

ccee

California Collaborative
for Educational Excellence

2025/26 Annual Report





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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.

CCEE Forming Statute

Education Code 52074 authorizes CCEE to “advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in local control and accountability plans.”



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 2025-26 End of Year Report. While not mandated by legislation or statute, this report is a critical tool for communicating the impact of several of our priority state legislative responsibilities as well as our collective efforts to our educational partners. This report highlights a select group of key priority state initiatives—drawn from more than 30 collaborative projects with County Offices of Education and School Districts. 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!

Matt Navo
Executive Director, CCEE

Meet Matt Navo

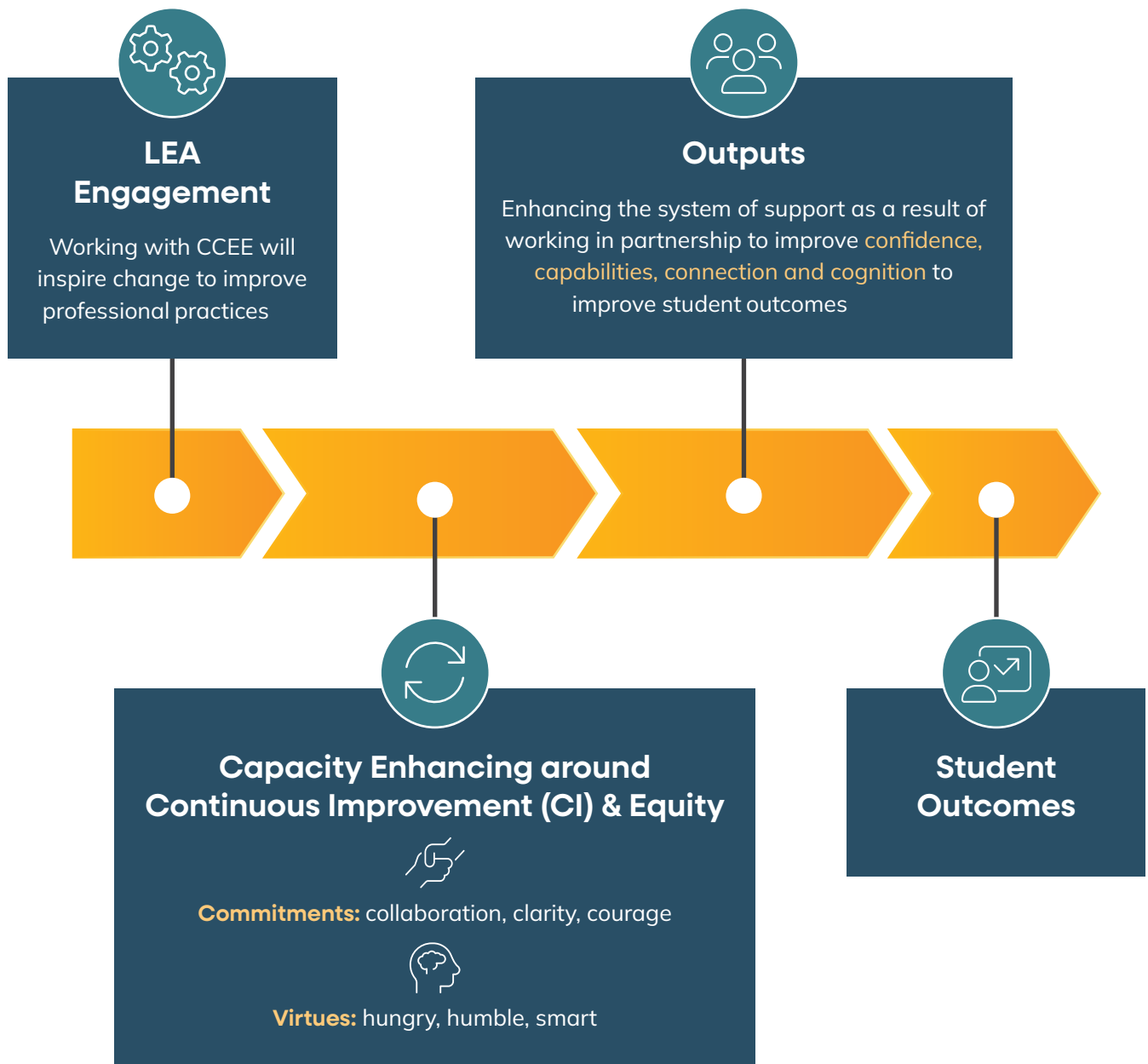
Hot Topics: Why School District Turnaround Takes Time—and What CCEE Is Doing About It

Watch Video



Theory of Action

How does partnering with CCEE influence our partners' practices, commitments, and equity-centered approaches to continuous improvement in support of improved student outcomes?



LEA Engagement with CCEE

[View our active statewide maps](#)



Data Academy

I3 Center

CEE's Data Academy is a free, statewide professional learning initiative designed to strengthen data capacity among K-12 education professionals across the state. Building on its pilot year, the Academy expanded in 2025-26 to include three role-aligned courses that support data professionals, school site leaders, and district leaders in developing the skills, mindsets, and practices needed to translate data into meaningful action in service of equitable student outcomes.

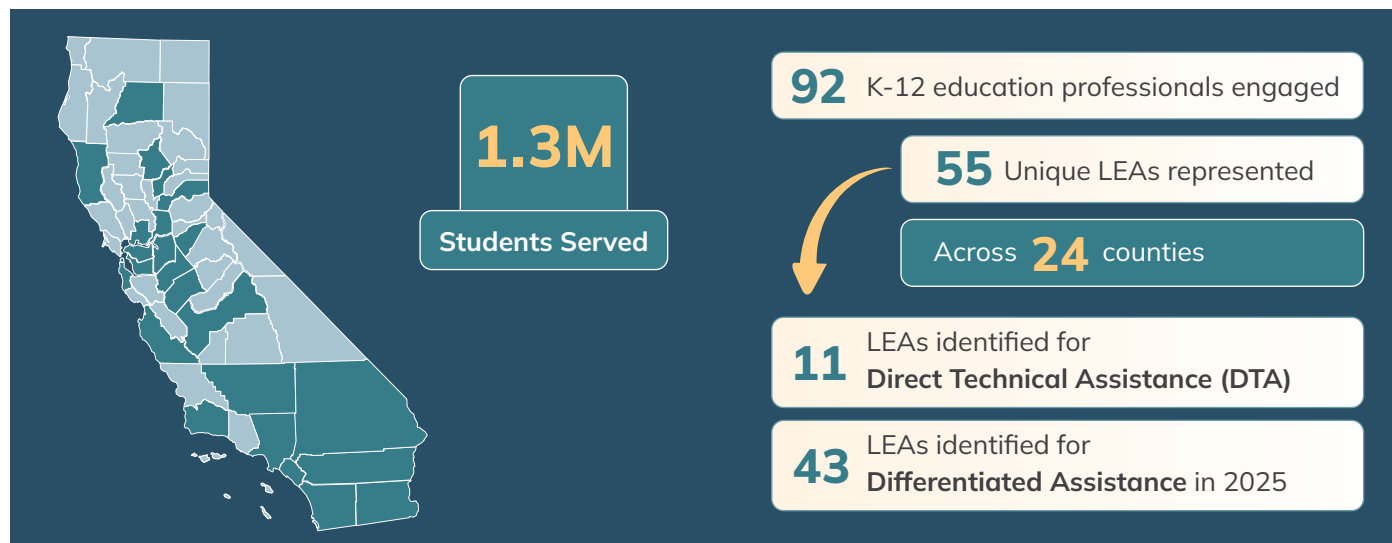
ACTIONS/ACCOMPLISHMENTS

Expanded Role-Aligned Learning Pathways

Organized around three role-aligned courses, the Data Academy supports the educators and leaders who shape data use across a local educational agency (LEA). **Data Literacy** builds participants' capacity to analyze, interpret, and communicate education data; **Data Inquiry** prepares site leaders to facilitate inquiry cycles and support instructional improvement; and **Data Leadership** strengthens system-level coherence, strategy, and cultures of data-informed continuous improvement.

