

November 30, 2021

2021 - 2022 California Collaborative for Educational Excellence Update

Assembly Budget Subcommittee #2

WHAT ARE THE REPORTED REASONS FOR DECLINING ENROLLMENT AND AVERAGE DAILY ATTENDANCE (ADA)?

State and national data show some families have expressed hesitation to return to in-person learning, citing reasons related to physical, mental, and emotional safety. Physical safety concerns are attributed to under-resourced school facilities and school discipline policies. Further, families of color have reported fears of xenophobic and racist harassment against students and families of color, with significant impacts on Asian American students in particular. ([US Dept. of Education, 2021](#)). California families have reported leaving attendance areas due to the high cost of living, unemployment, and limited affordable housing ([EdSource, October 18, 2021](#)). Highlighted below are a few notable reported reasons attributed to general conflicts and the social-emotional and mental health challenges impacting engagement.

General Conflicts with School Engagement

- Vaccine disagreements and [lagging vaccination rates](#)- disproportionately impact students of color and increase social-emotional stress on students and families
- Families, parents choose to stay home for minor symptoms or being told to test/stay in quarantine
- Teacher sub-shortages and families disengaged with revolving in and out of school due to exposure and quarantine rules
- Quarantine zoom fatigue and reluctance, and the inability of parents/families to deal with work at home
- Independent study and lack of work completion by students is consistent with reports of ADA decline
- Learning Pods taking root nationally and in California due to covid and related curriculum concerns
- County Health Dept. different expectations from county-to-county creates confusion

Social-Emotional and Mental Health Challenges

Students Today	Teachers Today	Systems of Support (U.S. Adults)
<ul style="list-style-type: none"> ● 7 out of 10 teens are struggling with mental health¹ ● Self-harm insurance claims up 99.8% for teens in 2020² ● The mental health effects of the pandemic are expected to last 9 years³ 	<ul style="list-style-type: none"> ● 77% report physical symptoms from stress⁴ ● Higher burnout rate than ever before⁵ ● High flee and retirement rate⁵ 	<ul style="list-style-type: none"> ● Depression rate tripled- from 8% to 27%⁶ ● 40% of adults report struggling with mental health or substance abuse in 2020⁷

References are sourced from the [CalHope](#) and Sacramento County Office of Education project to support the Social Emotional Learning Community of Practice across all county offices of education.

HOW DOES DECLINING ENROLLMENT AFFECT EFFORTS TO ACCELERATE PROGRESS AND LEARNING?

Local educational agencies (LEAs) that have historically confronted opportunity and achievement gaps under the best of circumstances continue to encounter exacerbated disparities that will impact students' academic, social, emotional, health, and physical safety needs. These pre-pandemic disparities in access and opportunities deepened through the pandemic disproportionately affect students of color, multilingual learners, students with disabilities, and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students, with even more significant impacts on their learning.

- Makes recovery difficult — must not only accelerate but amplify intensive interventions and expanded opportunities to learn
- Compounds literacy and behavioral deregulation
- Impacts continuity of professional learning programs (e.g., requires scaling up support to position county offices to build the capacity of local educational agencies around the common implementation of high-quality, evidence-based interventions)
- Strains resources to support learning, such as the coordination and expansion of multi-agency partnerships and partner with outside agencies (e.g., Kern County Office of Education partnering with AmeriCorps to provide tutoring support and accelerate learning)

“Fluctuations in the programs as well as students moving from one program to the next not allowing for consistency in learning both social/emotional and academics.”

Educator from Shasta County

“We are already a district that is rural, underserved, and underfunded to meet the needs that come with being rural and underserved. Also, my newly enrolled students have just been traumatized by a life transition from metropolitan to rural, and they are temporarily (hopefully, only temporarily) homeless. This trauma impacts their ability to focus on new lessons and new content in their new classrooms with unfamiliar teachers at an unfamiliar school with unfamiliar classmates.”

Educator from Monterey County

WHAT IS THE STATE DOING AND WHAT IS THE CCEE DOING TO SUPPORT LEAs?

Patterns of Disruption Requires a Reliable Onramp to Support Students and Staff

The 2021-2022 pre-K and TK–12 education budget package provides significant investments in community schools, expanded learning, universal prekindergarten, and a multitude of professional learning opportunities. The budget prioritizes programs that are necessary to build a stable “onramp” or infrastructure to support professional learning through the following foundational components:

- Social-emotional learning
- Mental health and well-being
- Evidence-based practices for accelerating progress/learning
- Science of learning and development whole child design

Table 1 summarizes these statewide initiatives and the programs that CCEE is directly supporting for 2021-2022. Specifically, the CCEE is authorized to collaborate on the following:

- Identifying a county office of education to lead the selection and curation of a repository of high-quality open educational resources for local educational agencies in partnership with the California Department of Education (CDE) and the State Board of Education (SBE),
- Selecting local educational agencies to develop evidence-based professional learning opportunities to support literacy in partnership with the California Department of Education (CDE) and the State Board of Education (SBE),
- Selecting a county office(s) of education to develop evidence-based practices to support learning acceleration in partnership with the State Board of Education (SBE), and
- Developing resources to support local educational agencies with the effective use of in-person instruction and expanded learning funding to maximize pupil outcomes in social-emotional and academic learning.

