

SUMMARY OF YEAR 1 ACTIVITIES

JANUARY–JUNE 2022

The California Center for School Climate (CCSC) is a California Department of Education (CDE) initiative led by WestEd that provides free support and trainings on school climate and data use to local education agencies (LEAs) in California. This summary provides an overview of the CCSC’s major activities and accomplishments between January and June of 2022.

Supports Provided

Following months of planning and outreach, the CDE and WestEd, in partnership with the State Board of Education, officially launched the CCSC’s services in January 2022.¹ A kick-off webinar on January 20, 2022, provided an overview of the CCSC’s available supports, technical assistance, and resources.

Types of Technical Assistance Offered

General technical assistance activities were designed as events open to any LEA. For example, the *school climate annual event, Strengthening School Communities for Resilience*, was a multipart event held on two days in April 2022. It included virtual sessions on family engagement, restorative practices, mental health, and culturally responsive practices. The CCSC also offered a *data use webinar series* consisting of four webinars, one held each month beginning in February 2022. Two of the webinars highlighted data-centered practices and two focused on

¹ Year 1 of the CCSC was July 1, 2021, to June 30, 2022. The first six months were spent in planning and outreach, including recruiting SSLE participants and developing the website. This summary focuses on the second half of Year 1, which involved developing and delivering technical assistance and resources.



“A supportive school environment encourages students to pursue their interests and focuses on the wellbeing of the student population. I feel better going to school knowing that teachers and staff want me to succeed both academically and non-academically.”

**YOUTH ADVISORY TEAM MEMBER,
CALIFORNIA CENTER FOR
SCHOOL CLIMATE**



specific tools and resources. CCSC partnered with two other projects—Project Cal-Well and the National Center to Improve Social and Emotional Learning and School Safety—to host two of these sessions.

The general technical assistance events sometimes featured speakers from LEAs and other organizations, including representatives from the University of California at Davis, the Butte County Office of Education, and Tulare City School District.

Targeted technical assistance activities were intended for smaller audiences, allowing time for participants to engage with one another. For example, the CCSC's *Peer Learning Exchanges* were designed as spaces for education leaders from across the state to connect on a range of timely and relevant school climate topics. Peer Learning Exchange sessions were held monthly from January through May 2022.

The *Safe and Supportive Learning Environments (SSLE) Essentials* is a professional learning course, consisting of eight core sessions, that K–12 district and school staff and administrators can apply to join. The CCSC's first cohort of SSLE participants met approximately biweekly from February through early June 2022. The course aims to develop the mindsets, knowledge, and capacity to infuse trauma-informed, restorative, and culturally responsive practices; social-emotional learning; and school climate and whole-person practices into everyday instruction and experiences. Two optional sessions designed for K–12 leaders focus on sustainable systems and structures to support effective implementation, scale-up, and ongoing improvement of these practices.

Intensive technical assistance activities during this period featured one-on-one assistance such as coaching and consultation, thought partnership, strategic planning, and resources identification to LEAs who reached out or completed a technical assistance form.

Types of Resources Developed

Written resources such as *briefs* provide succinct practical information about specific topics and strategies. One brief, *Restorative Practices Beyond the Classroom: Integrating Practices Into Existing School Processes*, was completed and posted to the website during this period. It included an overview of restorative practices, recommendations for implementing circles, and a vignette about a school using circles.

Additional resources were in development during this period including the toolkit, *Cultivating Caring Relationships at School Toolkit*, which contains 15 activities that support educators in developing positive relationships with students and relationships between students. Most activities have both in-person and virtual adaptations. This toolkit is being created in partnership with the CCSC Youth Advisory Team.

Youth Advisory Team

A Youth Advisory Team comprising five high school students from across the state ensures that youth voices are part of the CCSC. Created by WestEd, the Youth Advisory Team provided the CCSC team with suggestions and feedback on technical assistance supports and participated in co-creating and reviewing resources for the CCSC.

“There’s a lot that students have to offer to conversations about how to make schools a better place to be.”

**CCSC YOUTH ADVISORY
TEAM MEMBER**

Audio resources were also created. The [CCSC audio gallery](#) includes stories of California educators, school and district leaders, students, and family members who are serving the whole-person needs of their communities with practices rooted in equity. Each audiocast includes a transcript, a brief, and questions or issues to consider when listening to help educators adapt what they learn to their local context. Five audiocasts were developed and posted to the CCSC website. They feature stories about co-designing culturally responsive pedagogy with tribal partners, mobilizing after a disaster, engaging partners in a transformation process, fostering family well-being, and centering community engagement in a school design. Finally, WestEd expanded the California Safe and Supportive Schools website to include content related to CCSC with additional user-friendly tools and resources. The [CCSC website](#) was launched in mid-December 2021. [Website pages](#) that feature the resources described above were created and updated on an ongoing basis.