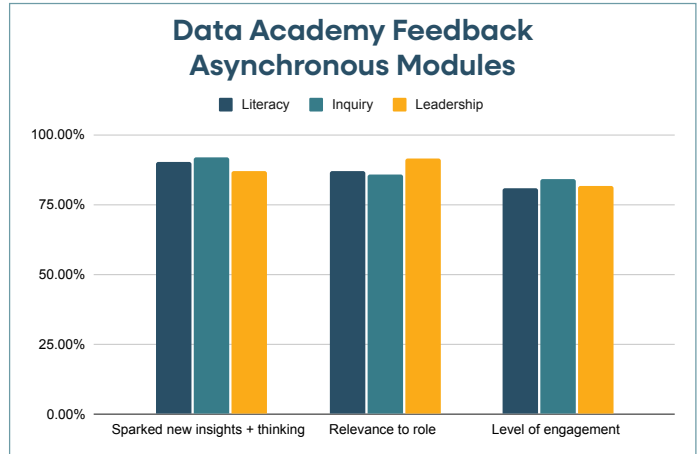
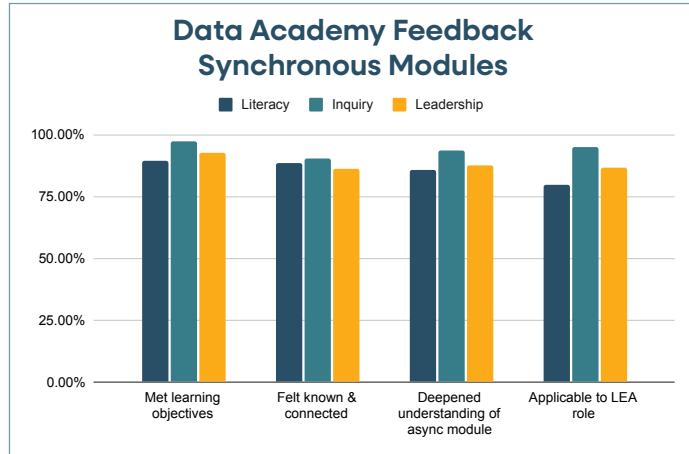
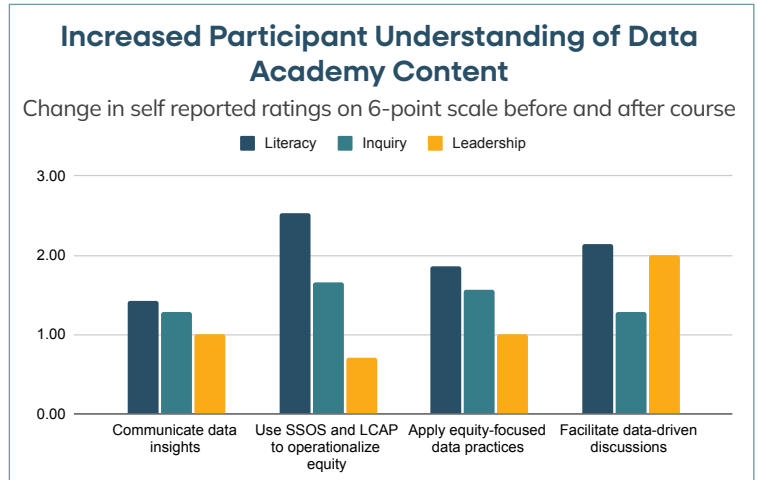
Applied Learning in LEA Contexts

The Data Academy's blended learning model is designed to help participants strengthen their use of data in response to the real challenges they face in their LEAs. Through asynchronous modules and monthly facilitated synchronous sessions, participants engage in applied learning experiences—such as [case studies](#), the [Data Storytelling Capstone](#), and the [Data Leadership Brief](#)—that connect course content to their day-to-day work. The asynchronous components support reflection and application in local contexts, while the synchronous sessions create opportunities for peer learning and shared sensemaking with colleagues from across the state. Together, these experiences support both individual growth and collective learning, helping participants contribute to stronger, more equity-centered data practices within and across LEAs.



The Data Academy strengthened participants' ability and confidence to use data in ways that support continuous improvement within their local contexts as measured by pre- and post-assessment results, with average increases of 1.99 in Data Literacy, 1.45 in Data Inquiry, and 1.18 in Data Leadership on a six-point scale. Participants reported growth across all four assessed areas, with the strongest increases related to understanding how CA's System of Support and the LCAP can be leveraged to operationalize equity.

Focus group and survey feedback further reflected the quality, relevance, and usability of participants' learning experiences. Participants consistently described the learning as immediately applicable to their professional roles and valued opportunities to reflect, collaborate, and make meaning of course content alongside colleagues from across the state. The graphs below summarize participant experiences across these components.



The Data Academy not only shifted participants' understanding of the role of data, but also how they approached data use in their day-to-day practice. Participants described becoming more intentional in how they framed questions, facilitated data conversations, and communicated data to others. They also shared how they applied course learning directly to leadership conversations and improvement efforts within their LEAs.

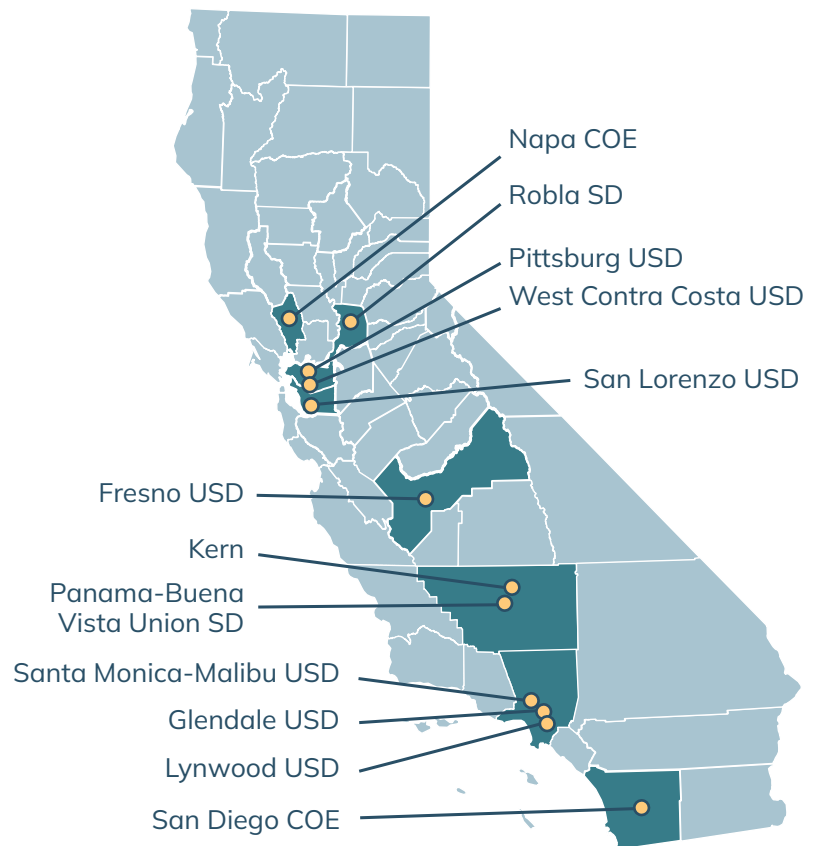
These broader themes of empowered data use are captured in an end-of-year reflection from Gloria Camacho, Principal Administrative Analyst at Los Angeles Unified School District, who shared: *"This experience has been an enlightening journey that has shifted my perspective from viewing data as simple collection and analysis to understanding its connection to culture, ethics, and equity. I learned that data work is not just about pulling numbers or cleaning data to create appealing graphs, but about asking meaningful questions—considering the who, what, how, when, and why—and using data responsibly to inform equitable decision-making."*

African American Student Success 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 twelve local educational agencies (LEAs) in networked learning cycles to share effective strategies and lessons learned as they update progress towards their student outcome goals.

ACTIONS/ ACCOMPLISHMENTS

While each LEA team has identified a problem of practice that is specific to their strategic plan and local priorities, we are seeing significant trends in the collective impact of their work on academic outcomes for African American students in their school systems. Examining changes in outcomes for students since the start of the current cycle of this network (SY2023-24), data are showing significant differences in the results for African American students enrolled in the participating districts than for African American students in the rest of the State.



