

Item 4 : Teaching Learning & Leading Center Update

February 26, 2026

CCEE Governing Board Meeting

Overview of Presentation

- ★ Our Challenge
- ★ System of Support Accountability Layers
- ★ Implications for Direct Technical Assistance Approach
- ★ Current State of Direct Technical Assistance
- ★ Integration Opportunities & Possibilities

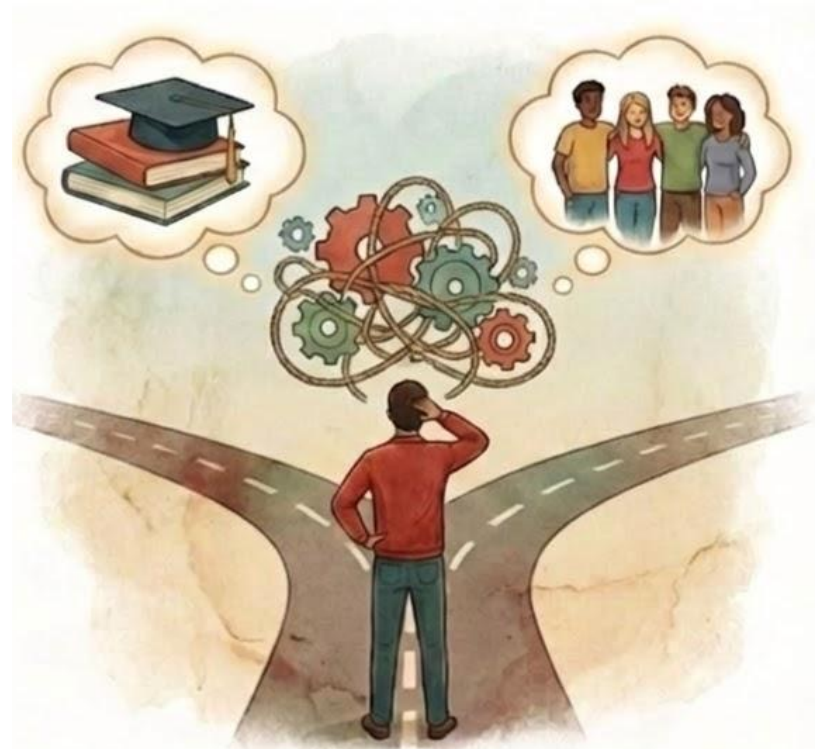


Our Challenge

Within a system of:

- Isolation of technical assistance
- Siloing of support
- Incongruent timelines
- Layers of support not always aligned or targeted

We have a responsibility to improve student experiences and outcomes.

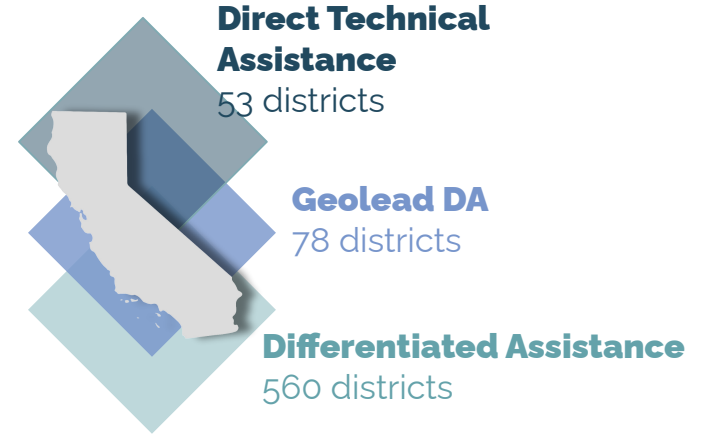
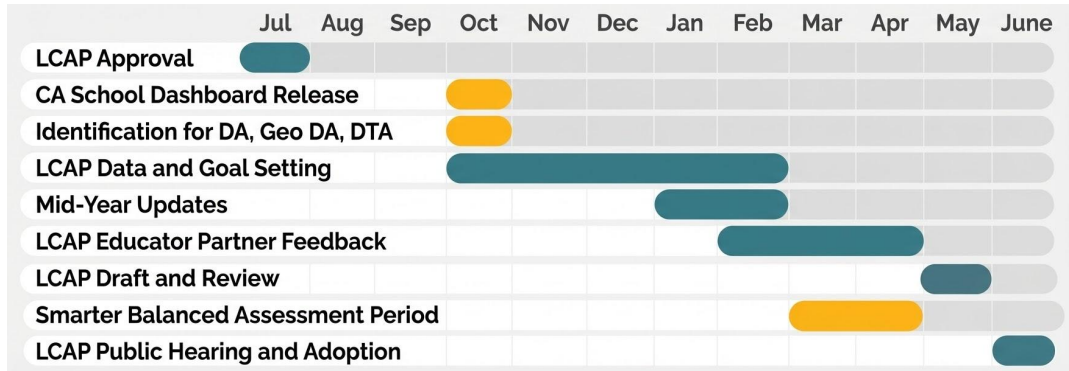


