

CCEE is a statewide agency established as part of the Local Control Funding Formula. Designed to be adaptive and responsive to the most pressing needs of LEAs, CCEE collaborates with many partners to help deliver on California's promise of quality, equitable education for every student.

Guided by its statutory requirements, CCEE focuses its partnerships and resources to "advise and assist" LEAs with achieving the goals outlined in the Local Control and Accountability Plan, provide support to LEAs in academic and fiscal distress, and deliver technical assistance to school districts that meet specified student performance criteria throughout three out of four years.

CCEE also expands its support to LEAs by leveraging the vast resources in California's educational community to support the acceleration of learning and well-being for all students.

CCEE's Theory of Action:

CCEE's theory of action focuses on serving alongside our System of Support partners (e.g., county offices of education, statewide agencies and associations, and stakeholder groups) to help high-need LEAs in building capacity. With an equity-oriented perspective and a focus on continuous improvement, it is through this capacity building that drives sustained improvements in student outcomes. CCEE uses its theory of action as a framework to design, develop, and evaluate initiatives throughout the year.



"How does working with CCEE change partners' knowledge, practice, and mindset around the impact that implementing continuous improvement processes with an equity-oriented perspective has on outcomes for their students?"

CCEE's Leading Forward Initiative:

CCEE launched [Leading Forward](#) in January 2021 to provide tools for educators, leaders, and school community stakeholders to re-engage students and accelerate learning while advancing equity for vulnerable student groups and ensuring that we are addressing the whole child.

The design of this virtual professional learning initiative is based on the following five focus areas: Thriving Socio-emotionally, Formative Assessment, Responsive Teaching and Learning, Systems Leadership, and Advancing Equity.

A multitude of resources developed through Leading Forward will provide the foundational content for supporting the implementation of professional learning opportunities as required in Assembly Bill 86 to build the capacity of LEAs to improve student academic, engagement, and social-emotional learning outcomes.

The California 2020-21 budget appropriated a \$5 million one-time General Fund to the Superintendent of Public Instruction for allocation to the CCEE to provide support to LEAs to maximize positive pupil outcomes and most effectively use funds to offer in-person instruction and implement learning recovery programs.

On or before May 1, 2021, the California Collaborative for Educational Excellence shall begin providing local educational agencies with professional learning opportunities that may include, but are not necessarily limited to, activities that provide guidance on the effective use of diagnostic and formative assessments, curricular resources, best practices for contacting and reengaging disengaged pupils, and models for providing supplemental instruction and support based on current research to increase the capacity of local educational agencies to accelerate learning and address the social-emotional needs of pupils. The California Collaborative for Educational Excellence shall provide this professional development in a manner that is consistent with the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the Education Code.

The needs of students as they return to in-person and formal school settings are varied and complex. Providing educators with focused strategies to accelerate, rather than remediate, learning is essential in response to interrupted learning. Major topics with accelerated learning include meaningful engagement, diagnostic and formative assessment strategies, responsive lesson design, and authentic family partnerships with an emphasis on equitable opportunities and access.

Learning Acceleration is not just one strategy for districts to implement. Specifically, educators need to focus on a strengths-based approach as educators reconnect with their students, families, and school communities and understand the various experiences during shelter in place and distance/hybrid learning. Educators will need to assess where students currently are academically and emotionally and design experiences to accelerate learning. To successfully accelerate learning, educators will need to design learning that is strengths-based and culturally relevant, create the conditions to both establish academic rigor and support social-emotional wellbeing, build partnerships with students and families to co-construct school communities, and implement formative assessments to accelerate learning.

CCEE is designing professional learning experiences in the form of Communities of Practice and Regional Convenings in the following areas to respond to these needs:

- Systems Leadership: Supporting strategies and resources to drive systems-driven leadership
- Whole Child Design: Ensuring students thrive both socio-emotionally and academically
- Summer and Expanded Learning: Developing resources to get summer/expanded learning programs up and running
- Effective Assessments: Measuring student needs and progress to ensure educating and supporting diverse students needs
- Learning Acceleration: Expanding instructional strategies to accelerate learning in rigorous grade-level content for all students

CCEE is currently contracting with a group of providers through its Leading Forward initiative that allows for the piloting of content development and community of practice design. This information will be used to develop and implement the AB 86 communities of practice and regional convenings beginning in 2021-2022. This early development will also inform CCEEs ongoing work with districts identified for direct technical assistance as currently defined in statute (e.g., AB 1840 and Education Code Section 52072). This alignment better positions CCEE to repurpose and align monies to remain fiscally responsive to high LEAs in the coming years.