At a glance

12

LEAs

69

Educators Engaged

219,509

Students Served

Across LEAs representing

14,778

African American Students

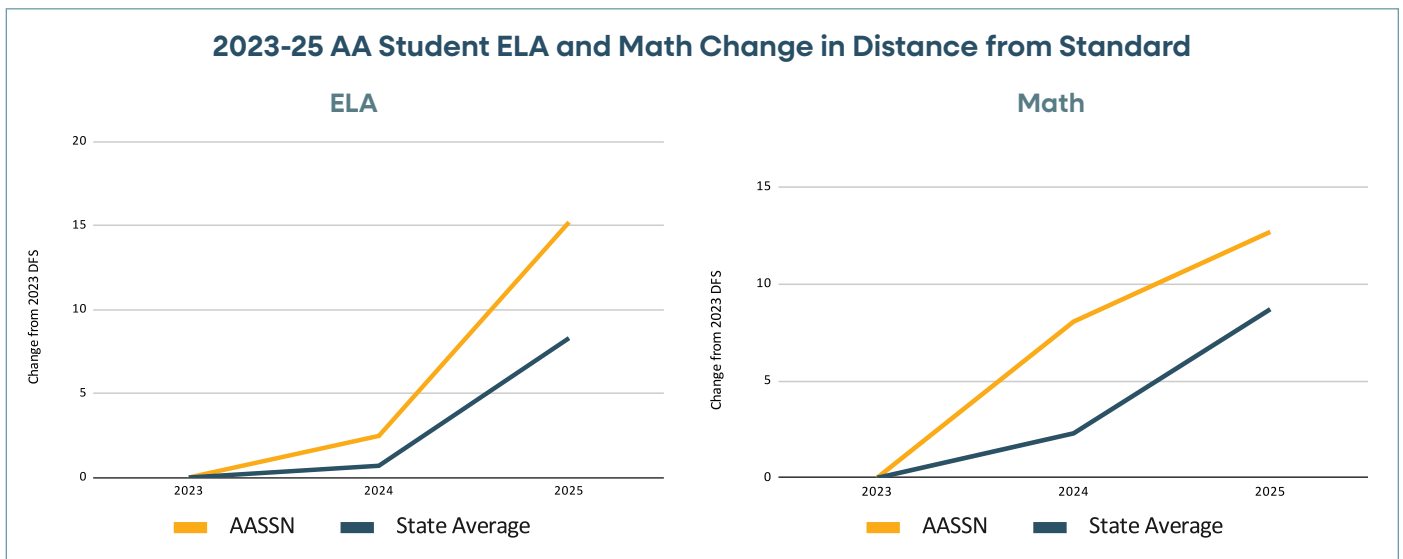
38,615

English Learners

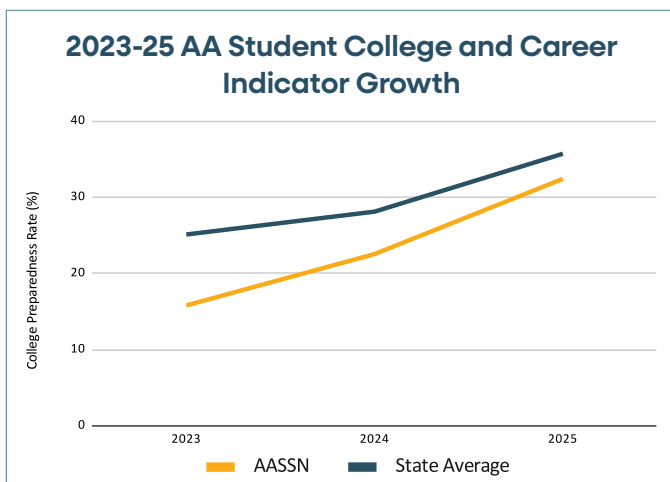
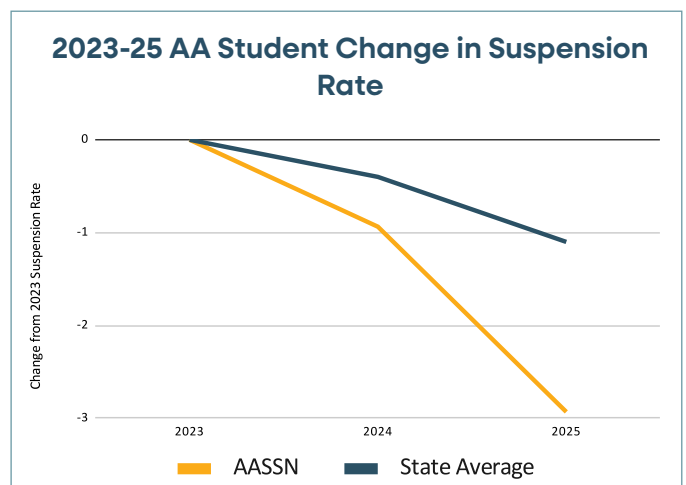
31,697

Students with Disabilities

When comparing the changes in Distance From Standard (DFS) from 2023 to 2025 for districts participating in the Network (AASSN) with the State average, Black students enrolled in participating Networks almost doubled their increase in DFS in English/Language Arts (ELA) and had an increase of almost 30% in Math as compared with Black students in the rest of the State.



Suspension rates, a measure that reflects both student behavior and engagement as well as adult relationships with students, decreased almost threefold for African American students in the Network districts over the two years as compared with the State average for African American students.



And comparisons of College and Career Indicator data, reflecting the percentage of students who are graduating prepared for college or career show that AASSN districts are producing African American graduates who meet this criteria.

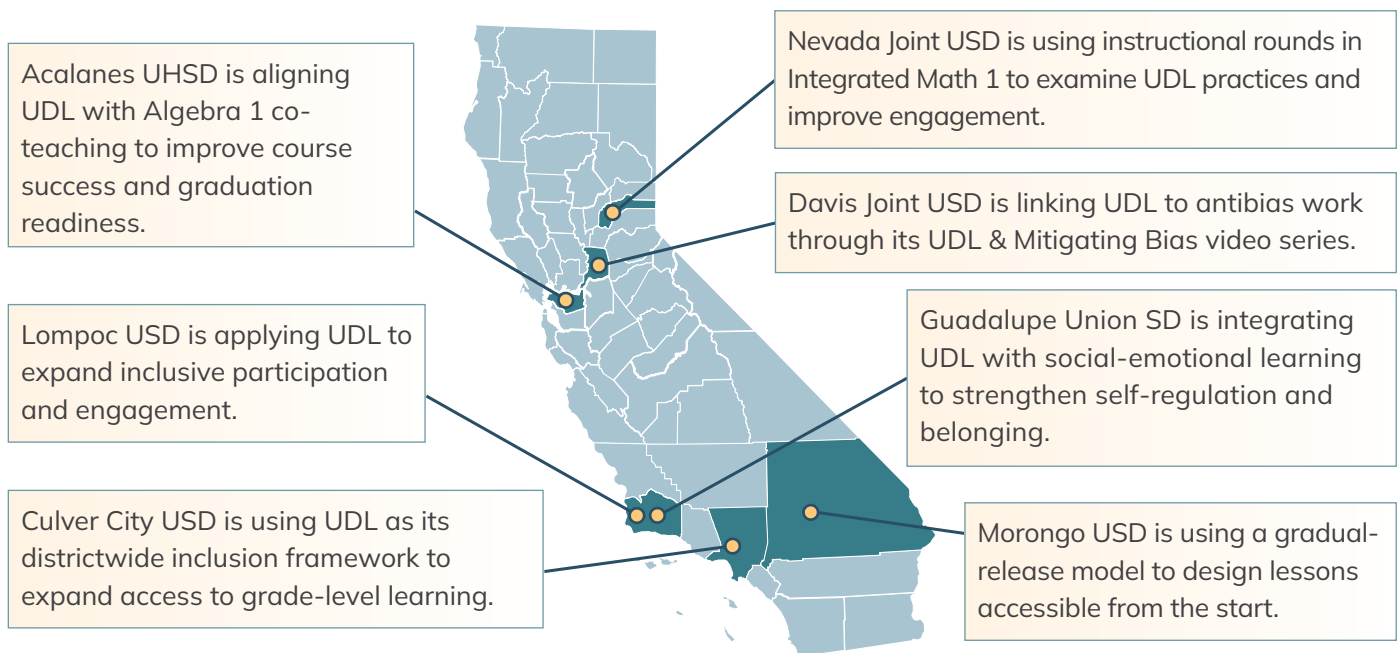
Universal Design for Learning Network (UDLN)

I3 Center

The Universal Design for Learning Network (UDLN), launched in the 2022–23 school year, brings together district and county office teams to strengthen instruction using Universal Design for Learning (UDL). Participating districts develop and test local Theories of Action focused on removing barriers and expanding access to grade-level learning. District teams meet in network sessions to share progress and in one-on-one meetings with facilitators to review data and plan next steps. Throughout the year, districts administer three UDL Student Perception Surveys and use the results, along with classroom evidence, to monitor progress and refine their strategies. The network is supported by three grant partners—the Supporting Innovative Practices Project (SIP), the California Coalition for Inclusive Literacy (CCIL), and Open Access—which contribute expertise in inclusive education, literacy, and UDL implementation. In addition to grant partners, WestEd facilitates the network’s learning and improvement work, while CCEE provides overall leadership and coordination.

