



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](#). This report provides an update on the expectations for the Executive Director for the CCEE in meeting its intended vision, mission, values, goals, for the 2024-2025 initiatives.

The work of the organization, summarized in this report, was developed by CCEE with input from over 260 partners and 30 different educational agencies and associations over the last four years. In addition, the entire CCEE staff engages with all [CCEE initiatives through the Statewide System of Support \(SSOS\)](#) and reports out each quarter the work-based priorities and focus areas based on educational feedback on impact and prioritization.

Statewide System of Support

Over the past year, CCEE has made significant strides toward strengthening collaboration across the Statewide System of Support (SSOS) and

enhancing access to resources and services for Local Education Agencies (LEAs). Key developments included launching the [SSOS website, directory and resource hub](#), offering over 200 universal tools and materials to support educators statewide. [Special education support](#) was prioritized through new models for universal, targeted, and intensive assistance, aligning statewide efforts to better serve SWD populations. Major collaborative initiatives emphasized building networks across agencies. For example, the One System Collective focusing on Students with Disabilities (SWD) and the [Community Engagement Initiative \(CEI\)](#) expansion advancing family and community partnerships.

CCEE successfully enhanced the visibility and coordination of SSOS resources, as reflected by over 36,000 website views and improved user engagement. The CEI's Cohort V onboarding expanded its reach to 87 LEAs, while the [recruitment for Cohort VI](#) surpassed expectations with over 120 applicants. Major outputs like the [SSOS Core Working Group Report](#), the updated SSOS Toolkit, and targeted special education efforts such as the [IEP Expert Panel](#) and the [State Special Education Study Team](#) demonstrated systemic alignment and capacity building. Integration efforts were solidified through in-person and virtual convenings, advancing collective strategic actions among SSOS partners, strengthening trust, and increasing collaborative problem-solving to improve student outcomes.

In the 2025–26 year, CCEE will focus on deepening SSOS integration and communication by reconvening the SSOS Core Working Group (Part II) and facilitating the first Statewide Virtual SSOS Conference. Further development of Communities of Practice will integrate CEI strategies across SSOS initiatives. Special education efforts will expand through a Network Improvement Community (NIC)



and the continuation of the State Special Education Study Team, with an emphasis on early intervention models. Enhanced collaboration with Math and Literacy leads will refine targeted supports on the SSOS Resource Hub, all designed to create a more cohesive, equitable support system for LEAs, driving systemic continuous improvement statewide.

Building Data Capacity and Alignment

Throughout the past year, CCEE has focused on facilitating evidence-based continuous improvement processes, expanding best practice dissemination, and leveraging internal and external data systems to improve decision-making and measure program impact. Initiatives such as the [Data Research Learning Network \(DRLN\)](#), [African American Student Success \(AASS\) Network](#), and [Universal Design for Learning Implementation Learning Network \(UDL-ILN\)](#) provided targeted support to LEAs, emphasizing the use of data to drive student outcomes. The launch of the new Data Literacy and Leadership Academy and Research Practice Partnerships (RPP), in collaboration with county partners, developed a [toolkit](#) and training to further strengthen data literacy at the local level. Additionally, CCEE advanced LCAP alignment efforts through resources like the [Balanced Assessment System Review Learning Path](#), [Spotlights](#), [Open Door](#) sessions, and the Professional Development Resource Center, while expanding its communications outreach to highlight LCAP tools and best practices.

Significant progress was made in scaling data-driven initiatives and evaluation efforts to strengthen systemic support for LEAs. The DRLN celebrated its second annual showcase, highlighting success stories from ten participating LEAs, while the AASS Network and UDL-ILN expanded their reach with new district participants. The Data Academy

launched pilot cohorts with overwhelming interest, with 40 participants from 27 LEAs tackling challenges such as chronic absenteeism. Furthermore, the CCEE Communications Team released 24 new "hot topics" related to LCAP alignment, resulting in over 37,500 views. Statewide evaluations for initiatives like High-Quality Online Instructional Materials and Reading Instruction and Intervention were expanded and deepened to provide actionable insights for the field. New networks, such as the COE Differentiated Assistance Teams, were also established, strengthening peer collaboration and strategy sharing across county offices.

In 2025–26, CCEE will enhance alignment between its learning networks and Direct Technical Assistance (DTA) efforts, ensuring that network



support addresses evolving district needs. The Data Research Learning Network (DRLN) and Data Academy will continue to expand, offering targeted strategies to help LEAs align student outcome improvements with LCAP goals. Additionally, CCEE will focus on improving the coordination and communication of [statewide evaluation findings](#), making results more actionable and accessible to the educational field. Leadership roles will be leveraged to ensure continuity and strengthen partnerships with state agencies, reinforcing a systemic focus on using high-quality data and continuous improvement strategies to drive educational outcomes across California.



Direct Technical Assistance and Learning Systems

Over the past year, CCEE focused on strengthening [Direct Technical Assistance](#), in collaboration with County Offices of Education, to support LEAs with closing disparities for historically underserved student groups and improve alignment with LCAP goals. Through the development of the [DTA Spectrum of Support](#), expansion of learning networks, and implementation of the [Intensive Assistance Model \(IAM\)](#), CCEE enhanced its capacity to deliver differentiated support. The organization also built coherence across state initiatives by collaborating with partners on math and literacy alignment efforts, launching free professional development modules under the [Learning Acceleration Systems Grant \(LASG\)](#), and coordinating statewide convenings to align resources and strategies in response to the new Mathematics Framework and literacy initiatives.

CCEE's initiatives have significantly strengthened the infrastructure supporting DA and DTA needs. The DTA Spectrum of Support has streamlined targeted assistance to LEAs, resulting in more customized and impactful support. The IAM has seen success, with six out of eight participating schools now eligible for National Model School or Promising Practices Awards. CCEE's collaboration with Madera COE on expanding the IAM model demonstrates an intentional effort to embed sustainable support within county systems. Meanwhile, the LASG initiative expanded access to high-quality, evidence-based math and literacy resources, supporting over 43 counties with free workshops and statewide professional development. Importantly, CCEE's strategic alignment of all organizational efforts with DTA/DA priorities has positioned the agency to better address systemic

gaps and improve educational outcomes for historically underserved students.

In 2025–26, CCEE will prioritize expanding DTA supports, particularly in math and literacy, to ensure alignment with the needs of target student groups and broader LCAP goals. Key actions will include focused outreach, training for DA/DTA educators, and the development of a comprehensive sustainability plan for the IAM model, emphasizing peer-to-peer support structures. Additionally, CCEE will pursue long-term sustainability efforts for math, literacy, and language development initiatives by working with COE partners to enhance instructional capacity and integrating ELA/math priorities across all DTA efforts. These strategies aim to ensure that statewide support remains coherent, accessible, and impactful for LEAs in the years ahead.

Learn More About Us

The CCEE continues to broaden its reach and deepen its impact across the state. To better understand who we are and what we do, we invite you to watch our [“What is CCEE?” video](#), a brief introduction to our mission, vision, [CCEE Resource Center](#), and the statewide efforts we lead in partnership with educators and communities.

Looking Ahead

As we move into the 2025–26 year, CCEE remains steadfast in its mission to empower educators, uplift student outcomes, and foster collaborative change. Through continued partnership, innovation, and data-informed strategies, we will work together to ensure that every student in California receives the high-quality, equitable education they deserve.

 ccee-ca.org  bit.ly/CCEELinkedIn

 [@cceeca](https://twitter.com/cceeca)  bit.ly/CCEEVimeo