Differentiated Assistance

The Value of a Consistent Approach
Differentiated Assistance Facilitation Process

Coherent Approach

Identification of Strengths & Weakness

Review of Effective Practices

Consistent Messaging
Differentiated Assistance Facilitation Guide: Timeline

**District Introduction**
- September → Send Assistance Letter To Districts
- November/December → Send notification to districts who meet eligibility criteria for Differentiated Assistance

**Strengths & Weaknesses/Effective Practices**
- December/January → Meet with district team to analyze Dashboard data and facilitate district self-assessment process.
- Two weeks after district meeting → Send Summary of Differentiated Assistance Letter

**Root Cause Analysis**
- To be determined → Extended work -- Optional

**Extended Support**
- To be determined → Extended work -- Optional
### COMPONENT 1: Shared Beliefs, Vision and Mission

**Probing Questions:**
- How are stakeholders involved in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes?
- In what ways do students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision and mission?
- In what ways are school leadership and staff involved in shared decision-making and take responsibility for implementing practices and programs that support student learning?
- What structures exist for internal communication, planning, and resolving differences?

1.1 **DISTRICT VISION AND MISSION:** Our district’s mission is a collaboratively developed description of how we will achieve our vision resulting in increased student achievement and embracing the concepts of “closing the gap” as well as “raising the bar” for all students. Together our vision and mission guide district and school practices, policies, and goal development.

1.2 **DISTRICT PROMOTION OF POSITIVE SCHOOL CULTURE:** Our culture reflects the norms, behaviors, and practices of our district that ensure staff and students are connected and valued. A growth mindset underlies the culture. Our district measures perceptions of school safety and connectedness and reports to the governing board.

1.3 **DISTRICT SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT:** Our district’s plans, programs, and strategies include behavioral expectations and consequences for actions, as well as, knowledge and skills needed by students and staff to promote safe physical, emotional, and social environments.

### COMPONENT 2: Teaching, Learning, and Assessment

**Probing Questions:**
- In what ways are school leadership and staff involved in developing a clear instructional vision and student learning outcomes for all students?
- How are school leaders and staff involved in a shared understanding of the district’s instructional vision for student learning?
- What structures exist for supporting school leadership and staff in the implementation of the district’s instructional vision for student learning?
- What processes, supports and training are in place to foster the improvement of instructional and assessment practices?
- What practices are in place to maximize student engagement and participation in learning?
- How is data used to inform the equitable representation of all students in rigorous coursework and educational opportunities?
- What instructional practices are used in classrooms and at school sites to meet the learning needs of all students?
- What structures are in place to provide differentiated instruction and support to meet the needs of all learners?

2.1 **DISTRICT CURRICULUM AND INSTRUCTIONAL GUIDANCE:** Our instructional program provides a clear vision and deliberate set of student learning outcomes for all students including core content standards, grade level benchmarks, instructional strategies, vertical articulation and assessments.

2.2 **DISTRICT CURRICULUM ALIGNMENT:** Our district’s curriculum is aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and district academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. We employ culturally responsive practices to educate all students in our district.

2.3 **DISTRICT ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES:** Our district promotes academic success for all students and provides additional support for students who do not demonstrate success.

2.4 **DISTRICT SUPPORT FOR RESEARCH-BASED INSTRUCTION:** Our district provides teachers and schools effective support regarding the use of research-based instructional strategies, materials, and assessments aligned to a clear instructional vision and deliberate set of student learning outcomes that effectively meet the needs of all students in the most inclusive learning environment.

2.5 **DISTRICT USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS:** Our district uses data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social and emotional well-being for all students.

2.6 **DISTRICT SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES:** Our district has a system of multi-tiered support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that ensure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments.
**COMPONENT 3: Leadership and Governance**

- In what ways, does district administrative leadership and the Board of Education collaborate to align and evaluate the impact of funding allocations?
- What processes are in place to involve school administrators and teachers in the selection of evidence-based practices?
- In what ways does the district build the capacity of central office and site administrators to lead instructional improvements?
- What opportunities are available for site administrators to network together?
- What structures are in place to support School Leadership Teams to guide instructional practice and monitor school progress?
- In what ways does the district build and sustain teacher leadership?
- How effective is the process to identify teacher leaders in order to maximize the use of their expertise in preparing all students for college and career?

