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# **MEMORANDUM**

**DATE:** November 21, 2024

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

**FROM:** TONY THURMOND, 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 Eligibility for Differentiated Assistance for Districts, County Offices of Education, and Charter Schools

## Summary of Key Issues

In conjunction with the release of the California School Dashboard (Dashboard) the California Department of Education (CDE) is providing this update to the State Board of Education (SBE) on local educational agencies (LEAs), which are defined as districts, county offices of education (COEs), and charter schools, eligible for differentiated assistance. This is a requirement under the Local Control Funding Formula (LCFF) and the determinations are based on their performance on the 2024 Dashboard for districts and COEs and the 2024 and 2023 Dashboards for charter schools.

This memorandum provides an overview of the 2024 differentiated assistance eligibility criteria for districts, COEs, and charter schools. The memorandum also includes the number of student groups meeting the state indicator criteria, geographic distribution, and student group performance. Additionally, this memorandum includes information on LEAs who meet the criteria under California *Education Code* (*EC*) sections 52072 and 52072.5.

### Background

California’s public-school accountability system is designed to reinforce the expectation that every school and LEA can improve while also ensuring additional support is provided to LEAs that need it. It also intentionally focuses on assisting the LEAs receiving support to build the necessary capacity to improve student outcomes. The 2024 Dashboard reflects a full return of California’s accountability system with the reporting of Status (current year data), Change (the difference from prior year data), and performance levels (or colors) for all state indicators.

Under the LCFF, LEAs are eligible for differentiated assistance based on their performance on the Dashboard which is available at <https://www.caschooldashboard.org/>. Differentiated assistance is intended not only to help the LEA address the underlying causes that led to its eligibility for assistance, but also to strengthen the LEA’s overall ability to evaluate the effectiveness of strategies and programs and adjust, as appropriate, to improve student outcomes.

#### Legislative Updates

In 2023, Senate Bill 114 (Chapter 48, Statutes of 2023) established new differentiated assistance eligibility for districts that fail to submit data to the California Longitudinal Pupil Achievement Data System (CALPADS) “according to the processes and timelines established by the Department” (*Education Code* Section 52071) and requires COEs to provide school districts that meet the CALPADS differentiated assistance eligibility criteria with “technical assistance focused on the school district’s data management processes.” SB 114 also applies this same requirement (per *EC* Section 52071.5) to COEs who fail to meet the requirements of CALPADS and requires the Superintendent/ CDE to provide technical assistance to the COE. Note: These criteria do not apply to charter schools.

Prior legislation also added a new student group, the Long-Term English Learner (LTEL) student group, to the Dashboard. With the addition of the LTEL student group to the 2024 Dashboard, there are now 14 student groups eligible for differentiated assistance determinations. For differentiated assistance determinations, per SB 114, the LTEL student group has the same n-size rules as the Foster Youth and Homeless student groups:

* Districts/County Offices of Education (COEs): 15 or more students will be held accountable and receive a color
* Charter Schools: 30 or more students will be held accountable and receive a color

#### Differentiated Assistance Eligibility Methods

Eligibility for differentiated assistance is based on either:

1. Student group performance in two or more LCFF state priority areas (**Method 1**), or
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**), or
4. Failure to Certify End-Of-Year CALAPDS (districts and COEs only) (**Method 4**).

Districts, charter schools, and COEs meeting the criteria can be eligible for assistance based on both Method 1 and 2. Districts, charter schools, and COEs that do not meet the Method 1 – State Indicators Only or Method 2 – Local Indicators Only criteria are then examined to determine if they met the Method 3 – Combination of State and Local Indicators criteria. Districts and COEs may be eligible for assistance based on Method 4. Note: Two years of data is required to evaluate charter school eligibility.

## Student Groups Used for Differentiated Assistance Determinations

Table 1 provides student groups used in LCFF differentiated assistance determinations and the corresponding abbreviation.

#### Table 1: Student Group Abbreviations and Descriptions

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

### 2024 Differentiated Assistance Eligibility Criteria for Districts and COEs

Under the LCFF statutes, districts and COEs are eligible for differentiated assistance based on:

* Student group performance in two or more LCFF state priority areas (Method 1) on the current Dashboard, or
* Performance on local indicators in two or more priority areas (Method 2) on the current Dashboard, or
* A combination of student group performance in one state priority area and local indicator performance in one different priority area (Method 3) on the current Dashboard, or
* Failure to Certify End-Of-Year CALAPDS.

Districts and COEs that do not meet these criteria will be eligible for general assistance.

