State of the CCEE:

Update on 2020-21 Goals and Looking Forward

June 24, 2021

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2020-21 Agency Priority Goals

1 Support LEAs currently receiving **Direct Technical Assistance** and address the expansion of this support to other LEAs in need

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

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

4 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 Direct Technical Assistance (DTA) and address the expansion of this support to other LEAs in need

➔ Provide **ongoing engagement**, communication, and progress monitoring with LEAs, in partnership with COEs and other partners, focused on quality learning and student learning/achievement

➔ **Complete Systemic Instructional Reviews (SIR)** for Sacramento City USD, Oakland USD, and Mt Diablo USD, as appropriate

➔ **Expand access** of DTA resources and learnings by developing instructional materials that can be accessed by all

GOAL 1: Summary of CCEE's DTA Support

Ongoing Engagement and Progress Monitoring

- CCEE has **quarterly progress monitoring and continuous cycles of improvement meetings** with LEAs and COE to provide:
  - Advice and assistance
  - Progress Monitoring Report to communicate with LEA and stakeholders
  - % and # SIR actions completed, in progress, not started

- CCEE **investments** in ongoing support of instructional strategy and capacity building (OUSD, SUHSD, IUSD & VCUSD).
  - Professional expertise, COE positions, and other resources
    - Support implementation of recommendations and measuring progress in pupil achievement targets
    - Support LEA with engaging in continuous improvement cycles.

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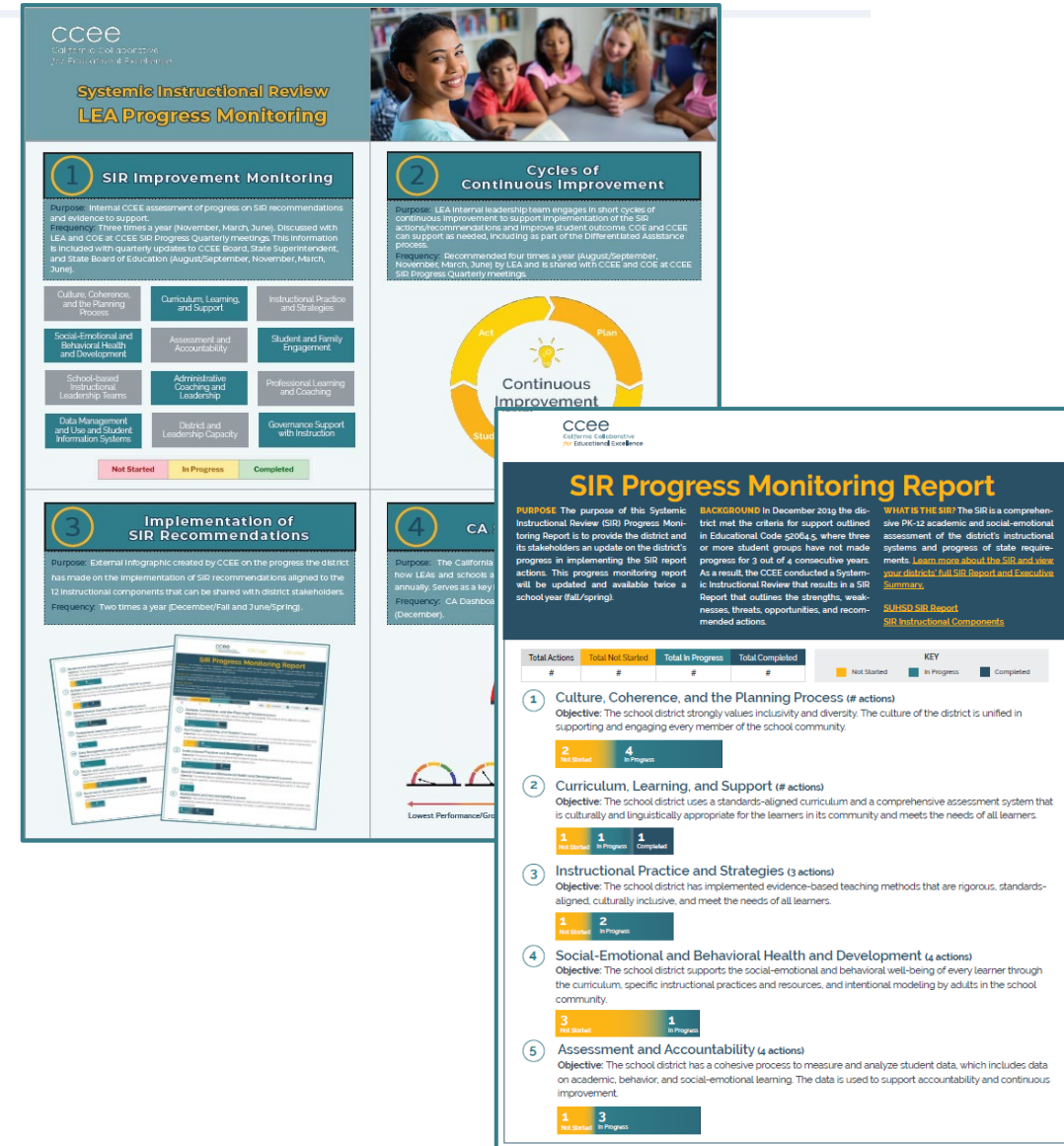
GOAL 1: Progress Monitoring and Impact

