Budget Subcommittee #1

STATEWIDE TRENDS IN STUDENT OUTCOMES AND STUDENT NEEDS

Data and Research on Student Outcomes

Pre-COVID California School Dashboard Data:

Total LEAs Eligible	Student Groups Most Frequently Identified for Eligibility	Indicators Most Frequently Identified for Eligibility
365	● Students With Disabilities (187) ● Foster Youth (101) ● Homeless (98) ● Socioeconomic Disadvantaged (62) ● English Learners (57) ● African American (53)	● Graduation/Chronic Absenteeism/Suspension (203) ● Academic/ELPI Status, Graduation/Chronic Absenteeism (109) ● Graduation Rate/Chronic Absenteeism/CCI (92)

Recent Research: State and national data show a need to support student learning acceleration and mental health and wellness through safe and supportive environments (e.g., PACE, 2021; NWEA, 2020, and CDC, 2020).

Needs of the Field, Statewide Partners, and Stakeholders

Patterns of Disruption: LEAs that have historically confronted opportunity and achievement gaps under the best of circumstances will encounter exacerbated disparities that will impact students' academic, social, emotional, health and physical safety needs.

Technology Access and Equity	Engagement disparities by race/SES
● 25% of California students lack adequate internet access (U.S. Census, 2021) ● 43% Socio-economically disadvantaged (CalMatters, 2021) ● 39% African-American (CalMatters, 2021) ● 33% LatinX (CalMatters, 2021)	E.g., Peak weekly participation for MS/HS in LAUSD, March-May 2020 ● White, Asian: 85-91% ● Black, Hispanic: 67-73% ● Low-income: 67-73%

Shifts in Operational Status

Statewide Interactive Map released February 12, provides a snapshot of school reopening status information on whether local educational agencies (school district, county office of education, and charter school) and private schools are serving students in-person.

WHAT IS CCEE DOING TO SUPPORT HIGH NEED LEAS ELIGIBLE FOR DIRECT TECHNICAL ASSISTANCE?

The California Collaborative for Educational Excellence (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 special circumstances where an LEA is referred to CCEE after receiving an emergency apportionment, or as a result of student group performance on the CA School Dashboard.

The [Systemic Instructional Review (SIR)](#) process under 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 school district SIR reports that have been completed, and in which **progress monitoring activities** are occurring. In CCEE's role to provide advice and assistance, **ongoing support** can be provided to these districts to implement recommendations outlined in the systemic review. During COVID-19, ongoing support has included addressing distance learning, student group needs, and continuity of learning. More information about **direct technical assistance** can be found on CCEE's website.

Systemic Instructional Reviews (SIRs)	
Inglewood USD	[Report Completed 2018](#)
Vallejo City USD	[Report Completed 2019](#), [Executive Summary](#)
Salinas Union High SD	[Report Completed 2020](#), [Executive Summary](#)
Sacramento City USD	[Report Completed 2021](#), [Executive Summary](#)
Oakland USD	[Report Completed 2021](#), [Executive Summary](#)
Mt. Diablo USD	Report to be completed April 2021

WHAT IS CCEE DOING TO SUPPORT LEAS DURING THE PANDEMIC AND TO RE-ENGAGE STUDENTS?

The CCEE is adaptive and responsive to the most pressing needs of LEAs to help deliver on California's promise of a quality and equitable education for every student. At the onset of the COVID-19 pandemic, CCEE consulted with all 58 COEs to determine the most urgent support for the high-need local educational agencies (school districts, county offices of education, and charter schools) identified in the California School Dashboard. The collective goal was to collaborate on the rapid response necessary to address student engagement, assess learning progress, expand professional learning, and transition to the safe return for in-person instruction.

From March 2020 through January 2021, CCEE developed professional learning resources in collaboration with LEAs (county offices of education, school districts, and charter schools) and System of Support partners (e.g., geographic leads, statewide agencies, and stakeholder groups). For example, the **Continuity of Learning Playbooks**, **Distance Learning Consortium**, **Accelerated Learning Series**, and **Field Guide for Accelerating Learning, Equity, and Well-being** support LEAs with maximizing equity, strengthening systems and structures, and leveraging high-quality instruction. These free, online **PROFESSIONAL LEARNING RESOURCES** (See Appendix), were accessed by teachers, administrators, and classified staff statewide:

368	**15,770**	**112,913**	**> 3,000**
Total Virtual Sessions	Total Participants	Total Website Views	Total LEAs (COEs, school districts, schools, and charter schools)

LEADING FORWARD

CCEE launched the Leading Forward Initiative on January 25th. This CCEE initiative provides tools for educators, leaders, and school community stakeholders to re-engage students and accelerate learning while advancing equity for vulnerable student groups and ensuring that we are addressing the whole child.

