

CCIL

The California Coalition for Inclusive Learning

CCIL Project Report 2023–2025



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- San Joaquin County Office of Education
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Introduction

In 2022, California Assembly Bill 185 allocated \$10 million through the Educator Workforce Investment Grant (EWIG) program to support professional learning focused on Universal Design for Learning (UDL) and improving inclusive practices for all students, including those with disabilities. This investment builds on the 2019 EWIG I Grant and expands efforts to strengthen inclusive education in general education settings. The California Department of Education (CDE) in collaboration with the California Collaborative for Educational Excellence (CCEE) selected the Placer County Office of Education (PCOE) as the Special Education-EWIG grantee to continue to lead statewide efforts to deepen educators' understanding and application of UDL at both classroom and systems levels.

The foundation for this work began in 2019 when CAST, the nonprofit education research organization that pioneered UDL, was awarded the Special Education Educator Workforce Investment Grant (SEEWIG) to launch the California Coalition for Inclusive Literacy, EWIG I. Partnering with PCOE and five county offices of education (Los Angeles, Fresno, San Joaquin, Placer, and Santa Clara), this initiative focused on literacy development using CAST's UDL implementation model as a driver for systemic improvement.

In 2023, PCOE became the SEEWIG grantee and relaunched the initiative as the California Coalition for Inclusive Learning (CCIL), EWIG II. Building on the original foundation of five County Offices of Education (COEs) with CAST, the CCIL project led by PCOE has deepened UDL implementation at both the system and classroom levels and scaled its reach

and impact. New partners were added and include Sonoma COE, Imperial County Special Education Local Plan Area (SELPA), San Diego COE's Multilingual and Global Achievement Division, Lassen and Inyo COEs, and two Geographic Lead Regions: the Valley to Coast Collaborative (Kern, Los Angeles, Fresno, Santa Barbara, San Luis Obispo, and Ventura) and the Capital Central Foothills Area Consortium (Alpine, Amador, Calaveras, Colusa, El Dorado, Nevada, Placer, San Joaquin, Sacramento, Sutter, Sierra-Plumas, Tuolumne, Yolo, and Yuba), extending capacity and resources through regional hubs in up to 25 counties.

Recognizing the urgent need to address disparities in academic achievement for students with disabilities, CCEE emphasized the importance by directing additional resources to this student group in the SEEWIG request. Data from the 2021-2022 California

Assessment of Student Performance and Progress (CAASPP) revealed the “academic performance of students with disabilities in CA is poor compared to all students in CA. The results for 2021-2022 showed that just 15.61 percent of students with disabilities met or exceeded the statewide standard for English language arts compared with 51.26 percent for students with no reported disability and 47.06 percent of all students in CA.” Similarly mathematics “results for that same year show that 11.41 percent of students with disabilities met or exceeded the statewide standard compared with 36.30 percent of students with no reported disability and 33.38 percent of all students in California.”

In response, the CCIL project led by PCOE conducted an analysis of statewide resources in 2023 which included a high level review of CDE, CCEE, California Educators Together, Supporting Innovative Practices (SIP), and Open Access website content as well as legacy resources developed during the 2020-2023 CCIL project, EWIG I. Through this review and analysis, the following key gaps were identified to guide the current phase of the initiative:



Geographic Reach

Expanding impact in underrepresented regions



UDL Content & Coherence

Ensuring alignment and clarity in UDL professional learning



Evaluation & Assessment

Measuring and examining the impact of UDL on teaching and learning.



Geographic Reach — Expanding impact in underrepresented regions

The first iteration of the project had a limited focus on 5 out of 58 county offices of education, and took place during the COVID pandemic, thus limiting the reach and impact of the partnership to engage with other regions of the state. Geographic area gaps were identified in the Far South, Far North, and Eastern Sierra Regions of California. As a result of the identified gaps, the project successfully partnered with Inyo County in the Eastern Sierra region and Lassen County in the Far North, impacting Bishop Unified School District and Fort Sage Unified School District in those respective regions. Additional partnerships were made in the Far South with Imperial County SELPA, Project MuSE, and San Diego County Office of Education’s Multilingual Education and Global Achievement Division (MEGA), impacting Carlsbad Unified School District and Heber Unified School District. Partnerships with these regions have expanded the reach of the project to previously underserved areas identified in the baseline data analysis. The CCIL project led by PCOE prioritizes support for county offices of education and Geographic Lead Regions to provide targeted support and services to Local Education Agencies (LEAs) in high-need settings, with a focus on schools and districts identified as eligible for Differentiated Assistance. Analysis of California District Dashboard performance data for a cross-section of participating CCIL LEAs reveals that a substantial number of these districts serve significant student subgroups performing at the lowest levels (indicated in red) on key Dashboard indicators, highlighting the importance of targeted, evidence-based interventions to improve educational outcomes (see Table A1 in Appendix A).



UDL Content & Coherence — Ensuring alignment and clarity in UDL professional learning

Efforts have been successful in developing and providing content coherence, recognizing that while COEs possess strong regional knowledge to support local LEAs, the implementation of UDL varies widely across the state in terms of what, why, and how it is applied. The CCIL project led by PCOE has contributed to building a consistent model and content framework for UDL implementation in collaboration with COEs and other statewide initiatives. Additionally, capacity building efforts ensured internal expertise and content remain accessible through strategic partnerships beyond the grant timeline, with complete toolkits and multi-year implementation plans established to support long-term sustainability at both the county and LEA levels.



Evaluation & Assessment — Measuring and examining the impact of UDL on teaching and learning

In response to the identified gap in assessing UDL's impact in the field, metrics for evaluating UDL's effectiveness were developed in partnership with SIP, Open Access, and CCEE, leading to the creation of the CCEE's UDL Data Toolkit, the CCEE Learning Network, and the CCIL project evaluation tool. The evaluation tool was used to measure progress toward the project's nine goals:



1. Closing the Gaps: Statewide Supports
2. Tiered Coaching and Training for School Staff
3. System of Supports Partnerships
4. Statewide Professional Learning Opportunities
5. Provide necessary assistance to other EWIG recipients, when requested by the CDE or CCEE
6. UDL Inclusion Efforts
7. Project Evaluation
8. Participation in Statewide Systems of Support (SSoS) convenings
9. Provide written report summarizing findings

Logic Model

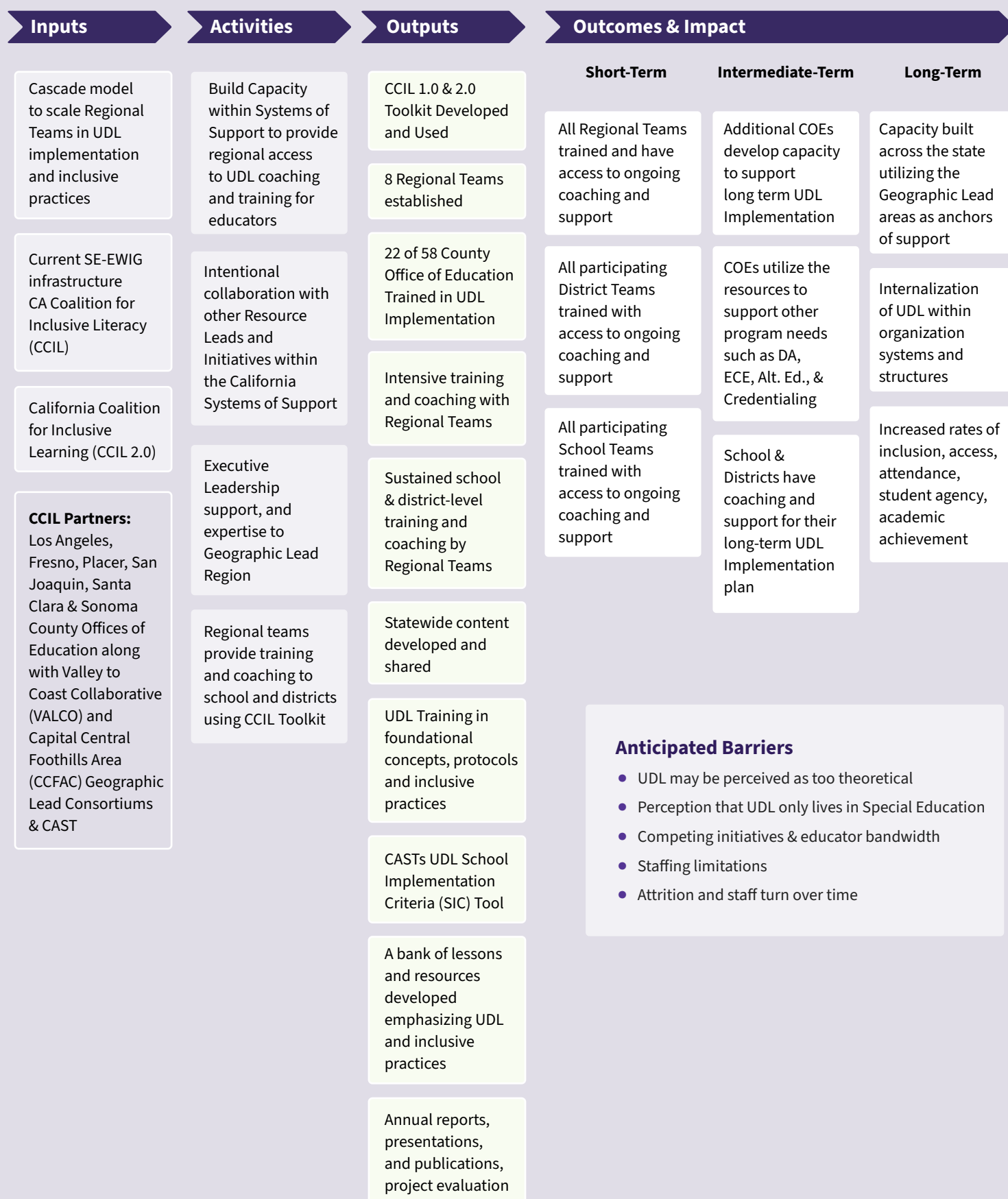
The logic model framework (Figure 1) served as a guide for the methodology for the CCIL project led by PCOE, ensuring a structured approach to identifying inputs, activities, outputs, and outcomes. In this context:

- **Inputs** refer to the resources, expertise, and foundational tools—such as the CCIL Model of Capacity Building and CAST’s Universal Design for Learning (UDL) framework—that were invested to support the project.
- **Activities** are the specific actions and strategies carried out using these inputs, including professional development sessions, collaborative planning, and implementation support.
- **Outputs** represent the immediate, tangible products or deliverables resulting from the activities, such as educator resources and documented practices.
- **Outcomes** encompass the broader changes or benefits that emerge over time, including enhanced educator capacity, improved instructional practices, and increased accessibility and equity in learning environments.

The foundation of the project rests on the CCIL Model of Capacity Building, which leverages CAST’s UDL framework to enhance expertise and content.



Figure 1. Logic Model for California Coalition for Inclusive Learning (CCIL).



Inputs and Activities

Through this model, the CCIL project led by PCOE aimed to strengthen the capacity of its key partners—including the Los Angeles COE, Fresno County Superintendent of Schools, Valley to Coast Collaborative (VALCO) Geographic Lead Agency, Imperial County SELPA, San Joaquin COE, Santa Clara COE, Capital Central Foothills Area Consortium (CCFAC) Geographic Lead Agency, and Sonoma COE—enabling them to provide targeted support and services to LEAs across California, and play a pivotal role in driving systemic change.

The activities within the initiative focused on capacity-building within California’s SSoS, ensuring regional access to UDL coaching and training for educators. The project emphasized intentional collaboration with resource leads and other SSoS initiatives, providing leadership support and expertise specific to the contexts and needs of the diverse regions of California. By capitalizing on the expertise of the regional partnerships, CCIL partners were equipped to deliver training and coaching to schools and districts using the CCIL Toolkit while customizing content and context to fit the needs of the schools and districts in their regions. Additionally, strategic partnerships with other grantees within the SSoS have been instrumental in leveraging resources and expertise to strengthen and refine tools aimed at improving outcomes for all students while avoiding duplication of services. Key partners include SIP, Open Access, Project MuSE, the California Collaborative for Innovative Practices, and the 21st Century School Leadership Academy (21CSLA).

The CCIL project led by PCOE uses a tiered model of support to ensure that universal resources and professional learning opportunities are accessible to a broad audience while also providing intensive and targeted assistance where it is most needed. All tiers of support are provided free of charge to all CA educators. This approach is designed not only to meet immediate needs but also to build long-term capacity and sustainability across the state.

Universal support included free, open-access resources available statewide through the CCIL project website, conference presentations, stand-alone workshops, and professional learning events. The website resources include webinars, high-leverage practices, topic-specific tools (e.g., goal setting, barriers, assessment), asynchronous modules, and other resources designed to help educators create inclusive and equitable learning environments. Conference sessions and stand-alone workshops provide in-the-moment

opportunities to support educators with the option of providing targeted supports at a later date. Universal support ensures all educators have an entry point to UDL practices and quality resources available when they are needed.

Targeted support was offered at the LEA level through ongoing professional development to enhance implementation efforts and initiative alignment in support of continuous improvement, targeting students in high need settings. The CCIL project led by PCOE provided ongoing professional development supported by a highly trained, regional implementation specialist. Educator teams engage in a sustained cycle of activities such as in-person training days, monthly learning workshops, Professional Learning Communities (PLCs), Instructional Rounds, and Lesson Design Studies. Participants complete UDL self-assessments and use the UDL School Implementation Criteria to guide local implementation. This targeted support helps districts strengthen coherence and continuous improvement, particularly in high-need settings while building local capacity and structures that promote long-term sustainability of UDL practices beyond the duration of the project.

Intensive support was provided through a Training-of-Trainers model, which includes the county office of education as well as select LEAs. CAST provided Intensive level training for COE partners utilizing and refining the CCIL Toolkit publication at the conclusion of the project. Educators participating at this level receive intensive training using CAST's UDL framework and the CCIL Toolkit, enabling them to deliver professional learning within their own regions. Teams at this level are provided with a comprehensive UDL Professional Learning Toolkit that contains all the content, materials, and facilitation guides to continue to build internal capacity in their regions while providing support to LEAs. This ensures the expertise developed through the project is embedded in local systems and sustained beyond the grant timeline.



200 trainings were reported
at the **universal** level



56 reported LEAs received
support at the **targeted** level



52 reported LEAs received
support at the **intensive** level

By memorializing these supports through published toolkits, online resources, and regional training networks, the CCIL project led by PCOE is establishing a self-sustaining system of professional learning. This tiered model not only meets immediate needs but also ensures California's investment continues to strengthen inclusive practices and improve outcomes for all students well into the future.

Outputs

The CCIL project led by PCOE has generated significant outputs, including the development and implementation of the CCIL 1.0 Toolkit, the establishment of eight Regional Teams, and the training of 20 out of 58 County Offices of Education in UDL implementation. Intensive training and coaching have been provided for Regional Teams, with sustained school- and district-level professional learning led by these teams. Additionally, statewide content has been developed and shared, covering foundational UDL concepts, protocols, and inclusive practices. CAST's UDL School Implementation Criteria (SIC) tool has been integrated, alongside the creation of a comprehensive bank of resources emphasizing UDL application in a variety of contexts. Annual reports, presentations, publications, and project evaluations have provided insights into progress and impact.

