

Under the Local Control Funding Formula (LCFF), California determines the districts, charter schools, and county offices of education (COEs) that are eligible for additional support and assistance.

LCFF Assistance Categories

California's accountability and continuous improvement system is based on a three-tiered system:

- **General Assistance**—resources and assistance that are made available to **all** local educational agencies (LEAs) (i.e., districts, charter schools, and COEs)
- **Differentiated Assistance**—LEAs that meet certain eligibility criteria for additional support
- **Intensive Intervention**—LEAs with persistent performance issues over a period of time

2022 Differentiated Assistance

For 2022, only districts and COEs are eligible for differentiated assistance. Charter schools **are excluded** from differentiated assistance determinations in 2022. The California School Dashboard (Dashboard) is used to determine which districts and COEs are eligible for differentiated assistance.

For 2022, only the following state indicators will be used for differentiated assistance eligibility determinations:

- Academic Performance: English Language Arts/Literacy (ELA) and Mathematics
- English Learner Progress
- Graduation Rate
- Chronic Absenteeism
- Suspension Rate

The College/Career Readiness and local measures **are not** available for differentiated assistance eligibility determinations.

LCFF Student Groups

Differentiated assistance eligibility determinations are made at the student group level. The following student groups are eligible for differentiated assistance:

- Race/Ethnicity (i.e., Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and two or more races)
- Homeless
- English Learners
- Foster Youth
- Students with Disabilities
- Socioeconomically Disadvantaged

Differentiated Assistance Eligibility Criteria

Districts and COEs that have one or more student groups that meet the criteria in at least **two priority areas** are eligible for differentiated assistance. The differentiated assistance criteria, outlined below, will only apply for the determinations made in 2022.

Priority 4: Pupil Achievement

- **Very Low** Status on both the ELA and Mathematics Academic Performance; or
- **Very Low** Status on the English Learner Progress Measure.

Priority 5: Pupil Engagement

- **Very Low** Status on the Graduation Rate; or
- **Very High** Status on the Chronic Absenteeism Measure.

Priority 6: School Climate

- **Very High** Status on the Suspension Rate Measure.

Example 1:

Dalia Elementary School District has the following performance on each state measure for the Students with Disabilities group.

Priority 4: Pupil Achievement

- **Very Low** Status on the ELA Measure
- **Very Low** Status on the Mathematics Measure.

Priority 5: Pupil Engagement

- **High** Status on the Graduation Measure
- **Low** Status on the Chronic Absenteeism Measure

Priority 6: School Climate

- **High** Status on the Suspension Rate Measure

In this example, the district is **not** eligible for differentiated assistance because the Students with Disabilities student group only met the criteria in one LCFF Priority Area (i.e., Priority Area 4).

Example 2:

Ben Gurion Unified School District has the follow performance on each state measure for the English Learner student group.

Priority 4: Pupil Achievement

- **Medium** Status on the ELA Measure
- **Low** Status on the Mathematics Measure
- **Very Low** Status on the English Learner Progress Measure

Priority 5: Pupil Engagement

- **Medium** Status on the Graduation Measure
- **High** Status on the Chronic Absenteeism Measure

Priority 6: School Climate

- **Very High** Status on the Suspension Rate Measure

In this example, the district is **eligible** for differentiated assistance because the English Learner student group met the criteria in two LCFF Priority Areas (i.e., Priority Areas 4 and 6).