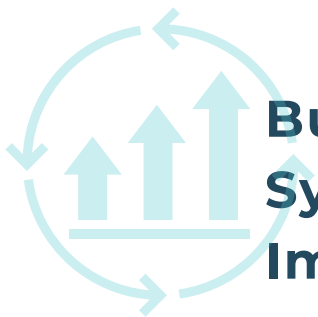




DIRECT TECHNICAL ASSISTANCE

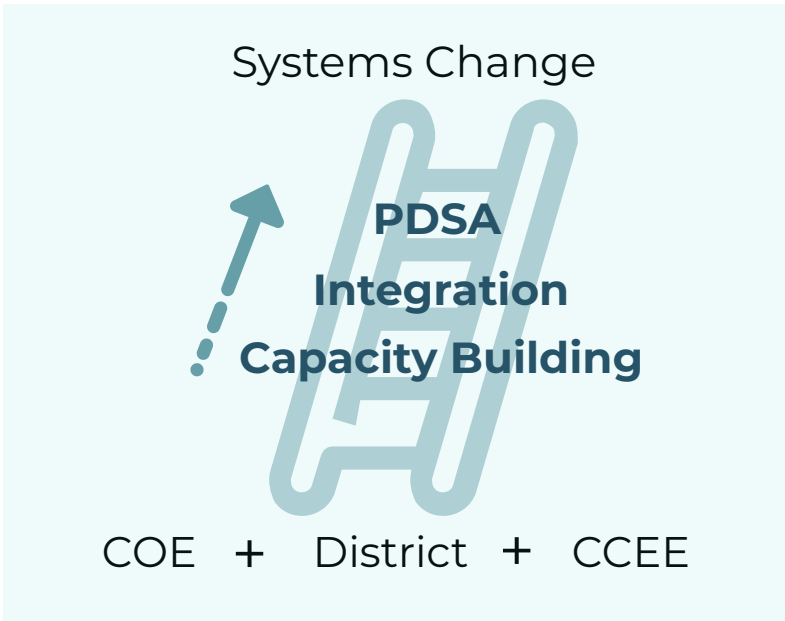
2026 END OF YEAR UPDATES



Building Coherent Systems for Improvement

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 CCEE's norms: 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 bi-annually and to highlight the continuous improvement work being done across DTA districts to accelerate student learning.



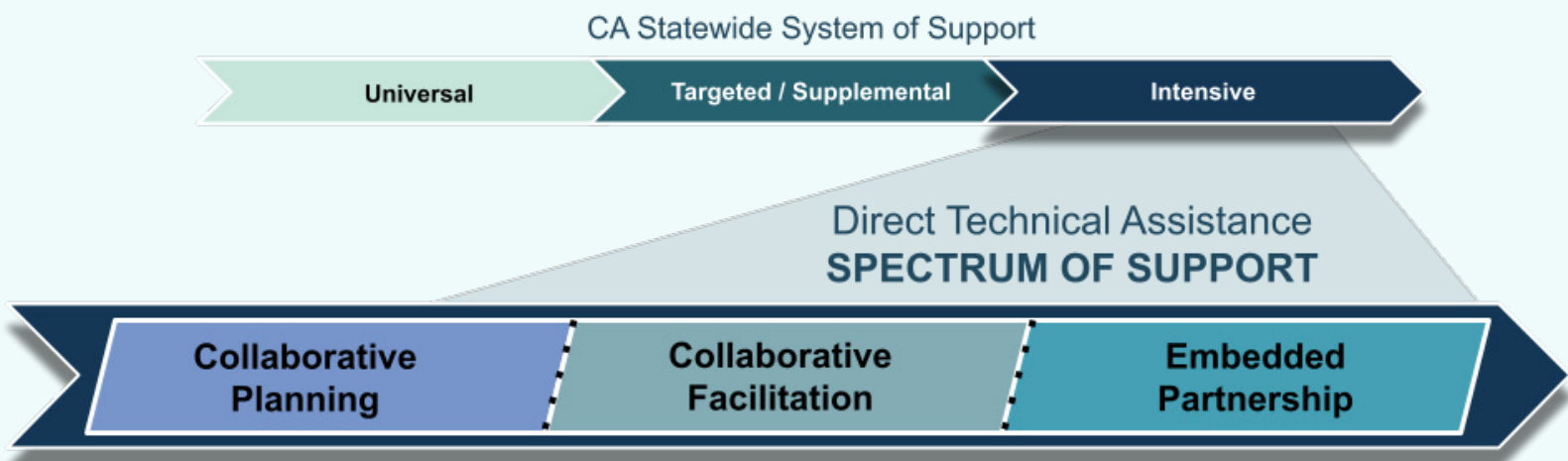
Coordinating Systems through Partnership



DTA support is **rooted in strong relationships between County Offices of Education, 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.](#)**

DTA Spectrum of Support

The CCEE partners with districts and COEs to provide DTA in differentiated levels of depth and intensity. Our role is to advise and assist while building the capacity of local systems. As part of our [theory of action](#), we work alongside educational partners to support continuous improvement and a gradual release from DTA support. For more information, please see the [DTA Handout](#).



Instructional & Improvement Progress

Operationalizing Data for Action



DTA Districts are increasingly **building practical data systems** that support timely instructional and student support decisions. Examples from DTA districts include:

- Monitoring Systems:** Districts are implementing structured systems to regularly track instructional implementation and student progress, helping leadership teams identify needs earlier and respond more consistently.
- Strategic Data Usage:** Leadership teams and site staff are tracking student indicators to monitor student performance and identify students needing additional academic or behavioral support before concerns escalate.