Outcomes

Outcomes are categorized across short, intermediate, and long-term goals. In the short term, all regional teams, districts, and schools engaged in the initiative would receive training and ongoing coaching support. Over time, additional COEs would develop their capacity for long-term UDL implementation, leveraging CCIL resources to support differentiated assistance, early childhood education, alternative education, Career and Technical Education (CTE), and credentialing programs. Schools and districts would receive sustained coaching to refine their long-term UDL implementation plans. Ultimately, the initiative aimed to build statewide capacity by utilizing Geographic Lead areas as anchors of support, fostering the internalization of UDL within organizational structures. These efforts were expected to result in increased rates of inclusion, access, attendance, educator and student agency, and academic achievement.

Literature Review

UDL impacts students' academic achievement, learner engagement, and educator learning and development.

UDL increases students' academic achievement

UDL is a research-based framework that significantly enhances students' academic achievement across multiple disciplines and educational levels. Studies have shown that UDL improves literacy outcomes by offering flexible instructional strategies that accommodate diverse learning needs (Browder et al., 2008; Coyne et al., 2017; Dalton et al., 2011; Hall et al., 2015). In science education, UDL supports content learning by fostering engagement and accessibility through varied representations and instructional methods (King-Sears et al., 2015; Rappolt-Schlichtmann et al., 2013; Yu et al., 2021). Furthermore, UDL facilitates student success across K-12 content areas, enabling inclusive instruction that benefits learners of all backgrounds (AlRawi & AlKahtani, 2022; CAST, 2024; Hitchcock et al., 2016; Kennedy et al., 2014). The framework's advantages extend to higher education, where it enhances accessibility and learning outcomes for postsecondary students through adaptable course design and instructional support (Bracken & Novak, 2019; Fovet, 2021; Kumar et al., 2014).

UDL increases learner engagement

UDL plays a crucial role in enhancing learner engagement across educational settings, fostering motivation and accessibility for diverse students. In K-12 environments, UDL promotes active participation by offering multiple means of engagement, representation, and expression, ensuring all students—regardless of learning differences—can connect meaningfully with content (Abell et al., 2011; Hall et al., 2015; Katz, 2013). The framework also supports students with disabilities in their transition to postsecondary education and careers by improving access to essential services and resources, facilitating smoother pathways toward independence (Beck et al., 2014; Scott et al., 2022). In higher education, UDL enhances student involvement and persistence by creating flexible learning experiences tailored to varied needs (Korabik & Palmer, 2004; Nance, 2022). Furthermore, UDL fosters motivation to pursue STEM careers by equipping learners with adaptable, personalized learning opportunities that increase readiness and confidence in these fields (Emerick & Marshall, 2017; Hall & Johnston, 2020). Through its inclusive and dynamic approach, UDL ensures all students remain engaged, empowered, and prepared for lifelong learning.

UDL improves educator learning & development

UDL enhances educator learning and development by equipping teachers with the tools to design instruction that effectively meets diverse student needs. In K-12 settings, UDL strengthens educators' ability to create inclusive learning environments through flexible teaching strategies and responsive instructional design (Courey et al., 2013; Lowrey et al., 2017; Mackey et al., 2023). Similarly, post-secondary educators benefit from UDL, as it improves their capacity to adapt instruction for varied learners, fostering accessibility and engagement in higher education (Beck et al., 2014; Fornauf et al., 2023; Izzo et al., 2008). UDL also supports instruction in online environments by offering multiple means of engagement, representation, and expression, ensuring that digital learning remains accessible to all students (Evmenova, 2018; Rao & Tanners, 2011). Furthermore, professional learning in UDL plays a crucial role in its successful implementation, providing educators with the training needed to effectively integrate UDL principles into their teaching practices (Craig et al., 2024; Rusconi & Squillaci, 2023). Through continuous learning and application, UDL empowers educators to create equitable and effective learning experiences.

Methodology

To evaluate the effectiveness of the CCIL project led by PCOE toward achieving the outcomes identified in the Logic Model, a mixed methods **research approach** was employed to examine **quantitative and qualitative evidence of the trainings provided** and subsequent shifts in mindset and practice around UDL implementation in California local education agencies. **Participants** came from across the state of California, with participation largely from CCIL partner locations, including the following counties and partners who are committed to the CCIL project vision: Fresno, Los Angeles, San Joaquin, Placer, Santa Clara, Sonoma, CCFAC, VALCO, and Imperial. Some trainings were held virtually and were free to attend; attendees could also come from outside these nine regions. Technical support, resources, and professional development were provided for any LEA requesting assistance free of charge.

Data collection materials include:

1. a training tracker completed by CCIL implementation specialists to document trainings provided, content, and attendance
2. the UDL Module Participant Feedback which was given to participants at any CCIL training to obtain feedback about the training, evaluate impact on educator learning and student outcomes, as well as collect participant demographic information
3. the UDL Professional Learning Participant Evaluation Survey which was emailed to CCIL implementation specialists and coaches for sharing with their targeted and intensive training participants to evaluate their overall learning experience with CCIL
4. a website feedback form provided for users accessing Universal Resources through the CCIL website to measure its relevance and usefulness and collect feedback to inform future resource offerings
5. a webinar survey to obtain feedback from webinar participants about the training as well as evaluate impact on educator learning and student outcomes
6. case study surveys and observation and interview/focus group protocols to collect detailed information from select sites on impacts on educator learning and student outcomes
7. data from California dashboards on the case study sites to show evidence of the need for the CCIL intervention and early impact of the project on student outcomes.

Data collection and analytical **procedures** were approved by CAST's internal Review Board (IRB). Data were collected from June 2023 through June 2025 by CAST's Research and Development Team. Implementation data, including the training tracker and website feedback form, were collected for the duration of the project, and website feedback was also collected during EWIG I 2020-2023. Quantitative data was primarily collected through virtual surveys via the Alchemer platform, beginning in January 2024 through the end of the project in June 2025. Qualitative data were collected via open-ended survey items, as well as case study interviews and focus groups, and were analyzed via an open coding process. Qualitative open coding analysis involves breaking down textual data into discrete codes that capture key concepts, which are then grouped and refined into broader themes that reveal underlying patterns and meanings.

Full program data collection. The full program included data collection from nine county offices of education who have been supplying UDL training through CCIL to their districts and schools, as well as from CAST, the organization helping to provide professional development and training for the county offices. These data include information about the trainings being provided and the attendees of these trainings, as well as survey data collected from attendees at the majority of trainings. This approach was chosen as it is the best way to capture the amount and type of work being done through the CCIL project and the number of individuals, schools, districts, and county offices impacted, as well as training recipients' reaction to it and their perceptions of its impact.

Case study data collection. The case study included gathering evidence of the impact of the CCIL project led by PCOE through visits to sites selected by the CCIL project director and project implementation specialists for their focused and sustained effort in their implementation of UDL. Because the intervention was largely directed at county offices of education, and implementation varied by site and site needs, it was not expected that there would be large-scale impacts on student outcomes like achievement across the project, and so individual sites were chosen to showcase finer-grained changes in teacher practice, student learning, and school culture. The sites included three schools in Bishop Unified School District in Bishop, California, which also participated in EWIG I 2020-2023, and Castlemont Elementary in Campbell, California. CAST's Research and Development Team visited the sites in March and May 2025, respectively. Data were collected to document evidence of

UDL-aligned practices to evaluate the impact of CCIL training on school context and, if applicable, site-specific problems of practice. Data collected during these visits included staff and student surveys, staff interviews, student focus groups, and classroom observations. Data were also gathered from the California School Dashboard website on student achievement, special education enrollment, and least restrictive environment metrics for these sites. These include baseline data from the years of early implementation or prior to implementation at these sites. Dashboard data appear in Appendix C.

Findings

Target Outcomes

The CCIL project led by PCOE aimed to achieve three primary outcomes:



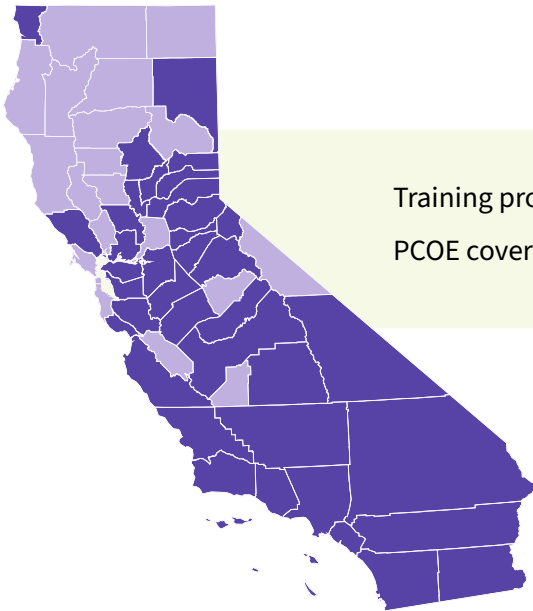
1. All regional teams, districts, and schools engaged in the initiative would receive training and ongoing coaching support.



2. County Offices of Education (COEs) would develop their capacity for long-term UDL implementation, and schools and districts would receive sustained coaching to refine their long-term UDL implementation plans.



3. These efforts were expected to result in increased rates of inclusion, access, attendance, educator and student agency, and academic achievement.



Training provided through the CCIL project led by PCOE covered **38 counties** across California.

Summary of Key Findings

- **Implementation tracking data** indicates that activities and outputs identified in the logic model were all completed, and that regional teams, districts, and schools received ongoing training and coaching throughout the duration of the project.
- **Quantitative data** from surveys indicate that trainings were aligned with California's Quality Professional Learning Standards and provided educators with tangible tools and resources to improve their teaching practices.
- **Survey data** also indicate that through CCIL trainings, counties, schools, and districts have strengthened their capacity to support long-term UDL implementation.
- **Qualitative data** analysis identified four primary themes from participant feedback on their understanding of UDL implementation and its impact. These themes show evidence of educators' increased capacity for long-term UDL implementation and increased educator and student agency:
 - proactive design and reducing barriers
 - learner agency through choice
 - systemic change and collaboration
 - tools and strategies to support teaching and learning.
- **Case study data** indicate that at select sites, training implementation has achieved a deep level that has impacted educator practices, school culture, and is showing early evidence of student impact. Sites are committed to developing infrastructure and procedures for sustainable continuous training and implementation for the future.

Implementation Data

As shown in Table 1, data collected by CCIL Implementation Specialists indicates that between June 2023 and June 2025 the CCIL Project led by PCOE provided over 1,200 points of contact across nearly 250 unique sites. Points of contact were primarily in the form of trainings (914 unique training dates), followed by coaching sessions (160), and consultation (119) sessions across all CCIL partner sites. PCOE and CCFAC also participated in 127 meetings with grant partners to support successful implementation of project goals and objectives. The total attendance at CCIL-sponsored trainings and meetings over the course of the project was over 17,000, though this number represents attendance, not individual educators, as they could attend multiple trainings. Attendees served students from Transitional Kindergarten to postsecondary levels. The majority of contacts were at the Targeted level of support. Data tables are provided below and in Appendix B.

Taken together, implementation data indicate that the CCIL project led by PCOE has met the goal to provide statewide professional learning opportunities around UDL and inclusion.

Table 1. Count of trainings by site and level, number of sites, attendees, and grade levels served by trainings, as reported by implementation specialists from June 2023–June 2025.

COE	Number of Contacts	Universal	Targeted	Intensive	Sites	Attendance	Grade levels
CAST	78	0	1	77	16	815	Preschool to Postsecondary
Fresno	110	21	87	2	26	1431	TK-12
Los Angeles	142	15	38	36	29	2151	TK-12
San Joaquin	146	29	110	7	29	3624	TK-12
Placer	404	52	173	177	77	4749	TK-12
Santa Clara	137	66	69	0	10	786	TK-12
Sonoma	52	0	52	0	5	342	TK-8
Imperial	12	0	2	10	3	142	TK-12
CCFAC	185	10	93	82	37	2446	TK-12
VALCO	64	7	48	0	18	926	TK-12
Totals	1330	200	672	314	250	17412	-

Survey Data

UDL Module Participant Feedback Survey

The UDL Module Participant Feedback Survey was provided at the end of nearly all CCIL trainings to obtain feedback about the training quality as well as the demographics of the attendees. The purpose of the survey was to measure the alignment of trainings with California's Quality Professional Learning Standards and to evaluate the impact on educator learning. The survey included language to introduce the **seven interdependent California standards that promote professional learning**:

1. Rooted in student and educator needs demonstrated through data
2. Focused on content and pedagogy
3. Designed to ensure equitable outcomes
4. Designed and structured to be ongoing, intensive, and embedded in practice
5. Collaborative with an emphasis on shared accountability
6. Supported by adequate resources
7. Coherent and aligned with other standards, policies, and programs, with survey questions about each standard.

Implementation leads reported that they administered the survey at 467 of the 1,267 trainings, or over a third of the time. Survey data indicate that 3,261 survey responses were received from 233 unique training dates between January 2024-June 2025.

As shown in Table 2, the counties with the largest number of training dates with completed UDL Module Participant Feedback Surveys were Placer, Santa Clara, Fresno, and Kern counties, with data from 38 of the 58 counties in California. Training attendees who submitted surveys were largely teachers, with the largest proportion at the elementary school level, which is in line with the intended audience of trainings indicated by implementation specialists.

Figures 2 through 7 represent data from the UDL Module Participant Feedback Survey collected between January 2024– June 2025.

Table 2. Attendees from 38 counties across California completed the UDL Module Participant Feedback Survey at CCIL trainings.

County	Number of Trainings
Alameda	12
Alpine	2
Amador	1
Butte	1
Calaveras	5
Contra Costa	4
Del Norte	1
El Dorado	10
Fresno	61
Imperial	19
Inyo	3
Kern	41
Lassen	3
Los Angeles	27
Madera	4
Merced	6
Monterey	1
Nevada	14
Orange	11
Placer	89

County	Number of Trainings
Riverside	3
Sacramento	36
San Bernadino	3
San Diego	24
San Joaquin	16
San Luis Obispo	3
Santa Barbara	5
Santa Clara	76
Santa Cruz	2
Sierra	3
Solano	2
Sonoma	32
Stanislaus	5
Sutter	10
Tulare	2
Tuolumne	1
Ventura	7
Yolo	8
Yuba	8

Survey data reflect the training content tracked by leads, with UDL Guidelines as the topic that attendees identified most often.

Figure 2. The top three training topics that UDL Module Participant Feedback Survey respondents reported were UDL Guidelines, Action Planning: Lesson Design, and Customized Workshops.

