

ccee

California Collaborative
for Educational Excellence

2024/25 Annual Report





Table of Contents

CCEE Mission & Vision	4
A Message From Our Executive Director	5
Theory of Action	6
LEA Engagement with CCEE and Statewide System of Support	7
Learning Networks	8
Data Literacy and Leadership Academy	10
African American Student Success Networks	12
Statewide System of Support	14
Community Engagement Initiative	16
Direct Technical Assistance	18
Intensive Assistance Model	20
Learning Acceleration System	22
DTA Themes of Improvement	24
Looking Ahead to 2025-2026	27

CCEE Vision

CCEE **transforms** public education so that every student is **inspired** and **prepared to thrive** as their best self in the world.

CCEE Mission

CCEE is a statewide leader **delivering on California's promise of a quality, equitable** education for **every student**.

CCEE Values

1. We strengthen socially **just** and **inclusive** education systems.
2. We build **trusting, collaborative, authentic** relationships.
3. We prioritize the **well-being** – of students, families, educators, communities, and our team.
4. We embrace and **nurture curiosity**, creativity, and innovation.
5. We **model continuous improvement** focused on educational excellence.

Organizational Structure

I - Individual

We - Relational

Org - Structural

Organizational Norms

Collaboration - the approach of working with others in new and open relationships to accomplish stated goals.

Clarity – making certain that we are being clear in our communication about who is going to do what, by when, and also seeking clarity in our questions as part of a collaborative relationship.

Courage – to give and receive feedback even if it means saying and hearing hard things. The process of feedback supports clarity which can bolster collaboration.

Purpose/Charter

To build clarity, focus, engagement, and discipline across centers and organizations.

Just Cause

Inspire Change



A Message From Our Executive Director

The CCEE is dedicated to showcasing the contributions of local educators across the state. As part of this commitment, we are excited to share our 2025 End of Year Report. While not mandated by legislation or statute, this report is a critical tool for communicating the impact of our collective efforts to our educational partners. It highlights a select group of key priority initiatives—drawn from more than 40 collaborative projects with County Offices of Education and School Districts—that have engaged over 528 Local Education Agencies and positively impacted more than 2.5 million students. The CCEE is proud of its collective commitment to its mission of helping deliver on California's promise of a quality, equitable education for every student!

A handwritten signature in blue ink, reading "Matt Navo".

Matt Navo
Executive Director, CCEE

Meet Matt Navo

Hot Topics: Why School District Turnaround Takes Time—and What CCEE Is Doing About It

[Watch Video](#)



Theory of Action

How does working with CCEE inspire change in our partners' practice, commitments, and virtues around the impact of implementing continuous improvement processes with an equity-oriented perspective on outcomes for their students?



LEA Engagement with CCEE and Statewide System of Support

[View our active statewide maps](#)



Learning Networks

I3 Center

CCEE's Learning Networks foster collaboration among district and county office teams to improve student outcomes through data-informed decision-making, equity-centered inquiry, and evidence-based practices. By creating spaces for shared learning and innovation, the networks support local capacity to address persistent disparities and promote whole child approaches to student success.

ACTIONS/ACCOMPLISHMENTS

This year, CCEE introduced a cross-network survey to better measure how participating LEA teams are building capacity to lead data-driven inquiry and continuous improvement. The survey captures self-reported growth in how they define problems of practice, use data to inform instructional shifts, and promote a culture of data use. The Impact section showcases meaningful progress across networks. Highlights below show how each network put these practices into action:

- In 2024–25, the Data Research Learning Network (DRLN) entered its Sustainability Phase, where participating districts and county offices documented and disseminated tools, resources, and lessons learned to help other LEAs launch and scale innovation efforts rooted in data-informed practice.
- The African American Student Success Network (AASSN) deepened data and evaluation supports for LEAs as they continued their work to reduce disparities in outcomes for Black students through targeted interventions, cross-system engagement, and more effective data analysis.
- The Universal Design for Learning Network (UDLN) expanded its focus on measuring student experience by collecting and analyzing student perception data at three intervals throughout the year and developing a UDL Data Toolkit in collaboration with expert partners and LEAs to guide ongoing monitoring and continuous improvement.

Demographics of Participating LEAs

Number of Participating LEA:

26

Total Number of Students Served:

