# 2023 Dashboard Technical Guide: Differentiated Assistance under the Local Control Funding Formula





Prepared by the California Department of Education

Available on the CDE [California School Dashboard](https://www.cde.ca.gov/dashboard)

[and System of Support](https://www.cde.ca.gov/dashboard) Web Page.

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### About the Guide, Resources, and Contacts

#### About this “Mini-Guide”

The California School Dashboard (Dashboard) Technical Guide provides technical information on California’s accountability system, specifically the state and local indicators reported on the Dashboard. The guide is divided into multiple sections, or mini-guides, to allow viewers to download only the topics of interest. The focus of this mini-guide is on the differentiated assistance determinations under the Local Control Funding Formula (LCFF). However, to ensure that you do not **miss important information and business rules** pertaining to the entire Dashboard, we encourage you to review as many of these mini-guides as possible:

* Access the full guide through the California Department of Education (CDE)2023 [Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp) web page.

#### Resources

* The  [[System of Support - California School Dashboard and System of Support (CA Dept of Education)](https://www.cde.ca.gov/ta/ac/cm/sysofsupport.asp)](https://www.cde.ca.gov/ta/ac/cm/dashboardelp.asp) web page offers all resources related to California’s System of Support.
* The [Dashboard Communications Toolkit](https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp) was developed to support local educational agencies (LEAs), parents and communities bring the Dashboard closer to home.
* The [Dashboard Resources](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp)web page contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

State Indicators (Academic, Chronic Absenteeism, College/Career, English Learner Progress, Graduation Rate, and Suspension Rate), contact the Analysis, Measurement, and Accountability Reporting Division by email at [Dashboard@cde.ca.gov](mailto:Dashboard@cde.ca.gov).

* Logging onto the Dashboard, registering as an LEA Dashboard Coordinator, uploading local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by email at [lcff@cde.ca.gov.](mailto:lcff@cde.ca.gov.)
* California’s System of Support (Differentiated Assistance and Comprehensive School Support and Improvement), contact the System of Support Office (SSO) by email at [CASystemofSupport@cde.ca.gov](mailto:CASystemofSupport@cde.ca.gov).

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### 2023 Differentiated Assistance

#### LEAs Eligible for Assistance

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

* **Level 1 – General Assistance:** ​All districts, county offices of education (COEs), and charter schools are eligible for general assistance.​
* **Level 2 – Differentiated Assistance:** ​All districts, county offices of education (COEs), and charter schools are eligible for differentiated assistance based on performance in each Local Control Funding Formula (LCFF) state priority area. ​
* **Level 3 – Intensive Intervention:​** Districts, COEs, and charter schools with persistent performance issues over a period of time​.

#### Methods for Differentiated Assistance Eligibility

Districts, charter schools, and COEs can be eligible for differentiated assistance under the following methods:

* **Method 1:** State Indicators Only​
* **Method 2:** Local Indicators Only​
* **Method 3:** Combination of State and Local Indicators ​

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.

#### Student Groups

The student groups used for differentiated assistance determinations are:

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

#### State Indicators

The following state indicators from the 2023 Dashboard will be used for differentiated assistance determinations:

* Academic Indicator – English Language Arts-Literacy (ELA) and Mathematics
* English Learner Progress Indicator (ELPI)
* Graduation Rate Indicator
* Chronic Absenteeism Indicator
* Suspension Rate Indicator
* College/Career Indicator (CCI) (**Very Low** Status only)

(Please note that for the CCI Very Low is a proxy for the color Red.)

#### LCFF Eligibility for Assistance 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, or
* Performance on local indicators in two or more priority areas, or
* A combination of student group performance in one state priority area and local indicator performance in one different priority area.

Districts and COEs that are not eligible for assistance based on these criteria will be eligible for general assistance. LCFF assistance determinations are made on an annual basis.

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 be in a two-year support cycle. Any district or COE that was formerly determined eligible for differentiated assistance that no longer meets the criteria will be eligible for general assistance after the end of the two-year cycle.

**EXAMPLE**: Toyon COE met the differentiated assistance criteria based on the results of the 2023 Dashboard. The following year, Toyon COE did not meet the eligibility criteria based on the results of the 2024 Dashboard. As a result, Toyon COE will no longer be eligible for differentiated assistance beginning with the 2025–26 school year.

#### LCFF Eligibility for Assistance Criteria for Charter Schools

The eligibility criteria for charter schools is the same as for districts and COEs **except** charter schools have to meet the criteria based on any of the methods across two years. Therefore, results from both the 2022 and 2023 Dashboards are used for this year’s differentiated assistance determinations for charter schools. Differentiated assistance determinations for charter schools are made annually and will be on a one-year support cycle.