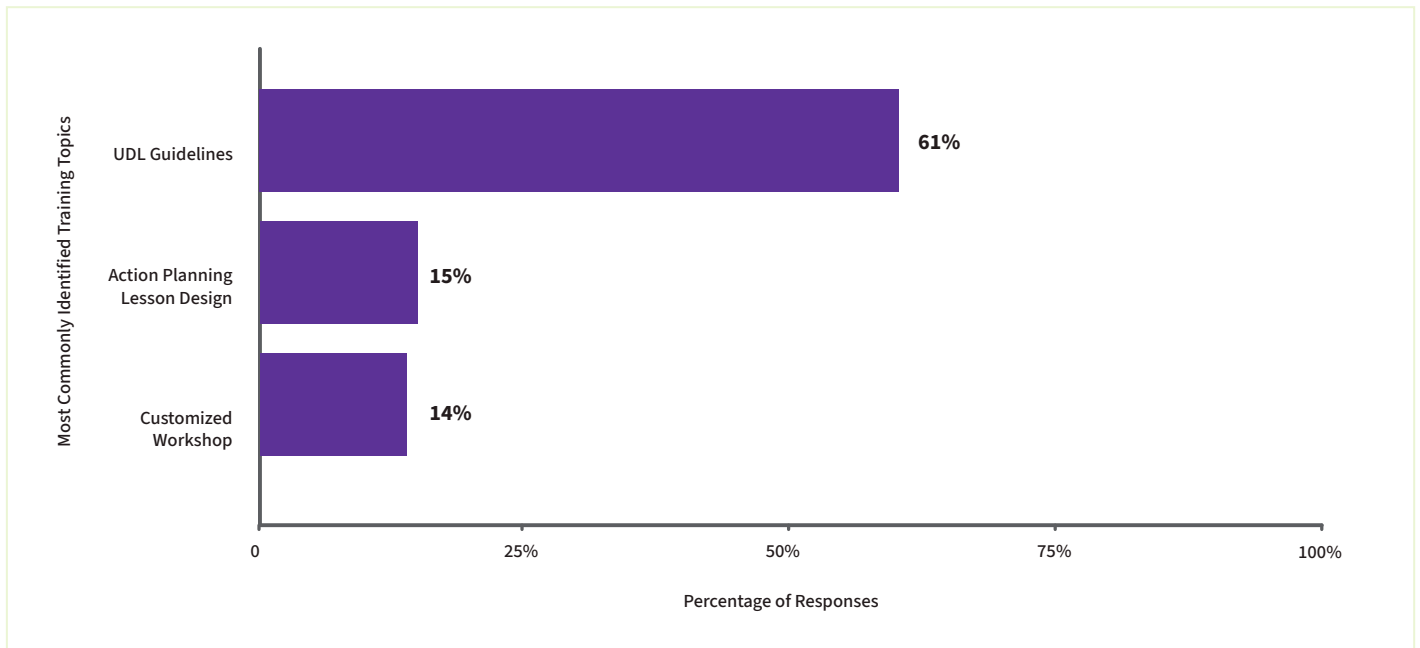
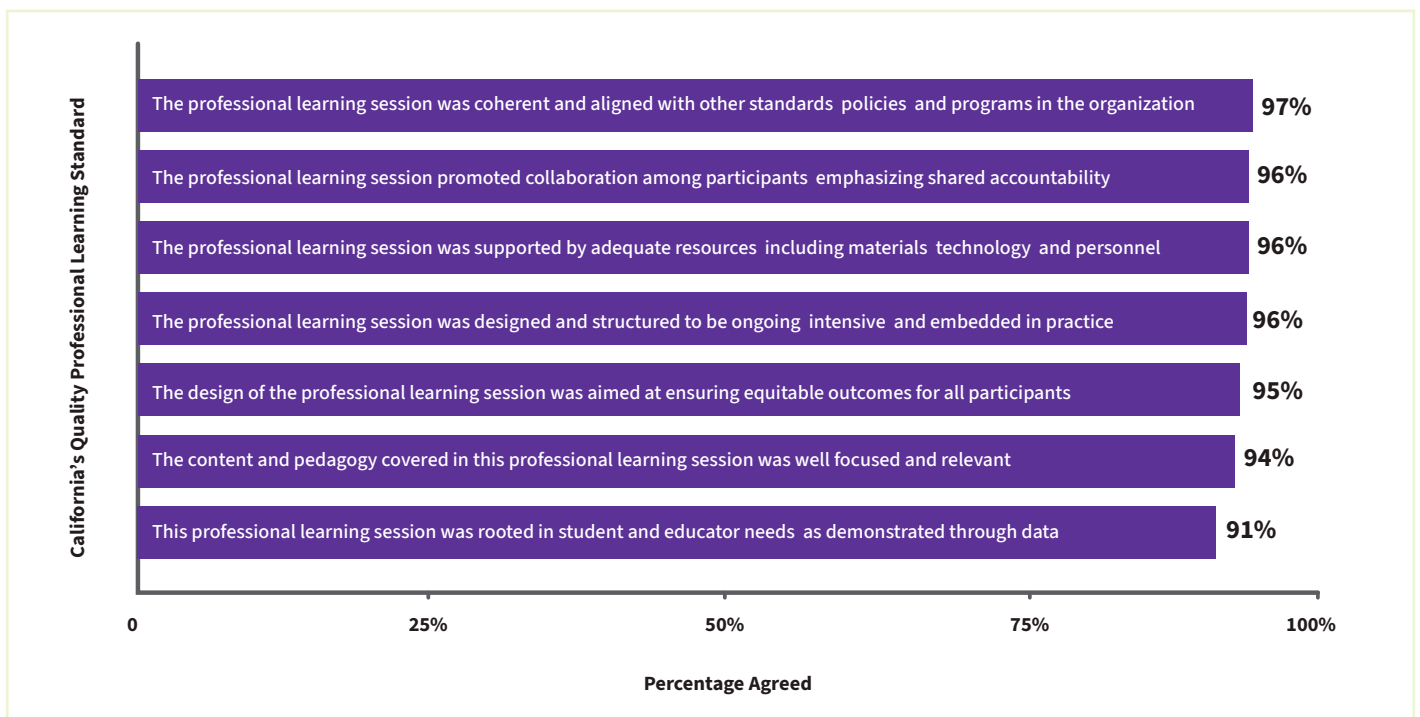
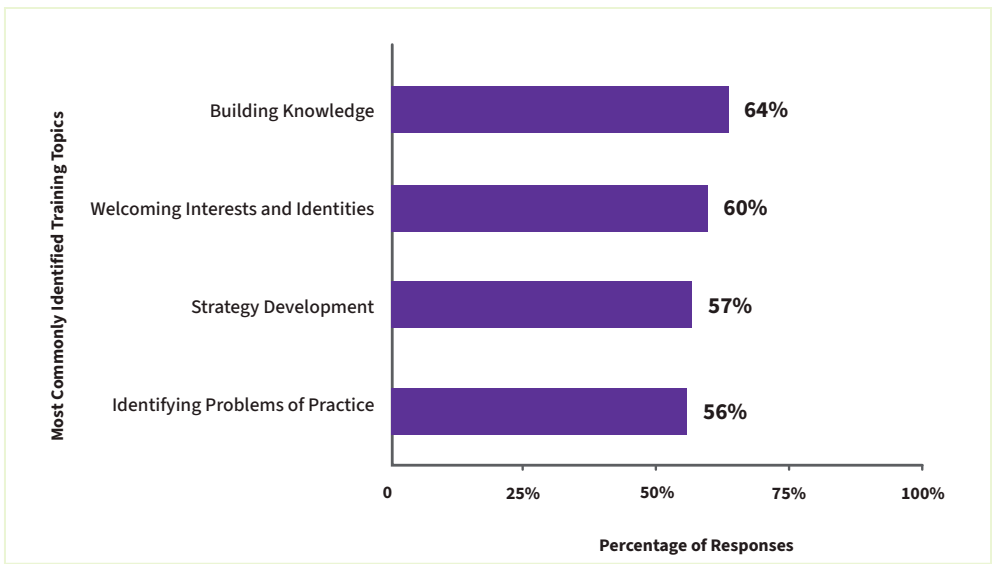


Figure 3. UDL Module Participant Feedback Survey respondents, by and large, reported that trainings were in line with California's Quality Professional Learning Standards.



The majority of training attendees felt more equipped to design options around building knowledge, identifying problems of practice, strategy development, and welcoming interests and identities as a result of the CCIL project led by PCOE, though multiple areas are identified for all training sessions.

Figure 4. The most commonly identified topics that UDL Module Participant Feedback Survey respondents report feeling more equipped to design options around as a result of CCIL trainings included building knowledge and welcoming interests and identities.



Training attendees reported that CCIL training sessions were often informed by a variety of student-level data, though, the majority of the time, the session topic did not require data review.

Figure 5. The top tools that UDL Module Participant Feedback Survey respondents learned in their UDL trainings to support student learning were the UDL Design Process and Journey Mapping.

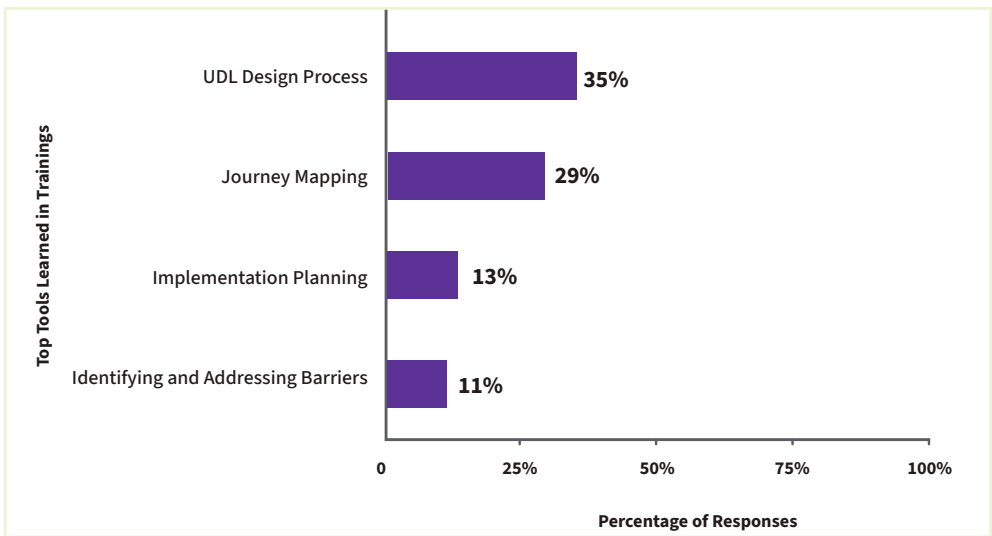
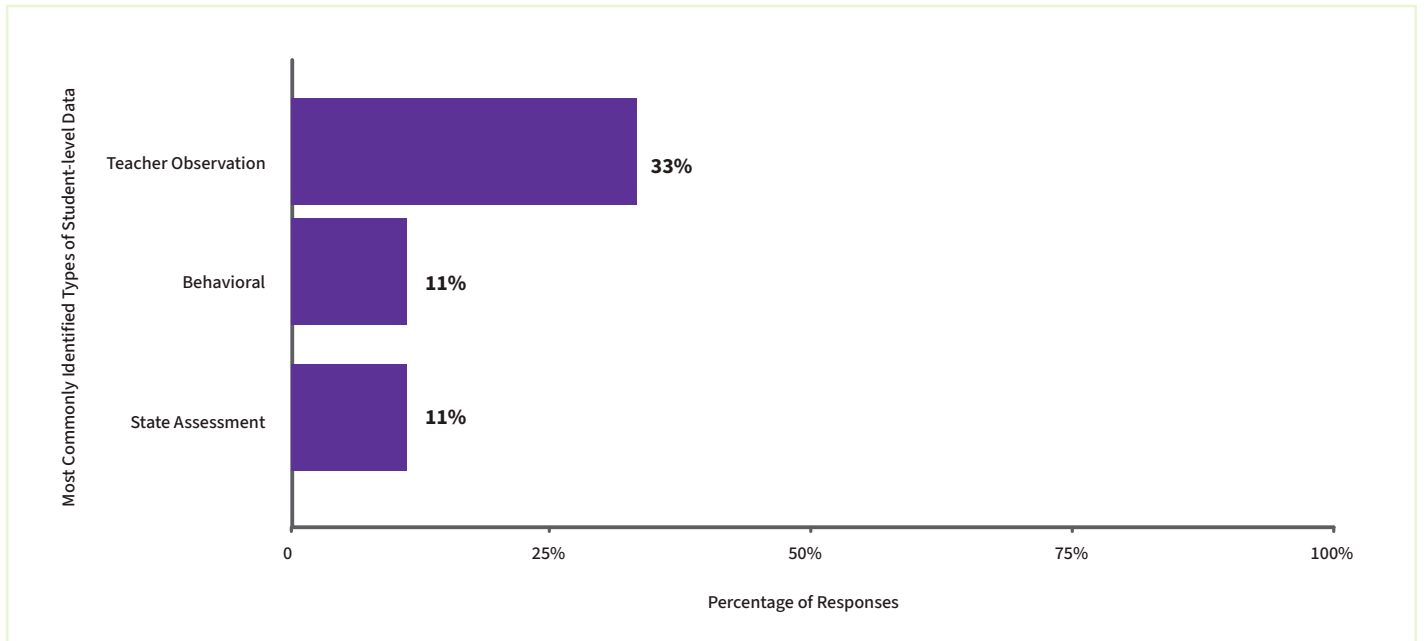
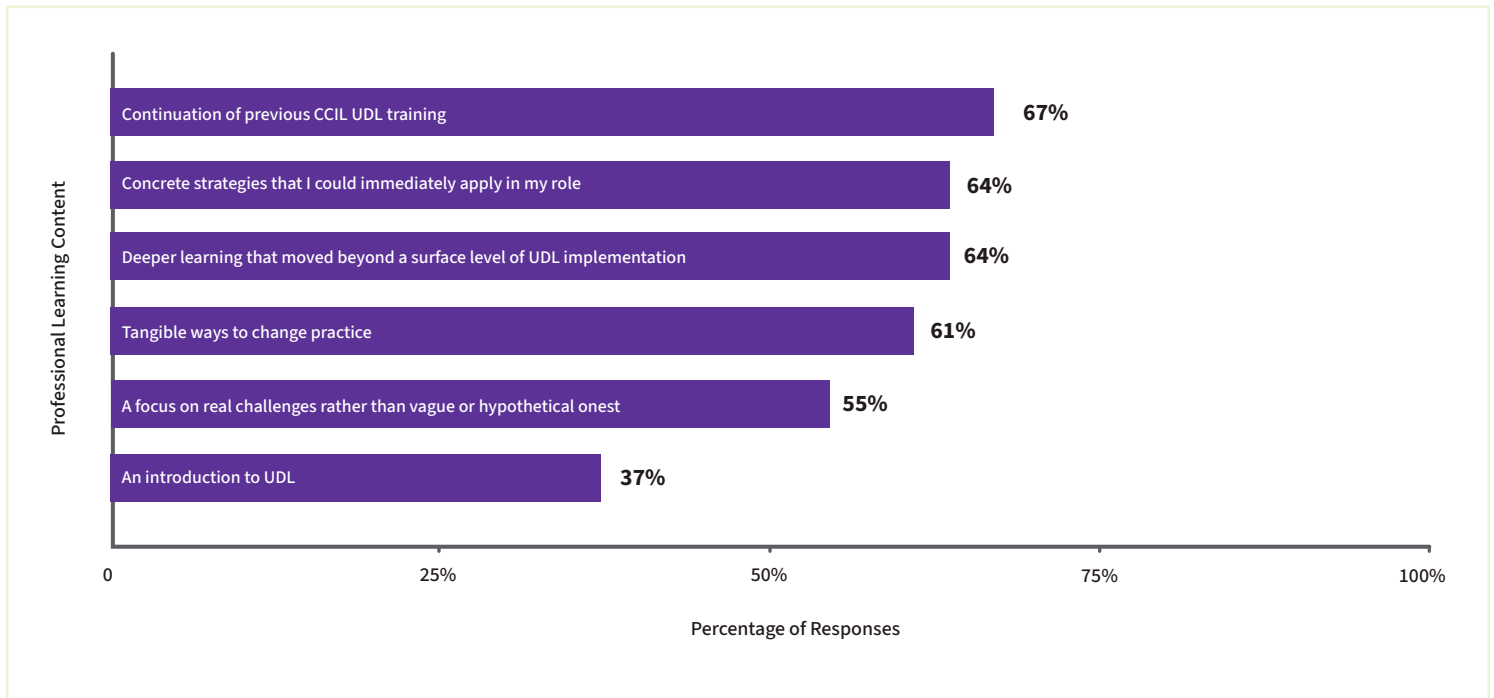


Figure 6. The top types of student-level data UDL Module Participant Feedback Survey respondents identified as informing CCIL training sessions included teacher observation, behavioral data, and state assessment data.



