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California Collaborative
for Educational Excellence

2023-2024
ANNUAL REPORT

CALIFORNIA COLLABORATIVE FOR EDUCATIONAL EXCELLENCE

Vision, Mission, Goal, and Purpose Drivers

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

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

CCEE Goal for 23-24: *Advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in local control and accountability plans.*

California Collaborative for Educational Excellence (CCEE) aligns its initiatives with three purpose drivers to more effectively achieve its core mission

CONTINUOUS IMPROVEMENT

STUDENT SUCCESS

STUDENT-CENTERED APPROACHES

CCEE **models** and partners with the field to adopt a mindset of curiosity and institute a practice of ongoing improvement.

CCEE **strengthens** and supports the systems and programs that evidence shows are fostering learning and accountability to ensure student success.

CCEE **prioritizes** the well-being of all students, their families, schools, and communities by promoting socially just and inclusive practices. These drivers aim to better reflect CCEEs commitment to education and its stakeholders.

Calibrating our Impact Analysis

SUPPORT

UNIVERSAL
Comprehensive provision of resources and services to benefit a broad audience

TARGETED
Precise and focused enhancement of specific areas or groups through tailored support

INTENSIVE
Profound & concentrated intervention to address chronic systemic challenges with direct technical assistance

IMPACT

SYSTEMIC
Shift mindsets, relationships, and power to in turn shift policies, practices, and resource flows

WIDESPREAD
Build the capacity of partners to implement elements of its program model

DIRECT
Provide programming directly to its target beneficiaries

DATA

SATELLITE
Large grain size
Points us in a general direction for further investigation

MAP
Medium grain size
Points in a slightly more focused direction

STREET
Fine-grained and ubiquitous
Informs and shapes our next move

In 2023-2024, CCEE transitioned from simple LEA participation counts to a deeper understanding of engagement by distinguishing each initiative by support levels and potential impact. Aligning with the statewide system of support, CCEE clarifies access to its resources through universal, targeted, and intensive support, measuring its impact as direct, widespread, and systemic (*A Pragmatic Playbook for Impact* by Cortez and Wade of Bellwether Education Partners). To better understand these interrelationships, CCEE expanded its data collection levels to include satellite, map, and local data (e.g., *Street Data* from Safir and Dugan, 2021). This integrated approach, guided by the CCEE Theory of Action, allows for a comprehensive understanding of engagement patterns across local, regional, and state levels.

This year's Annual Report showcases CCEE's transition to the Data for Impact approach, highlighting initiatives at various implementation stages and focus areas. For the past three years, CCEE has collected regular data on resources, engagements, and partnerships, reporting it quarterly to illustrate impact from a broad perspective. The statewide maps reveal new patterns and expand the level of detail, showcasing the convergence of support and impact for each initiative across state, regional, and LEA levels. Additionally, within each initiative, more granular data like QRU (Quality, Relevance, and Usability) responses (map data) and participant/focus group interviews (local data) capture participant experiences.

Measuring Impact

2023-2024 Impact Data

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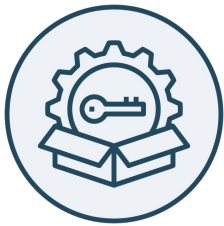### *for* Educational Excellence

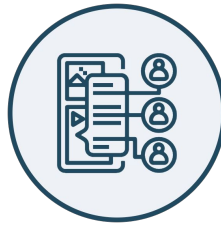## 1033

167

RESOURCES

STRATEGIC ENGAGEMENT

186

PARTNERSHIPS

RESOURCES

- Handouts
- Abstracts
- Videos
- Guides
- Slides
- Publications (e.g., weekly updates and newsletters)

ENGAGEMENT

- Presentations
- Meetings
- Website
- Webinars
- Trainings
- Surveys
- Development sessions

PARTNERSHIPS

- Statewide Agencies
- Advocacy Groups
- Membership Organizations
- Non-profits
- LEAs

44
CCEE - led initiatives

387
**LEA participants across all initiatives**

5.5M
Students served

Quantitative Output

2023-2024
ANNUAL REPORT

CCEE Support

Direct & Intensive Support

Through the Statewide System of Support, CCEE partners with county offices of education to engage in the consultation process outlined in Education Code 52072 for districts eligible for Direct Technical Assistance (DTA).
CCEE's approach leverages intensive support to measure the direct impact through its technical assistance provided to LEAs.
This map highlights the 25 counties where CCEE consulted to mutually determine assistance needs for the 54 eligible districts based on the 2023 Dashboard data.

