Executive Director's Report
CCEE Board

February 3, 2023

What do we do?

- Current law establishes the California Collaborative for Educational Excellence to advise and assist school districts, county superintendents of schools, and charter schools in achieving their local control and accountability plan goals.

Our Collective Purpose

Where we are going

- **CCEE 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.*

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

What we want to achieve

- **CCEE Values**:

How we do it

  - 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 model continuous improvement focused on educational excellence.
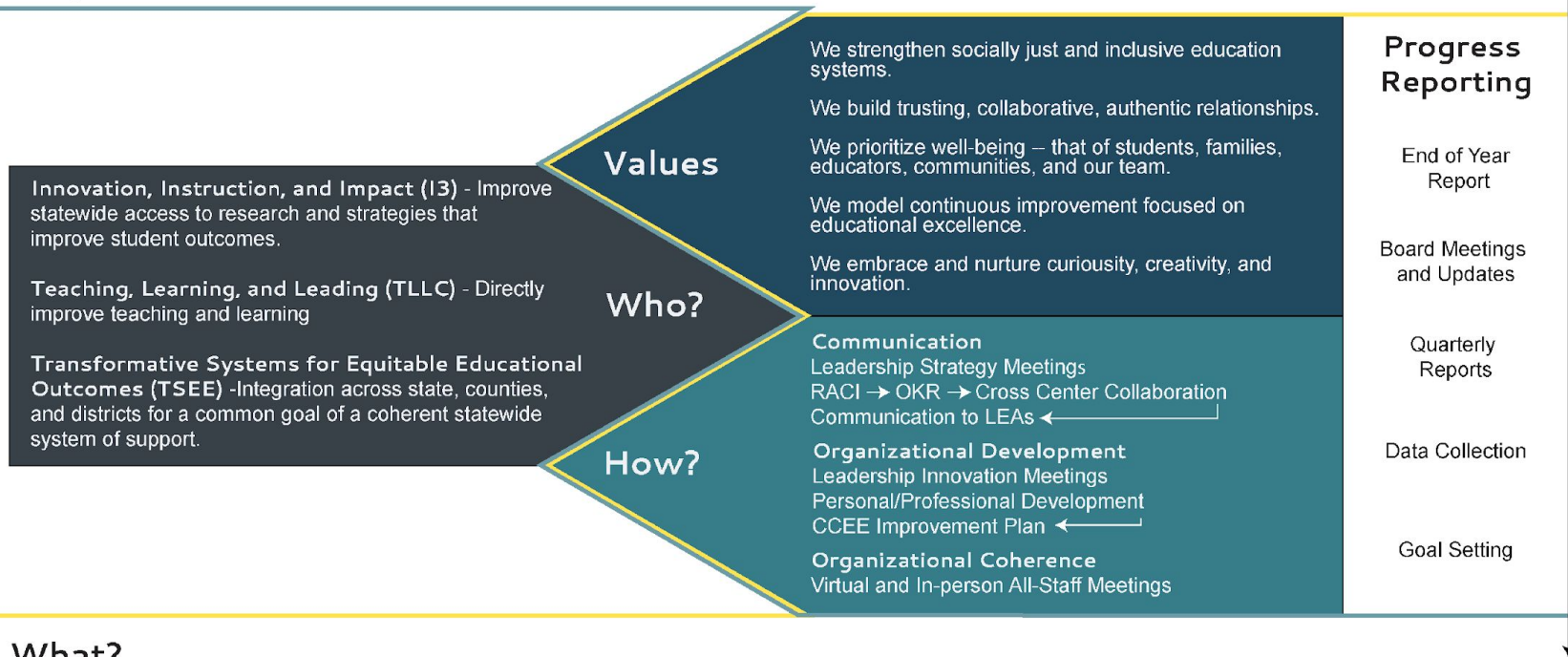 - We embrace and nurture curiosity, creativity, and innovation.

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

Vision: The CCEE transforms public education so every student is inspired and prepared to thrive as their best self in the world.

Why?

Innovation, Instruction, and Impact (I3) - Improve statewide access to research and strategies that improve student outcomes.

