

News & Announcements

REQUESTS FOR APPLICATIONS

The [Community Engagement Initiative](#) (CEI) invites LEAs to join the following six districts in the second cohort of its Peer Leading and Learning Network (PLLN):

- Chino Valley USD
- Moreno Valley USD
- Riverside USD
- Val Verde USD
- Pajaro Valley USD
- Upper Lake USD

Click [here](#) to learn more about how the CEI's PLLN builds capacity for authentic community engagement.

- Click [here](#) for the RFA.
- Applications Due: **September 28, 2020 at 9:00am.**
- Click [here](#) for a flyer.



PUBLICATIONS

CCEE Executive Director, Tom Armelino, provides commentary on [EdSource](#) regarding the requirements for "rigor" through distance learning. Click [here](#) to review the full article.

RESOURCES

CCEE, in collaboration with the System of Support partners, curated [resources](#) to support LEAs with the Learning Continuity and Attendance Plans. Click [here](#) for the System of Support Update from 8/21/2020.

System of Support

As the deadline for the Learning Continuity and Attendance Plans nears, the California Collaborative for Educational Excellence (CCEE) has put together resources to support your efforts to help LEA leaders complete their plan. These resources provide *Strategies to Consider* for each prompt in the [Learning Continuity and Attendance Plan Template](#) followed by a curated list of *Tools and Resources* that provide additional information. Education leaders can use these to prompt their thinking when developing the plan. The tools and resources shared have been developed by state education and health agencies, county offices of education, and leading educational experts in the field to provide support to LEAs in these challenging times. Access all of the [Learning Continuity and Attendance Plan Resources & Supports](#) on our CCEE website.

In addition to providing support for the Learning Continuity Plans, CCEE also continues to coordinate the evaluation for the System of Support to better understand its impact. RTI International, our evaluation partner, administered surveys and conducted interviews to evaluate the work of the Geographic Leads, the SELPA Leads, and the Community Engagement Initiative. Year 1 findings are summarized for the [Geographic Leads](#), the [SELPA Leads](#), and the Community Engagement Initiative ([English](#) and [Spanish](#)). The evaluation findings are presented in the seven categories of practices for effective education networks that lead to systems change and improved student outcomes.

Learning Acceleration Series

CCEE has partnered with TNTP to provide an eight-part learning series for district and county instructional teams to design strong teaching and learning experiences in the coming year. Drawing on lessons from the [Learning Acceleration Guide](#) and aligned with the requirements of the Learning Continuity and Attendance Plans, TNTP will support instructional leaders at every level of the system to develop the knowledge, skills, and mindsets they'll need to develop an accelerated learning approach, regardless of the instructional setting.

Across California, school systems are grappling with how to accelerate student learning next school year to counter the significant learning loss experts are expecting as a result of the COVID-19 pandemic and extended school closures. Leaders are working to meet the expectations of the state's new Learning Continuity and Attendance Plans while balancing students' socioemotional needs and an ever-evolving myriad of instructional delivery models. To mitigate against the predicted learning loss and account for students' unfinished learning, educators cannot rely on traditional, ineffective methods of remediation. California school systems that serve our most vulnerable learners will require a different approach - one that emphasizes accelerating students' learning and gives them access to the rigorous content they deserve. Click [here](#) for more information about the Learning Acceleration Series.

Health & Safety Guidebook

MINIMIZE RISK TO ACCELERATE LEARNING IN THE ERA OF COVID-19

As we all know, this school year will be like none other, as the ongoing COVID-19 pandemic—and fallout from the extended school facility closures it has caused—adds complexity to the already challenging work of starting a new school year. Now, more than ever, school systems will need to pay particular attention to keeping students safe while ensuring that all students—especially those who are members of vulnerable populations—have access to targeted instruction and the support they need in order to succeed. During these next months, school systems must also focus on addressing the social-emotional needs of students, staff, and families, and on maintaining transparent communication with their school communities through this unprecedented era in education. Increased collaboration with public health systems and officials will bring new perspectives to the running of schools and strengthen the public response to COVID-19. Through it all, California educators will continue to rise to the challenge of mitigating risk while accelerating learning in the era of COVID-19.

In collaboration with California State Board of Education and other technical assistance partners, CCEE has facilitated the development of the Health and Safety Guidebook to support LEA leadership teams plan for and maintain a safe return to in-person instruction that maximizes future equity outcomes and addresses the diverse needs of California's students while adapting to the challenges posed by COVID-19. Building on the [COVID-19 INDUSTRY GUIDANCE: Schools and School Based Program](#), these guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations, as new data and practices emerge.

The Health & Safety Guidebook is intended to provide streamlined access to the most up-to-date state and federal guidance around health and safety decisions that school communities are facing, with rationales, examples, tools, and resources to support decision-making and implementation of efforts to help students re-enter schools, and focuses on the following key areas: 1) Community Health Context, 2) Facilities and School Operations, 3) Safe School Environments, and 4) Cohorts for Safe Learning.

The Guidebook will be available at k12playbook.ccee-ca.org/guidebook, and will be updated regularly as new information, resources, and guidance are available.

Upcoming Events

CCEE Advisory Council Meeting

→ September 18, 2020, 9:00am-12:00pm

In Case You Missed It

DISTANCE LEARNING CONSORTIUM

- KCSOS Distance Learning Lessons (8/7) - Archived [webinar & slides](#)
- SBCSS Professional Learning Modules: Facilitating the Foundations of Distance Learning (8/11) - Archived [webinar & slides](#)
- OCDE FLIP Supplemental Support Modules: Facilitated Learning with Integration & Personalization (8/12) - Archived [webinar & slides](#)
- SDCOE Units of Study for Distance Learning: An Integrated & Thematic Approach (8/14) - Archived [webinar & slides](#)

To access the DL Consortium lessons and professional learning resources from KCSOS, SBCSS, and OCDE, click [here](#).

To access the DL Consortium units of study from SDCOE, click [here](#).

Community Health Context	Facilities & School Operations	Safe School Environments	Cohorts for Safe Learning
<p>When can students and staff return to campus?</p> <ul style="list-style-type: none"> ✓ Establish Key Liaisons ✓ Criteria for Reopening ✓ Elementary School Waiver ✓ Early Return for Small Groups ✓ Special Circumstances ✓ Criteria for Considering Closure ✓ Childcare on Campus ✓ Site Specific Protection Plan ✓ Transparent Communications <p>READ</p>	<p>How do we prepare for the return to campus?</p> <ul style="list-style-type: none"> ✓ Use of Space ✓ Nutrition / Meal Services ✓ Cleaning and Disinfecting ✓ Ventilation ✓ Transportation ✓ Reporting an Outbreak ✓ Procurement of Supplies ✓ Technology Considerations <p>READ</p>	<p>What happens when we are back on campus?</p> <ul style="list-style-type: none"> ✓ Protective Equipment ✓ Enhanced Hygiene Practices ✓ Preparing Staff ✓ Entry & Exit From Schools ✓ Daily Symptoms Screening ✓ Testing for COVID-19 & Reporting ✓ Non Allowable Activities ✓ Considerations for Families <p>READ</p>	<p>How can we structure student groups to maximize safety?</p> <ul style="list-style-type: none"> ✓ Cohorting ✓ Cohort Mixing ✓ Small Group Targeted Support ✓ Picking a Scheduling Model <p>READ</p>