

SUMMARY OF CCSC ACTIVITIES

JULY 2021–JUNE 2024

The California Center for School Climate (CCSC) was a California Department of Education Initiative led by WestEd that provided 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 across its three years of operation.¹

Supports Provided

Following a six-month period of planning and outreach, supports were provided in a tiered approach over three years. In each successive year, CCSC launched new technical assistance (TA) services—TA events and sessions, professional learning, and consultations—to meet the needs of the field.

Types of Technical Assistance Offered

General TA activities were designed as events open to any LEA. For example, an annual *school climate virtual event* was held each spring. The first Annual Event included five sessions, and the Annual Events in years 2 and 3 offered eight and nine sessions respectively. The first Annual Event focused on practices and partnerships to strengthen school communities, then on the power of relationships in supporting positive school climates and strategies, and, finally, on approaches for transforming school climate mindsets and ecosystems. Over time, the number of sessions and partnering LEAs who presented

CCSC BY THE NUMBERS

Professional Services



346

TA services



75

resources

Reach



5,031

participants from
over 616 CA LEAs



73,140

website views



4,961

downloads

Participant Impact



More than **9 out of 10** participants reported that TA information and resources could be applied, shared, and used.

¹ Data on the number of participants, LEAs, and other outreach and feedback data in this summary are data collected up to April 30, 2024, and do not include data for TA activities and resources that were provided after that date.



or co-presented at these events increased and youth, parent, and educator voices were included. The CCSC also offered a *School Climate Data Use webinar series* consisting of webinars that highlighted data use practices or focused on specific data tools or resources to improve school climate and student well-being. Held about monthly during the school year, a total of 19 webinars were offered beginning in February 2022 and ending in May 2024. The CCSC collaborated with other partners including Project Cal-Well; California School Climate, Health, and Learning Surveys (CalSCHLS); the University of California at Santa Barbara; Children Now; CalHOPE; The Children’s Partnerships; and, later, several California county offices of education (COEs) and school districts.

Targeted TA activities were intended for smaller audiences to allow time for participants to engage with one another. The *Peer Learning Exchanges (PLEs)*, renamed the *Virtual Learning Series (VLS)* in year 3, were virtual sessions intended to provide space for educators from across California to connect and share school climate best practices and insights. Open to anyone, the sessions were held about monthly from January 2022 through May 2024, and a total of 19 virtual sessions were provided. In each session, a featured speaker or field partner presented a resource followed by a guided discussion that allowed participants to reflect on how they already may have been supporting the school climate topic that the resource was based on and how they could add to their practice based on the resources. Each session ended with time to share best practices about the topic.

The *Safe and Supportive Learning Environments (SSLE) Essentials course* was a cohort-based professional learning series to which K–12 district and school staff and administrators applied. The course included 9–10 sessions and aimed to develop the mindsets, knowledge, and capacity to infuse trauma-informed, restorative, and culturally responsive practices; social–emotional learning; and topics related to

school climate and the whole person into everyday instruction and experiences. *SSLE Essentials* expanded its supports in year 2 and offered a course for small COE teams that was designed to meet their unique professional development and capacity building needs that emphasized leadership, sustainability, and systems-related content. Based on its success, a similar course was then designed for small district teams. A total of five cohorts participated in this course: three cohorts of individuals and two cohorts comprising COE and LEA teams.

“The idea [from the *SSLE Essentials* course] that students will do well if they can, has made me look at things in a new light. I believe this to be true, and it makes me think twice before I react.”

SSLE ESSENTIALS PARTICIPANT

Two six-session *SSLE Deep Dive* courses were also provided to give K–12 educators and educational leaders an opportunity to dive deeper into specific aspects of SSLE. Two cohorts participated in the *Talking About Race as Healing Practice* series to learn about racial literacy and its role in SSLE. One cohort participated in *Cultivating Compassionate Classrooms*, a course in which participants reflected on their educator identity, purpose, and mindset as a foundation for developing SSLE and then learned strategies to align their teaching practices with those that encourage students to bring their whole selves to the classroom and learning experience.

Based on the needs of the field, the CCSC created other targeted TA activities in years 2 and 3 that combined virtual sessions to allow participants to share challenges and best practices across LEAs with one-on-one assistance such as coaching and consultation, thought partnership, and customized professional learning and support. The *School Climate Data Use Peer Network for LEAs* was

designed to support districts to build local capacity and improve school climate data use practices through opportunities to connect with other districts and engage families and partners through individualized supports. Applications were required to participate in the network, and 16 districts were invited to participate. Each year activities included check-in sessions with CCSC staff and four virtual sessions followed by individualized in-person data use workshops and coaching sessions. Similarly, the *School Climate Data Use Peer Network for COEs*, begun in year 3, also used an application process, and five COEs participated. TA activities included four virtual sessions in which COEs learned from one another and other experts on topics essential to using school climate and other student well-being data to improve outcomes and equity for all students—and individual thought partnerships.