Please note that regarding the 2022 Dashboard:

* Local indicators were not used for support determinations
* Status levels were used in place of Colors for the available state indicators (see table 3)
* College/Career Indicator was not published on the 2022 Dashboard

**Table 1: 2022 Differentiated Assistance Criteria by LCFF State Priority Area**

| **LCFF State Priority Area** | **State Indicators Criteria** |
| --- | --- |
| Pupil Achievement (Priority 4) | * **Very Low** Status on both the ELA and Mathematics Academic Indicator; or * **Very Low** Status on the English Learner Progress Indicator |
| Pupil Engagement (Priority 5) | * **Very Low** Status on the Graduation Rate Indicator; or * **Very High** Status on the Chronic Absenteeism Indicator |
| School Climate (Priority 6) | * **Very High** Status on the Suspension Rate Indicator |

For more information on the 2022 differentiated assistance criteria, please refer to the [2022 LCFF Assistance flyer](https://www.cde.ca.gov/ta/ac/cm/documents/lcffassistance.pdf).

#### 2023 Differentiated Assistance Criteria by Priority Area

Table 2 below identifies the differentiated assistance criteria by LCFF state priority area.

**Table 2: 2023 Differentiated Assistance Criteria by LCFF State Priority Area**

| **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)***   * *Very Low* on College/Career Indicator |
| ***Pupil Achievement (Priority 4)***   * *Red* on both ELA and Math Indicators, **or** * *Red* on ELA or Math Indicator **and** *Orange* on the other indicator, **or** * *Red* on the English Learner Progress Indicator (ELPI) | ***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 |

#### Examples of How Districts and COEs Become Eligible for Differentiated Assistance

For a district or COE to become eligible for differentiated assistance in 2023, at least one student group must meet specific criteria (outlined in Table 2) in two or more different LCFF state priority areas.

For the Local Indicators column in the example tables below:

* **Met** = Met criteria in 2023
* **Not Met** = Did not meet the
* **Not Met for Two or More Years** = Did not meet the criteria on the 2022 Dashboard or the 2023 Dashboard

Additionally, the College/Career Indicator only has Status levels the 2023 Dashboard. As a result, for the 2023 Dashboard, a Very Low Status level on the College/Career Indicator is used as proxy for the color Red.

##### Example 1: Dalia Elementary School District

This example shows the school district that **did not meet** the Method 1, Method 2, or Method 3 criteria and is therefore not eligible for differentiated assistance.

Example of Performance Colors achieved by **Hispanic (HI) student group** in all applicable indicators:

**Table 3: Example for Hispanic Student Group**

| **LCFF State Priority Area** | **State Indicators** | **2023 Performance Color** | **2023**  **Local Indicators** |
| --- | --- | --- | --- |
| Priority 1 | N/A | N/A | **Met** |
| Priority 2 | N/A | N/A | **Met** |
| Priority 3 | N/A | N/A | **Met** |
| Priority 4 | **ELA** | **Red** | N/A |
| Priority 4 | **Mathematics** | **Red** | N/A |
| Priority 4 | ELPI | N/A | N/A |
| Priority 5 | **Chronic Absenteeism Rate** | **Yellow** | N/A |
| Priority 5 | Graduation Rate | N/A | N/A |
| Priority 6 | **Suspension Rate** | **Orange** | **Met** |
| Priority 7 | N/A | N/A | **Met** |
| Priority 8 | College/Career | N/A | N/A |
| Priority 9 | N/A | N/A | N/A |
| Priority 10 | N/A | N/A | N/A |

**State Indicators Only (Method 1)**

To meet criteria for Priority 4, a student group must have:

* Red on both the ELA and Mathematics indicators, or
* Red on ELA or Math Indicator and Orange on the other indicator, or
* Red on ELPI (ELPI only represents EL student group)

Dalia Elementary School District’s **HI** student group **met the criteria for Priority 4** because it had Red on ELA and Red level on Mathematics.

To meet criteria for Priority 5, a student group must have:

* Red on the Chronic Absenteeism Indicator (Note that the Graduation Rate Indicator is not available at Elementary School districts.)

Dalia Elementary School District’s **HI** student group **did not meet the criteria for Priority 5** because it had Yellow on the Chronic Absenteeism Indicator.

To meet criteria for Priority 6, a student group must have:

* Red on the Suspension Rate Indicator

Dalia Elementary School District’s **HI** student group **did not meet the criteria for Priority 6**because it had Orange on the Suspension Rate Indicator.

M Dalia Elementary School District’s **HI** student group **did not meet** the criteria in two or more LCFF State Priority Areas, and therefore Dalia Elementary School District is **not eligible** for differentiated assistance under Method 1.

**Local Indicators Only (Method 2)**

Dalia **did not meet** the criteria on two or more local indicators as it had a performance level of ‘Met” on its local indicators in all applicable Priority Areas.

**Combination of State and Local Indicators (Method 3)**

Dalia Elementary School District **did not meet the criteria** for Method 3 because the COE had a performance level of ‘Met” on its local indicators in all applicable Priority Areas.

*(Note: In the example above and the examples that follow, only one student group is included. For most LEAs, multiple student groups will receive a Color on the Dashboard, and the evaluation above would be done for each eligible student group for potential eligibility for assistance under LCFF.)*

##### Example 2: Coneflower High School District

This example shows the school district that **met** the Method 1 criteria for the SED student group.