1,280,485

Output Metrics

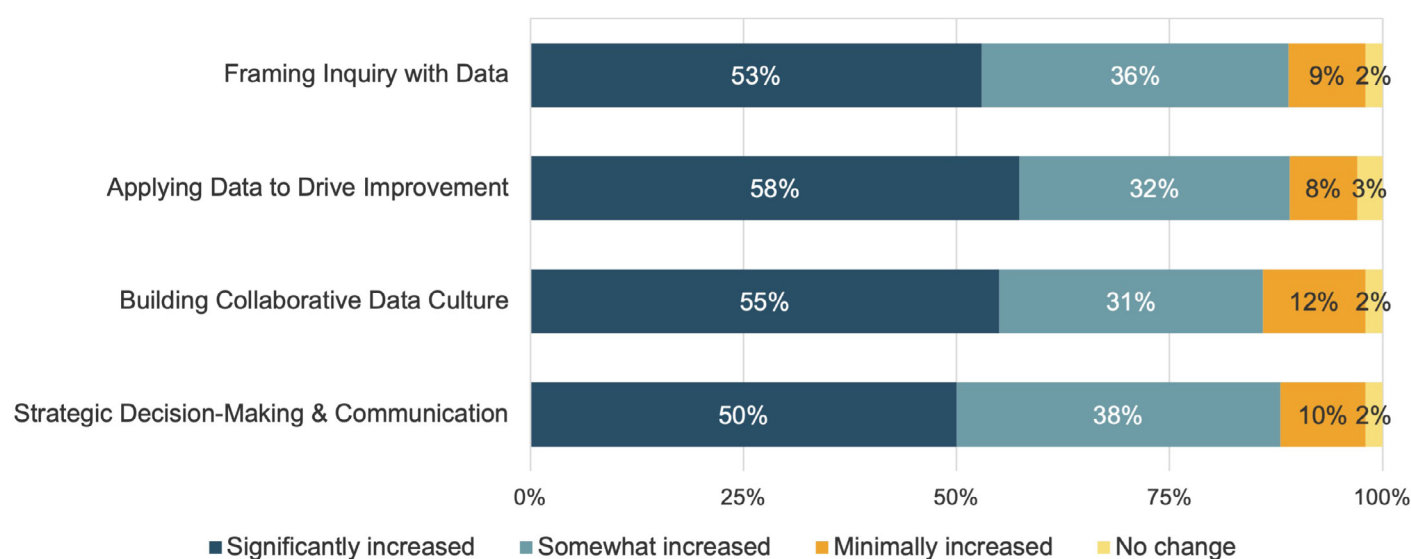


QRU Scores

(251 total responses)
(% of Very high/High scores)

Quality	93.82%	
Relevance	90.53%	
Usability	88.20%	

Self-Reported Improvement in Data Capacity Across Core Practice Areas



Survey responses indicate the learning networks made a meaningful impact in strengthening participants' capacity for data-informed decision-making. Over 85% of respondents reported growth in both formulating meaningful problems of practice and using multiple measures to set and monitor school or district goals, a core aim of the networks' continuous improvement focus. Additionally, nearly 90% reported increased confidence in using data insights to inform next steps, reinforcing the networks' emphasis on shifting from data collection to action.

Quotes from Network Participants

"Elevating Student Perception Data as a Design Tool: One major change has been the intentional integration of student perception surveys into our inquiry cycles. Listening directly to students about how they experience learning—what helps them engage, what feels inclusive, and where they encounter barriers—has reshaped our approach. Instead of relying solely on academic outcomes, we now prioritize student voice to inform instructional design. For example, when survey data revealed that a significant number of students felt they had 'few choices in how to show their learning,' we responded by expanding options for expression and incorporating more student-driven projects—an essential practice rooted in UDL."

"I've adopted a more collaborative approach—engaging cross-functional teams to examine data through multiple lenses. This has led to deeper insights, actionable findings, and increased collective ownership of next steps."

Data Literacy and Leadership Academy

I3 Center

CCEE launched the Data Literacy & Leadership Academy (DLLA) as a pilot initiative in the 2024-25 school year to strengthen data capacity among K-12 education professionals across the state. The DLLA offered two free courses tailored to different roles within local educational agencies (LEAs).

ACTIONS/ACCOMPLISHMENTS

Role-Specific Course Design

Each course was designed to reflect the distinct needs and responsibilities of its intended audience to ensure relevance and applicability. The Data Literacy course supported analysts who were new to working with K-12 data, while the Data Leadership course served emerging data leaders looking to build a data-driven culture to drive instructional change.

Blended Learning Structure

Both courses featured a blended learning model, combining asynchronous learning modules with monthly synchronous sessions. The asynchronous components allowed participants to explore tailored resources and content, engage in hands-on activities and real-world case studies, and reflect on their practice through discussion forums. Synchronous sessions created opportunities for real-time learning and connection—participants engaged with peers from other LEAs, learned from other leaders and experts in the field, and deepened their understanding of how to apply data tools and strategies within their own local contexts. This integrated structure supported both individual capacity-building and community-building, creating a foundation for more informed, equity-oriented data practices across California's educational landscape.

Following her engagement with the Balanced Assessment System module in the Data Leadership Course, Sheila McCabe, Assistant Superintendent of Educational Services at Fairfield-Suisun USD, a district identified for DTA, reached out to her CCEE DTA lead to explore how this learning could be brought back to her district. While initial conversations pointed to perceived over-testing, deeper dialogue revealed that the issue was not the quantity of district-mandated assessments but rather a lack of coherence and shared purpose. To address this, FSUSD, in collaboration with CCEE and the Center for Assessment, is now engaging site leaders, department chairs, and grade-level teacher teams in reflective conversations aimed at surfacing challenges, fostering collective ownership, and shifting the district-wide mindset around assessment. Her participation in the course not only shaped her individual perspective but also enabled her team to engage in DTA with greater clarity, coherence, and a proactive stance toward systems-level change.

As Assistant Superintendent McCabe shared,

"I am grateful for the opportunity to participate in the Data Leadership course. While there were many topics that aligned to the work in our district, I was particularly interested in learning about how some districts have created a balanced assessment system. As this is an area of growth for our district, we are now working with CCEE and the Center for Assessment to support our learning community in developing a balanced assessment system. I am confident the process we are engaged in will positively impact student learning outcomes."

Zack Schulz, an Intervention Specialist at Marysville Joint USD (MJUSD)—another district identified for Direct Technical Assistance (DTA)—participated in the Data Literacy course to strengthen his ability to support school leaders in making data-informed decisions. During a Plan-Do-Study-Act (PDSA) check-in with CCEE’s DTA Lead, his colleague Lori Guy, Director of Data and Student Improvement and a participant in the Data Leadership course, shared that both she and Zack had found the Data Academy sessions transformative for their work. Their growth was evident in how they showed up—posing deeper questions, engaging in intentional data analysis, and modeling data practices that began to influence their school site teams. The CCEE DTA Lead observed that this momentum was already spreading, as site leaders began collecting additional local data, generating their own insights, and identifying solutions.

As Zack reflected,

“The Data Literacy course was an excellent introduction to building the foundational skills I need to support data-informed decision-making in our district... a valuable first step in strengthening my ability to support school administrators and teacher leaders in developing and applying effective practices for collecting, analyzing, and creating visualizations of student data.”

