2020-2021 Agency Priority Goals

Evolving Theory of Action

Working with CCEE will...

focus on strategies to change PRACTICE...

Knowlege: content, information, tools, processes

Capacity Building around CI & Equity

Mindset: beliefs, values implicit biases

Outputs:
Changes in the **system** as a result of changes in the participants' knowlege, practice, and mindset

Student Outcomes

How does our work change knowledge, practice, and mindset around the impact that implementing continuous improvement processes with an equity-oriented perspective has on outcomes for students?

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2020-2021 Agency Priority Goals

The Agency Priority Goals are aligned to these areas:

→ Direct Technical Assistance   → Professional Learning

→ System of Support   → Research and Development

To be responsive to the changing needs of LEAs in the time of COVID-19, CCEE has adapted its agency priority goals to focus on short term activities (July-December 2020). This will allow for CCEE to continue to be agile and adaptive as we collaborate with partners, and develop of tools and resources to meet the current need.

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2020-2021 Agency Priority Goals

- **Direct Technical Assistance:** Support LEAs currently receiving DTA and address the expansion of this support to other LEAs in need.

- **Professional Learning:** Identify, expand, and develop professional learning resources focused on high priority topics that emerge throughout the school year to build LEA capacity and improve student outcomes.

- **System of Support:** Facilitate the development and implementation of structures, relationships, and processes to support the expansion of the System of Support for LEAs.

- **Research & Development:** Design and implement strategy and initiatives to share lessons learned from our work and best practices from the field.

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Goal 1: Direct Technical Assistance (DTA)

Support LEAs currently receiving DTA and address the expansion of this support to other LEAs in need

- Ongoing engagement, communication, and progress monitoring with LEAs, in partnership with COEs and other partners, focused on quality learning continuity and student learning/engagement. Including:

  → Vallejo City Unified School District

  → Salinas Union High School District

  → Inglewood Unified School District

Goal 1: Direct Technical Assistance (DTA)

Support LEAs currently receiving DTA and address the expansion of this support to other LEAs in need

- Complete Systemic Instructional Reviews (SIR modified) for Sacramento City USD, Oakland USD, and Mt. Diablo USD, as appropriate.

- Expand access of DTA resources and learnings by developing materials that can be accessed by all (e.g. Learning Acceleration Webinar and Series, Continuity of Learning Playbooks, DL Consortium)

Learning Acceleration Webinar and Series

Partnership with TNTP using their Learning Acceleration Guide

- Learning Acceleration Webinar: July 22nd overview of guide
- Learning Acceleration Series: 8 session series for LEA teams, including teachers and principals, in planning and problem solving their instructional response for the 2020-2021 school year. Topics include:
  - → Understanding a learning acceleration and a remediation approach
  - → Adapting scope & sequence/pacing guidance
  - → Increasing student engagement & ownership in virtual delivery

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Goal 2: Professional Learning Resources

Increase focus on review and development of professional learning resources that emphasize high priority topics throughout the school year to build LEA capacity and improve student outcomes

- Develop and disseminate resources to support knowledge and best practices gained from direct technical assistance and research initiatives

- Refine CCEE communication and engagement strategies to increase accessibility to and use of resources

- Build partnerships and networks to provide rapid responses to support LEA high priority needs to support teaching and learning during COVID-19

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Summary of COVID-19 Resources

Quality (Q) 4.60

Relevance (R) 4.69

Usability (U) 4.53

318 Total Sessions*

108 Modules

189 Multi-Sessions

21 Office Hours/Coaching Sessions

10,122 Participants

38,953 Resource Views

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*As of 6/30/20

Increased Focus on Professional Learning

Apply theory of action as a framework to design, develop, and evaluate professional learning and leverage partnerships to support LEAs in addressing needs that promote the continuity and acceleration of learning through an equity-lens:

➜ Expand Continuity of Learning Playbook

➜ Continue Equity Series

➜ Support Educators with Distance and Online/Hybrid Teaching and Learning

Strategic Engagement & Partnerships

- Improve website functionality to organize and filter resources and enhance access and usability

- Leverage partnerships to spotlight collaborative approaches to support a safe return

- Share resources and practices to facilitate dialogue among LEAs to support each other during the pandemic