Statewide Maps

SCAN ME

Number of LEAs

1 — 6

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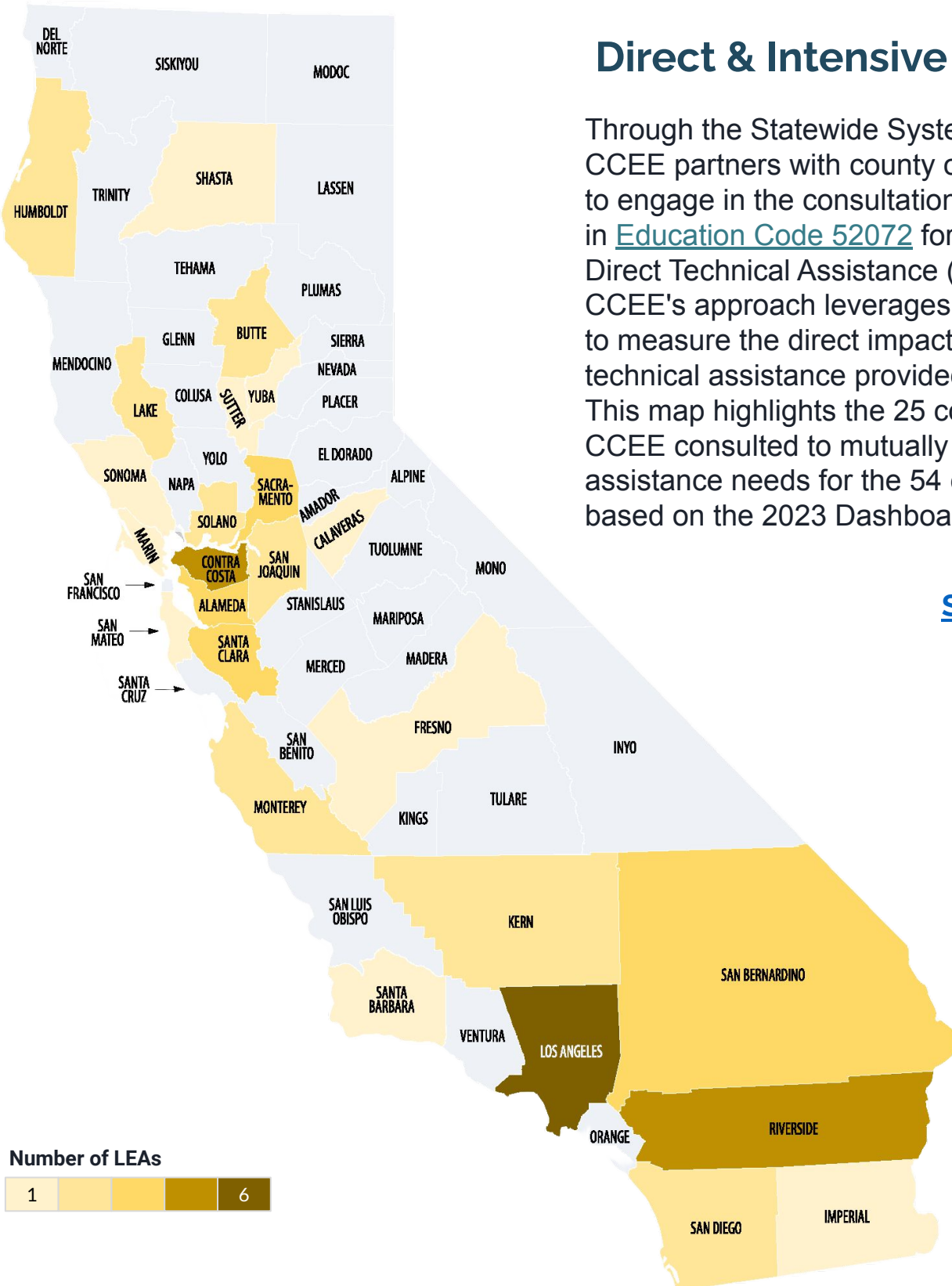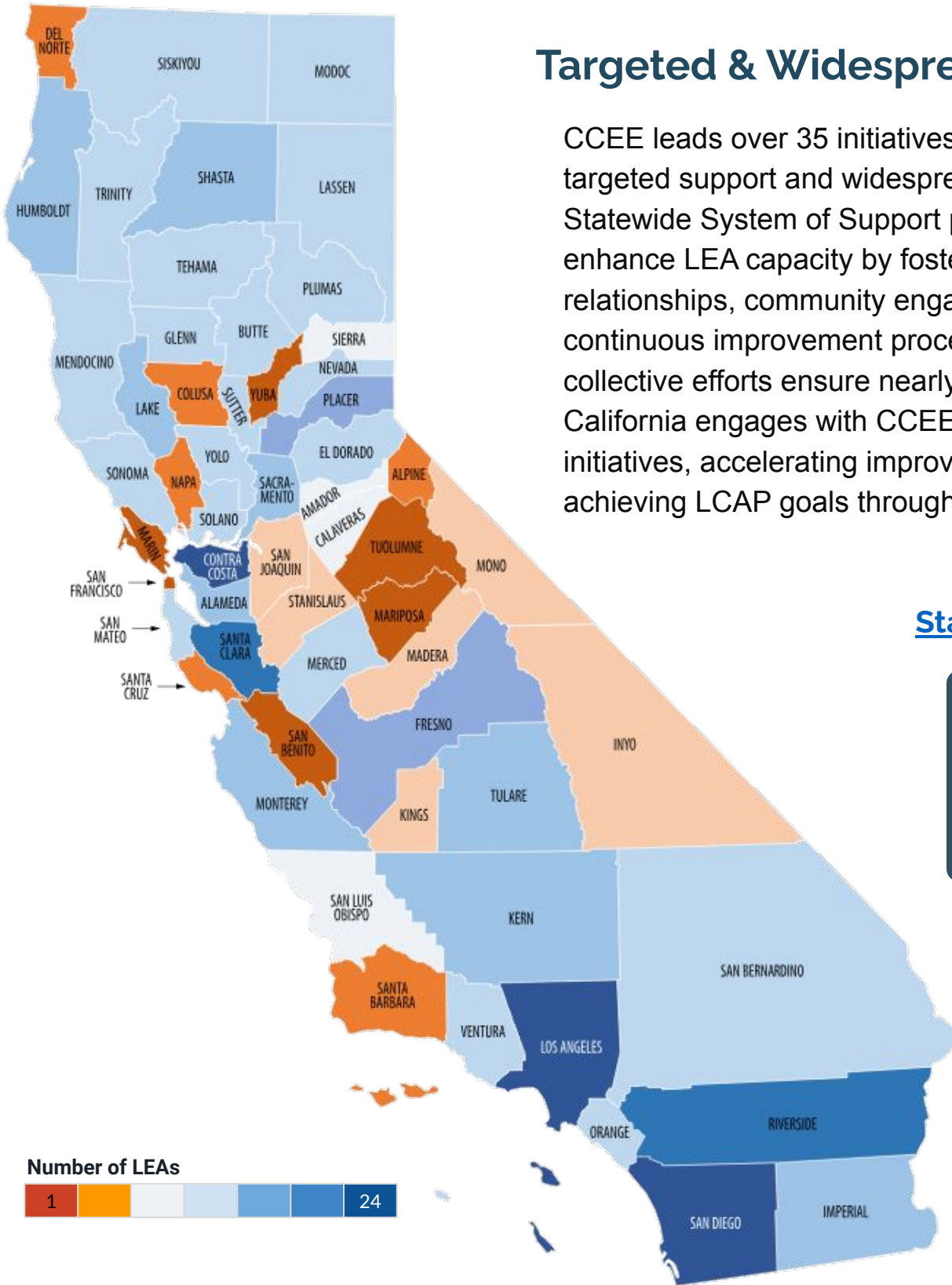
Targeted & Widespread Support

CCEE leads over 35 initiatives aimed at both targeted support and widespread impact. With our Statewide System of Support partners, we enhance LEA capacity by fostering peer relationships, community engagement, and continuous improvement processes. Our collective efforts ensure nearly every county in California engages with CCEE through these initiatives, accelerating improvement and achieving LCAP goals throughout the system.