As of June 2021, here are the SIR implementation progress data for each LEA:

LEA Name	Year CCEE Completed SIR	Total Recommendations	NS - Not Started	IP - In Progress	C - Completed
Inglewood Unified School District	2018	66	9%	62%	29%
Vallejo Unified School District	2019	43	16%	61%	23%
Salinas Union High School District	2020	43	56%	44%	0%
Sacramento City Unified School District	2021	79	97%	3%	0%
Oakland Unified School District	2021	58	69%	31%	0%
Mt. Diablo Unified School District	2021	70	MDUSD completed their SIR in April 2021. Currently engaging in prioritization of SIR actions.		

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* evidence collected through engagement with the LEA and/or provided by the LEA is used to determine progress.

GOAL 1: Expanding Access to DTA

Instructional Review Guidebook

Online LEA Self-Assessment and Resources

A self-assessment tool of instructional systems through a series of self-paced online modules for LEA teams.

Facilitated Instructional Review

Equity-Centered Cycles of Improvement and Instructional Review

LEAs engage in a fee-for-service partnership with CCEE to assess instructional systems and pupil achievement and engage in a series of continuous improvement activities.
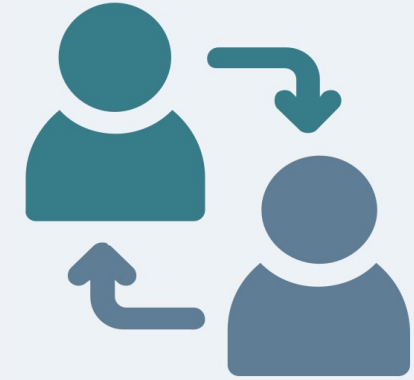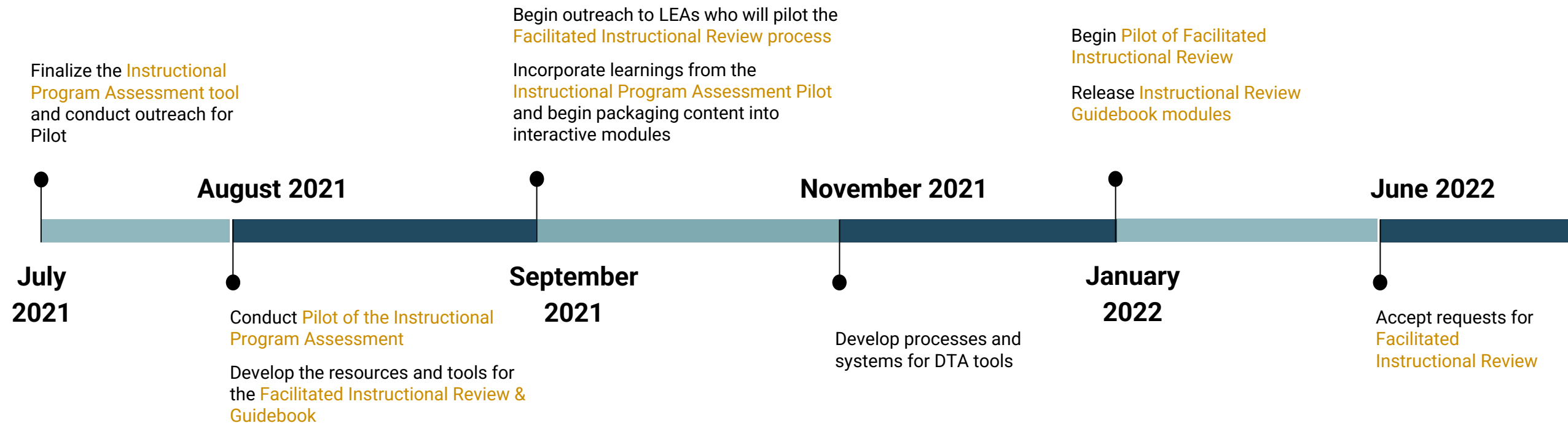
Systemic Instructional Review (SIR)

Comprehensive K-12 Systemic Review of Instruction

LEAs are referred to CCEE through multiple pathways outlined by statute (Ed. Code 52071, 52074, 52072) and engage in a review of pupil achievement needs.

