Tuesday @ 2 Webinar Series 2021-22 Differentiated Assistance Requirements

September 14, 2021
2:00 p.m. -3:00 p.m.

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Today's Presenters

Lindsay Tornatore, Director, Student Achievement and Support Division
Cindy Kazanis, Director, Analysis, Measurement and Accountability Reporting Division
Anissa Sonnenburg, Education Administrator, System of Support Office

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Overview

- Background and the "Why"
- Update on State and Federal Accountability Requirements and the 2021 Dashboard
- Requirements for Differentiated Assistance during the 2021-22 School Year
- Suggestions for How and When to get Started?

2021-22 Differentiated Assistance (DA) New Requirements and Background

- Eligibility for Differentiated Assistance (DA) relies on the annual Dashboard, which provides information about how local educational agencies (LEAs) and schools are meeting the needs of California's diverse student population

- With the suspension of the Dashboard in 2020 and lack of state indicator data in 2021, there is a need to shift to the prioritization of local data to inform the 2021-22 DA process.

- Trailer Bill Language (Assembly Bill 130, Section 122) provides a basic framework for the areas and related local data points for LEAs to examine as part of their ongoing continuous improvement work.

- Intention of this "framework" is to incorporate these specific data into the good work that LEAs have been and continue to do to improve outcomes for students.

Update on the 2021 Dashboard

Cindy Kazanis, Director
Analysis, Measurement and Accountability Reporting Division

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Federal Accountability Waiver

- In April 2021, the CDE received a federal waiver from specific Every Student Succeeds Act accountability requirements for the 2020–21 school year.
  - Removes requirement to publish state level indicators on the California School Dashboard (Dashboard).

State Accountability Requirements

- In July 2021, Assembly Bill 130 (Refer to Section 123) was signed into law which states that the CDE:
    - Shall suspend the publication of state indicators on the 2021 Dashboard,
    - Shall report valid and reliable data collected that would have been included in the 2021 Dashboard, and
    - Shall publish local indicator data.
        - However, performance determinations (i.e., Met, Not Met, Not Met for Two or More Years) will not be made.

2021 Dashboard: State Indicators

- In place of reporting the typical Dashboard, the CDE is sharing valid and reliable data collected in the 2020–21 school year to support LEAs in the development of their local control and accountability reports (LCAPs).
  - Data will be available through the Dashboard Additional Reports, DataQuest or other supporting portals.

2021 Dashboard: Local Indicators

- Local Indicators
  - Data will be available at the Dashboard local educational agency (LEA) level
  - Submission of Data:
    - Opened to Dashboard Coordinators on August 23, 2021
    - Responses due by October 15, 2021, at 5 p.m.

2021 California School Dashboard and Eligibility for Assistance

- Under the federal waiver:
    - Schools will not be identified for support
    - Schools that are currently identified for support will continue to receive support in the 2021–22 school year
    - Comprehensive Support and Improvement (CSI) schools are allowed to exit based on the graduation rate, if exit criteria are met (based on graduation rate data from the 2018–19, 2019–20, and 2020–21 school years)

- Under AB 130:
    - LEAs will not be identified for support
    - LEAs that are currently eligible for differentiated assistance will remain in place for the **2021–22 school year**

Requirements for the Differentiated Assistance 2021-22

Anissa Sonnenburg, Education Administrator
System of Support Office,
Student Achievement and Support Division

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Requirements for 2021-22 DA

- The new requirements for the current school year are set forth in [AB 130, Section 122](#).
- The language of the subsections has been translated into [Paraphrased Requirements for Differentiated Assistance in 2021-2022](#).

Timeline of Supports for DA planned for 2021

- September 13, 2021 – Tuesday @ 2 Webinar
- Inquires about 2021-22 DA - California System of Support Office sent to CASystemofSupport@cde.ca.gov
- **COMING SOON!** Frequently Asked Questions for 2021-22 Differentiated Assistance to be posted on CDE, System of Support webpage https://www.cde.ca.gov/sp/sw/t1/csss.asp
- Released November 2021 - 2021-22 Differentiated Assistance Guidance
- November 16, 2021 – Tuesday @ 2 Webinar to review guidance

Let's Take a Look at the Requirements! AB 130, Section 122 (1 of 5)

(a) For the 2021–22 school year, technical assistance provided pursuant to Sections 47607.3, 52071, and 52071.5 of the Education Code shall, at a minimum, include an analysis of all of the following:

Paraphrase: (a) For the 2021–22 school year, differentiated assistance for charter schools, school districts, and COEs will, at a minimum, include an analysis of all of the following:

(1)   The local educational agency's implementation of the plan it adopted pursuant to subdivision (e) of Section 43522 of the Education Code, including the related supplemental instruction and support strategies provided to, at a minimum, the pupil groups set forth in subdivision (a) of Section 43522 of the Education Code.