ACTIONS/ACCOMPLISHMENTS

Through Theory of Action development, network sessions, and one-on-one support, districts in the UDL Network are advancing Universal Design for Learning in ways aligned to their local priorities and context.



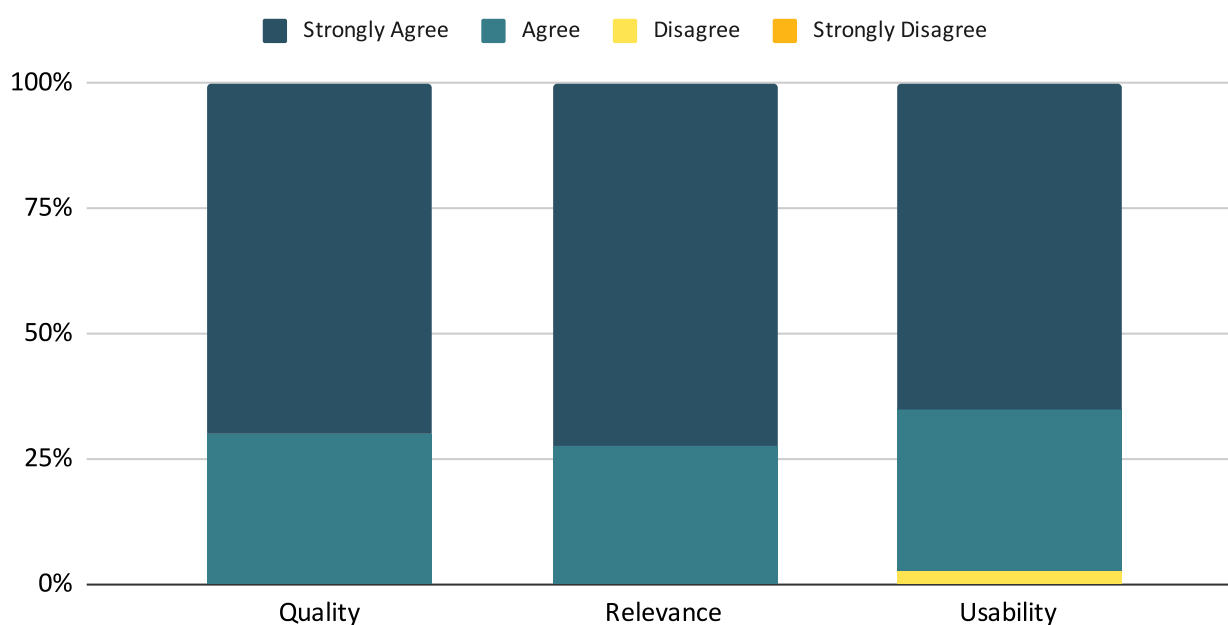
Demographics of Participating LEAs

Number of LEAs Served: **7**
Number of State Partners: **4**

Number of Teachers Supported: **1944**
Total Number of Student Served: **40,401**

- The network convened 10 full network meetings, where district teams shared progress, examined emerging evidence, and learned from one another’s implementation efforts.
- Seven districts developed and tested UDL Theories of Action (TOAs) focused on identifying barriers to learning and increasing access to grade-level instruction.
- District teams presented their TOAs during network sessions and received feedback from peers and partners, strengthening their strategies and supporting cross-district learning.

UDLN Participant Feedback Scores



Participant Feedback Scores

- **Quality:** 70% strongly agreed and 30% agreed that UDLN sessions provided meaningful guidance to implementing universal design for learning in classroom instruction
- **Relevance:** 72.5% strongly agreed and 27.5% agreed that UDLN sessions were relevant to their districts’ UDL implementation efforts
- **Usability:** 65% strongly agreed and 32.5% agreed that UDLN sessions presented materials and information that could be used right away to help implementation efforts

In addition to the the participant feedback scores on the network sessions, network participants consistently highlighted the value of having the opportunity to work with and learn from other districts as part of the network.

“Having a network allows us to lead this work more skillfully. We should not attempt to lead change alone or without learning from the experiences of others, but often do in education as networks don’t exist or aren’t accessible. This gives us a place to try on ideas, hear inspiring and cautionary tales, and pushes on the assumptions or patterns that may be barriers to progress.”

– Network Participant

California 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 LEA's that lead to improved services for all students evidenced by the closing of opportunity gaps and increased achievement.

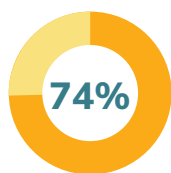
ACTIONS/ACCOMPLISHMENTS

This year, the Statewide System of Support (SSOS) deepened its focus on building capacity and strengthening teaching and learning across all leads within the system. Through intentional collaboration, shared learning, and coordinated action, we are making a meaningful shift from connection and coordination toward measurable impact for schools, districts, and communities across California. Guided by Education Code 52095.5(b), the SSOS continues to leverage the expertise of practitioners in the field and strong cross-agency partnerships to create greater integration, coherence, and responsiveness statewide.

The SSOS provides free resources, tools, technical assistance, and professional learning opportunities designed to meet the diverse needs of local educational agencies. Through a continuum of universal, targeted, and intensive supports, the system works to ensure that every district and school can access the level of support needed to improve outcomes for students.

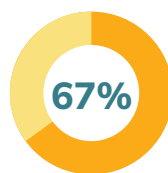
SSOS Survey Data

COORDINATION



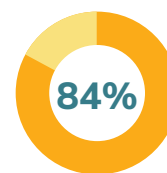
of lead agencies agreed that they are developing positive relationships.

COLLABORATION



agreed that they are building collaborative opportunities with other Lead Agencies

INTEGRATION



of lead agency partners agree they are integrated into the Statewide System of Support

	2020	2023	2024	2025
The Statewide Agencies and Lead Agencies that I work with in the Statewide System of Support ... trust one another	45	59	72	79
The Statewide Agencies and Lead Agencies that I work with in the Statewide System of Support ... invest the right amount of time in collaborative efforts	38	44	57	64



“The vital framework of the California State System of Support has allowed us to align local contexts with best practices, ensuring that our regional goals, from data governance, differentiated assistance service improvement, and capacity building directly translate into improved outcomes for the students we serve.”

– Jeremy Sawtell, Director of Specialized Student Support, Far North Partnership-Geographic Lead



Resource Hub

Access coordinated, curated resources and supports designed to advance equity and improve student outcomes.



50+
INITIATIVES



300+
RESOURCES



Directory

Search our Statewide System of Support Directory to find agencies, initiatives, and individuals who work in the California Statewide System of Support.

**CONNECT. COLLABORATE.
FIND SUPPORT.**



Explore more tools and resources



Ecosystem of Care
Toolkit



Levers for System
of Change



Community Engagement
Initiative



Universal
Prekindergarten



Connecting California
Wednesday, November 18, 2026
Registration will begin June 15, 2026

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 2025-26 academic year marked the first year of participation of our sixth cohort of LEAs in the CEI and the second of two years for Cohort V. Cohort V was the largest cohort within the initiative to-date, and represented our commitment to meeting the demands of LEAs wanting to engage with us in this work. Each of the 86 Cohort V LEAs is leaving their two-year CEI journey with improved skills and the capacity to take on their local Problems of Practice through the lens of robust, authentic, community engagement-based decision-making, as well as detailed and targeted sustainability plans to carry them through their ongoing work. (See example to the right from Fallbrook Union High School District).

