California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

memo-pptb-amard-dec18item01

# **MEMORANDUM**

**DATE:** December 7, 2018

**TO:** MEMBERS, State Board of Education

**FROM:** TOM TORLAKSON, State Superintendent of Public Instruction

**SUBJECT:** Update on the Implementation of the Local, State and Federal Accountability and Continuous Improvement System: Local Control Funding Formula Identification of Local Educational Agencies for Differentiated Assistance.

## Summary of Key Issues

Under Local Control Funding Formula (LCFF) statutes, local educational agencies (LEAs) are eligible for differentiated assistance based on:

1. Student group performance in two or more LCFF state priority areas (**Method 1**), or, beginning in 2018,
2. Performance on local indicators in two or more priority areas (**Method 2**), or,
3. A combination of student group and local indicator performance in two or more priority areas (**Method 3**).

The student groups used to identify LEAs for differentiated assistance include:

* English learners (EL)
* Socioeconomically disadvantaged (SED)
* Foster youth (FOS)
* Homeless youth (HOM)
* Students with disabilities (SWD)
* Racial/ethnic groups, including:
* American Indian/Native Alaskan (AI)
* Asian (AS)
* Black/African-American (AA)
* Filipino (FI)
* Hispanic/Latino (HI)
* Pacific Islander (PI)
* Two or More Races (TOM)
* White (WH)

The State Board of Education (SBE) approved the criteria for determining LEA eligibility for differentiated assistance at its September 2016 meeting. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

The SBE further clarified the applicability of the criteria to charter schools at its November 2016 meeting. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc>)

In accordance with these criteria, a school district or county office of education (COE) is eligible for differentiated assistance if *any student group* met the criteria for *two or more* LCFF priorities.

In December 2017, the California Department of Education identified, in an Information Memorandum for the SBE, 228 LEAs that were eligible for differentiated assistance based on the Fall 2017 California School Dashboard (Dashboard) release. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-dec17item02rev.docx>)

Beginning with the 2018 Dashboard, all districts and COEs are eligible for differentiated assistance. Because COEs are evaluated for eligibility for Dashboard Alternative School Status (DASS) schools, which will receive a Dashboard report for the first time in 2018, COEs will also receive a Dashboard in 2018. The COE Dashboard will be based on the aggregated data of their DASS schools. Both state and local indicator data for COEs will be used to determine their eligibility for differentiated assistance.

Table 1 identifies the student group and local indicator criteria by LCFF state priority area. Both the state and local indicator results reported in the 2018 Dashboard will be used to identify LEAs for differentiated assistance.**Table 1**

| **LCFF State Priority Areas 1–5** | **LCFF State Priority Areas 6–10** |
| --- | --- |
| ***Basics (Priority 1)***   * *Not Met for Two or More Years* on Local Performance Indicator | ***School Climate (Priority 6)***   * *Red* on Suspension Rate Indicator, **or** * *Not Met for Two or More Years* on Local Performance Indicator |
| ***Implementation of State Academic Standards (Priority 2)***   * *Not Met for Two or More Years* on Local Performance Indicator | ***Access to a Broad Course of Study (Priority 7)***   * *Not Met for Two or More Years* on Local Performance Indicator |
| ***Parent Engagement (Priority 3)***   * *Not Met for Two or More Years* on Local Performance Indicator | ***Outcomes in a Broad Course of Study (Priority 8)***   * *Red* on College/Career Indicator |
| ***Pupil Achievement (Priority 4)***   * *Red* on both English language arts and math tests, **or** * *Red* on English language arts or math test **and** *Orange* on the other test * ***[ELPI Not Available for 2018]*** | ***Coordination of Services for Expelled Pupils – COEs Only (Priority 9)***   * *Not Met for Two or More Years* on Local Performance Indicator |
| ***Pupil Engagement (Priority 5)***   * *Red* on Graduation Rate Indicator, **or** * *Red* on Chronic Absence Indicator | ***Coordination of Services for Foster Youth—COEs Only (Priority 10)***   * *Not Met for Two or More Years* on Local Performance Indicator |

Charter schools will not be eligible for differentiated assistance until fall 2019 since their identification is based on the evaluation of four years of data (i.e., meeting the criteria three out of four years). Therefore, eligibility for differentiated assistance in fall 2018 is limited to districts.

Based on these criteria and the results from the 2018 Dashboard, a total of 374 LEAs are eligible to receive differentiated assistance in 2018, based solely on state indicators (See Table 2). Of the 374 LEAs, 239 obtained differentiated assistance eligibility status for the first time in 2018, 135 maintained their eligibility status from 2017, and 93 eligible for differentiated assistance in 2017 are no longer eligible for assistance in 2018.