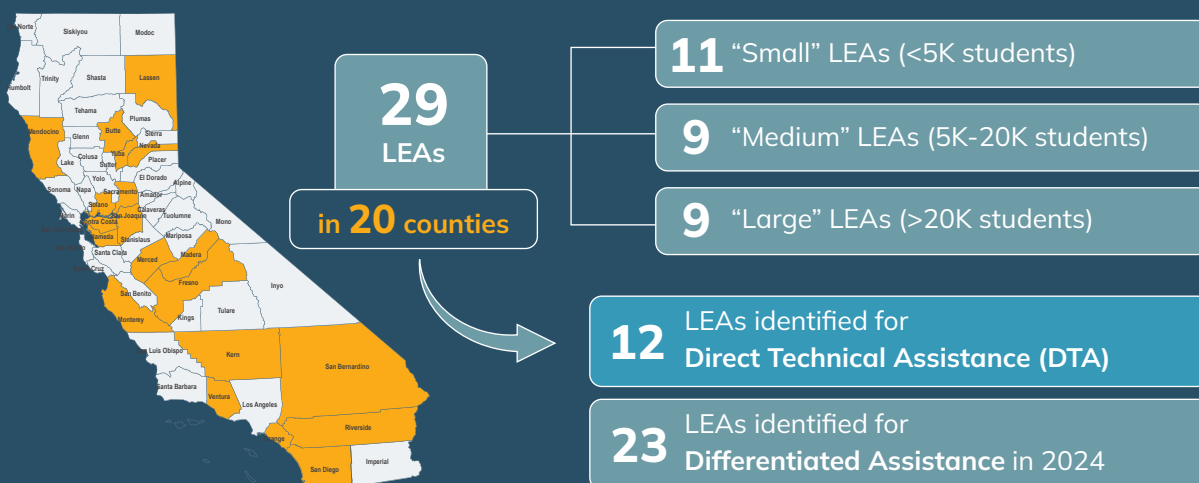
These experiences reflect how the Data Academy courses equipped participants with the skills, tools, and mindsets needed to strengthen data-informed decision-making in their districts. By building individual capacity and offering strategies to shape data culture, the DLLA empowered participants to take proactive leadership roles in using data to identify and address equity gaps, communicate effectively, and guide decision-making across their systems.

The content in this module is applicable to me in my LEA role.

- 301 (StA+A): **91.57%**
- 101 (StA+A): **100.00%**
- 101+301 avg: **95.79%**

The content in this module will help me make better informed decisions in my LEA role.

- 301 (StA+A): **94.71%**
- 101 (StA+A): **84.25%**
- 101+301 avg: **89.48%**



African American Student Success Networks

I3 Center

The African American Student Success Network (AASSN) is a statewide learning network committed to improving academic and social-emotional outcomes for Black students in California. In partnership with the California Association of African American Superintendents and Administrators (CAAASA), the initiative brings together eight local educational agencies (LEAs) to identify root causes of inequities, implement evidence-based strategies, and strengthen systems that support Black student success.

ACTIONS/ACCOMPLISHMENTS

In its most recent year, the African American Student Success Network (AASSN) continued to serve as a bold and collaborative space where district and county teams engage in the deep, equity-focused work necessary to transform outcomes for Black students. The network brings together teams of educators from each of the eight LEAs monthly to both share updates in their systems redesign work and to actively recommit to collaboratively naming and addressing the structures that have historically underserved African American students. Each LEA team also works with the CCEE team to examine progress metrics and refine strategies as part of the continuous improvement cycle that is central to the learning networks.

By creating structured opportunities for teams to engage in cross-district learning, analyze disaggregated data, and co-design localized strategies, the AASSN fosters a climate of shared accountability and innovation. Network participants implemented a range of research-informed practices—from culturally responsive pedagogy and mentorship models to data-informed intervention processes and family engagement strategies—all centered on increasing opportunity and outcomes for Black students. Importantly, six of the eight LEAs in the network conducted empathy interviews or regularly collected feedback from students and families to inform their strategies, ensuring that the voices of those most impacted are central in defining both the problems and the paths forward—making equity-driven systems transformation a shared and inclusive endeavor.

Demographics

Total Student Enrollment
Across All Participating
LEAs: **541,349** students

English Learners (EL):
Approximately **19.9%**
of students

Students with Disabilities
(SWD):
Approximately **14.6%**
of students

Socio-Economically
Disadvantaged (SED):
Approximately **58.8%**
of students

African American (AA)
Students:
Approximately **4.5%**
of students

The African American Student Success Network (AASSN) continues to advance systemic change across participating LEAs by aligning equity-focused practices with measurable outcomes. While each district's work is rooted in local context, the collective learning and network-wide collaboration have led to notable gains in key areas impacting Black student success:

Academic Performance Gains Across the Network



Five of the eight participating districts identified academic improvement for African American students—particularly in English Language Arts and Mathematics—as their primary problem of practice. One LEA reported CAASPP score increases of up to 19 points in ELA and 33 points in Math, while another achieved an 18-percentage-point reduction in the number of D and F grades earned by African American students in core academic subjects. Overall 2 of the 5 met their target and two reported improvement in their scores.

Improved Student Attendance and Engagement



Three of the eight network districts focused their efforts on increasing attendance and fostering stronger connections between students, families, and schools. One LEA reported a 10% decrease in chronic absenteeism among African American students following the implementation of culturally responsive practices such as Freedom School programming. Another LEA improved student sense of belonging through the use of school climate surveys and targeted supports embedded within its community school framework.

Focused Efforts on Special Education Disproportionality



Two districts directly addressed overrepresentation of African American students in special education. Risk ratios fell, with one district exiting federal monitoring.

