

# Legislative Report on the High Quality Online Instructional Materials Initiative



Prepared by the California Collaborative for Educational Excellence (CCEE) in partnership with the California Department of Education (CDE).

# Table of Contents

Executive Summary	3
Legislative Context and Intent	4
Project Overview	5
Outcomes and Achievements	6
Statewide and National Priorities Alignment	11
Lessons Learned	13
Funding and Sustainability	14
Recommendations and Next Steps	15

# Executive Summary

In 2021, the Legislature launched the High-Quality Online Instructional Materials (HQOIM) initiative through Assembly Bill 167 (AB 167) and subsequent budget actions. The charge was clear: expand equitable access to standards-aligned instructional resources, reduce costs, and support instructional continuity across California.

## Three years later, this investment has yielded strong results:



**6,000** vetted lessons developed, covering 43 percent of California standards



**200,000+** educators registered on the California Educators Together (CaET) platform, with engagement more than doubling since 2023



**1,900+** educators trained through Lesson Design Institutes and targeted professional development, including support for rural districts, English learners, and deaf education



**\$10 million** in savings by leveraging One Learning Community's (OLC) platform and help desk infrastructure, avoiding fragmentation and duplication across the state

With continued support, California can complete lesson coverage across all standards, strengthen professional learning, and ensure that every educator – from remote communities to urban centers – has access to high-quality resources.

This report demonstrates what collaboration can achieve: a cost-effective system that empowers educators and advances equity, removing the pressure and risk of inequitable supports and services across the State. Stable funding will protect these gains and position California as a national leader in instructional quality.

*"It is a real deep dive into crafting a really good lesson... I totally appreciate the foundation that it creates for any teacher. ... [A]nd they have these amazing lessons."*

– Teacher



# Legislative Context and Intent

In establishing the HQOIM initiative, the Legislature acted with foresight. Through AB 167 (2021) and the subsequent 2023-24 budget (SB 114), California affirmed its commitment to ensuring that every student, regardless of zip code or circumstance, has access to rigorous, standards-aligned instructional resources to address persistent disparities and promote whole child approaches to student success.

## The legislative charge was threefold:



### Equitable Access:

Provide every educator and student with high-quality instructional materials, including those in rural and underserved communities.



### Cost Savings:

Leverage existing infrastructure to avoid duplication and reduce the financial burden on schools and districts.



### Instructional Continuity:

Ensure that learning can continue seamlessly during disruptions, from natural disasters to pandemics, to maintain uninterrupted educational progress.

To carry out this vision, the Legislature directed the California Collaborative for Educational Excellence (CCEE), in consultation with the California Department of Education (CDE), to evaluate the HQOIM initiative and provide recommendations for future sustainability.

This is about about protecting equity, ensuring coherence, and safeguarding the return on a proven investment.

California has led with vision. With stable, ongoing support, we can continue to deliver on that vision, ensuring that high-quality resources are available to every teacher, in every classroom, every day.



# Project Overview

**T**he HQOIM initiative has been a collective effort, rooted in partnership and shared responsibility. Over the past three years, the work has been carried out through a coordinated structure that draws on the strengths of state agencies, county offices, and technology partners.

## PARTNERSHIP ROLES

- **California Collaborative for Educational Excellence (CCEE):** Provided overall coordination and evaluation in consultation with the CDE
- **California Department of Education (CDE):** Ensured alignment with state priorities and legislative requirements
- **Kern County Superintendent of Schools (KCSOS):** Led professional learning, lesson development, and statewide teacher engagement
- **One Learning Community (OLC):** Served as the technical partner, maintaining and enhancing the California Educators Together (CaET) platform

*WestEd provided research support and facilitation to ensure findings were grounded in evidence and reflected educator input statewide. instructional improvement.*

## SCOPE OF WORK

The initiative focused on four core activities outlined in statute:

1. **Vetting and Curating Instructional Resources:** Establishing transparent processes to define, review, and publish high-quality, standards-aligned materials.
2. **Professional Learning:** Delivering institutes, workshops, and communities of practice (CoPs) to strengthen teacher capacity to design and use high-quality lessons.
3. **Repository Development:** Leveraging CaET as the central hub for instructional materials and professional learning resources.
4. **Equity and Access:** Ensuring educators in all regions, including rural and under-resourced districts, could access and contribute to the system.

