



# DIRECT TECHNICAL ASSISTANCE SUPPORT UPDATES



## BUILDING THE FOUNDATION FOR SUCCESS

The California Collaborative for Educational Excellence (CCEE) provides Direct Technical Assistance (DTA) to support districts and County Offices of Education (COEs) through **targeted consultations, coaching, and planning aligned with Differentiated Assistance (DA) and Local Control and Accountability Plan (LCAP) goals**. Grounded in collaboration, clarity, and courage, DTA strengthens district and county capacity by **building coherence across leadership, data systems, and continuous improvement efforts** while creating space for strategic alignment and shared problem-solving. The purpose of this report is to inform education partners of important trends across DTA and to highlight strategies the CCEE employs in service of supporting Local Educational Agencies (LEAs) to improve student outcomes.

*"...alignment is hard but when we are open and willing to do this work slowly, it is better."*

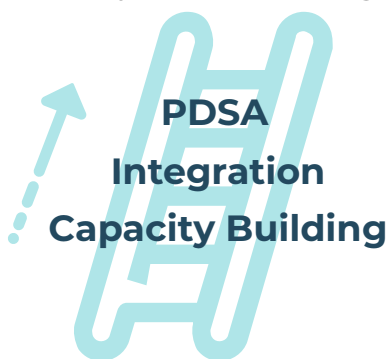
*"I am pleasantly surprised at the direction we are going as a team to align our data system."*

— Site principals and directors that participated in the five-part DTA series in Willits USD



## IMPROVING THE EDUCATIONAL SYSTEM

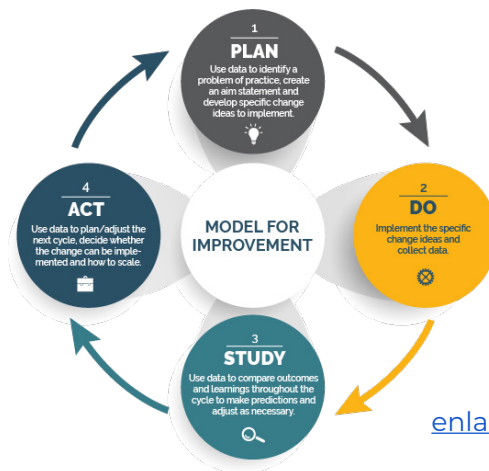
Systems Change



COE + District + CCEE



DTA support is **rooted in strong relationships between County Offices of Education (COEs), districts, and statewide partners**. By meeting in person, listening deeply, and anchoring support in local context, DTA support creates the trust necessary for honest reflection, collaborative problem-solving, and sustained improvement through **integrated support efforts and engaging in Plan-Do-Study-Act (PDSA) Cycles**.

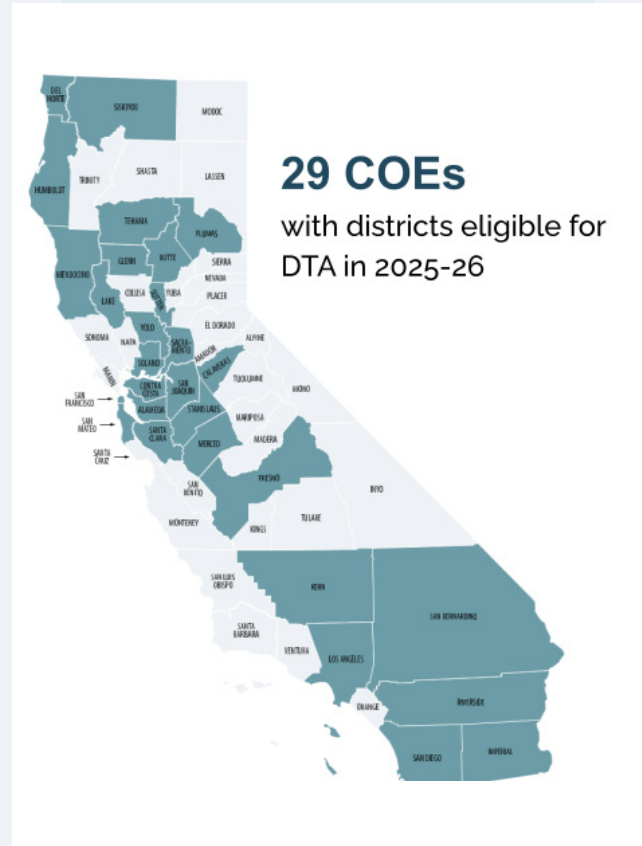


[enlarged image](#)