The CCEE Learning Acceleration Program Expenditure Plan reflects the Project Tasks to support LEAs with professional learning opportunities from May 1, 2021 through June 30, 2023. Funding amounts indicated in the plan below are approximate and based on initial planning. With each proposed project task, the details and projected costs are provided. This is followed by a high-level integrated timeline for 2021-2022. Note, CCEE anticipates the timeline for the 2022-2023 milestones will be similar, however, subject to change based on feedback from practitioners and stakeholders.

Project Task	Task Details	2021-2022	2022-2023	Total Funds Available
Task 1 - Program Management	<p>Program management to oversee overall coordination across all project tasks. These responsibilities will include, but are not limited to, the following areas:</p> <ul style="list-style-type: none"> ● Leading the development of new content and resources, as well as curating and refining existing content and resources. ● Designing an evaluation plan and coordinating data collection and analyses. ● Managing all contracts and agreements required to support the project. ● Overseeing communications and engagement initiatives. ● Supporting the alignment and integration with the System of Support through strategic outreach and project stakeholder advisory group. ● Convening Stakeholder Sessions at four different times across two years (Fall 2021, Spring 2022, Fall 2022, and Spring 2023). ● Supporting the Advisory Committee input opportunities (AB 86 updates and input held during regularly scheduled sessions). <p>New Positions: These positions will be hired full-time to support the overall project management and coordination of the AB 86 Project.</p> <ul style="list-style-type: none"> ● Senior Advisor [New Position: Salary \$167,000 Benefits \$49,500 Total \$216,500] ● Support Staff Position [New Program Specialist: \$81,000 Benefits \$40,000 Total \$121,000] 	\$337,500	\$337,500	\$675,000