Board Question

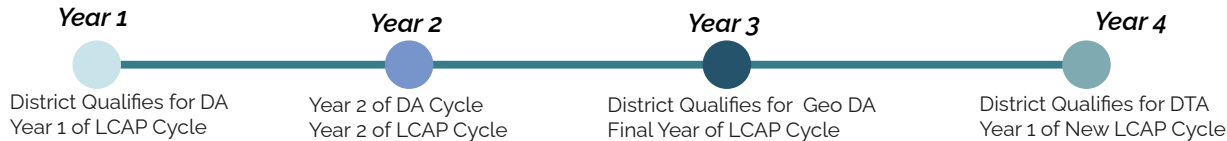
What approaches, advice or considerations would the CCEE Board have in relationship to the challenges we face with multiple partners and pathways of support in the district?

System of Support Accountability Layers

Annual Accountability Calendar



Eligibility Timeline



34 DISTRICTS ELIGIBLE
FOR ALL THREE
LEVELS OF SUPPORT

Universal (1)

Available at no cost to all districts, charters, COEs, and SELPAs in California.

Includes tools, resources, and professional learning offered by technical assistance providers through the Statewide System of Support, coordinated by CCEE and CDE.

Targeted/ Supplemental (2)

Differentiated Assistance (DA)

When a district, COE or charter school meets [specific criteria](#) the county superintendent or the CDE will work jointly with the LEA in affirming and/or supporting focus areas of work that builds local capacity through expertise and collaboration, fostering co-learning, reflection, and evidence to drive urgent action, improve student outcomes, and sustain lasting change.

CALPADS DA

When a **district or COE** fails to submit accurate and timely CALPADS data, the county superintendent or the CDE will provide technical assistance focused on data management and strengthening the district;s capacity to meet student and community needs.

2024 = 0 districts
2025 = 11 districts*

GeoLead DA

When a district has 1 or more student groups meet [specific criteria](#) for three or more consecutive years, the geographic lead—alongside the county superintendent—must provide targeted technical assistance. They may bring in expert lead agencies to strengthen support and improve outcomes.

2025 = 78 districts*

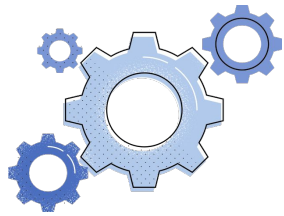
Intensive (3)

Provided to districts, COEs, and charters facing persistent, multi-year challenges. Accessed through identification by CDE, CCEE, or COEs via DTA or intensive CIM.

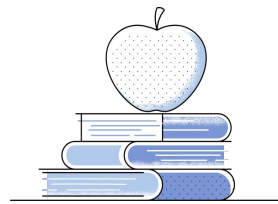
Involves close collaboration among state and local partners to tailor support strategies.

May include expert technical assistance to drive improved student outcomes.