Performance Colors achieved by **Socioeconomically Disadvantaged (SED) student group**

in all applicable indicators:

**Table 4: Example for Socioeconomically Disadvantaged Student Group**

| **LCFF State Priority Area** | **State Indicators** | **Performance Color** | **Local Indicators** |
| --- | --- | --- | --- |
| Priority 1 | N/A | N/A | **Met** |
| Priority 2 | N/A | N/A | **Met** |
| Priority 3 | N/A | N/A | **Met** |
| Priority 4 | **ELA** | **Yellow** | N/A |
| Priority 4 | **Mathematics** | **Orange** | N/A |
| Priority 4 | ELPI | N/A | N/A |
| Priority 5 | Chronic Absenteeism Rate | N/A | N/A |
| Priority 5 | **Graduation Rate** | **Red** | N/A |
| Priority 6 | **Suspension Rate** | **Orange** | **Met** |
| Priority 7 | N/A | N/A | **Met** |
| Priority 8 | **College/Career** | **Very Low** | N/A |
| Priority 9 | N/A | N/A | N/A |
| Priority 10 | N/A | N/A | N/A |

**State Indicators Only (Method 1)**

To meet criteria for Priority 4, a student group must have:

* Red on both the ELA and Mathematics Indicators, or
* Red on the ELA or Math Indicator and Orange on the other indicator, or
* Red on the ELPI (ELPI only represents EL student group)

Coneflower High School District’s **SED** student group **did not meet the criteria for Priority 4** because it had Yellow on ELA and Orange on Mathematics.

To meet criteria for Priority 5, a student group must have:

* Red on the Graduation Rate Indicator (Note that the Chronic Absenteeism Indicator is not available at High School districts.)

Coneflower High School District’s **SED** student group **met the criteria for Priority 5** because it had Red on the Graduation Rate Indicator.

To meet criteria for Priority 6, a student group must have:

* Red on the Suspension Rate Indicator

Coneflower High School District’s **SED** student group **did not meet the criteria for Priority 6** because it had Orange on the Suspension Rate Indicator.

To meet criteria for Priority 8, a student group must have:

* Very Low Status level on the College/Career Indicator

Coneflower High School District’s **SED** student group **met the criteria for Priority 8** because it had Very Low Status level on the College/Career Indicator.

Because Coneflower High School District’s **SED** student group **met** the criteria in two or more LCFF State Priority Areas (namely Priority 5 and 8), Coneflower High School District is **eligible** for differentiated assistance under Method 1.

**Local Indicators Only (Method 2)**

Coneflower High School District **did not meet** the criteria on two or more local indicators as it had a performance level of ‘Met” on its local indicators in all applicable Priority Areas.

**Combination of State and Local Indicators (Method 3)**

Coneflower High School District **was not evaluated** for Method 3 because the district is eligible for differentiated assistance under Method 1.

##### Example 3: Levi Unified School District

This example shows the school district that **met** the Method 1 criteria for the EL student group.

Performance Colors achieved by **English Learner (EL)** **student group**

in all applicable indicators:

**Table 5: Example of English Learner Student Group**

| **LCFF State Priority Area** | **State Indicators** | **Performance Color** | **Local Indicators** |
| --- | --- | --- | --- |
| Priority 1 | N/A | N/A | **Met** |
| Priority 2 | N/A | N/A | **Met** |
| Priority 3 | N/A | N/A | **Met** |
| Priority 4 | **ELA** | **Green** | N/A |
| Priority 4 | **Mathematics** | **Green** | N/A |
| Priority 4 | **ELPI** | **Red** | N/A |
| Priority 5 | **Chronic Absenteeism Rate** | **Red** | N/A |
| Priority 5 | **Graduation Rate** | **Yellow** | N/A |
| Priority 6 | **Suspension Rate** | **Yellow** | **Met** |
| Priority 7 | N/A | N/A | **Met** |
| Priority 8 | **College/Career** | **Medium** | N/A |
| Priority 9 | N/A | N/A | N/A |
| Priority 10 | N/A | N/A | N/A |

**State Indicators Only (Method 1)**

To meet criteria for Priority 4, a student group must have:

* Red on both the ELA and Mathematics indicators, or
* Red on the ELA or Math Indicator and Orange on the other indicator, or
* Red on the ELPI (ELPI only represents EL student group)

Levi Unified School District’s **EL** student group **met the criteria for Priority 4** because it had Red on the ELPI.

To meet criteria for Priority 5, a student group must have:

* Red on the Graduation Rate Indicator; or
* Red on the Chronic Absenteeism Indicator

Levi Unified School District’s **EL** student group **met the criteria for Priority 5** because it had Red Status level on the Chronic Absenteeism Indicator.

To meet criteria for Priority 6, a student group must have:

* Red on the Suspension Rate Indicator

Levi Unified School District’s **EL** student group **did not meet the criteria for Priority 6** because it had a Yellow on the Suspension Rate Indicator.