Teaching, Learning, and Leading (TLLC) - Directly improve teaching and learning

Transformative Systems for Equitable Educational Outcomes (TSEE) -Integration across state, counties, and districts for a common goal of a coherent statewide system of support.

Values

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 model continuous improvement focused on educational excellence.

We embrace and nurture curiousity, creativity, and innovation.

Who?

How?

Communication
Leadership Strategy Meetings
RACI → OKR → Cross Center Collaboration
Communication to LEAs ←

Organizational Development
Leadership Innovation Meetings
Personal/Professional Development
CCEE Improvement Plan ←

Organizational Coherence
Virtual and In-person All-Staff Meetings

Progress Reporting

End of Year Report

Board Meetings and Updates

Quarterly Reports
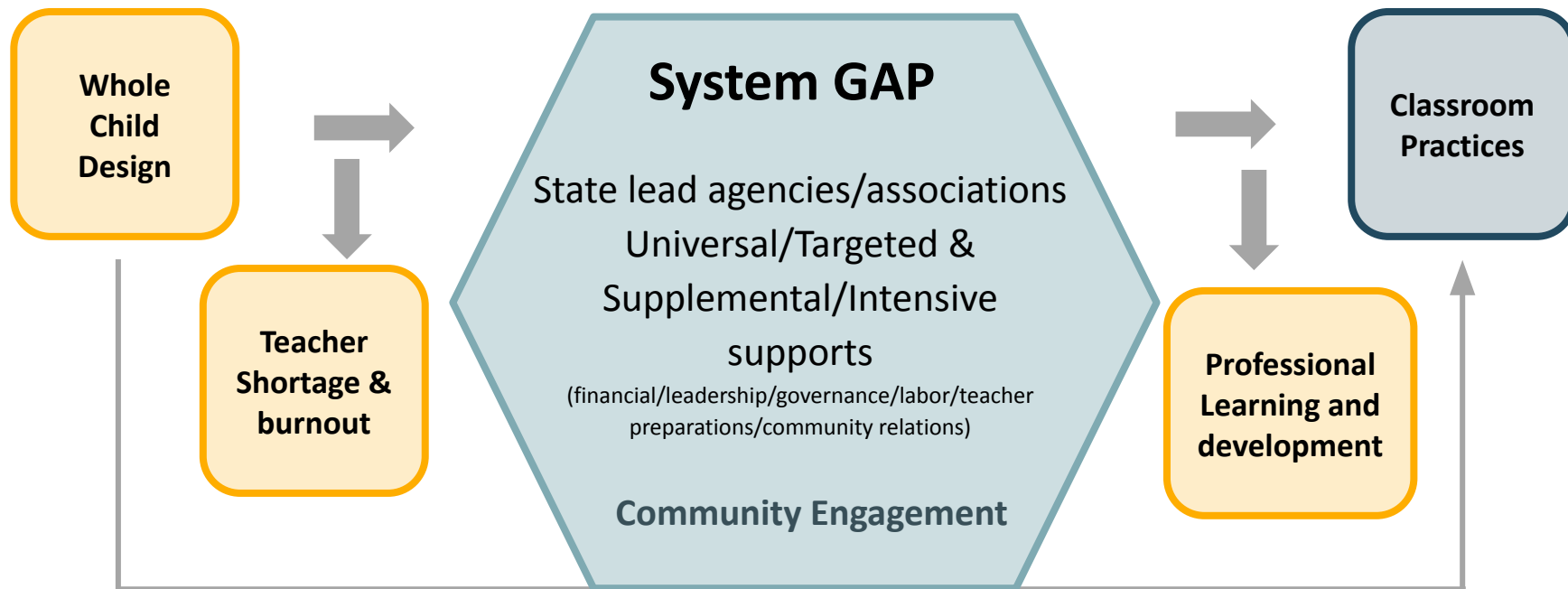
Data Collection

Goal Setting

What?

The CCEE was established by the California state legislature and governor to advise and assist school districts, county offices of education and charter schools (local education agencies (LEAs)) achieve the goals and objectives of their Local Control and Accountability Plans (LCAPs). It was part of the Local Control Funding Formula (LCFF) legislation that redesigned California's school funding formulas to ensure that there would be sufficient support for students who required additional resources to ensure

Focus Priorities

Statewide System of Support?