Education Leader and Policymaker Opportunities

- Build the capacity of the capacity builders
 - Collaborate with teachers to identify effective coaching and supports
 - Build a cohesive Statewide System of Support so local educational agencies know and understand what supports are available
- Focus on teaching and learning
 - Address through the ready availability of teaching and support staff
 - Ensure that school leaders are receiving evidence-based professional development either in-person or virtual learning opportunities (e.g., embedded support)
 - Address whole-child design principles through statewide initiatives (e.g., community schools, expanded learning, early childhood learning)
- Reexamine and readdress one-time funding to stabilize ongoing funding for sustainable programs

County Offices of Education and a Statewide System of Support Opportunities

- Support districts in strengthening capacity and problem-solving (e.g., address issues related to the implementation of independent study, social-emotional well-being, and mental health)
- Address statewide professional learning and support for high need areas among all county offices
 - social-emotional learning and mental health through [CalHOPE](#)
 - proactively build networked communities focused on learning, addressing barriers, integrating supports on high-quality interventions for English Language Arts, math, and English language development
 - data (quantitative and qualitative) to address equity issues
 - focused attention on LCFF student groups intentionally both in funding priorities and problem-solving (e.g., CA students experiencing homeless have almost doubled the state average)
- Focus on whole child design principles (e.g., transform learning settings, align resources equitably and efficiently, redesign of curriculum/instruction, build adult capacity and expertise)

State Legislative Opportunities

- Allowing current initiatives to become established
 - Some statewide initiatives could take one to two years after approval at the state level to take root locally (e.g., CA Scaling up Multi-Tiered Systems of Supports)
- Understanding current issues aren't short term budget issues but require deep collaboration and problem-solving amongst educators
 - to understand how the initial investments will impact, support, and be used to innovate and improve educational outcomes for students
 - to address mental and behavioral health
 - to invest in ongoing statewide capacity and technical assistance
- Helping build long-term sustainability of programs through funding and data systems that allow for the identification of challenges and opportunities statewide (i.e., stability index)
- Supporting small, rural local educational agencies and allowing them to focus on capacity building to address long-term systemic inequities in the system

Local Educational Agency Opportunities

- Using support staff (where available) to address intensive tutoring
- Ensuring data is accurate and there's the ability to address data challenges
- Teaching and learning, all hands on deck (e.g., LEAs offering teachers and district staff several training options that focus on stress reduction, mindfulness, trauma-informed classroom practices, mental health awareness, resiliency, and suicide prevention)
- Utilizing multiple educational partners to help address social-emotional and academic learning challenges
- Engaging Institutes of Higher Education for recruiting and building a sustainable teaching force
- Working with community partners to build healing-centered school investments investing in social workers mental health providers-expanding mental health support with outside contracts/agencies (e.g., ASPIRE/Care Solace)
- Protecting and addressing current staff challenges (certificated, classified and administrative) to prevent retirement flee
- Building elected officials' capacity to focus on teaching and learning
- Addressing accelerating progress in literacy reading, writing, listening, and speaking via high-quality resources, practices (e.g., CCEE and CDE focused on literacy/high-quality resources online, statewide infrastructure)
- Expanding learning opportunities and contract issues that prevent effective use of all team members (i.e., Garden Grove before, during, and on weekends, wellness centers, SEL lessons, mindfulness, wellness for staff)
- Understanding more about the impact of COVID on students and families in a way that is sustainable (e.g., teachers went all-in during the pandemic and continue to make wellness checks with their students, pressure on families to keep up with studies, extra and co-curricular activities, and financial burdens due to job loss and COVID-19 impacts)

