Introduction: The California Collaborative for Educational Excellence (CCEE)

In 2013, the California Collaborative for Educational Excellence (CCEE) was founded by the California State Legislature and Governor as a key element of the Local Control Funding Formula (LCFF) legislation. Its core mission is to ensure a quality, equitable education for every student.

CCEE Organizational Goal

The California Collaborative for Educational Excellence (CCEE) statutory responsibilities authorize CCEE to advise and assist school districts, county superintendents of schools, and charter schools in achieving their local control and accountability plan (LCAP) goals.

CCEE achieves this organizational goal through several legislative and statutory initiatives, including the following primary initiatives for 2023-2024:
- Direct Technical Assistance
- Intensive Assistance Model
- Learning Acceleration System Grant
- Community Engagement Initiative 2.0
- Statewide System of Support

CCEE Core Purpose Drivers

CCEE aligns its initiatives with three purpose drivers to more effectively achieve its core mission:

- **Continuous Improvement:** CCEE models and partners with the field to institute a practice of ongoing improvement.

- **Student Success:** CCEE focuses its support on systems and programs that evidence shows are fostering learning and accountability to ensure student success.

- **Student-Centered Approaches:** CCEE prioritizes the well-being of all students, their families, schools, and communities promoting socially just and inclusive practices.

CCEE Investments

To meet the needs of our most historically underserved students, we track both historical and current educational investments as well as evaluate the impact related to our Objective Key Results (OKRs) set by the legislative and statutory language. These ongoing reviews allow CCEE to address any tasked responsibilities from Trailer Bill Language (TBL) development and the identified needs from the Statewide System of Support. The 2023-2024 budget appropriation and expenditures are outlined in the August 31, 2023 budget update report presented to the CCEE Governing Board and approved by the Department of Finance and CCEE administrative agent Marin County Office of Education (MCOE). Please see the link to statewide maps and the 2022-2023 Annual Report to learn more about CCEE impact and investments.
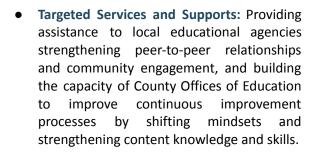
CCEE Collaboration and Engagement

To ensure that we have both the capacity and resources to address legislative initiatives and statutory responsibilities, CCEE directly engages with the Statewide System of Support (SSOS) state agencies, state associations, site leaders, superintendents, and teachers to determine and prioritize support to LEAs to accomplish their LCAP goals. Since 2021 we have engaged with over 300 agencies associated with the California Statewide System of Support to coordinate and collaborate, in our respective work on increasing student outcomes.

For 2023-2024, CCEE is focused on minimizing obstacles and "friction" within the Statewide System of Support by clarifying ways LEAs can access the system through the following levels of support:

- **Universal Services and Supports:** Offering wide access to resources, including training modules (e.g., community engagement), statewide support services (e.g., basic levers tool), universal design for learning resources, and professional learning workshops and tools.

- **Targeted Services and Supports:** Providing assistance to local educational agencies strengthening peer-to-peer relationships and community engagement, and building the capacity of County Offices of Education to improve continuous improvement processes by shifting mindsets and strengthening content knowledge and skills.

- **Intensive Services and Supports:** Direct assistance to LEAs facing significant challenges, and leveraging the [continuum of support](#) (e.g., consultancy and collaborative planning) through Direct Technical Assistance to support LEAs facing chronic systemic challenges.

How CCEE Measures Impact

CCEE focuses on three interrelated approaches for measuring impact:

- **Direct Impact:** CCEE measures its technical assistance that is provided directly to its target beneficiaries (e.g., intensive support to school sites and districts)

- **Widespread Impact:** CCEE measures the capacity development of its partners to implement elements of programs, services, and supports facilitated by CCEE (e.g., targeted support for county offices of education through the Data Research Learning Network)

- **Systemic Impact:** CCEE measures shifting mindsets, relationships, and power to, in turn, shift policies, practices, and resource flows (e.g., universal access to CCEE summary of external evaluation findings)

CCEE Continuum of Support

Direct Technical Assistance: Under *Education Code* (EC) [52072](#), and [52074](#), CCEE partners with County Offices of Education to determine Direct Technical Assistance (DTA) needs. CCEE engages in collaborative conversations that include state partners and are focused on Local Educational Agencies (LEAs) that are considered priorities as identified through Differentiated Assistance and by performance on the CA School Dashboard.

To review the most recent updates on the LEAs engaged with CCEE through the DTA, please click [here](#).