Intensive TA activities featured one-on-one supports for LEAs. Through the *School Climate Collaboratives (SCC)*, CCSC established partnerships with a total of 19 selected LEAs from across the state. Each participating district team met approximately monthly with a CCSC coach; together, the CCSC coach and partner district examined school climate improvement. To support their school climate needs, LEAs identified strategies to help address or learn more about their needs and then selected supports including professional learning, student listening circles (SLC), and family forums.

“The student listening circle is a great way to come together and provide professional learning at the same time [that we are] talking, listening, really hearing from each other. Learning about the SLC was very beneficial to us as a district.”

SCC AND LEA PEER NETWORK PARTICIPANT

Types of Resources Developed

In addition to TA, a range of resources was developed. Written resources such as *briefs* provided a four- to six-page overview of a topic or strategy and often a vignette of a school or district using that strategy or practice, and related resources. [Making Data Meaningful in Educator-to-Family Communication](#) and [Restorative Practices Beyond the Classroom: Integrating Circle Practices into Existing School Processes](#) are two examples. A total of 9 *briefs* were created during the CCSC’s operation.

The [CCSC audio gallery](#) was designed to include 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, resources, and questions for educators to consider when using the audiocasts to help them adapt what they learn to their local context. Over its three years of operation, the CCSC created 16 audiocasts and companion briefs.

More than 40 [webinar recordings](#) presented as part of the School Climate Data Use webinar series, the Virtual Learning Series, and Annual Event keynotes and sessions are available on the CCSC website. In addition, seven *other resources* were developed including the [BeWell Space](#), a website that offers evidenced-based practices, resources, tools, and strategies to support educators’ emotional regulation and well-being; two guides ([Participatory Systems Change for Equity: An Inquiry Guide for Child-, Youth- and Family-Serving Agencies](#) and [Essential Conditions for Advancing and Sustaining Cross-Sector Collaboration: A Reflection Guide for Child-, Youth- and Family-Serving Agencies](#)); a [toolkit](#) that contains 15 low-cost and easy to implement classroom-based activities to promote positive staff–student relationships; a CCSC Youth Advisory Team [video](#) highlighting what creates a positive schools climate, with examples of students’ relationships with school staff; and a [checklist](#) on the key aspects of designing safe and supportive physical environments.

Finally, WestEd continued to manage and expand the [CCSC website](#) housed within the California Safe and Supportive Schools website over its three years of operation. The number and types of new *website landing or web pages* created increased as new TA activities were added each year.

Who the California Center for School Climate Reached

Technical Assistance Participants and Organizations

Over the three years of its operation, CCSC services reached 5,031 participants. Each year the CCSC doubled the number of unique individuals in California served with 3,019 unique individuals served in year 3 compared with 1,525 in year 2 and 728 in year 1. Across all TA activities and years, 616 unique California LEAs were represented, or about half of all California LEAs.

Table 1. Total Number of Registrants, Attendees, and Unique Learning Education Agencies in California Center for School Climate Technical Assistance Events and Activities

TA Event/Activity	Number of Registrants	Number of Attendees	Number of LEAs
Annual Events	2,423	1,254	316
Data Use Webinars	4,082	1,968	460
PLEs/VLS	1,409	720	205
SSLE <i>Essentials</i>	169 individuals 19 teams	89 individuals 17 teams	66
SSLE Deep Dive	203	76	28
LEA Peer Network	30 districts	16	30
COE Peer Network	5 districts	4	5
Collaboratives (SCCs)	31 districts	15	31

Note: For the LEA and COE Peer Networks and the SCCs, the number of registrants represents districts, not individuals. For these activities the number of attendees represents the number of districts who completed all activities for this TA event.

Overall, for general TA activities (Annual Events, data use webinar series, and VLS), nearly half of the individuals who registered for these events **attended**. About a quarter to a third of LEAs were reached by Annual Events and the Data Use webinar series over the CCSC’s three years of operation.

“All told, I thought the conference was excellent, and [I] will be sharing information with my colleagues.”

ANNUAL EVENT PARTICIPANT

For cohort-based TA events in which participation was by application, most of those selected to participate attended. Therefore, we examined reach by looking at the proportion of sessions attended. On average, 78 percent of SSLE *Essential* participants and 74 percent of Deep Dive course participants completed the majority of course sessions (between two thirds to three quarters or more of the total sessions).