Who the CCSC Reached

Organizations and Individuals Receiving Technical Assistance

During the six months following the launch of technical assistance events and activities, the CCSC provided support and services to more than 728 (unique) individuals. Among these recipients of support or services, 296 California LEAs were represented. The CCSC also supported representatives from other types of organizations in California, including foundations, technical assistance providers, afterschool program providers, community-based organizations, mental health organizations, juvenile-justice organizations, and research organizations. Even local newspaper staff and individuals from other states and countries as far away as Norway received technical assistance from the CCSC.

The table below provides a summary of the number of registrants, attendees, and unique California LEAs represented in the four major CCSC technical assistance events and activities.

Table 1. Number of Registrants, Attendees, and LEAs in CCSC Technical Assistance Events and Activities

Technical Assistance Event/Activity	Number of Registrants	Number of Attendees	Number of LEAs
Annual Virtual Event	528	183	85
Data Use Webinars	1,288	600	201
Peer Learning Exchanges	352	125	68
SSLE Essentials	55	29	23

Overall, technical assistance events and activities that were collaborations with other partners had a larger number of registrants and attendees than those hosted solely by the CCSC. For example, the two webinars co-hosted with Project Cal-Well and the National Center to Improve Social and Emotional Learning and School Safety had higher numbers of attendees. For the SSLE's first cohort of 29 participants, about three-quarters of them completed six or more of the eight SSLE core sessions. Sixteen SSLE participants (representing 13 LEAs) from the first cohort opted to attend the two additional leadership sessions. Of these participants, three-quarters completed both sessions.

Finally, 10 technical assistance requests were received in the first year. Most of these requests were from individuals or LEAs interested in resources, consultations, or Year 2 training opportunities.

Resources Accessed

Since the launch of the CCSC website, there has been steady traffic and views of CCSC resources via CCSC webpages as shown in Table 2.

Table 2. CCSC Website Pages: Launch Dates and Numbers of Views

Website Page	Launch Date	Number of Views
CCSC Overview	12/17/21	4,093
CCSC Events	1/3/22	1,237
Audio Gallery	5/31/21	147
Annual Virtual Event	4/16/22	1,865
Data Use Webinars	2/11/22	640
Peer Learning Exchanges	1/13/22	464
SSLE Essentials	1/13/22	910

Note: "Number of Views" is from launch to June 30, 2022.

What Is the Impact of the CCSC?

While it is early to assess the impact of CCSC services, feedback surveys and in-session Zoom polls included one or two questions related to impact. One question asked respondents about the extent to which they agreed or disagreed that specific session strategies or practices could be applied to their work or shared with others. The other question asked about their intent to use the information or resources provided.

The percentage of respondents who agreed with each statement after their participation in the four major types of technical assistance events and activities is shown in Table 3.

Table 3. Feedback Data from Recipients of CCSC Technical Assistance: Percentage of Respondents Who Agreed With Feedback Question

Feedback Question	Annual Virtual Event	Data Use Webinars	Peer Learning Exchange	SSLE
Session strategies could be applied in their work or shared with others	96% n=53	91% n=58	Not asked	87% n=104
They intend to use the information or resources provided	96% n=53	92% n=108	76% n=51	79% n=104

Note: Response options varied. For questions using a 4- or 5-point scale, agreement was either an Agree or Strongly Agree response. For questions using a 7-point scale, agreement was a value of 5–7 (with 7 defined as Strongly Agree).

Overall, the vast majority of respondents agreed that the technical assistance activities provided applicable and useful information. This suggests that, at least among feedback survey respondents, CCSC technical assistance likely impacted their work. However, most participants did not complete feedback surveys, which tempers the conclusions that can be drawn from these data.

SSLE Participant Voice

Just as student voice is crucial to school climate improvement, participant voice is important to CCSC’s work. Accordingly, another valuable metric of impact is the experience of participants who receive supports, such as the experience of this participant from SSLE’s first cohort.

“The time allocated to talk with others, share honest conversations, and dig deeper into research was very meaningful as it supported me as a site leader and helped me talk through ideas on how to begin applying and implementing what I learned.”