Career and Postsecondary Readiness Pathways



Two districts directly focused on college and career readiness with one reporting an increase in their A-G completion rates amongst African American students (from 34% in 2020/21 to 44% as of March 2025). While the second LEA reported a 9% higher graduation rate for their target group when compared to the rest of the student population.

More Information

For more information about the African American Student Success Network, please visit <https://ccee-ca.org/AASSN> or use the QR code to the right.



Statewide System of Support

TSEE Center

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 increased achievement.

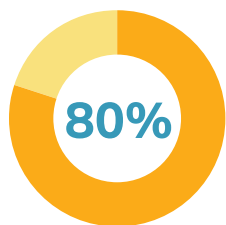


ACTIONS/ACCOMPLISHMENTS

With a continued focus on integration among all leads in the System of Support. We are making a powerful shift from coordination and collaboration to real measurable impact. We will continue to build upon our experts in the field and our strong partnerships to create integration across the state for our schools and communities. (EC 52095.5b).

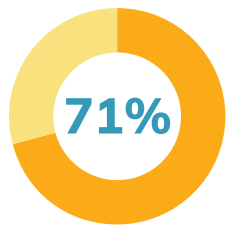
2023-2024 External Evaluation Data

Coordination-consists of agencies sharing information and providing mutual support and learning.



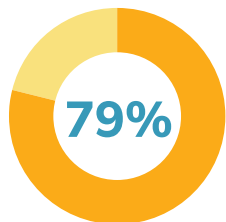
80% of Lead and statewide agency staff believe that the Statewide Agencies are providing useful support to Lead Agencies in developing positive relationships

Collaboration-occurs when lead agencies identify common tasks and move towards compatible goals.



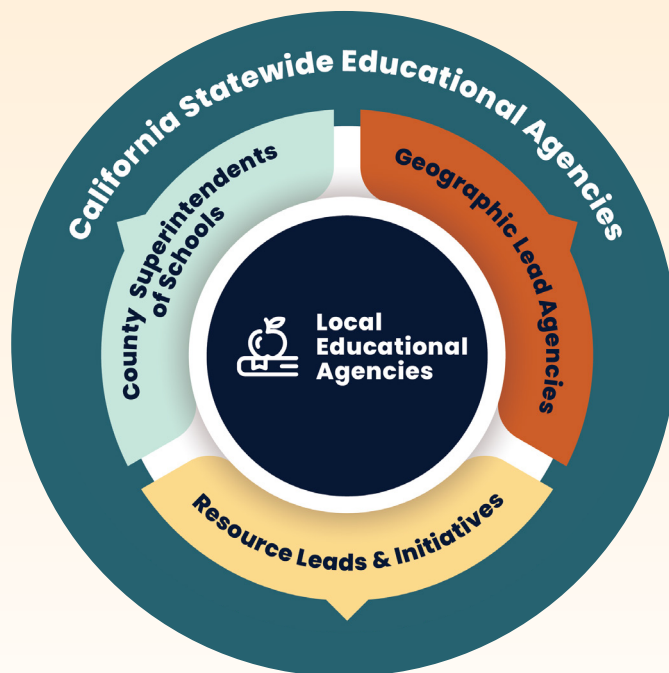
71% of Lead and Statewide agency staff believe that the Statewide Agencies are providing useful support to Lead Agencies in building collaborative opportunities with other Lead Agencies

Integration-is reached when agencies show integrated strategies and collective purpose.



79% of Lead and Statewide agency staff feel that my agency is integrated into the Statewide System of Support.

The SSOS is comprised of State and over 50 Lead Agencies and Initiatives which are tasked with building capacity and providing universal, targeted and intensive support to LEAs.



This diagram, created in collaboration with California County Superintendents, shows the relationship between various organizations within the California Statewide System of Support that support LEAs in California.

What is next: Statewide Convening



systemofsupport.org/conference

Community Engagement Initiative

TSEE Center

Through the Community Engagement Initiative, local educational agencies have been able to create authentic partnerships among pupils, families, districts, and communities that nurture relationships, build trust, ensure cultural, racial, and linguistic equity, and lead to transformative pupil outcomes.



ACCOMPLISHMENTS

Meeting the Demand

The 2024-25 academic year marked the first year of participation of our fifth cohort of LEAs in the CEI. Cohort V is the largest cohort within the initiative to-date, and represents our commitment to meeting the demands of LEAs wanting to engage with us in this work. Comprised of 86 LEAs from every corner of California, Cohort V teams met in person and virtually this year to work on building relationships, improving LCAPs, and creating lasting change at their LEAs through our improvement science curriculum.

Expanding Partnerships

One of our focuses this year, through the lenses of both the CCEE and Statewide System of Support (SSOS), was to enhance the collaboration and integration of the CEI with other initiatives within the SSOS. Because of this CEI participants this year were able to hear from subject matter experts from within the SSOS at our Peer Leading & Learning Network (PLLN) convenings.

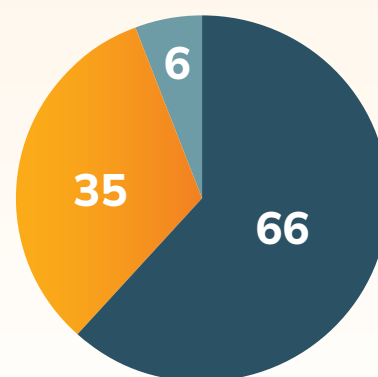
Communities of Practice

Another way the CEI has responded to requests from LEAs has been through the development and launch of a number of Communities of Practice (CoPs) this year. These smaller learning networks are pathways to learning for LEAs who may not have the capacity to make a two-year commitment to join a Peer Leading & Learning Network, but still want to start their journey on improving engagement in their local contexts.