## A STRATEGIC DECISION TO SAVE COSTS


Rather than build a new repository from scratch, the state made a deliberate, cost-saving choice to expand and improve the CaET platform. This decision has provided continuity for educators, accelerated adoption, and saved the state more than \$10 million by avoiding duplication of systems and resources.

Through these choices, California has developed an evolving infrastructure that has become a living system, connecting teachers to high-quality lessons and aligning them with statewide priorities for instructional improvement.


# Outcomes and Achievements

Over three years, the HQOIM initiative has delivered measurable progress. It has built systems rooted in honoring educator expertise, expanded access to resources, and created cost efficiencies for the state.


### Instructional Materials Repository



More than **6,000** lessons vetted and published on the CaET platform

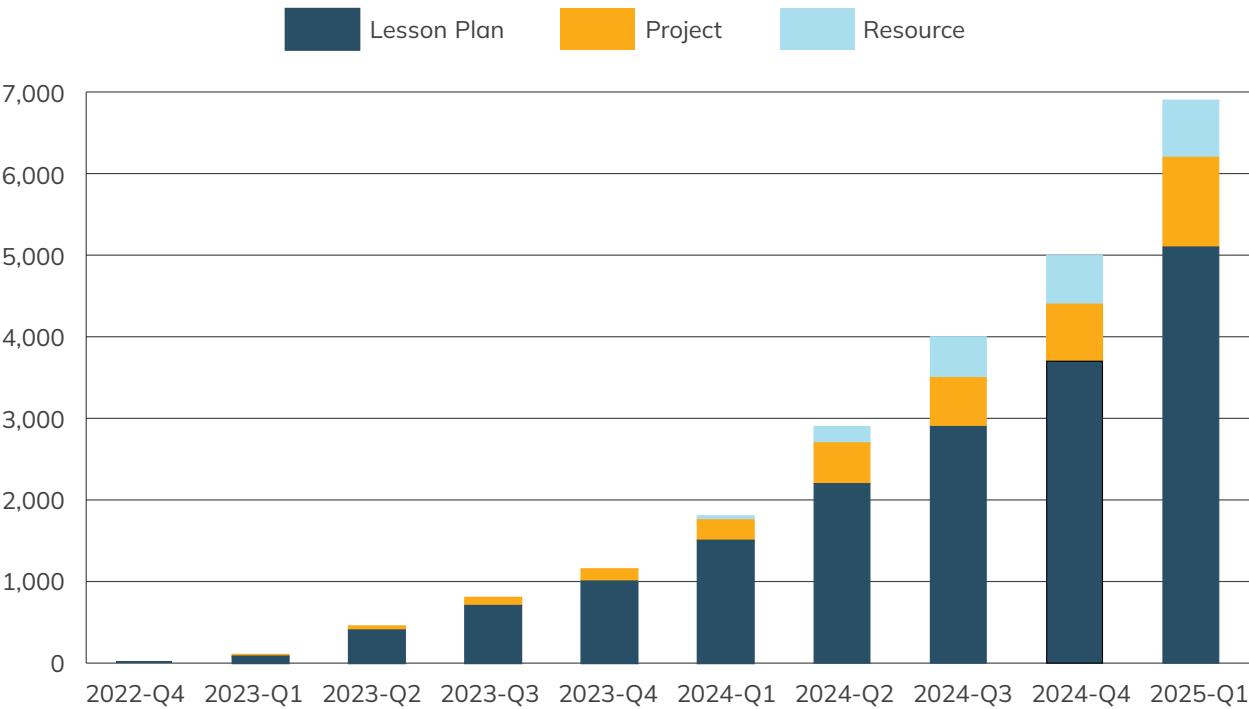


Coverage now spans **43%** of California's state standards, with resources designed for teachers and aligned with equity goals such as universal design for learning (UDL) and supports for English learners



A transparent vetting process evolved from a lesson rubric to a streamlined checklist, supported by a statewide cadre of **49** trained educators, ensuring consistent quality

Figure 1. Cumulative HQOIM Initiative Materials on the CaET Platform Across Quarters



## PROFESSIONAL LEARNING

- Kern County designed and facilitated Lesson Design Institutes, building statewide teacher leadership and capacity in lesson development
- Specialized initiatives reached rural districts, English Learner educators, and the California School for the Deaf, Fremont

