

A background image showing the backs of a crowd of people with their hands raised in the air, suggesting a celebratory or participatory event. The image is slightly blurred, focusing on the movement and energy of the group.

ccee

California Collaborative  
for Educational Excellence

# 2021-2022

## ANNUAL REPORT

# CALIFORNIA COLLABORATIVE FOR EDUCATIONAL EXCELLENCE

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# History, Mission, Vision, & Values



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

**VISION:** The California Collaborative for Educational Excellence transforms public education, so every student is inspired and prepared to thrive as their best self in the world.

**VALUES:** CCEE team members commit to reflecting our values in the way we approach our work:

- We strengthen socially just and inclusive education systems.
- We build trusting, collaborative, authentic relationships.
- We prioritize well-being – that of students, families, educators, communities, and our team.
- We embrace and nurture curiosity, creativity, and innovation.
- We model continuous improvement focused on educational excellence.

# Three Centers

During 2021-2022, CCEE has assisted LEAs by providing universal, supplemental/targeted, and intensive supports and resources through the work of its three Centers:



**CENTER FOR  
TEACHING,  
LEARNING, &  
LEADING**



**CENTER FOR  
INNOVATION,  
INSTRUCTION, &  
IMPACT**



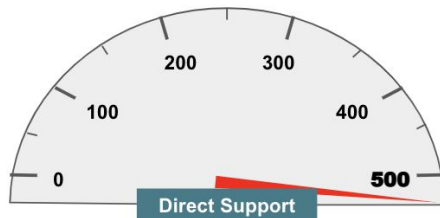
**CENTER FOR  
TRANSFORMATIVE  
SYSTEMS**

# CCEE Support for Local Educational Agencies

Across all initiatives, CCEE collaborated with more than 250 LEAs and participated in over 290 strategic engagement opportunities to exceed our goal of working with 500 LEAs. CCEE also indirectly supported over 2,500 LEAs.

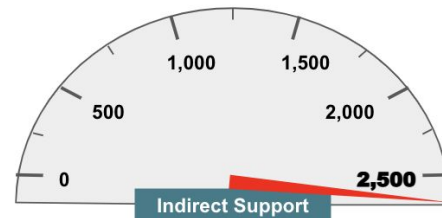
## DIRECT SUPPORT

- Personalized professional learning
- Direct technical assistance
- Customized support
- Strategic thought partnership
- Dedicated CCEE support staff
- Fiscal support/investment
- Multiple sessions, convenings, or gatherings



## INDIRECT SUPPORT

- Guidance
- Automated workflows for end-users to access materials
- Access to online content depending on end-user personas (e.g., website, playbooks, webinars, toolkits)
- Webinar attendees – identified through open registration
- Bi-weekly survey on reopening and instructional modes through June 2022

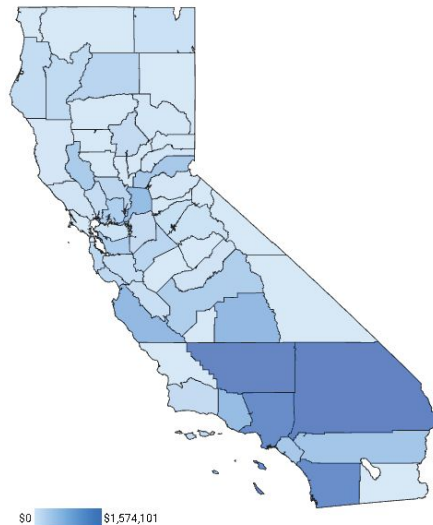


# CCEE Investments Overview

**Figure 1 - CCEE Total Expenditures by County from 2016 to 2022**

**Figure 2 - California Average Percentage of Unduplicated Pupil (EL, Low Income, Foster) Count by County from 2016 to 2022 reflects the concentration of high-need LEAs within county regions**

**Figure 1**



**Figure 2**



CCEE's initiatives, expenditures, and investments significantly correspond to the regions in California with the highest percentage of students in need of support and assistance

# 2021-2022 Impact Data

421



## RESOURCES

Handouts, abstracts, videos,  
guides, slides, publications

296



## STRATEGIC ENGAGEMENT

Engagement activities with  
people at the local, regional, or  
state level such as presentations,  
meetings, websites, webinars,  
trainings, surveys, development  
sessions, and strategy  
discussions)