Intensive Assistance Model: CCEE created the [Intensive Assistance Model (IAM)](#) to respond to requests from LEAs who were currently in receipt of Direct Technical Assistance from CCEE. These LEAs requested a more intensive response to teaching and learning needs in their schools. In addition, CCEE is designed to respond to service requests from County Offices of Education, and referrals from the State Superintendent of Public Instruction for any LEA already in Differentiated Assistance or whose needs are pervasive and require immediate intervention from CCEE.

To better address this growing need for enhanced support in eligible school districts, the California Collaborative for Educational Excellence (CCEE) launched an application process in 2022-2023 for its Intensive Assistance Model (IAM) Project. School districts interested could choose from a range of service providers qualified to address specific requirements on collaborating, coaching, meaning-making, and common formative assessments. During the 2022-2023 school year, a selected group of qualified districts and schools identified "Professional Learning Communities at Work" (PLC at Work®) by Solution Tree as a prospective service provider.

The IAM project is designed to support two key strategies for spreading and scaling DTA supports. One, is to help districts in DTA to build a *model collaboration school* from which a "road map" can be used to improve teaching and learning across the LEA. Second, provide a network of proven nationally recognized schools that can serve as "school transformation" partners in other districts who may be referred to CCEE for DTA.

Preliminary results from the Intensive Assistance Model project are promising (see PACE Year One Findings). To learn more, please visit the CCEE podcast *Rising from the Margins* and review CCEE Open Door and Voices from the Field Spotlights to hear insights from the Intensive Assistance Model participants.

Under the new Education Code Section 52072, CCEE is completing the required consultation with 54 LEAs (48 of which are NEW LEAS for support (see link to list here). Accounting for the 28 current LEAs receiving direct technical assistance and intensive assistance from CCEE (see list below), and the 48 new LEAs eligible for Direct Technical Assistance in 2024-25, will result in 76 LEAs being served by CCEE next year (i.e., ranging from consultation to systemic instructional reviews). For a progress update on the CCEE consultation process with the 48 new LEAs, please click here.

The demand in 2023-24 has nearly doubled the direct technical assistance provided by CCEE to support the following districts and COEs that will be receiving DTA and/or support from CCEE and SSOS:
- Vallejo Unified School District -EC 52074, now 52072
- Inglewood Unified School District -EC 52074
- Sacramento City Unified School District -EC 52072
- Oakland Unified School District-EC 52072
- Mt. Diablo Unified School District-EC 52072
- Salinas Union High School District-EC 52072
- Monterey COE-collaboration through -EC 52072
- Solano COE-collaboration through -EC 52074
- Los Angeles COE-collaboration through -EC 52074
- Sacramento COE-collaboration through -EC 52072
- Alameda COE-collaboration through -EC 52072
- Lake COE-collaboration through -EC 52072
- 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
- Vallejo City USD- Federal Terrace Elementary- EC 52074 and EC 52072
- 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 CCEE and Lakeport County Office of Education -EC 52072
- 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
- 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

Learning Acceleration System Grant

Pursuant to Section 43 of the 2021-22 Education Omnibus Trailer Bill (Assembly Bill 167), CCEE is charged with administering the Learning Acceleration System (LAS) Grant in partnership with the Lake County Office of Education, San Diego County Office of Education, and Santa Clara County Office of Education. The purpose of the Learning Acceleration System Grant is to advance student progress, such that students experience a strong and rapid improvement in their mastery of knowledge and skills. The three grantee projects contribute to facilitated peer learning networks, online learning and resources, and professional learning to:

- Ensure California's educators have access to high-quality acceleration strategies;

- Demonstrate the impact of evidence-based accelerated learning strategies for students with high needs, including English Learners, students with disabilities, and low-income students; and

- Create or expand existing evidence-based professional development opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning acceleration.

A few highlights from the LASG include:
- [California Collaborative for Learning Acceleration](#) provides access to online learning modules, regional hubs, and free professional learning events, including communities of practice, that are open to educators across the state. CCLA partners has provided direct support (e.g., coaching, network improvement communities) in ELA and math to over 40 LEAs this year.

- [California Literacy Elevation by Accelerating Reading](#) provides training opportunities for teachers and administrators to build capacity within districts across California to implement and support literacy acceleration.

- [Rural Math Collaborative](#) offers four primary pathways to receive grant-funded support for participating LEAs: coaching, lesson study, evidence-based interventions in mathematics, and asynchronous professional learning modules highlighting teaching strategies from the newly adopted California mathematics framework. This project includes a distinct focus on the unique needs of small, rural, and/or remote LEAs to support them with mathematics instruction.

To review the most recent external evaluation of the LASG, please click [here](#).