The design of the professional learning provided by CCIL often included a continuation of previous CCIL training, deeper learning on UDL implementation, concrete and applicable strategies, and tangible ways to change practice, as reported by training attendees.

Figure 7. The majority of UDL Module Participant Feedback Survey respondents felt that CCIL trainings were continuous, moved beyond a surface level of implementation, and were grounded in concrete strategies.



In summary, the data from the UDL Module Participant Feedback Survey clearly demonstrate that the CCIL project led by PCOE met the goals to provide quality statewide professional learning opportunities, to create a consistent and coherent framework for UDL implementation, and to provide training and support to COEs around implementation.

UDL Professional Learning Participant Evaluation Survey

The UDL Professional Learning Participant Evaluation Survey was designed to evaluate the impact of the overall learning experience with CCIL on educator practice and student learning outcomes. The survey was administered virtually to CCIL participants at the intensive and targeted levels (i.e., COEs and LEAs that participated in CCIL) from May-June 2025. The survey campaign generated 205 responses.

Respondents' demographics from the UDL Professional Learning Participant Evaluation Survey were representative of the respondents of the UDL Module Participant Feedback Survey. Survey responses came from all nine of the CCIL partner regions as well as several additional COEs, and the response rate is reflective of the level of involvement with the project, with the largest participation by counties that had the most points of contact (Table 1 and Figure 2). A variety of educators from different levels responded to the survey, with the majority being teachers, followed by administrators and coaches, largely serving students at the elementary level. The majority of survey responses (82%) came from those who had received training through monthly professional learning sessions.

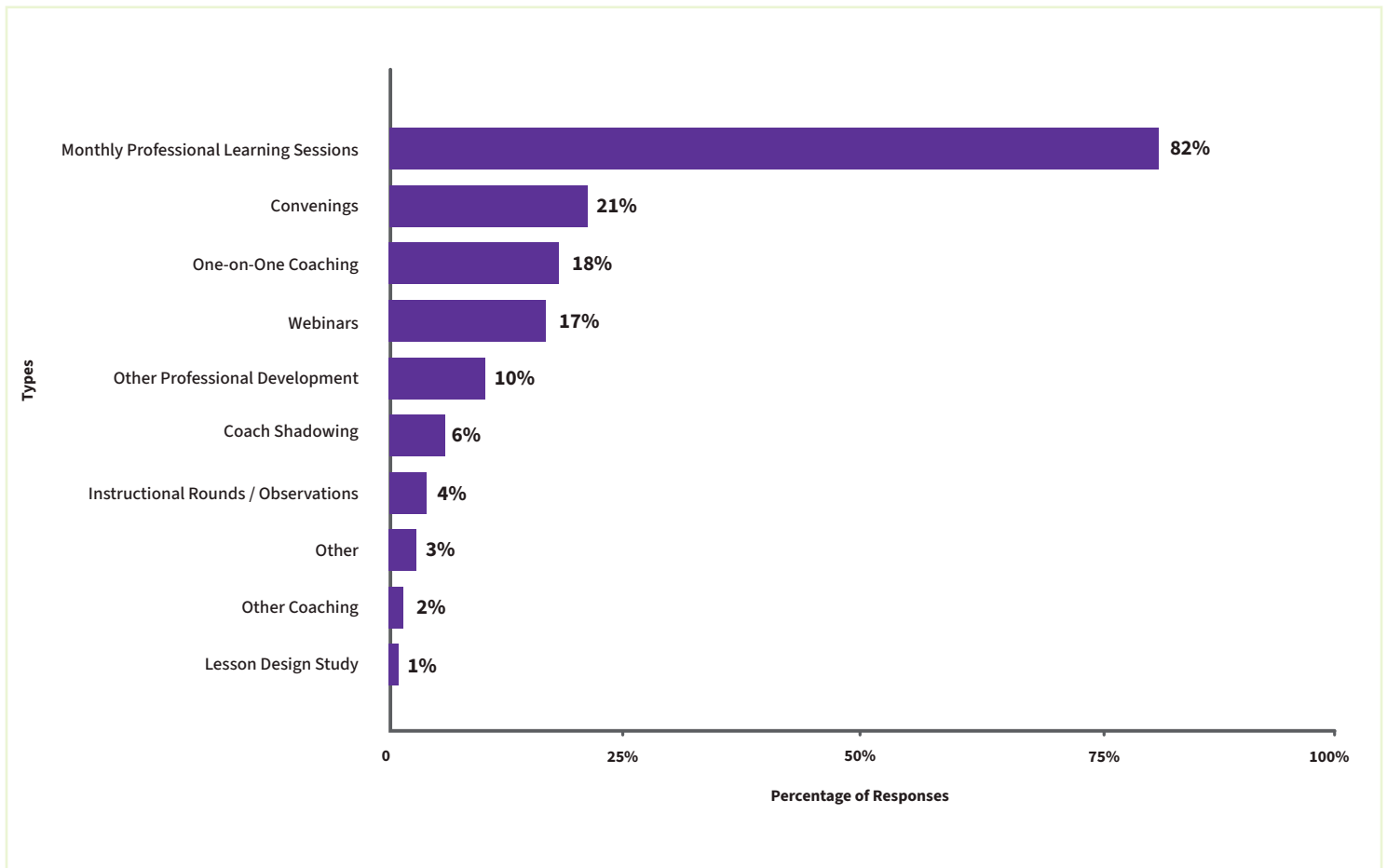
Table 3 and figures 8 through 11 represent data from the UDL Professional Learning Participant Evaluation Survey collected between May-June 2025.

Table 3. UDL Professional Learning Participant Evaluation Survey responses came from 15 counties in California.

County	Number of Surveys
Alameda	1
Alpine	1
Fresno	16
Imperial	1
Inyo	10
Kern	13
Lassen	8
Los Angeles	37
Nevada	6

County	Number of Surveys
Orange	1
Placer	29
San Diego	13
San Joaquin	2
Santa Clara	40
Sonoma	14
Sutter	3
Yolo	9
Unidentified	1

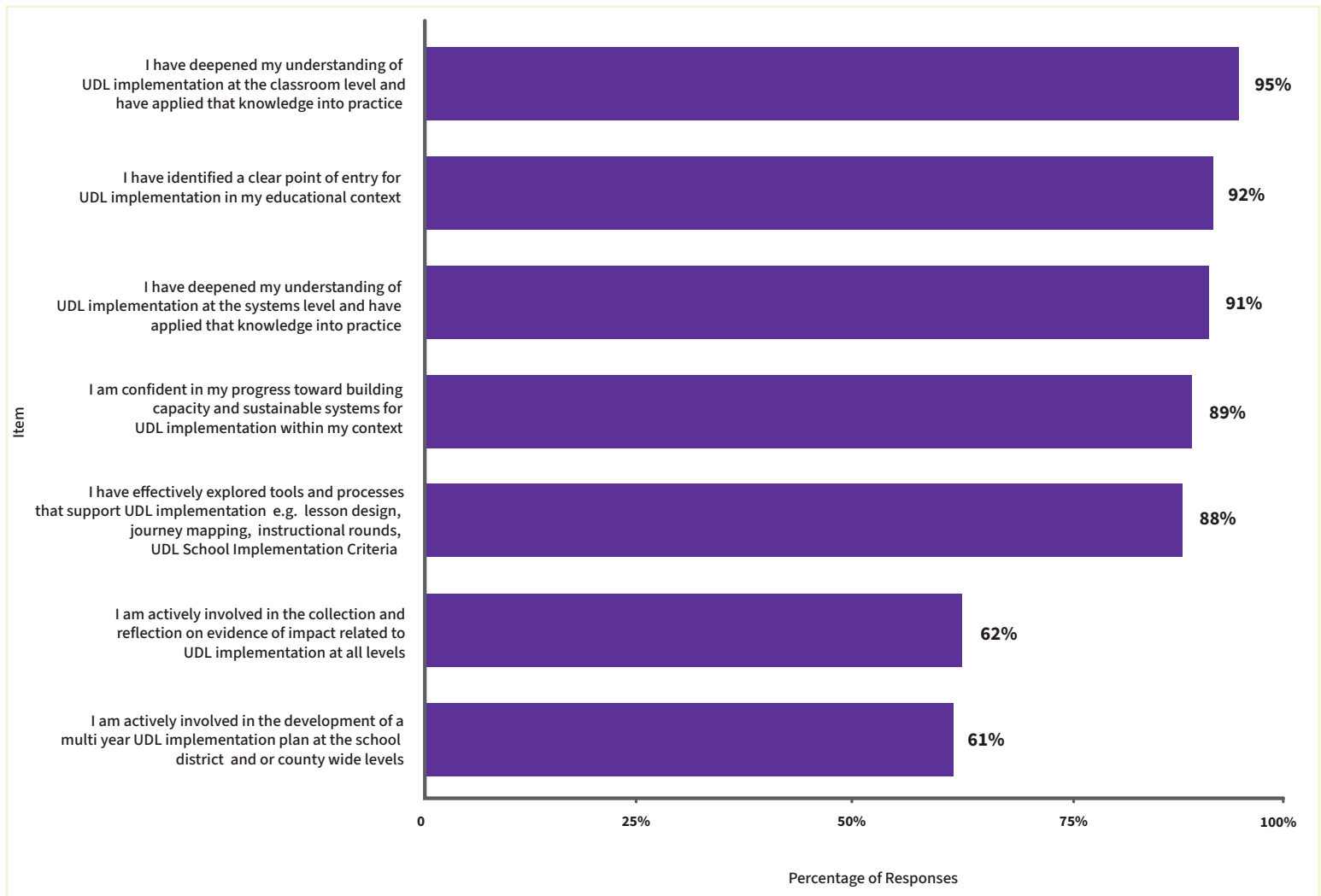
Figure 8. UDL Professional Learning Participant Evaluation survey responses indicated that the majority of participants received UDL implementation training through monthly professional learning sessions.



UDL Implementation

The UDL Professional Learning Participant Evaluation Survey asked respondents to report whether and how they were able to implement UDL in their contexts. An overwhelming majority of respondents reported that they had deepened their understanding of UDL implementation, identified a clear point of entry for implementation, and built their capacity and explored tools for implementation. A smaller proportion, though still a majority, reported they were actively involved in multi-year planning and collecting evidence of implementation.

Figure 9. The majority of UDL Professional Learning Participant Evaluation Survey respondents reported deepened understanding, clear points of entry, confidence in their progress, and effective exploration of tools and processes of UDL implementation in their contexts.



UDL Professional Learning Participant Evaluation Survey respondents indicated they deepened UDL implementation at the classroom level by utilizing UDL Principles, the UDL Design Process, and the UDL Guidelines, as well as other tools like Instructional Rounds and Journey Mapping. UDL Guidelines were also identified as the primary resource for implementing UDL at the systems level, as well as for the development of multi-year UDL implementation. A number of sources were identified as points of entry for UDL implementation, though the majority indicated teacher observation data.

Survey respondents indicated that their confidence in their progress toward building capacity and sustainable systems for UDL implementation was achieved through the utilization of the UDL Guidelines, as well as other tools including Instructional Rounds and Journey Mapping, and that they effectively explored tools and processes that support UDL implementation through the utilization of these tools as well as the UDL Lesson Design Process. While most respondents reported that they had not yet utilized tools to collect and reflect on evidence of impact related to UDL implementation, those that had primarily used student work, Instructional Rounds, and Journey Mapping.

In summary, the UDL Professional Learning Participant Evaluation Survey data demonstrate that participants increased their knowledge of and capacity for UDL implementation in their educational contexts, supported in large part by the UDL Guidelines as well as other tools. While participants are beginning to use tools to collect evidence of the impact of UDL implementation in their educational contexts, many report that this is a future step for them.

Student Impact

The UDL Professional Learning Participant Evaluation Survey asked respondents to report any changes they had observed in student outcomes. Student outcomes include academic achievement indicated by assignment or course grades, agency defined as student ownership or responsibility for their learning, behavior indicated by disruptions or disciplinary actions, accessibility defined by access to learning content and assessment, and inclusion indicated by participation in rigorous grade level activities. These changes may not yet be perceptible at the level of state dashboard data, but may be more likely to be observed by educators in classrooms and schools day to day.

Respondents of all roles reported positive changes (69%), with only one response reporting a negative change and the rest reporting no change. Administrators (74%) and teachers (72%) were the largest reporters of positive change. Learner inclusion, agency, and accessibility were the three areas most commonly noted for positive change. Dialing further into this, the most commonly identified student agency outcomes where positive changes were observed were learner interests and identities, learner interaction, and sustaining effort and persistence. Survey respondents reported that they had determined evidence of change in student academic outcomes primarily through formal or informal observations and/or teacher reports, in addition to other sources such as formative or summative assessments.

Figure 10. The majority of UDL Professional Learning Participant Evaluation Survey respondents reported observing positive changes in student academic outcomes, across all roles.