To meet criteria for Priority 8, a student group must have:

* Very Low Status level on the College/Career Indicator

Levi Unified School District’s **EL** student group **did not meet the criteria for Priority 8** because it had Medium Status level on the College/Career Indicator.

Levi Unified School District’s **EL** student group **met** the criteria in two or more LCFF State Priority Areas (namely Priority 4 and 5), Levi Unified School District’s is **eligible** for differentiated assistance under Method 1.

**Local Indicators Only (Method 2)**

Levi Unified School District **did not meet** the criteria on two or more local indicators as it had a performance level of “Met” on its local indicators in all applicable Priority Areas**.**

**Combination of State and Local Indicators (Method 3)**

Levi Unified School **was not evaluated** for Method 3 because the district is eligible for differentiated assistance under Method 1.

##### Example 4: Poppy County Office of Education (Poppy COE)

This example shows the school district that **met** the Method 1 criteria for the AA student group and **did not meet** the Method 2 criteria because the school district only had met the local indicator criteria in one priority area.w

Performance Colors achieved by **African American (AA) student group** in all applicable indicators:

**Table 6: Example of African American Student Group**

| **LCFF State Priority Area** | **State Indicators** | **Performance Color** | **Local Indicators** |
| --- | --- | --- | --- |
| Priority 1 | N/A | N/A | **Met** |
| Priority 2 | N/A | N/A | **Met** |
| Priority 3 | N/A | N/A | **Met** |
| Priority 4 | **ELA** | **Red** | N/A |
| Priority 4 | **Mathematics** | **Red** | N/A |
| Priority 4 | ELPI | N/A | N/A |
| Priority 5 | **Chronic Absenteeism Rate** | **Orange** | N/A |
| Priority 5 | **Graduation Rate** | **Blue** | N/A |
| Priority 6 | **Suspension Rate** | **Red** | **Met** |
| Priority 7 | N/A | N/A | **Met** |
| Priority 8 | **College/Career** | **Very Low** | N/A |
| Priority 9 | N/A | N/A | **Not Met for Two or More Years** |
| Priority 10 | N/A | N/A | **Met** |

**State Indicators Only (Method 1)**

To meet criteria for Priority 4, a student group must have:

* Red on both the ELA and Mathematics indicators, or
* Red on the ELA or Math Indicator and Orange on the other indicator, or
* Red on the ELPI (ELPI only represents EL student group)

Poppy COE’s **AA** student group **met the criteria for Priority 4** because it had Red on ELA and Red on Mathematics.

To meet criteria for Priority 5, a student group must have:

* Red Graduation Rate Indicator; or
* Red Chronic Absenteeism Indicator

Poppy COE’s **AA** student group **did not** **meet the criteria for Priority 5** because it had Orange on the Chronic Absenteeism Indicator and Blue on the Graduation Rate Indicator.

To meet criteria for Priority 6, a student group must have:

* Red on the Suspension Rate Indicator

Poppy COE’s **AA** student group **met the criteria for Priority 6** because it had Red on the Suspension Rate Indicator.

To meet criteria for Priority 8, a student group must have:

* Very Low Status level on the College/Career Indicator

Poppy COE’s **AA** student group **met the criteria for Priority 8** because it had Very Low Status level on the College/Career Indicator.

Poppy COE’s **AA** student group **met** the criteria in two or more LCFF State Priority Areas (namely Priority 4, 6, and 8), Poppy COE is **eligible** for differentiated assistance under Method 1.

**Local Indicators Only (Method 2)**

Poppy **did not meet** the criteria on two or more local indicators as it had a performance level of ‘Met” on its local indicators in all applicable Priority Areas **except** for Priority Area (9).

**Combination of State and Local Indicators (Method 3)**

Poppy COE **was not evaluated** for Method 3 because the district is eligible for differentiated assistance under Method 1.

##### Example 5: Ponderosa County Office of Education (Ponderosa COE)

This example shows the COE **met** the Method 2 criteria.

Performance Colors achieved by **Homeless student group** in all applicable indicators:

**Table 7: Example of Homeless Student Group**

| **LCFF State Priority Area** | **State Indicators** | **Performance Color** | **Local Indicators** |
| --- | --- | --- | --- |
| Priority 1 | N/A | N/A | **Met** |
| Priority 2 | N/A | N/A | **Not Met for Two or More Years** |
| Priority 3 | N/A | N/A | **Met** |
| Priority 4 | **ELA** | **Orange** | N/A |
| Priority 4 | **Mathematics** | **Red** | N/A |
| Priority 4 | ELPI | N/A | N/A |
| Priority 5 | **Chronic Absenteeism Rate** | **Yellow** | N/A |
| Priority 5 | **Graduation Rate** | **Green** | N/A |
| Priority 6 | **Suspension Rate** | **Red** | **Met** |
| Priority 7 | N/A | N/A | **Met** |
| Priority 8 | **College/Career** | **High** | N/A |
| Priority 9 | N/A | N/A | **Met** |
| Priority 10 | N/A | N/A | **Not Met for Two or More Years** |

**State Indicators Only (Method 1)**

To meet criteria for Priority 4, a student group must have:

* Red on both the ELA and Mathematics indicators, or
* Red on the ELA or Math Indicator and Orange on the other indicator, or
* Red on the ELPI (ELPI only represents EL student group)

Ponderosa COE’s **Homeless** student group **met the criteria for Priority 4** because it had Orange on the ELA and Red on the Mathematics.