It is important to note that because two new indicators (College/Career and Chronic Absenteeism) were added to Dashboard, and the business rules for calculating all the indicators were revised, comparing how LEAs obtained eligibility status in 2018 versus 2017 is not appropriate. See Attachment 1 for updates and changes to the 2018 Dashboard.

Note: Due to technical complications and to ensure that all LEAs impacted by the recent fires have an opportunity to submit their local indicator data, an updated differentiated assistance list which incorporates local indicator data will be released in January 2019. An updated Information Memoranda will be provided, reflecting any revisions to the list provided in December 2018.

**Table 2**

**374 LEAs Eligible to Receive Differentiated Assistance Based Solely on State Indicators**

| **# of Student Groups that Met the State Indicator Criteria** | **Number of LEAs in 2018** |
| --- | --- |
| 10 | 1 (COE) |
| 9 | 1 (COE) |
| 8 | 1 (COE) |
| 7 | 4 |
| 6 | 15 |
| 5 | 8 |
| 4 | 26 |
| 3 | 53 |
| 2 | 94 |
| 1 | 171 |

The districts that have been identified for differentiated assistance are geographically diverse and are located in 52 of California’s 58 counties. Table 3 shows, for each county, the number of districts eligible to receive differentiated assistance under LCFF, based solely on state indicators.**Table 3**

Under the header “Number of LEAs” two numbers are provided. The first number indicates how many LEAs in the county are eligible for differentiated support. The second number, in parentheses, indicates how many LEAs are in the county (note: COEs are included in this count). Counties with an asterisk are single district counties. Both the county and district receive a Dashboard report because each entity serves a different set of schools. Therefore, both the county and district may be eligible for differentiated support.

**Number of LEAs Eligible to Receive Differentiated Assistance, by County, Based Solely on State Indicators (Method 1)**

| **County Name** | **Number of LEAs** | **County Name** | **Number of LEAs** | **County Name** | **Number of LEAs** |
| --- | --- | --- | --- | --- | --- |
| Alameda | 12 (19) | Marin | 5 (19) | San Mateo | 9 (24) |
| Alpine\* | 0 (2) | Mariposa\* | 2 (2) | Santa Barbara | 5 (21) |
| Amador\* | 1 (2) | Mendocino | 4 (13) | Santa Clara | 10 (32) |
| Butte | 7 (15) | Merced | 9 (21) | Santa Cruz | 4 (12) |
| Calaveras | 2 (5) | Modoc | 1 (4) | Shasta | 7 (26) |
| Colusa | 2 (5) | Mono | 1 (3) | Sierra\* | 0 (2) |
| Contra Costa | 8 (19) | Monterey | 9 (25) | Siskiyou | 6 (26) |
| Del Norte\* | 0 (2) | Napa | 2 (6) | Solano | 5 (7) |
| El Dorado | 5 (16) | Nevada | 7 (10) | Sonoma | 8 (39) |
| Fresno | 14 (32) | Orange | 14 (28) | Stanislaus | 10 (26) |
| Glenn | 2 (9) | Placer | 4 (16) | Sutter | 3 (13) |
| Humboldt | 9 (32) | Plumas\* | 0 (2) | Tehama | 2 (15) |
| Imperial | 8 (17) | Riverside | 16 (24) | Trinity | 0 (10) |
| Inyo | 0 (7) | Sacramento | 11 (14) | Tulare | 10 (44) |
| Kern | 15 (48) | San Benito | 1 (12) | Tuolumne | 4 (12) |
| Kings | 6 (12) | San Bernardino | 19 (34) | Ventura | 6 (20) |
| Lake | 5 (7) | San Diego | 22 (44) | Yolo | 4 (6) |
| Lassen | 1 (11) | San Francisco\* | 2 (2) | Yuba | 3 (6) |
| Los Angeles | 35 (81) | San Joaquin | 7 (15) | N/A | N/A |
| Madera | 6 (10) | San Luis Obispo | 4 (11) | N/A | N/A |

The three student groups in greatest need of support (based solely on state indicator data) are:

* Students with disabilities: 243 LEAs are eligible for differentiated assistance
* Homeless students: 145 LEAs are eligible for differentiated assistance
* Foster youth: 106 LEAs are eligible for differentiated assistance

Table 4 provides a breakdown by student group of the LCFF priorities that made districts eligible for differentiated assistance, based solely on state indicators, for fall 2018.