*See [2025 LCFF COE/Districts Assistance Status Spreadsheet](#)



Technical Assistance Providers for Differentiated Assistance

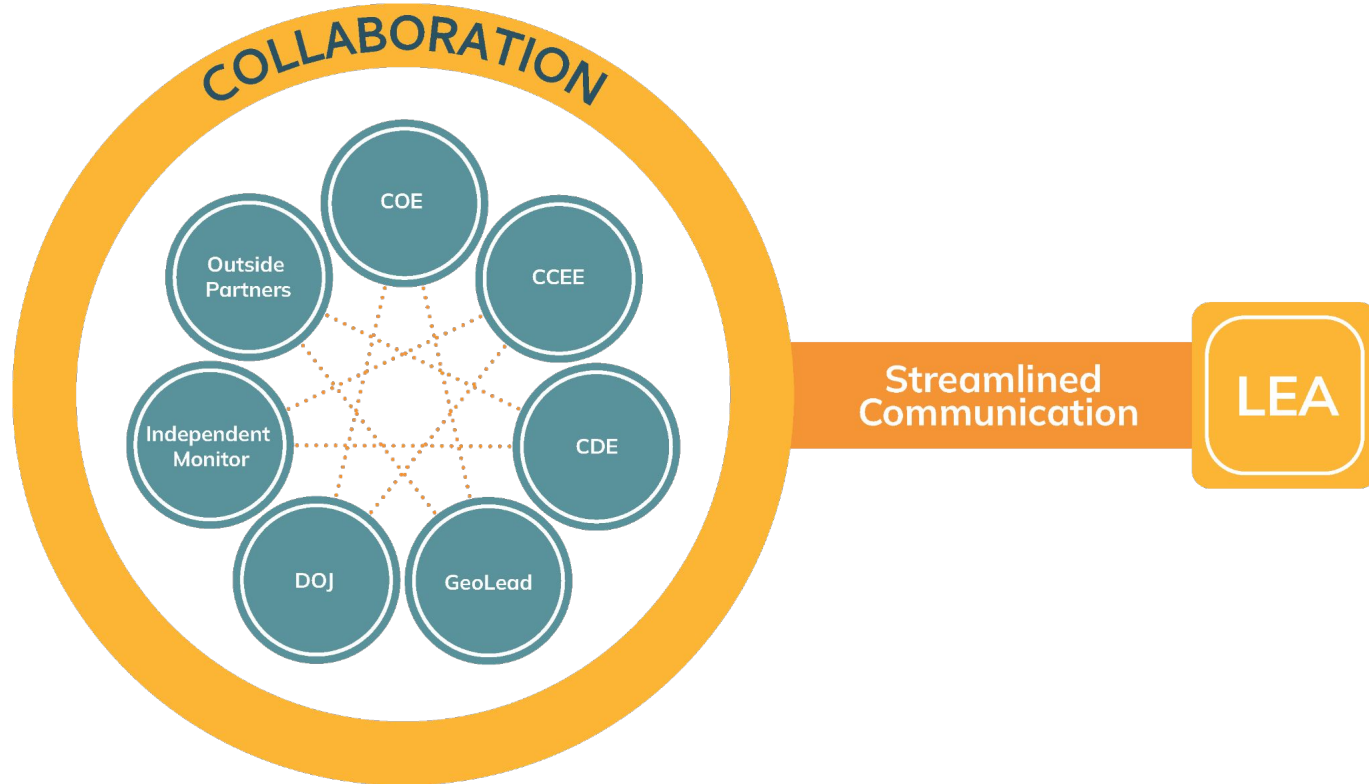


Responsible Agency	COE DA EC52071.5	District DA EC52071(c)	(DA) Charter DA EC47607.3(a)	GeoLead DA EC52071(f) <small>*Applies only to school districts</small>	Direct Technical Assistance EC52072	Intervention EC52072.1
CA Department of Education DA Team	✓					
County Superintendent of Schools (County Office DA Team)		✓	✓	Geographic Lead Agency provides DA in collaboration with County Superintendent/designee.	CCEE includes County Superintendent or designee in DTA support with eligible LEA.	CA State Superintendent of Public Instruction Office
Geographic Lead Agency		Upon request of County Superintendent of Schools or a school district (EC52071(d)).	For Charters authorized by County Boards of Education.	✓ Can request support from CA System of Support lead agencies.	Geo Leads are informed of DTA eligibility and invited to participate for any LEAs in Geo Area.	
