



ccee

California Collaborative
for Educational Excellence



CCEE End-of-Year Report

2020-2021

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Executive Director's Report

The California Collaborative for Educational Excellence (CCEE) was designed to serve as an agency that could be nimble, responsive, and able to work alongside others in the educational community to listen, identify goals and needs, promote innovative thinking, and jointly solve problems on behalf of the 6.1 million students in California. CCEE achieves this mission through a results-based framework focused on collective impact and maximized through collaboration with other state agencies, partner agencies, county offices of education (COEs), and stakeholders to address the most pressing needs of California's local educational agencies (LEAs).

With almost no warning, in the early spring of 2020, schools and offices closed due to the Coronavirus (COVID-19) pandemic. CCEE staff and I found ourselves suddenly working at home, pondering how to best pivot and support educators with new ways of teaching and learning during one of the greatest experiments in the history of public education. We were thrust into figuring out how we could support LEAs in an evolving educational landscape with distance learning as the new norm. In the words of Martin Luther King, Jr., "The ultimate measure of a man is not where he stands in the moments of comfort, but where he stands at times of challenge and controversy." Without a clear direction or roadmap on where we might be needed most, we doubled down on the relationships we built over the years to help LEAs navigate vast and uncharted waters, leveraging California's educational community to design, develop resources and provide direct support with an equity-focused perspective.

CCEE's 2021 End-of-Year Report provides an opportunity to share many examples of the services and technical assistance provided in this past year to complement the continuity of learning for all students. We appreciate the opportunity to partner with statewide associations, nonprofit organizations, public agencies, and equity-focused leaders on behalf of the students in California. I would like to express my deepest gratitude and appreciation to the CCEE Governing Board for their support and leadership, and to the amazing CCEE staff who continue to rise to the challenge of reducing and eliminating the many disparities exacerbated by the pandemic for our most vulnerable and underserved students. These unprecedented times presented new opportunities to place equity at the center of all decisions and to address the systemic racism prevalent in our schools and our nation. CCEE was designed as a statewide agency to help deliver on California's promise of a quality, equitable education for every student and continues to stand ready to serve alongside others to meet this challenge, and embrace the opportunity to partner and lead efforts on behalf of California students.

Introduction and Overview

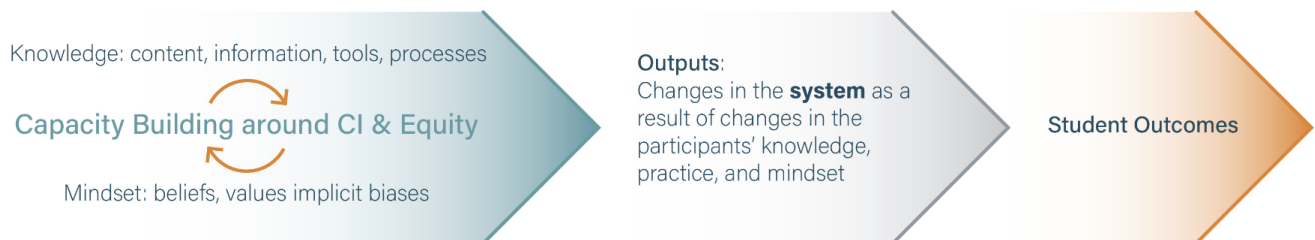
As part of the agency’s annual goal setting activities, CCEE staff engaged in an iterative process to identify and refine the agency’s priority objectives for the 2020-21 fiscal year and presented their draft goals for discussion during CCEE’s Governing Board meeting on August 6, 2020.

In setting the 2020-21 agency goals, staff prioritized short-term activities aligned to its overarching agency goals, and continued to amend activities throughout the year as identified by need. By using a short-term approach, CCEE focused on staying aligned to its purpose and responsibilities, while also being agile and responsive to the changing needs of LEAs and their communities in response to the COVID-19 pandemic. With the closure of schools, as a result of the Governor’s March 16, 2020 shelter-in-place order, CCEE worked closely with the school districts where CCEE provided direct technical assistance, county offices of education (COEs), the California Department of Education (CDE), the State Board of Education (SBE) staff, other members of the Statewide System of Support, and many state-level agencies and associations to identify immediate areas of need. In collaboration with CCEE’s partners, the agency focused on providing short-term professional development, technical assistance, and resources on distance learning related topics, including equity and special education.

This initial work in the spring of 2020 shaped the direction of the agency’s priority goals, which reflect a continuation of CCEE’s ongoing technical assistance, professional learning, and research activities while integrating more immediate responses to the existing COVID-19-related LEA needs. These goals are tied to key year-end objectives and high-leverage strategies and activities are identified to support these outcomes.

CCEE has also continued to revisit its theory of action to specifically highlight equity-orientation around capacity building while still anchoring strategies and supports on student outcomes. Our updated model asks, *“How does working with CCEE change partners’ knowledge, practice, and mindset around the impact that implementing continuous improvement processes with an equity-oriented perspective has on outcomes for their students?”* CCEE has embedded its theory of action in its goals and activities, shaping the way CCEE approaches its work and how it measures the impact of its efforts.

CCEE Theory of Action, 2021



This End-of-Year report provides an overview of CCEE’s work over the past 12-16 months and is a reflection of the work that CCEE staff have led to support the objectives outlined in the agency’s workplan. Each of the four priority goal strands (i.e., Direct Technical Assistance, Professional Learning, System of Support, and Research

and Evaluation) are presented, along with the strategies and activities that were identified to support those goals during 2020-21. For each goal section, a summary of the work that CCEE conducted to support that goal is provided, along with a discussion of the impact of the work in that area, and closing with next steps for the board’s consideration for the 2021-22 agency workplan. At the end of this report, CCEE has included an additional section focusing on activities specifically related to the State’s priority needs around the COVID-19 pandemic, which represents a significant area of work that will continue to shape future activities. The 2020-21 End-of-Year report closes with a discussion of the agency’s overall performance and implications for the drafting of CCEE’s 2021-22 workplan.

Goal 1: Direct Technical Assistance

Support LEAs currently receiving Direct Technical Assistance (DTA) and address the expansion of this support to other LEAs in need by:

- Providing ongoing engagement, communication, and progress monitoring with LEAs, in partnership with COEs and other partners, focused on quality learning continuity and student learning/engagement.
- Completing Systemic Instructional Reviews (SIR modified) for Sacramento City USD, Oakland USD, and Mt. Diablo USD, as appropriate.
- Expanding access of DTA resources and learnings by developing materials that can be accessed by all.

SUMMARY OF CCEE SUPPORT

During the 2020-21 school year, CCEE provided direct technical assistance to six LEAs. Two districts have been referred based on the receipt of an **emergency apportionment** ([Ed. Code Section 52074](#)): Inglewood Unified School District (IUSD) and Vallejo City Unified School District (VCUSD). Four districts were identified for support through their **California School Dashboard** results over 3 years 2017-2019 ([Ed. Code Section 52072](#)): Salinas Union High School District (SUHSD), Sacramento City Unified School District (SCUSD), Oakland Unified School District (OUSD), and Mt. Diablo Unified School District (MDUSD).

