

Introduction: The California Collaborative for Educational Excellence (CCEE)

The California Collaborative for Educational Excellence (CCEE) statutory responsibilities authorize CCEE to advise and assist Local Educational Agencies (LEAs) with achieving the goals set forth in their Local Control Accountability Plans (LCAP). Our mission is to provide a quality equitable education to all students in California.

Role and Responsibilities of the CCEE

The CCEE uses a direct engagement process to determine statutory responsibilities that will best meet the demands and needs of LEAs to accomplish their LCAP goals. The CCEE is divided into three centers that have specific responsibilities for achieving both legislative and statutory goals and requirements.

- **The Teaching, Learning, and Leading Center**
- **The Innovation, Instruction, and Impact Center**
- **The Transformative Systems for Equitable Educational Outcomes Center**

Direct and Indirect Support of LEAs

Within our statutory and legislative responsibilities, the CCEE directly supports county offices of education, school districts, and charter schools, through the following activities: Professional Learning Resources, Professional Learning Networks, Trainings, Convenings, Research, Data, Facilitation, and Technical Assistance. With over 40 legislative and statutory responsibilities, we have set a goal for 2022-23 (affirmed by the CCEE board) to directly support and work with **500** LEAs.¹ We have also set a target goal to indirectly work with over **2500** LEAs.²

1. Direct support includes personalized professional learning, direct technical assistance, customized support, strategic thought partnership, dedicated CCEE support staff, fiscal support/investment, and multiple sessions, convenings or gatherings focused on specific deliverables.
2. Indirect support includes guidance, automated workflows for end-user to access materials, access to online content depending on end-user personas (e.g., website, playbooks, webinars, toolkits), and webinar attendees - identified through open registration.

CCEE Investments

To meet the needs of our most historically underserved students, we track both historical and current educational investments as well as evaluate the impact related to our Objective Key Results (OKRs) set by the legislative and statutory language. These ongoing reviews allow the CCEE to address any tasked responsibilities from Trailer Bill Language (TBL) development and the identified needs from the Statewide System of Support. The 2022-23 budget appropriation and expenditures are outlined in the December 1, 2022 budget update report presented to the CCEE Governing Board and approved by the Department of Finance and CCEE administrative agent Marin County Office of Education (MCOE). Please see the 2021-2022 Annual Report in the *References and Reports* section to learn more about the CCEE impact and investments.

CCEE Engagement

To ensure that we have both capacity and resources to address legislative initiatives and statutory responsibilities, the CCEE directly engages with the Statewide System of Support (SSOS) state agencies, state associations, site leaders, Superintendents, and teachers to determine and prioritize support to LEAs to accomplish their LCAP goals. Since 2021 we have engaged with over 200 agencies, associations, and SSOS in how to best improve outcomes for students.

Direct Technical Assistance

In 2021-22, the CCEE engaged with both county offices of education and local school districts in redesigning the Direct Technical Assistance (DTA) process used to support referrals from *Education Code* sections 52072 and 52074. Since 2019, there

have been over 19 referrals for Direct Technical Assistance. The CCEE has engaged and supported all referrals. Currently, **the CCEE has responsibility for** six school districts, and one charter school referred through *Education Code* sections 52072 or 52074. Additional information on differentiated assistance and direct technical assistance support and the DTA district progress is provided in the *References and Reports* section. CCEE is providing direct technical assistance (DTA) to the following school districts:

- Inglewood Unified (6,667 students)
- Mt. Diablo Unified (28,836 students)
- Oakland Unified (34,428 students)
- Sacramento City Unified (38,045 students)
- Salinas Union High (16,525 students)
- Vallejo City Unified (10,305 students)

The DTA redesign has focused on site and classroom transformation. This transformation model is based on a national school approach that requires a three-year commitment focused on strengthening local district improvement and statewide DTA partnerships. CCEE is working with five school districts and over 12 schools using this transformation model. This model approach will directly support over 7,000 students and indirectly impact over 90,000 students.

Community Engagement Initiative

The [Community Engagement Initiative \(CEI\)](#) is led in partnership with San Bernardino County Superintendent of Schools, the California Association of Bilingual Education, and Families in Schools. On Jan 12-13th, the CEI Peer Leading & Learning Network (PLLN) gathered in-person to support over 44 local educational agencies. Click [here](#) for a complete list of the current CEI cohorts. The current CEI cohorts support over 600,000 students.

In its third year of implementation, the CEI continues to support LEAs in building capacity in communities and districts to implement best practices in authentic engagement aligned with LEA Local Control and Accountability Plans (LCAPs). To review [data metrics for cohorts I and II](#) and the most

recent [external evaluation](#), please visit the CCEE [CEI webpage](#).

On June 27, 2022, Governor Gavin Newsom signed the Budget Act of 2022 passed by the Legislature to put in place a budget package for 2022–23 that includes additional funding to expand the scope of the CEI and extends its operational timeline until the end of the 2026-2027 school year.

Learning Acceleration System Grant

Pursuant to Section 43 of the 2021-22 Education Omnibus Trailer Bill (Assembly Bill 167), the CCEE is charged with administering the [Learning Acceleration System \(LAS\) Grant](#) in partnership with the Lake County Office of Education, San Diego County Office of Education, and Santa Clara County Office of Education. The Learning Acceleration System Grant focuses on developing a California education network to advance student progress, such that students experience a strong and rapid improvement in their mastery of knowledge and skills. The three grantee projects contribute to sustainable learning networks, online learning and resources, and education to:

- Ensure California’s educators have access to high-quality acceleration strategies;
- Demonstrate the impact of evidence-based accelerated learning strategies for students with high needs, including English Learners, students with disabilities, and low-income students; and
- Create or expand existing evidence-based professional development opportunities or guidance for educators, paraprofessionals, and administrators to address students’ learning acceleration.