This year, Cohort VI's year-one journey took them through building strong foundations and relationships in which to anchor their work. Teams worked together to dive into their local data and build their shared capacity around community engagement-based improvement science strategies (See "Overview of the Two-Year Learning Journey").

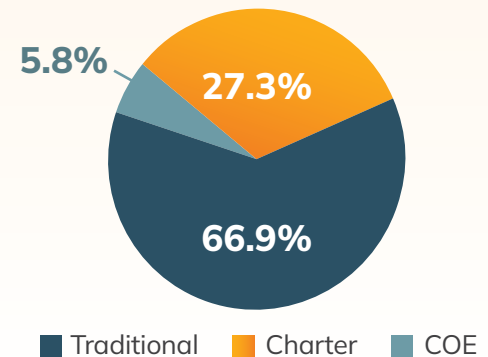
A Full Menu of Learning Opportunities

Due to a high demand, from current, past, and potential future participants, the CEI has expanded our available learning opportunities to include additional ways for LEAs to engage. Next year, in addition to continuing our Street Data and Family/Caregiver Communities of Practice and our County Office Leading & Learning Network, we are adding an additional opportunity for LEAs who have completed their two-year CEI journey to continue to engage with the CEI in their work and also allow the CEI better access to their implementation and impact data. Our "Implementation to Impact - Year 3" COP will begin convening in 26/27. More information about the CEI's additional learning opportunities can be found at www.californiaengage.org/joining-cei



Our 2025-26 LEA Teams

LEA teams within the CEI commit to a two-year journey of Peer Leading & Learning. In 2025-26 the CEI had two active cohorts of LEAs (Cohort V in year two-of-two, and Cohort VI in year one-of-two). Combined, these cohorts represent eight county offices of education, 38 charter schools, and 93 traditional school districts with a combined ADA of over 1,200,000 students in California.



1,400+

Team members across 139 LEAs

250+ Student Representatives participating in our Student Leadership Journey

150+ Family/Caregiver Representatives

140+ Community Partner Representatives

Excerpts From the Fallbrook Union High CEI Sustainability Plan

Problem of Practice: *“Chronic Absenteeism - Especially after COVID, absenteeism became a greater issue at Ivy [High School], there had never been an effort to change the system by getting input by students and parents. Under Lauren’s [Site Principal] leadership and German’s [CSI Coordinator] support there has been new initiatives that have been implemented.”*

Aim Statement: *“Ivy HS will improve and reduce chronic absenteeism for socioeconomically disadvantaged students by 20% through effective stakeholder engagement and communication through June 2026. The team came up with this by looking at data which became our problem of practice. When students are on campus they are successful. When they experience periods of chronic absenteeism, we now have a system/steps to support that. The reason for implementing “Socioeconomically disadvantaged students” is because that is the majority of the population at Ivy HS.”*

Metrics: *“The metrics that will be used will be ELAC sign ins, Parent workshop data, Period absences vs school day absences, Attendance Incentives, SART percentages by Trimester, Intervention records, Student intervention meetings, and Student Advisory attendance goal settings, as well as Attendance Meeting data. “*



[Read more about FUHSD’s CEI journey in this article from the Association of California School Administrators](#)



About Fallbrook UHSD

County
San Diego

Grades Served: 9-12

Enrollment
1,999

Socioeconomically Disadvantaged
72.4%

English Learners
20.8%

Lasting Impact

It is important for us at the CCEE and CEI to ensure that the work and learnings that are happening within the CEI are not only shared out publicly as a universal resource, but also that it is shared out in such a way that the work can be replicated. To this end we rolled out Part 1 of our three part [CEI Field Guide](#), that aims to describe the knowledge, philosophy, and structure of the CEI as a process for improving local decision making through improved relationships. Parts two and three will release over the fall and winter, with a final complete document and online component expected by January of 2027.



Community Engagement Initiative Field Guide Part 1 - Orientation



MAY 2026

Secondary School Redesign

TSEE Center

The Secondary School Redesign Pilot Program and the Portrait of a Learner are deeply connected efforts that together drive a more coherent and impactful vision for student-centered transformation. The State Board of Education's Portrait of a Learner and locally developed portraits serve as the guiding frameworks for what students should know and be able to do through their TK-12 journey. The Secondary School Redesign Pilot Program focuses on shifting middle and high schools away from factory-model structures toward environments that foster strong relationships, deeper learning, and real-world application that are embedded in the Portraits.



SECONDARY
SCHOOL
REDESIGN



14
NETWORKS

Fourteen partner networks bringing expertise, capacity, and a shared commitment to redesign.



70
DISTRICTS

Seventy districts across California where redesign work is underway.



148
SCHOOLS

One hundred forty-eight schools actively engaged in redesign.



140,344
TOTAL STUDENTS

These schools serve over 140,000 students across California.

"We believe EVERY young person deserves to be seen, valued, and supported, and we refuse to accept a system where too many are not. Grounded in our own stories and driven by the students in front of us, we are redesigning schools so that belonging, purpose, and opportunity are guaranteed by design, not left to chance."

– Collective statement authored by the ~250 teachers, administrators, and board members leaders who gathered at the March 19 convening

Learn more about the 14 networks:



Network Year-1 Deliverables

- Capture baseline data and goals
- Deepened redesign efforts within network
- Demonstration site(s) active
- Public sharing moments (webinar, site visit, newsletter, videos of practice)
- Active participation in working groups and cross-network professional development
- Materials contributed to resources bank

Design Sustainable Structures to Maintain Impact Over Time

Promote Measurable Growth in Student Engagement and Learning

Equitable Student-Centered Learning and Supports

Redesign Learning For Deeper Knowledge and Skills

Every Student is Known and Supported

SECONDARY REDESIGN PILOT NETWORK



Direct Technical Assistance

Teaching, Learning, and Learning 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.

HIGHLIGHTS AND SYSTEMWIDE FOCUS

Following the November 2025 California School Dashboard release, CCEE continues to support 53 districts across 29 County Offices of Education through targeted consultations, coaching, and planning aligned to Differentiated Assistance and LCAP goals. In 2025–26, this work placed a deliberate and intensified focus on improving academic outcomes for students, recognizing that while multiple indicators—such as chronic absenteeism, graduation, and school climate—remain important, strengthening teaching and learning must be at the center of sustained improvement.

CCEE also provides DTA to charter schools that meet eligibility criteria under the state accountability system. In partnership with charter authorizers and County Offices of Education, Charter DTA supports school teams in strengthening data use, instructional practices, and continuous improvement efforts to improve student outcomes.

DTA Support Overview

- 18 Collaborative Planning**
DTA Districts in Collaborative Planning
- 24 Collaborative Facilitation**
DTA Districts in Collaborative Facilitation
- 11 Embedded Partnership**
DTA Districts in Embedded Partnership

Numbers reflect DTA districts for the 2025–26 school year



Professional Learning Networks (PLNs)

In 2025–26, CCEE intentionally brought together superintendent and instructional leader teams from the same LEAs to participate in aligned learning experiences, creating stronger coherence between district leadership, instructional priorities, and classroom-focused work.