CA Collaborative for Educational Excellence (CCEE)		Upon referral of County Superintendent of the county in which district is located (EC52071(c)(1)(D)).	Upon referral of County Supt in consultation with the charter school EC47607.3(a)(2)).	Upon request of Geo Lead.	✓	
Eligibility Notes	1+ student group 2+ priorities and/or Missed CALPADS data submission	1+ student group 2+ priorities and/or Missed CALPADS data submission	1+ student group; 2+ priorities; 2+ consecutive years	1+ student group; 2+ priorities; 3+ consecutive years* <small><i>*Districts will be identified starting with 2025 Dashboard; Does not apply to Charters/COEs.</i></small>	3+ student groups; 2+ priorities; 3 of 4 consecutive years	LEA must be eligible for Direct Technical Assistance plus CCEE recommendation and SBE approval.






Coordination Scenario



Coordination Scenario



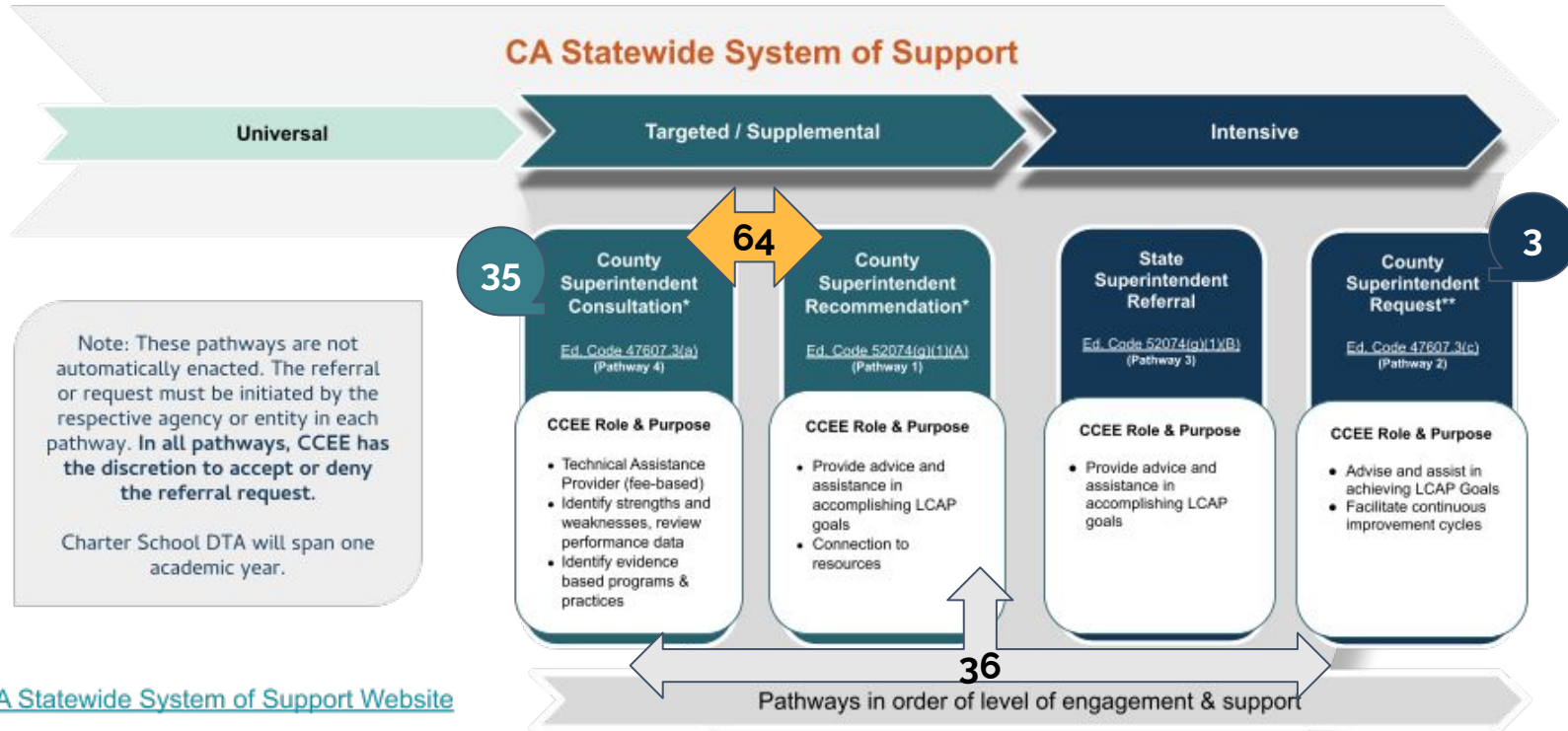
Implications for Direct Technical Assistance Approach