Whole Child Design

Teacher Shortage & burnout

System GAP

State lead agencies/associations Universal/Targeted & Supplemental/Intensive supports
(financial/leadership/governance/labor/teacher preparations/community relations)

Community Engagement

Professional Learning and development

Classroom Practices

Biggest threat = TIME

Professional Learning Program Data Collection and Evaluations

Topic	Evaluation Request for Proposal	Reporting Requirements
Evidence-Based Learning Acceleration	Proposals to support the evaluation of the Learning Acceleration System Grant are due March 17, 2022. Project scheduled to begin no earlier than May 1, 2022.	Provide program oversight and technical assistance to grantees, coordinate program data collection and overall evaluation.
Professional Learning to Support Literacy	Proposals to support the evaluation of the Reading Instruction and Intervention Grant are due March 17, 2022. Project scheduled to begin no earlier than May 1, 2022.	Evaluate the professional learning opportunities offered or funded pursuant to this section for effectiveness, and may require reporting from grantees to complete this evaluation.
High-Quality Online Instructional Materials	Proposals to support the evaluation of the High-Quality Online Instructional Materials are due March 4, 2022. Project scheduled to begin no earlier than April 1, 2022.	On or before October 1, 2024, the CCEE in consultation with the CDE, shall evaluate and make recommendations to the Department of Finance, the Executive Director of the State Board of Education, and the appropriate fiscal and policy committees in the Legislature.

CCEE Legislative and Budget Priorities

Topic	21-22	22-23	23-24	24-25	25-26	26-27	27-28
Community Engagement Initiative			CEI 2.0 Lead May 1, 2023 CEI Resources Dec 1, 2023				Report due June 30, 2027 Note: Funding ends 2029
Statewide System of Support			Special Ed Leads July 1, 2023				
Learning Acceleration					Funding ends June 30, 2026		
Reading Instruction and Intervention					Funding ends June 30, 2026		
High-Quality Online Materials				Funding ends June 30, 2024 Report due Oct 1, 2024			
Evaluation of Diff Assistance		Report due Jan 15, 2023					
Data and Research Partnerships (Assembly Bill 86)			CCEE Funding ends June 30, 2023	LEA Funding ends Sept. 2024			
IEP Template Development			Report due June 30, 2024				

How we do this work?

Administer the Learning Acceleration System
- Deep redesign of curriculum and instruction based on evidence-based strategies
- Inform technical assistance and instructional coaching

Support LEAs with LCAP Goals, Actions, and Services
- Resources for whole-child design and professional development