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https://comebackcalifornia.org/

Continuity of Learning Playbooks

- Responding to needs identified from initial conversations with LEA leaders
- Integrating systems approach from SIR with focus on immediate needs to support Teaching and Learning during Spring 2020
- Identify LEA-created practices and tools based on QRU (Quality, Relevance, Usability) framework
- Focus on measurable student outcomes
- Anchored in equity

k12playbook.ccee-ca.org

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Continuity of Learning Playbooks – Next Steps

Health & Safety Guidebook

- Provide framework for decision-making at county, district, and school-site levels
- Include examples and rationales for LEA decisions
- Support communications with immediately usable tools and resources

Updates/expansion of Continuity of Learning Playbooks to:

- Reflect latest guidance and best practices
- Make Distance Learning Playbook more robust
- Develop implementation tools
- Create direct alignments with Health & Safety Guidebook

Distance Learning Consortium

- A collaboration between CCEE, Kern, Orange, San Bernardino, and San Diego COEs to build and share distance learning content across CA in response to COVID-19 school closures:

  → TK-12 lessons

  → TK-12 Units of study

  → Tier 2 project based units of study, including screener

  → Early Childhood professional development.

- DL Consortium Webinars: July 17th overview and deeper dives by each COE in the consortium occurring in August.

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* Link to DL Consortium content

Goal 3: Facilitating the System of Support

Facilitate the development and implementation of structures, relationships, and processes to support the expansion of the System of Support for LEAs

- Facilitate the SOS Coordination Team to ensure integration of 21CSLA and coherence across lead agency activities

- Grow practices, mindsets, and system changes needed to increase capacity to address systemic bias and inequities within the current system

- Expand the use of evaluation data and data protocols to continuously improve the System of Support and 21CSLA

Goal 3: Facilitating the System of Support

- Coordinate communication across lead agencies to ensure resources are shared and implemented where needed

- Collect, curate, and disseminate resources and tools to support the development of Learning Continuity and Attendance Plans

- Measure and communicate the impact of the System of Support and the lead agencies (such as 18-Month Evaluation Findings)

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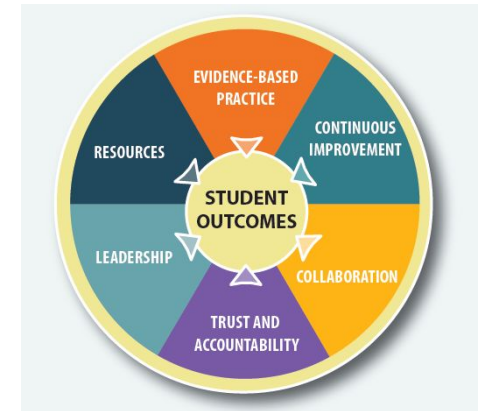
Goal 4: Research & Development

Design and implement strategy and initiatives to share lessons learned from our work and best practices from the field.

- Develop and share data analysis tools, processes, and resources to support data inquiry with LEA teams

- Define and identify LEA "models of continuous improvement"

- Refine and integrate QRU (Quality-Relevance-Usability) rubric to support the identification and development of resources