Table 1. Select 2021-2022 Statewide Initiatives to Support Professional Learning

Topic	Description	Reference/Funding
Professional Learning to Support In-Person Instruction & Expanded Learning	Provide local educational agencies with professional learning resources to support the effective use of funding and maximize pupil outcomes	Assembly Bill 86 , Chapter 10, Statutes of 2021 provides \$6.6 billion and Section 8 appropriates CCEE \$5M General Fund to support LEAs use of funds allocated in Education Code Section 43521
High-Quality Online Instructional Materials	Designate a COE to identify and curate a repository of high quality open educational resources for use by LEAs	Section 144 of Assembly Bill 130 , Chapter 44, Statutes of 2021 revised in Section 41 of Assembly Bill 167 , Chapter 252, Statutes of 2021; provides \$15M in one-time General Fund, no more than 3%, \$450K can be used for evaluation
Professional Learning to Support Literacy	Provide professional learning opportunities for educators in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils’ executive functioning skills to strengthen reading instruction for all pupils	Section 145 of Assembly Bill 130 , Chapter 44, Statutes of 2021; provides \$10M in one-time General Fund, \$200K can be used for evaluation
Evidence-Based Learning Acceleration	Establish, in partnership with (a) selected COE(s), a statewide professional development infrastructure to expand the use of evidence-based accelerated learning strategies in mathematics, literacy, and language development	Section 152 of Assembly Bill 130 , Chapter 44, Statutes of 2021 revised in Section 43 of Assembly Bill 167 , Chapter 252, Statutes of 2021; provides \$50M one-time General Fund, \$5M to CCEE to support the statewide implementation and evaluation of the program
CA Community Schools Partnership Program	Provide local educational agencies with funding to support community schools through strategies that coordinate and provide health, mental health, and pupil support and implement strategies to coordinate a wide range of initiatives	Section 8 of Assembly Bill 130 , Chapter 44 of Statutes of 2021 codifies Education Code Sections 8900, 8901, and 8902 to establish the California Community Schools Partnership Act and provides \$2.8B General Fund to implement the program (link to timeline, SBE Nov 2021 meeting)
Expanded Learning Opportunities	Provide local educational agencies with funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade through the Expanded Learning Opportunity Grants and Program Support	Item 6100-110-0001 of the 2021–22 Budget Act (Senate Bill 129 , Chapter 69, Statutes of 2021), and Assembly Bill 130 , Chapter 44, Statutes of 2021, as amended by Assembly Bill 167 , Chapter 252, Statutes of 2021; provides \$1B ongoing and \$754M one-time
CA Prekindergarten Planning and Implementation Grant Program	Provide local educational agencies with funding so that by 2025-2026, all California four-year olds will have an option to attend preschool in the year before kindergarten, including Transitional Kindergarten, as part of a mixed delivery system, through Universal Transitional Kindergarten and California Preschool Program	Section 4 of Assembly Bill 130 , Chapter 44 of Statutes of 2021 codifies Article 13.2 commencing with Education Code Section 8281.5 to establish the program and appropriates \$600M (larger proposal to support growth to \$2.7B ongoing)

Recommendations for Reimagining Engagement to Support the Whole Child

Eliminating the disruptions to engagement and strengthening the continuity of learning will require the state to stay the course with professional learning (e.g., select programs outlined in Table 1). Now is the time to continue to invest in the statewide professional learning infrastructure that supports whole child design without adding new initiatives. Learning is social, emotional, and academic and these components must be integrated and not addressed separately. The 2021-2022 budget passed by the Legislature and signed by the Governor reinforce these priorities.

The California Collaborative for Educational Excellence (CCEE) is identifying ways for local education agencies and educators to access these state initiatives and professional learning opportunities to support the following foundational principles of whole child design:

- Positive Developmental Relationships
- Environments Filled with Safety and Belonging
- Rich Learning Experiences and Knowledge Development
- Development of Skills, Habits, and Mindsets
- Integrated Support Systems