Inglewood Unified School District <ul style="list-style-type: none"> • SIR Report (Completed 2018) • SIR Progress Monitoring Report (February 2021) • SIR Progress Monitoring Report (June 2021) 	Vallejo City Unified School District <ul style="list-style-type: none"> • SIR Report (Completed 2019) • Executive Summary • SIR Progress Monitoring Report (March 2021) • SIR Progress Monitoring Report (June 2021)
Salinas Union High School District <ul style="list-style-type: none"> • SIR Report (Completed 2018) • Executive Summary 	Sacramento City Unified School District <ul style="list-style-type: none"> • SIR Report (Completed 2018) • Executive Summary

<ul style="list-style-type: none"> • SIR Progress Monitoring Report (June 2021) 	<ul style="list-style-type: none"> • SIR Progress Monitoring Report (June 2021)
<p>Oakland Unified School District</p> <ul style="list-style-type: none"> • SIR Report (Completed January 2021) • Executive Summary • SIR Progress Monitoring Report (June 2021) 	<p>Mt. Diablo Unified School District</p> <ul style="list-style-type: none"> • SIR Report (Completed April 2021) • Executive Summary

Systemic Instructional Review: An initial stage of the direct technical assistance work with districts consists of completing a Systemic Instructional Review (SIR). The SIR is a comprehensive assessment of the LEA's instructional systems (academic and social-emotional), progress towards meeting state requirements, and implementation of teaching and learning practices in order to successfully meet the needs of all Pre-K through 12th grade learners. The SIR processes are designed to identify strengths, weaknesses, opportunities, and threats (SWOT) in the implementation of instructional practices through data collection activities, individual and group interviews, classroom observations, and artifact review. SIR activities are conducted with various stakeholders that include students, families, board members, union leaders, and school and district leadership.

Across the six districts, CCEE recommended action steps to serve as a roadmap to improve student outcomes. The recommendations assist districts in creating coherence throughout their systems through a strong focus on instruction, collaborative cultures, deeper learning, and shared accountability. The Systemic Instructional Review (SIR) Reports for all six LEAs are posted on [CCEE's website](#).

Disruptions from COVID-19 pandemic required CCEE and four LEAs to adjust SIR activities in response to the crisis. To accommodate these changes, CCEE transitioned support to provide tools and professional development in assisting LEAs with required Distance Learning and Continuity of Learning Plans. LEAs leveraged the SIR process as an opportunity to align these plans with district systems that address student, staff, and community needs during the pandemic and beyond.

From the SIRs, common themes and areas of need emerged:

- The need for **coherence** building to advance achievement, through foundational structures like instructional plans that include common instructional expectations, identified instructional strategies, and clearly defined student learning targets.
- The need to engage in data-driven discussion and decisions through short **cycles of continuous improvement** to inform instructional decisions.
- The need for **two-way communication** structures that provide clear and efficient implementation of guidelines, progress updates, and ongoing opportunities for stakeholder input and engagement.
- Lastly, it is important and necessary to define the parameters of the **connected/bounded autonomy** that is given to school sites in order to define and connect how the district and schools are operating towards common outcomes.

LEA SIR Progress Monitoring ([handout](#)): As part of CCEE’s role of assessing ongoing progress and providing advice to the LEA in partnership with the county office of education (COE), CCEE hosts quarterly meetings to monitor district progress implementing the SIR recommended actions. During this time, CCEE facilitates a SWOT analysis of the implementation of SIR recommended actions and provides guidance and assistance in their cycles of improvement. CCEE also provides the [LEA SIR Progress Monitoring handout](#) that includes helpful information for LEAs on how to prepare for these quarterly updates and identify areas of need for CCEE support. LEAs can use the [SIR Progress Monitoring Report](#) to inform stakeholders of the number of recommended actions that are completed, in progress, or not started. Additionally, the SIR progress monitoring report is shared with the California Department of Education and State Superintendent of Public Instruction, and the State Board of Education. More about the [SIR process](#) and components can be found on CCEE’s [website](#).

Expanding Access to Direct Technical Assistance (DTA) Resources: CCEE continues to expand upon its SIR process and reports to develop additional tools and resources that are accessible to all LEAs. For example, the DTA team began developing an *Instructional Review Guidebook*, which will lead districts through a self-administered instructional review using CCEE processes and tools. This resource will be accessible to all LEAs and COEs to equip educators with the tools they need to address complex instructional problems through equity-focused cycles of improvement.

A key component of the Instructional Review Guidebook is the Instructional Program Assessment. This straightforward assessment tool will identify relative strengths and weaknesses and provide insights to direct improvement efforts. CCEE’s DTA team will pilot the Instructional Program Assessment tool with a select number of LEAs during Summer 2021 to inform the final adjustments and calibration to the Instructional Program Assessment tool, which will be made available in Fall 2021.

CCEE will also be utilizing these resources in a *Facilitated Instructional Review*. This fee-for-service review will focus on key instructional components and will include additional support from CCEE to guide LEAs through their action planning once the review is completed.

IMPACT

CCEE’s Annual Direct Technical Assistance Progress Report, which will be available in July 2021, will include details on the agency’s work with each of the six LEAs during the academic year, including progress on implementing the SIR recommended actions and the subsequent influence of this support on LEA systems and student outcomes. Some highlights of these results include:

- As of June 2021, all six districts have completed SIRs and have developed prioritized action plans for moving forward on their action steps:
 - SCUSD, OUSD and SUHSD will have their 1st quarterly progress monitoring report completed in June 2021.
 - Of the 66 recommended actions for IUSD, 29.8% are complete, 62.1% are in progress, and 9.1% have not been started.

- Of the 44 recommended actions for VCUSD, 23.26% are complete, 60.47% are in progress, and 16.28% have not been started.
- CCEE has made fiscal investments to provide OUSD, SUHSD, IUSD, and VCUSD with continuous improvement positions that will support the SIR action integration and measure implementation in addition to supporting the LEA members in engaging in continuous improvement cycles.
- CCEE has provided each LEA with professional experts to support capacity-building and provide deeper content expertise around instructional program and system challenges that are addressed through the SIR recommended actions. For example, CCEE professional experts supported the IUSD instructional coaches in IUSD to provide district-wide professional learning modules for implementation of the literacy program and other learning to support accelerated learning.
- 93% of responding LEA members post-delivery of their SIR Report strongly agreed that the CCEE team provided a comprehensive assessment of the LEA as detailed by the findings in the SIR report.
- 93% of responding LEA members post-delivery of their SIR report agreed or strongly agreed that their leadership team is better equipped to address challenges in their system.

A key strategy that allowed LEAs to continue to examine teaching and learning needs amidst the pandemic has been to foster relationships grounded in the use of cycles of continuous improvement, and a focus on instructional priorities to address student needs using a multi-tiered system of supports (MTSS). Additional information regarding the impact and work supported at each LEA can be found in the Annual Direct Technical Assistance Progress Report that will be released in July 2021.

NEXT STEPS

From the information collected within the SIRs and through the ongoing engagement and support provided to district leadership, two areas have surfaced as opportunities to provide LEAs with deeper and more sustained assistance to support student outcomes:

1. **Develop clear instructional plans** with stakeholder input built on LCAP goals, including clear expectations, instructional strategies, and measurable targets for pupil achievement.
2. **Systematically implement quarterly cycles of improvement** to progress monitor student achievement and improve outcomes.