Similarly, participants for the LEA and COE Peer Networks and School Climate Collaboratives were selected by application. Reach for these TA events was examined in terms of whether the district or COE completed all of the different types of TA activities that comprise a given TA event. More than half of the LEAs who participated in these TA events completed all the TA activities.

Resources Accessed

Steady views of CCSC resources via CCSC webpages was a consistent feature of the CCSC website as shown in table 2. The number of views increased each year as new resources were added and people viewed resources posted in a previous year.

Table 2. California Center for School Climate Website Pages: Launch Dates and Numbers of Views

Website Page	Launch Date	Number of Views
CCSC Overview	12/17/21	12,424
CCSC Events	1/3/22	16,040
Audio Gallery	5/31/21	1,762
Annual Events	3/16/22 1/19/23 1/15/24	8,400
Data Use Webinars	2/11/22	7,354
PLEs/VLS	1/13/22	2,631
LOE & COE Peer Networks	8/19/22	1,742
SSLE Essentials	1/13/22	4,631
SSLE Deep Dive	12/12/22	2,358
Collaboratives	8/19/22	2,846

Note: For annual events, launch dates are the date on which the web page went live for the first, second, and third events, respectively.

Overall, across its three years of operation, there were a total of 73,140 views of CCSC web pages of which 44,673 views were for specific TA activities.

Finally, a total of 75 resources—briefs, audiocasts and companion briefs, webinar recordings, and other resources—were (and remain) available on the CCSC website. There were 4,961 downloads of these resources over the CCSC’s three years in operation.

The Impact of the California Center for School Climate

To explore impact, we used data from 2,377 participants who responded to three feedback questions on surveys and in-session polls across the three years the CCSC provided services. The extent to which respondents agreed with the statements was considered an indicator that CCSC activities had a positive impact on participants’ work.

Perceptions of Use

After completing TA activities, participants were asked the extent to which they agreed or disagreed whether specific strategies or practices could be applied to their work or shared with others. In year 1, these two questions were combined as one question. For the annual event, Data Use webinar series, and SSLE Essentials course that offered services in year 1, the percentage of respondents who provided a response of agree or strongly agree that information could be applied or shared with others ranged from 87 percent to 96 percent.

In years 2 and 3, all TA activities split this question into two questions. The combined percentage of respondents for both years who agreed with each statement is shown in table 3. The majority of respondents reported that they could apply (between 94 percent and 100 percent) and share with others (between 95 percent and 100 percent) strategies and practices offered in these TA events.

Table 3. Feedback Data from Recipients of California Center for School Climate Technical Assistance Events in Years 2 and 3: Percentage of Respondents Who Agreed That Information Could Be Applied or Shared with Others

TA Event	Could be Applied	Could Share With Others
Annual Event	98%	99%
Data Use Webinars	94%	95%
PLEs/VLS	99%	99%
LEA Peer Network	98%	99%
COE Peer Network	94%	95%
SSLE Essentials	100%	100%
SSLE Deep Dive	94%	95%
Collaboratives	99%	98%

In table 4, responses to the third question about whether participants would use the information and resources provided is aggregated across the number of years for which a given TA activity provided services.

Table 4. Feedback Data from Recipients of California Center for School Climate Technical Assistance Events Across All Three Years: Percentage of Respondents Who Agreed That They Would Use the Information and Resources Provided

TA Event	Would Use the Info. and Resources
Annual Event (Y1–Y3)	98%
Data Use Webinars (Y1–Y3)	94%
PLEs/VLS (Y1–Y3)	99%
LEA Peer Network (Y2–Y3)	99%
COE Peer Network (Y3)	86%
SSLE <i>Essentials</i> (Y1–Y3)	89%
SSLE Deep Dive (Y2–Y3)	94%
Collaboratives (Y2–Y3)	97%

Across all years for which we have feedback data, on average between 86 percent and 99 percent reported they would use the information or resources provided. Overall, this suggests that the TA activities and resources likely impacted the work of more than 9 in 10 respondents.

Examples of Impact

Specific examples of how practitioners or their work were impacted come from brief interviews conducted with a small number of participants from SSLE *Essentials* and Deep Dive courses in year 2, and an expanded sample in year 3 that also included participants from LEA and COE Peer Networks, and School Climate Collaboratives.

Impacts on Relationships and Networks

One theme common across these targeted and intensive TA activities was the impact the activities had on building relationships and networks—that is, helping to deepen and expand the connections between those working to improve school climate. In particular, COE participants from the SSLE *Essentials* course and COE Peer Network talked about the rarity of having both the opportunity to learn from, and network with, other COES in one space:

“Being able to make those contacts across the state and with neighboring counties, and being able to work with them, in some aspects I think it really gives us some commonality in language and work. That’s pretty amazing.”