Our 2024-25 LEA Teams

LEA teams within the CEI commit to a two-year journey of Peer Leading & Learning. In 2024-25 the CEI had two active cohorts of LEAs (Cohort IV in year two-of-two, and Cohort V in year one-of-two). Combined, these cohorts represent six county offices of education, 35 charter schools, and 66 traditional school districts with a combined ADA of over 420,000 students in California.

Cohort IV & Cohort V



■ COE ■ Charter ■ Traditional

CEI 2024-25

127 Actively Participating LEAs

1000+ Active Cohort IV & V
Team Members

Watch a video
highlighting various
views on the value of
CEI.



Looking Ahead

A Community Engagement Framework for California

CEI will publish the Engaging Educational Partners Framework to coincide with the onboarding of Cohort VI teams. This framework is built on the learnings and experiences of previous CEI cohorts, and forms the foundation of our PLLN curriculum.



Map of all Cohort I-VI LEAs in California



Cohort VI begins their journey in the CEI in the fall of 2025.

Direct Technical Assistance

Teaching, Learning, and Leading Center (TLLC)

Direct Technical Assistance (DTA) is an Intensive support that prioritizes Local Education Agencies (LEAs) that meet the criteria of three or more student groups not meeting two or more Local Control Funding Formula (LCFF) Priorities for 3 of 4 consecutive years. The focus of DTA is meeting districts where they are to build the school district's capacity to develop and implement actions and services responsive to pupil and community needs.

ACTIONS/ACCOMPLISHMENTS

Consultation Process

The release of the 2024 Dashboard identified [54 districts](#)* across 26 counties that met the DTA eligibility criteria outlined in Education Code 52072. Since then, the CCEE has engaged these districts and their County Offices of Education (COEs) through the DTA Consultation Process, to determine the appropriate level of DTA support provided to districts. CCEE continued offering support to districts that remained eligible for DTA, depending on the districts' needs. This included coaching, communities of practice, and Local Control Accountability Plan (LCAP) support.

Professional Learning Networks (PLNs)

In response to the evolving needs of DTA districts, the TLLC launched the Instructional Leader PLN, which equips district instructional leaders with tools and strategies to align district goals to improve student outcomes. The TLLC expanded the Superintendent PLN to include districts eligible for DTA in both 2023 and 2024.

As of Winter 2024:

15 previously eligible districts were determined to no longer qualify for DTA support. For more information on these districts please see page 24.

15 new districts became eligible for support.

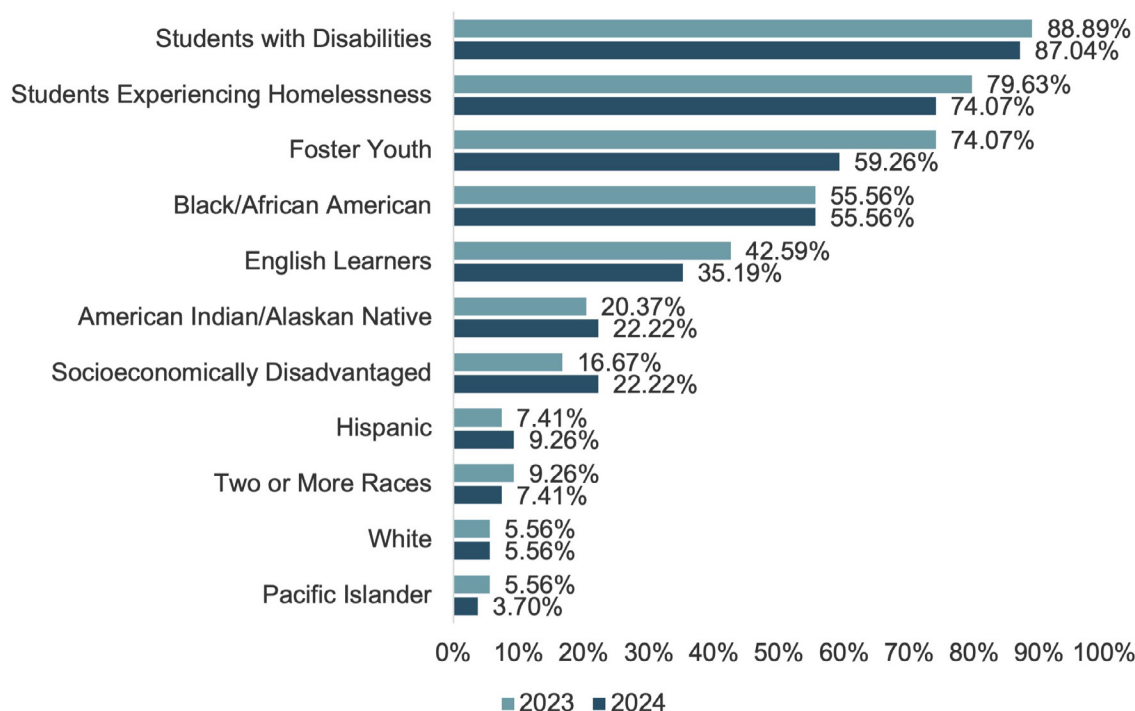
39 districts remained eligible for DTA.

The CCEE is continuously refining its [DTA Spectrum of Support](#) to better meet the needs of district partners. Currently, support is offered across three levels, with each level increasing in intensity of CCEE support offered to districts:



*CCEE also provides DTA Support to Inglewood Unified School District through Education Code 52074(g)(2)(A), bringing the total number of DTA districts to 55.

Student Groups Driving DTA Eligibility 2023-2024



Pupil Achievement (LCFF Priority Area 4) remains the most common area for which districts qualify for DTA, followed by Pupil Engagement (LCFF Priority Area 5). CCEE continues to strengthen partnerships with districts, county offices of education, and the System of Support to improve student outcomes and promote coherence.