Expanding Access to DTA: Next Steps & Timelines

- Finalize the Instructional Program Assessment tool and solicit LEAs willing to participate in testing the tool.
- Meet with partner agencies and instructional leaders to gather input on needs, barriers, and the added value that CCEE can provide.

Begin outreach to LEAs who will pilot the Facilitated Instructional Review process

Begin Pilot of Facilitated Instructional Review

Finalize the Instructional Program Assessment tool and conduct outreach for Pilot

Incorporate learnings from the Instructional Program Assessment Pilot and begin packaging content into interactive modules

Release Instructional Review Guidebook modules

July 2021

August 2021

September 2021

November 2021

January 2022

June 2022

Conduct Pilot of the Instructional Program Assessment

Develop the resources and tools for the Facilitated Instructional Review & Guidebook

Develop processes and systems for DTA tools

Accept requests for Facilitated Instructional Review

GOAL 1: Next Steps

- Continue providing LEAs with support on implementing **district instructional plans** with stakeholder input built on their LCAP goals, including **instructional expectations**, **instructional strategies**, and **measurable targets** for pupil achievement.

- Build capacity of LEAs to systematically implement quarterly **cycles of improvement** to **self-progress monitor** student achievement, **improve student outcomes** and include **feedback loops** to **communicate progress** up and down the system.

- **Expand access** to LEAs with **resources and materials** based on Systemic Instructional Review learnings, research and best practices that **enhance instructional systems for attaining pupil achievement**.

GOAL 2: Professional Learning

Increase focus on the 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

GOAL 2: Summary of CCEE Support

Spring 2020

- [Distance Learning (DL) Consortium with COEs](#)
- Partnership with CUE
- Continuity of Learning Playbooks
- Partnership with CAAASA & Dr. Pedro Noguera

Evolution of CCEE's Field Guide

- [Blueprint for Educational Excellence](#)
- [Reimagining Summer and Expanded Learning](#)

[Leading Forward in 2021 Initiative](#)

- Keynotes and panel sessions
- Multi-part professional learning sessions
- Free, online courses
- Resource library

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GOAL 2: Impact

67,000 visitors

on website featuring the
Continuity of Learning Playbooks
and **Health & Safety Guidebook**

34,000 views

on videos, including archived
professional learning sessions and
asynchronous modules