**3.1: DISTRICT ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION:** Our district’s administration and Board of Education play a critical role in aligning policies, resources, and funding to our district’s goals and priorities, and overseeing the impact of those funds.

**3.2 DISTRICT SUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT:** Our district provides ongoing support for leadership development, specifically focused on developing systems thinking that leads to coherence of improvement efforts that impact student and adult learning needs.

**3.3 DISTRICT SUPPORT FOR LEADERSHIP - DISTRICT OFFICE AND SITE ADMINISTRATORS:** Our district coordinates district and site leadership in planning, monitoring, and decision making regarding district programs and the use of resources that address improved student achievement.

**3.4 DISTRICT SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP:** Our district embraces shared leadership as essential for effective implementation of strategies and programs (academic and behavioral).

**3.5 DISTRICT SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT:** Our district fosters teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional development.

**COMPONENT 4: Professional Learning for All**

**Probing Questions:**

- How is professional development opportunities aligned to the district’s mission, vision and goals?
- What processes are in place to analyze the impact of professional development and make adjustments?
- How does professional learning align to student, teacher and administrator needs?
- How are new teachers supported through their first two years of teaching?
- What processes are used to evaluate the effectiveness of these supports?
- How effective are the school’s supervision and evaluation procedures in order to inform professional learning and mentoring support?
- In what ways does the district support the development of collaborative teams focused on instructional practices, monitoring of student progress and student achievement?
- What student monitoring processes exist to inform planning and decision-making?
- In what ways does the district build the capacity and support site administrators in leading instructional improvements?
- How are administrators supported in developing understanding of differentiated supports to accelerate learning for underperforming students?
- What structures are in place to support the development of new principals?
- In what ways does the district support the on-going professional growth of principals as instructional leaders?

**4.1: DISTRICT PROFESSIONAL LEARNING PLAN:** Our professional development is a collaborative approach organized around our district’s mission, vision, goals, and program priorities. It is systematic, comprehensive, standards-driven and provides high quality learning opportunities to all levels of district staff focusing on improving student learning and achievement.

**4.2: DISTRICT SUPPORT OF NEW TEACHERS:** Our district has a systematic process to support new teachers’ orientation and mentoring needs.
4.3: DISTRICT SUPPORT FOR COLLABORATION TEAMS: Our district’s collaboration teams establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to significant, unduplicated student subgroups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.

4.4: DISTRICT SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS: Our district ensures that school building administrators monitor, supervise, and support instruction as their top priority and ensures that district leaders implement a system of interventions that addresses the needs of students performing below grade level.

4.5: DISTRICT SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS: Our district provides a systematic process to support the orientation and mentoring needs of new principals and the ongoing learning of all principals.

**COMPONENT 5: Infrastructure Alignment (Data and Access to Resources)**

What tools, processes and structures are in place to facilitate the use of data for continuous improvement?
In what ways are staff and other key stakeholders involved in making sense of student and school performance data?
What processes exist for analyzing and making use of data to improve district operations and student learning?
In what ways are staff and other key stakeholders involved in making sense of student and school performance data?
What processes are in place to recruit and retain highly qualified teachers throughout the district?
What procedures are in place to ensure staff members are qualified based upon background, training and preparation and appropriately assigned to maximize their expertise?

5.1: DISTRICT DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT: Our district uses a comprehensive and systematic process for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback.

5.2: DISTRICT USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT LEARNING: Our district has a system for targeting resources, including money, staff, professional development, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student subgroups to determine district and school needs.

5.3: DISTRICT RECRUITMENT AND RETENTION OF FULLY CREDENTIALED, EXPERIENCED TEACHERS: Our district has a proactive, structured system for the formation and maintenance of a highly qualified teacher pool based on historical knowledge of the needs of schools in the district. Our district partners with universities and/or businesses to develop teacher training programs.

