



The CCEE Connection

DECEMBER 2019 UPDATE

Working to strengthen the System of Support for every student.

STATEWIDE COLLABORATIONS



Back Row (left to right): Jen Taylor (CDE), Anissa Sonenburg (CDE), Stephanie Gregson (CDE), Mette Boell (Center for System Awareness), Peter Senge (Center for Systems Awareness), Michael Funk (CDE), Michelle Magyar (CCEE), Sara Petrowski (SBE), Michelle Perrenoud (LACOE); Front Row (left to right): Lindsay Tornatore (CDE), Laila Fahimuddin (SBE), and Roni Jones (CCEE).

On November 18-20, CCEE, in partnership with CDE and SBE, sponsored a professional learning opportunity for members of the System of Support to attend [Center for Systems Awareness](#) with Peter Senge and Mette Boell. Based on Senge's research in [The Fifth Discipline](#), select leads from the Geographic Regions, Multi-Tiered System of Support, and SELPA System Improvement, joined the statewide agencies to collectively learn new tools and approaches to support systems innovation and improvement in schools and districts.

System of Support members will continue to collaborate with the Center for Systems Awareness to expand the workshop opportunities to additional leads in 2020. These ongoing collaborations will focus on refining the framework to support change and growth within the system, gather feedback and input from various stakeholders, and work together in compassionate ways to support districts, schools and students.

MODELS OF CONTINUOUS IMPROVEMENT

REQUEST FOR PROPOSALS

CCEE releases a [Request for Proposals](#) for research, analysis, content development, and project management services to support the agency's Models of Continuous Improvement initiative.

>> Proposals Due: Monday, December 16, 2019 at 4pm PST

PILOT PARTNERSHIPS

2019 Pilot Partnership Report

With the conclusion of CCEE's Pilot Partnership initiative, the CCEE has published the [2019 Pilot Partnership Report](#) to share how the participating twelve rural, suburban, and urban LEAs engaged in building capacity through continuous improvement and equity-driven decision-making.

The following LEAs participated in this multi-year initiative:

- Academy of Careers & Exploration (ACE)
- Anaheim Unified High School District
- Borrego Springs Unified School District
- Dos Palos-Oro Loma Joint Unified School District
- Kern County Superintendent of Schools
- Los Angeles Unified School District (Local District Central)
- Newark Unified School District
- Palo Verde Unified School District
- Pomona Unified School District
- Sausalito Marin City School District
- Victor Valley Union High School District
- YouthBuild Charter School of CA

Building on the successes and lessons learned from Pilot Partnerships, this report details specific strategies that will further inform CCEE's approach to direct technical assistance for LEAs.

The [Pilot Partner Continuous Improvement Toolkit](#) provides a more in-depth look at the research, activities, and protocols utilized by participating LEA teams. This resource provides guidance around shaping a collaborative systems-approach to continuous improvement from the perspective of school and district teams who have engaged in this effort.

Thoughts from the CCEE Team

Takeaways from CCEE's 'Equity in Action' Event

On November 14, 2019, the California Collaborative for Educational Excellence (CCEE) hosted its first public event, **Equity in Action: A Real-Time Look at What's Working in California Schools**.

This event brought together educators, school-site administrators, researchers, policymakers, advocates, and district and county office leaders to illuminate innovative practices that provide students with access to a more equitable education.



Christopher Edley, Jr., co-founder of the Opportunity Institute, initiated the conversation around educational equity by urging attendees to ensure that focus remains on examining subgroup disparities in student outcomes, resources, and opportunities. Also a professor and former dean at UC Berkeley School of Law, Dr. Edley emphasized that *"all policymakers must adopt an equity mindset"* in advancing policy initiatives that are systemic, sustainable, and evidence-based.

As part of CCEE's Pilot Partnership Initiative, **Anaheim Union High School District (AUHSD)** and **Los Angeles Unified School District - Local District Central (LAUSD-LDC)** are improving the outcomes of English learners by increasing the capacity of their teachers to tailor instruction for the English learner (EL) students. AUHSD has developed its teaching force to utilize evidence-based strategies in improving EL outcomes, while LAUSD-LDC has made considerable progress in integrating ELD standards into core content courses through its teacher-driven Professional Learning Communities.



>> [CCEE 2019 Pilot Partnership Report](#)

>> [CCEE Pilot Partner Continuous Improvement Toolkit](#)

The **Foster Youth Learning Network**, one of 54 Professional Learning Networks (PLNs) supported by the CCEE, stressed the importance of school stability, alternative schooling, and partial credits in providing foster youth with a more equitable education. By reforming their enrollment practices and partial credit policies, districts saw a remarkable decrease in the percentage of foster youth enrolled in alternative school sites, and a significant increase in their graduation rates.



>> [Foster Youth Learning Network PLN Report](#)

In collaboration with the CCEE, the **California Association of African American Superintendents and Administrators (CAAASA)** formed a statewide learning network focused on improving academic outcomes for African American students. After implementing Early Warning Systems and incorporating culturally conscious practices, school districts and COEs in this Professional Learning Network saw incredible improvements in academic outcomes, graduation rates, and positive school climates.



>> [CAAASA PLN Report](#)

KEY TAKEAWAYS

Systemic changes resulting in sustainable growth in student outcomes requires a focus on:

- Building capacity in continuous improvement and **equity-driven decision making**
- Fostering a culture of continuous improvement by collaborating, reflecting, and disseminating **best practices that are grounded in research**
- **Cultivating equity mindsets** in educators and scholars
- **Empowering students** to advocate for themselves
- **Developing meaningful relationships** with students and their families

LINKS TO ADDITIONAL RESOURCES:

- >> [CCEE Equity in Action: 2019-20 Partnership Highlights Report](#)
- >> [CCEE 2017-19 Professional Learning Network Initiative Report](#)
- >> [CCEE Professional Learning Network Handbook](#)