**Table 4**

**Priority Area Combinations That LEAs Met (By Student Group) to be Eligible for Differentiated Assistance**

| **Indicator Criteria Met** | **AA** | **AI** | **AS** | **EL** | **FI** | **FOS** | **HI** | **HOM** | **TOM** | **PI** | **SED** | **SWD** | **WH** | **Totals by Indicator** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academic, Suspension Grad/Chronic | 17 | 4 | 0 | 1 | 0 | 14 | 2 | 16 | 1 | 0 | 2 | 22 | 0 | 79 |
| Academic, Grad/Chronic | 14 | 1 | 0 | 7 | 0 | 11 | 1 | 28 | 0 | 2 | 5 | 38 | 1 | 108 |
| Grad/Chronic Suspension | 16 | 13 | 1 | 7 | 0 | 30 | 13 | 42 | 13 | 1 | 22 | 18 | 20 | 196 |
| Academic/Suspension | 6 | 2 | 0 | 8 | 0 | 24 | 5 | 14 | 1 | 2 | 8 | 44 | 3 | 117 |
| Academic, CCI | 1 | 0 | 0 | 12 | 0 | 2 | 3 | 1 | 0 | 0 | 3 | 43 | 0 | 65 |
| Grad/Chronic, CCI | 2 | 0 | 0 | 7 | 0 | 7 | 8 | 14 | 0 | 0 | 10 | 13 | 6 | 67 |
| Suspension, CCI | 2 | 0 | 0 | 0 | 0 | 3 | 2 | 6 | 0 | 0 | 3 | 4 | 0 | 20 |
| Academic, Grad/Chronic, CCI | 3 | 1 | 0 | 5 | 0 | 5 | 5 | 10 | 0 | 0 | 5 | 23 | 0 | 57 |
| Academic, Suspension, CCI | 0 | 0 | 0 | 6 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 13 | 0 | 23 |
| Grad/Chronic, Suspension, CCI | 4 | 0 | 0 | 2 | 0 | 6 | 2 | 8 | 1 | 0 | 3 | 11 | 4 | 41 |
| Academic, Grad/Chronic, Suspension, CCI | 1 | 0 | 0 | 4 | 0 | 3 | 2 | 4 | 0 | 0 | 5 | 14 | 1 | 34 |
| Student Group Meeting Criteria | 66 | 21 | 1 | 59 | 0 | 106 | 44 | 145 | 16 | 5 | 66 | 243 | 35 | NA |

| **Student Group** | **Description** |
| --- | --- |
| AA | African American |
| AI | American Indian |
| AS | Asian |
| EL | English Learners |
| FI | Filipino |
| FOS | Foster |
| HI | Hispanic |
| HOM | Homeless |
| TOM | Two or More Races |
| PI | Pacific Islander |
| SED | Socioeconomically Disadvantaged |
| SWD | Students with Disabilities |
| WI | White |

**Student Group Abbreviations and Descriptions**

## Attachment(s)

Attachment 1: 2018 California School Dashboard: Updates and Changes (2 Pages)

# **Attachment 1**

## 2018 California School Dashboard: Updates and Changes

The 2017 Dashboard evaluated schools, districts and county offices of education on **four state indicators** (graduation rates, suspension rates, test scores and English learner progress) using California’s color-coded performance levels that take both status and change into account. The 2018 Dashboard brings **two additional color-coded indicators** into the Dashboard for the first time, reflecting the completion of a multi-year data collection cycle. Updates and changes for 2018 include:

* **Chronic Absenteeism.** Schools, districts and county offices of education that serve K–8 students will be evaluated for the first time with a red-through-blue color on the Chronic Absenteeism Indicator.
* **College/Career.** Schools, districts and county offices of education that serve 9–12 students will be evaluated for the first time with a red-through-blue color on the College/Career Indicator.
* **Grade Eleven Test Scores.** Schools, districts and county offices of education that administer the Smarter Balanced Assessments in math and English language arts in grade eleven will be evaluated for the first time with a red-through-blue color on the Academic Indicator.
* **Dashboard Alternative School Status Schools.** The performance of students who attend alternative schools (such as continuation schools and community day schools) will now be factored into Dashboard indicators. Many of these schools are operated by county offices of education, and therefore these agencies will be evaluated by color-coded indicators for the first time.
* **Graduation Rate.** The four-year cohort graduation rate reflects changes in methodology in compliance with U.S. Department of Education requirements.
* **Participation Rate.** Schools, districts and county offices of education will see an adjustment to their performance on the Academic Indicator if less than 95 percent of students participated in the state assessments.
* **Three-by-Five Grids.** Schools, districts and county offices of education with less than 150 students will have the three-by-five grid applied to the Graduation Rate, Suspension Rate and Chronic Absenteeism indicators to prevent large swings in data caused by the small populations of students.
* **English Learner Progress.** With the transition to the new English Learner Proficiency Assessments for California, the English Learner Progress indicator will only report on the results of this assessment on the 2018 Dashboard for information purposes.