**Figure 2. CaET Improvements During the HQOIM Initiative**

Partner Category	Partners	Contributions
Statewide System of Support	<ul style="list-style-type: none"> <li>• Effective Language Acquisition Program</li> <li>• Universal Prekindergarten (UPK)</li> <li>• 21st Century California School Leadership Academy</li> <li>• Learning Acceleration System Grant</li> </ul>	<ul style="list-style-type: none"> <li>• Announcements</li> <li>• Resources</li> </ul>
Statewide Initiatives	<ul style="list-style-type: none"> <li>• Golden State Pathways Program</li> <li>• Leadership Development Institute</li> <li>• Tools for Teachers</li> <li>• State Seal of Biliteracy</li> <li>• California Regional Ethnic Studies Collaborative (CRESC)</li> <li>• English Learner Roadmap Power in Collaboration Across California (EPiCC)</li> <li>• Mental Health Instruction</li> <li>• CDE Diversifying the Teacher Workforce</li> <li>• California Career Resource Net</li> </ul>	<ul style="list-style-type: none"> <li>• Announcements</li> <li>• Lessons</li> <li>• Resources</li> </ul>
Subject Matter Projects	<ul style="list-style-type: none"> <li>• CA Science Project</li> <li>• CA Global Education Project</li> <li>• CA History and Social Studies Project</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons</li> </ul>
LEA	<ul style="list-style-type: none"> <li>• Migrant Region V</li> <li>• Los Angeles Unified School District Career Technical Education (LAUSD CTE)</li> <li>• Contra Costa CTE</li> <li>• Stories with Style, Kings County Office of Education (KCOE)</li> </ul>	<ul style="list-style-type: none"> <li>• Announcements</li> <li>• Lessons</li> <li>• Resources</li> </ul>
State Agencies	<ul style="list-style-type: none"> <li>• CA State Parks</li> <li>• CA State Library</li> </ul>	<ul style="list-style-type: none"> <li>• Announcements</li> <li>• Lessons</li> <li>• Resources</li> </ul>

## PLATFORM ENHANCEMENTS

- Significant upgrades to CaET’s search, navigation, and analytics functions, making resources easier to find and track
- Automated recovery systems, improved tagging, and expanded group functionality strengthened usability
- Educator feedback collected through Kern-led training sessions informed refinements to search, tagging, and navigation, ensuring CaET remained classroom-relevant
- Costs per vetted lesson plan decreased by 79 percent, while participation increased by 38 percent from platform enhancement and maintaining quality while scaling

