

Frequently Asked Questions (FAQs)

How does CCEE make determinations for Direct Technical Assistance?

Under *Education Code* (EC) [52072](#)¹ and [52072.5](#), the CCEE partners with County Offices to determine Direct Technical Assistance (DTA) needs. The CCEE engages in collaborative conversations, that include state partners and are focused on Local Educational Agencies (LEAs) that are considered priorities both through work of Differentiated Assistance and Ca. Dashboard.

The collaboration with County Offices indicated several conclusions regarding support for LEAs. The majority of COEs chose to remain the primary provider, noting they are on the “right track” to improve this year as evidenced by local data and progress in collaboration with their LEAs. A few other COEs had LEAs with recent leadership changes. In these cases, the COEs felt it important they remain the primary provider acknowledging they would also be serving as the LEA’s institutional memory. A few (three) LEAs felt that a referral to CCEE and/or other Statewide System of Support was necessary to make improvements for their students.

The three referrals came from Lake COE, LACOE, and West Contra USD/Contra Costa COE. The following steps below were taken to determine the type of support the LEAs required.

- An initial letter was sent to COE and Geo Leads identifying priority LEAs
- Coordinated meetings with COE and Geo Lead were established to better understand the support being provided and potential needs for referral to the CA System of Support
- Conversations assessed resources and support needed from all agencies
- CCEE and COE discussed the effectiveness of Differentiated Assistance for the LEA
- CCEE conferred with COE and GEO Lead the support/services needed/provided for LEA
- Confirmations were made for referral for DTA, and planning needs with COE/GEO Lead and referred LEA
- Official notification to COE/GEO Lead on co-planned support for technical assistance from CCEE and SSOS

Who has the CCEE been working with under Direct Technical Assistance?

Pursuant to [Education Code 52074\(g\)\(2\)\(A\)](#), [Education Code 52074\(g\)\(1\)\(B\)](#), [Education Code 52072](#), [Education Code 52072.1\(b\)\(1\)](#), the CCEE currently provides Direct Technical Assistance (DTA) through the use of the Systemic Instructional Review (SIR) process, to the following LEAs:

- Vallejo City Unified School District
- Inglewood Unified School District
- Sacramento City Unified School District
- Oakland Unified School District
- Mt. Diablo Unified School District
- Salinas Union High School District

¹ Note: The 2023 Budget Act amended Education Code (EC) section 52071, repealed and added EC section 52072 as 52072.1, and also repealed and added EC section 72072. EC sections 52071 and 52072.1 specify eligibility for Differentiated Assistance. The newly added EC section 52072 clarifies CCEE’s role in providing technical assistance to eligible LEAs. (Statutes 2023, Ch. 48, Sec. 71, Senate Bill 114, effective July 10, 2023).

Which County Offices are involved in Direct Technical Assistance for LEA Support with the CCEE?

- Monterey COE
- Solano COE
- Los Angeles COE
- Sacramento COE
- Alameda COE
- Contra Costa COE
- Lake COE

Historically (Since 2018) who has been referred to the CCEE for Direct Technical Assistance?

- Vallejo Unified School District
- Inglewood Unified School District
- Compass Charter Schools
- North Valley Military Institute College Preparatory Academy
- Pomona Unified School District
- Oakland Military Institute College Preparatory Academy
- Sacramento City Unified School District
- Butte COE
- San Joaquin COE
- Oakland Unified School District
- Mt. Diablo Unified School District
- Salinas Union High School District
- Downtown College Prep

In 2023-24 which LEAs, schools, and County Offices are working with the CCEE through Direct Technical Assistance?