166



## PARTNERSHIPS

Statewide Agencies,  
Advocacy Groups,  
Membership Organizations,  
Non-Profits, and LEAs

# System of Support

## INITIATIVE

Facilitate the development and implementation of structures, relationships, and processes to provide a System of Support (SOS) for all local educational agencies (LEAs) to effectively meet Local Control and Accountability (LCAP) goals for historically underserved students

## ACTIONS

Provide coordinated, needs-based, and differentiated resources and support to LEAs to improve services for all students evidenced by the closing of opportunity gaps and increased achievement since 2018 through the Statewide System of Support (SSOS) Geographic (Geo) and Special Education Local Plan Area (SELPA) Leads

## IMPACT

19

RESOURCES

43

STRATEGIC  
ENGAGEMENT

13

PARTNERSHIPS

## HIGHLIGHTS



### Resources

- [\*SOS Phase Approach to Coordinate Leads\*](#)
- [\*California System of Support Graphic\*](#)
- [\*Geo\*](#) and [\*SELPA\*](#) Leads' Theories of Action



### Partnerships

- Two Statewide Agencies (SBE and CDE)
- Organizations (WestEd & CCSESA, FCMAT)
- Seven County Offices (Sacramento, Sonoma, Placer, Santa Barbara, El Dorado, Alameda, Shasta)



# Community Engagement Initiative (CEI)

## INITIATIVE

Identify and distribute promising practices of county offices of education and local educational agencies that build innovation, collaboration, and support effective implementation across the state

## ACTIONS

Strengthened the capacity of families, community members, schools, districts, and county offices to create authentic partnerships and initiate difficult conversations to support student success since 2018

257

RESOURCES

IMPACT

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STRATEGIC  
ENGAGEMENT

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PARTNERSHIPS

## HIGHLIGHTS



### Resources

- [CEI Youtube Channel to feature Voices from the Field](#)
- [Problem of Practice Series](#)



### Partnerships

- [17 Partner Districts out of 40 Total Partners in 2021-22](#)
- Co-leading CEI with CCEE: San Bernardino County Superintendent of Schools, California Association for Bilingual Education (CABE), Families in Schools



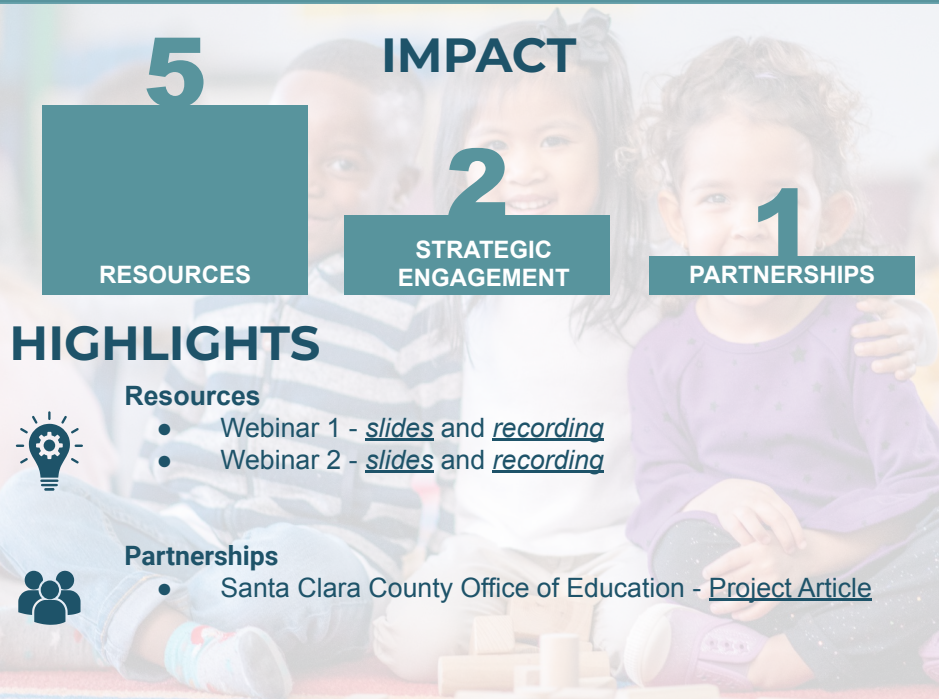
# Universal PreKindergarten

## INITIATIVE

Build a coherent Statewide System of Support that coordinates, collaborates, and integrates resources and strategies to implement effective early learning programs and improve educational outcomes for all students