2025-2026 HIGHLIGHTS

2 COHORTS

Superintendent PLN

District superintendents leading system improvement

Instructional Leader PLN

Instructional leaders advancing teaching and learning

FOCUS AREAS

- Data use in decision-making
- Instructional practice
- LCAP Priorities
- System alignment

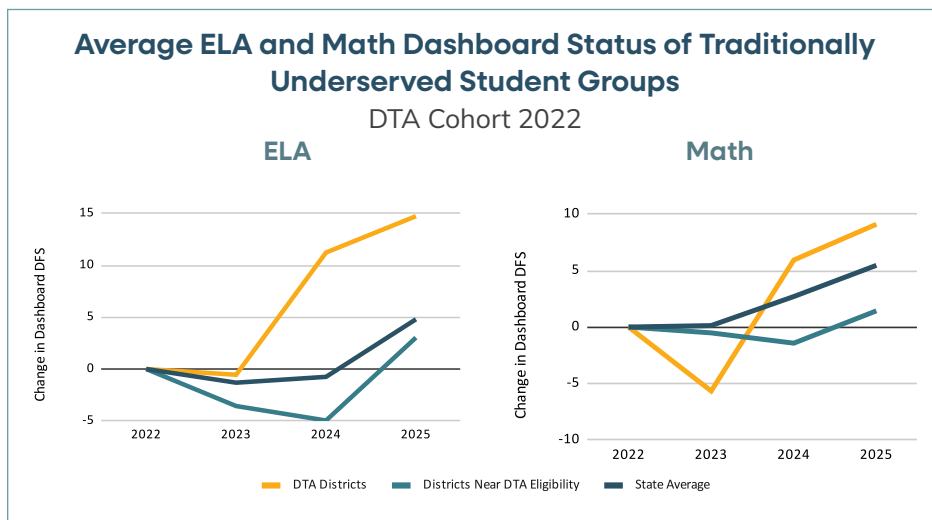
PARTICIPANT FEEDBACK

Average participant rating near **4 out of 4** (based on feedback survey)



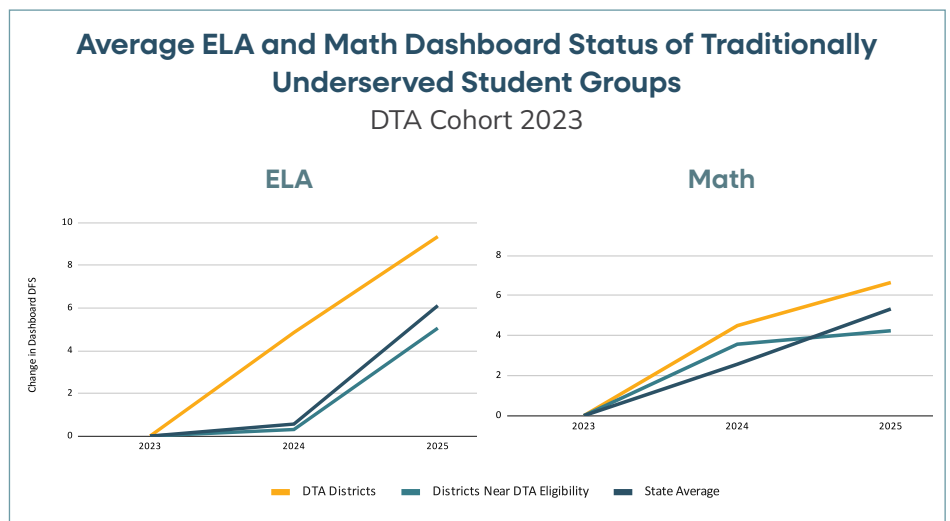
"Our Instructional Leader PLNs have been transformative to my work."

CCEE works with districts eligible for DTA to build stronger alignment between leadership, data use, and instructional practices, with particular emphasis on how systems and decisions impact student learning in the classroom. Extra emphasis is placed on supporting the traditionally underserved student groups: African American (AA), Foster Youth (FY), Homeless Youth (HOM), and Students with Disabilities (SWD). The impact of this work and focus takes time to reflect in student academic outcomes, as measured by CA Dashboard ELA and Math Distance from Standard (DFS) scores.



Districts eligible for DTA in 2022 which partnered with CCEE in their improvement work had greater growth in their ELA and Math DFS scores for their traditionally underserved student groups compared to the state average. By 2025, DTA districts saw a **14.7 point increase** compared to a **4.8 point increase** in ELA and **9.1 points** compared to **5.5 points** in math. Districts near DTA eligibility saw a **3.0 point increase** in ELA and **1.4 point increase** in Math.

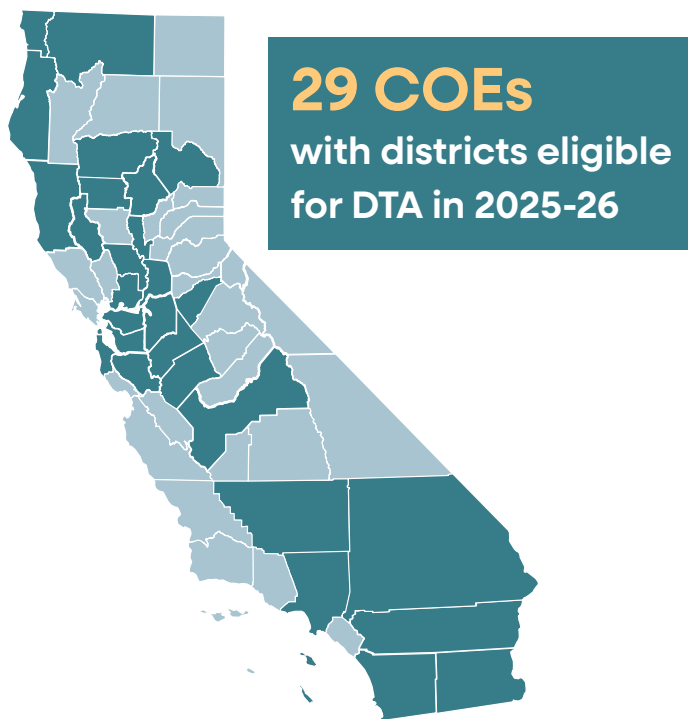
Districts eligible for DTA in 2023 also saw greater growth in their traditionally underserved student groups' ELA and Math DFS scores compared to the state average and districts near DTA eligibility. DTA districts saw a **9.3 point increase** in ELA compared to state increase of **6.1 points**. In Math the difference was **6.7 points** compared to **5.3 points**. Districts near DTA eligibility saw a **5.1 point increase** in ELA and **4.2 point increase** in Math.



NOTE: No tests for statistical significance were conducted. Districts near DTA eligibility are those with two student groups failing to meet two or more LCFF priority areas for three of the last four years.

DTA Themes of Improvement

Twenty-two districts previously eligible for DTA are no longer eligible based on the 2025 California School Dashboard. While each district's journey was unique, several common improvement themes emerged across systems, leadership practices, instructional priorities, and use of data. These themes reflect the conditions that helped districts strengthen coherence, focus improvement efforts, and support better student outcomes over time. Meaningful systems improvement requires intentional leadership, clear priorities, and aligned supports sustained over multiple years.



County Offices of Education (COEs) and Geographic Leads continue to play a critical role in supporting districts through aligned Differentiated Assistance (DA) and Direct Technical Assistance (DTA) efforts. In 2025–26, CCEE intentionally strengthened coordination between COEs, DTA Leads, and district teams to reduce fragmentation and create more coherent support systems for LEAs. Through trust-based partnerships, coaching, and collaborative planning, these efforts helped districts align priorities, strengthen implementation, and better support student outcomes statewide.



1. System Coherence & Alignment



Key Conditions

- Alignment of district plans and priorities
- Clear instructional focus
- Leadership continuity
- Coordinated systems and supports



Emerging Outcomes

- Stronger implementation consistency
- Improved monitoring of student progress
- More aligned district decision-making



2. Data Use & Collaborative Practice



Key Conditions

- Structured data reflection
- Collaborative planning routines
- Cross-system communication
- Data-informed instructional adjustments



Emerging Outcomes

- Increased educator reflection
- Improved responsiveness to student needs
- Greater use of data to guide action



3. Early Literacy & Instructional Focus



Key Conditions

- Evidence-based literacy strategies
- Aligned professional learning
- Targeted instructional supports
- Focused resource allocation



Emerging Outcomes

- Growth in literacy indicators
- Improved progress toward grade level
- Expanded instructional coherence



KEY TAKEAWAY: Across districts exiting DTA, common improvement themes included stronger instructional focus, increased system coherence, collaborative data use, and aligned leadership practices—conditions that supported sustained improvement and better outcomes for students.



STRONGER TOGETHER: These themes reflect the power of aligned systems, collaborative leadership, and intentional use of data to drive meaningful, lasting change across districts and for all students.

Intensive Assistance Model

Teaching, Learning, and Leading Center (TLLC)

CEE partners with school districts, county offices of education, and technical assistance providers to strengthen Professional Learning Communities (PLCs) as a foundation for sustained school improvement. The Intensive Assistance Model (IAM) supports schools and systems in improving student outcomes, strengthening instructional coherence, and building the conditions for district- and county-level scaling.