Statewide Maps

SCAN ME

Number of LEAs

1 — 24

California Statewide System of Support

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The Statewide System of Support (SSOS) is designed to facilitate the development and implementation of structures, relationships, and processes in collaboration with lead initiatives (EC 52095.5b) for all local educational agencies (LEAs) to effectively meet Local Control and Accountability Plan (LCAP) goals for historically underserved students.

STRATEGIC GOALS

- The Statewide System of Support was launched in 2013, and represents a partnership between the California Department of Education, State Board of Education, County Offices of Education and the California Collaborative for Educational Excellence.

- The ultimate goal of the Statewide System of Support is to provide coordinated, needs-based, and differentiated resources and support to Local Educational Agencies that lead to improved services for all students evidenced by the closing of opportunity gaps and increasing student achievement.

ACTIONS

This year marks the implementation of strategic goals and actions. By implementing these strategic actions, the Statewide System of Support aims to drive continuous improvement in the state's education system.

- ➤ **CCEE SSOS Resource Hub**
- ➤ **Levers for System Change**
- ➤ **Statewide System of Support Directory**
- ➤ **Universal PreKindergarten (UPK) Technical Assistance (TA) Tool**
- ➤ **Satellite Data Dashboard**

IMPACT

In 2023, the System of Support expanded to include all state and federal funded initiatives that serve students across the state. Over 30 state and/or federally funded initiatives came together in-person for the first time in February 2024.

% of COE responding to a recent survey asking:
- *"I am aware of the services and resources available to me through the SSOS"*
- *"I know how to access the services and resources available through the SSOS"*
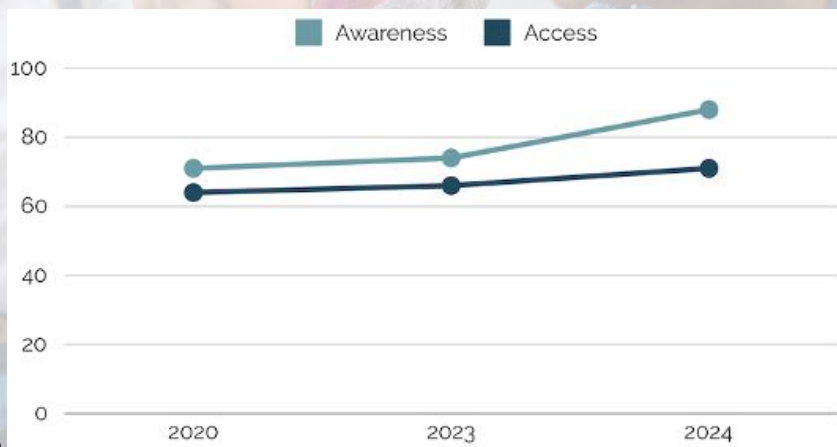
" …we (SSOS) built a *roadmap to access* support that will help connect school districts to system resources that are targeted to each district's, large or small, individualized need in a timely fashion."

– Dave Gordon, *Superintendent, Sacramento County Office of Education*

Transformative Systems for Equitable Educational Outcomes

2023-2024
ANNUAL REPORT

2023-2024 System of Support Core Working Group and One System Collective

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Provide coordinated, needs-based, and differentiated resources and support to local educational agencies (LEAs) that lead to improved services for all students evidenced by the closing of opportunity gaps and increasing student achievement.
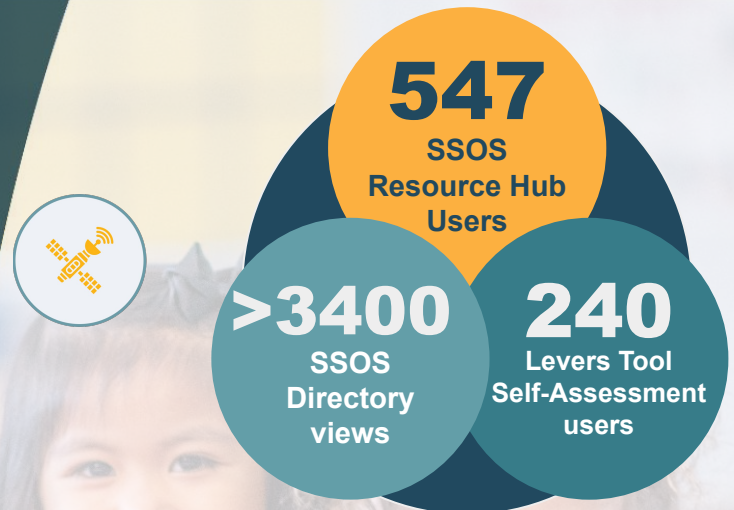
ACTIONS