QUALITY: *Is the resource well-structured and designed? Does the resource present content in an effective and engaging way that is easy to follow? Is the information/guidance/tool rooted in research or evidence-based best practices?*
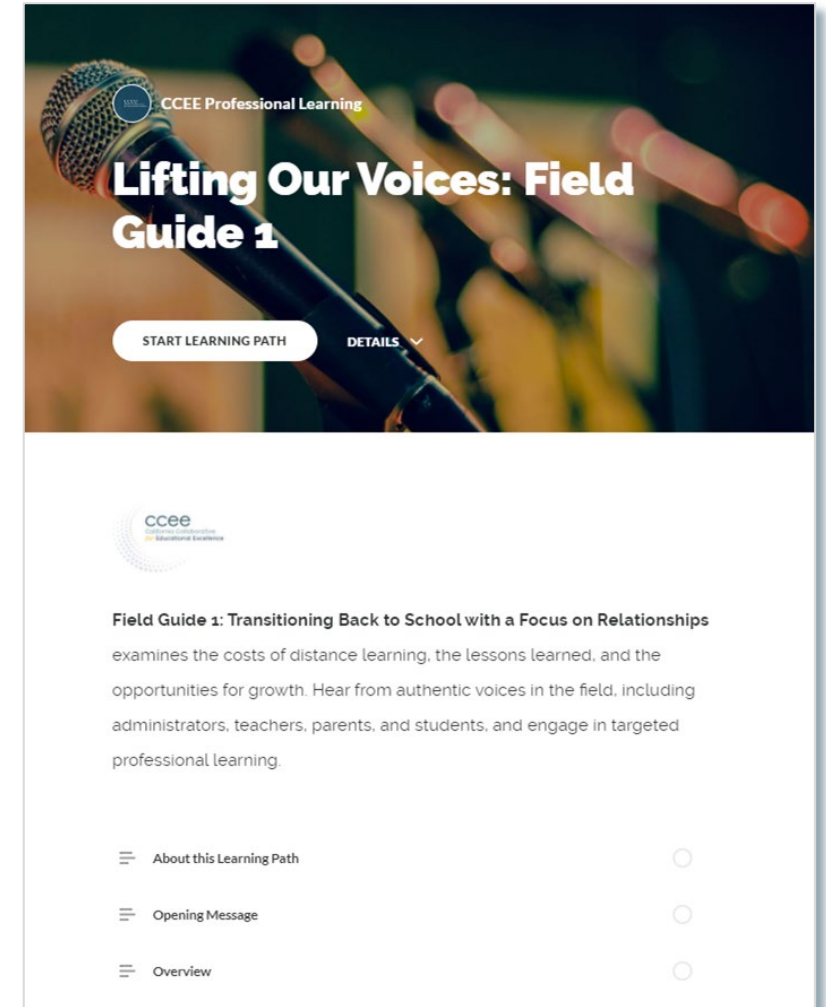
RELEVANCE:*Does the resource clearly state its purpose/objectives? Is the resource aimed at a specific audience? Does the resource address an urgent issue, topic, or need in the field?*

USABILITY: *Can the resource be immediately applied or implemented? Is the resource structured in a way that minimizes the need to make adjustments? Is the resource accessible to all users in the intended audience? Does the resource provide a comprehensive understanding of the content without overwhelming the user?*

GOAL 2: Next Steps

1. **Prioritize the development of tools and resources** that promote deeper, team-based learning around key focus areas as identified by our Leading Forward initiative

2. Apply CCEE's QRU rubric to **support the identification and vetting of resources, programs, curricula, and vendors** to support learning acceleration

CCEE Professional Learning

Lifting Our Voices: Field Guide 1

START LEARNING PATH   DETAILS ⌄

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Field Guide 1: Transitioning Back to School with a Focus on Relationships examines the costs of distance learning, the lessons learned, and the opportunities for growth. Hear from authentic voices in the field, including administrators, teachers, parents, and students, and engage in targeted professional learning.

About this Learning Path ○

Opening Message ○

Overview ○

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GOAL 3: System of Support

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

➔ Collaborate with state and lead agencies to ensure integration , coherence, and communication across Lead Agency activities

➔ Expand the use of evaluation data and data protocols continuous improvement

➔ Collect, curate, and disseminate resources and tools

➔ Expand the number of districts participating in the CEI and strategically share/integrate promising engagement practices and strategies across the SOS

GOAL 3: Summary of CCEE Support

"We found the CCEE's leadership extraordinary during the COVID crisis and gained a lot of benefit from their work. They were leading the way and had strong resources early and often." ~Geo Lead Survey

"As the system of support grows, it can become challenging to build connections between each of the agencies. There is incredible work happening across the state. CDE and CCEE provide critical support by hosting shared learning spaces for lead agencies. I hope these opportunities will continue and serve to foster an even stronger network moving forward." ~SOS Survey

Statewide Evaluation

RTI INTERNATIONAL

Geographic Leads

"The most effective support was the opportunity to collaborate with other COEs on best practices and supports during distance learning. This provided key information that was relevant to the needs of our county."

"Connecting with others and meeting new colleagues to discuss important topics has been great! I have gleaned little nuggets of information. However, from the beginning it has been unclear what the objectives and/or deliverables are."

"Connection before content is key and we are building lasting relationships between our COEs. Now when someone mentions another SoCal COE, I see faces of people I know that work there instead of their logo." ~Geo Lead Survey

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GOAL 3: Summary of CCEE Support

Community Engagement Initiative

"I have learned so much from other school districts "best practices" for engaging parents/students from all backgrounds. Some practices I see fit to improve our engagement locally at multiple districts." ~Cohort 2, Community partner

"I felt heard, and I felt that not only that, that as a person, that they always took us into account, always wanted to have our different points of view. And when that happens, you're no longer just part of the problem, you start to become part of the solution." ~Cohort 1, Family member [Spanish translation]

"Different approaches to connecting with parents has been valuable to learn. Acting on problems and getting past continually just saying there is a problem." ~Cohort 2, School leader

"The various virtual options should continue well into the future. We were all able to make so many more connections, partnerships and opportunities to collaborate by shifting to virtual meetings, PD, etc. The SELPA Content leads did a great job of embracing the virtual world and adapting their resources and maintaining practices that were engaging, while sustaining the quality of work."