CCEE for 2023-24 has nearly doubled direct technical assistance pursuant to (EC) 52074. This includes the NEW Intensive Assistance Model (IAM) for more direct technical support focused on improving teaching and learning. For the 2023-24 school year, the following districts and COEs will be receiving DTA and/or support from the CCEE and SSOS;

- Vallejo Unified School District -EC 52074
- Inglewood Unified School District -EC 52074
- Sacramento City Unified School District -EC 52072.1(b)(1)
- Oakland Unified School District-EC 52072.1(b)(1)
- Mt. Diablo Unified School District-EC 52072.1(b)(1)
- Salinas Union High School District-EC 52072.1(b)(1)
- Monterey COE-collaboration through EC EC 52072.1(b)(1)
- Solano COE-collaboration through EC 52074
- Los Angeles COE-collaboration through EC 52074
- Sacramento COE-collaboration through EC 52072.1(b)(1)
- Alameda COE-collaboration through EC 52072.1(b)(1)
- Lake COE-collaboration through EC 52072.1(b)(1)
- Inglewood USD - Highland Elementary School-EC 52074
- Madera USD- Washington Elementary, Nishimoto Elementary, and Sierra Vista Elementary-EC 52074
- Sacramento City USD- Harkness Elementary and Elder Creek Elementary-EC 52072.1 (b)(1)
- Vallejo City USD- Federal Terrace Elementary- EC 52074 and EC 52072.1 (b)(1)
- Fillmore USD- Fillmore Middle School, Senior High School, Piru Elementary, San Cayetano Elementary, Rio Vista Elementary, and Mountain Vista Elementary-EC 52074

- Lakeport Unified School District complete referral for Direct Technical Assistance with the CCEE and Lakeport County Office of Education.-EC 52072.1(b)(1)
- Eastside Union School District referral to Technical Assistance for Systemic Instructional Review Phase 1 & 2 with CCEE and Phase 3 implementation with Los Angeles County Office of Education- EC 52072.1(b)(1)
- West Contra Costa Unified School District referral for Technical Assistance deferred and increased collaboration on Differentiated Assistance led by Contra Costa County Office -EC 52074.

Who is impacted by Direct Technical Assistance in 2023-24?

Technical Assistance for 23-24 places an intentional focus on 11 LEAs, 7 County Offices, and 13 schools serving over 1.8 million students and over 86,000 full-time equivalent teachers.

How does the new 2023 Ed Code Language impact the CCEEs approach to DTA?

As we adjust our approach for 2023-24 to address the new EC language in 52072 the CCEE will implement the following steps to ensure consultation support is focused on building LEA and school capacity to implement actions and services responsive to pupil and community needs.

- A Letter will be sent to all COE and Geo Leads (GEO Lead) identifying new language pursuant to EC 52072 that notes requiring CCEE consultation with the LEA, and any technical assistance provider pursuant to section 52071.
- Time to coordinate and meet with all COEs to determine improvement plans for LEA support and consultation needs, as well as, any possible referral to CCEE and CA Statewide System of Support for Direct Technical Assistance pursuant to EC [Education Code 52074\(g\)\(2\)\(A\)](#), [Education Code 52074\(g\)\(1\)\(B\)](#), [Education Code 52072.1\(b\)\(1\)](#)
- The CCEE will meet with all COEs and LEAs to assess resources and support needed from all Statewide System of Support (SSOS) agency partners and determine specific consultation plans.
- CCEE will co-create a consultation plan with COE and LEA to effectively improve student outcomes.
- CCEE will confirm in writing the referral determination and recommended co-created consultation plan with COE/GEO Lead and LEA.

Can CCEE please provide an average timeline of activities it undergoes with an LEA when providing technical assistance to an LEA?

Not including the [referral process](#) which is approximately a 1-2 month process. The average timeline of activities based on the CCEE process to support the Systemic Instructional Review (SIR) phases is outlined below:

- Collective Learning Journey: 10-16 weeks
- Listen and Learn: 14-18 weeks
- Collaborative Improvement Journey: 1-3 years

What is the anticipated investments CCEE is making to address Statutory responsibilities?

Through the statutory responsibilities and requirements, the CCEE provides services and supports prioritized by the engagement with the statewide system of support (SSOS).