Collect Program Data to evaluate effectiveness and highlight promising practices
- Streamline data collection and convene an evaluation network
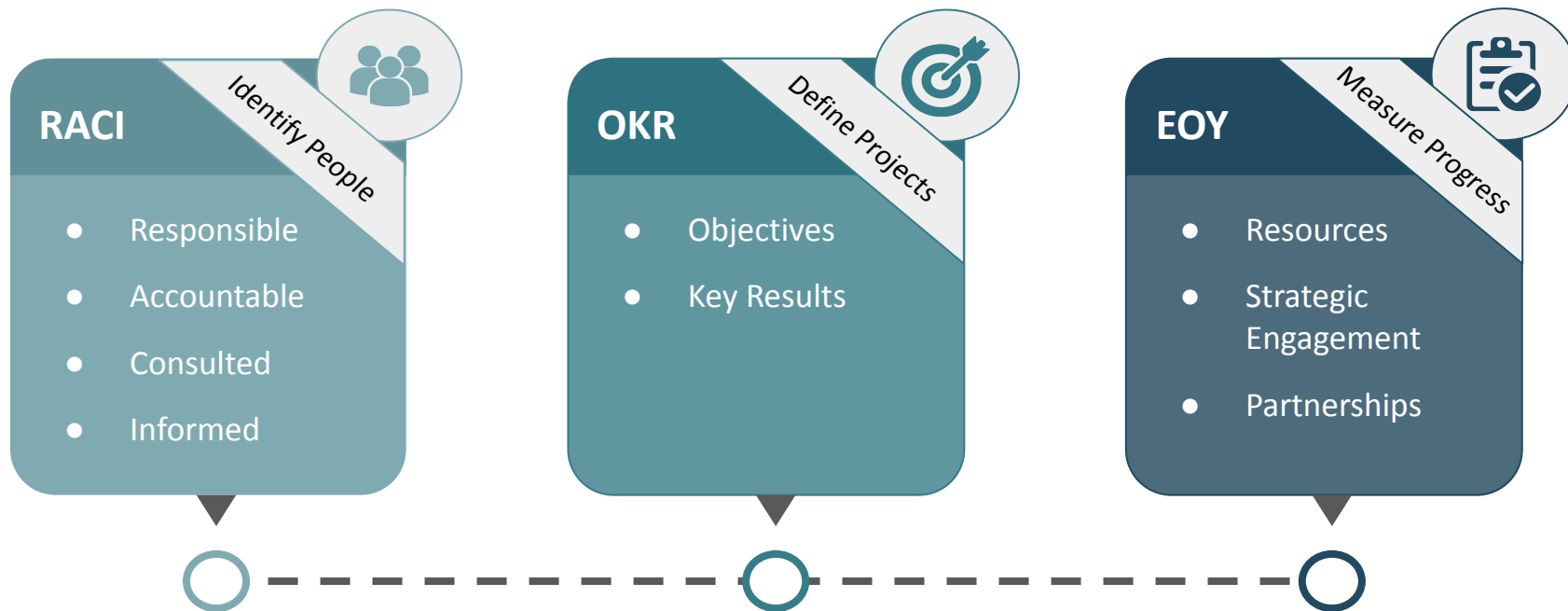
Report to CCEE Board.
- Regular updates beyond program participation (e.g. changes in educator practices linked to student performance)

Focus on outcomes

- I3 supporting all initiatives (how we measure).
- Clarity of accomplishments (EOY)
- Align CCEE/Statewide focus and alignment – Objective Key Results (OKRs)- What we need to accomplish and by when.
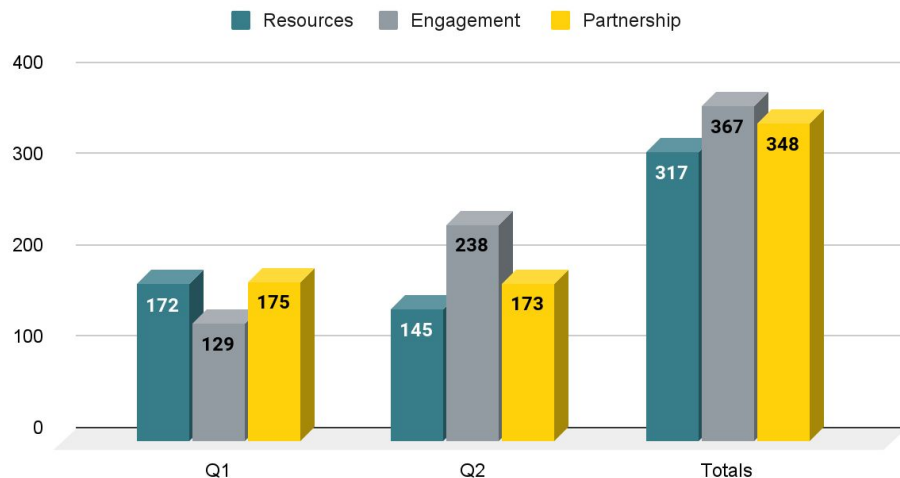
Phases to Measure CCEE Impact

RACI — Identify People

- Responsible
- Accountable
- Consulted
- Informed

OKR — Define Projects

- Objectives
- Key Results

EOY — Measure Progress

- Resources
- Strategic Engagement
- Partnerships

First/Second Quarter Data

CCEE Year-to-Date Impact Metrics Totals

Legend: ■ Resources ■ Engagement ■ Partnership

Chart data:

	Resources	Engagement	Partnership
Q1	172	129	175
Q2	145	238	173
Totals	317	367	348