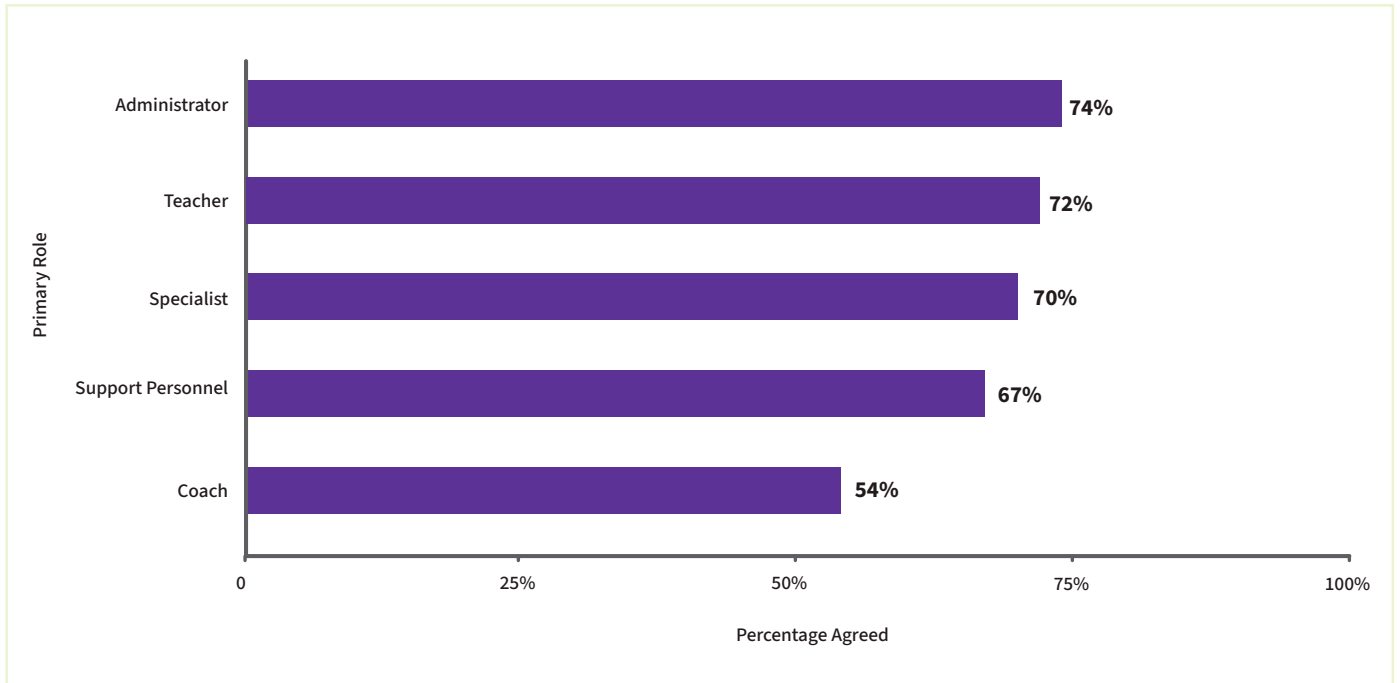
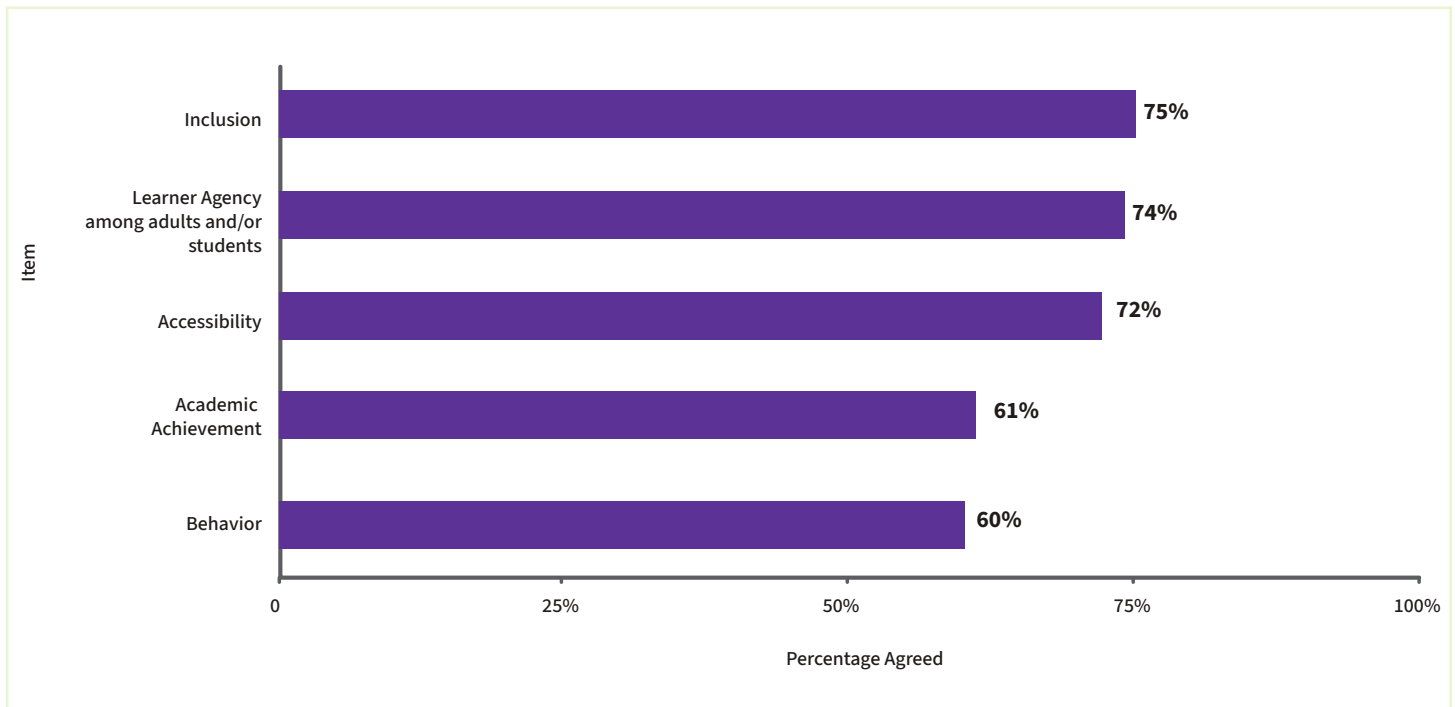


Figure 11. The majority of UDL Professional Learning Participant Evaluation Survey respondents reported they observed positive changes in inclusion, learner agency, and accessibility, as well as, to a lesser extent, academic achievement and behavior.



In summary, the student impact data from the UDL Professional Learning Participant Evaluation Survey demonstrate early evidence of the CCIL project led by PCOE on student outcomes, particularly around inclusion, accessibility, and agency.

Taken together, the UDL Professional Learning Participant Evaluation Survey data provide strong evidence of the effectiveness and impact of the CCIL project led by PCOE toward the project goals: providing effective training and coaching for education agencies across the state, increasing educators' capacity for UDL implementation, and improving rates of inclusion, access, and agency for California learners. As the data includes responses from educators in previously underserved regions, including the Far South, Far North, and Eastern Sierra, the findings demonstrate that the project successfully expanded the reach of resources and services provided and made a meaningful impact in those communities.

Qualitative data from surveys

In this section, major themes provided by participants' open-ended responses from the two surveys are shared: the UDL Module Participant Feedback Survey and the UDL Professional Learning Participant Evaluation Survey, collected between January 2024 – June 2025 and described above. Open-ended items asked about how tools provided in training impacted their UDL implementation, whether educators' understanding of implementing UDL improved as a result of CCIL-provided training and coaching, and how their understanding and implementation of UDL helped improve access, agency, and inclusion for learners. The data from both surveys are presented together because similar themes were identified from qualitative analysis of each data source.

Overall, the qualitative data indicate that since the 2023-2024 school year, educators have shown a significant and evolving improvement in their understanding and application of UDL as a result of the training and coaching received through the CCIL project led by PCOE. Many initially new to UDL now grasp its principles and how to apply them practically. This growth has led to educators proactively designing instruction that anticipates and removes barriers for all learners from the start.

Theme 1: Proactive Design & Reducing Barriers

This theme underscores a fundamental shift in how educators approach UDL: moving from simply accommodating needs to proactively designing learning environments that remove barriers. This ensures greater access and inclusion for all learners from the outset. Respondents emphasize that “the barrier is not in the learner, but is in the design,” indicating a deliberate focus on anticipating and addressing learner variability in instructional planning. This leads to lessons that are “more engaging and accessible for all learners.” One educator perfectly summarized this shift:



“Learning the UDL principles taught me to see learner variability. I have shifted my focus to design lessons that offer flexibility and provide multiple ways for students to access content, engage with learning, and show what they know.”

Theme 2: Learner Agency Through Choice

Another prominent theme is promoting learner agency through choice. Educators are designing diverse options for how students engage, process information, and demonstrate understanding. This fosters student ownership, confidence, and motivation. As one educator shared, “I am able to recognize where I can add learner agency in my lessons through choice,” reinforcing that “it has improved both agency and inclusion because of the incorporation of joy and intentional planning.” Another respondent highlighted,



“Through collaboration and feedback within the CCIL project, I’ve learned how to better integrate student voice, choice, and scaffolding into my lessons. I’ve also started using UDL-aligned strategies more consistently—such as flexible grouping, offering varied ways for students to demonstrate understanding, and using goal-oriented design to align instruction with learner variability.”

Theme 3: Systemic Change & Collaboration

This theme highlights UDL’s expanding influence beyond individual classrooms, positioning it as a catalyst for systemic transformation and increased collaboration. Respondents in various roles are applying UDL principles to professional development, coaching, and broader organizational initiatives. They are “helping with getting administrators and staff to think differently about lesson design, grading, learner variability and system hurdles.” This broader application promotes a shared language and common vision for inclusive practices across the educational system, as evidenced by the comment,



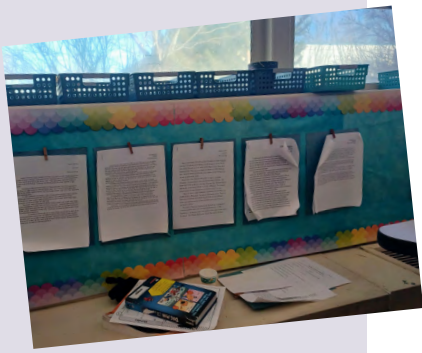
“Through CCIL and its resources, we have been able to expand our county-wide UDL project from classroom to systems level implementation.”

Theme 4: Tools & Strategies

This theme reflects a significant progression in educators' overall comprehension of UDL, from theoretical knowledge to concrete, practical implementation. Many who started with limited understanding now feel confident in applying UDL guidelines. This improved grasp translates into tangible strategies for lesson design and resource utilization, indicating that UDL is becoming an intuitive and integral part of their instructional practice. Educators consistently describe their improved understanding of UDL as directly linked to acquiring and implementing a diverse array of practical approaches, resources, and technological supports. Respondents frequently mention increased access to and utilization of various resources that enable UDL implementation, noting that UDL training has provided a “plethora of resources to refer to for future planning and implementation” and has generated “new ideas and strategies” for their instructional design. Central to this theme is the application of specific strategies designed to address learner variability and remove barriers, with educators now “planning for different ways of showing what they know” and explicitly building in “choice to accommodate various learning styles.” Ultimately, this emphasis on tools and strategies reflects a growing confidence and intentionality among educators, directly leading to improvements where



“Lessons are more engaging and effective. I have seen student outcomes improve and engagement go up.”



Case Study Data

Case Study 1: Bishop Unified School District

Inyo County Office of Education (COE) joined the CCIL project in 2021 during EWIG I, building on earlier efforts with PCOE to bring UDL to the region. Recognizing UDL's potential to address challenges like chronic absenteeism, Inyo COE partnered with PCOE to build long-term, sustainable capacity to support inclusive practices countywide.

As the SEEWIG grantee, PCOE led the design and delivery of targeted professional learning, while Inyo COE coordinated local implementation and aligned efforts with district needs. The collaboration focused on developing Inyo COE's internal expertise while also launching an initial educator cohort at Bishop Unified School District—a rural district serving 2,000 students, 40% Latine, 15% Native American, 10% English Learners, and 15% in special education. The district faces significant rural education challenges, including limited staffing and students commuting up to two hours daily for school. Despite these barriers, district leaders saw UDL as a key strategy to create more engaging, accessible, and equitable learning environments.

Inyo COE and Bishop Unified School District have continued to expand with new cohorts of educators added annually and multi-year implementation plans now embedded in the district's broader improvement strategy. This case study represents the cumulative work across both phases of the CCIL initiative, EWIG I 2020-2023, and EWIG II 2023-2025, and reflects the power of sustained, collaborative investment in building inclusive systems, particularly in California's rural and hard-to-reach communities.

Summary of involvement

Phase I/EWIG I (2021-2023): As part of the first instantiation of the CCIL project, Inyo COE started working with PCOE in 2021 through a train-the-trainer model, and then developed training through whole-staff professional development days, followed by a pilot group of teacher and administrator

volunteers who worked with a POCE CCIL implementation specialists for a year. At the cohort level, the district utilized multiple tools from the CCIL project, including Journey Mapping, Lesson Design Study, and Instructional Rounds, which led into Plan, Do, Study, Act cycles, and goal setting templates.

They then worked with PCOE implementation specialists on scaling, planning their five-year goals, and visualizing what the next training cohorts would look like. Their hopes were to develop common language and expectations around UDL implementation and accessibility. They utilized CCIL tools like the School Implementation Criteria, Self-Assessment and Goal Setting, and Planning Tool to help solidify their goals and map out priorities.

Phase II /EWIG II (2023-2025): The Inyo COE administrators now work with two to three professional learning communities at a time, using feedback and an iterative approach to improve over time and personalize trainings for the cohorts they're working with. In the cohorts, teachers adopted UDL-aligned practices such as collaborative lesson planning, peer observations, and strategies that minimized learning barriers and offered students agency and choice. The district implemented a plan for how every teacher would access the training through the cohort experience.

In Summer 2024, nine administrators, representing each of Bishop's schools, along with seven teachers and three county administrators, attended CAST's three-day UDL-Con in Sacramento. Their attendance was supported by PCOE's Beyond the Conference event that brought teams together before, during, and after the conference to engage more deeply with the experience through facilitated networks, planning, and communities of practice. This event was instrumental in gaining deeper understanding and buy-in from school leaders because they had time to learn, plan, and collaborate together. They have faced numerous challenges along the way, including administrator turnover. However, by December 2024, the district began working on the School Implementation Criteria (SIC) to begin taking a systems approach to their implementation rather than by cohort or individual.

Moving into a systems-focused approach in 2024 provided an opportunity for administrators to meet in their own leadership PLC to discuss site-based problems of practice and district-wide themes and patterns. The process of self-assessment and reflection on the Domains, Elements, and Indicators of the School Implementation Criteria helped the team to prioritize their work and outline next steps. Their conversations became more systems-oriented to determine how they might integrate

current initiatives through the lens of UDL. UDL is now seen as a way of accomplishing the outcomes of their initiatives rather than as an additional initiative itself. As a result of the administrators' PLC, communication with teachers about site-wide goals has been clearer, and action steps are in alignment with goals. Staff culture has been prioritized as an integral agent for implementation success, and teacher PLCs have been leveraged to maintain focus on UDL implementation and outcomes.