Current statutory responsibilities and requirements beyond legislative initiatives estimated for 2022-23 are approximately \$3.0 million to \$3.5 million.

Services include professional learning resource development, data and research support, professional

learning convenings, gatherings, training, and development of the DTA intensive support model.

This estimate does not include operations or staffing costs.

4. What initiatives/projects/programs is CCEE statutorily required to administer/implement (i.e. Community Engagement Initiative)?

The CCEE oversight work is statutorily required:

Advise and Assist LEAs

The forming statute of CCEE is [Education Code Section 52074](#) that specifies the **purpose** of CCEE is to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in a local control and accountability plan (LCAP).

Additional responsibilities codified in statute include the following:

Direct Technical Assistance (DTA)/Systemic Instructional Review (SIR)

- The CCEE "advises and assists" a school district referred to the CCEE pursuant to: [Education Code 52074\(g\)\(2\)\(A\)](#), [Education Code 52074\(g\)\(1\)\(B\)](#), [Education Code 52072.1\(b\)\(1\)](#)

Statewide System of Support (SSOS- All Leads, Geographic Leads, SELPA/Special Ed Leads)

- CCEE, in consultation with the department, shall assist the geographic lead agencies in fulfilling the responsibilities set forth in [Education Code Section 52073](#)
- [Education Code Section 52073.2](#) [amended in AB 181 (Committee on Budget), Chapter 52, Statutes of 2022] specifies the roles and responsibilities to support the special education resource leads

Community Engagement Initiative 2.0

- Assembly Bill 181, Chapter 52, Statutes of 2022, codifies the CEI in [Education Code Section 52073.3](#); CEI 2.0 is established for the following purposes: 1) Increase and enhance engagement of pupils, families, and communities, 2) Expand the use of CEI's metrics to create a common definition and clear standards for engagement, 3) Develop a training series and resources on meaningful pupil, family, and community engagement, 4) Increase capacity of the CCEE and the CEI lead agencies to improve alignment with the SSOS

21CSLA

- Senate Bill 75, Chapter 51, Statutes of 2019, codifies 21CSLA in [Education Code Section 44690](#); CCEE and CDE shall participate in selecting grantees, determining the allocation of funding, and managing and directing grantees to ensure that grant activities are provided consistent with the statewide system of support and evaluate the effectiveness of the initiative.

Equity Leads (Equity Multiplier)

- [Senate Bill 114, Sec. 79](#), Chapter 48, Statutes of 2023, adds [Education Code Section 52073.5](#); CCEE partners with CDE to develop a process to select an LEA or a consortium of LEAs to serve as Equity Leads in the Statewide System of Support

In addition to the CCEE initiatives codified in statute, select programs that have been added in recent years include the following:

Learning Acceleration Systems Grant (LASG)

- [Assembly Bill 167, Sec. 43](#), Chapter 252, Statutes of 2021, authorizes the CCEE to lead the Learning Acceleration System Grant and Independent Evaluation

Assembly Bill 86

- [Assembly Bill 86, Sec. 8](#), Chapter 10, Statutes of 2021 appropriates funding to the CCEE for the purpose of providing support to LEAs to maximize positive pupil outcomes and most effectively use funds allocated pursuant to subdivision (b) of [Section 43521](#) of the Education Code.

IEP Template Panel of Experts

- [Budget Act, Senate Bill 154](#), Chapter 43, Statutes of 2022, appropriates funding for the CCEE to convene a panel of experts to refine the Individualized Education Program (IEP) template

High-Quality Online Instructional Material Evaluation

- [Assembly Bill 167, Sec. 41](#), Chapter 252, Statutes of 2021; CCEE partners with CDE to select program lead by Dec 15, 2021, and shall enter into a contract with a nonprofit entity to evaluate and make recommendations on the effectiveness of the online repository and resources developed to submit a report that is due on or before October 1, 2024

Reading Instruction and Intervention Evaluation

- [Assembly Bill 130, Sec 145](#), Chapter 44, Statutes of 2021; CCEE shall collaborate with CDE to administer a process to select LEA; CCEE, in consultation with CDE, shall evaluate the professional learning opportunities offered or funded pursuant to this section for their effectiveness, and may require reporting from grantees to complete this evaluation.