-  Understanding district context as thoroughly as possible
-  Learning about previous supports from COE partners
-  Connecting with other external partners to learn about their role & responsibilities
-  Build CCEE's team capabilities and skill set for strategic approaches to systems change work
-  Be impeccable with our language
-  Consistency in how we show up

2025 Charter School Pathway Eligibility at a Glance

Charter School Direct Technical Assistance

CA Statewide System of Support



Note: These pathways are not automatically enacted. The referral or request must be initiated by the respective agency or entity in each pathway. In all pathways, CCEE has the discretion to accept or deny the referral request.

Charter School DTA will span one academic year.

[CA Statewide System of Support Website](#)

* Charter must have 1 or more student groups not meeting two local or state priorities in 2 or more years as identified on the CA Dashboard.

** Charter must have 3 or more student groups not meeting two or more LCFF priorities for 3 out of 4 consecutive years as identified on the CA Dashboard.

Braiding COE and CCEE Supports

Current DTA District



Planning & Alignment

- Consultation held with COE and district leadership
- Decision to align CCEE support within the COE-led DA structure



CCEE Support Model

- CCEE engaged as a monthly coaching partner
- Focus on continuous improvement and improved pupil outcomes



Ongoing Engagement

- Monthly coaching sessions
- Quarterly in-person meetings aligned to coaching cycle



Additional Supports

- CCEE identified and connected the district to SSOS resources
- Resources leveraged to strengthen capacity and accelerate outcomes



Result

- **Coordinated, sustained system of support aligned to district needs**

Successes & Challenges

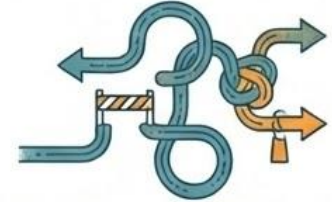
Successes

- ✓ 22 districts no longer eligible
- ✓ Leaders - Willing and Able
- ✓ Consultation process & preparation of the CCEE team
- ✓ Partnerships with COE's
- ✓ CCEE coordinating with the multiple support providers for more coherent support
- ✓ DTA only focusing improvement efforts on academics
- ✓ Intensive Assistance Model



Challenges

- ✗ Districts no longer eligible for DTA but are still in distress
- ✗ Districts with intense challenges
- ✗ Quality of Differentiated Assistance varies across state
- ✗ Responsiveness of County and District partners
- ✗ Navigating new layer of support with Geo Lead DA
- ✗ Exiting districts are still not at a moderate level of academic achievement



Integration Opportunities

- CA Literacy Network
- CA Mathematics Network
- Learning Acceleration Systems Grant
- Community Engagement Initiative



Scenario: DTA Integration with CEI

DTA (Direct Technical Assistance)

Focus: Technical assistance, data-driven frameworks, and aligned processes for system coherence.



CEI (Community Engagement Initiative)

Focus: Authentic community partnership, trust building, and collaborative design.



Focus: Authentic community partnership, trust building, and collaborative design.

Integration & Shared-Impact Model

Shared LEAs and priorities, coordinated support system, and aligned data and frameworks. Transition from parallel to unified approach.



Positive Outcomes

Improved student outcomes, increased collaboration, and strengthened trust and coherence. Shared impact metrics.



Board Question

What approaches, advice or considerations would the CCEE Board have in relationship to the challenges we face with multiple partners and pathways of support in the district?