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California Collaborative
for Educational Excellence

Transformative Systems Center Update



June 18, 2026



Transformative Systems for Equitable Education Outcomes



What did we say we were going to accomplish in 2025-2026?

Objective 1:

Strengthen collaboration across Statewide System of Support (SSOS) partners to enhance interdependency and access of resources and services for all Local Education Agencies (LEAs) to improve outcomes for all students.

Objective 2:

Deliver responsive and impactful resources and services within the Statewide System of Support to support the specific needs of LEAs to improve outcomes for all students.



Focus Area - Students with Disabilities: Develop a model for universal / targeted / intensive support for LEAs to address specific needs for Students with Disabilities.

What We Accomplished in 2025-2026:

Responsive and impactful resources and services

DSST

- **NMUSD**
ELA increase 5.12%
Math increase 3.19%

- **Ukiah USD**

Special Education Academy

- 37 counties represented

SSOS Toolkit

- 5,000 new users



Expanding opportunities to engage

CEI partnered with other **SSOS Leads in developing Communities of Practice** to integrate and scale CEI strategies and practices.

Participating:

- 13 LEAs
- 25 COEs

Representing 1,367,797 students



Collaboration within the System of Support

Connecting California

- 1400+ participants
- ### **Secondary Redesign**
- 140,344 total students across 148 schools

Core Working Group

SSOS Collaborative

- 50+ Initiatives



Transformative Systems for Equitable Education Outcomes



Anticipated Next Steps for 2026-2027:

Strengthen
Interdependency and
Integration of SSOS
Leads to build Equitable
Access and use of SSOS
resources by LEAs



Expand a Proactive
Systems Approach for
Students with
Disabilities (DSST)



Strengthen Strategic
Convenings and
Communication of SSOS
Lead, COEs, and State
Agency Partners



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Innovation, Instruction, and Impact (I3) Center Update



June 18, 2026

Innovation, Instruction, & Impact Center

What did we say we were going to accomplish in 2025-26?



Objective 3

Facilitate the application of evidence-based continuous improvement processes within LEAs to support student outcomes



Objective 4

Identify, vet, and disseminate emerging and best practices, strategies, and resources that address current high-priority needs of local educational agencies, especially as aligned with their LCAP goals



Objective 5

Facilitate the analysis of systematically collected data to understand the impact of program activities to improve student outcomes

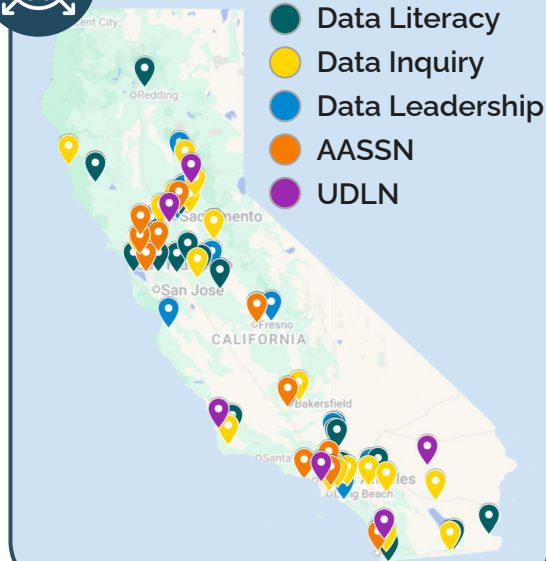


Internal & External Data for Impact: Improve internal data systems to improve decision-making processes and measure our impact more effectively



Innovation, Instruction, & Impact Center

What We Accomplished in 2025-26



Obj 4: Best Practices, Strategies, & Resources

- [Chronic Absenteeism Statewide Task Force & Resource Hub](#)
- [County Data Visualization Hub](#)
- [Data Academy](#) networked learning for:
 - Data Analysts
 - School Leaders
 - District Administrators



Obj 5: Analysis of Systematically Collected Data

- Comprehensive database of publicly available TK-12 education data
- Integrated measures of impact across internal initiatives with student data
- Technical assistance supports for LEA data needs

Innovation, Instruction, & Impact Center

Anticipated Next Steps for 2026-27



Integrated approach to facilitating statewide efforts (e.g., Chronic Absenteeism State Taskforce, UDL Implementation Network) with state partners to emphasis coherence in Statewide System of Support



Wraparound support through **Data Academy and Learning Networks** for districts eligible for **Direct Technical Assistance (DTA)**



Build upon existing SSOS partnerships and resources to **expand and sustain data learning resources and networked learning opportunities** for county office staff supporting district improvement

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Teaching, Learning, & Leading Center Update



June 18, 2026

What did we say we were going to accomplish in 2025-2026?