**Figure 3. CaET Improvements During the HQOIM Initiative**

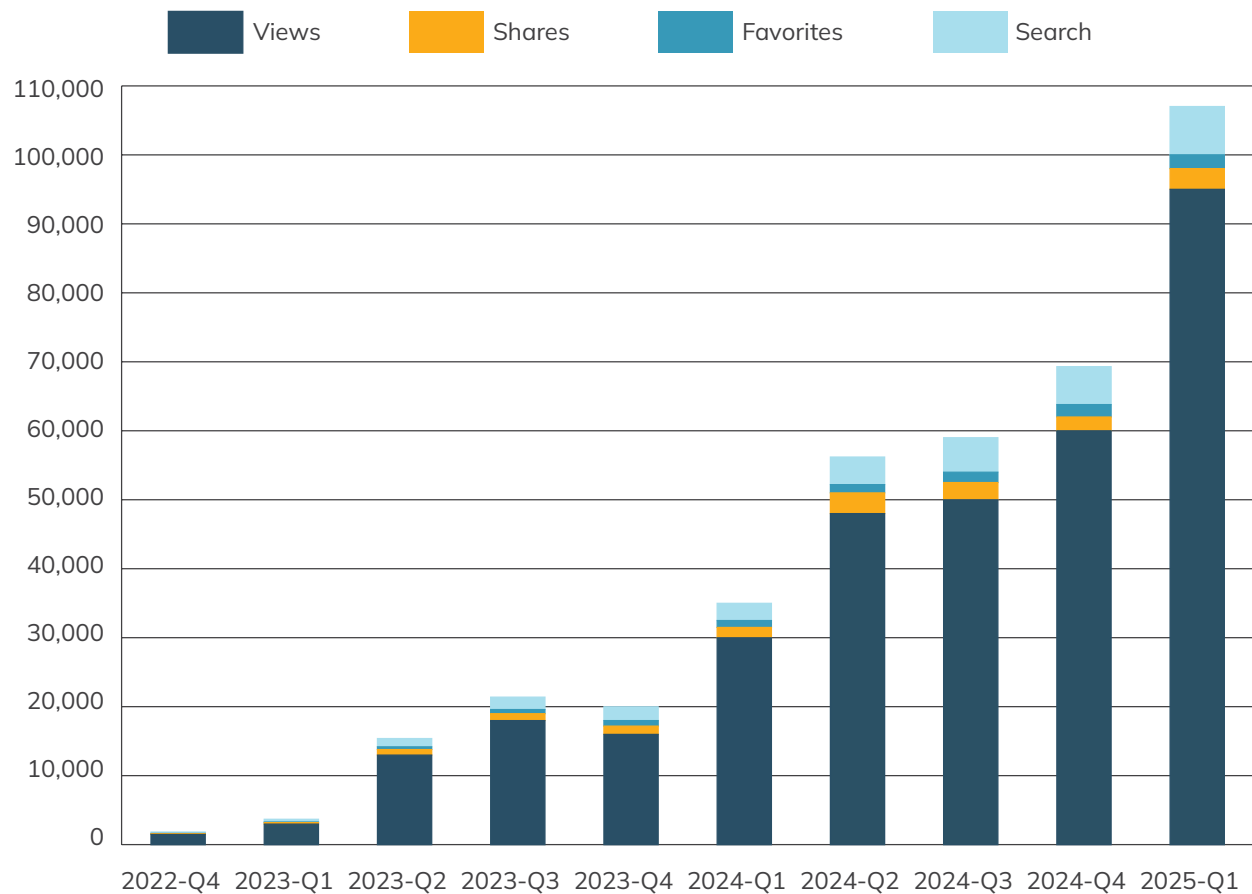
Category	Improvements
Search Function and Filters	<ul style="list-style-type: none"> <li>• Created the ability for users to view multiple search filters at once.</li> <li>• Search by teacher added.</li> <li>• Advanced search (Boolean) functions added.</li> </ul>
Navigation and Viewing	<ul style="list-style-type: none"> <li>• Tabs to navigate, highlight, and select page elements.</li> <li>• PDF previews expanded.</li> </ul>
Content Inclusion and Uploads	<ul style="list-style-type: none"> <li>• Rewired for CA content standards.</li> <li>• Reduced upload at tagging steps.</li> </ul>
Website Credentials	<ul style="list-style-type: none"> <li>• Automated username and password recovery.</li> </ul>
Analytics	<ul style="list-style-type: none"> <li>• Group usage analytics added.</li> </ul>
Website Backend	<ul style="list-style-type: none"> <li>• Bulk edit collections.</li> <li>• Error landing pages refreshed.</li> <li>• Community callout banner and alt text added (login page).</li> <li>• Expanded PD monitoring and management tools.</li> <li>• Delete/restore functions added (trash can).</li> </ul>