In addition, CCEE has seen the critical importance of matching the right expertise and partners to support district needs. This matching of resources primarily took the form of CCEE professional experts and partner agencies, a bench of experienced educational professionals, and content experts with varying knowledge and educational leadership backgrounds. CCEE Professional Experts supports vary but are all grounded in the LEA's SIR recommended actions and often include modeling supports and gradual release to local capacity. The partnership with the county office of education throughout the SIR and progress monitoring process has been extremely beneficial to the LEA and CCEE and will continue to be a key focus in building the capacity of the LEA to align with the support of the COE in the Differentiated Process. When this partnership is utilized as part of the

Statewide System of Support (SSOS), it has allowed an opportunity to leverage the resources from the COE and other lead agencies in the SSOS to create coherence and aligned support for the LEA.

Goal 2: Professional Learning

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

- Developing and disseminating resources to support knowledge and best practices gained from direct technical assistance and research initiatives.
- Refining CCEE communication and engagement strategies to increase accessibility to and use of resources.
- Building partnerships and networks to provide rapid responses to support LEA high priority needs to support teaching and learning during COVID-19.

SUMMARY OF CCEE SUPPORT

Following the Governor’s stay-at-home order issued in March 2020, CCEE reached out to all county offices of education (COEs) to conduct a survey of needs as schools and districts entered into a phase of supporting students through distance learning. Based on these initial responses and feedback, CCEE partnered with many county offices, districts, educational associations, and technical assistance providers to identify resources that were either immediately available or could be developed quickly to support the transition to online instruction. This resulted in over 300 synchronous and asynchronous professional learning sessions and tools that focused on shifting instruction to digital platforms, developing online classroom environments, and supporting teachers, administrators, and other instructional staff. Examples of highly accessed resources included:

COE Distance Learning (DL) Consortium: CCEE partnered with five COEs to develop and share free distance learning lessons, units of study, and professional development courses that LEAs across the state could easily access and download. In Fall 2020, the DL Consortium developed [“grab-and-go” toolkits](#) with recorded modules and “how to” resources to address the ongoing needs of LEAs and the emerging “hot topics” in implementing distance and hybrid learning models. Since their release in December 2020, these toolkits have been accessed more than 4,500 times.

Partnership with Computer-Using Educators (CUE): CCEE and CUE offered a series of virtual sessions that provided training and support for 1,760 educators and administrators on topics such as online instructional design, student privacy and security, and content development strategies. CCEE offered a total of 51 multi-session professional learning modules that were available statewide, as part of the Small School District Association learning academy, and in collaboration with COEs, to support paraeducators.

Continuity of Learning Playbooks: CCEE initially partnered with Entangled Solutions, who had worked with school closures in China in the fall and winter of 2020, to help develop a “playbook” of high leverage strategies to support a continuity of instruction, engagement, and assessment during transitions at the school and district levels as a result of the pandemic. While the Playbooks have been replaced by the more comprehensive [Field Guide for Accelerating Learning, Equity, and Well-being](#) discussed below, they have been visited almost 40,000 times since their inception.

Partnership with CAAASA and Dr. Pedro Noguera: In April 2020, CCEE collaborated with the California Association of African-American Superintendents and Administrators (CAAASA) to offer a series of live virtual seminars to support school and district leaders, instructional teams, and families in ensuring greater equity for students who continue to be impacted by the COVID-19 pandemic. In addition to the 6,600 participants who joined the live virtual seminars, over 9,000 users have accessed the [archived session resources](#) from this series.

While these resources were highly accessed, with over 16,000 users accessing CCEE’s initial set of resources from March-June 2020, feedback solicited from both participants and non-participants identified several key considerations to inform CCEE’s efforts to support LEAs:

- Identifying opportunities for synchronous learning was incredibly challenging, and even more so when the learning sessions were team-oriented;
- LEAs had done some incredible initial development of resources, protocols, and tools to support virtual learning shifts but needed additional support in making them more complete, packaging them with additional resources to provide a more comprehensive suite of tools; and
- Additional supports to help guide team-based implementation were critical.

Towards the end of Summer 2020, and into the fall, CCEE reframed its professional learning offerings to emphasize resources that could be accessed both synchronously and asynchronously to address these considerations. For example, CCEE partnered with TNTP to develop a six-part learning series to support district teams in developing and implementing learning acceleration plans. In Fall/Winter 2020, the [six districts](#) receiving Direct Technical Assistance from CCEE participated in this series, attending half-day sessions with their district leadership teams and their supporting COE teams. In the four to six weeks between each session, the district teams received tailored support from their assigned TNTP coach to help with on-the-ground implementation of their learning acceleration plans. In early 2021, CCEE worked with the TNTP team to translate lessons learned into discrete video modules that accompanied the learning materials—presentation slides, facilitation guides, handouts, and additional resources and references—for each session. These resources provided reinforcement and relearning for teams that had attended the in-person learning sessions and served as introductory materials for teams that had not. In Spring 2021, these resources were packaged into an [online course](#), which is available for self-guided work, for a certificate of completion, or for continuing education units from UC San Diego Extension.

Finally, in January 2021, CCEE launched the [Leading Forward](#) professional learning initiative, partnering with educational leaders to identify and develop tools, videos, courses, and other resources to support collaborative learning focused on accelerating learning for students. With an emphasis on social-emotional learning supports for students and equity-oriented practices for vulnerable student groups, this comprehensive learning center offers:

- [Keynotes and panel sessions](#) featuring thought leaders and expert practitioners, sharing their thoughts, research, and practical guidance around educational equity, instructional practice, and systems change. In the first four months, these videos have drawn thousands of views on various platforms, and continue to be shared.
- **Multi-part professional learning sessions** developed in partnership with collaborators, including [Dr. Scott Marion](#) with the Center for Assessment, [Dr. Doug Reeves](#) with Creative Leadership Solutions, [Partnership for Children and Youth](#), [Validity Partners](#), [SCOPE](#), [EPF for Teaching](#), [Center for Teaching Quality](#), and [CITE](#). While some of these sessions were delivered as synchronous, virtual sessions, all included materials for asynchronous learning, as well as opportunities to receive coaching and mentoring support for deeper learning and assistance in implementation.
- A [resource library](#) with over 100 high-quality, relevant, and immediately usable tools, learning sessions, and other multimedia resources to support learning acceleration through a student-centered perspective.
- The evolution of the initial Continuity of Learning Playbooks to the [Field Guide for Accelerating Learning, Equity, and Well-being](#), which expanded the focus of the Playbooks to provide LEA teams resources organized around 12 key components of planning and implementing for learning acceleration in schools. The Field Guide incorporates more field-developed resources and lessons learned from educators across the state as they were learning them, and prioritized team-based [planning](#) and [reflection](#).
- A piloting of [free, online courses](#) offered through UC San Diego Extension to support key areas of focus as district and school teams develop and implement robust distance and hybrid learning plans. Participants who complete a course receive a digital badge (micro-credential) and a certificate of completion, and have the option of receiving a transcript with salary-scale applicable continuing education units (CEUs) from UC San Diego for a fee. The initial launch consisted of five courses focused on supporting students and families in distance and hybrid learning. In the summer of 2021, Leading Forward will be expanding its course offerings to include two additional courses.