<p>Task 2 - Regional and Statewide Community of Practice</p>	<p>Purpose: Convene LEAs to address specific problems of practice with a specific focus to improve instruction, strengthen system performance, and impact student outcomes.</p> <p>Topics: Initial problems of practice will be identified in the areas of Systems Leadership, Whole Child Design, Summer and Expanded Learning, Effective Assessments, and Accelerated Learning.</p> <p>Audience: Teams that support the high-need LEAs. These teams will consist of county, district, and school leaders that will be identified to collaborate on improving instructional practices.</p> <p>Dates: LEA teams will meet regularly, depending on the design of the community of practice for 2021-2022. New communities of practice will be established for 2022-2023.</p> <p>Facilitation Support: High-quality facilitation is the cornerstone of CCEE’s implementation of its responsibilities as outlined in AB 86. Expert providers, in collaboration with CCEE staff, will develop coaching and facilitation guides. These guides will outline recommendations to be applied when establishing communities of practice and convening local educational agencies (LEAs) on problems of practice that are reflective of larger regional needs. These guides will be used to design the training for facilitators supporting LEAs across all AB 86 project tasks. These responsibilities will include, but are not limited to, the following areas:</p> <ul style="list-style-type: none"> ● Developing facilitation guides to provide structure and support the delivery of effective facilitation that strengthens the implementation of professional learning content. ● Providing guidelines on the design of Communities of Practice. ● Ensuring supports are aligned with CCEE’s Theory of Action and Quality, Relevance, and Usability (QRU) survey and assessment tools. 	<p>\$850,000</p>	<p>\$850,000</p>	<p>\$1,700,000</p>
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	<p>Process: Establish communities of practice to support up to 50 LEA teams in 2021-2022 and up to 75 LEA teams in 2022-2023. These responsibilities will include, but are not limited to, the following areas:</p> <ul style="list-style-type: none"> ● Each community of practice will address specific problems of practice for high-need local educational agencies. ● All communities of practice will support the implementation of a “Blueprint” and will refine content based on practitioner feedback. ● LEA teams will have access to high-quality and consistent mentoring/consulting to address local and regional needs. ● CCEE will collaborate with partners and stakeholders to establish a review process on the community of practice outcomes to develop resources based on lessons learned and practitioner feedback. This information will be reported out at the Regional Convenings (Task 3) and available for statewide access. <p>New Contracts: The coordination of content development and implementation of the communities of practice will be supported through contracts to support the facilitation [\$100k/year] and address problems of practice in the following areas: (1) Systems Leadership [\$150k/year], (2) Summer/Expanded Learning [\$150k/year], (3) Whole Child/Social Emotional Learning [\$150k/year], (4) Effective Assessment Systems [\$150k/year], and (5) Learning Acceleration [\$150k/year].</p>			
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<p>Task 3 - Regional Convening and Coaching</p>	<p>Purpose: Invite high-need LEAs to participate in regular convenings or “learning fairs” and access ongoing coaching to address specific local and regional needs.</p> <p>Topics: Data analysis to address instructional needs by region and provide best practices for LEAs to address these needs.</p> <p>Audience: LEA Teams (representatives from school, district, and county offices of education) and System of Support Leads (e.g., Bilingual Coordinator Network Leads, Special Education Leads, Literacy Leads).</p> <p>Dates: Year One: Fall 2021, Spring 2022; Year Two Fall 2022, Spring 2023</p> <p>Process: Invite a range of LEA teams across the four different regions. LEA invitation will be based on data analysis but CCEE anticipates approximately 50 LEA teams in 2021-2022 and 75 LEA teams in 2022-2023. Note: Participants may include LEA Teams engaged in the Communities of Practice (Task 2), in addition to LEA Teams within the region that are impacted by similar problems of practice.</p> <p>Ongoing Coaching/Mentoring: High-quality coaching and ongoing mentoring will be provided throughout the year to all LEAs invited to participate in the Regional Convenings. Expert coaches, in collaboration with CCEE staff, will provide coaching and mentoring. These responsibilities will include, but are not limited to, the following areas:</p> <ul style="list-style-type: none"> ● Providing data-driven coaching at Regional Convenings and ongoing mentoring support. ● Ensuring supports are aligned with CCEE’s Theory of Action and Quality, Relevance, and Usability (QRU) survey and assessment tools. <p>Overview of Convening/Learning Fair: Each session will consist of one-day with the morning session focused on data analysis and mapping out workplans. The second half of the day will be a dissemination of best practices based on lessons learned from the communities of practice.</p>	<p>\$1,025,000</p>	<p>\$1,025,000</p>	<p>\$2,050,000</p>
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	<ul style="list-style-type: none"> ● Review Data: LEA teams by regions will attend to review and discuss local, regional and state data to engage with each other, content experts, and coaches, to learn more about specific problems of practice that are identified through the data analysis. It is through this needs analysis emerging from data that will identify problems of practice within the respective region that will need to be addressed through improved instruction. ● Refine Practice: These same LEA teams will also have an opportunity to come together to share lessons learned from experts and communities of practice on systems leadership, summer/expanded learning, whole child/social emotional learning, effective assessment systems, and learning acceleration. ● Fall 2021: Create an opportunity for education leaders to convene and identify areas of need, discuss opportunities to set workplans for the year for different regions to best serve students based on local needs; learn how to vet programmatic decisions with valid tools (Quality, Relevance, Usability). ● Spring 2022: Share lessons learned, best practices and measures of impact. Recommendations for 2022-2023 Convenings. ● Fall 2022/Spring 2023: Convenings will be based on feedback from prior year participants and a survey of stakeholders to identify areas of need. ● Needs Analysis: Needs will be determined and based on current LEA and student performance based on available data (e.g., historical CA School Dashboard data analysis and updated data collection). ● Best Practices: Resources and strategies will be provided by content experts and peer educators in the region. Most of the lessons will emerge from the communities of practice in addition to the latest research. <p>New Contracts: Convening costs to host Learning Fair for Four CA Regions [Far North (\$200k/year), Central Coast (\$200k/year), Central Valley (\$200k/year) and Southern (\$200k/year)]. Ongoing Coaching Support to provide resources for LEAs to build capacity with data literacy and use; refining practices on learning acceleration and continuous</p>			
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	improvement aligned with the system of support and addressing differentiated assistance [\$225k/year].			
Task 4 - Data Analysis Evaluation and Technical Assistance	<p>All project tasks will be informed by comprehensive data analyses and evaluated for effectiveness and ultimate impact on student outcomes.</p> <ul style="list-style-type: none"> ● Data Analysis and Support: Prior to attending the Regional Convenings, LEA representatives will receive technical assistance that will include, but are not limited to, an analysis of existing data to understand current school performance by district, county, and region. Following participation in the convenings and initial data coaching sessions, ongoing technical assistance will include, but are not limited to, ad hoc analyses and reports as requested by LEAs for continuous improvement analyses of performance. ● Theory of Action: Outline how and why the proposed design of addressing specific problems of practice will support the improved outcomes of student performance. ● Regular Reports and Analytics: Data analytics, status updates, and lessons learned will be shared with all LEAs and made available statewide. ● External Evaluation Support: The program components will be evaluated through an external provider with CCEE staff support. 	\$162,500	\$162,500	\$325,000
Task 5 - Administrative Agent Support Services	Administrative Agent Coordination and Support: Budget, expenditures, contracts, records, hiring, and business services. (EC 52074)	\$250,000	\$0	\$250,000
Total				\$5,000,000