Community Engagement Initiative 1.0

- [Assembly Bill 1808, Sec. 140](#), Chapter 32 of the Statutes of 2018 to coadminister the CEI with an expert lead agency

Early Literacy Block Grant

- [Senate Bill 98, Sections 113 and 114](#), Chapter 24, Statutes of 2020 specifies that CDE and CCEE shall select a county office of education (COE) to serve as the expert lead in literacy, consistent with Section 52073.1 of the Education Code by December 1, 2020. Funding is available over a 3-year term to establish the expert lead in literacy within the statewide system of support.

Educator Workforce Investment Grant Program (EWIG)

- [Senate Bill 75, Chapter 51, Statutes of 2019, Sec. 84](#); CDE and CCEE under the purview of the SBE, shall establish a process to select one or more institutions of higher education or nonprofit organizations to develop and provide professional learning to teachers and paraprofessionals in public schools serving K-12

Educator Workforce Investment Grant Program (EWIG)

- [Assembly Bill 181, Chapter 52, Statutes of 2022, Sec. 124](#); CDE and CCEE under the purview of the SBE, shall establish a process to select one or more institutions of higher education or nonprofit organizations to develop and provide professional learning to teachers and paraprofessionals in public schools serving K-12 with a focus on the Universal Design for Learning (UDL) and language acquisition

In addition to LEAs receiving DTA, what number of LEAs (by size) are working voluntarily with CCEE?

The California Collaborative for Educational Excellence (CCEE) is currently working with four school districts referred through *Education Code* Section 52072 and 52072.1 continuum of support and two school districts through *Education Code* Section 52074 emergency apportionment AB 1840.

Beginning on July 1, 2022, through June 30, 2023, CCEE directly supported 385 local educational agencies (LEAs) and indirectly supported 5,920 LEAs. For additional information, please see our [2022-2023 Annual Report](#).

For an updated list of LEAs that CCEE anticipates supporting in 2023-2024 through its statutory and legislative responsibilities, please see the Appendix. For information on the comprehensive list of initiatives and LEAs participants from 2021-2024, please click [here](#).

	<ul style="list-style-type: none"> ● Sierra Vista Elementary School (Madera USD; 707) ● Sacramento City Unified School District ● H. W. Harkness Elementary School (SCUSD; 278) ● Elder Creek Elementary School (SCUSD; 712) ● Vallejo City Unified School District ● Federal Terrace Elementary School (VCUSD; 308) 	
<p>Targeted Support/Systemic and Widespread Impact</p>	<p><i>Learning Acceleration</i></p> <ul style="list-style-type: none"> ● Santa Clara COE (212,124) ● Lake COE (9,673) ● San Diego COE (404,027) ● West Contra Costa (26,312) ● San Ysidro Elementary (4,264) ● Excellence in Justice Education Academies (579) ● Los Angeles USD (397,583) ● Berkeley (9,177) ● Selma (6,001) ● Riverbank (2,383) ● Santa Clara USD (14,028) ● Antioch (15,198) ● Scholarship Prep - Oceanside (519) <p><i>Learning Acceleration-Rural Math Collaborative</i></p> <ul style="list-style-type: none"> ● Anderson Heights Elementary (School; 281) ● Anderson Valley Unified (District; 449) ● Antioch Unified (District; 15,198) ● Bess Maxwell Elementary (School; 229) ● Bitney Prep High (School; 67) ● Brittan Elementary (District; 452) ● Chico Country Day (School; 565) ● Children's Community Charter (School; 151) ● Chrysalis Charter (School; 217) ● Clear Creek Elementary (District; 149) ● Colusa Unified (District; 1,531) ● CORE Butte Charter (School; 859) ● Del Norte County Unified (District; 3,506) 	<p>Learning Acceleration: 1,081,208</p> <p>Learning Acceleration-Rural Math Collaborative: 100,561</p>