IMPACT

Based on the feedback and input CCEE received during its outreach campaign at the start of the pandemic, CCEE focused heavily on the identification and development of resources to support LEA needs around engagement and instruction. Our primary objective was to develop high-quality, relevant, and easy-to-use resources and make them as widely accessible as possible. Our professional learning sessions have engaged over 1,000 participants, with many more users accessing key resources, such as the Continuity of Learning Playbooks and the Health and Safety Guidebook. Both have the same landing page, which garnered almost 67,000 visitors to the site, with over 21,000 unique visitors. CCEE's videos, which include archived professional learning sessions as

well as asynchronous modules, have received over 34,000 views, with over 14,000 unique views. This does not include the number of viewers who have accessed these videos through links that are embedded on partner sites, or those who have accessed these resources during team-based opportunities.

A large focus of CCEE's professional learning and communication work in 2020-21 has been to identify the appropriate pathways for disseminating CCEE resources to the right audiences and supporting their implementation. As shown in the numbers of individuals and teams accessing CCEE resources, CCEE is reaching a much wider audience than ever before. However, CCEE also recognizes that as it moves past addressing the immediate needs surfaced by the pandemic, it will need to narrow its professional learning development to better address gaps in the field and to reflect CCEE's expertise.

NEXT STEPS

As CCEE develops its workplan for the 2021-22 year, CCEE proposes the following two recommendations to build upon the agency's work in 2020-21 and address the education budget priorities as set in [AB 86](#):

1. Prioritize the development of **tools and resources that promote deeper, team-based learning** around key focus areas as identified by CCEE's Leading Forward initiative: assessment, particularly classroom-based formative assessment; social-emotional supports; instruction to support learning acceleration; and tools to support equity-based decision-making, especially in the collection and analysis of data.
2. Apply CCEE's Quality Relevance Usability (QRU) rubric to **support the identification and vetting of resources, programs, curricula, and vendors** to accelerate learning. This would include a tool to help LEA and school leadership teams make decisions about appropriate investments based on the quality, relevance, and usability of instructional resources to support student achievement.

Goal 3: System of Support

Facilitate the development and implementation of structures, relationships, and processes to support the expansion of the System of Support (SOS) for local educational agencies (LEAs) by:

- Facilitating the SOS Coordination Team to ensure integration of 21st Century California School Leadership Academy (21CSLA) and coherence across lead agency activities.
- Growing practices, mindsets, and system changes needed to increase capacity to address systemic bias and inequities within the system.
- Expanding the use of evaluation data and data protocols to continuously improve the SOS and 21CSLA.
- Coordinating communication across lead agencies to ensure resources are shared and implemented where needed.

- Collecting, curating, and disseminating resources and tools to support the development of Learning Continuity and Attendance Plans.
- Measuring and communicating the impact of the System of Support and the lead agencies.

SUMMARY OF CCEE SUPPORT

CCEE's 2020-21 activities around the System of Support goal focused on its role as a key partner with the California Department of Education (CDE) and State Board of Education (SBE) to facilitate coherence with lead agency activities and communications through a focus on systems thinking and the measurement of outcomes. Key activities included:

Ongoing Support for Lead Agencies: CCEE has continued to facilitate meetings during the 2020-21 year, focused on specific activities tied to Lead Agency activities and documenting outcomes:

- [October 29, 2020](#): Introduced new professional learning initiatives, including the [21st Century California School Leadership Academy](#), the [English Learner Roadmap Educator Workforce Investment Grant](#), and the [Special Education Educator Workforce Investment Grant](#). Additionally, the [California Equity Performance and Improvement Program](#) (Equity Lead) has concluded and the Equity Leads from [Santa Clara County Office of Education](#) and [San Diego County Office of Education](#) shared their work from the preceding two years.
- [February 26, 2021](#): Geographic Leads collected input from the other lead agencies to guide the collection and dissemination of resources to support LEAs planning for the return to in-person instruction.
- [April 22, 2021](#): An [overview of AB 86](#) was shared to solicit strategies, resources, and questions from partner lead agencies responding to the needs of LEAs in responding to AB 86.

Compassionate Systems training and supports for the lead agencies: Our partnership with the [Center for Systems Awareness](#) has continued through 2020-21. Immediately following the stay at home order in March 2020, the Center scheduled regular sessions for leaders from around California and the world to reflect on the impact of and the response to COVID-19 and distance learning on educational systems. These regular check-ins continued through the year and included monthly virtual meetings with the Statewide System of Support and the Expanded Learning System of Support.

Additionally, CCEE collaborated with the California Department of Education to participate in regular capacity building activities with the Center for Systems Awareness, the National Equity Project, and the Improvement Collective. These virtual meetings were open to all System of Support lead agencies and county offices of education to better understand the intersection of systems, equity, and improvement. Participants engaged with peers to learn about tools and protocols to support local educational agencies as they returned to and expanded in-person learning.

System of Support external evaluation projects: As of May 2021, CCEE's partners at RTI International (RTI) have begun collecting data for the second year of the [System of Support evaluation](#). Additional evaluations will also take place for the Geographic Leads, SELPA Leads, and Community Engagement Initiative and will help the state and lead agencies understand the impact of connections between agencies, information sharing processes, collaboration among agencies, and facilitation of continuous improvement and equity. CCEE is using the data to cultivate effective practices and shape a culture of continuous improvement and equity within the System of Support.

The Year 2 evaluation report will include summaries of activities for the lead agencies as they responded to COVID-19 and transitions related to distance learning. RTI built on the Year 1 surveys to continue collecting data related to the evaluation focus areas of organizational collaboration, connection and facilitation, capacity building, resource development and dissemination, continuous improvement, and promoting equity. Surveys were co-developed with lead agencies and were expanded to include questions about lead agencies' responses to the evolving educational environment. Additionally, RTI will conduct interviews and focus groups with all lead agencies that comprise the System of Support to provide more in-depth understanding of the System of Support organizations in each of the evaluation focus areas and in response to COVID-19 through March 2021.

CCEE also partnered with RTI this year to launch an evaluation program for the 21st Century School Leadership Academy (21CSLA). Evaluation activities this year included the development of:

- [Logic model](#) to guide multiple levels of evaluation conducted by RTI and SRM Evaluation and Assessment Group (SRM)
- Evaluation questions to determine the statewide impact of 21CSLA
 - *What is the impact of 21CSLA on leadership practices that affect student learning?*
 - *How is the SOS positively impacted by the contribution of the 21CSLA Initiative?*
 - *To what extent does 21CSLA scale and replicate effective leadership professional learning? [What are effective features of 21CSLA professional learning and which are replicable]*
 - *To what extent is the 21CSLA centralizing equity for the purposes of increasing equitable student outcomes?*
- Clear statements about the roles of each evaluation organization, the 21CSLA Center, and the 21CSLA Regional Academies (RA).

As of May 2021, data collection was initiated including surveys administered to Regional Academy participants and staff and focus group interviews conducted with Regional Academy participants. RTI conducted background interviews in December 2020 with 19 RA leaders to understand RAs' general activities to date and published a [summary report](#).

In addition to these systemwide supports for the System of Support, CCEE has facilitated the work of the following individual initiatives:

Community Engagement Initiative: CCEE has supported the expansion of the Community Engagement Initiative (CEI) from five participating LEAs (60 participants) to 17 participating LEAs (223 participants) with the launch of CEI Cohort II in January 2021. The Cohort II LEAs focused on learning the core beliefs and practices to establish trusting relationships to engage communities in the necessary conversations to improve student outcomes. These LEAs participated in four Peer Leading and Learning Networks (PLLNs) convenings co-facilitated by the lead



agencies and LEAs who comprise the first cohort of the initiative. The year culminated with each LEA reporting on the lessons learned, promising practices and areas of growth (examples: Anaheim Union High School - Problem of Practice [presentation/video](#), Upper Lake Unified School District - Promising Practices [presentation/video](#)). Highlights from participant survey responses include learning promising practices from their peers and incorporating contributions from stakeholders in planning action steps and engagement efforts.

