Tuesdays @ 2 Webinar Series 2021-22 Differentiated Assistance Suggested Guidance

November 16, 2021
2:00- 3:30 p.m.

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

Today's Presenters

Lindsay Tornatore, Director, Student Achievement and Support Division

Anissa Sonnenburg, Education Administrator, System of Support Office

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Framing

- Follow-up to Tuesday @ 2 held on September 14, 2021, in which we shared
  - Update on State and Federal Accountability Requirements and the 2021 Dashboard
  - Requirements for Differentiated Assistance during the 2021-22 School Year
  - Materials shared during this initial webinar can be found at the Tuesdays @ 2 webpage on the California Department of Education's website at https://www.cde.ca.gov/fg/aa/lc/tuesdaysat2.asp.

- Statewide Guidance Workgroup provided the recommendations used for this guidance

Requirements for 2021-22 School Year

- As a part of differentiated assistance, Local Educational Agencies (LEAs) eligible under sections 47607.3, 52071, and 52071.5 of the California *Education Code (EC),* are typically required to analyze Dashboard and local data.

- In the absence of Dashboard indicators for the 2021-2022 school year, Section 122 of Assembly Bill (AB) 130 outlines the data elements that are required to be analyzed for differentiated assistance in the 2021-2022 school year.

The Purpose of the Guidance

- This *optional* resource is intended to support the implementation of the requirements for 2021-22 Differentiated Assistance. It can serve as a guide for your conversations with partners during your continuous improvement process around the new data requirements for 2021-22.

- This is a supplemental resource - using it is *not* a requirement.

- It allows for local *flexibility* to use data most relevant to LEAs and communities.

- Technical assistance should focus on local needs that may have shifted during the last 18 months.

The statewide System of Support convened a workgroup consisting of 46 individuals from various agencies and roles from across the state representing

- County Offices of Education,

- The California Department of Education (CDE),

- The California Collaborative for Educational Excellence (CCEE),

- The State Board of Education (SBE), and

- The Regional 15 Comprehensive Center (R15CC) at WestEd.

The workgroup was tasked with providing some useful guidance and best practices around the new requirements for 2021-22 differentiated assistance to ensure that six major data points are examined in the following areas:

- Expanded Learning Opportunity Grant (ELOG)

- Assessment Data

- Local Indicator Data

- Pupil Engagement

- Individualized Education Program (IEPs) meeting and assessments

- English language development

2021- Differentiated Assistance Design Team
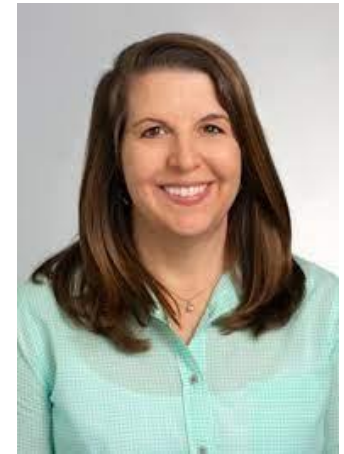
Shelah Feldstein
West Ed

Sara Pietrowski
SBE

Kelsey Krausen
R15CC

Anissa Sonnenburg
CDE

Jennie Snyder
Sonoma COE

Marianne Justus (Editor)
R15CC

Roni Jones
CCEE

Workgroup Members (1 of 3)

Assessments

- Cindy Kazanis (CDE)
- Andrea Marks (Nevada COE)
- Alissa Meltzer (Santa Clara COE)
- Karen Strong (Santa Barbara COE)
- Charles Wilson (Kern COE)
- Rachel Perry (Sacramento COE)
- Leslie Wriston (Placer COE)

ELOG

- Michael Funk (CDE)
- Sterling Williams (CDE)
- Kelsey Krausen (R15CC)
- Melissa Bazanos (Riverside COE)
- Lisa Salas Brown (Ventura COE)
- Candi Huizar (Kern COE)
- Channa Cook-Harvey (Sacramento COE)
- Jen Taylor (CDE)

Workgroup Members (2 of 3)