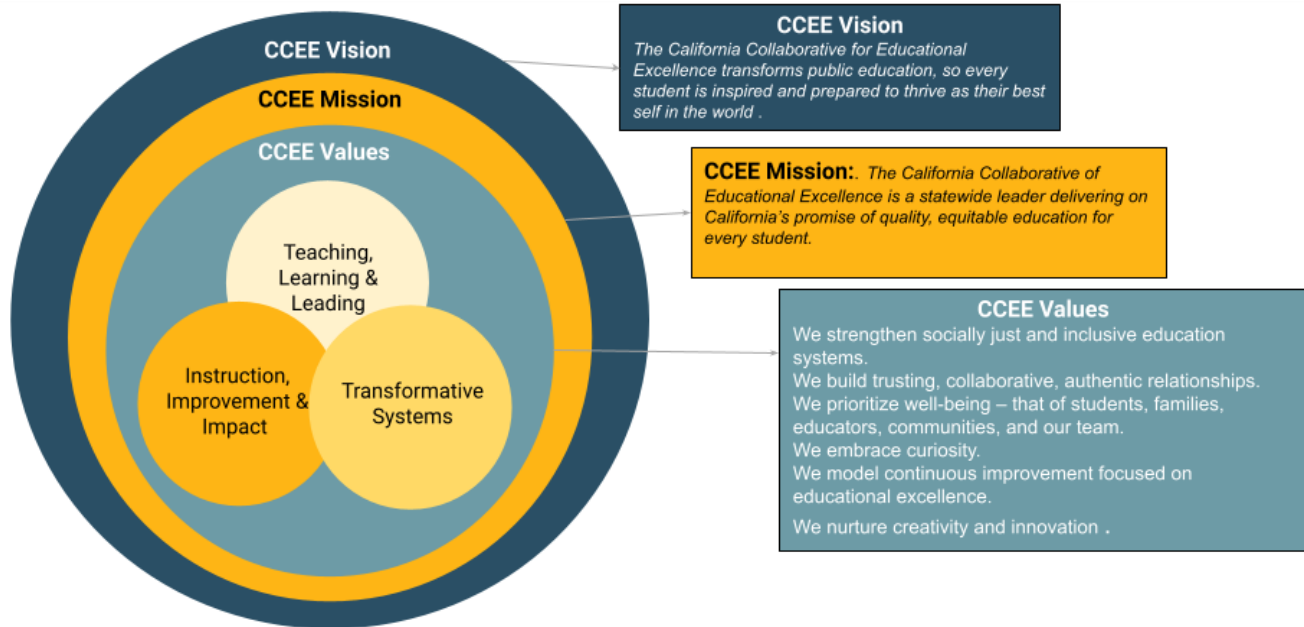
RECOMMENDATIONS

- Allow for the gift and grace of time to implement current initiatives to support students and families.
- Prioritize instruction by strategically weaving in high-quality evidenced-based practices into current instructional frameworks.
- Support flexibility in one-time funds and reporting requirements to focus on continuity of learning through sustainable strategies that are used regularly (e.g., establish schools as the center of learning and wellness).
- Address local educational agencies' needs and support ongoing funding to stabilize recruitment and retention of qualified staff.

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.



Upcoming Professional Learning Sessions

Transforming Education in CA: 2021 Budget Act Investments and Opportunities, on Wednesday, December 8 from 8:00 am to-10:00 am. Small school district leaders will receive free technical assistance on statewide professional initiatives and are encouraged to [register](#) teams including the superintendent, chief business officer, and a board member. Partner: Small School District Association

[Summer Learning: How to create a summer of re-engagement, reconnection, and reimagined learning](#), on Wednesday, December 8 from 3:00 pm to 5:00 pm. TK-12 leaders, educators, and community partners can access free **technical assistance opportunities and resources** and **receive on-the-spot coaching on pressing challenges** to get ready for Summer 2022. [Register now!](#) Partners: California Afterschool Network, California Department of Education, and Partnership for Children and Youth

[Evidence-based Practices for Supplemental Instruction and Support Services](#), on Thursday, December 16 from 1:00 pm to 2:00 pm. TK-12 leaders and educators will receive free technical assistance on using evidence-based practices in the design, implementation, and evaluation of supplemental instruction and support services (e.g., high-impact tutoring). [Register here!](#) Partners: Abdul Latif Jameel Poverty Action Lab (J-PAL) and Kern County Superintendent of Schools with Co-Hosts from the California State Board of Education, California Department of Education, and California Volunteers

[Community Engagement Initiative \(CEI\)](#) supports LEAs with strategies for staff to personalize relationships with students, families, and the larger community to establish inclusive and culturally responsive environments to foster the whole child during the pandemic. The latest collection of CEI resources focus on effective outreach strategies that incorporate cultural competency and building partnerships with other government agencies and community partners.

What's New in CCEE's Professional Learning Resource Collection?

- [English Learner Master Plan Playbook: Developing Equitable Local Education Policies for Multilingual and English Learner Students](#)
- [California African-American Superintendents and Administrators \(CAASA\) Field Guide 4: Planning Forward with Cultural Relevance in the Classroom](#)
- [Designing an Evidence-Based Tutoring Program: A Guide to Core Principles](#)
- [Universal Design for Inclusive Literacy](#)

CCEE is currently supporting Professional Learning Networks (PLNs) and Action Research Initiatives on the following topics:

- Expanded/Summer Learning
- High-Impact Tutoring
- Independent Study
- Systems Leadership
- Universal Design for Learning
- Whole Child

More topics will be offered this Spring 2022. Additional information on CCEE's Teaching, Learning, and Leading Center and its direct technical assistance for school districts will be presented to the CCEE Governing Board at its [December 2, 2021 meeting](#). Updates on the program support for high-quality online instructional materials, literacy, and learning acceleration will also be provided.

For more information, please contact ccee@ccee-ca.org. Learn more about the [CCEE](#) and its [resources](#) and [newsletter](#). Follow us on Twitter and LinkedIn!