Paraphrase: (1) Implementation of the Expanded Learning Opportunities Grant expenditure plan, including the supplemental instruction and support strategies for, at a minimum, Free and Reduced Price Lunch-eligible students; English learners; foster youth; students experiencing homelessness; students with IEPs; students at risk of abuse, neglect, or exploitation; disengaged students; and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.*

(*per EC Section 43522(a))

Let's Take a Look at the Requirements! AB 130, Section 122 (3 of 5)

(2) The results of assessments administered in the 2020–21 school year.

Paraphrase: (2) Student assessment data from the 2020–21 school year.

(3) Local indicator data collected from the 2020–21 school year, including, at a minimum, results from school climate surveys, course access data, and teacher assignment information based on data published by the State Department of Education.

Paraphrase: (3) Local indicator data collected from the 2020–21 school year, including, at a minimum, data from school climate surveys, course access data, and teacher assignment information based on data published by the California Department of Education.

(4) Pupil engagement, with a focus on locally collected data on pupil classroom attendance and engagement in the 2021–22 school year, especially for pupils who lacked access and had lower levels of engagement during the 2020–21 school year.

Paraphrase: (4) Data on student engagement, with a focus on locally collected attendance and engagement data in 2021–22, especially for students who lacked access to instruction and had lower levels of engagement during the 2020–21 school year.

(5) Data on annual individualized education program meetings, and assessments for eligibility for special education services.

Paraphrase: (5) Data on annual individualized education program (IEP) meetings and assessments for eligibility for special education services during the 2020-21 school year.

Let's Take a Look at the Requirements! AB 130, Section 122 (5 of 5)

(6) Implementation of integrated and designated English language development instruction.

Paraphrase: (6) Implementation of integrated and designated English language development instruction.

(b) The results of the analysis conducted pursuant to subdivision (a) shall inform technical assistance focused on building capacity to develop and implement actions and services responsive to pupil and community needs.

Paraphrase: (b) The purpose of analyzing these data is to inform your local continuous improvement efforts and the support provided through differentiated assistance. These local data provide insight into current student and community needs.

How Should We Get Started? And When?

Lindsay Tornatore, Director
Student Achievement & Support Division

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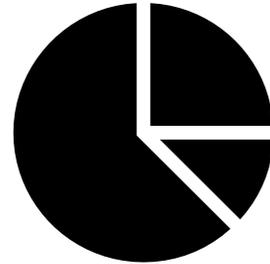Tony Thurmond, State Superintendent of Public Instruction

Some Suggestions on How to Start...

Prepare

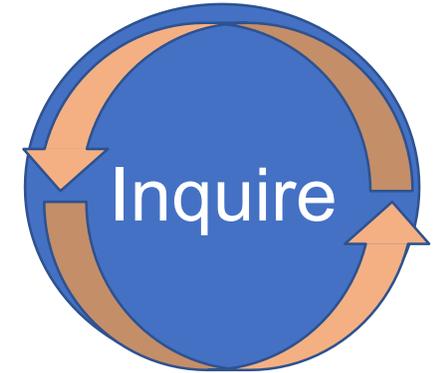**Inquire**

Data Governance
The management of the availability, usability, integrity, and security of the data stored within an organization
https://systemimprovement.org/

Data Collection
The organization of data that are aligned to a specific goal or aim

Data Analysis
A process of systematic inquiry that uses data to understand the story

Data Wise: A Ste[-by-Step Guide to using Assessment Results to Improve Teaching and Learning by K.P. Boudett, E.A. City, R.J. Murname

When?

- Data Collection has already begun and in many cases, is complete
    - 2020-21 data
    - 2021 local indicator data reported on 2021 Dashboard
    - 2021-22 local data (ELO and Student Engagement)
- Each LEA's Ongoing Continuous Improvement Process
- Differentiated Assistance Activities during the 2021-22 School Year

For Additional Information and Questions

- Postings on the CDE, System of Support Webpage with updates and FAQs at https://www.cde.ca.gov/sp/sw/t1/csss.asp

- To join the Listservs below, send a blank e-mail to:
    - LCFF Listserv – join-LCFF-list@mlist.cde.ca.gov
    - SFPD Listserv – join-state-and-federal-programs-directors@mlist.cde.ca.gov

- Contact CASystemofSupport@cde.ca.gov