## ACTIONS

Partnered with the Santa Clara County Office of Education (SCCOE), the California County Superintendents Educational Services Association (CCSESA), and the California Department of Education (CDE) to provide a statewide training on Universal PreKindergarten (UPK) implementation



# Universal Design for Learning (UDL)

## INITIATIVE

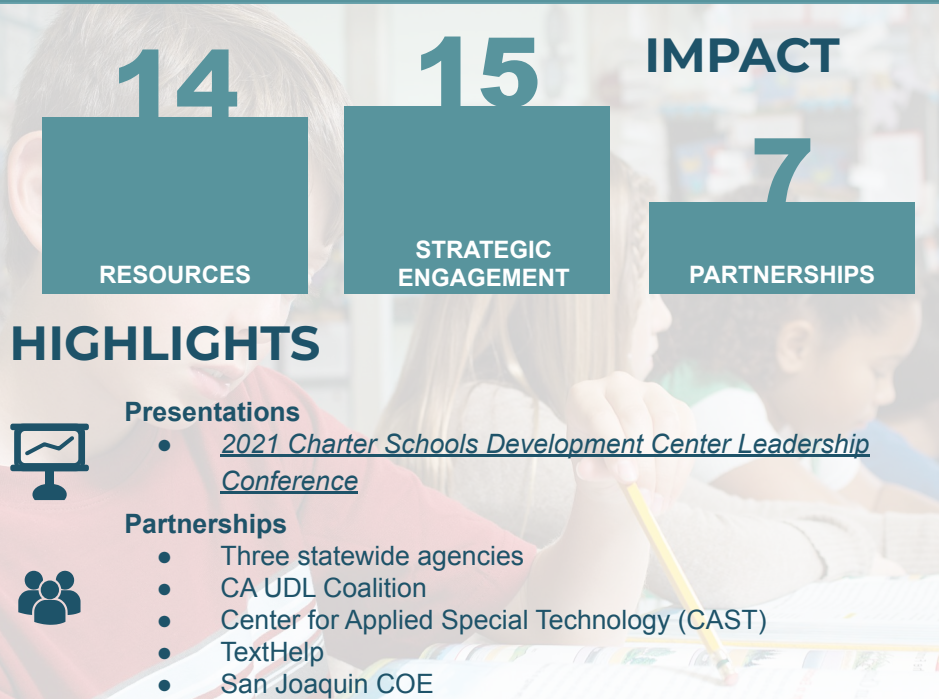
Develop structures for identifying & developing professional learning resources that emphasize high priority topics throughout the school year to build the capacity of COEs and LEAs to implement LCAP goals to improve outcomes for historically underserved students

## ACTIONS

Created and disseminated the Universal Design for Learning (UDL) Journey Guide

Developed resources for school and district leaders to implement UDL

Built internal staff capacity and content knowledge to strengthen expertise and empathy



# Microlearning Modules

## INITIATIVE

Design and implement strategy and initiatives to share lessons learned from our work and emerging/best practices from the field to support sustained improvement for students

## ACTIONS

Partnered with experienced educators, content experts, and instructional leaders to develop asynchronous “modules” to support substitute teachers, paraeducators, and non-certificated instructional staff in the classroom by applying research around “microlearning” to support adult learning

Will be launched in 2022 and will focus on providing specific, tangible guidance to support the immediate implementation of a strategy or skill to support classroom management and engagement, instruction, assessment, social-emotional learning, and student well-being

46

RESOURCES

IMPACT

20

STRATEGIC  
ENGAGEMENT

4

PARTNERSHIPS

## HIGHLIGHTS



### Resources

- 42 Microlearning Modules
- Featured in the CCEE Newsletter ([\*July 2022\*](#))



### Partnerships

- Center for Assessment
- California Subject Matter Projects (CSMP)
- California Commission on Teaching Credentialing
- California Charter School Association

# Evaluation of Statewide Social-Emotional Learning (SEL) Student Mental Health & Wellbeing Data

## INITIATIVE

Collect and analyze internal program and statewide professional learning infrastructure/initiative data to measure improved student outcomes and impact

## ACTIONS

Collaborated with the CDE, the Sacramento County Office of Education, and the Santa Clara County Office of Education to establish a collective approach in measuring the impact of SEL, student mental health, well-being, and academic outcomes informed by the following actions:

- Feedback from advisory partner convenings
- Synthesis of statewide initiatives and survey tools
- Insights from partner presentations to share best practices, tools, and resources
- Analysis of statewide and county/regional data

## IMPACT

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ENGAGEMENT

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PARTNERSHIPS

## HIGHLIGHTS



### Engagement

- [CCEE Impact Series Website](#)
- [Seven advisory partner convenings](#)



### Partnerships

- [95 participants over the course of the year representing five statewide entities and 20 organizations and LEAs](#)

# Professional Learning Networks: Independent Study and Direct Technical Assistance Districts

## INITIATIVE

Advise and assist county offices of education (COEs) and local education agencies (LEAs) in need of targeted assistance in achieving their Local Control and Accountability Plan (LCAP) goals by effectively meeting the needs of disadvantaged student groups

## ACTIONS

Provided Direct Technical Assistance (DTA) with COEs in support of school districts to address systemic changes needed to improve outcomes for disadvantaged student groups as measured in the LCAP and Statewide Dashboard

Leveraged SIR to prioritize areas of progress and create a pilot case study for intensive technical assistance at the school/classroom level

Hosted Independent Study PLN to provide support to LEAs on master agreements

## IMPACT

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RESOURCES

19

STRATEGIC  
ENGAGEMENT

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PARTNERSHIPS

## HIGHLIGHTS



### Presentations

- 8 DTA-SIR
- 8 Independent Studies



### Partnerships

- DTA-SIR PLN included six school districts and six COE partnerships
- Independent Study Professional Learning Network (PLN) included 11 partnerships



# Direct Technical Assistance Support and Redesign

## INITIATIVE

Identify and use school/district turnaround principles and continuous improvement practices to effectively build the capacity of LEAs through Direct Technical Assistance (DTA) to support all students' academic and social-emotional well-being

## ACTIONS

Implemented, shared, and used school and district turnaround principles in targeted assistance to address both district and classroom teaching and learning frameworks

Participated in the Improvement Coach Professional Development Program through the Institute for Healthcare Improvement (IHI) to inform the redesign of the Systemic Instructional Review (SIR) and increase CCEE staff capacity to coach LEAs through the quality improvement process necessary for school turnaround work

Initiated Direct Technical Assistance redesign process

IMPACT  
**28**

RESOURCES

**35**

STRATEGIC  
ENGAGEMENT

**18**

PARTNERSHIPS

## HIGHLIGHTS

### Engagement



- Direct impact on seven LCAPs with LEA partners
- Successful completion of 28 improvement cycles with partner LEAs

### Partnerships



- Seven school districts
- Six county offices of education
- Five external agencies (Families in Schools, PIVOT, ICLE, CDE, FCMAT)



# Learning Acceleration

## INITIATIVE

Build a statewide professional learning infrastructure focused on learning acceleration through evidence-based practices in literacy, mathematics, and language development.

## ACTIONS

Develop and administer the Learning Acceleration Grant, designated as the statewide infrastructure for professional learning

- Completed the Request for Proposal and selection process
- Cultivated partnerships with COE(s) to build a statewide professional development infrastructure
- Established framework to support program implementation
- Established Professional Learning Network
- Selected Learning Acceleration System independent evaluation team

## IMPACT

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RESOURCES

32

STRATEGIC  
ENGAGEMENT

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PARTNERSHIPS

## HIGHLIGHTS

### Resources



- Friday Five Featured Campaign
- CCEE Newsletter feature

### Partnerships



- 31 COE partnerships
- Five higher education institutions
- Collaboration with six state and national organizations
- Two educational research and evaluation agencies

# CCEE Initiatives Coming Soon



## Research Learning Network

Support for local educational agencies through facilitated learning networks focused on local problems of practice as identified within their LCAPs

## Research Practice Partnership

Support for collaborative partnership agreements with LEAs that are interested in receiving research support around the implementation of an early-stage project or program aimed at improving student outcomes

## Transformative Education

CCEE, in collaboration with state agencies and educational partners will provide resources and supports to identify strategic places for integration to maximize the good work underway for the 3 largest initiatives:

- Expanded Learning Opportunities Program
- Universal Transitional Kindergarten
- California Community Schools Partnership Program

## Intensive Support Assistance Model

A partnership between CCEE, school districts, and county offices of education that will provide an intensive approach to training and build capacity of leadership staff while also providing targeted coaching to individual teachers