Charter School Eligibility Criteria for Differentiated Assistance

California Department of Education

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Agenda

- California School Dashboard (Dashboard)
  - State and Local Indicators
- Local Control Funding Formula (LCFF) Eligibility for Assistance Determinations
  - Levels of Assistance
  - Timeline for Eligibility and "Exit"
  - Differentiated Assistance Eligibility Criteria
  - Charter School Examples
  - Future Considerations
- Continuous Improvement and Support

Key Definitions

- **LCFF assistance,** based on California state law, is in place to assist local educational agencies (LEAs) in the form of Differentiated Assistance.

- **Every Student Succeeds Act (ESSA) assistance,** based on the federal ESSA law, is in place to assist schools in the form of Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).

- **All Charters, Locally Funded and Direct Funded,** are considered LEAs for the purposes of Differentiated Assistance and as schools for the purposes of CSI and ATSI.

Rolling Preview Release and Local Indicators Deadline

Date	Activity
November 1	**Local Indicators Submission Deadline**
November 4	Webinar: Suspension and Chronic Absenteeism Indicators
November 5–8	LEA Preview: Suspension and Chronic Absenteeism Indicators Release of *Draft* 2019 Technical Guide
November 12	Webinar: Graduation Rate and College/Career Indicators
November 12–15	LEA Preview: Graduation Rate and College/Career Indicators
November 18	Webinar: English Learner Progress and Academic Indicators
November 19–22	LEA Preview: English Learner Progress and Academic Indicators

Dashboard Purpose and State and Local Indicators

Dashboard Purpose

- Supports LEAs and schools by providing information on specific indicators to identify strengths, weaknesses, and areas needing improvement

  - In-depth analyses on specific areas can be conducted using local data

- Reports data for *all* student groups to ensure that **each** student group is provided the attention and services they need

- Promotes continuous improvement

  - Standards established to help schools make significant progress

Use of State and Local Indicator Data

- The Dashboard reports local and state indicators to determine LEAs that are eligible for assistance and uses state indicators to determine schools that are eligible for support. The goal is to focus on how to improve outcomes for students.

  - LEAs are required to use the data to inform their local control and accountability plans (LCAPs)

  - Schools are encouraged to use the data to inform their School Plan for Student Achievement

Local Indicators - Definition

For LCFF priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on locally collected data.

Local Indicators - Purpose

Local indicators are a part of a seamless accountability system that:

- Reflects the emphasis on 'local control'

- Enables LEAs to measure its progress using local data

- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges

- Informs the LCAP planning process

Local Indicators

- Basics: Teachers, Instructional Materials Facilities

- Implementation of Academic Standards

- Parent and Family Engagement

- School Climate

- Access to Broad Course of Study

- LEAs, which includes charter schools, are responsible for uploading information on local indicators in the Dashboard. Local indicators will not be used to determine which charter schools are eligible for Differentiated Assistance in 2019.

Local Indicators: How Do You Get a Rating?

- Based on the completion of the following requirements:
  - Annually measure progress on local performance indicator based on locally available data

  - Report results at a regularly scheduled public meeting of the local governing board

  - Report results to the public through the Dashboard

LEAs will be assigned a rating of:

– Met

– Not Met

– Not Met for Two or More Years

State Indicators by Grade Span

State Indicator	Grade Span
Chronic Absenteeism Indicator	K–8
Suspension Rate Indicator	K–12
Graduation Rate Indicator	9–12
College/Career Indicator (CCI)	9–12
Academic Indicator	3–8 and 11
English Learner Progress Indicator • Not reported in 2018 Dashboard • Status only reported in 2019 Dashboard	1–12

Core Rule Used Throughout the Dashboard

- For all state indicators, the data are based on data generated at your LEA or school
  - You do not inherit another LEA's or school's data
  - When students transfer, the data that students generated at your LEA or school does not impact the data of the new LEA and/or school
- For example: Jason was suspended at your school three times and then transfers to Moonlight School. The three suspensions do not follow Jason to Moonlight.