To meet criteria for Priority 5, a student group must have:

* Red Graduation Rate Indicator; or
* Red Chronic Absenteeism Indicator

Ponderosa COE’s **Homeless** student group **did not** **meet the criteria for Priority 5** because it had Yellow on the Chronic Absenteeism Indicator and Green on the Graduation Rate Indicator.

To meet criteria for Priority 6, a student group must have:

* Red on the Suspension Rate Indicator

Ponderosa COE’s **Homeless** student group **met the criteria for Priority 6** because it had Red on the Suspension Rate Indicator.

To meet criteria for Priority 8, a student group must have:

* Very Low Status level on the College/Career Indicator

Ponderosa COE’s **Homeless** student group **did not meet the criteria for Priority 8** because it had High Status level on the College/Career Indicator.

Ponderosa COE’s **Homeless** student group **met** the criteria in two or more LCFF State Priority Areas (namely Priority 4 and 6), Sabra COE is **eligible** for differentiated assistance under Method 1.

**Local Indicators Only (Method 2)**

Ponderosa COE **met the criteria** on the Local Indicator Only (Method 2) in Priority Area 2 and Priority Area 10because its performance level for this local indicator was ‘Not Met For Two or More Years.’ (Note: If a district or COE does not meet a local indicator for two or more years, all students groups are deemed to have not met the local indicator.)

**Combination of State and Local Indicators (Method 3)**

Ponderosa COE **was not evaluated** for Method 3 because the district is eligible for differentiated assistance under Method 1.

#### Examples of How Charter Schools Become Eligible for Differentiated Assistance

For a charter school to become eligible for differentiated assistance in 2023, it must meet the eligibility criteria on its 2023 Dashboard as well as its 2022 Dashboard.

##### Example 6: Eastern Parkway Charter

This example shows the charter school **did not meet** the Method 1 or Method 2 on the 2023 Dashboard, and, as a result, the charter school was not evaluated to determine if the school meet the criteria on the 2022 Dashboard.

Performance achieved by **English Learner (EL) student group** in all applicable indicators:

Please note that performance colors from the 2023 Dashboard and Status Levels from the 2022 Dashboard are used for eligibility determinations.

**Table 8: Example English Learner Student Group**

| **LCFF State Priority Area** | **Dashboard**  **State Indicators** | **2023 Dashboard**  **Performance Color** | **2022 Dashboard**  **Status**  **Level** | **Local Indicators** |
| --- | --- | --- | --- | --- |
| Priority 1 | N/A | N/A | N/A | **Met** |
| Priority 2 | N/A | N/A | N/A | **Met** |
| Priority 3 | N/A | N/A | N/A | **Met** |
| Priority 4 | **ELA** | **Orange** | **Low** | N/A |
| Priority 4 | **Mathematics** | **Yellow** | **High** | N/A |
| Priority 4 | **ELPI** | **Green** | **Medium** | N/A |
| Priority 5 | **Chronic Absenteeism** | **Yellow** | **High** | N/A |
| Priority 5 | Graduation Rate | N/A | N/A | N/A |
| Priority 6 | **Suspension Rate** | **Green** | **Very High** | **Met** |
| Priority 7 | N/A | N/A | N/A | **Met** |
| Priority 8 | College/  Career | N/A | N/A | N/A |

**State Indicators Only (Method 1)**

**2023 Dashboard**

To meet criteria for Priority Area 4 on the 2023 Dashboard, a student group must have:

* Red on both the ELA and Mathematics indicators, or
* Red on the ELA or Math Indicator and Orange on the other indicator, or
* Red on the ELPI (ELPI only represents EL student group)

Eastern Parkway Charter’s **English learner** student group **did not meet the criteria for Priority Area 4** because it had:

* Orange on the ELA Indicator
* Yellow on the Mathematics Indicator
* Green on the ELPI

To meet criteria for Priority Area 5 on the 2023 Dashboard, a student group must have:

* Red Graduation Rate Indicator; or
* Red Chronic Absenteeism Indicator.

Eastern Parkway Charter’s **English learner** student group **did not meet the criteria for Priority Area 5** because it had:

* Yellow on the Chronic Absenteeism Indicator

To meet criteria for Priority 6 on the 2023 Dashboard, a student group must have:

* Red on the Suspension Rate Indicator

Eastern Parkway Charter’s **English learner** student group **did not meet the criteria for Priority Area 6** because it had:

* Green on the Suspension Rate Indicator

**Local Indicators Only (Method 2)**

Eastern Parkway Charter **did not meet the criteria** on the Local Indicator Only (Method 2) because its performance level for the local indicators was ‘Not Met for Two or More Years’ in all relevant Priority Areas.

