DIRECT TECHNICAL ASSISTANCE
SUPPORT UPDATES

SYSTEMS IMPROVEMENT BEST PRACTICES

These best practices, grounded in intentional and focused approaches, are not only strengthening coherence and leadership across districts, but are also contributing to measurable improvements in student outcomes.

- Collaboration between CCEE, CDE, and the System Improvement Leads (SIL) for work with DTA districts focused on improving outcomes for Students with Disabilities (SWD)

- Intentional integration of Compliance Improvement Monitoring (CIM) and Local Control Accountability Plan (LCAP)

- Use of the **Levers for System Change** tool to identify root cause problems to guide high level systems change work

- Regular, structured meetings between CCEE, COE, and district to analyze data and calibrate coherence across district initiatives

- 1:1 Direct Coaching between site principal and identified coach from County Office of Education
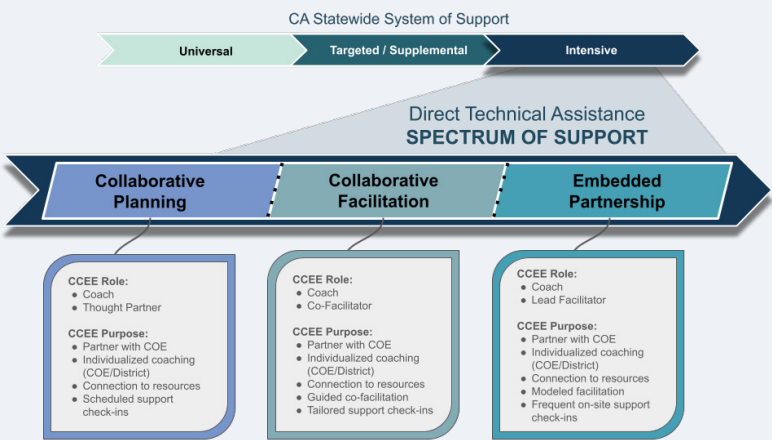
- District Leadership participation in CCEE coaching, Instructional Leader Professional Learning Network, and Superintendent Professional Learning Network

- District Leadership participation in CCEE Data Leadership Academy and collaboration with Center for Assessments to help build district data infrastructure

DTA Spectrum of Support

The CCEE partners with districts and COEs to provide DTA in customized levels of depth and intensity. Our role is to advise and assist, as part of our theory of action, we work to build capacity and move toward a gradual release. For more information, see the **DTA Handout.**

CA Statewide System of Support

| Universal | Targeted / Supplemental | Intensive |

Direct Technical Assistance
SPECTRUM OF SUPPORT

| **Collaborative Planning** | **Collaborative Facilitation** | **Embedded Partnership** |

CCEE Role:
- Coach
- Thought Partner

CCEE Purpose:
- Partner with COE
- Individualized coaching (COE/District)
- Connection to resources
- Scheduled support check-ins

CCEE Role:
- Coach
- Co-Facilitator

CCEE Purpose:
- Partner with COE
- Individualized coaching (COE/District)
- Connection to resources
- Guided co-facilitation
- Tailored support check-ins

CCEE Role:
- Coach
- Lead Facilitator

CCEE Purpose:
- Partner with COE
- Individualized coaching (COE/District)
- Connection to resources
- Modeled facilitation
- Frequent on-site support check-ins

RELATIONSHIPS
AS THE FOUNDATION

DTA support is a **commitment to relational, responsive engagement.** Meeting in person, listening deeply, anchoring support in local context, and leveraging **Collaboration-Clarity-Courage** are the cornerstones of this work.
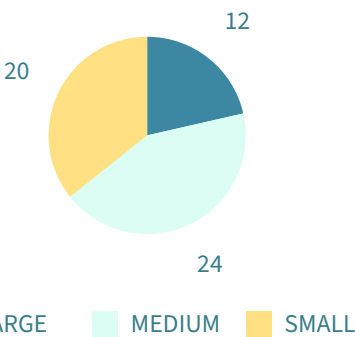
"Working with CCEE staff to support DTA eligible districts has been invaluable. They consistently maintain focus on district-specific needs using a collaborative approach which adds valuable perspective to our system-level work."

— Janice Lorenzo, Humboldt County Office of Education

DTA Demographics
56 DISTRICTS TOTAL

- 12
- 20
- 24

LARGE   MEDIUM   SMALL

"Small" LEAs: (<5k students), "Medium" LEAs: (5k-20k students), "Large" LEAs: (>20k students)

PARTNER *SPOTLIGHTS*

Successes from the Intensive Assistance Model

The [Intensive Assistance Model (IAM)](#) Pilot was launched in 2022-2023 and was designed to provide deep, sustained support to districts seeking to improve student achievement and instructional practices.

In the past year...