A few highlights from the grantee projects include the free online summit [Student First: Learning Forward Together](#) scheduled for March 11, free [online courses](#) for all educators, and [grant-funded graduate coursework](#) for teacher leaders. To learn more about the LAS Grant, please click [here](#).

Statewide System of Support

Supporting the Statewide System of Support (SSOS), consisting of the Geographic, SELPA, System Improvement, and Content Lead agencies that function to serve the needs of county offices of education and school districts they serve, is a critical function of the SSOS. This effort is ongoing and focused on building coherence through coordination, collaboration, and integration of services within the system. To review the most recent external evaluations on the SSOS, please click [here](#).

Statewide Program Evaluations

To establish coherence across [statewide professional learning program evaluations](#) funded through the Education Omnibus Trailer Bill of the 2021 State Budget Act, the CCEE, the California Department of Education, and the State Board of Education are convening [designated evaluation teams](#). The purpose of these convenings is to support the following:

- Aligning evaluations with other related programs and the System of Support
- Collaborating on common criteria and data metrics included in logic models and evaluation design
- Sharing data collection, analyses, interim results, and implications for ongoing development

Professional Learning Networks and Resources

Independent Study Professional Learning Network: The [Independent Study PLN \(ISPLN\)](#) hosts sessions with district and county office of education partners to provide support to LEAs on master agreements. CCEE and CDE have co-presented to support participants with strategies, practices, policies, and procedures to effectively engage their local communities to improve student outcomes.

Data Research Learning Network: As part of the Assembly Bill 86 Learning Networks, the [Data Research Learning Network \(DRLN\)](#) brings together select districts and counties from across the state of

California to innovate their data systems for accelerated student learning. Through a three-pronged approach, districts and counties transform their data program and practices by conducting a Data Equity Review, promoting Deeper Learning through formative assessment practices, and communicating success with Data Dashboards.

African American Achievement Professional Learning Network: As part of the Assembly Bill 86 Learning Networks, the African American Achievement PLN facilitated in partnership with the California Association of African American Superintendents and Administrators (CAAASA) to support five LEAs with strategies and resources to facilitate systems-driven leadership. To review early findings from this network and next steps, please review [here](#).

Chronic Absenteeism Professional Learning Network: As part of the Assembly Bill 86 Learning Networks, the CCEE is partnering with the Monterey County Office of Education, Salinas Union Elementary School, and Attendance Works to support a Chronic Absenteeism Research Learning Network to identify practices LEAs are using to mitigate Chronic Absenteeism issues at schools. This work continues, and insights have been published via the brief [here](#).

CA Small School District Leadership Institute: The CCEE, in partnership with the Small School Districts Association (SSDA), is facilitating the [Leadership Institute](#). The ultimate goal of the Leadership Institute is to empower educational leaders in an authentic environment of learning and grace to grow in service to their students, staff, and communities. Areas of focus include:

- Development of clear goals with impact for the Board and the Superintendent
- Alignment and allocation of resources for transformative system improvement
- Recruitment and retention
- Capacity building to sustain and scale

Universal Prekindergarten Workshop Series: The CCEE has partnered with the Santa Clara County Office of Education (SCCOE) to host two workshops

on UPK Blending, Braiding, and Layering funding for districts, county offices, charter schools and their community partners. Workshops will be structured around guided working sessions in which LEA teams will use strategic planning tools, with the help of expert coaches, to generate solutions and strategic action plans that are specific to each LEA's circumstances. To learn more, please click [here](#).

Whole-Child Initiatives: The CCEE with the partnership of the California Department of Education, the Sacramento County Office of Education, and the Santa Clara County Office of Education, convened [education partners](#) to synthesize LEA [strategies used to measure early impact](#) of social-emotional learning (SEL) statewide initiatives. The purpose of this group is to develop a collective approach that measures the impact of SEL on student mental health, well-being, and academic outcomes. The CCEE continues to partner with Turnaround for Children and Partnership for Children and Youth to support whole-child design and summer learning professional learning networks and resources.

What's new in CCEE's Professional Learning Resource Collection?

Universal Design for Learning Journey Guide: The CCEE launched the [UDL Journey Guide](#), an online resource that facilitates district leadership teams through four stages of implementing Universal Design for Learning, with connections to state and national support along the way. This guide is based on CAST's School Implementation Certification Criteria (UDL-SICC) and has been developed with the help of CAST, the California Coalition for Inclusive Literacy, and Supporting Inclusive Practices (SIP).

Microlearning Modules: CCEE's microlearning resources are short 5-7 minute videos developed to support immediately applicable strategies, ideas, and resources for substitute teachers and other instructional staff who may not have access to more robust professional learning opportunities. To review the microlearning resources, click [here](#).

CCEE References and Reports

- [CCEE 2022-2023 Annual Report](#)
- [Executive Director Report, December 1, 2022](#)
- [Executive Director Report, February 2, 2023](#)
- [CCEE Strategic Priorities for 2023](#)
- [2022-23 Budget Appropriations and Expenditures](#)
- [Frequently Asked Questions on Differentiated Assistance and Direct Technical Assistance](#)
- [Direct Technical Assistance Progress Reports](#)
- [CCEE News](#)
- [CCEE Events Calendar](#)