Overall, based on the results from the 2023 Dashboard, Eastern Parkway Charter’s English learner student group **did not meet** the criteria in two or more LCFF State priority areas under Method 1 or Method 2.

Because the school did not meet differentiated assistance eligibility criteria in 2023, Eastern Parkway Charter **will not be** evaluated to determine if the charter school meet 2022 eligibility criteria.

##### Example 7: Garibaldi Academy of Science

This example shows the charter school’s Homeless student group **met** the Method 1 criteria on the 2023 Dashboard and the Asian student group **met** the Method 1 criteria on the 2022 Dashboard.

Performance colors achieved by the **Homeless (HOM) student group** on the **2023 Dashboard** **and** Status levels achieved by **Asian (AS) student group** in all applicable indicators on the **2022 Dashboard**:

**Table 9: Example of Homeless and Asian Student Groups**

| **LCFF State Priority Area** | **Dashboard**  **State Indicators** | **2023 Dashboard**  **Status**  **Level (HOM)** | **2022 Dashboard**  **Status**  **Level (AS)** | **2023 Local Indicators** |
| --- | --- | --- | --- | --- |
| Priority 1 | N/A | N/A | N/A | **Met** |
| Priority 2 | N/A | N/A | N/A | **Met** |
| Priority 3 | N/A | N/A | N/A | **Met** |
| Priority 4 | **ELA** | **Orange** | **Very Low** | N/A |
| Priority 4 | **Mathematics** | **Yellow** | **Very Low** | N/A |
| Priority 4 | ELPI | N/A | N/A | N/A |
| Priority 5 | Chronic Absenteeism Rate | N/A | N/A | N/A |
| **Priority 5** | **Graduation Rate** | **Red** | **Very Low** | N/A |
| **Priority 6** | **Suspension Rate** | **Orange** | **High** | **Met** |
| Priority 7 | N/A | N/A | N/A | **Met** |
| **Priority 8** | **College/**  **Career** | **Very Low** | N/A | N/A |

**State Indicators Only (Method 1)**

**2023 Dashboard**

To meet criteria for Priority Area 4 on the 2023 Dashboard, a student group must have:

* Red on both the ELA and Mathematics indicators, or
* Red on the ELA or Math Indicator and Orange on the other indicator, or
* Red on the ELPI (ELPI only represents EL student group)

Garibaldi Academy of Science’s **Homeless** student group **did not meet the criteria for Priority Area 4** because it had:

* Orange on the ELA Indicator
* Yellow on the Mathematics Indicator
* Green on the ELPI

To meet criteria for Priority Area 5 on the 2023 Dashboard, a student group must have:

* Red Graduation Rate Indicator; or
* Red Chronic Absenteeism Indicator.

Garibaldi Academy of Science’s **Homeless** student group **met the criteria for Priority Area 5** because it had:

* Red on the Graduation Rate Indicator

To meet criteria for Priority 6 on the 2023 Dashboard, a student group must have:

* Red on the Suspension Rate Indicator

Garibaldi Academy of Science’s **Homeless** student group **did not meet the criteria for Priority Area 6** because it had:

* Orange on the Suspension Rate Indicator

To meet criteria for Priority 8 on the 2023 Dashboard, a student group must have:

* Very Low on the College/Career Indicator

Garibaldi Academy of Science’s **Homeless** student group **met the criteria for Priority Area 8** because it had:

* Very Low on the College/Career Indicator

**Local Indicators Only (Method 2)**

Garibaldi Academy of Science **did not meet** the criteria on two or more local indicators as it had a performance level of “Met” on its local indicators in all applicable Priority Areas.

**Combination of State and Local Indicators (Method 3)**

Garibaldi Academy of Science **was not evaluated** for Method 3 because the school is eligible for differentiated assistance under Method 1.

Overall, based on the results from the 2023 Dashboard, Garibaldi Academy of Science’s Homeless Student group **met the criteria** in two or more LCFF State Priority Areas (namely 5 and 8).

As a result, Garibaldi Academy **will be evaluated** to determine if the school met the eligibility criteria based on the 2022 Dashboard.

**2022 Dashboard**

To meet criteria for Priority Area 4 on the 2022 Dashboard, a student group must have:

* Very Low Status levels on both the ELA and Mathematics Indicators, or
* Very Low Status level on the ELPI (ELPI only represents EL student group)

Garibaldi Academy of Science’s **Asian** student group **met the criteria for Priority Area 4** because it had:

* Very Low Status level on the ELA Indicator
* Very Low Status level on the Mathematics Indicator

To meet criteria for Priority 5 on the 2022 Dashboard, a student group must have:

* Very Low Status level on the Graduation Rate Indicator; or
* Very High Status level on the Chronic Absenteeism Indicator.

Garibaldi Academy of Science’s **Asian** student group **met the criteria for Priority 5** because it had:

* Very Low Status level on the Graduation Rate Indicator

To meet criteria for Priority 6 on the 2022 Dashboard, a student group must have:

* Very High on the Suspension Rate Indicator

Garibaldi Academy of Science’s **Asian** student group **did not meet the criteria for Priority Area 6** because it had:

* High Status level on the Suspension Rate Indicator

Overall, based on the results from the 2022 Dashboard, Garibaldi Academy of Science’s Asian student group **met the criteria** in two or more LCFF State Priority Areas (namely 4 and 5).