Please note that, beginning in 2023, while differentiated assistance determinations for districts and COEs are made annually, those districts and COEs that are eligible for differentiated assistance will receive support for two years.

Districts or COEs with at least one student group meeting the following performance criteria in at least two LCFF Priority Areas (see Table 2) are eligible for differentiated assistance. Table 2 provides the 2024 Differentiated Assistance Criteria by LCFF State Priority Area.

#### Table 2: Local Control Funding Formula Priority Areas for Districts and County Offices of Education

| **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 (CCI)
 |
| ***Pupil Achievement (Priority 4)**** *Red* on both English language arts (ELA) and math tests, **or**
* *Red* on English language arts or math test **and** *Orange* on the other test
* Red on English Learner Progress Indicator (ELPI) (English Learner and LTEL Student Groups Only)
 | ***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 |

### 2024 Differentiated Assistance Eligibility Criteria for Charter Schools

Charter schools eligible for differentiated assistance will receive support from the COE in which they are located. COE authorized charter schools eligible for differentiated assistance will receive support from their COE’s Geographic Lead agency. The performance criteria for charter schools are the same as for districts and COEs with the exception that charter schools must meet the criteria, based on Methods 1, 2, and 3, in both 2024 and 2023. Therefore, results from the 2024 and 2023 Dashboards are used in differentiated assistance determinations for charter schools only. Differentiated assistance determinations for charter schools are made annually and will be on a one-year support cycle.

#### Fiscal Analysis (as appropriate)

Under EC sections 2575.2 and 2575.3, COEs receive funding to assist school districts and charter schools identified for DA as part of their principal apportionment. Commencing with fiscal year 2023–24, COEs will receive base funding of $300,000, regardless of the number of districts eligible for differentiated assistance in the county. COEs will receive additional funding based on the specific districts and charter schools identified for differentiated assistance.

For districts, the amount is based on the size and number of districts identified for differentiated assistance (EC 2575.2[b]). For each year a school district is identified for differentiated assistance the COE funding allowances will be calculated based on Table 4. A three-year average of the allowances is calculated based on the number and size of districts is allocated to the COE.

For each year a charter school is identified for differentiated assistance, an allowance of $100,000 multiplied by the number of charter schools in the county will be calculated for the COE. For charter schools authorized by a COE, the $100,000 allowance will be allocated to the COE that is the geographic lead of the region. In FY 2023–24 the allowance will be a two-year total allowance average, and in FY 2024–25 and forward, the allowance will be a three-year total average allowance.

Details of the funding calculation can be found on the Funding Rates and Information webpage at <https://www.cde.ca.gov/fg/aa/pa/ratesandinfo.asp>

#### Table 4: Funding for County Offices of Education to Provide Support to Districts

| **Entitlement** | **Multiplier** | **School District Prior Year Annual Average Daily Attendance** | **AllowancePursuant to *EC* Sections2575.2 and 2575.3** |
| --- | --- | --- | --- |
| Base | Per County | N/A | $300,000 |
| Small District | Per District | 1 to 2,499 | $100,000 |
| Medium District | Per District | 2,500 to 9,999 | $200,000 |
| Large District | Per District | 10,000 or more | $300,000 |
| Funding Allowance | Per Eligible Charter in County | N/A | $100,000 |

#### Overview of the 2024 Differentiated Assistance Determinations Results

The 2024 Dashboard provides communities with transparent and meaningful information about performance from the 2023–24 academic year of districts, schools, county offices of education through specific state indicators:

* Academic Performance (ELA and Mathematics)
* English Learner Progress
* Chronic Absenteeism
* Graduation Rate
* Suspension Rate
* College/Career

Additionally, local indicators are available based on information collected by districts, county offices of education, and charter schools.

To ensure that parents, community members, and educators are well-informed of the information on the 2024 Dashboard, the CDE developed the following resources which are available on the Dashboard Communications Toolkit webpage at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>:

* Flyers for Parents (and Those New to the Dashboard)
* Flyers for Educators
* On-Demand Recordings and Notetaking Guide
* Talking Points
* Additional Resources

### Statewide System of Support's Role and Responsibilities for Differentiated Assistance

The California Statewide System of Support continues to provide technical assistance, resources, and support to address the changing needs of LEAs to improve student outcomes, including those districts, COEs, and charter schools eligible for differentiated assistance. The Geographic Lead Agencies specifically have the role and responsibility of assisting COEs in building their capacity to provide differentiated assistance to districts and charter schools. Geographic Lead Agencies additionally provide differentiated assistance to COE-authorized charter schools. Additionally, district, COEs, and charter schools receive services and support from the various expert lead agencies (i.e., Community Engagement Initiative, Special Education Resource Leads, and Title III Regional English Learner Specialist). More information about the expert lead agencies and system of support initiatives can be found on the CDE System of Support web page at <https://www.cde.ca.gov/sp/sw/t1/csss.asp#leadagencies>.