	<ul style="list-style-type: none"> ● Eagle Prairie Elementary (School; 201) ● East Nicolaus High (School; 305) ● Eastern Sierra Unified (District; 395) ● Esparto Unified (District; 961) ● Eureka City Schools (District; 3,619) ● Farmersville Unified (District; 2,463) ● Fieldbrook Elementary (District; 116) ● Fortuna Elementary (District; 1,133) ● Kelseyville Unified (District; 1,849) ● Klamath-Trinity Joint Unified (District; 983) ● Lakeport Elementary (School; 390) ● Mary Peacock Elementary (School; 221) ● Middletown Middle (School; 233) ● Middletown Unified (District; 1,452) ● Mountain Valley Unified (District; 304) ● Mt. Shasta Union Elementary (District; 458) ● Northern United - Humboldt Charter (School; 327) ● Nuestro Elementary (District; 185) ● Orland Joint Unified (District; 2,287) ● Pacific View Charter 2.0 (School; 142) ● Penn Valley Union Elementary (District; 520) ● Pleasant Grove Joint Union (District; 167) ● Plumas Unified (District; 1,757) ● Redding Elementary (District; 2,787) ● Redding School of the Arts (School; 540) ● Santa Clara Unified (District; 14,028) ● Sierra Primary (School; 62) ● Stanwood A. Murphy Elementary (School; 178) ● Susanville Elementary (District; 1,090) ● Thermalito Union Elementary (District; 1,484) ● Tree of Life International Charter (School; 288) ● Trinidad Union Elementary (District; 193) ● Tulelake Basin Elementary (School; 230) ● Twin Ridges Elementary (District; 93) ● Twin Rivers Charter (School; 464) 	
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	<ul style="list-style-type: none"> ● Ukiah Unified (District; 5,858) ● Union Hill Elementary (District; 146) ● Union Street Charter (School; 99) ● Upper Lake Middle (School; 163) ● West Contra Costa Unified (District; 26,312) ● Willows Unified (District; 1,397) ● Yreka Union Elementary (District; 951) ● Yreka Union High (District; 759) <p>Community Engagement Initiative (1.0 LEAs, 2.0 will launch next year)</p> <ul style="list-style-type: none"> ● ACE Charter Schools (Santa Clara; Cohort 3; 1,071) ● Alvord Unified (Riverside; Cohort 3; 17,511) ● Anaheim Union High (Orange; Cohort 1; 28,404) ● Bakersfield City (Kern; Cohort 2; 29,256) ● Cajon Valley Union (San Diego; Cohort 1; 14,799) ● Campbell Union High (Santa Clara; Cohort 3; 8,583) ● Chino Valley Unified (San Bernardino; Cohort 2; 25,934) ● Fontana Unified (San Bernardino; Cohort 3; 35,101) ● Happy Valley Union Elementary (Shasta; Cohort 3; 469) ● Kernville Union Elementary (Kern; Cohort 3; 782) ● Live Oak Elementary (Santa Cruz; Cohort 3; 1,573) ● Madera Unified (Madera; Cohort 3; 20,126) ● Magnolia Public Schools (Los Angeles; Cohort 3; 2,774) ● Moreno Valley Unified (Riverside; Cohort 2; 31,609) ● Murrieta Valley Unified (Riverside; Cohort 3; 22,669) ● Natomas Unified (Sacramento; Cohort 3; 10,766) ● Oakland Unified (Alameda; Cohort 2; 34,428) 	<p>Community Engagement Initiative: 616,249</p>