Garibaldi Academy of Science is **eligible** for differentiated assistance based on the performance of their Homeless student group in Priority Area 5 and 8 on the 2023 Dashboard and the Asian student group in Priority Area 4 and 5 on the 2022 Dashboard.

**Combination of State and Local Indicators (Method 3)**

Garibaldi Academy of Science **was not evaluated** for Method 3 because the charter school is eligible for differentiated assistance under Method 1.

##### Example 8: Benitoite Charter School

This example shows the charter school’s Socioeconomically Disadvantaged student group **met** the Method 1 criteria on the 2023 Dashboard but the student group **did not meet** the Method 1 criteria on the 2022 Dashboard.

Performance achieved by **Socioeconomically Disadvantaged (SED)** **student group** in all applicable indicators:

**Table 10: Example of Socioeconomically Disadvantaged Student Group**

| **LCFF State Priority Area** | **Dashboard**  **State Indicators** | **2023 Dashboard**  **Status**  **Level (SED)** | **2022 Dashboard**  **Status**  **Level (SED)** | **2023 Local Indicators** |
| --- | --- | --- | --- | --- |
| Priority 1 | N/A | N/A | N/A | **Met** |
| Priority 2 | N/A | N/A | N/A | **Met** |
| Priority 3 | N/A | N/A | N/A | **Met** |
| Priority 4 | **ELA** | **Green** | **Medium** | N/A |
| Priority 4 | **Mathematics** | **Green** | **High** | N/A |
| Priority 4 | ELPI | N/A | N/A | N/A |
| Priority 5 | Chronic Absenteeism Rate | N/A | N/A | N/A |
| **Priority 5** | **Graduation Rate** | **Red** | **Very Low** | N/A |
| **Priority 6** | **Suspension Rate** | **Red** | **High** | **Met** |
| Priority 7 | N/A | N/A | N/A | **Met** |
| Priority 8 | College/  Career | Medium | N/A | N/A |

**State Indicators Only (Method 1)**

**2023 Dashboard**

To meet criteria for Priority Area 4 on the 2023 Dashboard, a student group must have:

* Red on both the ELA and Mathematics indicators, or
* Red on the ELA or Math Indicator and Orange on the other indicator, or
* Red on the ELPI (ELPI only represents EL student group)

Benitoite Charter School’s **SED** student group **did not meet the criteria for Priority Area 4** because it had:

* Green on the ELA Indicator
* Green on the Mathematics Indicator

To meet criteria for Priority Area 5 on the 2023 Dashboard, a student group must have:

* Red Graduation Rate Indicator; or
* Red Chronic Absenteeism Indicator.

Benitoite Charter School’s **SED** student group **met the criteria for Priority Area 5** because it had:

* Red on the Graduation Rate Indicator

To meet criteria for Priority 6 on the 2023 Dashboard, a student group must have:

* Red on the Suspension Rate Indicator

Benitoite Charter School’s **SED** student group **met the criteria for Priority Area 6** because it had:

* Red on the Suspension Rate Indicator

To meet criteria for Priority 8, a student group must have:

* Very Low Status level on the College/Career Indicator

Benitoite Charter School’s **SED** student group **did not meet the criteria for Priority 8** because it had Medium Status level on the College/Career Indicator.

**Local Indicators Only (Method 2)**

Benitoite Charter School **did not meet** the criteria on two or more local indicators as it had a performance level of ‘Met” on its local indicators in all applicable Priority Areas.

Overall, based on the results from the 2023 Dashboard, Benitoite Charter School **met the criteria** in two or more LCFF State Priority Areas (namely 5 and 6).

As a result, Benitoite Charter School’s will be evaluated to determine if the school met the eligibility criteria based on the 2022 Dashboard.

**2022 Dashboard**

To meet criteria for Priority Area 4 on the 2022 Dashboard, a student group must have:

* Very Low Status levels on both the ELA and Mathematics Indicators, or
* Very Low Status level on the ELPI (ELPI only represents EL student group)

Benitoite Charter School’s **SED** student group **did not meet the criteria for Priority Area 4** because it had:

* Medium Status level on the ELA Indicator
* High Status level on the Mathematics Indicator

To meet criteria for Priority 5 on the 2022 Dashboard, a student group must have:

* Very Low Status level on the Graduation Rate Indicator; or
* Very High Status level on the Chronic Absenteeism Indicator.

Benitoite Charter School’s **SED** student group **met the criteria for Priority 5** because it had:

* Very Low Status level on the Graduation Rate Indicator

To meet criteria for Priority 6 on the 2022 Dashboard, a student group must have:

* Very High on the Suspension Rate Indicator

Benitoite Charter School’s **SED** student group **did not meet the criteria for Priority Area 6** because it had:

* High Status level on the Suspension Rate Indicator

Overall, based on the results from the 2022 Dashboard, Benitoite Charter School’s SED student group **did not met the criteria** in two or more LCFF State Priority Areas.