Statewide System of Support (SSOS) Core Working Group:

- The Core Working Group is collaboratively investigating the SSOS across universal, targeted/ supplemental, and intensive services and supports. The investigation aims to provide a comprehensive analysis of what the system is, how the system operates, and its impact.

- The One System Collective brings a collective group of state agency, county office of education, district, and SELPA leaders together to coordinate, integrate, and provide equity in access to the SSOS initiatives, increasing LEA accessibility of resources and supports to improve student outcomes with specific intentionality focused on integrating students with disabilities.

To learn more about the SSOS and to see a complete list of our tools, visit: About the Statewide System of Support - CCEE (ccee-ca.org)

IMPACT

547
SSOS Resource Hub Users

>3400
SSOS Directory views

240
Levers Tool Self-Assessment users

The following online tools were created in collaboration with the SSOS Core Working Group & One System Collective:
- CCEE SSOS Resource Hub
- Levers for System Change - LEA Self Assessment
- Statewide System of Support Directory

"(The Core Working Group) is an example of our statewide commitment to continuous improvement that is focused on ensuring that all educators have access and opportunity to work with content specialists to overcome local challenges and ultimately improve student outcomes."

–Lisa Gilbert, Ed.D, *Deputy Superintendent, Instructional Support, Kern County Superintendent of Schools*

Transformative Systems for Equitable Educational Outcomes

2023-2024
ANNUAL REPORT

Community Engagement Initiative (CEI)

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

STRATEGIC GOALS

CEI 1.0
Develop a comprehensive set of resources and metrics based on CEI learnings. Ensure the closure of all CEI 1.0 activities, including the CEI 1.0 Final Report.

2.0 Goal
Publish a series of publicly available training modules and update resources and metrics developed under CEI 1.0. Scale up the initiative through partnerships and LEA recruitment efforts for future cohorts.

ACTIONS

- Published tools and resources from the CEI Protocol Toolkit
- Developed and released a Comprehensive Resource Guide linking tools to community engagement frameworks
- Developed and released the CEI Community Engagement Self-Assessment Tool
- Developed and released a series of in-depth training modules on a variety of community engagement topics
- Completed the CEI 2.0 Lead Agency RFA process
- Held 14 Peer Leading & Learning Network (PLLN) convenings, including two 400+ attendee in-person meetings
- Successfully recruited and accepted over 85 LEA teams to Cohort V to begin in the fall
- Published and released the CEI 1.0 Final Report (Forthcoming report will be posted here)

IMPACT

600
LEA team members

56
LEAs Represented in Cohorts I-IV

6000
Views on CEI learning modules and resources

88.9% of survey respondents (n=217) rated the organization of a recent PLLN as "Excellent" or "Very Good"

"...because the school system knows better, [knows] this communities assets and needs, [they] are able to build partnerships with community based organizations, locally, to serve their students." (LEA Team Member)

"One way the Community Engagement Initiative has helped our school is by getting our school to reach out to more parents and getting them more involved… when the parents get involved, they want to know what's going on at their schools with their students and the students start behaving better, they start knowing that there are people actually there for them and they are also part of this, so it's not just a school it's a community" (LEA Student Team Member)

Transformative Systems for Equitable Educational Outcomes

Data Research Learning Network

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Facilitate learning networks for district and county office teams to support data systems innovations to accelerate student learning. The DRLN three-pronged approach transforms data program and practices by conducting a data review with an equity lens, promoting deeper learning through formative assessment practices, and developing local data dashboards to enhance communications with LEA partners.

ACTIONS

- Facilitated review of LEA data systems, using an equity lens, to better meet the needs of their student groups, by process mapping data systems from the user (teacher and administrator), creating visualizations of the "life of data" in a given district, to support improvements and innovations of data-driven decision-making at the classroom, school and district level.