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	<ul style="list-style-type: none"> ● Ontario-Montclair (San Bernardino; Cohort 1; 18,909) ● Oxnard (Ventura; Cohort 1; 14,381) ● Pajaro Valley Unified (Santa Cruz; Cohort 2; 16,614) ● Parlier Unified (Fresno; Cohort 2; 3,323) ● Rialto Unified (San Bernardino; Cohort 3; 24,104) ● Rio Elementary (Ventura; Cohort 3; 5,108) ● Riverside Unified (Riverside; Cohort 2; 39,626) ● Rocklin Academy Family of Schools (Placer; Cohort 3; 2,788) ● Salinas Union High (Monterey; Cohort 2; 16,525) ● San Bernardino City Unified (San Bernardino; Cohort 3; 46,509) ● San Bruno Park Elementary (San Mateo; Cohort 3; 2,087) ● Santa Ana Unified (Orange; Cohort 2; 41,504) ● Santa Paula Unified (Ventura; Cohort 3; 4,988) ● Shasta County Office of Education (Cohort 3; 21,822) ● Tahoe-Truckee Unified (Placer; Cohort 3; 3,953) ● Twin Rivers Unified (Sacramento; Cohort 3; 21,719) ● Upper Lake Unified (Lake; Cohort 2; 906) ● Val Verde Unified (Riverside; Cohort 2; 19,216) ● West Contra Costa Unified (Contra Costa; Cohort 3; 26,312) <p>Systems Awareness PLN - MIT Research Lab</p> <ul style="list-style-type: none"> ● Ventura COE (122,796) ● Humboldt COE (15,050) ● Newport-Mesa USD (17,962) <p>Data Research Learning Network</p> <ul style="list-style-type: none"> ● Humboldt COE (15,050) ● Rincon Valley USD (1,221) 	<p>Systems Awareness PLN - MIT Research Lab: 155,808</p> <p>Data Research Learning Network: 673,385</p>
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	<ul style="list-style-type: none"> ● San Ramon Valley USD (30,068) ● Santa Clara COE (212,124) ● Santa Clara USD (14,028) ● San Bernardino COE (360,887) ● Sanger USD (11,630) ● Imperial COE (35,743) ● San Ysidro USD (4,264) ● Taft City SD (2,398) <p>African American Achievement</p> <ul style="list-style-type: none"> ● San Diego COE (403,508) ● Napa COE (18,740) ● Fresno Unified (69,524) ● Lynwood Unified (12,219) ● Pittsburg Unified (10,793) <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> ● Monterey COE (72,616) ● Alisal Union (7,851) ● North Monterey County Unified (4,515) ● Salinas City Elementary (8,287) ● Soledad Unified School District (4,911) <p>Geographic Leads</p> <ul style="list-style-type: none"> ● Far North Partnership (Shasta COE, 21,822) ● North Bay/North Coast Collaborative (Sonoma COE, 46,820) ● Capital Central Foothill Areas (Placer & Sacramento COEs; 64,129 & 205,866) ● Bay Area Consortium for Student Success (Santa Clara COE, 212,124; Alameda COE) ● Mid-State Collaborative (Tulare COE, 93,572) ● Valley to Coast Collaborative (Kern CSOS; 176,211) ● Southern California System of Support (Riverside & San Diego COEs; 392,076 & 403,508) <p>Special Education Resource Leads Building Capacity Resource Leads</p> <ul style="list-style-type: none"> ● El Dorado County Office of Education (23,345), El Dorado County SELPA, 	<p>African American Achievement: 514,784</p> <p>Chronic Absenteeism: 72,616</p> <p>Geographic Leads: 1,616,128</p> <p>Special Education Resource Leads: 2,397,744</p>
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	<p>Riverside SELPA (392,076)</p> <ul style="list-style-type: none"> • Los Angeles County Office of Education in partnership with Head Start and Early Learning Division (1,128,973) • Santa Clara County Office of Education (212,124) <p>IEP Best Practices Lead</p> <ul style="list-style-type: none"> • San Diego County Office of Education (403,508), in partnership with East County SELPA and Santa Clara SELPA • Alternative Dispute Resolution Resource Lead • Ventura County Office of Education (122,796), Tehama County Schools in partnership with Rainbow Connection Family Empowerment Center, Tehama County SELPA and, Ventura County SELPA <p>Universal Design for