The design of this virtual professional learning initiative is based on five focus areas and the key questions they pose:

Thriving Socio-emotionally	How do we ensure that students are given the opportunities, tools, and supports to thrive, both socio-emotionally and academically?
Formative Assessment	How do we measure student needs and progress to ensure that we are supporting the whole child, during distance/hybrid learning as well as when we reopen schools?
Responsive Teaching & Learning	What does instruction need to look like in order to ensure learning opportunities for every student?
Systems Leadership	How do we support systems leadership—from our roles as classroom leaders, school leaders, parent/family leaders, etc.—to truly support the whole child through the whole system?
Advancing Equity	How do we maintain a focus on advancing equity for students, schools, and communities through this period of continued distance/hybrid learning as we prepare for a return to schools?

In just three weeks after the launch of **Leading Forward**, over 8,200 users have accessed the initial collection of keynotes, courses, tools and sessions. These resources provide asynchronous learning opportunities to build the capacity of LEAs to improve student academic, engagement, and social-emotional learning outcomes.

RECOMMENDATIONS

- Support LEAs with resources that include access to research and training that adopts a phased-in approach to re-engage students that prioritize student social, emotional, health, and physical safety needs first,
- This support should include structures aligned with the System of Support for LEAs to leverage expertise to focus on peer connections, strengthen relationships with teachers, and deeply engage with families and communities who have spent the last year co-teaching their children at home and;
- Invest in training to support acceleration and tiered supports to allow students to access grade level curriculum and the additional supports needed to accelerate their learning, with a lesser lens on remediation.

To support the need for fundamental change, that LEAs transition new skills to practice, LEAs will need high-quality professional development. This professional development will require a long-term approach that includes training with coaching and resources to make these shifts and not default to a remedial approach when addressing learning gaps over time. With sufficient state support, CCEE is positioned to provide LEAs with professional learning opportunities that guide the effective use of diagnostic and formative assessments, curricular resources, best practices for contacting and re-engaging disengaged students, and models for providing supplemental instruction and support based on current research to increase the capacity of local educational agencies to accelerate learning and address the socio-emotional needs of students. The CCEE can also provide this high-quality professional development in a manner that is consistent with the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4.

APPENDIX

PURPOSE OF CCEE

CCEE is a statewide agency established to **advise and assist** LEAs (school districts, county superintendent of schools, and charter schools) in achieving the goals set forth in a LCAP by **facilitating continuous improvement** within California's system of public school support.

AREAS OF EXPERTISE, EXPERIENCE, AND RECORD OF SUCCESS

- Strengthening the quality of teaching
- Improving the quality of school district and school site leadership
- Addressing the needs of underserved student groups
- Leading with strategies, resources, and tools to accelerate learning and re-engage students

PROFESSIONAL LEARNING RESOURCES

- **Continuity of Learning Playbooks** - Developed to support LEAs in the transition to distance or hybrid learning
- **Distance Learning Consortium** - Collaborated with county offices to develop PreK-12 curriculum and resources for educators across California
- **Setting up Virtual Learning Systems/CUE Module Series** - Hosted live sessions to support teachers, administrators, school site, and district leaders in blended and online instruction
- **SELPA Lead Distance Learning Modules** - Partnered with CDE and the System of Support SELPA Leads to develop modules and resources to support special education leaders
- **Learning Acceleration Series** - Supported instructional teams in developing knowledge, skills, and mindsets to design strong teaching and learning experiences
- **"Hot Topics" in Technology + Pedagogy** - Partnered with the Distance Learning Consortium to develop resources vetted by the field to address "hot topics" in distance and blended learning best practices, MTSS and SEL, historically marginalized students, and family engagement
- **Field Guide for Accelerating Learning, Equity, and Well-being** - Developed to support leadership teams reimagine leading and learning to develop their educational systems and serve their communities
- **Leading Forward in 2021** - Launched a FREE conference series to accelerate learning and rebuild strong school communities. Designed to engage a wider stakeholder audience, this conference series offers meaningful learning opportunities (e.g., CEUs, certificates) for teachers, paraeducators, administrators, LEA leaders, and parents.

STRATEGY AND INITIATIVES TO SHARE LESSONS LEARNED AND BEST PRACTICES

- **Health & Safety Guidebook** - Developed to support LEAs in safely returning to in-person instruction
- **#ComeBackCASchools** - Launched in July 2020 to highlight LEAs navigating the complexity of COVID-19 to feature LEA collaborative partnerships and "applied" experiences with supporting distance learning and transitioning to in-person instruction
- **Community Engagement Initiative** - Serves as a co-lead in managing and facilitating the work of the statewide Community Engagement Initiative (CEI) and its resources, intended to build the capacity of school districts to authentically engage their communities
- **Advancing Equity Initiative** - Collaborating with CAAASA, CALSA, SDCOE Equity Lead, and SCCOE Equity Lead to evaluate resources and the degree to which they advance equity
- **Leading Forward Podcast** invites listeners to reflect on the lessons learned from 2020, learn about key research from recognized experts, and gain inspiration from promising practices applied by practitioners in the field