



Differentiated Assistance



Be the driver your local educational agency needs by identifying and addressing needs through the California School Dashboard and goals that support student success on your continuous improvement journey.

www.sdcoe.net/DA

Differentiated Assistance

California has made a series of major shifts in public education with one goal: To improve learning so every student can be successful in school, college, work, and life. Our state is raising the bar and setting high expectations for all students; empowering parents, students, and school communities; and changing the way it evaluates and supports schools. Using more than just a single number or test score, the state's new accountability system aims to confront the gaps for student groups that can be hidden within student averages.

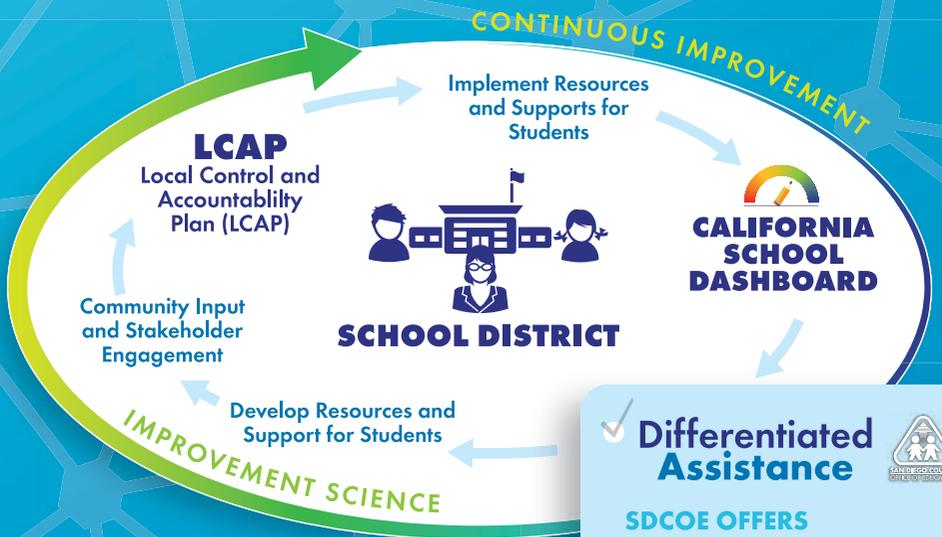
The Statewide System of Support identifies Differentiated Assistance as an opportunity provided to eligible LEAs that have been shown in the Dashboard to need attention in two or more Local Control Funding Formula (LCFF) priority areas for a student group. The priorities are represented with indicators on the Dashboard. The state's priorities for education include pupil achievement (math and English test scores, English learner progress); school climate (suspension rates); and pupil engagement (graduation rates, chronic absenteeism).

The San Diego County Office of Education (SDCOE) continues to be a partner to local educational agency (LEA) by providing support through the Local Control and Accountability (LCAP) process, updates to and analysis of California School Dashboard data, and now through Differentiated Assistance.



Differentiated Assistance is collaborative, flexible, and tailored to local needs, as opposed to a one-size-fits-all solution.

SDCOE as a Partner



✓ Differentiated Assistance



SDCOE OFFERS

- Data Analysis Institute
- System Analysis PLN
- Root Cause Institute
- Synthesis of Findings PLN
- Expert coaches trained in improvement science techniques

SDCOE is committed to providing Differentiated Assistance for local educational agencies (LEA) and schools through personalized and unique support to identify the cause of performance gaps for student groups and develop strategies to improve. Support can also come from the California Collaborative for Educational Excellence or a district partner assigned by the county superintendent of schools.

With no state-mandated specific set of interventions, the aim of Differentiated Assistance is for LEAs to work with experts who know its people and regional culture, and can help build the LEA's capacity to identify underlying causes, possible solutions, and resources.

A Consistent Approach

The improvement science specialists at SDCOE have developed a new series of supports for school LEAs that includes two half-day institutes and professional learning networks (PLNs) that bring together similar LEAs. The timing of the Differentiated Assistance supports fits in with the LEA's LCAP timeline.

DATA INSTITUTE (JANUARY)

- Dashboard analysis
- Review performance on state indicators
- Develop an inquiry stance to promote further exploration
- Identify additional information to inform continuous improvement efforts

SYSTEM ANALYSIS PLN

- Join cohort of LEAs with similar grades served or needs
- Discuss data findings
- Perform system analysis
- Review effective practices that support goals and continuous improvement

ROOT CAUSE INSTITUTE (FEBRUARY)

- Use deeper inquiry of a single area of need
- Identify root cause and contributing factors to strengths and weaknesses

SYNTHESIS OF FINDINGS PLN

- Agree upon findings for performance and system strengths and weaknesses.
- Summarize the findings determined by deeper inquiry of a single area
- Reference effective evidence-based programs aligned to goals
- Consolidate learning and findings

The half-day sessions maximize the time and set a foundation for the work that is done during the PLN.

No Quick Fixes

While there is urgency to begin this work, there are no quick fixes for developing capacity. This effort requires long-term commitment so that improvement can be sustained.

- **Differentiated Assistance will evolve and improve over time based on feedback from local educators and stakeholders.**
- **The state will not dictate a specific set of interventions or establish top-down directives for improvement strategies.**
- **There is no requirement to create a new improvement plan. Instead, LEAs will be expected to leverage the LCAP process to strengthen and update it through the annual process.**
- **The assistance will focus on the actual needs identified through working collaboratively with LEAs and their local communities. It is not necessarily limited only to the student group(s) and indicators that led to identification.**

About the California Statewide System of Support

The overarching goal of the California Statewide System of Support is to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and effectively address disparities in opportunities and outcomes.

The characteristics within the Statewide System of Support are:

- **Reduce redundancy across state and federal programs**
- **Integrate guidance and resources across state and federal programs**
- **Support LEAs to meet identified student needs through the LCAP process**

The San Diego County Office of Education will continue to support all LEAs to transform public education and guarantee high levels of student achievement. SDCOE's leaders, coaches, and educators are ready with a learning stance to embrace the new accountability culture and collaborate with LEAs to build a system that works for all students.

**Contact SDCOE's Learning and Leadership Services
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**LEARN MORE AT
www.sdcoe.net/DA**

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**Differentiated
Assistance**