SELPA Leads: CCEE supported the expansion of the SELPA Lead Agencies' focus to address statewide needs created by the pandemic as well as the return to in-person learning. The Marin County SELPA trained classified educators to use evidence-based practices for students with autism during distance learning and joined Community Advisory Committee (CAC) meetings to assist families. The [System Improvement Leads](#) provided guidance on implementing [high leverage practices](#) to improve outcomes for students with disabilities. Imperial County SELPA also offered [support and resources](#) to address the needs of English learners (ELs) and students with disabilities (SWDs), especially in providing English language development (ELD) and the assessment of ELs for special education services. The lead agencies engaged with other county offices of education and SELPAs to support local efforts in real time and adapted content to support LEAs in all modes of instruction.

Early Literacy Support Block Grant: The Sacramento County Office of Education was selected by the California Department of Education (CDE) in partnership with the California Collaborative for Educational Excellence (CCEE), to be the Expert Lead in Literacy. The Expert Lead works with the 75 schools that have the highest percentage of students in grade three scoring at the lowest achievement standard. Over the last year, grantees received support to build learning networks to increase their capacity to provide effective literacy instruction. The lead agency has hosted learning sessions with LEAs to support the completion of a root cause analysis and development of literacy plans rooted in continuous improvement practices.

CA Dyslexia Initiative Grant: The Sacramento County Office of Education has been awarded a \$4 million grant to administer the California Dyslexia Initiative (CDI) and will partner with the Dyslexia Center at the University of California San Francisco on the project. The goals of the CDI include building capacity in the statewide System of Support for school districts, county offices of education, and charter schools to provide early intervention services and supports for students with specific learning disabilities such as dyslexia. Additional goals include

developing and disseminating professional development on evidence-based instruction and strategies informed by research.

The role of CCEE has been to move the grant to implementation in collaboration with the CDE and the State Board of Education (SBE). Ultimately, CCEE supports the documentation of the outcomes of the activities described in this section throughout the duration of the CDI to ensure the resources, research, and professional development models developed are available throughout the statewide System of Support and align with other statewide initiatives. For additional information and updates please visit [California Dyslexia Initiative - Dyslexia \(California Department of Education\)](#).

IMPACT

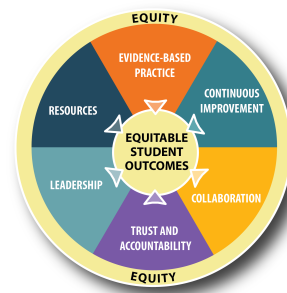
Although additional evaluation data is forthcoming, the major impact of the System of Support (SOS) this year was to develop, archive, and share resources intended to support educational agencies at all levels as they responded to the continually evolving educational environment. Many of these resources were targeted at specific audiences such as educators supporting students with autism or leaders having conversations about equity. The lead agencies within the SOS utilized a variety of communication tools such as newsletters, listservs, and websites to promote these resources. CCEE served as the collector and disseminator for many of these resources utilizing its monthly [SOS Updates](#).

In addition to resources, the SOS served as a vital communication hub as new and updated guidelines for health and safety, school closing and reopening, and transportation. CCEE leveraged its [Health and Safety Guidebook](#) to respond to inquiries and requests from lead agencies within the SOS as they in turn supported LEAs through last summer and into the fall and winter months. In order to support communications related to AB 86, CCEE collaborated with CDE, SBE, and California County Superintendents Educational Services Association (CCSESA) to coordinate presentations at the [April 2021 All Leads Meeting](#) to update the lead agencies about the requirements of AB 86 and provide time for the lead agencies to think through how to respond to the seven supplemental instruction and support strategies. CCEE also collaborated with CDE and the California Afterschool Network to activate the SOS and recruit lead agencies as presenters for a statewide convening on May 5 for LEAs, COEs and community-based partners to learn more about AB 86. This convening had over 1200 registered participants and included over 40 sessions with topics such as funding, leveraging partnerships, supporting foster youth and students experiencing homelessness, and many more.

NEXT STEPS

The System of Support will need to continue in its focus to create more coherence within the system in supporting local educational agencies, leaders, and communities. Coherence requires all participants in the system to have a shared understanding of the focus and outcomes of the system, establish collaborative processes, expand learning opportunities across the system, and define collective responsibility. This would include:

1. Increasing CCEE's **focus on outcomes** as the System of Support enters its third year, especially through CCEE's work with the external evaluation. Building on the initial findings ([GeoLeads](#), [SELPA Leads](#), and [CEI](#)) about the specific actions and strategies of the System of Support lead agencies and impact of resource development, capacity building, and strengthening collaborative relationships, the next phase of the statewide evaluation will include a deeper dive into specific areas of work for the Geographic Leads, the SELPA Leads, and the Community Engagement Initiatives as well as the overall system.
2. Prioritizing opportunities to **collect, synthesize, and share innovative and evidence-based strategies** identified by participants within the System of Support. CCEE will work through the evaluation process with RTI to define and measure successful strategies and resources and in collaboration with the state and lead agencies to create opportunities to share and access these throughout the system.
3. **Refining communication and collaboration processes** that grow and adapt as new lead agencies are identified and the educational environment continues to evolve. Based on feedback of those within the system and those who access the system for support, CCEE will focus on targeted outreach to COEs to ensure they are aware of the resources and supports available and to LEAs to ensure they understand how to integrate no-cost resources and supports into their professional learning and planning processes. CCEE will continue to work with the state and lead agencies to refine content and processes for the All Leads Meetings, building on the momentum created this year through collaboration related to distance/hybrid learning resources and information and projects to support the implementation of AB 86.



Goal 4: Research, Development, and Dissemination

Design and implement strategy and initiatives to share lessons learned from CCEE's work and best practices from the field by:

- Developing and sharing data analysis tools, processes, and resources to support data inquiry with LEA teams.
- Defining and identifying LEA "models of continuous improvement."
- Refining and integrating the QRU (Quality-Relevance-Usability) rubric to support the identification and development of resources.

SUMMARY OF CCEE SUPPORT

CCEE's Research, Development, and Dissemination activities are focused on the identification of and support for the implementation of evidence-based strategies to support improved student outcomes. With the hold on statewide summative assessments in 2020 and the suspension of reporting of state and local indicators on the

2020 Dashboard, CCEE made the decision to pause its Models of Continuous Improvement project, which relied on the statewide accountability metrics. Instead, CCEE launched several strands of activities that focused on the identification of best practices and lessons learned from educators and local educational agencies (LEAs) navigating the unprecedented landscape of school and district leadership during a worldwide pandemic:

#ComeBackCASchools: In July 2020, CCEE launched the [#ComeBackCASchools](#) campaign. With 7,000 views, this initiative works with individual LEAs and their communities to share lessons learned and best practices in how they have navigated the complexity of COVID-19 and moved to implement a safe reopening of schools. Designed to share best practices from the field, [Marin County Office of Education and Marin County Health and Human Services](#) shared the collaborative approach to lead the reopening of the county office of education and MCOE districts using a science-based approach. [San Juan Unified School District and San Juan Teachers Association](#) outlined its collaborative approach to negotiate collective bargaining to support districtwide distance learning and the reopening of schools for voluntary in-person instruction.