District Focus Areas



Improving pupil engagement and school climate



Literacy



Improving academic outcomes specifically for Students with Disabilities, English Learners, and Long-Term English Learners



Data use and assessments



Capacity-Building around continuous improvement

"These sessions are so, so critical. This is the only place where I truly feel understood in my role and receive need(ed) resources and strategies to move my practice and leadership."

– Instructional Leaders PLN Participant discussing their experience with the network

Intensive Assistance Model

Teaching, Learning, and Leading Center (TLLC)

CCEE has established a partnership with school districts, county offices of education, and Solution Tree to develop and expand Solution Tree's PLC at Work® process within select schools. The goal of the Intensive Assistance Model (IAM) pilot is to develop model schools within each district to build their capacity to improve student outcomes and to provide a model for district-wide implementation and partnership for direct technical assistance.

ACTIONS/ACCOMPLISHMENTS

In the Spring, all IAM schools participated in Celebration Ceremonies to honor their work over the last three years and their completion of the IAM program. Several schools were acknowledged for their hard work in positively impacting student achievement. Nishimoto Elementary in Madera Unified School District was awarded the National Model PLC School designation. Sierra Vista in Madera Unified School District was awarded the Promising Practices designation. There are several other schools that have applied for both designations and are awaiting their results.

Sustainability

Madera and Inglewood Unified will continue expanding the IAM throughout their districts. Madera County Superintendent of Schools continues to build their capacity to lead this work across their county. They are partnering with three schools in Madera USD to begin working on mission, vision, values, and goals, and identifying essential standards. Yosemite Unified, a district identified for Direct Technical Assistance, began their IAM journey in Spring 2025.

Impacts on School Climate and Pupil Engagement



Impacts on Educators

For the first time at Sierra Vista Elementary,
no teachers left the school

Average **19.5%↑** in teacher/school staff
sense of belonging from 2023-24



Chronic Absenteeism

Washington Elementary decreases in
chronic absenteeism:

2021-22	2022-23	2023-24
↓41%	↓17%	↓15%



School Climate

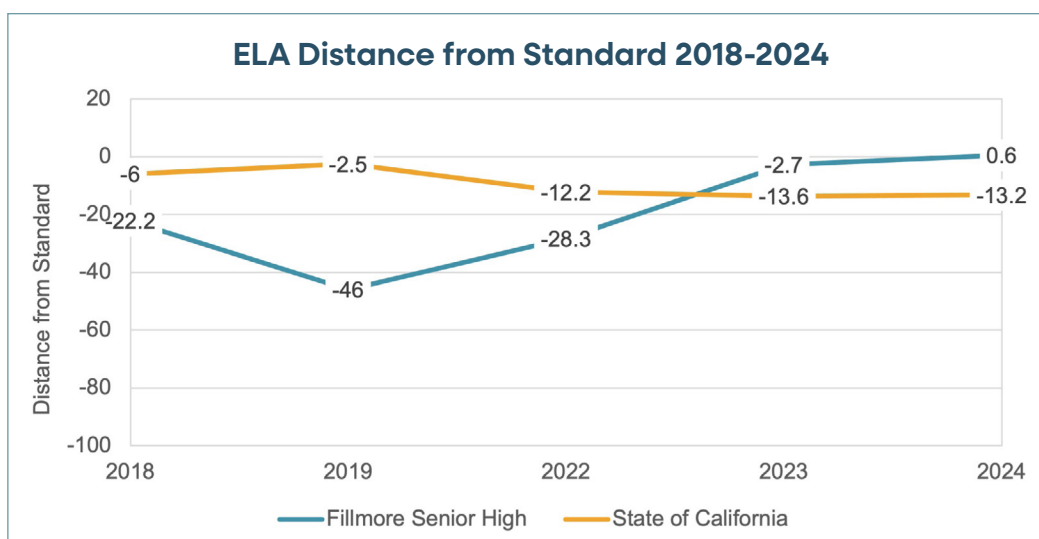
↓32% decrease in discipline
referrals at Sierra Vista from
2022-23 to 2023-24

Student belonging
increased
↑16%

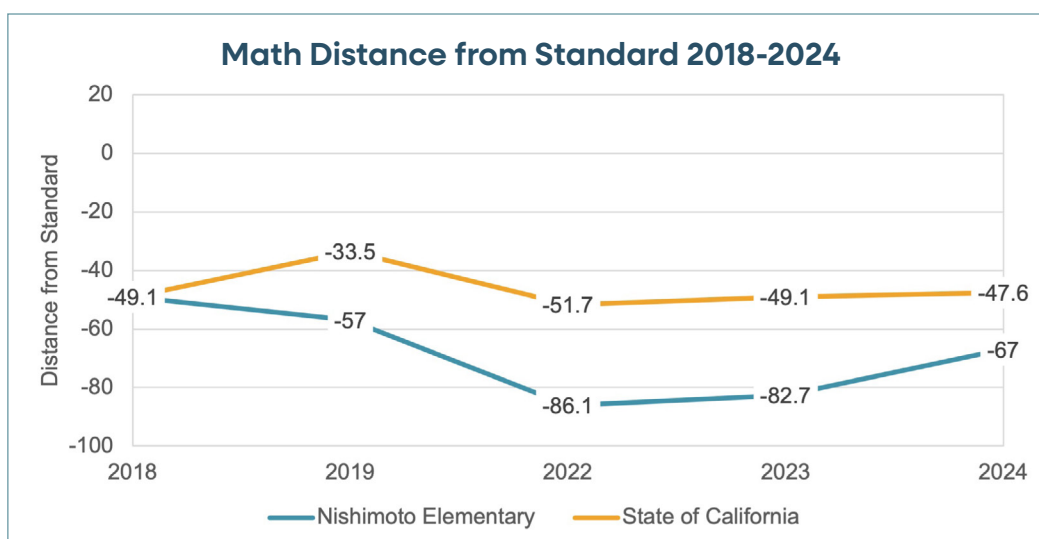
Overall school Climate
improved by
↑22%

Academic Growth

Since joining the IAM, Fillmore Senior High has improved its ELA performance, surpassing pre-pandemic achievement levels and outperforming the state average. The school has also been recognized as a California Distinguished School.