Resources to Support LEA Data Inquiry

- Based on work to date with LEAs

- Link data to make meaning

- Tools to support LEA data inquiry processes and next steps
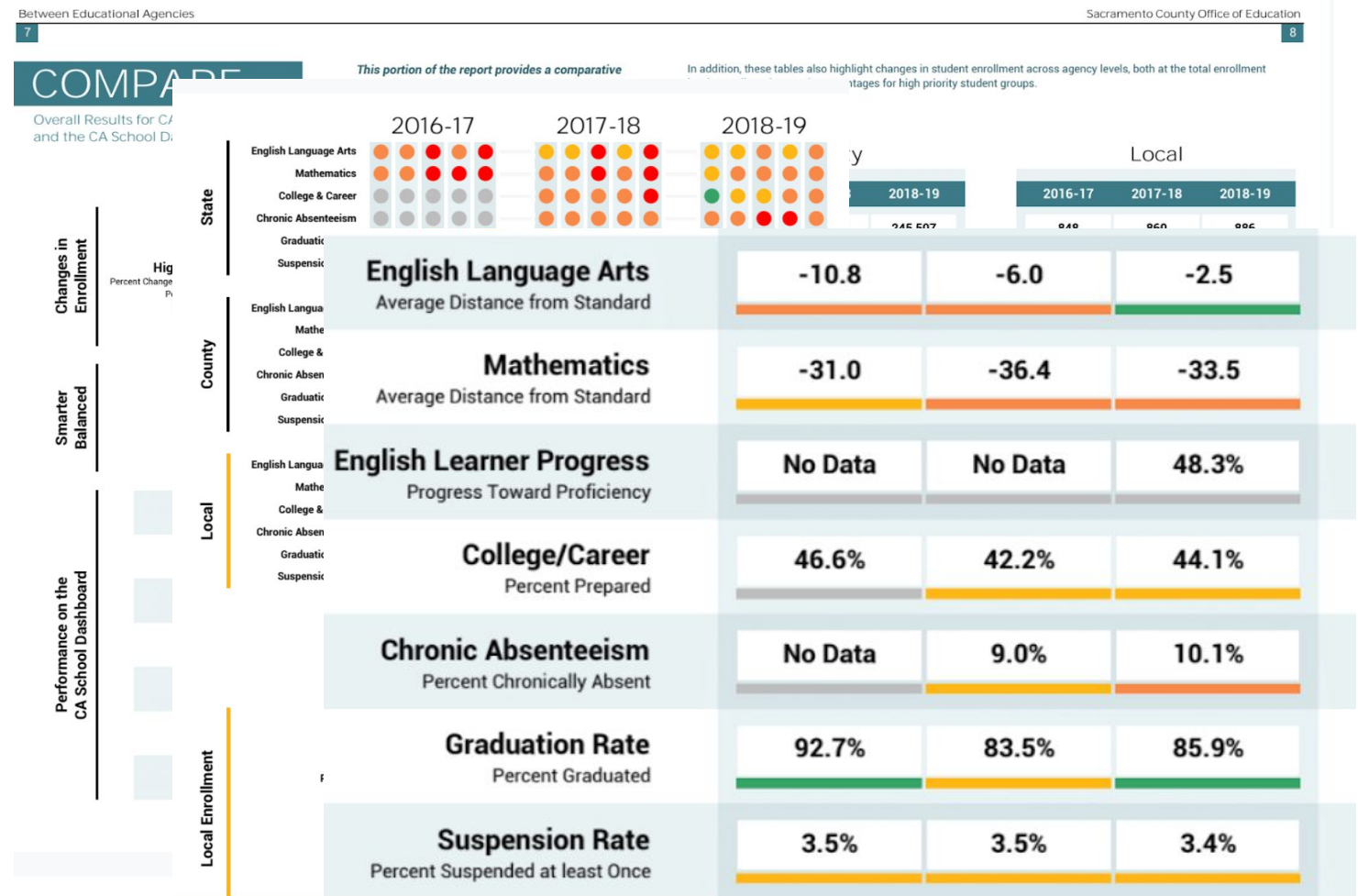
Models of Continuous Improvement

- Build on initial 2019-20 work examining models of continuous improvement in SWD/suspension rate data, and expanded to analyze all Dashboard indicators for all Districts

- Define quantitative/qualitative process for identifying LEA models of continuous improvement:

  → Showing consistent improvement over time

  → Systemic processes in place

- Refine process to reflect current context (2020 Dashboard; restricted access to school/district sites

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Ensuring Quality - Relevance - Usability

- Build in resource development into every initiative to share lessons learned and best practices
  - → SIR tools and resources
  - → SOS evaluation interim results
  - → Professional learning supports

- Ensure feedback measures are built into and responses are incorporated into all development

Q-R-U

☑ **Quality** – Is it based on research, evidence, and best practice?

☑ **Relevance** – Does it provide guidance specific to context/user?

☑ **Usability** – Can it be applied immediately, without requiring time-consuming adaptations?

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Next Steps

- August: Finalize agency priority goals and develop project and individual workplans for 2020-21

- October: Provide Board updates on key projects

- December: Provide mid-year updates
    - → Review progress across priority goals
    - → Determine any changes for the rest of the year