

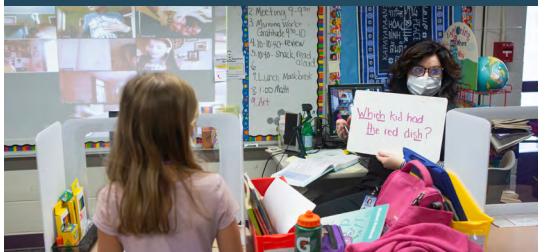
News & Announcements

IN CASE YOU MISSED IT

- [COVID-19 Updates and Public Schools: A Conversation with State Public Health Leaders](#) (11/19)
- [System of Support Update](#) (11/20)
- [Governing Board Meeting](#) (12/3)
- [Navigating a Safe Return to In-Person Instruction: A Conversation with State Public Health Leaders](#) (12/10)

LOOKING AHEAD

- [CCEE Newsletter - Instructional Supports](#) (Jan. 2021)



Resources to Support Safe Learning Environments

- [CDPH Quarantine Guidance](#) (12/14)
- [CDPH School Guidance FAQs](#)
- [COVID-19 Industry Guidance: Schools & School-Based Programs](#)
- [CDPH School Reopening Framework](#)
- [CDPH Guidance for Small Cohorts/ Groups of Children and Youth](#)
- [CDPH Guidance for Youth and Recreational Adult Sports](#) (12/14)
- [Elementary School Waiver Process](#)
- [Cal/OSHA Emergency Temporary Standards, Information, & Resources](#)
- [COVID-19 Model Prevention Program \(Fillable Word Document\)](#)

How are Schools Impacted by the Updated State Guidance?

CONTINUED CONVERSATIONS WITH STATE PUBLIC HEALTH LEADERS

On behalf of the Administration, CCEE hosted statewide webinars on [November 19th](#) and [December 10th](#) to engage state public health leaders in conversations regarding the latest COVID-19 trends, related state guidance, and its impact on local educational agencies.

In the most recent webinar, Dr. Erica Pan, Acting State Public Health Officer from the California Department of Public Health (CDPH), shared the latest insights regarding the [phased allocation](#) of the COVID-19 vaccine, revealing that teachers and school staff will be included in Phase 1B of the proposed [Phase 1 Sequence](#). Subsequent to Phase 1A, which allocates vaccines for healthcare personnel and long-term care facility residents, Phase 1B will prioritize essential workers, which include the education sector, food & agriculture, utilities, police, firefighters, corrections officers, and transportation. Phase 1C will include adults with high-risk medical conditions. Dr. Pan also spoke on CDPH's [updated guidance](#) on testing and its [Playbook to Stand Up Community-Based Collection Sites](#), as it applies to schools. Click [here](#) to view the archived recording of the 12/10 webinar.

The CDPH Community Vaccine Advisory Committee will be hosting a meeting on Wednesday, December 16th from 3:00pm-6:00pm to provide input on efforts to resolve barriers to equitable vaccine implementation and decision-making. The meeting will be [livestreamed via YouTube](#).

A Conversation with Dr. Catlin Tucker

HYBRID LEARNING: THE GATEWAY TO REOPENING SCHOOLS

Although distance learning has been the primary instructional model for many LEAs during these past eight months, hybrid learning has always been the next step along the pathway to offering in-person instruction. This month's newsletter features tools, resources, and best practices to help educators maximize students' learning experiences in this new era of online and blended learning, as they continue to reimagine teaching and learning through an equity lens.

[Dr. Catlin Tucker](#), a bestselling author, international trainer, keynote speaker, course creator, and blended learning expert, defines blended learning as "the combination of active engaged learning online and active engaged learning offline" ([Tucker, 2019](#)). In a recent interview with CCEE, Dr. Tucker shares how various blended learning models can be effectively integrated in a hybrid schedule to enhance student engagement and create genuine moments of connection, while also maintaining instructional momentum.

Continued on page 2

Continued from page 1

Released in a three-part series, the discussion will be posted on the Hot Topics [page](#) of the CCEE website, and will include Q&A text, video/audio clips, and resources. [Part I](#) will delve into the use of a flip-flop design, which supports teachers in "[designing] lessons for the concurrent classroom that allow them to focus on one set of learners at a time" ([Tucker, 2020](#)).

PART I (12/16)	PART II (1/4)	PART III (1/8)
<ul style="list-style-type: none"> Embracing Flipped Learning Setting the Stage for Shifts in Mindset Mindset, Skillset, Toolset Concurrent Classrooms 	<ul style="list-style-type: none"> Establishing Shared Collaborative Virtual Spaces Creating Space for Productive Struggle Supporting Parents with Hybrid Learning 	<ul style="list-style-type: none"> Personalized Learning & Formative Assessments Bringing Back Small Cohorts Hybrid Learning: Getting it Right



Distance Learning Consortium: Hot Topics in Distance Learning

In the midst of the ongoing COVID-19 pandemic, educators are continuing to adapt to evolving public health guidance to support quality distance teaching and learning. Earlier this year, CCEE partnered with a consortium of county offices to develop and share free distance learning resources, units of study, lesson plans, and professional development courses with LEAs and COEs across the state.

Although some LEAs may have planned for or are currently implementing a hybrid learning model, the possibility of implementing a distance learning only model is becoming more of a reality for many LEAs due to potential COVID-19 outbreaks. To address these ongoing areas of need for LEAs, CCEE continued its partnership with the Distance Learning Consortium (DL) to design and develop a "[Hot Topics](#)" in [Distance Learning](#) series. Designed to leverage valuable resources, tools, and strategies vetted by the field, each "Hot Topic" includes recorded sessions and a toolkit with actionable resources that educational stakeholders can learn from and implement immediately. With teachers comprising 45% of the participants in the DL Consortium webinars hosted in August, CCEE tapped into the expertise of teachers and school administrators from the DL Consortium county offices to build out these resources. "Hot Topics" include the following:

- [Distance Learning for Historically Marginalized Populations](#) - San Diego COE
- [Distance Teaching and Learning Best Practices](#) - Kern CSOS
- [Multi-Tiered SEL and Mental Health in Distance Learning](#) - Orange CDE
- [Leveraging Family Engagement to Foster Student Success in Distance Learning](#) - San Bernardino CSS



Resources from the "[Hot Topics](#)" in [Distance Learning](#) series are now available on CCEE's [Distance Teaching and Learning page](#).

Resources to Support Online & Blended Learning

- [Field Guide for Accelerating Learning, Equity, and Well-being](#)
 - [Tools to Help School Leaders Select Scheduling Options](#)
 - [Personalized Planning Guide to Help You Get Started](#)
- [Using a Flip Flop Design for the Concurrent Classroom](#) (Tucker, 2020)
- [Balance with Blended Learning](#) (Tucker, 2020)
- [Leveraging Distance Learning to Support Blended Learning with Catlin Tucker](#) (CCEE Webinar, 6/22)
- [Creating Safe & Supportive Classrooms in Distance Learning Environments](#)

Local Efforts to Support Reopening: Areas of Success

- **Hemet USD** distributed multiple surveys to solicit input from students, staff, and parents regarding areas of success and areas of improvement for online learning. Based on the feedback received, Hemet USD placed an SEL screener for all grade levels, in conjunction with the Riverside University Health System. This allows the district to assess students and route the appropriate resources to those in need.
- **Redding SD** assessed all students and assigned tutors to every campus to address gaps identified in reading and math assessments. In addition to purchasing Brainfuse, an online tutoring program to support students in distance learning, the district also invested in additional time with instructional aides to support students with homework and classwork.