Evidence of Impact

There have been several notable changes in practice, including flexible seating, instructional scaffolds, and increased opportunity to incorporate student voice and choice. These changes reflect a deeper cultural transformation taking hold across classrooms and campuses. And the results speak for themselves.

***Student Success Rates:** One of the most significant shifts at the high school has been in student success rates. One administrator shared, "A few years ago, 25 11th-graders failed English and had to come to summer school. This last semester, we had zero, and that was not due to lowering standards."



It was through making sure that everything was scaffolded, that students had access to supports.

It's very exciting because we had up to five sections of summer school for a while, and this summer we might be down to two again."

***Seamless Adoption:** These early successes have helped with the speed of adoption. The administrator said, "Now that they've seen it work, it's much easier to get that buy-in... The teachers are saying, 'I'm seeing more work than I ever have from these kids. I'm getting more viable work from them.'"

Middle school leadership has been equally strategic. "Part of what we're trying to accomplish... starts with teachers developing a connection with students," said a middle school administrator. "UDL is a key component of students feeling safe and connected to the teacher."

***Positive Student Response:** And students feel the difference. Of the student sample surveyed from elementary, middle, and high school classrooms whose teachers have taken part in trainings provided through CCIL, 90% said they understand the learning goals of the work their teacher gives them, which is especially important since 79% said that when they know what is expected of them in a lesson, they try harder to learn. Additionally, 92% said their teachers offer opportunities for them to use different tools and materials for learning and doing work much or all of the time. “It was very helpful because I’d be like, ‘Oh, I’m not crazy. I can do it this way,’” one high school student shared. “It’s nice to have different ways to solve the same thing because that way, you can choose which one works best for you.”

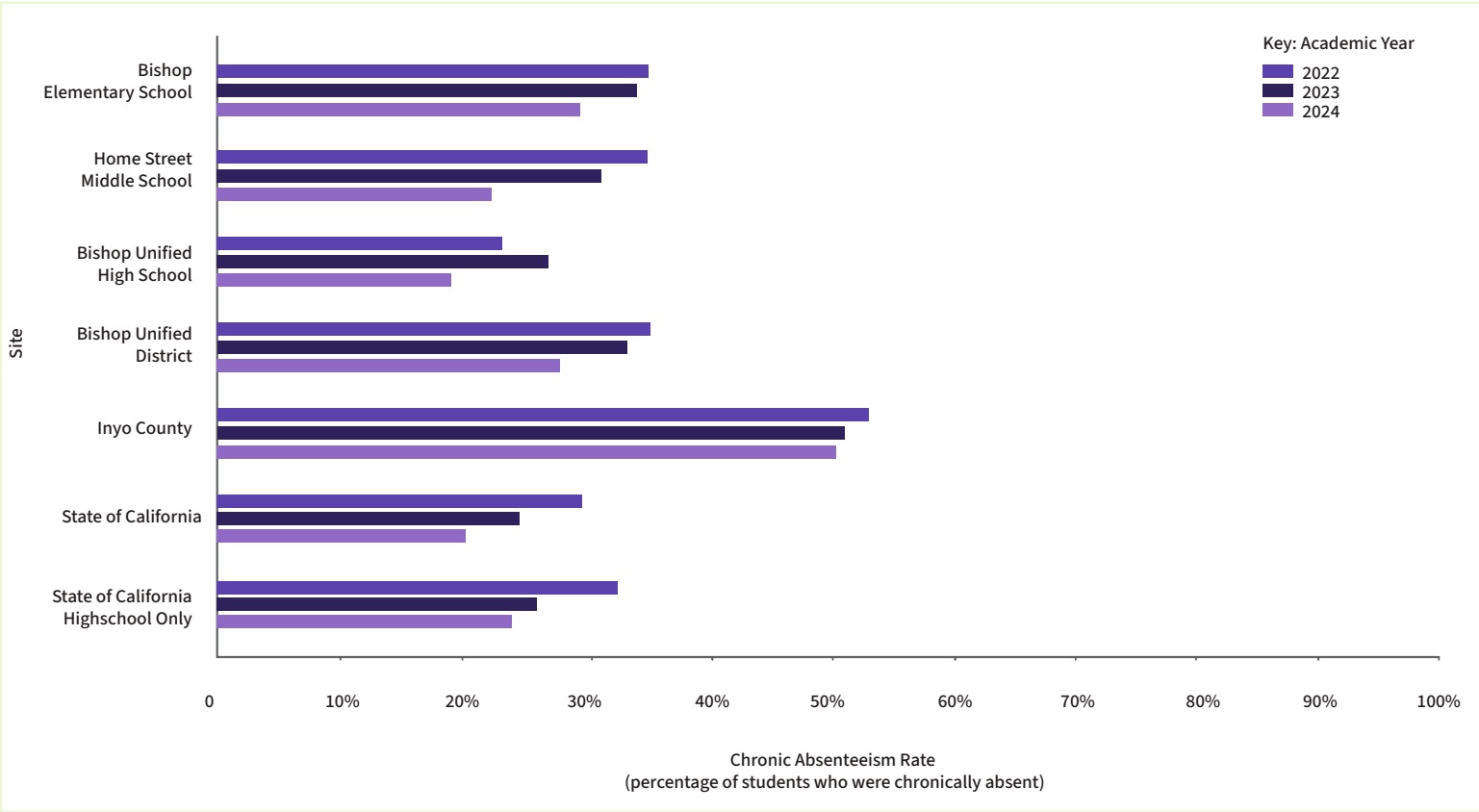
A special education teacher recounted a breakthrough moment with a student on a math test. The teacher shared, “She[her student] came in and said, ‘I got 100% on my math checkpoint.’ And I said, ‘Are you proud of yourself?’ She said, ‘I don’t know how to feel. This has never happened before.’” A simple change of using a graphic organizer to visualize fractions and decimals helped the student to succeed in a way she never had before. “The question is, ‘What do we need to do for them to learn this?’, not ‘Can they learn it?’” the teacher reflected.



“What barriers are preventing them from learning it and how do we remove those barriers? This has, as a result, increased my expectations for my students, and I actually have found they can do more than I think they can.”

***Chronic Absenteeism:** As a result of this area of focus, students’ motivation to come to school has increased. Bishop schools have seen a decline in chronic absenteeism from 2022 to 2024, with progress in nearly all student groups. Decreases from 2023 to 2024 outpaced the state, especially at the middle and high school levels, dropping nine and eight points, respectively, compared to the state decrease of 5 points overall and 2 points at the high school level (see Figure X). While there is still room for growth, the trend is indicative of the work being done.

Figure 12. Schools in Bishop Unified School District generally showed larger drops in chronic absenteeism compared to the county and state between 2023 and 2024.



California calculates chronic absenteeism as the percentage of students who were absent for ten percent or more of the instructional days they were enrolled to attend.

From the California Department of Education Data & Statistics website: <https://www.cde.ca.gov/ds/ad/filesabd.asp>. Additional dashboard data for Bishop are reported in Appendix C.

***Rates of Inclusion:** Due to the rural setting of Bishop Unified and the remote setting of the surrounding school districts, several school districts bus their students to attend school in Bishop Unified schools to ensure these students have adequate supports and accommodations that schools in remote settings are not equipped to provide. Resultingly, Bishop Unified has a slightly higher percentage of students with disabilities than the state. All schools, districts, and counties met or exceeded state levels of inclusion in regular class 80 percent or more in years 2022–2024 except Bishop Elementary in 2022–23, though the following year their inclusion rate rose eight points, and Home Street Middle, though they exceeded the state for inclusion at the 40-79 percent level.

***Student Achievement:** In recent years, while Bishop Elementary, Bishop Union High, Bishop Unified District, and Inyo COE have all performed below state levels on the state English Language Arts/ Literacy assessment, Home Street Middle, Bishop Union High, and the district have improved their passing rates, while Bishop Elementary has held steady and Inyo COE has declined. In Mathematics, Bishop Elementary performed evenly with the state, showing no change in performance in recent years. Bishop Union High experienced some losses in the percentage of students meeting standards, while Home Street Middle, Bishop Unified District, and Inyo County had slight gains.

The percentage of Bishop Unified School District high school graduates who were students with disabilities and were placed in the “Prepared” level on the College/Career Indicator was nearly double the state level during the 2023-24 school year. Bishop Unified also surpassed the state for the four- and five-year graduation rate for this population in 2023-24, showing significant improvement on this metric from the 2022-23 school year.

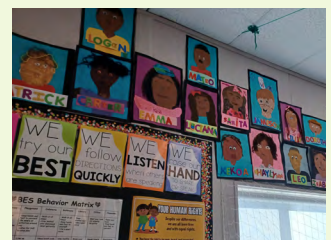
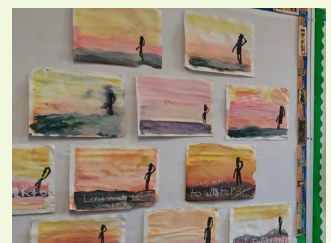
Though it is possible that the training provided through the CCIL project led by PCOE has not been in implementation long enough to see effects on state assessment data, increased inclusion rates and additional student supports are impacting graduation rates.

Data tables for the above data appear in Appendix C.

A Picture of UDL in Practice

In a fifth-grade classroom at Bishop Elementary, soft instrumental music plays during independent work. Comfortable seating options invite students to work in the area most supportive to them, be it a wooly rug, a desk, or a standing table. A student wearing headphones types quietly while another uses finger movements in a math game, whispering strategy to a partner. The teacher kneels beside a student working on a laptop, asking, “How did you do on your lesson?” The goals for the lesson are displayed prominently and read aloud to ensure every student knows the expectations. Students are encouraged to express their learning in ways that work for them. One student writes the missing steps in the lyrics of a long division song, while another sings along and dances to memorize the steps. The expectations for learning are high, but the path to progress rests on students’ choices.

What stands out most in this classroom is not the noise or novelty; rather, it is the intentionality. In a growing number of classrooms across the district, teachers model expectations on document cameras, guide students through exit tickets about their confidence with lesson content, and pose reflective questions like, “What do we do next?” The atmosphere is calm, structured, and welcoming. And the impact is clear: with increasing distractions from learning in schools across the country, in Bishop schools, more and more students are engaged and on task.



The Road Ahead

The multi-year model of professional learning through CCIL helped Inyo COE grow their capacity to sustain the work in Bishop over time, with intentional, substantive partnership with PCOE. In total, Inyo COE has invested over sixty hours of time working with Bishop Unified School District. This sustained support at the county level resulted in exceptional buy-in and commitment at the district level. While capacity is crucial, the work is still resource-dependent, and Bishop leaders and teachers are looking for more time to spend implementing UDL at their schools.

Inyo COE leaders helped Bishop to be intentional in how they roll out training and implementation by aligning professional development with testing schedules, adjusting based on feedback, and avoiding overload when possible. “I really think the cohort intentionality and the thoughtfulness that the county has done with setting those up, with getting input from administrators, especially at a school with 850 kids and 40-plus teachers, was so beneficial,” said one Bishop Elementary administrator.

With enthusiasm high and early results promising, Bishop has had a productive start on their journey with UDL. They have invested over 1,700 hours as a district into professional development through CCIL. A number of cohorts still await formal UDL training, and those that have completed initial trainings are hungry for more time to reflect and collaborate.

Administrators recognize this need for time. “We want to set the time aside,” said an elementary school administrator.



“We have amazing educators here at Bishop Elementary. I just want them to have more time to do those things and feel like they have the tools necessary to move forward with this type of work.”

“We’re still in the growing phase of the craft,” said an administrator at Home Street Middle School. “The hope was that the energy they had would carry over into the next cohorts, and it would gain momentum progressively... and be used in each of the different classrooms across the campus.”

The county is already making strides in that direction. Every workshop and training now incorporates the UDL design process, including clear goals, multiple ways to access content, and varied options for participation. They’re also looking ahead. Plans are in place to expand UDL training through additional grade and content-level cohorts, to embed UDL strategies into staff meetings, and to increase peer observations and Instructional Rounds.

As a high school administrator put it: “The misconception early on was that UDL was just about student choice. A lot of teachers thought, ‘Well, I already do that.’ But what we’ve learned is that UDL is about much more—about access, about multiple means of representation, about removing barriers. It’s all the little things that make a big difference.”



Case Study 2: Castlemont Elementary

Castlemont Elementary School in the Campbell Union Elementary School District joined the CCIL project led by PCOE in 2023 during EWIG II, building on earlier efforts to implement equitable and inclusive instructional practices in order to address the diverse academic and behavioral needs of their student population. This helped Castlemont Elementary to recognize UDL's potential to address challenges related to student engagement, learning variability, and equitable practice, and with the goals of creating a more inclusive and responsive learning environment for all students and fostering student agency.

Santa Clara COE is a partner in the CCIL project led by PCOE and worked collaboratively with Castlemont — a Title I school that serves over 400 students from diverse backgrounds: 55% Latine, 8% Asian, 37% English Learners, 14% in special education, and 54% socioeconomically disadvantaged — to provide training, coaching, support, and technical assistance in UDL from Fall 2023 to Summer 2025. The SCCOE CCIL team led the design and delivery of targeted professional learning, while Castlemont leadership coordinated implementation and aligned efforts with site needs. The collaboration focused on developing a core implementation team of general and special education teachers, site leaders, and specialists, while also building collective capacity through lesson design support, instructional rounds, and monthly coaching. The school faces educational challenges, including academic performance gaps, behavioral referrals, and a need for more consistent, inclusive Tier I instruction. Despite these barriers, site leaders saw UDL as a key strategy to increase student engagement, strengthen Tier 1 supports, and reduce the over-reliance on intervention and special education referrals.

The Santa Clara COE CCIL team and Castlemont have continued to expand with new educators added and an instructional rounds model to engage the broader staff in inclusive teaching practices. The school now plans to build a long-term, site-based system for inclusive lesson design and reflection, incorporating UDL into PLC structures.

This case study represents the cumulative work across both Castlemont and Santa Clara COE in the CCIL initiative and reflects the power of sustained, collaborative investment in building inclusive systems—particularly in California’s diverse elementary schools.

Summary of Involvement

Phase I/EWIG II (2023-2025): UDL implementation at the school site began through a partnership with a Santa Clara COE CCIL implementation specialist, the principal and vice principal, and four dedicated teachers: two from second-grade classrooms, one third-grade teacher, and one PreK–2nd-grade teacher. The team focused on integrating UDL principles into the math curriculum. Across these classrooms, teachers began embracing UDL-aligned practices such as collaborative lesson planning, peer observation, and strategies that removed learning barriers and offered students agency and choice.

The first steps in integrating UDL into teaching involved getting acquainted with the UDL Guidelines and reflecting on existing practices. Initially, the focus was on identifying strengths—such as promoting classroom community, sharing clear goals, and offering student choices—but also recognizing areas for growth, particularly in honoring diverse languages and dialects within the classroom. One teacher stated, “During our grade-level planning and PLC times, my colleagues and I continue to have discussions on how we can ensure lessons that meet all learners in various capacities. We try to minimize barriers in each of our lessons and strive to help students with their learner agency more and more. We also try to emphasize the importance of UDL practices and design planning with our fellow teachers and staff members.”