Timeline 2021-2022

	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Task 1: Program Management	[Dark Blue Bar]											
Hire Staff	[Dark Blue Bar]											
Finalize Project Plan	[Dark Blue Bar]											
Convene Stakeholder Sessions	[Dark Blue Bar]	[Dark Blue Bar]						[Dark Blue Bar]	[Dark Blue Bar]			
Design Evaluation Plan	[Dark Blue Bar]	[Dark Blue Bar]										
Year One Summary and Evaluation											[Dark Blue Bar]	[Dark Blue Bar]
Task 2 Communities of Practice	[Teal Bar]											
Develop Facilitation Guidelines	[Teal Bar]	[Teal Bar]										
Design Communities of Practice	[Teal Bar]	[Teal Bar]										
Facilitation Training		[Teal Bar]		[Teal Bar]		[Teal Bar]		[Teal Bar]		[Teal Bar]		
Revisions to Facilitation Guidelines												[Teal Bar]
Launch Communities of Practice	[Teal Bar]	[Teal Bar]										
Ongoing Short Cycles			[Teal Bar]		[Teal Bar]		[Teal Bar]		[Teal Bar]		[Teal Bar]	
Asynchronous Support		[Teal Bar]		[Teal Bar]		[Teal Bar]		[Teal Bar]		[Teal Bar]		[Teal Bar]
Conclude and Evaluation											[Teal Bar]	[Teal Bar]
Task 3: Learning Fair & Coaching	[Light Blue Bar]											
Fall				[Light Blue Bar]								
Spring										[Light Blue Bar]		
Coaching/Mentoring	[Light Blue Bar]		[Light Blue Bar]		[Light Blue Bar]		[Light Blue Bar]		[Light Blue Bar]		[Light Blue Bar]	
Task 4: Data Analysis/Evaluation	[Orange Bar]											
Data Analysis Support			[Orange Bar]	[Orange Bar]	[Orange Bar]				[Orange Bar]	[Orange Bar]	[Orange Bar]	
Ongoing Reports	[Orange Bar]	[Orange Bar]				[Orange Bar]	[Orange Bar]	[Orange Bar]				[Orange Bar]
External Evaluation					[Orange Bar]	[Orange Bar]					[Orange Bar]	[Orange Bar]
Task 5: Admin Agent Support	[Yellow Bar]											

Appendix A

Plan approved by Department of Finance: Jessica Holmes (jessica.holmes@dof.ca.gov), Amber Alexander (amber.alexander@dof.ca.gov), and Michelle Valdivia (michelle.valdivia@dof.ca.gov).

Copy to CCEE Administrative Agent, Marin County Office of Education: Terena Mares (tmares@marinschools.org) and Amie Carter (acarter@marinschools.org).

Plan distributed to Legislative Chairs and Staff identified below.

