



Division of Educational Services Technical Assistance At-a-Glance

	Assessment, Accountability & Continuous Improvement	Career Technical Education	Center for Teacher Innovation	College and Career Readiness	Educational Technology Services	Instructional Services	Leadership Institute of Riverside County	Pupil and Administrative Services
LEVEL 1 Support for All LEAs and Schools	<ul style="list-style-type: none"> Assessment support CA School Dashboard CALPADS network CCEE Professional Learning Network CORE Data Collaborative Data and reports Federal Program Monitoring support LCAP and LCAP Federal Addendum support LCAP FastPass Research partnerships Title I / Title III support 	<ul style="list-style-type: none"> Articulated CTE classes California Career Pathways Trust (CCPT) Career Pathways CTE A-G classes CTE Incentive Grant CTE program staff and supervisory support 	<ul style="list-style-type: none"> Coaching network support New teacher training, coaching, mentoring, and support Teacher credential programs 	<ul style="list-style-type: none"> CCR Indicator CCR Leadership support CCR CALPADS RIMS K-12 AVID program monitoring and support CSU/UC A-G completion Post-Secondary Planning and Enrollment CCR K-8 AP Readiness Counselor Network Grading practices Master schedule support 	<ul style="list-style-type: none"> Instructional technology infrastructure Technology integration and support Instructional technology platforms Instructional Technology Professional Development (e.g. Google Camp, Digital Badging) 	<ul style="list-style-type: none"> CA Standards Implementation training and support CA Subject Matter Projects Curriculum Frameworks and Instructional Materials Early Literacy support MTSS Support Special Education Tier I resources 	<ul style="list-style-type: none"> Equity training and support Family Engagement and Leadership Leadership development & support Preliminary and Clear Administrative Services credential programs Principals networks 	<ul style="list-style-type: none"> Charter Network Charter Petition authorizer & support Chronic Absenteeism support COE/Charter authorizer (LCAP) Expanded Learning Homeless youth support MTSS Support Navigating Difference training Suspension rate support Title IV
LEVEL 2	<p>Differentiated Assistance: County superintendents, the California Department of Education, charter authorizers, and the California Collaborative for Educational Excellence provide differentiated assistance for LEAs and schools, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups. The county superintendent of schools shall provide technical assistance, including, among other things, any of the following EC 52071 (a):</p> <ul style="list-style-type: none"> (1) Identification of the school district's strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52060, communicated in writing to the school district. This identification shall include a review of effective, evidence-based programs that apply to the school district's goals. (2) Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups identified pursuant to Section 52052. The county superintendent of schools may also solicit another school district within the county to act as a partner to the school district in need of technical assistance. (3) Request that the California Collaborative for Educational Excellence provide advice and assistance to the school district. <p>(See page 2 for additional information.)</p>							
LEVEL 3	<p>Intensive Intervention: The Superintendent of Public Instruction or, for charter schools, the charter authorizer may require more intensive interventions for LEAs or schools with persistent performance issues over a specified time period.</p> <p>A school district or county office of education is eligible for intensive intervention (Level 3) if three or more student groups (or all the student groups if there are less than three student groups) met the Criteria for two or more LCFF priorities in three out of four consecutive years. EC 52072, 52072.5.</p>							

Draft Timeline for Level 2 Differentiated Assistance (Fall 2017 through Spring 2018)

<p align="center">October 2017</p>	<ul style="list-style-type: none"> • Continue to provide information to Local Educational Agencies (LEAs) regarding the CA Accountability and Continuous Improvement System: <ul style="list-style-type: none"> ○ CA School Dashboard Updates. ○ Eligibility for Differentiated Assistance based on CA School Dashboard. ○ CA State Board of Education updates. • Begin series of six webinars hosted by CDE related to CA School Dashboard and System of Support https://www.cde.ca.gov/ta/ac/cm/fall2017webinars.asp • Seek input from LEAs into types of Differentiated Assistance desired by LEAs.
<p align="center">November 2017</p>	<ul style="list-style-type: none"> • LEA preview of Dashboard begins. • Cross agency group including CA Department of Education (CDE), CA State Board of Education (SBE), California Collaborative for Educational Excellence (CCEE), and CA County Superintendents Educational Services Association (CCSESA) sends joint notification to districts eligible for differentiated assistance. • County superintendent contacts districts eligible for differentiated assistance based on Fall 2017 Dashboard data. • Communication toolkit released to LEAs (including communication staff, LEA leaders, and Dashboard coordinators) and stakeholders. • Districts eligible to receive differentiated assistance can engage as appropriate with key stakeholders prior to public Dashboard release.
<p align="center">December 2017</p>	<ul style="list-style-type: none"> • CA Dashboard data will be publicly released during the week of November 27 - December 1, 2017. • County superintendent schedules initial meetings to begin needs identification process with districts eligible for differentiated assistance.
<p align="center">January 2018</p>	<ul style="list-style-type: none"> • County superintendent / County Office of Education (COE) team works collaboratively with districts eligible for differentiated assistance to determine support approach and schedule for differentiated assistance. • Based on initial plan collaboratively developed with districts identified as eligible for differentiated assistance, COE team facilitates and supports session(s) with district teams which may include, among other things: <ul style="list-style-type: none"> ○ Identifying the school district's strengths and weaknesses related to the state priorities. ○ Conducting root cause analysis related to an area of need. ○ Determining plan to review effective, evidence-based programs that apply to the school district's goals. ○ Planning for support from academic expert or team of academic experts to assist the school district in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups. ○ Soliciting another school district within the county to act as a partner to the school district in need of technical assistance.
<p align="center">Spring 2018</p>	<ul style="list-style-type: none"> • Differentiated assistance continues as described above in conjunction with LCAP development for districts receiving differentiated assistance. • Summary of differentiated assistance actions and outcomes are communicated by the COE in writing to the school district.