5.4: DISTRICT USE OF FISCAL RESOURCES: Our district maximizes fiscal resources from local, state, and federal programs to achieve their goals and priorities.

**COMPONENT 6: Clear & Collaborative Relationships**

- In what ways does the district communicate regularly with key stakeholders?
- How is the effectiveness of these communication strategies assessed?
- What strategies are used to cultivate, develop and sustain partnerships with parents/guardians and community members?
- How are local resources provided by parents and community members identified and utilized?
- How are parents/guardians, students, and other stakeholders meaningfully engaged in the district planning and implementation processes?
- How does the district gauge the quality and effectiveness of engagement strategies?

6.1 DISTRICT COMMUNICATION WITH STAKEHOLDERS: Our district promotes communication between stakeholders and the district by systematically gathering input and sharing information to achieve the district vision and mission. Stakeholders represent the district’s demographics including students, parents, community members, university partners, teachers, staff, the Board of Education and others.

6.2 DISTRICT COMMUNITY PARTNERSHIPS: Our district enhances the achievement of students by providing external resources that benefit our district and schools.

6.3 STAKEHOLDER ENGAGEMENT: Our district engages all stakeholders in the planning and implementing processes. We recruit participation of family and community members who are representative of the student population. Our district seeks input from parents and community for district and school decision making. Our district promotes parent and community participation in school programs.
Proposed PLN Meetings

The host will hold eight in-person meetings throughout the year beginning in August 2017-June 2018. These meetings will take place from 9:30 a.m-12:30 p.m. Due to travel time, these hours were selected to encourage teams to attend. The structure of the in-person meetings is to have the host facilitate collaborative protocols around topics, have participants share successes and challenges around their identified problem(s) of practice across systems, and have short period of time for resource/tool sharing. In follow-up, virtual sub-PLN meetings, participants will also be encouraged to have online conversations, share research articles, tools, and provide feedback to each other. The virtual sub-sessions will be held in between the in-person sessions. We will utilize the Collaboration in Common platform as away to share resources and tools for both the in-person and virtual meetings.
The following table includes possible dates and topics:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>August 21, 2017</td>
<td>California Dashboard; Identify Problem of Practice</td>
</tr>
<tr>
<td>September 11, 2017</td>
<td>LCAP Summary; Metrics; Student Groups</td>
</tr>
<tr>
<td>October 23, 2017</td>
<td>MTSS Framework; Implementation Science Overview</td>
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<tr>
<td>November 20, 2017</td>
<td>Actions &amp; Services (Best Practices) State Priorities</td>
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<tr>
<td>January 29, 2018</td>
<td>Actions and Services (Best Practices) Local Priorities; Progress Monitoring</td>
</tr>
<tr>
<td>February 19, 2018</td>
<td>Interventions/ Supports (Academic)</td>
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<tr>
<td>March 29, 2018</td>
<td>Interventions/ Supports (Behavior)</td>
</tr>
<tr>
<td>April 23, 2018</td>
<td>Increasing &amp; Improving Services; Communication</td>
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<tr>
<td>May 21, 2018</td>
<td>Stakeholder Engagement Process Planning</td>
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</tbody>
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California and the Every Student Succeeds Act

Plan Development Update
Curriculum and Instruction Steering Committee Meeting
May 18, 2017

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction
ESSA State Plan Guiding Principles

• Goal: Create a single, coherent system that avoids the complexities of having separate state and federal accountability structures.

• Ensure that state priorities and direction lead the plan with opportunities in the ESSA leveraged to assist in accomplishing goals and objectives.

• Refresh applications, plans, and commitments to ensure that local educational agencies are evidencing alignment of federal funds to state and local priorities.

• Use the ESSA State Plan to draw further focus to California’s commitment to the implementation of rigorous state standards, equity, local control, performance, and continuous improvement.

• Leverage state administrative funds to realign California Department of Education (CDE) operations to state priorities.