# DTA'S INFLUENCE IN SYSTEMS CHANGE

DTA focuses on systems change and leadership capacity building to support shifts in mindset, behavior, and practice. Grounded in strong relationships, this work lays the foundation for coherent implementation and improved student outcomes.

## DTA ELIGIBLE DISTRICTS OVER THE YEARS

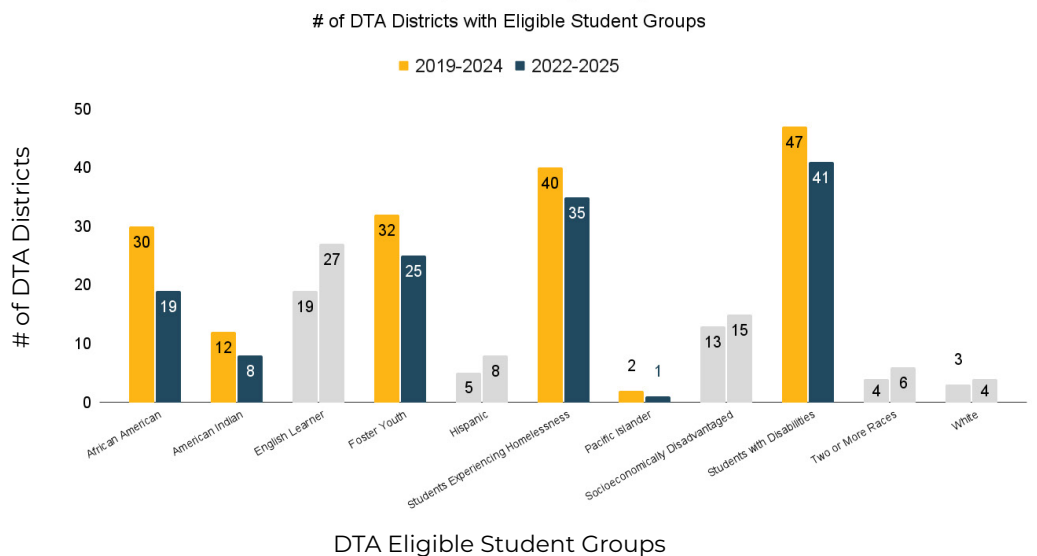


Since the November 2025 CA School Dashboard release, 20 districts are new to DTA eligibility ([ed. code 52072](#)) and **22 DTA districts** are now no longer eligible for Direct Technical Assistance.

## CA SCHOOL DASHBOARD OUTCOMES

African American Students, Foster Youth, Homeless Youth, and Students with Disabilities, who are commonly identified across DTA districts, [have improved on indicators included in the CA School Dashboard.](#)

