

News & Announcements

CCEE Website Redesign

→ The CCEE's website is currently undergoing a summer redesign in anticipation for the upcoming 2022-23 school year. We appreciate your patience during this transition and look forward to gathering your feedback in the coming months to make sure our website is meeting your needs.

Upcoming Conference: California Charter Authorizing Conference (CCAP) June 22-24, 2022, Costa Mesa, CA

→ CCAP is working to ensure quality charter schools in California's public education sector by providing a network of support and resources to build the professional capacity of the individuals serving this vital role. Join us at this upcoming conference to support this work.

→ <https://calauthorizers.org/event/ccaps-california-charter-authorizers-conference/>

Community Engagement Initiative: Parent Leaders Share Their Voices



→ The Community Engagement Initiative released the following video to share the voices of parent leaders within the program talking about their and their district's experiences inside the initiative.

→ <https://youtu.be/kroLcuFK-Vs>

IN CASE YOU MISSED IT

Link to June SOS Update:

→ <https://bit.ly/3OhMxjP>

ABOUT THE CCEE

The California Collaborative for Educational Excellence is a statewide leader delivering on California's promise of a quality, equitable education for every student.

ccee-ca.org

Executive Director's Corner

Clarity Builds Confidence

By Matt J. Navo, CCEE Executive Director



It is said that clarity builds confidence. When it comes to the Statewide System of Support for the state of California building clarity of language, roles and responsibilities can be complicated. California being one of the most innovative and yet complex states in the country brings with it a host of dilemmas and challenges that make clarity difficult. However, the needle is moving and when you are working at a state level the needle moves in measures of inches versus feet.

The Transforming Systems for Equitable Educational outcomes (TSEE) center within the CCEE is focused on building sustained movement towards clarity for the Statewide System of Support so that all Local Educational Agencies (LEAs) can access universal, targeted, and intensive services. One aspect of this clarity is understanding "who is doing what" and in this newsletter, we hope that will become clearer for our educational partners as we all work to improve outcomes for all of California's 6 plus million students.

Alignment and Coherence Across the System of Support

By Chris Hartley, Deputy Director, Transformative Systems



The CA Statewide System of Support (SSOS) is layered with valuable services and supports that are braided across our County Offices of Education, school districts, state agencies, and other agency providers. Focusing on designing and providing universal and targeted support, the ultimate goal is to design and deliver the right type of support, at the right time, and in the right place. This commitment to real time service is essential, especially during these historic times where massive opportunities exist within the State of California to transform educational practices through a variety of complex statewide initiatives.

In this newsletter, we are highlighting the SSOS in action. Sharing examples of the important work happening is a meaningful way to demonstrate the commitment in designing and implementing programs that embrace innovation, focus on relevancy, and utilize feedback from the field. It is essential that the system learns about the ambiguities and questions that exist in the field, connecting people to information, resources, all while building a network of support and relationships across organizations.

California is the most diverse state in the nation and our focus on providing differentiated service must mirror and honor the complex needs of our counties, districts and schools. CCEE is a proud partner in this effort and we are excited to share examples of the collective work in action. Together we are building cultures of innovation, creativity and transformation that positively impact the achievement of the children and youth we collectively serve.

Local Educational Agency (LEA) Highlight:

Lancaster School District Improving Literacy with the ELSB & CLSD Grants

By Jasmine Hennessy, CCEE Program Specialist



When asked to reflect on the hard work and dedication of the Lancaster School District's staff, Superintendent Dr. Michele Bowers recalls a quote by Margaret Mead, "Never doubt that a small group of thoughtful committed individuals can change the world; indeed it is the only thing that ever has."

CCEE, in partnership with the CDE, is excited to highlight the Lancaster School District and its success with both the Early Literacy Support Block (ELSB) Grant and the Comprehensive Literacy State Development (CLSD) Grant.

The ELSB Grant is a state-level grant that focuses on students in Transitional Kindergarten through 3rd grade. The CLSD grant is federally funded and aims to serve children from birth through 12th grade, with a particular focus on children living in poverty, English Learners, and students with disabilities. Both grants, however, maintain a goal of improving student outcomes related to literacy.