In 2025–26, IAM work continued expanding beyond the [original pilot schools](#) toward broader system capacity-building, including countywide implementation efforts in Madera County and continued progress among original IAM sites.

HIGHLIGHTS AND INITIATIVE PROGRESS

Emerging Systemwide Progress

Across participating districts, IAM implementation is increasingly associated with stronger instructional coherence, more intentional collaboration, and improved use of data to guide teaching and learning. As districts deepen PLC practices and strengthen system alignment, participating schools are demonstrating measurable gains in academic performance, particularly among student groups identified for additional support.

Expansion and Sustainability

IAM continues evolving from a school-based intervention into a broader capacity-building strategy. Districts are extending PLC structures into additional sites while strengthening internal leadership and ownership of the work to support long-term sustainability.

Countywide Capacity-Building in Madera

The [IAM partnership in Madera](#) has expanded from six Madera Unified schools into a broader county-supported PLC effort led by the Madera County Superintendent of Schools (MCSOS). Current efforts focus on strengthening the foundational elements of PLCs — mission, vision, collective commitments, goals, and essential standards — while building stronger alignment across district and county systems.

Building the Conditions for Sustainable Improvement

The IAM continues demonstrating that sustainable improvement depends on more than isolated instructional strategies. Across participating sites, educators report stronger collaboration, clearer leadership alignment, more consistent use of data, and increased shared responsibility for student learning.

SCHOOL SPOTLIGHT: H.W. Harkness Elementary

Sacramento City Unified School District
 PLC Promising Practices School

MEASURABLE PROGRESS

- +25%** Increase in students meeting or exceeding Math standards 2023–24 to 2024–25 CAASPP
- 17%** Reduction in students scoring Level 1 in ELA 2021–22 to 2024–25 CAASPP
- 3.7%** Decline in suspension rate 2024 to 2025 CA School Dashboard

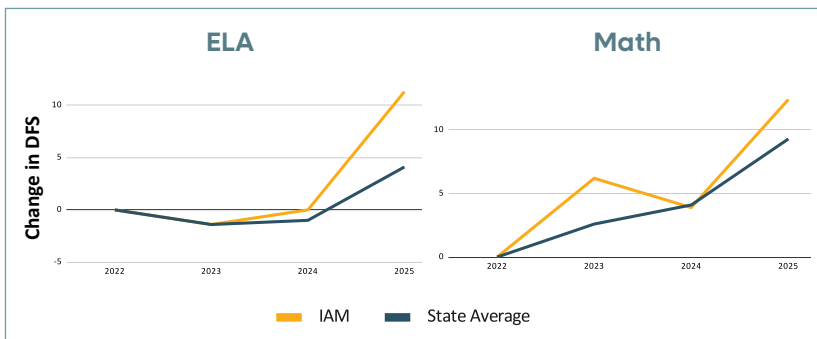
KEY SHIFTS

- Shared Responsibility:** Educators work together with a shared focus on student learning.
- Stronger Collaboration:** Teachers engage in purposeful collaboration and collective problem-solving.
- Data-Informed Instruction:** Ongoing reflection and use of data guide instructional decisions and drive improvement.

Source: California School Dashboard and CAASPP data

Analysis of average Distance from Standard (DFS) comparing districts participating in IAM in 2022 to the State showed that over a span of three years, the **IAM districts increased their DFS more than the State across three student groups:** All Students, Socioeconomically Disadvantaged Students (SED), and Students with Disabilities (SWD). The SED and SWD student groups were identified as needing the most support as evidenced by their DFS which was much lower than the State's in 2022.

All Students



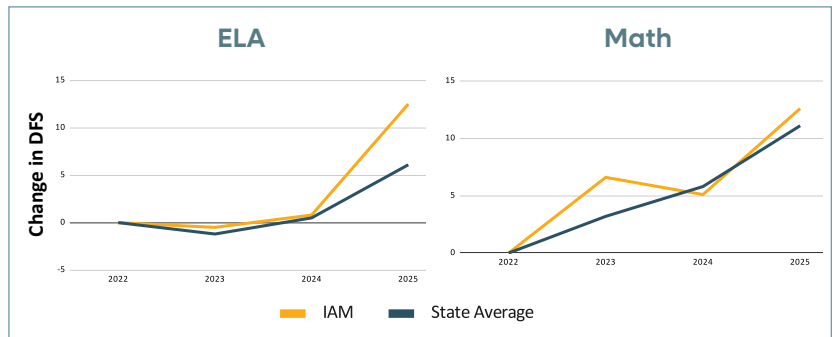
In ELA, districts participating in IAM started an average DFS of -67.7 and **increased 11.3 points** by 2025, whereas the State started an average DFS of -23.0 and **increased 4.1 points** by 2025.

In Math, IAM districts started an average DFS of -86.4 and **increased 12.4 points** by 2025, whereas the State started an average DFS of -58.8 and **increased 9.3 points** by 2025.

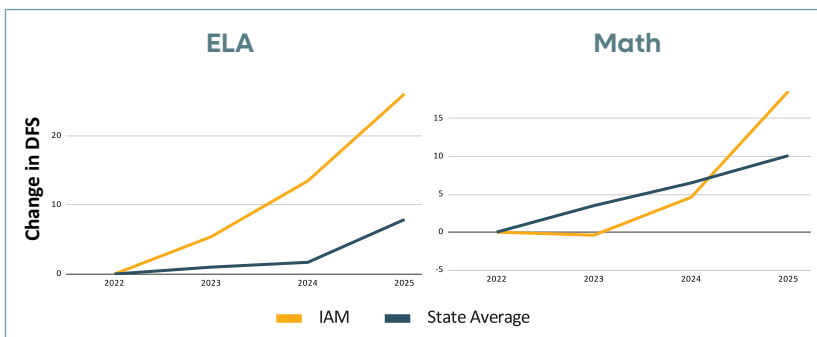
Socioeconomically Disadvantaged Students

In ELA, districts participating in IAM started an average DFS of -72.1 and **increased 12.5 points** by 2025, whereas the State started an average DFS of -39.1 and **increased 6.1 points** by 2025.

In Math, IAM districts started an average DFS of -89.8 and **increased 12.6 points** by 2025, whereas the State started an average DFS of -76.3 and **increased 11.1 points** by 2025.



Students with Disabilities



In ELA, districts participating in IAM started an average DFS of -140.2 and **increased 26.1 points** by 2025, whereas the State started an average DFS of -96.4 and **increased 7.9 points** by 2025.

In Math, IAM districts started an average DFS of -152.7 and **increased 18.6 points** by 2025, whereas the State started an average DFS of -123.3 and **increased 10.1 points** by 2025.

Learning Acceleration System

Teaching, Learning, and Leading Center (TLLC)

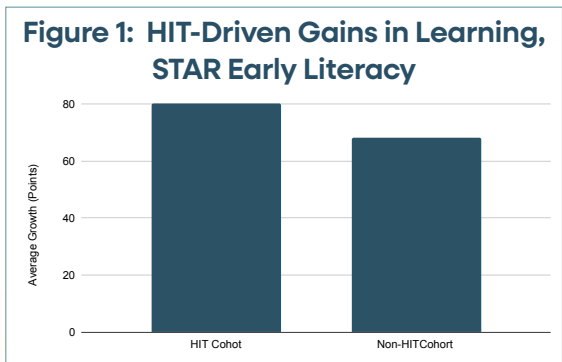
The Learning Acceleration System Grant (LASG) funds the development of a California education network to advance student progress through evidence-based professional learning for educators in math, literacy, and language development. The goal of the LASG is to help students experience strong and rapid progress in their mastery of knowledge and skills. 2025-26 marked a year of notable accomplishments by each of the three grantees. The following shows snapshots of grantee’s impact on students and educator practice.



California Collaborative for Learning Acceleration (CCLA)

CCLA has strengthened educators’ use of evidence-based instructional strategies—such as high-impact tutoring (HIT) and asset-based teaching—leading to greater teacher confidence and collaboration in supporting student learning. As a result, students show increased engagement, deeper understanding in key subjects like math and literacy.