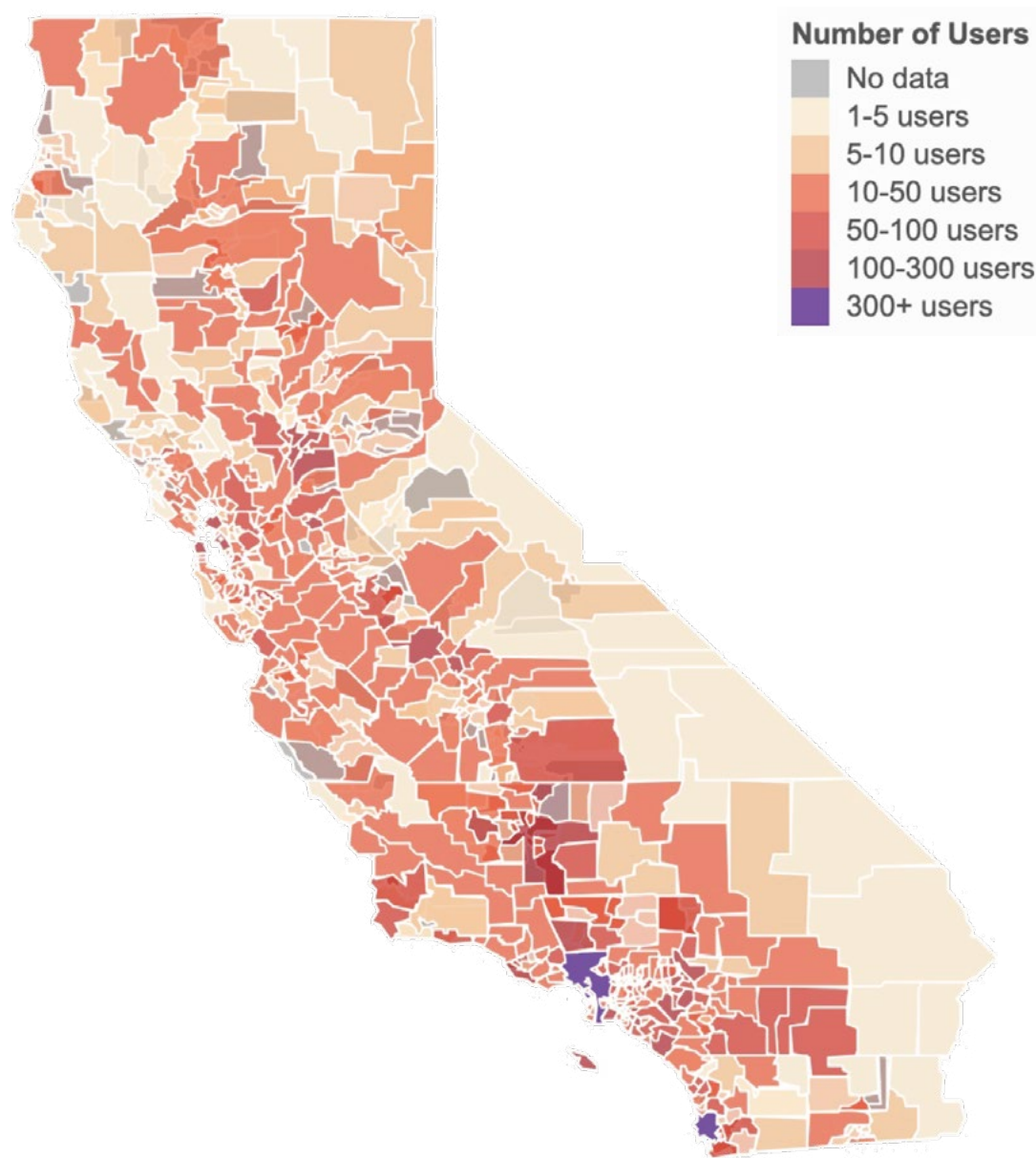
## REACH

- Over 200,000 registered educators statewide
- Engagement on the platform more than doubled between 2023 and 2025, surpassing 100,000 user interactions in early 2025 alone
- Wide participation across the state: As of June 2025, 156 districts had at least 20 classroom educators regularly engaged with CaET, with some districts showing more than 100 users engaged.
- Kern increased engagement through strategic social media and a focused podcast to feature teacher developed lessons, increasing organic reach to the education community

**Figure 4. Total Engagement with HQOIM Initiative Materials Across Quarters**



**Figure 5. California School District Heatmap by All California CaET Users**



Together, these outcomes illustrate the power of statewide collaboration. Teachers have created and shared lessons on an unprecedented scale, professional learning has reached every corner of the state, and the platform itself has become a trusted hub for instructional quality.

# Statewide and National Priorities Alignment

Since its inception, this initiative has evolved in close alignment with California's broader strategy to strengthen instructional quality and continuity, and help to ensure equity through access to high-quality online instructional materials and professional learning.

## EQUITY

At its core, HQOIM was designed to close gaps in access. By housing resources on the CaET platform, the initiative has ensured teachers in rural, under-resourced, and high-need districts have the same access to vetted, standards-aligned lessons as their peers in larger districts. Specialized instructional materials and resources, such as targeted support for English Learners and resources for supporting deaf students, underscore the state's commitment to reaching every student.

## INSTRUCTIONAL CONTINUITY

California's recent legislative actions, beginning with Senate Bill 98 (SB 98) and expanded under Senate Bill 153 (SB 153), require districts to plan for uninterrupted instruction during emergencies. The CaET platform directly supports this mandate by providing teachers with a ready, centralized repository of lessons and professional learning resources. Whether responding to wildfires, pandemics, or local disruptions, educators can continue teaching without losing momentum.



## NATIONAL BENCHMARKING

California's investment positions it among a growing cohort of states that recognize the importance of centralized platforms for high-quality instructional materials. Texas, Massachusetts, Maryland, and Louisiana all invest in statewide HQIM systems. California's decision to adopt the same architecture as the Smithsonian Learning Lab highlights the scalability and durability of this model.