• Strategically approach state-allowed reservations from Title programs to further state priorities.
Draft ESSA State Plan Overview

• Plan is built upon input from:
  • California stakeholders
  • SBE discussion
  • SBE staff
  • CDE staff

• Written at high level to afford maximum flexibility
• Uses the template provided by ED, with responses to ED prompts provided in shaded text boxes

• Glossary
• Material to provide context that will not be submitted to ED:
  • Introduction
  • Italicized text where needed throughout the document
Stakeholder Engagement Phase IV

• Public comment period will run from May 22, 2017 through June 30, 2017
• State Superintendent letter to LEAs
• Regional meetings
• Joint webinars with stakeholder organizations
• Phase IV Toolkit
  • State Plan separated into sections
  • Overview videos for each section
    • Program purpose
    • Estimated funding
    • State Plan requirements
    • California’s responses
  • Facilitator guide for hosting local stakeholder meetings
  • Public Comment Survey
Draft Plan Sections and Videos

- State Plan Introduction
- Title I, Part A: Assessment
- Title I, Part A: Accountability
- Title I, Part A: School Support and Improvement
- Title I, Part A: Access to Educators, School Conditions, & School Transitions
- Title I, Part C: Education of Migratory Children
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Support for English Learner Students
- Title IV, Part A: Student Support and Academic Enrichment Grants; and Part B: 21st Century Community Learning Centers
- McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths
- Title I, Part D: Prevention/Intervention Programs for Neglected, Delinquent, or At-Risk Children/Youth; and Title V, Part B: Rural and Low-Income School Program
## Phase IV: Regional Stakeholder Meetings

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>May 25, 5-7 p.m.</td>
<td>Lake County Office of Education</td>
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<td>Lakeport, CA</td>
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<td>May 30, 9-11 a.m.</td>
<td>Sacramento County Office of Education</td>
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<td></td>
<td>Rancho Cordova, CA</td>
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<td>May 30, 6-8 p.m.</td>
<td>Sacramento County Office of Education</td>
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<td>Mather, CA</td>
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<td>June 5, 9-11 a.m.</td>
<td>Stanislaus County Office of Education</td>
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<td>Modesto, CA</td>
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<td>June 7, 6-8 p.m.</td>
<td>San Diego County Office of Education</td>
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<td>San Diego, CA</td>
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<td>June 8, 9-11 a.m.</td>
<td>San Diego County Office of Education</td>
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<td>San Diego, CA</td>
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<tr>
<td>June 12, 10 a.m.-12 p.m.</td>
<td>Alameda County Office of Educati</td>
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<td>Hayward, CA</td>
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<td>June 14, 6-8 p.m.</td>
<td>Los Angeles County Office of Education</td>
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<td>Downey, CA</td>
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<td>June 15, 9-11 a.m.</td>
<td>Los Angeles County Office of Education</td>
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<td>Downey, CA</td>
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Phase IV: Webinars

<table>
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<tr>
<th>Date/Time</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>May 23 2-3:30 p.m.</td>
<td>Small School Districts’ Association/CDE</td>
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<tr>
<td>May 24 9-10:30 a.m.</td>
<td>Association of California School Administrators/California School Boards Association/CDE</td>
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<tr>
<td>June 21 3-4:30 p.m.</td>
<td>CDE</td>
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<tr>
<td>June 24 10-11:30 a.m.</td>
<td>CDE</td>
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Information regarding all ESSA State Plan Phase IV events and registration links are available on the CDE ESSA State Plan Development Opportunities Web page at [http://www.cde.ca.gov/re/es/essaopptopart.asp](http://www.cde.ca.gov/re/es/essaopptopart.asp).
ESSA Communications

Visit the ESSA Web page at http://www.cde.ca.gov/essa.

Please send questions and comments to ESSA@cde.ca.gov.

Receive updates by joining the ESSA listserv. To subscribe, send a blank message to join-essa@mlist.cde.ca.gov.
Have a Great Summer!

Thank you for what you do for students.