Leading Forward Podcast: The [Leading Forward Podcast](#) features California educators, school and district leaders, researchers, and other recognized experts to share their experiences, lessons learned, and tips in navigating the ever-evolving educational landscape. Topics across the 27 twenty-minute episodes have ranged from shifting to Competency-Based Grading to Digital Equity to Funding and Design Tips for Summer Learning. Accessible on the [Field Guide website](#) and on all major podcast platforms, the podcast was launched at the beginning of 2021 without a promotional campaign and has been accessed 1,000 times.

Quality, Relevance, Usability (QRU): Aligned with CCEE's [Theory of Action](#), the Quality, Relevance, Usability, or [QRU rubric and survey](#) is a comprehensive tool that can be used to evaluate the design, delivery, and impact of CCEE's professional learning resources and training. The first version of QRU was developed in 2017 to support the measurement of CCEE's 2017-2019 cohort of Professional Learning Networks (PLNs). Over time, the survey has been revised to measure the QRU of all CCEE's professional learning offerings (e.g., statewide training and professional development modules). Further, an expanded QRU rubric was created for the [CCEE Resource Review Guide](#) that supports external partners, content developers, and CCEE staff with the review of the design and dissemination of content.

Of the responses that were submitted to evaluate the Spring 2021 synchronous webinars, over 90% of the responses rated very high and high across all three dimensions of quality, relevance, and usability. CCEE is relying on the CCEE Resource Review Guide to evaluate all final deliverables submitted by contractors before uploading to the CCEE website.

LEA Data Profiles: Using the available years of California School Dashboard data, CCEE has focused on the development of a comprehensive data profile that goes beyond the annual snapshots of performance and growth. Because only three years of continuous data (2017-19) are available, the applications for examining long-term trends are limited, but CCEE has begun to examine patterns of performance across indicators and student groups.

Over this past year, CCEE transitioned communications from mass marketing/branding of the organization to **strategic engagement and outreach** embedded within a systems approach. CCEE's theory of action informs the process of collaborating with partners and stakeholders to develop and disseminate communication strategies and products. By identifying and strategically engaging with key partners, stakeholders, and influencers within the system (e.g., Geographic leads, SELPA leads, CEI, and LEAs receiving assistance from CCEE), CCEE is increasing its reach to effectively communicate and disseminate relevant information about its resources and technical assistance services.

Website: Based on feedback sessions held with CCEE's Advisory Council and other partners, CCEE launched an updated website in July 2020. The updated site offers an interactive platform and allows for easier navigation to access key resources and information, including CCEE's [event calendar](#) to explore professional learning opportunities, informational webinars, resource launches, and partner events; read CCEE publications (i.e., [CCEE Connection Newsletter](#), [Advisory Council Highlights](#), and [Hot Topics](#)) to stay informed about agency initiatives and high-priority topics in K-12 education; and join CCEE's mailing list to receive updates and announcements. It also strategically links to partner websites (e.g., SELPA and CEI) and program microsites (e.g., Leading Forward 2021, Field Guide, Health & Safety Guidebook), and provides a centralized location to access a variety of resources, strengthening CCEE's online presences. Since its launch, the updated website has received over 110,000 views and has generated a 42% increase in unique views, compared to CCEE's previous website during the 2019-2020 fiscal year.

Regular Communications:

- **CCEE Connection:** CCEE continues to publish its monthly newsletter, the [CCEE Connection](#), to spotlight the work of CCEE and its partner agencies, providing applicable resources, tools, and strategies to support the changing needs of LEAs. More recently, CCEE has been framing its newsletters around a monthly theme and featuring partner contributions to provide different perspectives on high-priority topics emerging from the field.
- **Weekly Updates:** To address the high-priority needs of LEAs during the COVID-19 pandemic, CCEE began sending weekly updates to its general listserv with a list of its free professional learning offerings, office hours, and coaching sessions from April 2020 to July 2020. In February 2021, CCEE resumed its weekly updates to highlight 5-7 quick "grab-and-go" resources focused on a weekly theme.
- **Social Media:** In January 2021, CCEE implemented a more strategic approach to build a stronger social media presence. Rather than simply posting registration links for upcoming webinars, CCEE began posting content that centered around its core message of increasing equitable student outcomes and opportunities by building capacity, collaborating with partners, and increasing access to high quality, relevant, and usable resources.

Regular updates to core stakeholder groups including CCEE's Governing Board, representatives of the Administration (e.g., Governor's office, State Board of Education, Department of Finance, and expanded to the California Department of Public Health, California Health & Human Services, and California Department of Social

Services), and staff from the Legislative Analyst's Office, legislature, statewide associations, and community-based organizations to provide opportunities for input and feedback on key initiatives. CCEE initiated these updates at the beginning of the pandemic to establish a line of communication for select stakeholders to evaluate CCEE's agency goal deliverables and inform new initiatives.

IMPACT

CCEE's 2020-21 activities to support the research, development, and dissemination goal focused on identifying best practices and lessons learned for LEAs and implementing targeted communications and dissemination strategies to support their application. The pandemic catapulted CCEE into rapid response mode to leverage its existing partnerships with [COEs](#) and [statewide associations](#) to provide essential resources to support LEAs:

- Expanding resource development partnerships to a broader network of statewide associations including: Association of California School Administrators (ACSA), California School Board Association (CSBA), California PTA, Computer-Using Educators (CUE), California Association of African-American Superintendents & Administrators (CAAASA), California IT in Education (CITE)
- 38 COEs actively 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

We have tracked the growth in the number of subscribers, participants, and downloads of materials as one way of measuring the success of this goal:

Listserv Distribution: In the past couple of years, CCEE has seen a significant increase in the number of people who have subscribed to CCEE's mailing list. In January 2019, 1,928 subscribers were receiving the agency's monthly newsletters, press releases, and updates on available trainings. By January 2020, the number of subscribers had steadily increased by 20% and doubled between January 2020 to January 2021 to over 4,600 subscribers. CCEE saw a large bump as a result of its rapid response supports for the immediate needs of LEAs across the state throughout the COVID-19 pandemic.

With the launch of the CCEE's Leading Forward in 2021 initiative, the number of subscribers increased by 48% in just one month, and resulted in an overall growth of 162% in the current fiscal year (July 2020 - June 2021). Significantly, CCEE's regular distribution list includes almost double the number of representatives for the Administration and legislative staff, speaking to its strategic engagement efforts in establishing its role as a lead agency tasked with supporting LEAs within the System of Support.

Social Media Engagement: By maintaining an active social media presence, CCEE increased its LinkedIn followers by 60% and its Twitter followers by 20% since June 2020. CCEE continues to invest in social media marketing campaigns to build awareness of CCEE and its initiatives, increase engagement, and maximize its reach in connecting with various stakeholders within the virtual K-12 education sector.

The strategic outreach to legislators resulted in CCEE being invited to the table to draft language for proposed legislation that directly impacts CCEE's work (e.g. Assembly Bill 86). CCEE staff are now developing, in collaboration with the administrative agent, the proposed expenditure plan to support these new legislative requirements that are scheduled to last through 2023.