SSLE ESSENTIALS COE PARTICIPANT

Another COE interviewee reported that the learning experience also had an impact on internal or cross-departmental collaboration among people who had never met or worked together before. “I know that now people reach out to each other outside of their group with questions, which had not happened before,” they reported.

The impact of building relationships and networks with people from similar positions was not confined to COE participants. A Deep Dive interviewee talked about inviting a cohort member from another part of the state where “there’s not a lot of support ... and not at all a very diverse sort of space” to their justice, equity, and inclusion community of practice. “Because they didn’t have a ‘tribe,’ we invited them to join ours even though they’re super far away.”

Connections and support could continue even after a TA activity ended. After a follow-up session offered a year after the course had ended, one interviewee described her experience reaching out to another participant:

“We scheduled a conversation; they gave me ideas and asked me questions. I feel like that connection and community [established during the course], that a year later somebody was willing to take time, probably helped me way more than any video or something I could read.”

DEEP DIVE PARTICIPANT

Impacts on Work: Resource Use and Sharing

Across TA activities, interviewees reported on how the resources provided had an impact on their work. Interviewees offered examples of how resources were shared with others in newsletters, school consultations, and one-on-one meetings with teachers. Interviewees reported using the resources “again and again”, and returning to them depending on what they were working on or troubleshooting.

Impacts on Individual Behaviors and Practice

All Interviewees also provided examples of how the content learned or practiced during TA activities had an impact on their behaviors or their practice. For example, one interviewee shared how the Deep Dive learning experience impacted their confidence and increased their skill set, enabling them to verbally address a microaggression in their workplace. Another interviewee talked about becoming more artful in determining whether, when, and how to have difficult conversations with colleagues after practicing what they learned in their work setting.

Several interviewees reported that the structure of sessions and the method of facilitation was most

impactful. For example, one interviewee modelled their SSLE *Essentials* learning experience within the TA they provided by serving as a facilitator and creating an atmosphere that acknowledged, valued, and accepted the diversity of each participant’s and the group’s experiences. They noted a shift in relationships and how the session they led was received:

“It wasn’t just, ‘Hey, you guys are going to sit and get it. It’s going to be you guys are doing the heavy lifting and I’m just going to be a guide in this.’ ... It was probably one of the best sessions I’ve ever led as an instructor, and I’m talking about 22 years of teaching.”

SSLE ESSENTIALS PARTICIPANT

The structure and format of affinity groups—which provided both time to work as an affinity group and time to share out to the large group during the course of a single meeting—was another practice adopted by a Deep Dive course interviewee because it “helped allay a lot of fears” such as “these people are talking about those people” and “created community among participants.” This practice was particularly useful for meetings in their large, diverse department:

“I got to witness healing happen in smaller [affinity] groups, and that was really powerful ... in fact, so much so that [this method of facilitating affinity groups] has become the way we converse with our team as we move forward.”

DEEP DIVE PARTICIPANT

Impacts on Systems: School and District Practice

Finally, multiyear participants in the Peer Networks and SCC offered examples of systems impact, meaning impact on district or school practice and capacity building. One interviewee described how the use of student listening circles had expanded in their district from one school to the district wanting to make SLCs “a yearly practice in our middle schools.” They are also exploring ways to adapt the SLC formation in order to obtain information from families and staff members.

SLCs were also impactful in another district that conducted them in two middle schools. Student themes and recommendations were used by principals to work with leadership teams and offered “a working roadmap” for school safety issues that “gives priorities and directions [with] which to move forward, to create efficacy in the students and adults.” This year, the interviewee noted, “We’ve had a lot fewer behavioral incidents from these two schools. ... I like to think the [SLC] work we did has helped benefit them.”

Participation in CCSC TA activities also supported data use and capacity building. An interviewee from a district

that participated in both the LEA Peer Network and the SCC described the climate profile and dashboard their district created for every school. The climate profile used multiple data sources to help identify school climate issues. A key piece was helping schools navigate the dashboard, look at their data, and determine “what do you want to do with it?” Professional learning sessions helped schools “look at their own data and where they believe they need to focus on to support their students.”

Although conclusions about impact cannot be drawn solely from these interviews, these examples of use and how mindsets and practices may have changed offer some evidence of how CCSC TA activities and resources may impact the work of participants and systems.

Access the Resources

The CCSC Team, with support from the CCSC Youth Advisory Team, developed resources in service of the field. Resources can be accessed at ccsc.wested.org.

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