After having some success in their first year of implementation, the teachers revisited their curriculum, reviewed where students encountered barriers, and reimaged their design with the assumption that their incoming group of students would have different levels of proficiency in different areas (e.g., language, vocabulary, content knowledge) that could impact their ability to access learning, and that they as teachers would need to find ways to engage them.

The partnership was facilitated by a supportive relationship with their Santa Clara COE CCIL implementation specialist, who had previously been a teacher on a special assignment at Castlemont. Familiarity with the culture of the school, the administrators, and staff helped establish a safe space for learning and growth from the start. “There’s mutual trust that we were able to have honest

conversations about mindset shifts and changes to practice,” said one CCIL implementation specialist. “We dove right in and hit the ground running.”

Evidence of Impact

The leadership team’s journey—from initially addressing access gaps for diverse student populations to fostering learner agency—shows a thoughtful, responsive approach to shifting educational needs.

***Access to Learning Opportunities:** “Our first goal was providing access. We were really worried that not everyone was able to access the grade level curriculum and being able to help teachers think of different ways to provide those on-ramps. Identifying barriers and providing on-ramps and access was year one’s goal,” explained one administrator. “The kids really drive what we teach and how we teach. What we had designed or planned last year may not have worked for this year.”

The teachers explained that their proactive design and anticipation of barriers allowed them to focus on knowing their students as learners and understanding what they need to access learning opportunities and find success. A teacher shared,



“UDL has opened our eyes and opened our minds and enabled more flexible thinking about how we can teach the kids in different ways.”

Over time, teachers’ approaches to UDL implementation evolved significantly. For some teachers, a major shift was moving away from whole class teaching to small group learning, where students chose their own groups based on self-assessed progress, rather than assignment by the teacher. This change, driven by coaching and peer collaboration, strengthened student agency and allowed learners to take ownership of their growth. One teacher mentioned that this “pushed me to build that student agency.” The teacher went on to describe, “I’ve seen a huge difference, which I really like. Definitely less passive learning... they’re advocating for themselves now.”

Santa Clara COE CCIL implementation specialist, agreed. “[The teacher] made this shift where she still gave [students] their pre-assessments, had them take a look, and make a decision about where they thought they should be placed, with the more intensive group with her or in the more independent and partner work,” she explained. “And then after the process, she asked students to reflect and think,

‘Was this the right choice for myself? Would I do something differently?’ I was so impressed by this idea she had on her very first day of UDL training to build in student agency, which is the ultimate goal.”

The students seem to be noticing and appreciating student choice. Several students shared that they not only have a choice in how to express their learning, but in how to access content as well. Many expressed appreciation for multiple ways that their teachers represent information. “Sometimes she puts a video on, when I’m learning. I like how my teacher teaches us and makes it easy to understand,” said one second-grader. Another second-grader shared, “She also puts slides up on the projector screen from her table. And that makes me understand what we’re doing.” These intentionally designed options reflect the teachers’ commitment to planning for individual variability among learners, and to knowing their learners and what they need to be successful.

Additionally, ongoing coaching, team collaboration, and the open exchange of feedback within the UDL cohort further refined instructional strategies. The team’s commitment to risk-taking, reflection, and leadership helped foster a schoolwide culture of inclusive and effective teaching.

***Learner Voice and Agency:**



“We shifted to learner agency and that’s where we are right now... by making some little tweaks in our instruction, we can provide access planning to the margins. Now we want to put ownership with the students. We want them to feel that agency,” stated one of the administrators.

This transformation wasn’t forced but rather embraced by teachers who saw the need to adapt to new challenges, especially in the wake of the pandemic. Student agency ensures that students aren’t just passive recipients of education but active participants in shaping their own learning experiences.

Educators’ practice began to shift in three ways. First, instead of rigid, one-size-fits-all expectations, educators now remove barriers by creating multiple entry points for learning, allowing students to engage in ways that suit their strengths. Second, educators are now thinking about decision-making and voice and how students are given more opportunities to choose how they demonstrate

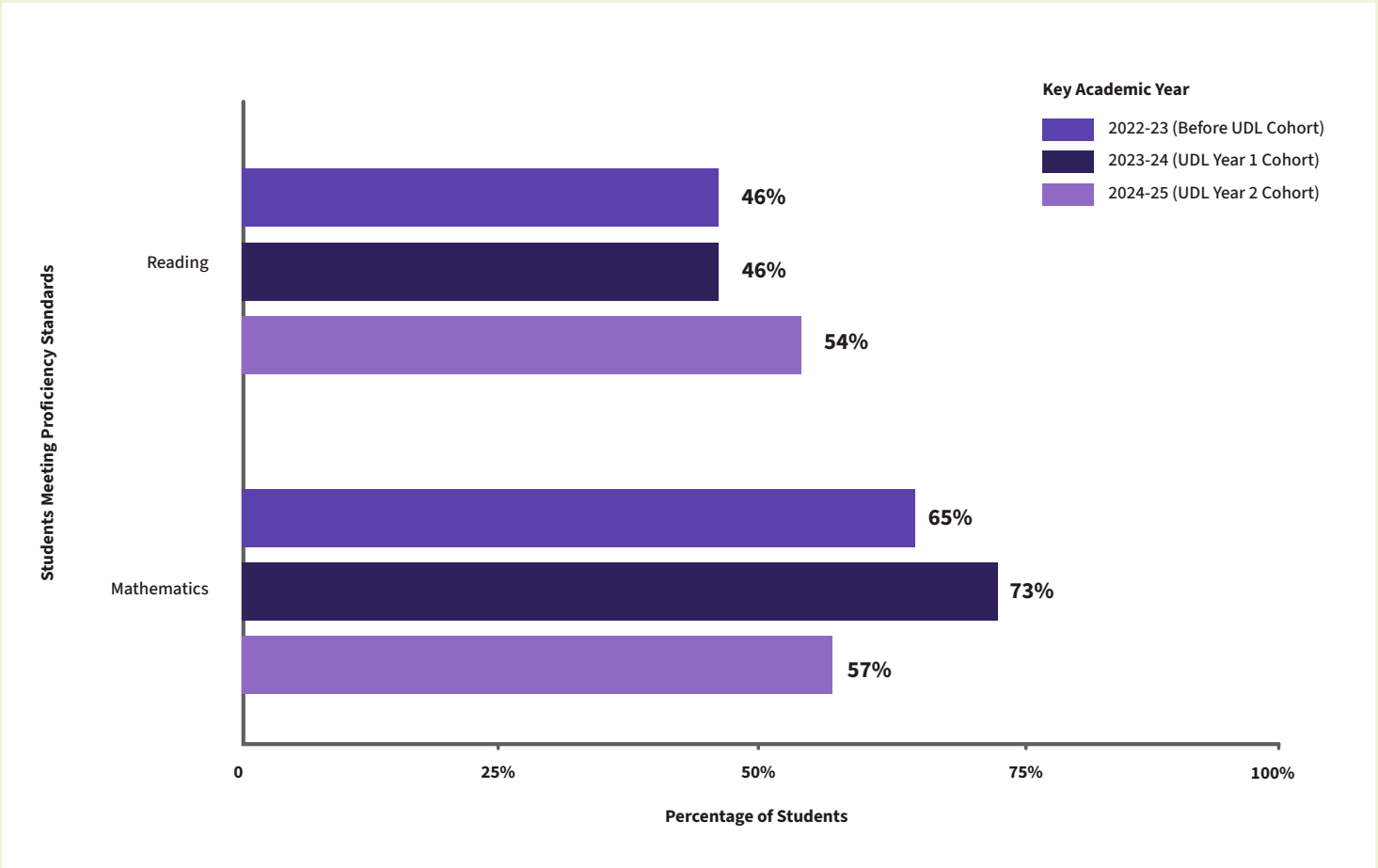
understanding, whether through projects, presentations, or other flexible formats. Finally, educators are making the social-emotional connection by acknowledging variability in student experiences and cultivating an environment where students feel heard, seen, and empowered to take ownership of their learning paths.

The administration shared an example of a teacher who once maintained rigid expectations but later became more empathetic and flexible. This example demonstrates the profound impact of embracing UDL principles. When educators reflect on their own teaching and shift their practices, it creates a school culture where students feel supported and empowered. The principal stated, “They were starting to see a population shift and a need shift and the old tricks weren’t necessarily working like the standard.” UDL was the answer. They shared, “Now we want to put the ownership with the students; we want them to feel that agency.”

***Positive Student Response:** Student survey responses from the second-grade classrooms show that students do feel ownership and agency as learners. Eighty percent of the students sampled said their teachers offer opportunities for them to use different tools and materials for learning and doing work much or all of the time, and 75% said their teacher gives them the chance to make their own learning goals. Eighty-six percent of students sampled reported that their teacher gives them assignments that are interesting to them. A teacher stated, “They are more invested in their own learning now.” In a student survey administered by the school district, all Castlemont students were more likely to agree with the statement “I believe teachers ask me how I learn best” in the 2024-2025 school year than in the previous two school years.

***Increased Student Growth:** Curriculum Associates’ iReady Assessment is used by Campbell Unified School District to measure student growth and achievement. Castlemont Elementary is working toward the goal of 100% of students reaching their Typical Growth goal annually in both reading and math. Typical Growth is defined as the average annual growth for a student at grade and baseline placement level. Students in the second grade showed an improvement in the percentage of students meeting their Typical Growth goal for Math from the 2024 to 2025 school years, and an improvement in meeting their goal for Reading from the 2023 to 2024 school years, though they experienced a decline in 2025.

Figure 13. The percentage of second grade students at Castlemont Elementary meeting Typical Growth on the iReady Assessment in Math grew from 2024 to 2025, though the percentage meeting Typical Growth in Reading declined in that year.



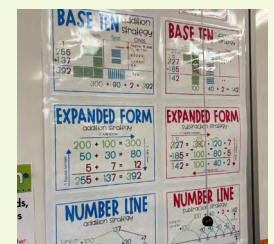
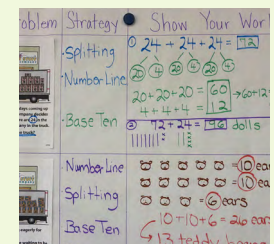
Typical Growth on the iReady Assessment is defined as the average annual growth for a student at grade and baseline placement level.

A Picture of UDL in Practice

In the second-grade class at Castlemont, students had the opportunity to complete a biography project in their class, where they read a book to learn about a person, and then shared what they learned. “[Our teacher] lets kids choose whatever person they want, and then you get to read, and write, and make pictures,” said one second-grader. “I got to read a lot of books and do projects and learn about Jane Goodall.”

Students shared their own experiences about having options in their biography project. Some had the option of working with a group or a peer, while others chose more guidance from the teacher. And a few students elected to complete the project on their own. This also prompted the teachers to share a bit about these options with parents, to make sure they were onboard and aware of the levels of independence, and to let them know they were available to step in with support if needed.

“I emailed their parents and said, ‘This is what they decided to do. Can you support them with any books that they brought and read it with them?’” explained one second-grade teacher. “And it was just so funny because... the parents responded and said, ‘They came home and told me about it right away, and they were just so excited.’”



The Road Ahead

The school is looking for additional funds to continue this initiative and expand training to more teachers at the school. The impact of UDL on both student agency and teacher practice at Castlemont is growing momentum, and they want to build on the energy and reflection that is being generated. The teachers expressed how, even as veteran teachers, UDL pushed them and their teaching practice.

“It was hard to open up at the beginning because we are very structured in what we do. But at the same time, it helped me to learn that there are things out there that I need to learn and grow,” explained one teacher.



“Even in my almost...20 years of experience, this experience as a teacher is not the end-all-be-all. There’s so much out there that we can learn, and it has helped us to be more open-minded.”

Case Study Takeaways

1. The support and buy-in for UDL implementation from administrators in Bishop Unified School District was gained in part through participation in an extended in-person training event, which in turn proved crucial for schoolwide integration of UDL language and practices. In both case study sites, support was also built through trust, developed over time between implementation specialists and educators. Sustained district and county support has helped keep the initiative top of mind for educators and leaders. Sustainable implementation is achieved via a time- and resource-intensive process that requires commitment at all levels.
2. Time and resources for implementation was a prevailing theme in conversations with teachers and administrators. Administrators and implementation specialists need time to build trust and buy-in with educators. Educators want more time to learn from their colleagues, to collaborate, and to continue training. Students need time to adapt to taking ownership of their learning and for the changes in their learning environment to create shifts in their understanding. Early impacts on student outcomes are suggestive that with more time and funds for continued training, more pervasive impacts will be observed.
3. Sharing and celebrating the early impacts of implementation efforts has built momentum and enthusiasm among educators. While there was limited evidence that implementation has impacted students on all intended outcomes, changes in students' sense of ownership of their learning are indicative of changes in motivation and engagement, which in turn impact academic success. The case study data are indicative of systemic change that, with sustained effort, will continue to impact students.

Summary of Findings

Implications

The CCIL Model of Capacity Building was highly successful in reaching educators at all levels across the state of California, driving systemic change through training and coaching. Through a focus on providing strategic professional development at the county level on supporting UDL implementation, the CCIL project led by PCOE accomplished its goal to strengthen internal expertise on building sustainable systems of support for all learners. As evidenced by survey findings, training provided through CCIL was high quality and focused on tangible, concrete practices grounded in data. The success of the training resulted in participants' feeling they had a clear entry point identified for implementing UDL practices, a deepened understanding of UDL, and a greater capacity to support or utilize inclusive practices. As a result of successful implementation efforts, survey and case study data indicate promising impacts on educator and student outcomes:

- Deeper educator capacity to apply UDL principles at the classroom level (reported by 95% of survey participants).
- Increased rates of student inclusion (reported by 75% of survey participants).
- Improved chronic absenteeism in the case study site Bishop Unified School District.
- Early gains in academic achievement (reported by 61% of survey participants).

These impacts are expected to grow over time, as CCIL's emphasis on building sustainable structures and practices at the county level ensures ongoing professional development and systemic support for inclusive education.

Recommendations for Sustaining and Scaling UDL Implementation

The following recommendations address how COEs, LEAs, state agency partners and policy makers can help to sustain and scale the efforts and impacts of the CCIL project led by PCOE.

Recommendations prioritize sustaining the successful elements of this project while also addressing the key barriers identified in this evaluation. Each recommendation includes the rationale based on evaluation findings and specific actionable implementation steps.

1. Maintain Extended Administrator Engagement

Recommendation: Continue prioritizing extended, in-person training events for administrators to secure leadership buy-in and support and sustain system-level changes.

Rationale: Case study data clearly demonstrate that administrator participation in extended training was crucial for schoolwide UDL integration. This buy-in creates the foundation for sustainable implementation across all levels of the educational system.