"I believe strongly that the most important trainings we have received have been provided by SELPA Lead Agencies and SPP-TAP and SIP. These are all grant funded "projects" and the State of California must do a better job of making appropriate professional development a priority if we are to improve student outcomes." ~SELPA Lead Surveys

SELPA Leads

GOAL 3: Impact

- Collected, archived, and shared resources intended to support educational agencies at all levels, [utilizing monthly SOS Updates](#)

- Served as a vital communication hub for health and safety, school closing and reopening, and transportation

- Activated and collaborated with the SOS and lead agencies in response to the quickly evolving statewide and local educational environment

GOAL 3: Next Steps

1. Increase our **focus on outcomes** as the System of Support enters its third year, especially through our work with the evaluation partners

2. Prioritize opportunities to **collect, synthesize, and share innovative and evidence-based strategies** identified by participants within the System of Support

3. **Refine communication and collaboration processes** that grow and adapt as new lead agencies are identified and the educational environment continues to evolve

GOAL 4: Research, Development, & Dissemination

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

GOAL 4: Summary of CCEE R&D Support
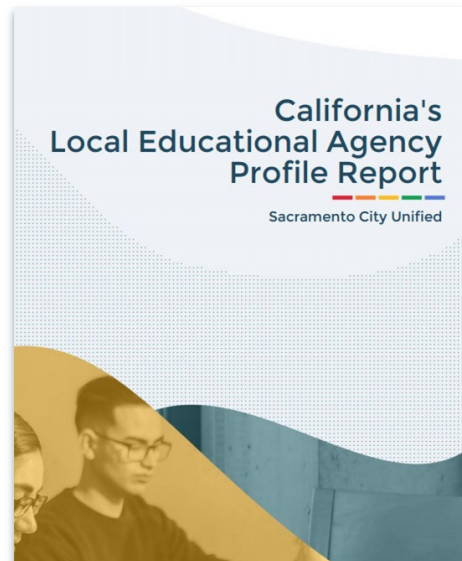
| Advancing Equity Initiative – Quality, Relevance, Usability (QRU) Rubric	
Quality	• Does the resource further equitable gains in student achievement for historically underserved student groups ? • Does the resource help educators to identify and appreciate student culture, assets, and existing knowledge and skills as a basis for new learning? • Does the resource support multiple media and learning environments? (Classroom, Distance, Hybrid)? • Does the resource promote the development of educator knowledge regarding promising, liberatory, and emancipatory leadership practices? • Is the resource rooted in reliable research and/or promising practices particularly those that bridge researcher and practitioner?
Relevance	• Does the resource build connections with learners' knowledge, experience, and identities , (and support reciprocal learning and accountability)? • Does the resource support inclusion for students with disabilities and meet or exceed current accessibility standards?
Usability	• Is use of the resource scalable (low-cost, not require highly specialized or extensive training, or expensive equipment)? • Does the resource accommodate flexibility in accommodating various class sizes and types? • Will the resource attract widespread adoption by educators?