English Language Development

- Alesha Moreno Ramirez (CDE)
- Gina Garcia-Smith (CDE)
- Jeanette Chien (San Diego COE)
- Jeanette Montano (Imperial COE)
- Ruth Baskett (Los Angeles COE
- Lily Rosenberger (Kern COE)
- Olympia Kyriakidis (San Diego COE)

IEP/Special Education

- Heather Calomese (CDE)
- Laila Fahimuddin (SBE)
- David Toston (CCEE)
- Leah Davis (Riverside SELPA)
- Chris Persons (Kern COE)
- Micah Studer (Yolo COE)
- Shiyloh Becerill (CDE)
- Jack Brimhall (CDE)
- Barbara Gaskin Wintle (CDE)

Workgroup Members (3 of 3)

Local Indicator Data

- Art Cruz (CDE)
- Jennifer Biagio (Tulare COE)
- Juwen Lam (Alameda COE)
- Annie Sharp (Fresno COE
- Ingrid Roberson (Alameda COE)
- Evan Bartelheim (Los Angeles COE)
- Jill Johnson (CDE),
- Lisa Fassett (CDE)

Pupil Engagement

- Cindy Quiralte (CDE)
- Martina Guerra (CDE)
- Laura Trahan (Marin COE)
- Kathryn Ferreira (Placer COE)
- Jessica Conkle (Los Angeles COE)
- Michael Hernandez (Kern COE)

Where to find the Guidance

- The 2021-22 Differentiated Assistance Suggested Guidance and Data Resources can be found at https://docs.google.com/document/d/1UXPKy0jnR1EF08dzNkHsmmx2m5NadJC3BguUci9Rwhg/edit

- A link to the Guidance document can be accessed through the CCEE website at https://ccee-ca.org/resources/2021-22-differentiated-assistance-guidance-is-finalized/

What is included in the Guidance?

- The Guidance document is designed to be easy to follow matrix
- Provides five key components to help examine each of six data points
  - Focus
  - Basic Level of Support
  - Key Questions to Ask
  - Data Source
  - Opportunities and considerations for deeper engagement

Example of Guidance: ELOG Expenditure Plan

	Focus	Basic Level of Support	Key Questions to Ask	Data Source	Opportunities and considerations for deeper engagement
Expanded Learning Opportunities Grant (ELOG) Expenditure Plan	Implementation of learning recovery strategies	Investigate the implementation status of the ELOG: •Review the LEAs ELOG expenditure plan. Talk about implementation, particularly for vulnerable student groups set forth in subdivision (a) of Section 43522 of the EC listed in paraphrased language of Section 122 of AB 130 •Compare implementation of ELOG expenditure plan to student assessment and engagement data (i.e., student needs)	Which goals or activities in the ELOG expenditure plan were implemented, and which were not implemented, and why? Which students/student groups had access to and participated in the activities outlined in the ELOG expenditure plan? Review your assessment, pupil engagement and school climate data. Where are there gaps between students who have access and those students who have the greatest need?	Discussion of ELOG expenditure plan with differentiated assistance (DA) team	Interviews with LEA staff regarding ELOG expenditure plan implementation Rubric rating of ELOG expenditure plan implementation Guiding question: As you look at these data points, what priorities are emerging or shifting as it relates to DA?

Additional Support...

- The workgroup provided an abundance of suggestions during this process on "the how"

- In February 2022, CDE and CCEE will host a convening for LEAs to come together to discuss success and challenges around Differentiated Assistance

- The CCSESA Curriculum and Instruction Steering Committee (CISC) will be releasing its addendum to the Differentiated Assistance Facilitators' Handbook in early to mid-December.
  - This addendum will contain the details on "the how" for COEs to facilitate the differentiated assistance process for 2021-22

(Optional) Space to Share...

- In a separate Zoom meeting, time for those who would like to review and discuss the guidance with thought partners in zoom breakout rooms

Meeting ID: 812 4956 4202

Passcode: 693173

- 10 minute break and "travel time"
- Connect with colleagues from other LEAs
- Noticings and Wonderings in small groups

Thank you for joining us!

For additional information

- 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

Questions?