Expansion

Intensive
Assistance
Model



Alignment

Direct Technical
Assistance
Support



Sustainability

Mathematics
and English
Language
Development

What we accomplished in

2025-2026:

Direct Technical Assistance



53 LEAs



22 Exited



29 Counties



20 New

DA & DTA
Alignment



Learning Acceleration

87% of educators made changes to instructional practices, compared to 76% from last year

2,040

Participants in LASG professional learning in 25-26.

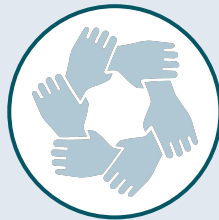


FOCUS on BEHAVIORS

Vision Setting



Statewide Mathematics and Literacy Networks



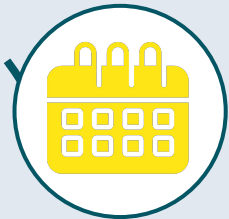
Relationship Building

Alignment



Defining Terms

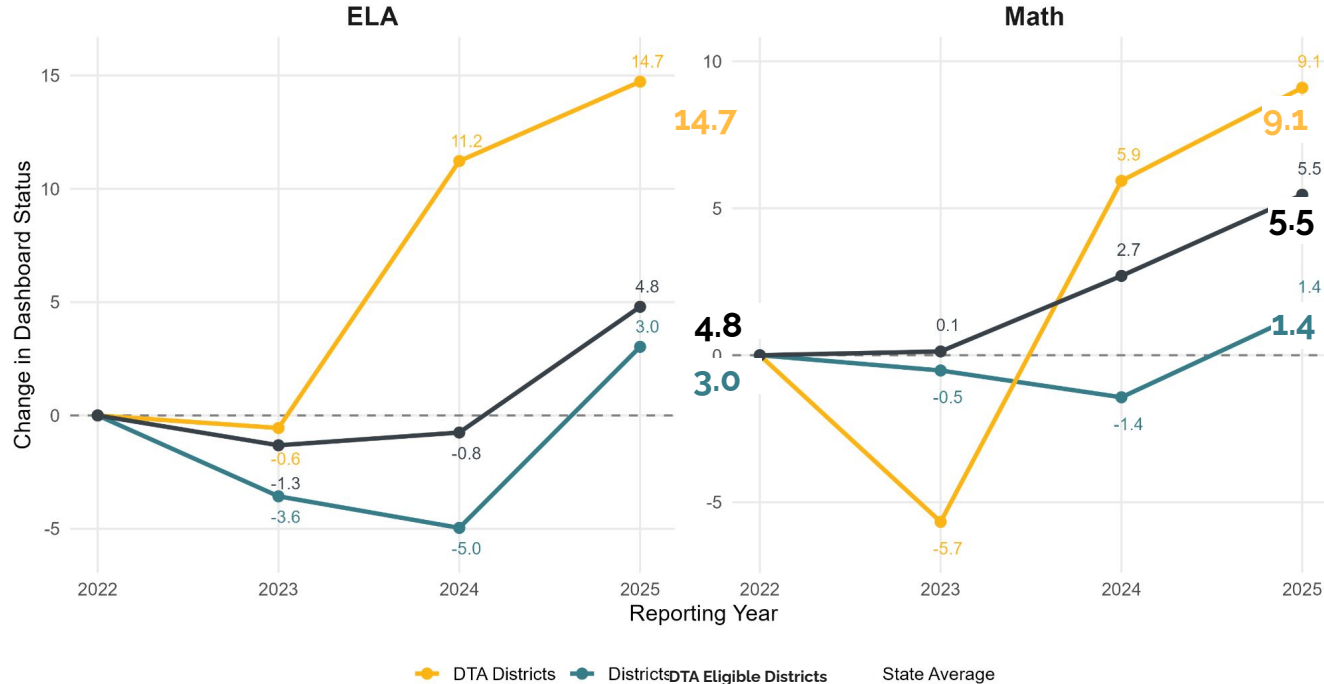
5-Year Plan



2022 DTA Participating Districts

Average ELA and Math Dashboard Status of Traditionally Underserved Student Groups