Strategic Engagement and Outreach

Updated Website
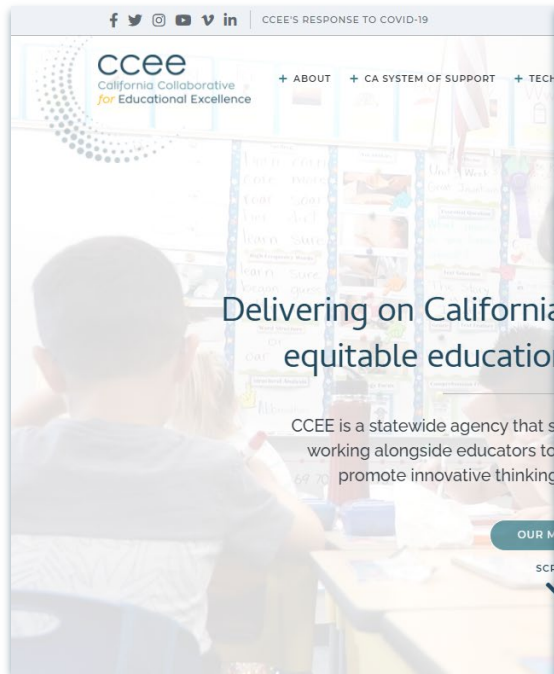
Regular Communications
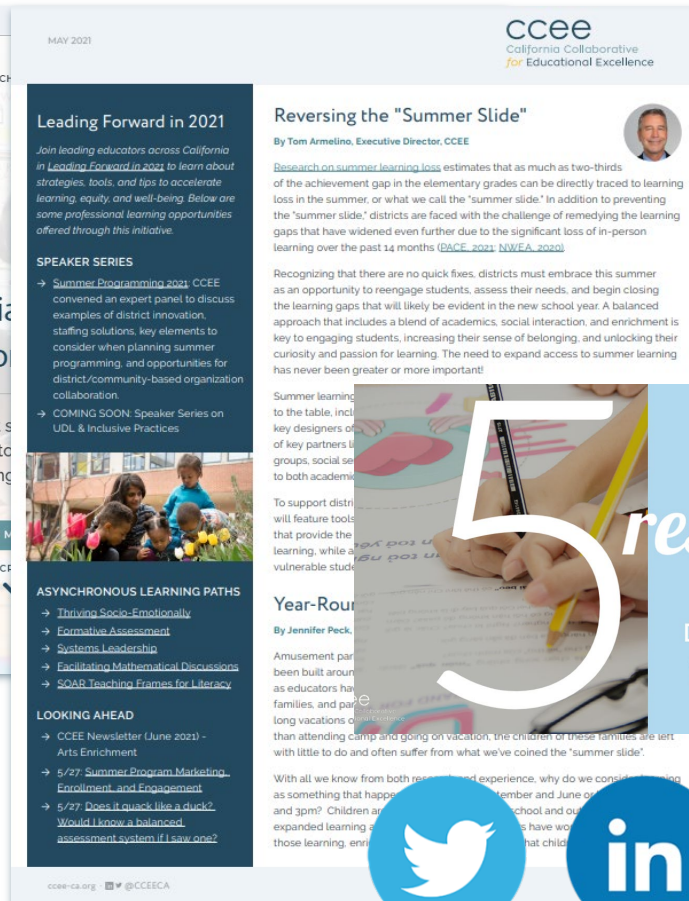
Regular Updates to Core Stakeholder Groups

- CCEE Governing Board
- Representatives of the Administration

- Staff from the Legislative Analyst's Office & the legislature

- Statewide Associations
- Community-based Organizations

GOAL 4: Impact

Partnerships with COEs & statewide associations

38 COEs participated in CCEE professional learning sessions

14 COEs received technical assistance support through CCEE

11 COEs partnered with CCEE to develop resources, tools, and professional learning sessions

Listserv Distribution

162% INCREASE in the number of subscribers on CCEE's mailing list (July 2020 – June 2021)

2x the number of representatives for the Administration & legislative staff in CCEE's distribution list

Social Media Engagement

60% INCREASE in followers

20% INCREASE in followers

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GOAL 4: Next Steps

1. Focus on **quantitative data analyses** using existing and available data to support evidence-based decision-making around instruction

2. Expand the development and **application of our Quality-Relevance-Usability (QRU) rubric** to create tools and protocols for LEA and school leadership teams to identify and vet resources, programs, and vendors to address learning acceleration needs in the coming year

3. Continue our **targeted engagement and strategic communication activities** to further expand our audience and create ongoing feedback opportunities embedded within our website, professional learning opportunities, and direct technical assistance activities

COVID-Related Rapid Response Supports for LEAs

CDPH & CHHS Educational Stakeholder Webinars
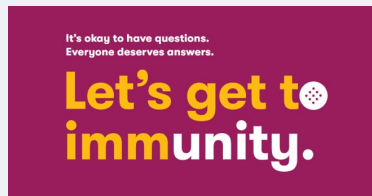

Health & Safety Guidebook

School Instructional Status Dashboard

Practitioner Group Convenings / COVID-19 Testing Plans

Pandemic-EBT Data Collection

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Looking Forward to 2021-2022

This section will be drafted following our update to the CCEE Governing Board on June 24, 2021, based on feedback and input received. Draft 2021-22 agency goals will continue to be anchored around our primary areas of focus:

1. Direct Technical Assistance for LEAs

2. Professional Learning and Resources

3. Facilitation of the Statewide System of Support

4. Expanding Research, Development, and Dissemination

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Thank You