### District and County Office of Education Eligibility for Differentiated Assistance

Based on the criteria in Table 2 (results of the state and local indicators on the 2024 Dashboard), **436** districts and COEs are eligible for differentiated assistance under LCFF. This is a decrease from 2023, in which approximately 466 or 47.0 percent of all COEs/Districts were eligible for differentiated assistance. In 2024, **153** or 15.4 percent of the COEs/Districts eligible for differentiated assistance in 2023 made significant improvements and are no longer eligible for differentiated assistance. An additional **123** new districts and COEs are eligible for assistance in 2024. The data file containing the assistance status for districts and COEs is available on the Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

Table 5 provides a summary of the number of districts and COEs that are eligible under Method 1, 2, 3, or 4.

#### Table 5: Districts and County Offices of Education Eligible to Receive Differentiated Assistance by Method

| **Method** | **Number of Districts/COEs Eligible for Differentiated Assistance** |
| --- | --- |
| Method 1 | 434 |
| Method 2 | 2 |
| Method 3 | 0 |
| Method 4 | 0 |

Table 6 provides the number of districts and COEs with the number of student groups that met the Method 1 criteria (e.g., two districts/COEs are eligible based on nine student groups meeting the Method 1 criteria for differentiated assistance).

#### Table 6: Districts and County Offices of Education Eligible to Receive Differentiated Assistance by Student Group

| **# of Student Groups that Met the State Indicator Criteria** | **Number of Districts/COEs in 2024 that Met Method 1** |
| --- | --- |
| 9 | 2 |
| 8 | 8 |
| 7 | 4 |
| 6 | 8 |
| 5 | 17 |
| 4 | 35 |
| 3 | 53 |
| 2 | 117 |
| 1 | 190 |

The top three student groups meeting the LCFF priority area criteria in the highest frequency are:

* Long-Term English Learners
* Students with Disabilities
* Homeless

### Geographic Distribution of Districts and County Offices of Education Eligible for Differentiated Assistance

The districts and COEs that are eligible for differentiated assistance are geographically diverse and are located in 56 of California’s 58 counties. Table 7 shows, for each county, the number of districts eligible to receive differentiated assistance based on the criteria outlined above.

In Table 7, under the header “Number of Entities,” two numbers are provided. The first number indicates how many districts and COEs in the county are eligible for differentiated support. The second number, in parentheses, indicates how many districts and COEs are in the county (note: COEs are included in both counts). 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 and, conversely, one may be eligible and the other may not.

#### Table 7: Number of Districts and County Offices of Education Eligible to Receive Differentiated Assistance, by County

| **County Name** | **Number of Entities** | **County Name** | **Number of Entities** | **County Name** | **Number of Entities** |
| --- | --- | --- | --- | --- | --- |
| Alameda | 14 (19) | Marin | 4 (18) | San Mateo | 8 (24) |
| Alpine\* | 0 (2) | Mariposa\* | 1 (2) | Santa Barbara | 6 (21) |
| Amador\* | 1 (2) | Mendocino | 8 (13) | Santa Clara | 16 (32) |
| Butte | 6 (14) | Merced | 7 (21) | Santa Cruz | 4 (12) |
| Calaveras | 2 (5) | Modoc | 1 (4) | Shasta | 11 (25) |
| Colusa | 3 (5) | Mono | 1 (3) | Sierra\* | 1 (2) |
| Contra Costa | 11 (19) | Monterey | 7 (25) | Siskiyou | 5 (25) |
| Del Norte | 1 (2) | Napa | 4 (6) | Solano | 7 (7) |
| El Dorado | 6 (16) | Nevada | 2 (10) | Sonoma | 8 (39) |
| Fresno | 17 (32) | Orange | 15 (29) | Stanislaus | 9 (26) |
| Glenn | 2 (9) | Placer | 7 (17) | Sutter | 1 (13) |
| Humboldt | 9 (32) | Plumas | 0 (2) | Tehama | 4 (14) |
| Imperial | 11 (17) | Riverside | 15 (24) | Trinity | 0 (10) |
| Inyo | 1 (7) | Sacramento | 12 (14) | Tulare | 14 (44) |
| Kern | 19 (47) | San Benito | 2 (12) | Tuolumne | 6 (12) |
| Kings | 8 (14) | San Bernardino | 26 (34) | Ventura | 8 (20) |
| Lake | 5 (7) | San Diego | 21 (44) | Yolo | 3 (6) |
| Lassen | 5 (11) | San Francisco\* | 2 (2) | Yuba | 3 (6) |
| Los Angeles | 45 (80) | San Joaquin | 8 (15) | N/A | N/A |
| Madera | 7 (10) | San Luis Obispo | 6 (11) | N/A | N/A |

