CCEE
California Collaborative
for Educational Excellence

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Advisory Council Highlights

December 19, 2025

This newsletter is intended to inform the field. Please share this with your regional superintendents or any interested parties.

INTRODUCTION

The Advisory Council (AC) met on Friday, December 19, 2025, to provide input and guidance on the work of CCEE. The Advisory Council meeting focused on discussing coherence in strategic planning and LCAP approaches, particularly in light of the upcoming Assembly budget education subcommittee hearing in January.

The next CCEE Advisory Council meeting will be held on **February 27, 2025.**

HOT TOPICS: Unique LCAP Approaches

CCEE Executive Advisor, Michelle Magyar, transitioned the AC into the Hot Topic discussion of today's meeting, allowing the AC to meet and provide feedback on the following questions:

- Are there any unique LCAP approaches LEAs are using to maintain coherence in strategic planning that should be highlighted during January's hearing?
- Are there any specific LEAs that should be highlighted?

The group discussed leveraging the Expanded Learning Opportunity Program (ELOP) dollars across multiple districts. One member explained how they extended the workday for behavior support specialists to serve ELOP students, while others described using ELOP funds for attendance recovery and facilities improvements.

Equity Multiplier and CSI eligibility and funding represent additional leverage points for many districts, as not all schools receive these resources, which necessitates more strategic and intentional planning. A similar dynamic exists with Community Schools funding, since not all schools applied for or received these grants. The most effective way to align and connect these disparate funding streams is through the LCAP framework, using goals, actions, and services as the organizing lens to ensure coherence and maximize impact.

Another member shared that, from a county office perspective, the focus is on collaborative conversations with superintendents and their designees to align district goals for Dashboard outcomes with their LCAP and strategic plans.

— 2025 - 26 Meeting Dates

(Times: 9:00 a.m. - 10:30 a.m.)

~~August 29, 2025~~

~~October 3, 2025~~

~~December 19, 2025~~

February 27, 2026

April 17, 2026

June 5, 2026

Links / References

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Based on this alignment, the COE determines how to be most responsive to deploy internal expertise in areas such as language arts and mathematics or brokering external support as needed. When appropriate, districts are grouped to maximize impact and shared learning, including targeted science of reading support. A key challenge identified was the restrictive supplanting language tied to reading intervention funds.

CCEE Topics: Technical Assistance Eligibility Criteria

CCEE Deputy Director, Stephanie Gregon, transitioned the AC to think about the technical assistance eligibility criteria. If the dashboard was separated from technical assistance, what and/or who should then be the mechanism for identifying technical assistance and support for LEAs?

The group discussed challenges with the state's accountability system and technical assistance eligibility criteria. Expressing concerns about the complexity of the current system, with multiple layers of assistance and indicators that can be difficult for districts to navigate. The participants suggested simplifying the dashboard by focusing on a smaller number of key indicators, such as literacy, math, and graduation rates, while potentially adjusting the weight of different metrics. They also discussed the need to consider local priorities and the potential for districts to have more input on what is measured and how it is weighted.

Council members emphasized the importance of technical assistance that is actually differentiated for school districts to best meet their needs. One member proposed a context-based approach that accounts for factors such as leadership experience and board stability. Another shared insights from supporting districts with high homeless student populations, noting challenges related to district-wide versus school-specific designations. Another member noted the importance of narrowing the focus based on current research and suggested focusing on third-grade literacy rates and ninth-grade failure rates as early indicators of high school graduation outcomes. The conversation concluded with alignment around a holistic approach.

The group also referenced funding and future budget challenges, with members emphasizing that attendance drives funding and has natural consequences. Another member suggested more flexibility for local districts to focus on metrics that align with their strategic plans and community needs. Stephanie mentioned that board decisions on technical assistance eligibility criteria would be made in July 2026.

EXECUTIVE DIRECTOR'S UPDATE

Executive Advisor, Michelle Magyar, concluded the meeting with a brief review of upcoming initiatives related to education policy and reform. Michelle discussed the State Board of Education's survey collection for the "portrait of a learner" project, which aims to gather broad-scale feedback in preparation for a March board meeting. Michelle highlighted progress in the secondary redesign

project and the Intensive Assistance Model pilot program, which showed significant gains in assessment scores. Stephanie touched on the California Literacy and Math Networks, which are working towards greater coherence and accessibility in education.

- **Brief survey: California Collaborative for Educational Excellence (CCEE)** is leading the process for the **CA State Board of Education (SBE)** to create a Portrait of a Graduate/Learner as a policy framework that will inform SBE decision-making. Any and all California stakeholders — students, family members, educators, community and business partners — are invited to complete this short, two-minute survey.
- Portrait of Learner Survey Link
- This Hot Topics blog highlights lessons from the Intensive Assistance Model and the promising work at H. W. Harkness Elementary in partnership with Sacramento City USD, recently recognized as a California Promising School.
- Read the full blog here: https://bit.ly/3Mzff3O or tune into our podcast to hear about their journey: https://bit.ly/3UsudKM
- PACE Governance Report

The CCEE is a statewide organization created in 2013 to advise and assist Local Educational Agencies (LEAs) and the County Office of Education (COE) in accomplishing the goals identified in their Local Control Accountability Plans (LCAPs). If you would like more detailed information on the CCEE and its current initiatives, please visit the CCEE website at https://ccee-ca.org/