# 2022 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

and System of Support Web Page at:

[https://www.cde.ca.gov/dashboard](https://www.cde.ca.gov/dashboard" \o "CA Dashboard System of Support  web page)

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### About this Mini-Guide, Resources, and Contacts

#### About this “Mini-Guide”

In prior years, the Dashboard Technical Guide was offered as one large downloadable file consisting of over 260 pages. Beginning with the 2022 Dashboard, the guide has been divided into multiple sections (or mini-guides) to allow viewers to download only the topics of interest. 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 CDE2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### Resources

* The **System of Support** **web page** (<https://www.cde.ca.gov/ta/ac/cm/sysofsupport.asp>) offers all resources related to this differentiated assistance under the Local Control Funding Formula (LCFF).
* The **Dashboard Communications Toolkit** (<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>) was developed to support LEAs, parents and communities bring the 2022 Dashboard closer to home.
* The **Dashboard Resources** web page (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp>) contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* State Indicators (i.e., Academic, College/Career, Chronic Absenteeism, 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 e-mail at [lcff@cde.ca.gov.](mailto:lcff@cde.ca.gov.)
* California’s System of Support (Differentiated Assistance and Comprehensive School Support), contact the System of Support Office (SSO) by e-mail at [CASystemofSupport@cde.ca.gov](mailto:CASystemofSupport@cde.ca.gov).

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### 2022 Dashboard

#### Requirement to Restart Accountability

For the past two school years (2019–20 and 2020–21), the accountability requirements for California were waived or adjusted due to the impact of the COVID-19 pandemic on education communities. However, the requirements to hold LEAs and schools accountable for student outcomes have resumed with the 2021–22 school year and the release of the 2022 Dashboard.

Due to the restrictions imposed by Assembly Bill 130, the CDE is required to **only** report **current year data** (or **Status**) for the 2022 Dashboard. Therefore, unlike in prior years, the 2022 Dashboard **does not** display the difference from prior year (also known as Change) and performance level colors. With the reporting of Status only for the 2022 Dashboard, performance levels are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). These levels are reported for all state indicators except for the College/Career Indicator, and the data are based on information submitted by LEAs to the CDE for students enrolled during the **2021–22 school year.** (Next year, Change and performance level colors will be reported within the 2023 Dashboard.)

With the adjustment to report only Status levels on the 2022 Dashboard, the design of the Dashboard cannot display the typical color gauges (i.e., Red, Orange, Yellow, Green, and Blue). Instead, the CDE has revised the design of the Dashboard to reflect Status Only by using “cell phone bars” to reflect the five Status levels. Refer to Figure 1 below and refer to [Appendix A](#AppendixA) for the descriptive text.

**Figure 1: Five Status Levels Represented through “Cell Phone Bars”**



### 2022 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, charter schools, and COEs are eligible for general assistance.​
* **Level 2 – Differentiated Assistance:** ​All districts and county offices of education (COEs) are eligible for differentiated assistance based on performance in each Local Control Funding Formula (LCFF) state priority area. ​
* **Level 3 – Intensive Intervention:​** Local educational agencies (LEAs) with persistent performance issues over a period of time​.

All LEAs and COEs are eligible for Level 1 - General Assistance. Only districts and COEs are eligible for Level 2 – Differentiate Assistance in 2022.

Please note that charter schools **are not** eligible for differentiated assistance for the 2022. This is due to changes that were made to the eligibility criteria following the 2019 identification process in AB 130 section 123(d) (Chapter 44, Statutes of 2021), and the parameters set forth in California *Education Code* section 47607.3(a). Charter schools will resume eligibility for differentiated assistance with the release of the 2023 Dashboard.

#### Methods for Differentiated Assistance Eligibility

Due to Assembly Bill (AB) 130, the CDE is limited to use only Status levels from the state indicators for 2022 differentiated assistance determinations. Local indicators will be reported on the 2022 Dashboard for informational purposes only. As a result, only Method 1 of the following three methods is available in 2022: ​

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

#### State Indicators

The following state indicators from the 2022 Dashboard will be used for differentiated assistance determinations:

* Academic Indicator – English Language Arts-Literacy (ELA) and Mathematics
* English Learner Progress Indicator
* Graduation Rate Indicator
* Chronic Absenteeism Indicator
* Suspension Rate Indicator

The College/Career Indicator (CCI) will not be available for the 2022 Dashboard and, therefore, the CCI will not be used in differentiated assistance determinations.

#### LCFF Eligibility for Assistance Criteria for Districts and COEs

Under the LCFF statutes, district and COEs become eligible for differentiated assistance:

* Based on student group performance in two or more LCFF state priority areas.

#### Differentiated Assistance Criteria by Priority Area

Table 1 below identifies the differentiated assistance criteria by LCFF state priority area.

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

| **LCFF State Priority Area** | **Differentiated Assistance Criteria** |
| --- | --- |
| ***Pupil Achievement (Priority 4)*** | * **Very Low** Status on both the ELA and Mathematics Academic Performance; 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. |

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

For a district or COE to become eligible for differentiated assistance in 2022, at least one student group must meet specific criteria (identified in Table 1) in two or more different LCFF state priority areas.