Through increased exposure of CCEE's expertise, experience, and record of success, CCEE became recognized as a trusted key player that could inform how California's K-12 system aligns with the larger statewide initiative to integrate behavioral health/health and human services with education. CCEE's network of engaged stakeholders now extends beyond California's K-12 education sector to include the Governor's Office, CDPH, CHHS, CDSS, and legislative staff from both the Assembly and Senate. To see the full list of collaborative partners, and how the new communication effort resulted in expanded partnerships and audiences, please see [Appendix A](#).

NEXT STEPS

CCEE's efforts to support research, development, and dissemination efforts in the coming year are to:

1. Focus on **quantitative data analyses** using existing and available data to support evidence-based decision-making around instruction. As CCEE continues to support LEAs to address ongoing instructional support needs for students and schools, CCEE proposes focusing on targeted data analysis support for LEAs interested in examining trends in California School Dashboard data and/or local indicators. One particular area of support could be the analysis of existing Dashboard data to identify LEAs that are most likely to be identified for [differentiated assistance or intensive intervention](#) as a result of their December 2021 Dashboard results.
2. Expand the development and **application of CCEE's 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 CCEE's **targeted engagement and strategic communication activities** to further expand its audience, and create ongoing feedback opportunities embedded with every interaction on the CCEE website, professional learning opportunities, and direct technical assistance activities.

COVID-Related Rapid Response Supports for LEAs

As LEAs entered the 2020-2021 school year educating most students through distance learning due to the continued pandemic, the Administration and the Legislature were preparing for early action resources and technical assistance to support all schools with a safe return to in-person instruction. CCEE continued its organizational pivot to support LEAs through the following activities:

California Department of Public Health (CDPH) & California Health and Human Services (CHHS) Educational Stakeholder Webinars: Between November 19, 2020 and January 20, 2021, CCEE supported four statewide webinars on behalf of the Administration to engage state public health leaders in conversations regarding the latest COVID-19 trends, related state guidance, and its impact on LEAs. These webinars covered a variety of topics to support LEAs with planning for the safe return of staff and students (e.g., small cohorts and stable groups, updated guidance for COVID-19 surveillance testing, planning for vaccinations, and updated quarantine protocols) and featured the [Governor’s Safe Schools for All Plan](#), [Consolidated Guidance](#), and Directives to support transparency and [reporting of school reopening status](#). Attendance across these four webinars was over 3,600 with an additional 2,032 views of the archived videos.

Health & Safety Guidebook: During the summer of 2020, CCEE was asked to support the Administration’s efforts to implement the various COVID-19 related guidances for schools and school communities. Working with the California Department of Public Health (CDPH) and the State Board of Education (SBE), CCEE launched the [Health & Safety Guidebook](#) in August 2020 to provide rationale, tools, and resources for LEAs to use or adapt in planning for, implementing, and communicating health and safety guidance with their students, staff, and families. The Health & Safety Guidebook has been revised seven times, following each new release of COVID-19 related guidances affecting school communities. It now includes a regularly updated [crosswalk of guidance updates](#) and can be downloaded as a single, [comprehensive document](#). Since its launch, the Health & Safety Guidebook has had over 17,800 page views.

School Instructional Status Dashboard: CDPH issued a [directive](#) on January 14, 2021, requiring every educational agency (i.e., school district, county office of education, charter school) and private school to submit data about how student instruction is provided. On behalf of the Administration, CCEE has been supporting the data collection process, developing [informational resources](#), hosting statewide trainings, and meeting regularly with the other members of the State development team (i.e., SBE, Esri) to further refine the [publicly available statewide maps](#) which provide an interactive overview of school instructional mode/reopening status. In March 2021, CCEE also launched the CA Safe Schools Support Help Desk to support county office, district, charter school, and private school staff in completing the ongoing data collection. Since its launch, the Help Desk team has responded to over 1,400 requests for support.

Practitioner Group Convenings / COVID-19 Testing Plans: CCEE hosted a discussion with the State Board of Education (SBE), the Department of Finance (DOF), the Fiscal Crisis and Management Assistance Team (FCMAT), and the California Department of Education (CDE) to learn more about COVID-19 surveillance testing and its potential impact on school employee medical plans. This meeting convened key representatives impacted by this issue to hear from select health care providers about the implications for scaling and supporting the implementation of the Valencia Branch Lab testing program in schools across the state. The information from this discussion was used to inform the determination of funding for statewide COVID-19 testing for K-12 students and staff. CCEE continues to support and participate in these convenings on important issues. Most recently, CCEE staffed the COVID-19 vaccination plan for students and families and the School Employee Fund (SEF) convenings organized by the Governor’s Office.

Pandemic-EBT (P-EBT) Data Collection: From April to June 2021, CCEE worked closely with the California Department of Social Services (CDSS) and CDE to support the development of a survey to collect school-level information regarding the primary mode of instruction in schools participating in the federal School Breakfast Program or the National School Lunch Program in order to facilitate the distribution of additional food benefits to eligible students and families. This effort is estimated to result in an additional \$5 billion in food benefits for students and families in need across the state.

Summer Learning: On behalf of the Administration, CCEE hosted a [statewide webinar on May 19, 2021](#) to launch the [Administration's summer programming initiative](#) and to provide an overview on how LEAs can partner with community-based organizations to enhance summer learning and enrichment opportunities for this summer and beyond.

While the immediate needs caused by the COVID-19 pandemic have waned, CCEE anticipates that the agency will continue to play a role in providing rapid response supports for LEAs on behalf of the Administration. This may include just-in-time resource development, engagement/feedback solicitation, wide-scale training, and information dissemination to support other priority needs. To address these efforts, CCEE will need to include some flexibility in its staffing and workplan to accommodate such responses.

Looking Forward to 2021-22

The coming year for CCEE is one that begins with the transition of our Executive Director. As our outgoing Executive Director, Tom Armelino has strengthened partnerships and relationships with stakeholders and shaped the framework for the agency's priority goal structure and the definition of our high-leverage strategies and activities to be adaptive and responsive to the most pressing needs of local educators to help deliver on California's promise of a quality and equitable education for every student. Incoming Executive Director Matt Navo, as a partner and member of the governance team with the CCEE Board, provides an opportunity to further strengthen our efforts and refine the agency goals as he incorporates his experience as a district and state leader and through new input and feedback from stakeholders.

Agency priorities in 2021–22 and in the years to come will reflect the new post pandemic education landscape while understanding that preexisting challenges exacerbated by the pandemic remain mostly unchanged. Many school districts have already increased their efforts to address long-standing challenges in this past year and for many in the spring and summer of 2021. The new school year brings an opportunity to contemplate education priorities in a new light and consider bolder, and more innovative solutions to address the persistent challenge of reducing and eliminating the many disparities exacerbated by the pandemic for our most vulnerable and underserved students.