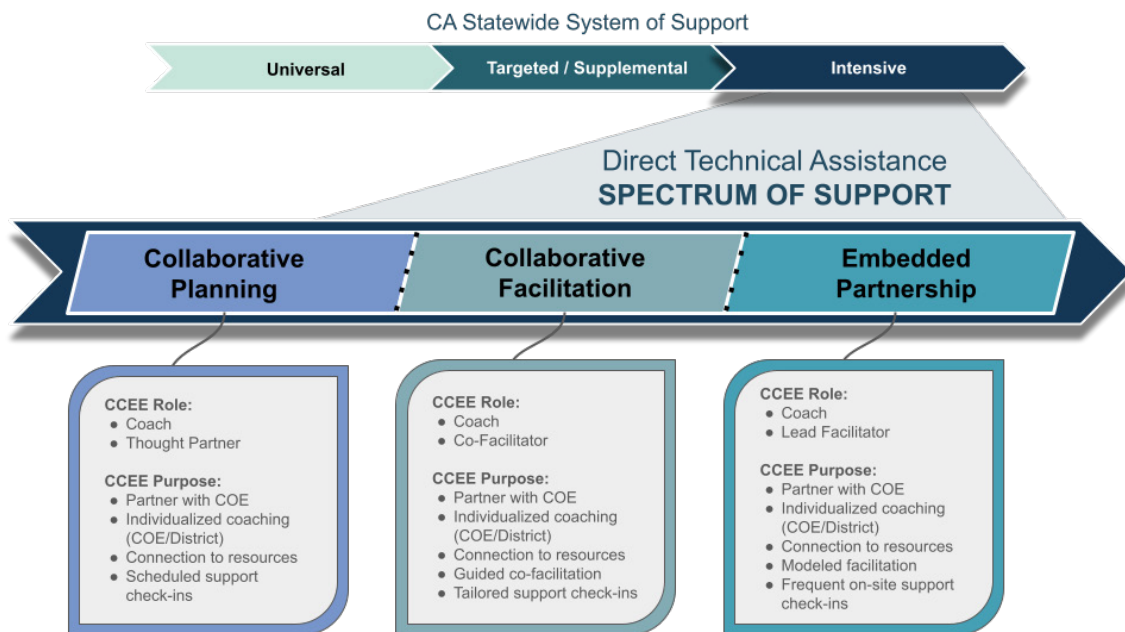
### Decreases in Student Group DTA Eligibility across DTA Districts



[enlarged image](#)

## 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 out of DTA support. For more information, see the [DTA Handout](#).



*The district entered into a joint partnership with the CCEE and MCSOS and will move forward with full implementation of Professional Learning Communities (PLC) to leverage live dashboards with a new analytics platform, actively monitoring student behavior in real-time, identifying data-driven insights into student behavior, trends, and patterns, allowing staff to make more informed decisions and take proactive measures..."*

— Yosemite Unified School District  
Local Control Accountability Plan



## INTEGRATION HIGHLIGHTS

CCEE intentionally leverages existing partnerships to braid improvement efforts and focus DTA resources.

# of DTA Districts Engaged in CCEE Supports in the [CA Statewide System of Support](#)

5



African American Student Success Network

12



Data Leadership Academy

15



Community Engagement Initiative

15



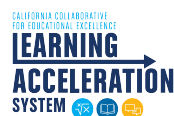
Superintendent PLN

17



Instructional Leader PLN

19



Learning Acceleration System

2



Universal Design for Learning

7



Special Education Leadership Academy

# »» CCEE Next Steps »»

## CCEE DTA Leads and their teams...



...are in discussion on **creating Networked Improvement Communities (NICs) and Professional Learning Communities (PLCs)** to connect districts with shared needs for geographically isolated districts.



...will continue **strengthening relationships** with ongoing DTA partners while establishing foundational partnerships with districts entering DTA.



...will **strategically deepen integration**

across supports by intentionally braiding DTA, Differentiated Assistance, Compliance and Improvement Monitoring (CIM), Multi-Tiered System of Supports (MTSS), and related statewide efforts.



...will continue to **support focused goal-setting and continuous improvement**

through the use of clear AIM statements, PDSA cycles, and progress monitoring.



...moving forward, will **collaborate closely with Geographic Lead Differentiated Assistance** to align roles, supports, and improvement strategies.



...are **focusing on academics by prioritizing Math and English Language Arts** in leadership conversations and improvement planning.



***Our experience working in partnership with...CCEE on the DA/DTA work has been highly collaborative, supportive, and impactful. CCEE approached the work as a true partner—listening carefully to our district context, honoring our local strengths, and helping us surface root causes rather than prescribing one-size-fits-all solutions.***

-Teresa Marquez,  
Associate  
Superintendent,  
East Side Union  
HS District