Community Engagement Initiative

The [Community Engagement Initiative (CEI)](#) consists of two phases: 1.0 is led in partnership with the San Bernardino County Superintendent of Schools, the California Association of Bilingual Education (CABE), and Families in Schools (FIS); and the expansion 2.0 project will be led in partnership with San Diego County Office of Education, Eskolta School Research & Design, and the University of San Diego. On December 1, 2023, CCEE met its statutory deadline ([Education Code section 52073.3](#)) to develop [in-depth training tools and resources](#) that support key LEA staff with improving student, family, and community engagement strategies that strengthen the Local Control and Accountability Plan process. The training series is publicly available at no cost and periodically updated.

Key modules in the training series include:

- [Collaborative Leadership Structures:](#) Focuses on shared leadership in community schools and the shift in power dynamics for broader collaboration.
- [Community Partnerships for Systems Change:](#) Teaches about building capacity for community engagement and the importance of relational trust and meaningful participation.
- [Engaging Your Community from the Roots Up:](#) Addresses the six essential components of effective community engagement and includes a tool for assessing progress.
- [Enhancing Engagement for LCAP Design:](#) Details the importance of engaging educational partners in the LCAP development process for more informed decision-making.
- [Fostering an Environment of Positive Community Engagement for School Administrators:](#) Highlights the role of school administrators in fostering positive community engagement.
- [Parents, Families, and Caregivers as Equal Partners:](#) Aims to affirm the important role of families in the educational system and

provides strategies for navigating it.

- **Progress Monitoring and Evaluation:** Provides tools for monitoring and evaluating school improvement efforts, emphasizing the importance of data collection and analysis.
- **Walking Alongside Communities:** Focuses on building authentic community partnerships, including conducting landscape analysis and resource mapping with Community-Based Organizations (CBOs).

The Community Engagement Initiative also operates on a peer-leading and learning model. All participating LEAs form their own CEI teams that consist of educational partners, including county office of education representatives, district and school-site representatives, parents, students, and community members. Participation in the CEI cohorts I-IV is a two-year commitment and there are over 30 LEAs in cohorts I-III with an additional 25 LEAs in cohort IV.

CCEE will keep the Legislature informed on CEI in building a common understanding of California's accountability system and the critical role that community engagement plays in that system, particularly as it pertains to engagement around the development of Local Control and Accountability Plans. To review the public dashboard of CEI cohorts I-III's performance on state priorities about a non-CEI cohort, please click here. A final report on the first phase, CEI 1.0 is due June 30, 2024, and a second report on the second phase, CEI 2.0 is due June 30, 2027.

Statewide System of Support

Supporting the Statewide System of Support (SSOS), which consists of the Geographic, Special Education Resources, and Content Lead agencies that serve the needs of county offices of education and school districts, is a critical function of the SSOS. This effort is ongoing and focused on building coherence through coordination, collaboration, and integration of services within the system. Given the size and

scope of the SSOS, in partnership with state agency partners and the SSOS Leads, launched a series of online tools (click here for a handout that can be circulated with colleagues). These tools include an interactive SSOS Directory and a comprehensive Resource Hub.

To review the external evaluations on the SSOS, please click here.

Statewide Program Evaluations

To establish coherence across statewide evaluations, CCEE, the California Department of Education, and the State Board of Education are convening evaluation teams biannually to align statewide professional learning and program evaluations with the Statewide System of Support. Since July 2022, evaluation and program teams have been working closely together to determine a common language and measures of impact across evaluations.

The CCEE evaluation coherence and communication project, facilitated by RTI International, supports coordination and focused direction across the external evaluations of three California statewide professional learning initiatives. The project aims to identify common language and metrics across the evaluations, disseminate understandable information about the evaluations to multiple audiences, and ensure equity considerations around local needs and contextual factors are central to the evaluation work.

We anticipate that coordinating the design and review of evaluation results will provide initial insights into several aspects of professional learning. These insights will cover fidelity of implementation, trends in professional learning engagement, the role of statewide asynchronous resources in supporting professional learning, and overall usability of offerings such as communities of practice and online training modules. We expect these early findings to inform broader statewide understanding and policy decisions related to professional learning in California.

Professional Learning Networks and Resources

As part of the Assembly Bill 86 Learning Networks, CCEE collaborates with educational partners and over 16 districts and county offices in supporting professional learning networks that address new/emerging problems of practice as outlined in their local control and accountability plans (LCAPs).

Current Learning Networks include the following:

African American Student Success network, facilitated in partnership with the California Association of African American Superintendents and Administrators (CAAASA) to test strategies to improve engagement and achievement outcomes for Black students;
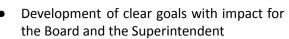
Chronic Absenteeism research-practice partnership, in partnership with the Monterey County Office of Education, to identify root causes and implement community-engaged action plans to address high and disparate chronic absenteeism rates; and

Data Research Learning Network, bringing together LEA teams to innovate their data systems and processes to accelerate student learning. A summary of their initial work to identify problems of practice can be found in the DRLN Year 1 summary brief.