Based on these many needs and in response to the feedback and input received from the CCEE Governing Board on June 24, 2021, as well as new priorities identified in the Governor's 2021-22 Budget, the draft 2020-21 agency goals will continue to be anchored around CCEE's 4 primary areas of focus:

1) Direct Technical Assistance to LEAs

- Continue to engage and communicate with LEAs receiving Direct Technical Assistance (DTA) to develop clear instructional plans and implement cycles of improvement
- Expand access to DTA resources to help all LEAs engage in cycles of improvement that enhance their instructional systems, including through facilitated resource guides and fee-for-services opportunities

2) Professional Learning and Resources

- Expand access to and increase the use of evidence-based tools and resources that promote deeper, team-based learning to support learning recovery and acceleration
- Apply CCEE's Quality-Relevance-Usability (QRU) rubric to identify and curate a repository of high-quality instructional materials to accelerate learning and develop students' executive functioning skills
- Provide professional development for LEA and school leadership teams to support evidence-based decision-making based on the quality, relevance, and usability of resources, programs, curricula, and vendors

3) Facilitation of the Statewide System of Support

- Build upon the initial evaluation of the System of Support to dive deeper into specific areas of work to focus on building capacity, strengthen relationships, and create more coherence within the System of Support
- Engage and collaborate with partners within the System of Support to identify and disseminate high-quality, evidence-based instructional materials that are accessible to LEAs across the state

4) Research, Development, and Dissemination Activities

- Focus on quantitative data analyses using existing and available data to examine trends, identify areas of need, and support evidence-based decision-making around instruction to accelerate learning
- Further develop, refine, and apply CCEE's Quality-Relevance-Usability (QRU) rubric to create tools and protocols that help LEA and school leadership teams identify and vet resources, programs, curricula, and vendors, specific to their context and learning acceleration needs
- Continue CCEE's strategic engagement efforts to expand its audience, creating ongoing feedback opportunities to ensure its professional learning and direct technical assistance activities align to the needs of LEAs across the state

These preliminary goals and agency workplan will be presented to the Governing Board for review during the October 2021 Board meeting.

Appendix

Since CCEE's creation in 2013 through the passage of LCFF and full operationalization in 2015, communications on marketing and branding, the purpose of the organization was necessary to increase awareness and distinguish CCEE from existing education agencies. In late 2019, CCEE shifted the narrative to focus on the work of the organization. This shift increased exposure of CCEE's expertise in high-quality professional development and intensive support for LEAs with chronic low performance.

CCEE's investment in shifting its narrative expanded and strengthened partnerships. During the pandemic, CCEE reached out to all 58 COEs with 25 COEs collaborating on direct support for LEAs and 38 participating in virtual professional development sessions. By 2021, CCEE is now working with all 58 counties on high-priority initiatives like the statewide data collection to identify instructional mode (AB 86) and the necessary resources to support food insecurity with some of the most underserved students (Pandemic EBT).

COE Partners

Alameda	Imperial**	Modoc	San Diego**	Sonoma
Alpine	Inyo	Mono	San Francisco	Stanislaus
Amador	Kern	Monterey	San Joaquin**	Sutter
Butte**	Kings	Napa	San Luis Obispo	Tehama
Calaveras**	Lake**	Nevada	San Mateo	Trinity
Colusa**	Lassen	Orange**	Santa Barbara	Tulare
Contra Costa**	Los Angeles	Placer**	Santa Clara	Tuolumne**
Del Norte	Madera	Plumas	Santa Cruz	Ventura**
El Dorado	Marin**	Riverside**	Shasta**	Yolo**
Fresno	Mariposa	Sacramento	Sierra	Yuba
Glenn	Mendocino	San Benito	Siskiyou	
Humboldt	Merced	San Bernardino**	Solano	

2020: ** designates 25 COEs with formal partnerships to support COVID

2021: All 58 COEs supported the work on the statewide initiatives to support the safe reopening of schools

Spring 2020 COVID Rapid Response Partnerships for Professional Learning

Topic/Theme	Partner
Lessons Learned on Distance Learning	Association of California School Administrators (ACSA)
Advancing Equity in an Era of Crisis	California Association of African American Superintendents Association (CAAASA)
Compassionate Systems in Distance Learning Environments	Center for Systems Awareness
Student Privacy and Confidentiality	California Information Technology in Education (CITE)
Continuity of Learning Playbooks	Copernicus
Distance Learning: Reflections, Considerations, and Recommendations Virtual Board Meeting Resources and Tools	California School Boards Association (CSBA)
Instructional Design and Delivery in Virtual Settings	Computer Users in Education (CUE)
SELPA Systems Leads	Imperial COE; Placer COE; Marin COE; San Diego COE
Distance Learning (DL) Consortium	Kern COE; San Diego COE; San Bernardino County Superintendent of Schools; Orange County Department of Education
Distance Learning Strategies	Plus One Leadership; Beacon Results; CUE; San Diego COE; Alliance for Children's Rights; Catlin Tucker; Ventura COE
Last to Know: Families Crave Information about School Decisions during COVID-19	California Parent Teachers Association (CAPTA)
Distance Learning Virtual Academy	Small Schools Districts Association (SSDA)
Learning Acceleration	TNTP (formerly The New Teacher Project)
Rapid Response Toolkit	WestEd
Distance Learning Systems	Working By Design

2020-2021 Professional Learning Partnerships

Topic/Theme	Partner
Lifting Our Voices: Reimagining Schools for Students of Color Amid COVID-19	California Association of African-American Superintendents and Administrators (CAAASA)
Information Technology Leadership and Student Privacy	California IT in Education (CITE)
Supporting California's School Districts Develop and Implement Balanced Assessment Systems to Support School Improvement and Student Learning	Center for Assessment
The Equity and Excellence Framework	Creative Leadership Solutions
Leading Forward and Field Guide	Copernicus
Cultivating impact for online and distance learning	Center for Teaching Quality (CTQ)
Hybrid Classrooms that SOAR: A Research-Based Approach to Elevating Instruction	Essential Practice Frames (EPF)
Data Support	Educational Resource Consultants (ERC)
At-Home Science Learning for Grades K-5	Fresno COE
A series of professional development sessions to support high need LEAs	International Center for Leadership in Education (ICLE)
Navigating a Roadmap for the Next Normal in Education	InnovateED
Hot Topics in Pedagogy and Technology	Kern County Superintendent of Schools (KCSOS)
Hot Topics in Pedagogy and Technology	Orange County Department of Education (OCDE)
A series of professional development sessions to support high need LEAs	Orenda
Creating Equity-Driven Summer and Expanded Learning Programming in 2021/2022	Partnerships for Children and Youth (PCY)
A series of professional development sessions to support high-need LEAs	Pivot Learning
Modifying Math Success for All for Asynchronous/Synchronous Virtual Delivery	Placer COE

Topic/Theme	Partner
Multilingual Education and Global Achievement (MEGA) Tools San Diego COE Discussion Cards for Theatre, Geography, and Mathematics	San Diego COE
Adaptive Guidance for Inclusive Learning Expansion by Educators Multiplied (AGILE EDx)	Santa Clara COE
Equity Rubric	San Diego COE and Santa Clara COE
Asynchronous course for educators and facilitators	Stanford Center for Opportunity Policy in Education (SCOPE)
Outdoor Education	Ten Strands
Accelerated Learning	TNTP (formerly The New Teacher Project)
Social emotional learning/whole child	Turnaround for Children
Formative Assessments for Classroom Teachers	Validity Partners
High-Dosage Tutoring	Annenberg Institute
Districts Advancing Racial Equity (DARE)	Learning Policy Institute (LPI)
Collaborative Labor Management Practices During COVID-19	CA Labor Management Institute (LMI)
Reimagine and Rebuild Restarting School with Equity at the Center	PACE (broader group to reimagine schools)