LCFF Eligibility for Assistance Determinations

Levels of Assistance

- **Level 1 – Support for All**: All districts, charter schools, and County Offices of Education (COEs) are eligible for general assistance.

- **Level 2 – Differentiated Assistance**: All districts, charter schools, and COEs are eligible for Differentiated Assistance based on performance in each LCFF state priority area.

Timeline for Eligibility and "Exit"

- Differentiated Assistance eligibility determinations are made **annually**.

- Differentiated Assistance **is not** a **status**. Districts, COEs and charter schools **do not exit** from assistance.

- If a district COE, or charter school was determined to be eligible for Differentiated Assistance in the previous year and no longer meets the eligibility criteria, the entity will no longer be eligible for Differentiated Assistance. However, the entity **will be eligible** for **support for all**.

Differentiated Assistance Eligibility Criteria

- **Both state and local indicator** results for each priority area reported on the 2019 Dashboard will be used to determine eligibility of **districts and COEs** for Differentiated Assistance.

- **Only state indicator** results for each priority area reported on the 2019 Dashboard will be used to determine eligibility of **charter schools** for Differentiated Assistance.

- **Table 1** identifies the student group criteria for each priority area used to make LCFF eligibility for assistance determinations.

Table 1: Differentiated Assistance Eligibility Criteria

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 and Family 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, or • Status of 'Very Low' on the English Learner Progress Indicator (ELPI) (EL student group only) (Note: ELPI Status Only is available in 2019)	**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

Districts and COEs May be Eligible for Differentiated Assistance Based on…

- *State Indicators Only*:

  – One student group meets the criteria in at least two priority areas (e.g., Hispanic student group is Red for Chronic Absenteeism and Suspension—priority areas 5 and 6).

- *Local Indicators Only*:

  – "Not Met for Two or More Years" in at least two priority areas (e.g., priority areas 1 and 2).

- *A Combination of State and Local Indicators*:

  – One or more student group(s) meets(s) the criteria in one priority area (e.g., Students with disabilities receives Red for graduation rate—5), and the LEA or COE meets the "Not Met for Two or More Years" on only one local indicator in a different priority area (e.g., Parent Engagement—3)

Charter Schools Definition for Assistance Determinations

- Charter status is determined based on the current Dashboard year even if the school converted between a traditional and charter school during the most current three Dashboard years.

- Both direct-funded and locally-funded charter schools are considered LEAs.

Charter Schools May be Eligible for Differentiated Assistance Based on…

- *State Indicators Only*:

  - –Charter schools **must** have three years of Dashboard state indicator data to be eligible for Differentiated Assistance.

  - –Two sets of rules for charter schools

    - ▪ Charter schools with three or more student groups
    - ▪ Charter schools that had fewer than three student groups

Charter Schools with Three or More Student Groups

At least three student groups must each have at least one **Red** (or ELPI Status of 'Very Low' in 2019) **state indicator** for all three years (it does not need to be the same indicator, but must be the same student group for all three years).

Example 1, Garnet: Not Eligible Charter School with *Three or More Student Groups*

Year	English Learner (EL) Group	Hispanic Group	White Group	Student with Disabilities (SWD) Group
2019	ELA, math, chronic, suspension, ELPI Status=High	ELA, math	(no color)	ELA, math, chronic, suspension
2018	ELA, math, chronic, suspension	ELA, math	(no color)	ELA, math, chronic, suspension
2017	ELA, math, suspension	ELA, math	ELA, math, suspension	ELA, math, suspension

Example 1 Description

Below is the description of the Example 1 image in the slide 23 that has information displayed in the form of a table starting from the left.

Column 1 – Year
- Row 2: 2019
- Row 3: 2018
- Row 4: 2017

Column 2 – English Learner (EL) Group
- Row 1: ELA, math, and chronic are orange; suspension is yellow, and ELPI Status is high.
- Row 2: ELA, math, suspension are orange and chronic is red.
- Row 3: ELA and math are orange and suspension is red.