- Individualized Student Monitoring:** Districts are strengthening systems for monitoring targeted student groups through more coordinated review of academic, attendance, behavior, and intervention data to improve responsiveness and support planning.
- Timely Data Conversations:** Cabinet teams, principals, instructional leaders, and student services staff are engaging in more routine data conversations to guide instructional decisions, align interventions, and strengthen accountability for student outcomes.
- Data-Informed Leadership Routines:** Recurring data reviews and collaborative leadership structures are helping district and site leaders make more informed decisions, monitor improvement efforts, and adjust strategies in real time to support continuous improvement.



Continuous improvement practices are becoming embedded into leadership and instructional routines rather than functioning as stand-alone activities, through...

- Empathy interviews
- Improvement cycles
- Monitoring structures
- Reflection routines
- Student voice integration
- Iterative adjustment practices

Highlight from the Field

9...DTA districts are engaged in **Professional Learning Communities (PLCs)**. This work prioritizes alignment around mission, vision, collective commitments, and goals. Using a data-centric approach, the PLC format encourages districts to align curriculum, construct formative assessment practices, and implement proven instructional strategies.

The Kern Collaboration Network

CCEE, in collaboration with the Kern County Superintendent of Schools (KCSOS) is launching a network comprising of school districts within a shared regional area to enhance DA and DTA efforts in a collaborative format focused on PLC's, and, specifically DuFour's Four Essential Questions:

- 1 What do we want students to know and be able to do?
- 2 How will we know if each student has learned it?
- 3 How will we respond if some students do not learn it?
- 4 How will we extend the learning for students who have demonstrated proficiency?

1) DuFour, Richard, et al. Learning by Doing: A Handbook for Professional Learning Communities at Work. 3rd ed., Solution Tree Press, 2016.

Systems Integration & Infrastructure

Creating Coordinated Systems of Improvement

DTA districts are increasingly **building more coordinated and coherent systems of support** by aligning statewide initiatives, county partnerships, and district improvement efforts around shared instructional and continuous improvement goals.

Braiding Statewide Initiatives and Improvement Efforts

Districts and county offices are increasingly integrating supports across Direct Technical Assistance, Multi-Tiered System of Supports (MTSS), Community Engagement Initiative (CEI), Data Literacy and Leadership Academy (DLLA), California Secondary School Redesign Program, Compliance and Improvement Monitoring (CIM), Special Education Local Plan Areas (SELPA), and other statewide initiatives to reduce fragmentation and strengthen implementation coherence by **aligning improvement planning processes, leveraging data to guide decision-making, integrating MTSS practices into Differentiated Assistance protocols, and applying learning from statewide initiatives directly to district instructional improvement efforts.**

Strategic Alignment to Reduce Initiative Overload

District and county leaders are increasingly taking intentional steps to **align initiatives and prioritize capacity-building efforts in ways that support sustainable implementation.** In some cases, support teams intentionally reduced or delayed additional initiatives to allow districts to focus more deeply on core instructional priorities, improvement planning, and implementation routines.

Geo Leads Supporting Cross-System Coordination

Geo Leads are increasingly serving as **connectors between districts, county offices, and statewide systems of support** by facilitating communication, identifying regional trends, sharing resources across counties, and participating in improvement planning conversations to ensure districts receive more integrated and responsive support.

Strengthening Cross-Agency Collaboration Structures

Cross-agency collaboration is becoming **more embedded through recurring planning meetings, coordinated support efforts, and ongoing communication** between statewide, county, and district partners to strengthen alignment around improvement priorities.

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](#)
Drop in local education agency participation due to exiting DTA.



DTA Support At-a-Glance

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 SUPPORT OVERVIEW

- 18 DTA Districts in Collaborative Planning
- 24 DTA Districts in Collaborative Facilitation
- 11 DTA Districts in Embedded Partnership
- 2 DTA Districts participating in a modified Systemic Instructional Review (SIR)
- 2 DTA Districts receiving fiscal support

DTA Districts are building more coherent systems for instructional improvement, data use, and continuous improvement.

CCEE is a truly collaborative partner, and the relationship piece is what matters most. They are always available to answer questions and consistently lean into the resources offered through the SSOS. They show up fully in meetings with districts, treat every member with respect, and are willing to engage in hard conversations. Most importantly, they have a genuine desire to help districts improve outcomes for students.

- Heather Gomez, Ed.D.,
Director of Continuous Improvement
Fresno County Office of Education

For more on DTA:

**CCEE
Annual
Report
2025-26**



Past DTA Reports

CCEE Next Steps

CCEE DTA Leads and their teams...

- are **focusing on improving academics by prioritizing Mathematics and English Language Arts** in leadership conversations and improvement planning.
- 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 Direct Technical Assistance, Differentiated Assistance, and Compliance and Improvement Monitoring.
- will continue to **support focused goal-setting, use of data, providing feedback** on performance, and communicating clear expectations with appropriate support.
- continue to **collaborate closely with state partners to align CA Statewide System of Support offerings and improvement strategies** to newly identified eligibility criteria.
- are **expanding Professional Learning Network opportunities** for senior district leaders and other professional learning opportunities to connect districts with shared needs and areas of focus with expert support and intentional planning and implementation.