**Figure 6. CaET Platform Data 2022-2025**

Category	July 2022 - June 2023	July 2023 - June 2024	July 2024 - June 2025	Totals
New Public Resources	4325	10707	81454	96486
New Public Lesson Plans	1722	4872	6485	13079
New Public Outlines	78	131	222	431
New Public Unit Plans (formerly Projects)	65	968	1683	2716

## STATEWIDE SYSTEMS

HQOIM has been well-positioned to support and strengthen multiple state initiatives through its ability to house and share resources to support the Equity Leads, the Master Plan for Career Education, and statewide literacy and math priorities, among others. By embedding vetted resources that are aligned and reflective of these initiatives into CaET, the platform has served as a unifying infrastructure — one that reduces duplication, promotes coherence, and accelerates the adoption of state priorities in the classroom.





# Lessons Learned and Continuous Improvement

**T**he HQOIM initiative has made significant progress, but, like any large-scale effort, it has also revealed essential lessons that will guide future success.

- **Adoption Requires Usability:** Early challenges with search and navigation on the CaET platform limited teacher engagement. These issues have since been addressed through targeted refinements, underscoring the importance of maintaining an intuitive and teacher-friendly platform.
- **Scaling Quality is Resource-Intensive:** Developing and vetting high-quality lessons demands significant time and coordination. By refining processes and training 49 statewide vetters, the initiative reduced the cost per lesson by 79 percent while expanding output, demonstrating that scale and quality can coexist when the right systems and partnerships are in place.
- **Sustainability Depends on Stability:** The initiative demonstrated the value of ongoing professional learning and resource development. Yet reliance on one-time funding leaves these gains vulnerable. Stable, ongoing support is essential to protect progress and expand impact across all standards.

Each of these lessons points to the same conclusion: California has built something of real value, and sustaining it will require continued investment, continuous improvement, and a commitment to equity.





# Funding and Sustainability

**T**o safeguard the progress achieved through the HQOIM initiative, ongoing state investment will be required

The improvements made in lesson development, educator engagement, and platform interface cannot be maintained on one-time funding alone. Without a stable funding source, the state will not be able to maintain either the existing repository and the professional learning infrastructure that educators now rely upon.

We recommend that the Legislature provide dedicated, annual funding to:

- Sustain the California Educators Together (CaET) platform as a statewide hub for instructional resources
- Support coordination of professional learning and lesson development to ensure coherence and equity across districts

Data supports this initiative has already delivered measurable returns:



**Return on Investment:** More than **\$10 million** in savings achieved by avoiding duplicative platforms and leveraging existing architecture



**Instructional Reach:** Over **200,000** registered educators, with engagement more than doubling since 2023



**Statewide Impact:** Resources now cover **43%** of California standards, with systems in place to reach full coverage with continued support

Without ongoing funding, California risks losing both the platform and the professional learning infrastructure that have positioned the state as a leader in high-quality instructional materials. The result would be increased costs, fragmented systems, and a setback in equity goals.

# Recommendations and Next Steps

**T**he review of both qualitative and quantitative data demonstrates that the HQOIM initiative has proven its value to California's educators and students. The State of California has the opportunity to leverage this success and further develop a sustainable system of support for educators and students, ensuring continued progress through allocating ongoing support for this initiative.

## MANDATORY FOR SUSTAINABILITY

1. **Secure Ongoing Funding.** Approve one of the proposed budget options (\$500,000 or \$900,000 annually) to sustain the CaET platform and statewide leadership
2. **Maintain Platform Operations.** Ensure uninterrupted access to the repository, user support, and continued technical refinements guided by educator feedback
3. **Protect Vetted Content.** Preserve the more than 6,000 lessons already developed and continue expanding toward full coverage of California's standards

## RECOMMENDED ENHANCEMENTS

1. **Expand Professional Learning.** Deepen Lesson Design Institutes and targeted supports, with a focus on high-need and historically underserved communities
2. **Strengthen Coherence.** Continue to integrate and expand CaET resources with state initiatives in literacy, mathematics, equity, and career education
3. **Leverage National Leadership.** Position California as a model in the national HQIM movement, building partnerships that bring additional resources and visibility

## LOOKING AHEAD

The next phase of HQOIM is about sustaining what works. California has built a cost-effective system that empowers teachers, reduces duplication, and advances equity. With the Legislature's partnership, we can ensure that every educator has access to the resources they need, and every student has the opportunity to thrive.

