

Paraphrased Requirements for Differentiated Assistance in 2021-2022

Translation of Education Code [AB 130](#), Sec.12

Paraphrased requirements for Differentiated Assistance in the 2021-2022 school year are included in blue italics after each paragraph.

From AB 130 (Budget Trailer Bill):

SEC. 122. (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:

Translation: (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.

Translation: (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.¹

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

Translation: (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.

Translation: (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.

¹ EC Section 43522(a)

(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.

Translation: (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.

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

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

Translation: (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.

Translation: (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.