[Madera Unified has participated in the IAM](#) and become a transformational leader with national recognition:

🏆 *Nishimoto Elementary awarded the National Model PLC at Work School designation*

🌱 *Washington Elementary and Sierra Elementary received the National Promising Practices Award*
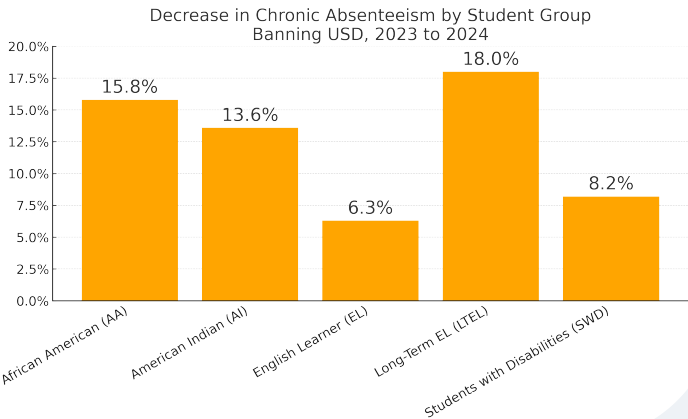
Banning USD

From 2023 to 2024, the district overall showed **improvements in chronic absenteeism, graduation rate, and suspension rate.** All student groups showed decreases in chronic absenteeism.

Decrease in Chronic Absenteeism by Student Group
Banning USD, 2023 to 2024

Student Group	Decrease
African American (AA)	15.8%
American Indian (AI)	13.6%
English Learner (EL)	6.3%
Long-Term EL (LTEL)	18.0%
Students with Disabilities (SWD)	8.2%

Victor Valley UHSD

The **Thrive** program helped Foster Youth decrease Chronic Absenteeism, with an **increase in attendance of FY by 30%.**

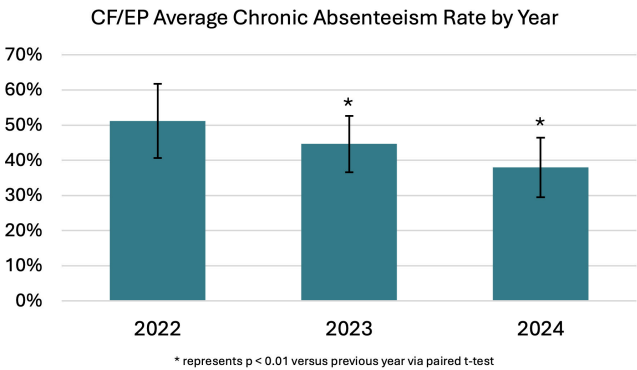*Chronic Absenteeism Decreased by: 8.7% for Foster Youth 11th grade*

Hemet USD

Daily Huddles transformed student behavior and campus safety through a daily, data-driven collaboration process. See [Open Door Session](#).

CF/EP Average Chronic Absenteeism Rate by Year

Year	Rate
2022	~51%
2023	~45% *
2024	~38% *

* represents p < 0.01 versus previous year via paired t-test

Chronic Absenteeism rates spiked statewide post-COVID. For our Collaborative Facilitation and Embedded Partnership districts, **rates have steadily decreased about 15% annually** since 2022.

DIRECT TECHNICAL ASSISTANCE
SUPPORT UPDATES

Continuous Improvement
INNOVATIONS FROM THE FIELD

The Direct Technical Assistance (DTA) teams engage in **various consultations, collaborations, and planning meetings** with districts and county offices of education (COEs) discussing their needs with Differentiated Assistance (DA) support.

DTA support has been instrumental in helping COEs and districts **uncover deeper insights into their challenges and move forward with clarity**. From co-developing reflective routines to surfacing systemic barriers, DTA teams create space for strategic alignment and shared problem-solving.

"CCEE stays true to the spirit of improvement through the DTA process by being thought partners who ask critical questions, push thinking, and affirm successes... Their approach is accessible, professional, collaborative, friendly, and flexible."

— Abby Petropulos, Executive Leadership Coach,
Fresno County Superintendent of Schools

COACHING FOR GROWTH

CCEE will continue to provide Professional Learning Networks to education leaders to **support leadership development and promote coherence** within district leadership teams.

The majority of DTA districts have Students with Disabilities (SWD) as an identified student group. The CCEE continues to leverage relationships with partners focusing on SWD to develop a **SWD Network Improvement Community.**

DTA teams have **engaged in over 200 consultations and coaching sessions** with district and county partners virtually and in-person.

STUDENT-CENTERED SUPPORT

Direct Technical Assistance support keeps **students at the core** of all strategies.

"CCEE approaches every endeavor from a 'students first' perspective... [they] provide clarity on how to approach challenges from a data-driven and student-centered lens."

— Rebecca Walker,
Assistant Superintendent,
Lake County Office of Education

CCEE NEXT STEPS

Within DTA work, the CCEE remains guided by **Connection** over correction, **Partnership** over prescription, and **Reflection** over reaction.

DTA support will continue to serve as the bridge between district and COE and connector to statewide resources, **anchored in relationships, led by student needs, and built on mutual trust.**

CCEE has contacted 100% of eligible DTA districts to meet in-person for the initial consultation meetings. Now, supports are being identified for every district and planning meetings for those supports are underway.

Embedded Partnership support districts and COEs are working together with the CCEE to build coherence and capacity through **ongoing site leadership support, structured data analysis, classroom observations, and coordinated DA, DTA, and COE efforts**—while regularly providing feedback on LCAP progress and convening cross-level leadership teams to close achievement gaps and strengthen implementation of focus area practices.

CCEE anticipates the release of the **2025 California School Dashboard data in the fall to guide additional next steps** with DTA partner districts.

For more on DTA:

CCEE Annual Report 2024-25