### Student Group Distribution of Districts and County Offices of Education Eligible for Differentiated Assistance

Table 8 provides the number of districts and COEs that were eligible for differentiated assistance based on student group performance.

#### Table 8: Priority Area Combinations That Districts and County Offices of Education Met (By Student Group) to be Eligible for Differentiated Assistance

| **Methodology and Priority Area Numbers** | **AA** | **AI** | **AS** | **EL** | **FI** | **FOS** | **HI** | **HOM** | **LTEL** | **PI** | **SED** | **SWD** | **TOM** | **WH** | **Totals by Priority Area** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Method 1: 4,5,6 | 6 | 3 | 0 | 3 | 0 | 18 | 2 | 15 | 23 | 1 | 6 | 12 | 2 | 3 | **94** |
| Method 1: 4,5 | 3 | 6 | 1 | 25 | 0 | 11 | 12 | 35 | 46 | 1 | 9 | 27 | 0 | 1 | **177** |
| Method 1: 5,6 | 9 | 8 | 0 | 2 | 0 | 35 | 4 | 20 | 4 | 3 | 9 | 5 | 12 | 10 | **121** |
| Method 1: 4,6 | 27 | 9 | 0 | 19 | 0 | 22 | 7 | 22 | 89 | 3 | 26 | 63 | 5 | 11 | **303** |
| Method 1: 4,8 | 1 | 0 | 0 | 21 | 0 | 1 | 2 | 8 | 24 | 0 | 2 | 48 | 0 | 0 | **107** |
| Method 1: 5,8 | 1 | 0 | 0 | 0 | 0 | 5 | 4 | 8 | 2 | 0 | 5 | 6 | 0 | 2 | **33** |
| Method 1: 6,8 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 5 | 0 | 0 | **10** |
| Method 1: 4,5,8 | 1 | 0 | 0 | 10 | 0 | 2 | 3 | 6 | 14 | 0 | 6 | 16 | 0 | 1 | **59** |
| Method 1: 4,6,8 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4 | 7 | 0 | 1 | 7 | 0 | 0 | **21** |
| Method 1: 5,6,8 | 1 | 0 | 0 | 0 | 0 | 6 | 2 | 4 | 0 | 0 | 3 | 4 | 0 | 0 | **20** |
| Method 1: 4,5,6,8 | 2 | 0 | 0 | 3 | 0 | 2 | 2 | 1 | 6 | 0 | 1 | 2 | 0 | 2 | **21** |
| **Total Student Groups Meeting Criteria** | **51** | **27** | **1** | **84** | **0** | **104** | **39** | **125** | **215** | **8** | **68** | **195** | **19** | **30** | **966** |

### Eligibility of LEAs Meeting Criteria for Intensive Support Under *EC* Sections 52072 and 52072.5

Additionally, the 2024 LCFF COE/District Assistance Status Spreadsheet includes LEAs that meet the criteria set forth in *EC* sections 52072 (b)(1) for districts and 52072.5 (b)(1) for COEs for Intensive Support or Direct Technical Assistance. This information is available on the LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>. The criteria for Direct Technical Assistance are activated when three or more pupil subgroups meet the differentiated assistance criteria for two or more LCFF priorities in three out of four consecutive years (or if an LEA has less than three student groups, all of the student groups have met the differentiated assistance criteria for three out of four consecutive years). For LEAs meeting this criteria, the California Collaborative for Educational Excellence (CCEE) determines if assistance from CCEE is necessary for specialized support. This type of differentiated assistance is commonly referred to as Direct Technical Assistance as part of level 3 intensive technical assistance. More information about the Direct Technical Assistance is available on the CCEE Direct Technical Assistance web page at <https://ccee-ca.org/direct-technical-assistance/>.

