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

- **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.

- **CCEE 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 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?**

**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.
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**Who?**

- 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.

**How?**

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

**Program 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?

System GAP

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

Community Engagement

Biggest threat = TIME
## Professional Learning Program Data Collection and Evaluations

<table>
<thead>
<tr>
<th>Topic</th>
<th>Evaluation Request for Proposal</th>
<th>Reporting Requirements</th>
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<tbody>
<tr>
<td>Evidence-Based Learning Acceleration</td>
<td>Proposals to support the <a href="#">evaluation of the Learning Acceleration System Grant</a> are due March 17, 2022. Project scheduled to begin no earlier than May 1, 2022.</td>
<td>Provide program oversight and technical assistance to grantees, coordinate program data collection and overall evaluation.</td>
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<tr>
<td>Professional Learning to Support Literacy</td>
<td>Proposals to support the <a href="#">evaluation of the Reading Instruction and Intervention Grant</a> are due March 17, 2022. Project scheduled to begin no earlier than May 1, 2022.</td>
<td>Evaluate the professional learning opportunities offered or funded pursuant to this section for effectiveness, and may require reporting from grantees to complete this evaluation.</td>
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<tr>
<td>High-Quality Online Instructional Materials</td>
<td>Proposals to support the <a href="#">evaluation of the High-Quality Online Instructional Materials</a> are due March 4, 2022. Project scheduled to begin no earlier than April 1, 2022.</td>
<td>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.</td>
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<td>Community Engagement Initiative</td>
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<td>Statewide System of Support</td>
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<td>Learning Acceleration</td>
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<td>High-Quality Online Materials</td>
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<td>Evaluation of Diff Assistance</td>
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<td>Data and Research Partnerships (Assembly Bill 86)</td>
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<td>IEP Template Development</td>
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<td>Report due June 30, 2024</td>
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</table>
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
- Responsible
- Accountable
- Consulted
- Informed

OKR
- Objectives
- Key Results

EOY
- Resources
- Strategic Engagement
- Partnerships

Identify People
Define Projects
Measure Progress
First/Second Quarter Data

CCEE Year-to-Date Impact Metrics Totals

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
First/Second Quarter LEA Support

**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

**DIRECT SUPPORT**
- 500

**INDIRECT SUPPORT**
- 2,500
First/Second Quarter LEA Support

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Direct LEA Support</th>
<th>Indirect LEA Support</th>
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<tbody>
<tr>
<td>Q1</td>
<td>135</td>
<td>4,481</td>
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<tr>
<td>Q2</td>
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<td>2,198</td>
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<td>Q3</td>
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<td>Q4</td>
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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?