- Provided professional development on balanced assessment systems with an emphasis on formative assessment practices, including student agency and ownership in their learning process. Piloted new learning modules that build upon CCEE's prior series on Developing & Implementing Balanced Assessment Systems and Formative Assessment.

- Guided the development and/or selection of data dashboards that clearly communicate how programs are meeting the academic and social emotional needs of their students to promote better parent and community partnerships.

➢ ICOE - six data flow infographics
➢ DRLN Resource Hub
➢ DRLN Fact Sheet & Handout

IMPACT

133 STRATEGIC ENGAGEMENT

17 RESOURCES

12 PARTNERSHIPS

Q	95.15%
R	94.35%
U	89.52%

*Quality Relevance Usability Ratings (Very high, high)

Quotes from Network Participants

- "This work has changed the way that we communicate with our district…Now we can affect change right now with this data" - (LEA Administrator)
- "I like to see what the other districts are doing and how they are handling their situation. So that gives me an idea on where we are and how we can improve from them, learning from them what could be improved" - (LEA Administrator)
- "this is making an impact on a greater scope…we can offer these opportunities strategically to districts that are ready and are opting in.Then we're more able to move the needle faster in our systems for kids." - (LEA Administrator)

Center for Innovation, Instruction, and Impact

2023-2024
ANNUAL REPORT

African American Student Success

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Facilitate learning networks for district and county office teams to probe root cause analyses of disparities in student outcomes for African American students and support the implementation and measurement of evidence-based innovations to accelerate improvements in services and outcomes for African American and other historically underserved students.

ACTIONS

- Facilitated monthly network meetings to engage in shared learning around continuous improvement and impact measurement, workshop implementation strategies across LEA teams, and develop communication tools to increase awareness and engagement around African American student challenges and successes.

- Monthly coaching meetings with individual LEA teams focusing on data collection, cleaning, analysis, and visualization to support progress monitoring of instructional change activities, measure impact and efficacy of implementation strategies, and communicate outcomes to both internal and external partners.

- Develop strategies and resources to address socio-political challenges faced by LEAs and school communities around the need to focus on African American student outcomes. Identify opportunities to engage and share with non-network participants.

➤ AASS learning network website
➤ AASSN handout & fact sheet
➤ Presentations: CAAASA Annual PD Summit, CAAASA Roundup, "Meeting the Promise of Brown v Board: 70 Years Later"- National Conference Presentation

IMPACT

105 STRATEGIC ENGAGEMENT

16 RESOURCES

8 PARTNERSHIPS

Q	90.91%
R	95.80%
U	88.98%

*Quality Relevance Usability Ratings (Very high, high)

Quotes from Network Participants:
- "Thank you for putting us in a space where other district can share the work, they are doing to impact the outcomes of African American/ Black student families."
- "It's a standout improvement network with practical support and important resources that need to be share."
- Thank you for taking the lead on all of this vital work with our students. It's real nice to see the different work that is being done up and down the state of California for our AA/Black students.

Center for Innovation, Instruction, and Impact

2023-2024
ANNUAL REPORT

Implementation Research & Networks

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Partner with LEAs and agencies working directly with districts and county offices to support the identification, validation, and dissemination of strategies and initiatives to address high priority areas of focus, including chronic absenteeism and accelerated learning through a whole child framework.

ACTIONS

- Statewide data analyses to support the identification of both bright spots and disparities in chronic absenteeism across geographic areas, school/district types, and demographic distributions.
- Research and analyses of district strategic planning tools, such as Local Control and Accountability Plans (LCAPs), to identify statewide trends in data use and reporting, emphasis on school safety and student well-being, and community engagement.
- Development of multimedia strategies to share lessons learned, best practices, toolkits, and other tailored resources to support LEAs engaging in similar problems of practice, including:
  - Resource Toolkits: LEA- or CCEE-developed resources to support the implementation of continuous improvement practices, data literacy and analyses, and the collection of student feedback data to drive instructional change and accelerate student learning.
  - **Spotlights**: LEA-centered narratives showcasing particular strategies and innovations implemented by a school, district, or county office that resulted in validated student outcomes.
  - **Open Door Sessions**: CCEE-facilitated webinars featuring LEA partners sharing innovative practices, tools, and strategies formed by the Whole Child Design framework to support student learning, followed by opportunities to engage in "special interest group" sessions to support implementation for interested LEA teams.