Implementation Steps:

- Design multi-day educator institutes that combine UDL theory with practical implementation strategies and that are based on local needs
- Include school, district, and county administrators in ongoing coaching cycles, not just initial training, to align leadership and educators and ensure consistent progress
- Utilize administrator-specific resources that help them support and monitor UDL implementation

2. Address Time Constraints Through Strategic Resource Allocation

Recommendation: Develop creative solutions to provide educators with dedicated time for collaboration, peer learning, and continued professional development.

Rationale: Time for implementation emerged as the most significant barrier identified by both teachers and administrators. Addressing this constraint is essential for deepening UDL practices and achieving sustained student impact.

Implementation Steps:

- Create flexible professional development models (micro-learning, peer coaching, virtual collaboration)
- Establish professional learning communities with dedicated meeting times
- Present UDL as a unifying framework across educational initiatives, reducing fragmentation and promoting coherence

3. Strengthen Long-term Capacity Building Systems

Recommendation: Institutionalize the CCIL capacity building model within County Offices of Education, Statewide Systems of Support, and Geographic Lead Regions to ensure ongoing support beyond the project period.

Rationale: Survey data confirm that partner counties and their districts and school sites have strengthened their capacity for long-term UDL implementation. This infrastructure must be preserved and enhanced to maintain momentum.

Implementation Steps:

- Embed UDL coaching positions within COE organizational structures
- Create regional networks of UDL implementation specialists
- Establish systems to maintain momentum as transitions in leadership and personnel occur, including mentorship programs pairing experienced implementers with newcomers

4. Expand Evidence-Based Celebration and Communication Strategies

Recommendation: Systematically document, share, and celebrate implementation successes to build and maintain enthusiasm across the educational community.

Rationale: Case study findings show that sharing early successes built momentum and enthusiasm among educators. This positive reinforcement cycle is crucial for sustained engagement.

Implementation Steps:

- Create platforms for sharing best practices across districts and regions
- Establish recognition programs that highlight exemplary UDL implementation
- Develop student voice mechanisms to directly capture their experiences with UDL practices, promoting student agency in the process, which can be a driver for academic outcomes

Conclusion

The CCIL project led by PCOE has demonstrated significant success in building statewide capacity for UDL implementation. These recommendations provide a roadmap for sustaining and expanding this impact, ensuring that the investment in professional development continues to benefit students with disabilities and all learners across California’s educational system. Success will depend on maintaining the collaborative, capacity-building approach that made the initial project effective while addressing the practical barriers that limit deeper implementation.

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Appendices

Appendix A: Demonstration of Need for Partner Sites

Data in Table A1 below are from California dashboards collected for the year 2022-23. Each number in the table represents the number of LEAs with a student group performing in the Red category for that year. The LEAs represented in the table are: Alhambra Unified, Clovis Unified, Colfax Elementary Unified, Fremont Union, Rowland Unified, and San Gabriel Unified. These data illustrate the need for targeted interventions to improve educational outcomes for various student subgroups.

Table A1. The Number of LEAs with a Student Group Performing in the Red Category on California District Dashboard Performance Data for a Cross-Section of Participating CCIL LEAs.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career	Total Reds
Students with Disabilities	10	7	7	2	5	7	0	38
Homeless	5	6	6	2	4	5	1	29
Foster Youth	4	5	5	1	2	3	0	20
English Learners	8	5	5	0	4	6	1	29
White	2	3	2	0	3	4	0	14
Socioeconomically Disadvantaged	3	4	3	0	4	5	0	19
African American	1	2	2	0	1	1	0	7
Hispanic	2	2	1	0	2	2	0	9
Filipino	0	1	0	0	1	1	0	3
Native Hawaiian/Pacific Islander	0	0	1	0	0	0	0	1
American Indian/Alaska Native	0	0	1	0	0	0	0	1

Appendix B: Implementation Data

Data in the tables below were collected in the training tracker document by CCIL implementation specialists between June 2023 and June 2025.

Table B1. Points of Contact by Site Disaggregated by Contact type: Training, Partner Meeting, Coaching, and Consultation.

COE	Training	Partner Meeting	Coaching	Consultation
CAST	73	0	2	2
Fresno	95	0	13	1
Los Angeles	80	0	38	23
San Joaquin	134	0	5	5
Placer	179	125	39	59
Santa Clara	119	0	18	0
Sonoma	27	0	25	0
Imperial	3	0	1	8
CCFAC	153	2	8	22
VALCO	51	0	13	1
Totals	914	127	160	119

Table B2. Count of the Most Common Training Topics, as Reported by Implementation Specialists.

COE	SIC Learning	Foundational Concepts	Tools: Instructional Rounds	Tools: Journey Mapping	UDL Guidelines	Action Planning: Lesson Design	Action Planning: PD Design	Design Process	Co-Planning
CAST	38	11	1	0	0	2	2	4	0
Fresno	7	27	7	10	9	13	1	10	0
Los Angeles	0	24	0	2	29	26	13	5	0
San Joaquin	6	29	11	1	19	2	4	30	0
Placer	9	61	16	9	20	15	59	42	19
Santa Clara	30	21	14	5	10	10	0	29	0
Sonoma	0	5	7	0	5	13	0	5	0
CCFAC	26	55	7	4	15	4	5	15	44
VALCO	0	15	5	0	7	13	1	5	0
Totals	78	237	67	31	114	96	83	141	63

Table B3. Count of Trainings With Each Intended Audience Level, as Reported by Implementation Specialists.

COE	Leaders	Coaches	High School Teachers	Middle School Teachers	Elementary Teachers	Preschool Teachers	Para-Professionals
CAST	0	6	0	0	0	0	0
Fresno	26	28	18	26	30	10	25
Los Angeles	3	3	2	3	3	1	0
San Joaquin	8	2	31	8	39	1	0
Placer	23	45	21	23	55	1	4
Santa Clara	28	1	10	28	75	0	0
Sonoma	0	0	0	0	0	0	0
CCFAC	37	18	37	37	50	27	2
VALCO	25	52	8	25	37	2	11
Totals	150	149	127	150	289	42	42

Appendix C: Dashboard Data for Case Study Sites

The following tables include data that has been pulled from the California School Dashboard website, California Department of Education DataQuest, and California Special Education Technical Assistance Network’s LEA Monitoring Status from the years 2022-2024. The following contains academic performance data, special education and least restrictive environment data, differentiated assistance and compliance and improvement monitoring identification data, dually identified students, and graduation data. No data are available for the 2020-21 school year due to the Covid-19 pandemic, and data for the 2024-25 school year has not yet been released at the writing of this report.

Overall Academic Performance Data

The following data tables show the passing rates for the state ELA/literacy and math achievement tests for the years 2021-2024 for case study sites Bishop Elementary, Bishop Union High School and Castlemont Elementary, with district, county, and state-level data displayed for comparison.

ELA/Literacy

In recent years, Bishop Elementary, Bishop Union High, Bishop Unified District, and Inyo County have all performed below state levels for ELA/literacy. Home Street Middle, Bishop Union High, and the district have improved their passing rates, while Bishop Elementary has held steady. Inyo County has declined.

Table C1. Percentage Met or Exceeded Standard on the Smarter Balanced Summative Assessments English Language Arts/Literacy, Bishop Unified District Sites.

Year	Bishop Elementary	Home Street Middle	Bishop Union High	Bishop Unified School District	Inyo County Office of Education	State of California
21-22	38%	31%	30%	38%	36%	47%
22-23	38%	39%	39%	40%	34%	47%
23-24	38%	42%	40%	40%	34%	47%

Mathematics

From 2021-22 to 2023-24, Bishop Elementary has performed evenly with the state on mathematics, which showed no change. Bishop Union High decreased during this time, while Home Street Middle, Bishop Unified District, and Inyo County had a slight increase, though all have remained below state levels except Home Street Middle, which exceeded the state by one percentage point in 2023-24.

Table C2. Percentage Met or Exceeded Standard On the Smarter Balanced Summative Assessments Mathematics, Bishop Unified School District Sites.

Year	Bishop Elementary	Home Street Middle	Bishop Union High	Bishop Unified School District	Inyo County Office of Education	State of California
21-22	36%	32%	30%	33%	28%	33%
22-23	36%	35%	27%	34%	29%	36%
23-24	36%	37%	28%	34%	29%	36%

Special Education Enrollment and Least Restrictive Environment Metrics

Data before 2022 are not available because the law requiring the CDE to publish LRE data passed in 2022.

The following data tables show the special education enrollment and inclusion rates for the years 2022-2024 for the case study sites: Bishop Elementary, Home Street Middle, Bishop Union High School, and Castlemont Elementary, with district, county, and state-level data displayed for comparison.

Due to the rural setting of Bishop Unified and the remote setting of the surrounding school districts, several school districts bus their students in to attend school in Bishop Unified schools to ensure they have adequate supports and accommodations that schools in remote settings were not equipped to provide. As a result, the district has a slightly higher percentage of students with disabilities than the state.

All schools, districts, and counties met or exceeded state levels of inclusion in regular class 80 percent or more in years 2022-2024, except Bishop Elementary in 2022-23, though the following year their inclusion rate rose eight points, and Home Street Middle exceeded the state for inclusion 40-79 percent of the time.

Table C3. Special Education Enrollment and Least Restrictive Environment Metrics.

Name	Level	Year	Enrollment (% of total enrollment)	Regular Class 80 Percent or More	Regular Class 40 to 79 Percent	Regular Class 39 Percent or Less	Separate School & Other Setting	Preschool Setting	Missing/ Unknown
Bishop Elementary	School	22-23	115 (13%)	51%	34%	5%	1%	9%	0%
Bishop Elementary	School	23-24	135 (16%)	59%	31%	8%	0%	2%	0%
Home Street Middle	School	22-23	56 (13%)	46%	52%	2%	0%	0%	0%
Home Street Middle	School	23-24	46 (12%)	39%	59%	2%	0%	0%	0%
Bishop Union High	School	22-23	98 (16%)	75%	22%	3%	0%	0%	0%
Bishop Union High	School	23-24	84 (14%)	75%	21%	4%	0%	0%	0%
Bishop Unified	District	22-23	279 (15%)	59%	33%	4%	0%	0%	0%
Bishop Unified	District	23-24	288 (15%)	63%	31%	6%	1%	4%	0%
Inyo	County	22-23	406 (10%)	61%	24%	4%	0%	1%	0%
Inyo	County	23-24	408 (12%)	65%	23%	5%	2%	5%	0%
Castlemont Elementary	School	22-23	57 (12%)	70%	5%	19%	0%	5%	0%
Castlemont Elementary	School	23-24	59 (14%)	70%	2%	24%	0%	5%	0%
Campbell Union	District	22-23	741 (11%)	63%	9%	17%	2%	10%	0%
Campbell Union	District	23-24	768 (12%)	61%	9%	18%	2%	11%	0%
Santa Clara	County	22-23	28175 (12%)	56%	18%	19%	3%	6%	0%
Santa Clara	County	23-24	29459 (13%)	57%	18%	17%	3%	6%	0%
California	State	22-23	713195 (12%)	55%	17%	19%	3%	6%	0%
California	State	23-24	749205 (13%)	56%	16%	19%	3%	7%	0%

Differentiated Assistance/ Compliance and Improvement Monitoring

The following table shows the years that districts in Inyo County and Santa Clara County were identified for differentiated assistance and compliance and improvement monitoring.

Table C4. Years that Inyo County and Santa Clara County Districts were Identified for Differentiated Assistance and Compliance and Improvement Monitoring.

(*Year when the LEA was identified for DA for the Students with Disabilities student group.)

County	District	Differentiated Assistance	Compliance and Improvement Monitoring
Inyo County	Bishop Unified	*2022, 2023, 2024	2020-2024
Inyo County	Lone Pine Unified	2022, 2023	All other districts qualify for small cyclical monitoring due to their size.
Inyo County	Big Pine Unified	2022	All other districts qualify for small cyclical monitoring due to their size.
Santa Clara County	Santa Clara County COE	2024	-
Santa Clara County	Alum Rock Union Elementary	2022, *2023, *2024	-
Santa Clara County	Berryessa Union Elementary	*2022, 2024	2025
Santa Clara County	Campbell Union	*2022	-
Santa Clara County	East Side Union High	*2022, 2023, *2024	2025
Santa Clara County	Evergreen Elementary	*2022, *2023, 2024	2025
Santa Clara County	Franklin-McKinley Elementary	*2022, *2023, 2024	-
Santa Clara County	Fremont Union High	*2024	2025
Santa Clara County	Gilroy Unified	*2022, *2023, *2024	-
Santa Clara County	Loma Prieta Joint Union Elementary	*2023, 2024	-
Santa Clara County	Luther Burbank	*2022, *2024	-
Santa Clara County	Morgan Hill Unified	*2022, *2023, *2024	-
Santa Clara County	Mountain View Whisman	2022, *2023, *2024	-
Santa Clara County	Mountain View Los Altos Union High	2024	-
Santa Clara County	Mount Pleasant Elementary	*2022, *2023, 2024	-
Santa Clara County	Oak Grove Elementary	*2022	-
Santa Clara County	Orchard Elementary	*2022, 2023, 2024	-
Santa Clara County	Palo Alto Unified	2022	2025
Santa Clara County	San Jose Unified	*2022, *2023, 2024	2025
Santa Clara County	Santa Clara Unified	*2022, *2023, *2024	2025
Santa Clara County	Sunnyvale	2022	2025
Santa Clara County	Milpitas Unified	*2022, 2023, 2024	2025

Dually Identified Students

Learners who are designated as both English Language Learners and students with disabilities are named “Dually Identified Students” in the state of California. The following represents the number of dually identified students in the 2024-25 school year for Inyo County, Bishop Unified School District, Santa Clara County, and Campbell Union School District.

Table C5. Number of Dually Identified Students by Count and District, 2024–25.

Site	Number of Dually Identified Students
Bishop Unified School District	30
Inyo County	74
Campbell Union School District	266
Santa Clara County	10,003
State of California	188,036

Other Local Measures

The percentage of Bishop Unified School District high school graduates who were students with disabilities and were placed in the “Prepared” level on the College/Career Indicator was nearly double the state level during the 2023-24 school year. Bishop Unified also surpassed the state for the four- and five-year graduation rate for this population in 2023-24, showing significant improvement on this metric from the 2022-23 school year.

Data for years prior to the 2022-23 school year are not shown due to changes in the degree versus certificate track students with disabilities and in how the college/career readiness was reported. Graduation data are not reported for the second case study site, Castlemont Elementary, because it is an elementary school and therefore not applicable.

Table C6. Percentage of High School Graduates with Disabilities Who were Placed in the “Prepared” Level on the College/Career Indicator.

Year	Site	Percentage of high school graduates who placed in the “Prepared” level on the College/Career Indicator	Four year graduation rate	Five year graduation rate
2022-2023	Bishop Unified Students with Disabilities	19.2%	65.4%	70.6%
2022-2023	State of California Students with Disabilities	12.3%	69.9%	72.7%
2023-2024	Bishop Unified Students with Disabilities	25.9%	82.1%	85.7%
2023-2024	State of California Students with Disabilities	13.5%	70.6%	74.4%