While Nishimoto remains below the state average in Distance from Standard (DFS) for Math, the school has demonstrated stronger gains than the state, which has experienced only modest improvements in math performance.



"When you build that trust level with your colleagues, you can move mountains for your students."

– Madera USD Teacher

Learning Acceleration System

Teaching, Learning, and Leading Center (TLLC)

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 in math, literacy, and language development. The goal of the LASG is to help students experience strong and rapid progress in their mastery of knowledge and skills.



ACTIONS/ACCOMPLISHMENTS

California Collaborative for Learning Acceleration (CCLA)

- Enhanced library of free, online professional development modules across content areas
- Facilitated teacher collaboration through statewide literacy and math workshops
- Launched the [BRIDGES Framework](#) for Learning Acceleration

Project California Literacy Elevation by Accelerating Reading (Project CLEAR)

- Expanded the number of trained reading intervention Teacher Leaders across California
- Trained educators and administrators on evidence-based literacy assessment and intervention, offered in both English and Spanish

Rural Math Collaborative (RMC)

- Expanded students' access to evidence-based math interventions, including tutoring
- Trained more educators, instructional coaches, and LEA teams on high-impact coaching strategies and Lesson Study
- Enhanced library of free, online modules covering concepts from the 2023 California Mathematics Framework

Statewide Participation

2,033 educators participated in LASG professional learning in 2024-2025. Participation has more than doubled each year of the grant.

Evaluation of the LASG

The CCEE and its LASG partners use multiple data collection methods to inform success metrics, professional learning design, and systems improvement. This year, our evaluation partners highlighted grantee-level outcomes data in the briefs linked below:

- [CCLA Case Brief](#)
- [Project CLEAR Case Brief](#)
- [RMC Case Brief](#)

LASG Professional Learning Network (PLN)

The CCEE convenes all grant partners quarterly for the LASG PLN to share, reflect, and pool expertise to build and coordinate professional learning offerings that support learning acceleration in schools.

CCLA

CCLA's County Regional Hubs provided targeted support across content areas to **122 LEAs** in 2024-2025, with many teams deepening the work they began last year. Educators in these LEAs report that students are more engaged and confident in their learning.

94% of educators reported positive impacts on student outcomes through implementation of evidence-based learning acceleration strategies including:

- Increased student engagement
- Academic achievement
- Ownership of Learning

"I enjoyed gaining different strategies to implement in class and watching my students learn, progress, and apply. But more specifically, I loved to see my students proud of their progress."

– CCLA Participant

Project CLEAR

Since 2022, teachers trained through Project CLEAR have provided one-on-one tutoring and reading intervention to over **560** students. Multilingual students have greatly benefited from Project CLEAR's unique support to diverse language learners.

Students who completed Descubriendo la Lectura's 20-week intervention program achieved up to **1.35** years of academic growth.

"For anyone in a bilingual situation, this is the only lifeline or lifesaver available statewide that is offering this level of support. We are definitely building an infrastructure in Spanish that had not existed in the state."

– Project CLEAR staff member

RMC

In 2024-25, RMC reached **2,810** students through teachers trained in Lesson Study. An additional **3,000** students benefited from math intervention support available through RMC.

RMC piloted a small-group math intervention program with **21** second grade teachers across seven counties. Students participating in the program saw statistically [significant growth in math performance](#).

"I have felt empowered to deliver a level of math that I did not realize that I was capable of. I am able to engage my students in authentic thinking. Seeing my students' love of math increase as they learn that they are capable math thinkers has been extremely rewarding."

– RMC Participant

DTA Themes of Improvement

Fifteen districts that previously qualified for DTA support are no longer eligible due to improvements reflected in the 2024 California Dashboard. These fifteen districts represented diverse populations from Northern, Central, and Southern California.

While these districts have successfully exited from DTA, it's important to recognize that meaningful improvement takes time. Transforming systems requires committed leadership, a clear focus on the district's most critical priorities, and the strategic alignment of resources to support those goals. The more willing and able that district leaders are in creating meaningful change, the quicker that change will happen. The following themes highlight common factors that contributed to their improved status and subsequent ineligibility for DTA.

Improving Outcomes for Students with Disabilities (SWD)



53% of districts that no longer qualify for DTA demonstrated improved outcomes for students with disabilities (SWD), particularly in pupil achievement and school climate. These improvements were driven by a combination of targeted strategies, including math and literacy interventions, as well as socio-emotional and mental health supports. To build their capacity in supporting SWD, districts also engaged with System of Support partners such as CCEE's UDL Network, the System Improvement Leads, and Supporting Inclusive Practices.

District Example: District X, a desert community in Southern California, assigned Inclusion Instructional Coaches or Special Education TOSAs to support access to core curriculum and co-teaching models. This contributed to a 4.7 increase in Distance from Standard (DFS) in English Language Arts (ELA) for SWD, moving them from Red to Orange in the Dashboard.

Strategic Focus on School Climate



As students went back to the classroom after the COVID-19 pandemic, many districts dedicated efforts to reduce chronic absenteeism and improving school climate. Districts, regardless of size implemented or enhanced their Positive Behavioral Interventions and Supports (PBIS) programs to improve behavior and attendance.

Districts also took a more intensive approach for student groups that were disproportionately absent or referred for disciplinary issues.