  ➤ Chronic Absenteeism Bright Spots
  ➤ Open Doors and Spotlights
  ➤ UDL Implementation Network

IMPACT

61 STRATEGIC ENGAGEMENT

34 RESOURCES

17 PARTNERSHIPS

Q	89.39%
R	93.18%
U	81.82%

*Quality Relevance Usability Ratings (Very high, high)

Quotes from Network Participants
- "This experience highlighted the common challenges that many districts encounter. It underscored the diversity in approaches to leading educational change and the implementation of tier one educational support. Most importantly, it reinforced the value of collaborative support among leaders, emphasizing the need for a collective effort in driving effective change."

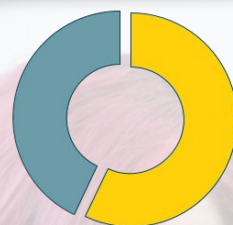## Center for Innovation, Instruction, and Impact

Direct Technical Assistance

Advise and assist county offices of education (COEs) & local educational agencies (LEAs) in need of more intensive assistance in achieving their Local Control and Accountability Plan (LCAP) goals by effectively meeting the needs of students historically underserved.

ACTIONS

- Provide direct technical assistance (DTA) to COE/LEAs to address systemic performance of disadvantaged student groups as measured in the Local Control Accountability Plan (LCAP) and Statewide Dashboard by providing intensive and targeted coaching, leveraging quality and continuous improvement strategies.

- The 2023 Dashboard release resulted in 54 eligible districts meeting the criteria identified in Education Code 52072. Since the release the team has engaged districts and their counties in the DTA Consult Process to determine the level of DTA support CCEE will provide. For the 2024-2025 school year, CCEE anticipates working with over 80 LEAs using the DTA Spectrum of Support and Engagement (handout) (DTA Updates).

- With the 2023 Dashboard release, 203 charter schools in California became eligible for Differentiated Assistance from their COE/Geo lead. To assist the charter schools and their COEs in understanding the pathways to CCEE DTA, the CCEE will be posting a Charter DTA webpage that will include Q&A.

IMPACT

● Intensive ● Strategic

43% of Districts currently receiving DTA are transitioning to strategic service, which is evidence of their systems progress toward sustaining continuous improvement structures and practices.

32 CONSULTANCY

16 STRATEGIC

17 DIRECT

*DTA Consults are still underway, for more information, see the DTA Consultation Process Overview

Hear from a District Leadership Team

"A highlight from today's session was being able to connect with other leaders across the district, and have an honest conversation through rubrics on what areas we feel need more work."

Center for Teaching, Learning, & Leading

Intensive Assistance Model

Advise and assist county offices of education (COEs) & local educational agencies (LEAs) in need of more intensive assistance in achieving their Local Control and Accountability Plan (LCAP) goals by effectively meeting the needs of students historically underserved.

ACTIONS

The California Collaborative for Educational Excellence (CCEE) has launched the Intensive Assistance Model (IAM) school-improvement project across eight schools in five school districts, which is designed to build new approaches for teacher collaboration and student support.

The IAM project is centered around answering the following four essential questions:

- What do we want all students to learn?
- How will we know if they have learned it?
- How will we respond when learning has not occurred?
- How will we respond when learning has already occurred?

The IAM's goal is to support schools in implementing the Professional Learning Community (PLC) at Work model, which uses an intensive support and coaching process to empower teachers as instructional leaders. This year the focus of the PLC at Work Model focused on:

- Response to Intervention
- Formative/Balanced Assessments
- Math and Literacy
- Standards and Unit Planning
- Refining Data Use

➤ **Spotlight**
➤ **Open Door Session**

IMPACT

3,836 Students enrolled

210.9 FTEs participating in coaching*

240 Coaching days

*2021-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

What does it take to Accelerate the Learning of Every Child? Early Insights from a CCEE School Improvement Pilot

-Policy Analysis for California Education (PACE)

"...I continue to see the power of the work that's happening in [the school] at this point, through the excitement and the ownership that I see on the part of the principal and the teachers, and just the energy that they have for the work, their belief system about 'if we just stay at it, and look, student by student, we're going to be able to move everyone to proficient.'" - IAM District Leader

Voices from the Field
- **Rising from the Margins Podcast**
- **Story Sharing Videos**

Center for Teaching, Learning, & Leading

2023 -2024
ANNUAL REPORT

Learning Acceleration

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The Learning Acceleration System Grant (LASG) funds the development of a California education network to advance student progress through evidence-based professional learning for educators, such that students experience strong and rapid progress in their mastery of knowledge and skills.