### Charter School Eligibility for Differentiated Assistance

Based on the state indicator the results from the 2023 and 2024 Dashboards and the local indicator results from the 2024 Dashboard, a total of **173** or 13.6 percent of charter schools are eligible to receive differentiated assistance in 2024. This is a decrease from 2023, in which approximately 203 or 16.0 percent of all charter schools were eligible for differentiated assistance. In 2024, **94** or 7.4 percent of the charter schools eligible for differentiated assistance in 2023 made significant improvements and are no longer eligible for differentiated assistance. An additional **67** new charter schools are eligible for assistance in 2024.

Across the 2023 and 2024 Dashboards, the top three student groups meeting the LCFF priority area criteria in the highest frequency for charter schools are:

* Students with Disabilities
* Socioeconomically Disadvantaged
* Hispanic

#### Geographic Distribution of Charters Schools Eligible for Differentiated Assistance

In Table 9 under the header “Number of Charter Schools,” two numbers are provided. The first number indicates how many charter schools in the county are eligible for differentiated support. The second number, in parentheses, indicates how many charter schools are in the county.

#### Table 9: Number of Charter Schools Eligible to Receive Differentiated Assistance, by County

| **County Name** | **Number of Charter Schools** | **County Name** | **Number of Charter Schools** | **County Name** | **Number of Charter Schools** |
| --- | --- | --- | --- | --- | --- |
| Alameda | **6 (51)** | Marin | **0 (3)** | San Mateo | **0 (14)** |
| Alpine | **0 (0)** | Mariposa | **0 (1)** | Santa Barbara | **1 (15)** |
| Amador | **0 (0)** | Mendocino | **1 (11)** | Santa Clara | **8 (60)** |
| Butte | **2 (19)** | Merced | **1 (3)** | Santa Cruz | **4 (14)** |
| Calaveras | **0 (1)** | Modoc | **0 (0)** | Shasta | **0 (15)** |
| Colusa | **0 (0)** | Mono | **1 (1)** | Siskiyou | **0 (2)** |
| Contra Costa | **3 (23)** | Monterey | **0 (8)** | Sierra | **0 (0)** |
| Del Norte | **0 (2)** | Napa | **0 (2)** | Solano | **2 (12)** |
| El Dorado | **0 (13)** | Nevada | **1 (13)** | Sonoma | **7 (52)** |
| Fresno | **6 (28)** | Orange | **6 (40)** | Stanislaus | **2 (22)** |
| Glenn | **1 (4)** | Placer | **1 (16)** | Sutter | **0 (8)** |
| Humboldt | **0 (15)** | Plumas | **0 (1)** | Tehama | **0 (4)** |
| Imperial | **1 (3)** | Riverside | **4 (30)** | Trinity | **1 (1)** |
| Inyo | **3 (3)** | Sacramento | **16 (53)** | Tulare | **2 (21)** |
| Kern | **4 (15)** | San Benito | **0 (1)** | Tuolumne | **0 (2)** |
| Kings | **1 (8)** | San Bernardino | **14 (52)** | Ventura | **1 (12)** |
| Lake | **1 (3)** | San Diego | **18 (119)** | Yolo | **0 (7)** |
| Lassen | **0 (3)** | San Francisco | **3 (14)** | Yuba | **1 (6)** |
| Los Angeles | **39 (356)** | San Joaquin | **10 (49)** | N/A | N/A |
| Madera | **1 (11)** | San Luis Obispo | **0 (3)** | N/A | N/A |

### Eligibility of Charter Schools Meeting Criteria for Intensive Support Under *EC* Section 47607.3(c)

Additionally, the 2024 LCFF Charter School Assistance Status Spreadsheet includes those charter schools that meet the criteria for Intensive Support or Direct Technical Assistance set forth in *EC* section 47607.3(c). This information is available on the LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>. The criteria for Direct Technical Assistance is activated for charter schools when three or more student groups meet the differentiated assistance criteria in 2022, 2023, and 2024. For charter schools with two or fewer student groups, all student groups would have to meet the differentiated assistance criteria in 2022, 2023, and 2024. For charter schools meeting these criteria, the CCEE determines if specialized assistance and support is necessary after first consulting with the county superintendent in the county in which the charter is located and SSPI. The CCEE may provide advice and assistance to the charter school through Direct Technical Assistance with approval of the SBE. This type of differentiated assistance is commonly referred to as Direct Technical Assistance as part of level 3 intensive technical assistance. More information about the Direct Technical Assistance is available on the CCEE Charter Direct Technical Assistance web page at <https://ccee-ca.org/charter-direct-technical-assistance/>.