Learning Resource Lead</p> <ul style="list-style-type: none"> • Placer County Office of Education (64,129), in partnership with Antelope Valley SELPA, Humboldt County Office of Education (15,050), and North Inland SELPA <p>English Learner Resource Lead</p> <ul style="list-style-type: none"> • Imperial County Office of Education (35,743), Imperial County SELPA <p>Leadership Institute 2023-2024 (Small/Rural District Focus)</p> <p>Auburn Union Elementary (1,519 students; 81 teacher FTE)</p> <p>Big Lagoon Union Elementary (15; 3)</p> <p>Brawley Elementary (3,830; 190)</p> <p>Butte County Office of Education (120; 28)</p> <p>Butte Valley Unified (281; 17)</p> <p>Buttonwillow Union Elementary (322; 20)</p> <p>Calipatria Unified (1,143; 62)</p> <p>Cutten Elementary (558; 32)</p> <p>Esparto Unified (961; 47)</p> <p>Ferndale Unified (476; 31)</p> <p>Forestville Union Elementary (47; 4)</p> <p>Graves Elementary (35; 2)</p> <p>Happy Valley Union Elementary (469; 24)</p> <p>Heber Elementary (1,152; 57)</p>	<p>Leadership Institute (Small/Rural District Focus): 47,384</p>
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	<p>Janesville Union Elementary (349; 20) Kernville Union Elementary (782; 50) Keyes Union (721; 39) Kit Carson Union Elementary (366; 20) Lake County Office of Education (28; 4) Lakeport Unified (1,386; 72) Leggett Valley Unified (124; 14) Lloyd Hance Community (4; 1) Lost Hills Union Elementary (263; 14) Lucerne Elementary (289; 16) Maple Elementary (288; 13) Marcum-Illinois Union Elementary (185; 10) Meadows Union Elementary (416; 23) North Cow Creek Elementary (252; 13) Oxnard (14,381; 722) Peabody Charter (742; 29) Planada Elementary (842; 41) Pond Union Elementary (179; 10) Portola Valley Elementary (477; 38) Princeton Joint Unified (152; 11) Redding Elementary (2,787; 139) Sage Oak Charter (3,122; 163) San Bernardino County Office of Education (1,877; 220) Scott Valley Unified (615; 38) Sebastopol Union Elementary (438; 23) Semitropic Elementary (162; 11) Southern Trinity Joint Unified (89; 8) Strathmore Union Elementary (702; 35) Trinidad Union Elementary (193; 11) Tulelake Basin Joint Unified (430; 22) Twin Ridges Elementary (93; 6) Vallecitos Elementary (178; 9) Walnut Creek Elementary (3,330; 152) Waukena Joint Union Elementary (214; 10)</p> <p>UPK- ELOP Implementation Alameda County Office of Education (192,819 students; 9,001 teacher FTE) Long Beach Unified School District (67,292; 2,765) Los Angeles County Office of Education (1,128,973; 52,211) Mendocino County Office of Education (11,585; 676)</p>	<p>UPK- ELOP Implementation: 1,745,101</p>
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	<p>Oakland Unified School District (34,428; 1,987) Oxnard School District (14,381; 722) Riverside County Office of Education (392,076; 17,559) Siskyou County Office of Education (5,267; 323)</p>	
<p>Universal Support/Widespread Support</p>	<p><i>Statewide Resources and Trainings</i></p> <ul style="list-style-type: none"> ● Basic Levers 1.0: Basic Components Tools ● Basic Levers 2.0: System Components Learning Acceleration System Grant Tools ● Literacy-Project ARISE Modules (with CDE and SBE) ● Microlearning Modules ● Universal Design for Learning (UDL) Journey Guide ● UPK Tool ● California Educators Together (with CDE and SBE) 	<p>Statewide Access</p>