**Example 1: Dalia Elementary School District**

Status levels achieved by **Hispanic (HI) student group** in all applicable indicators:

| **LCFF State Priority Area** | **State Indicators** | **Status Level** |
| --- | --- | --- |
| Priority 4 | ELA | Very Low |
| Priority 4 | Mathematics | Very Low |
| Priority 5 | Chronic Absenteeism | Medium |
| Priority 6 | Suspension Rate | Low |

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

* Very Low on both the ELA and Mathematics tests, or
* Very Low 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 Very Low Status level on ELA and Very Low Status level on Mathematics.

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

* Very High 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 Medium Status level on the Chronic Absenteeism Indicator.

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

* Very High on the Suspension Rate Indicator

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

Dalia Elementary School District’s **HI** student group **did not meet** the criteria in two or more LCFF State Priority Areas, Dalia Elementary School District is not eligible for Differentiated Assistance.

*(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 Status level on the Dashboard and will be included in the analyses for potential eligibility for assistance under LCFF.)*

**Example 2: Ben Gurion High School District**

Status levels achieved by **Socioeconomically Disadvantaged (SED) student group**

in all applicable indicators:

| **LCFF State Priority Area** | **State Indicators** | **Status Level** |
| --- | --- | --- |
| Priority 4 | ELA | Medium |
| Priority 4 | Mathematics | Low |
| Priority 5 | Graduation Rate | Very Low |
| Priority 6 | Suspension Rate | Very High |

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

* Very Low on both the ELA and Mathematics tests, or
* Very Low on ELPI (ELPI only represents EL student group)

Ben Gurion High School Districts’ **SED** student group **did not meet the criteria for Priority 4** because it had Medium Status level on ELA and Low Status level on Mathematics.

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

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

Ben Gurion High School District’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, a student group must have:

* Very High on the Suspension Rate Indicator

Ben Gurion High School District’s **SED** student group **met the criteria for Priority 6** because it had Very High Status level on the Suspension Rate Indicator.

Because Ben Gurion High School District’s **SED** student group **met** the criteria in two or more LCFF State Priority Areas (namely Priority 5 and 6), Ben Gurion High School District is eligible for Differentiated Assistance.

**Example 3: Kotel Unified School District**

Status levels achieved by **English Learner (EL)** **student group**

in all applicable indicators:

| **LCFF State Priority Area** | **State Indicators** | **Status Level** |
| --- | --- | --- |
| Priority 4 | ELA | High |
| Priority 4 | Mathematics | High |
| Priority 4 | ELPI | Very Low |
| Priority 5 | Chronic Absenteeism Rate | Very High |
| Priority 5 | Graduation Rate | Medium |
| Priority 6 | Suspension Rate | Medium |

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

* Very Low on both the ELA and Mathematics tests, or
* Very Low on ELPI (ELPI only represents EL student group)

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

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

* Very Low Graduation Rate Indicator; or
* Very High Chronic Absenteeism Rate Indicator

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

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

* Very High on the Suspension Rate Indicator

Kotel Unified School District’s **EL** student group **did not meet the criteria for Priority 6** because it had Medium Status level on the Suspension Rate Indicator.

Kotel Unified School District’s **EL** student group **met** the criteria in two or more LCFF State Priority Areas (namely Priority 4 and 5), Kotel Unified School District’s is eligible for Differentiated Assistance.

**Example 3: Sabra County Office of Education (Sabra COE)**

Status levels achieved by **African American (AA) student group** in all applicable indicators:

| **LCFF State Priority Area** | **State Indicators** | **Status Level** |
| --- | --- | --- |
| Priority 4 | ELA | Very Low |
| Priority 4 | Mathematics | Very Low |
| Priority 5 | Chronic Absenteeism Rate | Very Low |
| Priority 5 | Graduation Rate | Very High |
| Priority 6 | Suspension Rate | Very High |

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

* Very Low on both the ELA and Mathematics tests, or
* Very Low on ELPI (ELPI only represents EL student group)

Sabra COE’s **AA** student group **met the criteria for Priority 4** because it had Very Low Status level on ELA and Very Low Status level on Mathematics.

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

* Very Low Graduation Rate Indicator; or
* Very High Chronic Absenteeism Rate Indicator

Sabra COE’s **AA** student group **did not** **meet the criteria for Priority 5** because it had Very Low Status level on the Chronic Absenteeism Rate Indicator and Very High Status level on the Graduation Rate Indicator.

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

* Very High on the Suspension Rate Indicator

Sabra COE’s **AA** student group **met the criteria for Priority 6** because it had Very High Status level on the Suspension Rate Indicator.

Sabra COE’s **AA** 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.

### Appendix A: Descriptive Text for Images in Guide

**[Figure 1](#Figure1" \o "Anchor to Figure 1): Five Status Levels Represented through “Cell Phone Bars”**

The image shows five bar graphs lined up in a row with Status level descriptors underneath each graph. The left graph shows one of bars filled with purple with the remaining four bars in gray. Below this graph are the words “Very Low.” The next bar graph to the right shows two bars filled with purple with the remaining three bars in gray. Underneath this graph is the word “Low.” The middle graph shows three bars filled with purple with the remaining two bars in gray. Underneath this graph is the word “Medium.” The next bar graph to the right reflects four of the bars filled with purple with one bar in gray. Below this graph is the word “High.” And finally, the last bar graph to the right shows all five bars filled with purple with the words “Very High” below it. Underneath the Very Low bar graph are the words “Lowest Performance.” Underneath the Very High bar graph are the words “Highest Performance.” In between Lowest Performance and Highest Performance is a double-sided purple arrow.