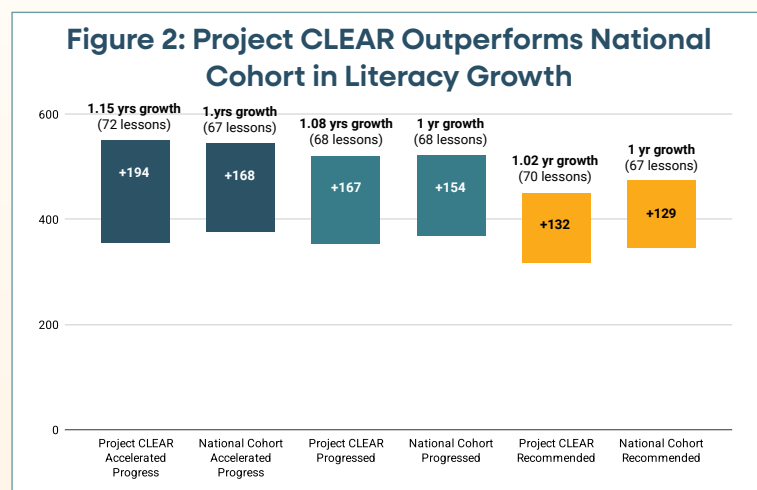
The data in Figure 1 showcases a Regional Hub’s success in accelerating second graders’ learning through HIT. The team focused on strengthening the connection between HIT and Tier 1 instruction.



Hear more from students and educators implementing HIT!

California Literacy Elevation by Accelerating Reading (Project CLEAR)

Project CLEAR continues to offer job-embedded professional learning to teachers on literacy intervention.



Data from their internal report continues to show students making greater growth in literacy compared to their national counterparts, despite Project CLEAR students starting from a lower average baseline, as shown in Figure 2.

“Before working with my students [through Project CLEAR], they weren’t confident readers. However, after working with students for twenty weeks, I could tell their confidence and love of reading, increased.”

– Project CLEAR teacher

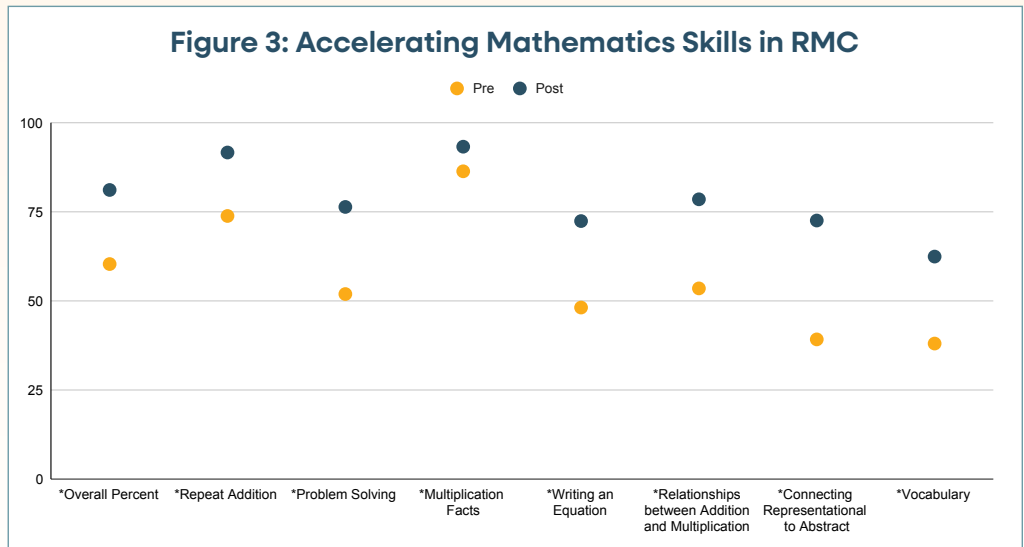
Rural Math Collaborative (RMC)

The RMC continued to offer lesson study and coaching to their continually expanding network of twenty-nine small, rural counties, with great appreciation from educators. The team also expanded their “Do the Math” pilot to upper-elementary students. As shown in Figure 3, data from the 2024-25 academic year shows statistically significant improvements in multiplication, with some domains seeing over a twenty-point improvement between the fall and spring.

“It was timely, professional, and well worth the effort invested. Again I didn’t feel like it was something else added to my plate. It helped me be successful and confident moving forward.”

– RMC Teacher Engaged in Coaching

Figure 3: Accelerating Mathematics Skills in RMC



Improving Instructional Practice

87% of educators reported making changes in instructional practices leading to increased confidence and improvements in academic performance.

“Students are engaging in productive struggle, showing greater creativity and mathematical thinking. As instruction has shifted, we’ve seen increased engagement, stronger classroom community, and growing confidence—along with improvements in grades and teams exiting DA (Differentiated Assistance).”

– LASG Professional Learning Participant

Sustainability

As the LASG enters the 2026-2027 school year, grantees are being intentional about sustaining the learning acceleration work after the grant sunsets. All three grantees participate in CCEE’s Statewide [Math](#) and [Literacy](#) Networks, where they share their experiences in evidence-based practices with other state math and literacy leads. Through the CCEE’s Professional Learning Network, grantees and CCEE collaboratively helped update [CCEE’s Playbook for Accelerating Learning](#). Resources grantees developed and their lessons learned about learning acceleration will continue to live on in the Playbook.

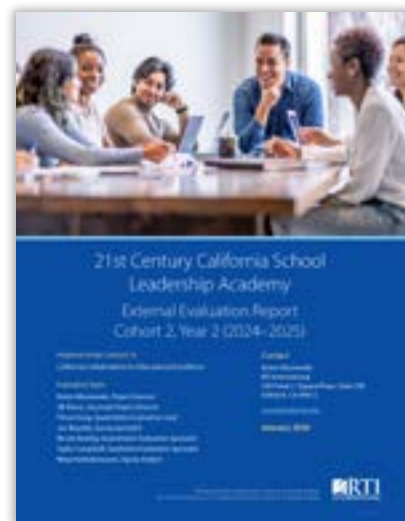
Evidence to Action: Evaluation and Legislative Reports

Within California's Statewide System of Support, CCEE plays a critical and often less visible role: serving as an evaluation and accountability partner for major statewide initiatives. CCEE's evaluation function is not simply about compliance; it is one way California determines whether its investments in equity, leadership, instructional quality, and system improvement are producing the changes students need. By overseeing evaluations and reporting findings and recommendations, CCEE helps give the Statewide System of Support its feedback loop—ensuring the system can see itself clearly, learn from implementation, and course-correct with evidence rather than assumption.

This year's external evaluation of the 21st Century California School Leadership Academy (21CSLA) illustrates that role in practice. **The evaluation found that 21CSLA reached 13,324 leaders across 55 of California's 58 counties—95% of the state—through no-cost, equity-centered professional learning for Title II-funded schools and districts.** More than 70% of participants reported changing at least one leadership practice, facilitating cycles of inquiry, elevating student and staff voice, identifying root causes of equity problems, and designing systems with a stronger equity lens.

CCEE's legislative reporting carries similar weight. Prepared with the California Department of Education, its report on the High Quality Online Instructional Materials initiative documented a **three-year investment: more than 6,000 vetted, standards-aligned lessons covering 43% of California's state standards, over 200,000 registered educators**, and more than \$10 million in savings—along with recommendations to the Legislature on the funding needed to sustain the work.

These two reports are only part of the picture. CCEE commissions independent evaluations across the Statewide System of Support, from the Geographic and Special Education Leads to the statewide literacy and mathematics networks, giving the state a coherent view of how its investments are performing. That evidence, showing leadership practices changing and resources reaching rural, high-need, and underserved communities, builds the case for sustained investment and public trust. As California weighs complex fiscal and governance decisions, CCEE's capacity to provide transparent, evidence-based accountability across the system remains one of its most valuable assets.





WELCOME TO MRS. G'S CLASS





Looking Ahead to 2026-2027

The CCEE remains focused on 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 and advance statewide coherence thru the Statewide System of Support (SSoS). As an organization, we remain committed to using data to measure the impact of our collaborative work with partners. We look forward to building on this momentum by helping Local Educational Agencies improve student achievement for all students across California.