ACTIONS

The CCEE, along with its LASG partners: the California Collaborative for Learning Acceleration (CCLA), California Literacy Elevation by Accelerating Reading (Project CLEAR), and the Rural Math Collaborative, (RMC) have worked to:

- Offer statewide professional learning around evidence-based strategies in Mathematics, Literacy, and Language Development via
  - Training in literacy assessment and intervention, offered in both English and Spanish, for educators and administrators
  - Training in Lesson Study
  - New online modules highlighting content from the 2023 CA Math Framework
  - Providing access to various math interventions, including tutoring
  - Convening Statewide Communities of Practice (CoPs) for educators

- Convene the LASG professional learning network quarterly to share, reflect, coordinate, and pool expertise to build professional learning offerings that support learning acceleration in schools.

➤ **CCLA Online Courses**
➤ **RMC Online Courses**
➤ **RMC Open Door Session**

The CCEE and its LASG partners use multiple data collection methods to inform success metrics, professional learning design, and systems improvement. Our external evaluation findings are available here.

IMPACT

980 Educators participating in LASG

>3000 Students receiving math tutoring from RMC

50% Participants* adopting LASG learning into their lessons

[*Data is from the Executive Summary Evaluation Memo Year 2]

55% in CCLA module access since June 2023 with **90% satisfaction** rate

57% In Project CLEAR teachers' capacity to provide literacy coaching

Hear more on impact directly from teachers:

- **CCLA**
- **Project CLEAR**
- **Rural Math Collaborative**

Center for Teaching, Learning, & Leading

2023-2024
ANNUAL REPORT

2023-24 Cross-Center Initiatives

IEP Template – Legislatively Required

Over the past two years, CCEE has convened an expert panel, comprising of members selected in consultation with the Executive Director of the State Board of Education, to continue refining the Individualized Education Program (IEP) template designed by the California Statewide IEP Workgroup authorized in Chapter 6 of the Statutes of 2020.

Work completed to date includes holding monthly meetings virtually, creating guiding principles, and analyzing and creating a draft revised IEP template. The IEP Expert Panel has met in person to review work accomplished and complete the recommendations for a revised template.

Pursuant to the Budget Act of 2022 (Assembly Bill 154, Sec. 32), CCEE will provide the Chairpersons of the relevant policy committees and budget subcommittees of the Legislature, the Executive Director of the State Board of Education or the Executive Director's designee, and the Director of Finance with an update on the development of a state standardized IEP template by June 30, 2024. Forthcoming report will be posted here.

Statewide Evaluation Network Convenings

CCEE, CDE, and SBE, are working together to support more than ten statewide evaluations within the Statewide System of Support. Since July 2022, evaluation and program teams for the professional learning initiatives have been collaborating to establish common language and measures of impact across evaluations.

The evaluation teams are focusing on these common features and prioritizing equity to enhance coherence and communication of their findings.

Coordinating the design and review of evaluation results is expected to provide insights into various aspects of professional learning, such as fidelity of implementation, trends in engagement, the role of statewide asynchronous resources, and overall usability of offerings. These early findings will inform broader statewide understanding and policy decisions related to professional learning in California.

Organizational Initiatives

2023-2024
ANNUAL REPORT

CCEE Priorities 2024-25

Data for Impact

Focus on data to build impact that emphasizes internal processes and external systems.

Special Education

Work to develop a model for targeted/intensive support for LEAs to address specific needs of Students with Disabilities.

Mathematics

Build coherence across state initiatives by working with state partners to provide universal resources coordination to support demands of new math framework.

Literacy

Work with state partners on coherence by developing coordination/alignment of literacy initiatives.

Matt Navo
Executive Director, CCEE

Thank you for your support! Explore the latest in Learning Recovery and other key resources on our website or dive into our hot topics blog for more insights about CCEE.

Looking Forward