Y-axis: 0, 100, 200, 300, 400

Resources: Number of resources developed
- Handouts
- Abstracts
- Videos
- Guides
- Slides
- Publications (e.g., Friday 5, newsletters, Systemic Instructional Review redesign development documents)

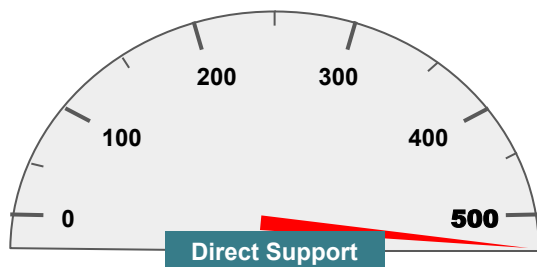**Strategic Engagement:** Number of engagement activities with people at the local, regional, or state level
- Presentations
- Meetings
- Website or web pages
- Webinars
- Trainings
- Surveys
- Development sessions
- Strategy discussions

**Partnerships:** Number of entities with which CCEE has worked or collaborated
- Statewide Agencies
- Advocacy Groups
- Membership Organizations
- Non-profits
- LEAs

ccee
California Collaborative
for Educational Excellence

First/Second Quarter LEA Support

(Direct Support gauge: scale 0, 100, 200, 300, 400, 500 — needle pointing near 500)

(Indirect Support gauge: scale 0, 500, 1,000, 1,500, 2,000, 2,500 — needle pointing near 2,500)
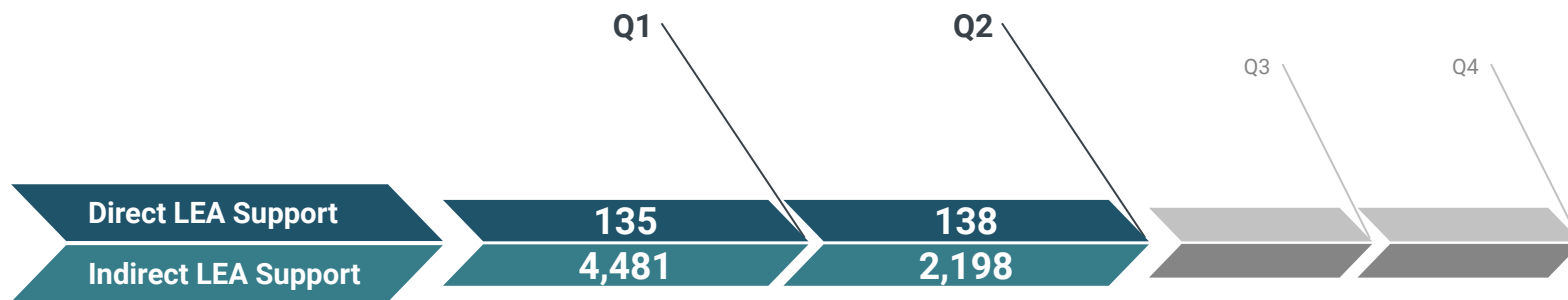
DIRECT SUPPORT

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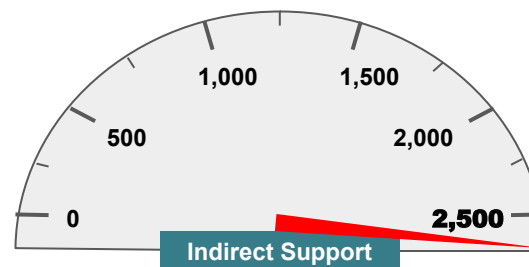
INDIRECT SUPPORT

- 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

First/Second Quarter LEA Support

Q1   Q2   Q3   Q4

	Q1	Q2
Direct LEA Support	135	138
Indirect LEA Support	4,481	2,198

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 focused on specific deliverables

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

Looking forward- How do we design our priorities, goals/initiatives

CCEE Prioritizing Efforts January-Sept. 2023:

- Spring legislative season/May revise

- June-August- engage educational agencies/partners and refine focus areas by centers

- Review themes and prioritize work.

- September- share with CCEE board, affirm direction, goals, priority initiatives for 23-24.

Questions?