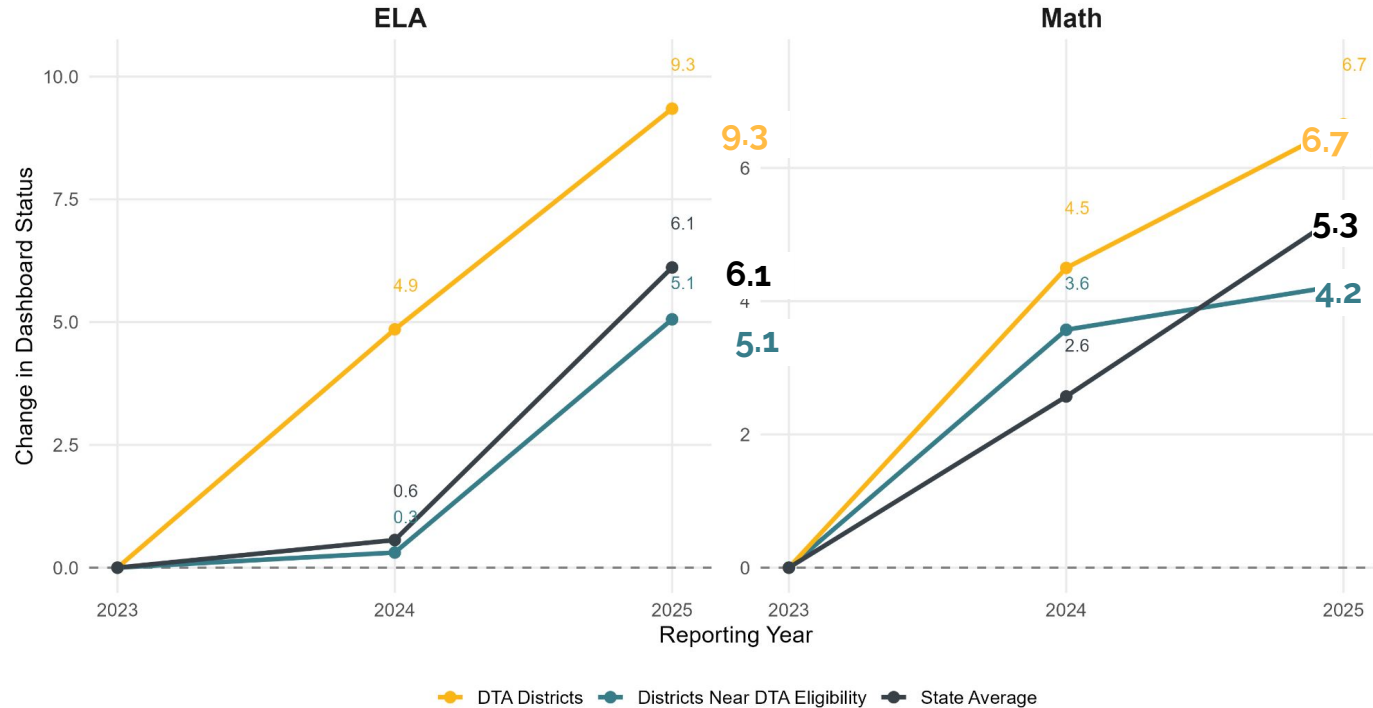
DTA School Year 2022



2023 DTA Eligible Districts

Average ELA and Math Dashboard Status of Traditionally Underserved Student Groups

DTA Cohort 2023



Anticipated Next Steps for 2026-2027

Direct Technical Assistance

Evolution of Supports

Continued growth and refinement of direct support models to better serve LEAs and Counties.

System of Support

Long-Term Integration

Integrating CA Mathematics and Literacy Networks within the CA Statewide System of Support.