Benitoite Charter School is **not eligible** for differentiated assistance because the school **did not meet the criteria** in both Dashboard years.

##### Example 9: Calico Innovation Academy

This example shows the charter school’s met the Method 2 criteria on the 2023 Dashboard and EL student group **met** the Method 1 criteria on the 2022 Dashboard.

Performance achieved by **English learner (EL)** **student group** in all applicable indicators:

**Table 11: Example of English learner Student Group**

| **LCFF State Priority Area** | **Dashboard**  **State Indicators** | **2023 Dashboard**  **Status**  **Level (EL)** | **2022 Dashboard**  **Status**  **Level (EL)** | **2023 Local Indicators** |
| --- | --- | --- | --- | --- |
| Priority 1 | N/A | N/A | N/A | **Met** |
| Priority 2 | N/A | N/A | N/A | **Met** |
| **Priority 3** | N/A | N/A | N/A | **Not Met For Two Or More Years** |
| **Priority 4** | **ELA** | **Yellow** | **Low** | N/A |
| **Priority 4** | **Mathematics** | **Orange** | **Medium** | N/A |
| **Priority 4** | **ELPI** | **Yellow** | **Very Low** | N/A |
| **Priority 5** | **Chronic Absenteeism Rate** | **Blue** | **Very High** | N/A |
| Priority 5 | Graduation Rate | N/A | N/A | N/A |
| **Priority 6** | **Suspension Rate** | **Green** | **High** | **Not Met For Two Or More Years** |
| Priority 7 | N/A | N/A | N/A | **Met** |
| Priority 8 | College/  Career | N/A | N/A | N/A |

**State Indicators Only (Method 1)**

**2023 Dashboard**

To meet criteria for Priority Area 4 on the 2023 Dashboard, a student group must have:

* Red on both the ELA and Mathematics indicators, or
* Red on the ELA or Math Indicator and Orange on the other indicator, or
* Red on the ELPI (ELPI only represents EL student group)

Calico Innovation Academy’s **EL** student group **did not meet the criteria for Priority Area 4** because it had:

* Yellow on the ELA Indicator
* Orange on the Mathematics Indicator
* Yellow on the EPLI

To meet criteria for Priority Area 5 on the 2023 Dashboard, a student group must have:

* Red Graduation Rate Indicator; or
* Red Chronic Absenteeism Indicator.

Calico Innovation Academy’s **EL** student group **did not meet the criteria for Priority Area 5** because it had:

* Blue on the Chronic Absenteeism Indicator

To meet criteria for Priority 6 on the 2023 Dashboard, a student group must have:

* Red on the Suspension Rate Indicator

Calico Innovation Academy’s **EL** student group **did not meet the criteria for Priority Area 6** because it had:

* Green on the Suspension Rate Indicator

**Local Indicators Only (Method 2)**

Calico Innovation Academy **met the criteria** on the Local Indicator Only (Method 2) in Priority Area 3 and Priority Area 6because its performance level for this local indicator was ‘Not Met For Two or More Years.’ (Note: If a charter school does not meet a local indicator for two or more years, all students groups are deemed to have not met the local indicator.)

Overall, based on the results from the 2023 Dashboard, Calico Innovation Academy **met the criteria** Local Indicators (Method 2) in two or more LCFF State Priority Areas (namely 3 and 6).

As a result, Calico Innovation Academy’s **will be evaluated** to determine if the school met the eligibility criteria based on the 2022 Dashboard.

**2022 Dashboard**

To meet criteria for Priority Area 4 on the 2022 Dashboard, a student group must have:

* Very Low Status levels on both the ELA and Mathematics Indicators, or
* Very Low Status level on the ELPI (ELPI only represents EL student group)

Calico Innovation Academy’s **EL** student group **met the criteria for Priority Area 4** because it had:

* Very Low Status level on the ELPI

To meet criteria for Priority 5 on the 2022 Dashboard, a student group must have:

* Very Low Status level on the Graduation Rate Indicator; or
* Very High Status level on the Chronic Absenteeism Indicator.

Calico Innovation Academy’s **EL** student group **met the criteria for Priority 5** because it had:

* Very High Status level on the Chronic Absenteeism Indicator

To meet criteria for Priority 6 on the 2022 Dashboard, a student group must have:

* Very High on the Suspension Rate Indicator

Calico Innovation Academy’s **EL** student group **did not meet the criteria for Priority Area 6** because it had:

* High Status level on the Suspension Rate Indicator

Overall, based on the results from the 2022 Dashboard, Calico Innovation Academy’s EL student group **meet the criteria** in two or more LCFF State Priority Areas (namely 4 and 6).

Calico Innovation Academy is **eligible** for differentiated assistance because the school **met the criteria** throughLocal Indicators (Method 2) on the 2023 Dashboard and State Indicators (Method 1) on the 2022 Dashboard.