

News & Announcements

REQUESTS FOR PROPOSALS (RFP)

Development and Delivery of
Resources and Services to Support
Professional Learning Activities for LEAs

- Click [here](#) to learn more.
- Review of Proposals begins Monday,
October 26, 2020

JOIN OUR TEAM

- Assistant Director, Professional
Learning and Leadership
Development
- Senior Manager, Instructional
Systems and Innovation
- Administrative Assistant II

Visit the [Careers page](#) on the CCEE
[website](#) to learn more.

System of Support

The Statewide System of Support continues to provide support to county offices of education (COE) and local educational agencies (LEA) to build capacity to meet the needs of student groups, implement effective distance learning strategies, and address issues of equity and social justice. As LEAs continue to implement distance learning and plan for a safe return to in-person and hybrid instruction, the SOS is improving its strategies to communicate with and connect LEAs to the resources they need most through the regular [System of Support Updates](#) and the [updated CCEE System of Support webpage](#).


CCEE is working collaboratively with CDE to plan for the October 29 All Leads meeting. This meeting is an opportunity for Lead Agencies to learn about each other's work, find resources to support COEs and LEAs, and introduce new initiatives to the System of Support. These new initiatives include:

- 21st Century California School Leadership Academy ([21CSLA](#))
- Special Education Educator Workforce Investment Grant ([SE EWIG](#))
 - California Coalition for Inclusive Literacy ([CCIL](#)) facilitated by [CAST](#)
- English Learner Roadmap Educator Workforce Investment Grant ([ELR EWIG](#))
 - English Learner Roadmap Implementation for Systemic Excellence! ([EL RISE!](#)) facilitated by [Californians Together](#)
 - Multilingual California Project ([MCAP](#)) facilitated by [CABE](#)

Distance Learning Strategies


FIRST MONTHS OF SCHOOL: WHAT HAVE WE LEARNED?

Our educational system is in the most extreme re-envisioning and retooling process in history. For many, school is no longer a building, but a dedicated URL, a screen, and a new toolbox of online instructional strategies. So, what has been learned since mid-March that has informed the first months of school?

FOCUS. Address the most urgent needs first. Successful schools and districts focus on the basics. They concentrate on infrastructure, attendance, and maintaining system coherence. Then they turn to curriculum, instruction, and assessment and the specific needs of students at risk of sustaining deep learning losses. Teachers focus in similar ways by reaching the child first, then bridging to the content.  [Aspirations for Student Culture & Learning During Distance Learning](#) - Instruction Partners

ENGAGEMENT. At the heart of engagement are relationships. Educators have always understood the challenges of school engagement but never with this sense of immediacy. Fortunately, in this two-dimensional world we inhabit, the fundamental understanding that school—in whatever way it manifests—is based in relationships, has remained constant. Teachers and staff also need engagement opportunities that focus on wellness and managing the stress of our changing educational context.

 [CASEL's Resources to Support SEL During COVID-19](#)

BASICS. What was always important is even more so now. The pandemic has exponentially increased the need for professional learning, especially for teachers to successfully shift to online learning. However, stay focused on the basics of teaching and learning. Remind educators of the importance of building relationships with students, structures, clarity of the outcome and demonstration of student learning.  [Best Practices in Online Instruction](#) - CUE

For ideas and resources to support you, please visit the [CCEE website](#) and the [Continuity of Learning Resources](#).



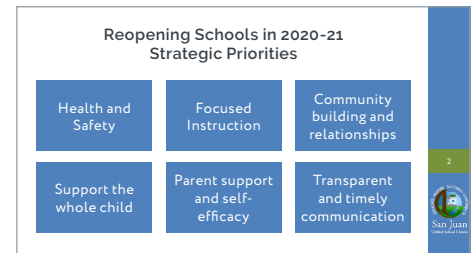
Click [here](#) to read the full commentary.

#ComeBackCASchools

COLLABORATIVE APPROACHES TO GETTING BACK TO SCHOOL

With evolving state guidelines and considerations, local partnerships are critical in ensuring a safe return to schools. The [#ComeBackCASchools](#) campaign spotlights LEAs' collaborative approaches to support instruction and address all potential factors that could influence the continuity of learning.

CCEE's spotlight on [San Juan Unified School District \(SJUSD\)](#) showcases the long-standing partnership between SJUSD and its teacher union, the San Juan Teachers Association (SJTA), that allowed for the last-minute shift back to distance learning more manageable. Built on a foundation of trust, this collaborative relationship operates from a theory of action and a core set of shared beliefs, which guided SJUSD's [strategic priorities](#) for the 2020-21 school year.



"It goes back to one of our main rules, 'there are no surprises,' and we try to understand each other's political realities even though they are not our own...We do not ask each other to compromise our integrity or our values in our roles in order to meet each others' interest but - this is where the relationship comes in - we do try innovative and creative options because we do trust each other to have those unusual approaches."

- Shannon Brown, Executive Director, SJTA

[Click here to listen to the full audio clip.](#)

COLLABORATE

As early adopters of the [Peer Assistance and Review \(PAR\)](#) program in California, SJUSD and SJTA established the [SJUSD PAR](#) program in 2000. Governed by a joint union-management board, this program strives to ensure high-quality teaching and learning for all students, provide support for veteran teachers by teacher leaders, and foster a collaborative partnership built upon trust and transparency between the district and union. Thus, it comes as no surprise this partnership continues to be the cornerstone of innovation and collaboration, guiding many of the district's initiatives to support educators and students with high-quality learning environments and outcomes. The systemic processes in place allowed for the rapid response of the district and association teams to implement new initiatives and programs during the pandemic.

LISTEN

SJUSD takes an inclusive approach to continuous improvement, actively listening to stakeholder feedback to continually refine and revise its processes. In response to the concerns shared by parents and staff regarding the 2020-21 school year, district and union leadership came together to support its educators in developing consistent and aligned curriculum options for distance learning. Stakeholder input also supported the iterative process of drafting, reviewing, and revising instructional recommendations that informed the draft [Learning Continuity and Attendance Plan](#) presented to the SJUSD school board on September 8, 2020.

COMMUNICATE

SJUSD's communication process applies a networked approach through its district, site, and association leaders to identify and address significant "pressure points." The collective group actively works together to strategize, create, and revise communication plans to effectively push out information to various stakeholder groups. These collaborative partnerships result in a fluid process, in which each team "[carries] the water in terms of communication in different ways."

[Click here to listen to the full audio clip of Melissa Bassenelli, Deputy Superintendent of Schools and Student Support, SJUSD.](#)

In Case You Missed It

Click [here](#) for the archived webinar and slides for *Introduction to the Health & Safety Guidebook: Tools and Resources to Support a Safe Return to Schools.*