The Universal Design for Learning (UDL) network focuses on identifying barriers to implementing UDL, exploring evidence-based solutions, and evaluating the effectiveness of UDL implementation in LEAs.

The most recent map of network participants can be found on the learning network site.

CA Small School District Leadership Institute: CCEE, in partnership with the Small School Districts Association (SSDA), is facilitating the Leadership Institute. The ultimate goal of the Leadership Institute is to create networks and support systems for small school district leaders so they can gain the skill set and confidence needed to effectively lead their districts. Areas of focus include:

- Development of clear goals with impact for the Board and the Superintendent
- Alignment and allocation of resources for transformative system improvement
- Recruitment and retention
- Capacity building to sustain and scale
- Create a professional learning network among other small school district leaders

Early and Expanded Learning

CCEE is supporting CDE and county education offices to equip Local Education Agencies (LEAs) with the resources they need to embrace the major shifts happening in California's TK-12 education sphere, thanks to the Early and Expanded Learning Initiatives. This collaborative endeavor focuses on:

- Demystifying Education Code: Offering precise guidance on understanding and implementing the updated education code, concerning health, safety, and licensing requisites.
- Developing Early Learning Spaces: Helping identify resources to craft early learning spaces appropriate for young learners in the expanded programs.
- Enhancing Staff Capacity: Curating a range of training materials and opportunities for the Expanded Learning Opportunities Program (ELO-P) staff to better support TK-K students and their families.

What's in CCEE's Professional Learning Resource Collection to Support Statewide Learning Recovery?

Learning Acceleration Playbook: CCEE's Playbook for Accelerated Learning was updated to incorporate recent learnings and research on addressing the overlapping learning, behavioral, and emotional needs facing students. Under the guidance of the State Board of Education, the Playbook was further updated to integrate the California Mathematics Framework released in 2023.

Levers for System Change: Introducing our powerful tool designed to assist local education agencies (LEAs) in creating exceptional systems that effectively serve all students and support statewide learning recovery efforts. By outlining six fundamental components and providing a comprehensive evaluation feature, our tool enables LEAs to conduct a comprehensive needs assessment to identify areas for improvement, and determine the most effective strategies to enhance their educational systems, ultimately contributing to the larger goal of learning recovery across the state.

Chronic Absenteeism Learning Brief and **Network Findings**: In response to the emerging crisis around chronic absenteeism as schools emerged from the COVID-19 pandemic, and potential efforts to revisit an adjusted chronic absenteeism rate to address these challenges, CCEE analyzed district chronic absenteeism rates to complete an initial policy brief and convene a learning network to address barriers to student engagement.

Universal Design for Learning Journey Guide: CCEE launched the UDL Journey Guide, an online resource that facilitates district leadership teams through four stages of implementing Universal Design for Learning, with connections to state and national support along the way. This guide is based on CAST's School Implementation Certification Criteria (UDL-SICC) and has been developed with the help of CAST, the California Coalition for Inclusive Literacy, and Supporting Inclusive Practices (SIP).

Measuring Impact and Sharing Best Practices in 2023-24 and Beyond

While the work to support individual LEA and network improvement will continue through the year, CCEE has also built up the structures to collect input and feedback from the field, in order to widely share emerging lessons learned and to solicit input about next steps in the work. Two CCEE initiatives that provide opportunities for disseminating evidence-based best practices and connecting LEAs to learn from each other are;

Open Door Sessions: In collaboration with LEAs and our partner organizations, we have hosted eight interactive webinars, or "open door" sessions accessible to all, as an opportunity for educators to highlight a best practice, tool/resource, or strategy formed by the Whole Child Design Framework to accelerate student learning.

LEA Spotlights: Engaging, multimedia summaries that provide a "spotlight" on a specific strategy or practice that exemplifies innovation, inclusion, and collaboration to improve outcomes for students. These Spotlights begin with an evidence-based approach to understanding the process by which an LEA might improve student academic outcomes, student and family engagement and well-being, staff and community support, and systems, policies, and governance.

In our ongoing outreach and solicitation of feedback from LEAs about their greatest needs, the identification, vetting, and sharing of evidence-based practices to improve student outcomes continues to be at the forefront. While individual LEAs can take on the work of partnering around more robust research studies, there currently exists a need in the field that an organization like CCEE can fill to provide more immediately responsive scans of the statewide data, district-specific approaches, and implications for LEAs serving similar student populations.

CCEE References and Reports
- CCEE Statewide Maps
- CCEE Hot Topics Blog
- CCEE Initiative Reporting Page
- CCEE News
- CCEE Events Calendar