Students Experiencing Homelessness: Three districts deployed homeless liaisons, counselors, and teachers on special assignment (TOSAs) to coordinate services, academic planning, and ensure case management for at-risk students



Foster Youth: Consistent access to transportation and attendance interventions



African Americans: Investments in family liaisons and engaging educators in culturally responsive professional development

District Example: District Y is a mid-sized district in Northern California. High school and middle school sites are piloting a suspension alternative program and bridging relationships across school sites. As of April 2025, the high school's suspensions has dropped by 49%. The middle school average suspension rate has dropped from about 1% to .03%.

Authentic Collaboration between Districts, County Offices of Education, and CCEE

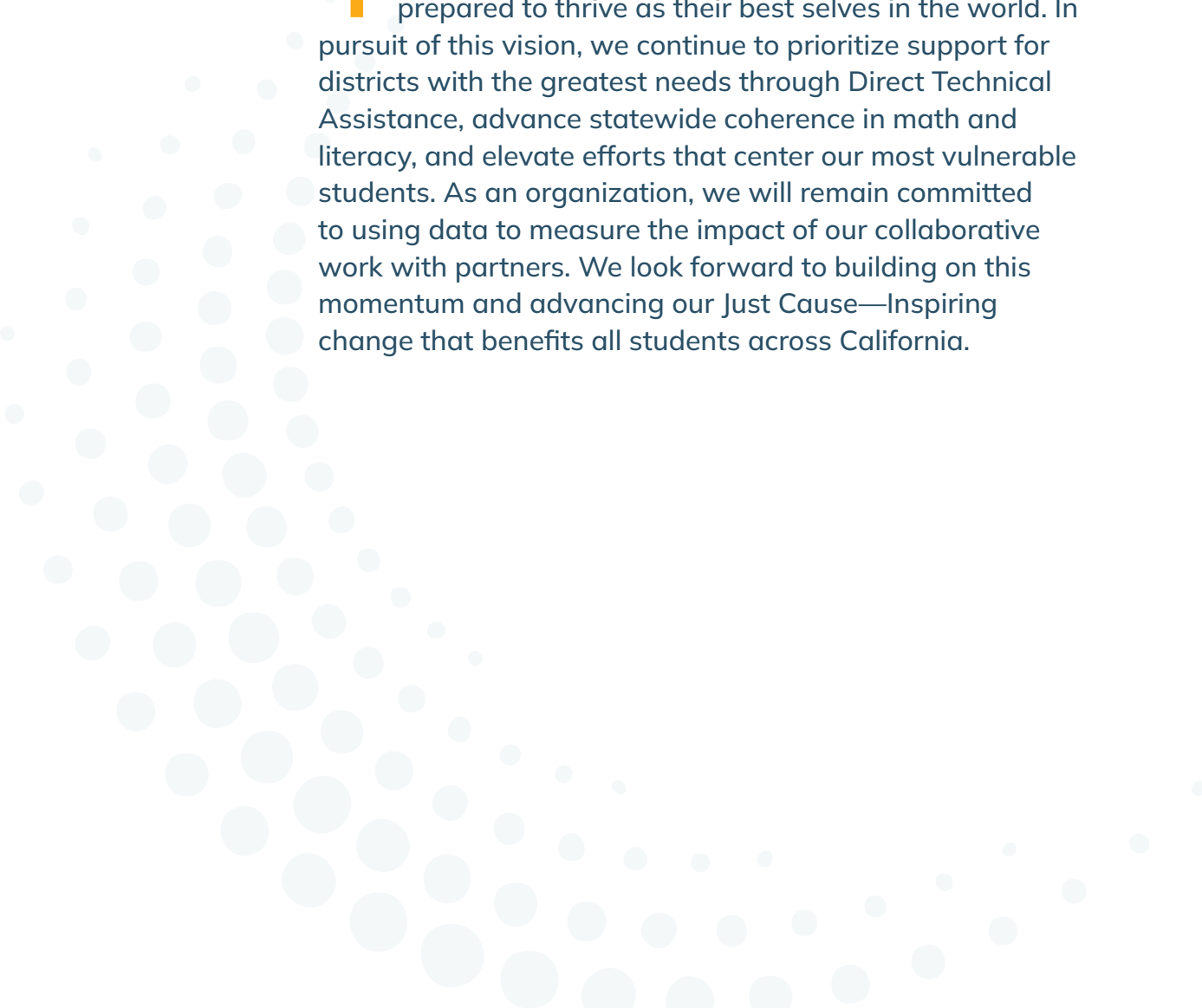


At the heart of improvement work is relationship-building. Through a strong foundation educational partners can more effectively gain collective clarity, collaborate, and the courage to engage in difficult conversations. The CCEE helped many county offices and districts reshape their understanding of differentiated assistance and continuous improvement, often by connecting them to other leaders in the Statewide System of Support and offering targeted coaching.

District Example: District Z is a high school district along the central coast and engage in Direct Technical Assistance for 4 years. During periods of turnover at the district level, the County Office of Education and CCEE's focus on continuous improvement became a stabilizing factor for school and district administrators. Specifically, the County Office of Education and CCEE team worked together in developing a systematic approach to continuous improvement within the district focused on school site teams. These school site teams became the driving force of change and improving student outcomes.



Looking Ahead to 2025-2026



The CCEE remains steadfast in its vision to transform public education so that every child is inspired and prepared to thrive as their best selves in the world. In pursuit of this vision, we continue to prioritize support for districts with the greatest needs through Direct Technical Assistance, advance statewide coherence in math and literacy, and elevate efforts that center our most vulnerable students. As an organization, we will remain committed to using data to measure the impact of our collaborative work with partners. We look forward to building on this momentum and advancing our Just Cause—Inspiring change that benefits all students across California.



ccee

California Collaborative
for Educational Excellence

www.ccee-ca.org

916-619-7494

ccee@ccee-ca.org

1029 J Street, Suite 450
Sacramento, CA 95814