Joshua Elementary, ELSB Grant recipient, serves a student population that consists of 94% low-income, 51% Hispanic, 37% African American, and 20% English Learner students. After identifying root causes of low achievement on the English Language Arts (ELA) statewide assessment, Joshua Elementary staff developed action plans that have guided a number of positive changes including:

- The implementation of a weekly data protocol template
- Training & progress monitoring of curriculum
- Systematic hand movements
- Site wide usage of academic vocabulary
- Universal data trackers
- Training in Daily 5
- Method for community circles
- Para-educator small group instruction method
- +/- to regulate needs of staff
- Coach/Admin meeting template
- Professional Development needs identified by staff leadership collaboration

While the collection of school data has been largely suspended for 2020-2021 due to the COVID-19 pandemic, Joshua Elementary is improving significantly based on local data. According to Suzie Dollesin of the CDE, the site team attributes the school's improvement to weekly grade-level team meetings to foster collaborative lesson planning, professional development opportunities offered to staff, and the implementation of a Universal Lesson Plan Template and Rubric. Joshua Elementary intends to continue their progress by utilizing a master schedule with subject blocks for each grade level in addition to following guidelines established by administration regarding what lessons to teach and when.

According to Erika St. Andre of the CDE, participating CLSD schools, Jack Northrop Elementary, Mariposa Elementary, and Monte Vista Elementary, have all made significant strides toward implementing a structured literacy approach. Some common themes observed across all three sites include:

- Effective use of paraeducators in small groups and one-on-one
- Effective use of "Say it, Move it, Spell it" across grade levels
- Segmenting and blending reading strategies

The leadership and staff members at the Lancaster CLSD Grant partner schools continue to demonstrate dedication to improvement through the implementation of "Getting Reading Right." So far, they have completed Year 1 of this 3-year endeavor, and expect to see significant improvements to literacy achievement data upon completion. St. Andre adds, "It is hoped that Year 2 will bring fewer COVID-related challenges and that student growth in literacy skills will continue to increase."

¹<https://www.cde.ca.gov/pd/ps/elsbgrant.asp>

²<https://www.cde.ca.gov/pd/ps/clsd.asp>



CCEE UPK Support System Multi-Agency Collaboration

Amanda M. Dickey, Esq., Executive Director of Government Relations, Santa Clara County Office of Education

The Santa Clara County Office of Education (SCCOE) and the California County Superintendents Educational Services Association (CCSESA) recently partnered with CCEE and CDE to produce a two-part statewide training on Universal PreKindergarten (UPK) implementation for all county offices of education (COE). The trainings covered a myriad of topics related to UPK, starting with its definition: UPK is an expansion of the state's current mixed delivery system that meets the early learning and care needs of 3 and 4-year-old children and their families. UPK includes all existing state and federal early learning, private community-based providers that offer a preschool or expanded learning experience, and extended learning program. The trainings also addressed UPK FAQs, new related programs and requirements (e.g. ELO-P and the UPK Plan), workforce and facilities needs, blending/braiding/layering programs for fiscal sustainability, and age-appropriate curriculum and learning. CCEE and CDE were key partners in developing, reviewing, and vetting the trainings to ensure that they were aligned with state messaging and the broader vision for a UPK system of support.

As a reminder, the 2021 Budget Act included one-time funding for Countywide Implementation and Planning Grants along with a new temporary role for COEs: to provide technical assistance (TA) and support to all districts as they create UPK Plans (also a new requirement established in the 2021 Budget) and implement TK expansion, the Expanded Learning Opportunities Program (ELO-P), and other amended/expanded programs under the UPK umbrella. The trainings co-created by the SCCOE, CCSESA, CCEE and CDE are a key "universal support" that will help to ensure all COEs have the expertise needed to provide critical TA and support to districts and will do so in a way that is consistent between counties and aligned with the state's guidance and vision for UPK. Based on additional feedback and questions raised during the webinars, we hope to continue to support CDE and CCEE as they build out the "UPK system of support" with additional targeted supports and tools for both COEs and districts.

Slides from webinar #1 can be accessed here: <https://bit.ly/upkwebinar1deck>. Slides from webinar #2 can be viewed here: <https://bit.ly/upkwebinar2deck>. Recordings of both trainings will be posted on CDE's California Educators Together webpage shortly. For questions about the trainings or the content therein, please feel free to email Chris Hartley at chartley@ccee-ca.org or Amanda Dickey at adickey@sccoe.org.