<p>Chair of Joint Legislative Budget Committee</p> <ul style="list-style-type: none"> ● Hans Hemann, Senate Staff Consultant (hans.hemann@sen.ca.gov) ● Nancy Skinner, Senate Chair (senator.skinner@senate.ca.gov) <ul style="list-style-type: none"> ○ Jessica Bartholow, Chief of Staff (Jessica.Bartholow@sen.ca.gov) ○ Chris Martin, Scheduler (Chris.Martin@sen.ca.gov) ○ Bob Gammon, Communications Director/Policy Advisor (robert.gammon@sen.ca.gov) ● Phillip Ting, Assembly Chair (assemblymember.ting@assembly.ca.gov) 	
<p>Chair of Education Senate</p> <ul style="list-style-type: none"> ● Lynn Lorber, Senate Staff Chief Consultant (lynn.lorber@sen.ca.gov) ● Connie Leyva, Chair (senator.leyva@senate.ca.gov) <ul style="list-style-type: none"> ○ Cameron Urkofsky, Chief of Staff (Cameron.Urkofsky@sen.ca.gov) 	<p>Chair of Education Assembly</p> <ul style="list-style-type: none"> ● Tanya Lieberman, Assembly Chief Consultant (tanya.lieberman@asm.ca.gov) ● Patrick O'Donnell, Chair (assemblymember.odonnell@assembly.ca.gov) <ul style="list-style-type: none"> ○ Sophia Kwong Kim, Chief of Staff (sophia.kwong@asm.ca.gov) ○ Michelle Dilley, Scheduler (Michelle.Dilley@asm.ca.gov)
<p>Chair of Education Budget Senate</p> <ul style="list-style-type: none"> ● Elisa Wynne, Senate Deputy Staff Director (elisa.wynne@sen.ca.gov) ● John Laird, Chair (john.laird@sen.ca.gov) <ul style="list-style-type: none"> ○ Richard Stapler, Chief of Staff (richard.stapler@sen.ca.gov) ○ Jennifer Short, Scheduler (Jennifer.Short@sen.ca.gov) 	<p>Chair of Education Budget Assembly</p> <ul style="list-style-type: none"> ● Erin Gabel, Assembly Chief Consultant (Erin.Gabel@asm.ca.gov) ● Kevin McCarty, Chair (assemblymember.mccarty@assembly.ca.gov) <ul style="list-style-type: none"> ○ Maria Alvarez, Chief of Staff (maria.alvarez@asm.ca.gov) ○ Suzy Costa, Legislative Aide (suzy.costa@asm.ca.gov) ○ Aubrie Fong, District Director (Aubrie.Fong@asm.ca.gov)

<p>Chair of Health Senate</p> <ul style="list-style-type: none"> ● Melanie Moreno, Senate Staff Director (Melanie.Moreno@sen.ca.gov) ● Richard Pan, Chair (senator.pan@senate.ca.gov) <ul style="list-style-type: none"> ○ Darin Walsh, Chief of Staff (darin.walsh@sen.ca.gov) 	<p>Chair of Health Assembly</p> <ul style="list-style-type: none"> ● Rosielyn Pulmano, Chief Consultant (rosielyn.pulmano@asm.ca.gov) ● Jim Wood, Chair (assemblymember.wood@assembly.ca.gov) <ul style="list-style-type: none"> ○ Liz Snow, Chief of Staff (liz.snow@asm.ca.gov)
<p>Chair of Human Services Senate</p> <ul style="list-style-type: none"> ● Taryn Smith, Chief Consultant (Taryn.Smith@sen.ca.gov) ● Melissa Hurtado, Chair (senator.hurtado@senate.ca.gov) <ul style="list-style-type: none"> ○ Jim Evans, Chief of Staff (Jim.Evans@sen.ca.gov) ○ Gillian Eppinette, Scheduler (Gillian.Eppinette@sen.ca.gov) 	<p>Chair of Human Services Assembly</p> <ul style="list-style-type: none"> ● Deborah Cooper, Chief Consultant (Debra.Cooper@asm.ca.gov) ● Lisa Calderon, Chair (assemblymember.calderon@assembly.ca.gov) <ul style="list-style-type: none"> ○ Tom White, Chief of Staff (tom.white@asm.ca.gov) ○ Maria Parra, Scheduler (maria.parra@asm.ca.gov)
<p>Chair of Budget Health and Human Services Senate</p> <ul style="list-style-type: none"> ● Joe Stephenshaw, Senate Staff Director (joe.stephenshaw@sen.ca.gov) ● Susan Talamantes Eggman, Chair (senator.eggman@senate.ca.gov) <ul style="list-style-type: none"> ○ David Stammerjohan, Chief of Staff (David.Stammerjohan@sen.ca.gov) ○ Susan Mitchell, Scheduler/Assistant (Susan.Mitchell@sen.ca.gov) 	<p>Chair of Budget Health and Human Services Assembly</p> <ul style="list-style-type: none"> ● Christian Griffith, Assembly Chief Consultant (Christian.Griffith@asm.ca.gov) ● Dr. Joaquin Arambula, Chair (assemblymember.arambula@assembly.ca.gov) <ul style="list-style-type: none"> ○ Eusevio Padilla, Chief of Staff (Eusevio.Padilla@asm.ca.gov) ○ Erika Dacumos, Scheduler (Erika.Dacumos@asm.ca.gov)