Column 3 – Hispanic Group
- Row 1: ELA and math are orange.
- Row 2: ELA and math are orange.
- Row 3: ELA and math are orange.

Column 4 – White Group
- Row 1: No color
- Row 2: No color
- Row 3: ELA is orange, math is red, and suspension is yellow.

Column 5 – Students with Disabilities (SWD) Group
- Row 1: ELA and math are red, chronic is yellow, and suspension is orange.
- Row 2: ELA and math are red and chronic and suspension are yellow.
- Row 3: ELA and math are red and suspension is green.

In Example 1 (slide 23), Garnet Charter School is not eligible for differentiated assistance under LCFF.

Only one of the four student groups met the criteria of having at least one Red indicator (or 'Very Low' ELPI Status for the EL student group in 2019) in each of the three Dashboard years.

Only the SWD student group met the criteria in all three years. The Hispanic student group did not meet the criteria in any of the three years, and the White student group only met the criteria in 2017. The EL student group only met the criteria in 2017 and 2018. However, the school will be eligible for Support for All.

Example 2, Aquamarine High School: **Eligible** Charter School with *Three or More Student Groups*

Year	EL Group	Hispanic Group	White Group	SWD Group
2019	ELA, math, suspension, graduation, CCI ELPI Very Low	ELA, math, suspension, graduation, CCI	(no color)	ELA, math , suspension, graduation, CCI
2018	ELA, math, suspension, graduation, CCI	ELA, math, suspension, graduation, CCI	(no color)	ELA, math, suspension, graduation, CCI
2017	ELA, math, suspension, graduation	ELA, math , suspension, graduation	ELA, math , suspension, graduation	ELA, math , suspension, graduation

Example 2 Description

Below is the description of the Example 2 image in the slide 26 that has information displayed in the form of a table starting from the left.

Column 1 – Year
- Row 2: 2019
- Row 3: 2018
- Row 4: 2017

Column 2 – EL Group
- Row 1: ELA, suspension, CCI are yellow, math is orange, graduation is green, and ELPI Status is very low.
- Row 2: ELA, graduation, and CCI are yellow, math is orange, and suspension is red.
- Row 3: ELA and math are red and suspension and graduation are yellow.

Column 3 – Hispanic Group
- Row 1: ELA and math are orange, suspension is red, and graduation and CCI are yellow.
- Row 2: ELA, math, and CCI are red and suspension and graduation are yellow.
- Row 3: ELA and math are red and suspension and graduation are yellow.

Column 4 – White Group
- Row 1: No color
- Row 2: No color
- Row 3: ELA and math are red, suspension is yellow, and graduation is orange.

Column 5 – SWD Group
- Row 1: ELA and math are red, suspension is yellow, and graduation and CCI are orange.
- Row 2: ELA, math, and graduation are orange, and suspension and CCI are red.
- Row 3: ELA and graduation are red and suspension and ELA are orange.

In Example 2 (slide 26), Aquamarine High Charter School is eligible for differentiated assistance under LCFF.

The school met the criteria of 3 student groups having at least one Red indicator (or ELPI Status of 'Very Low' for the EL student group in 2019) in all three Dashboard years: 1) EL, 2) Hispanic, and 3) SWD.

Therefore, the White student group information does not factor into the determination for eligibility in this particular case.

Charter Schools That Had Fewer Than Three Student Groups

- If a charter LEA has two or fewer student groups that receive a color in one or more of the three Dashboards, the charter LEA cannot be excluded from eligibility if one of the student groups does not receive a performance color in one or more Dashboards. However, a student group that did not receive a color in one or more of the three Dashboards must have at least one Red performance color in the year it received a color.

Example 3, Citrine Union: Not Eligible Charter School with *Fewer than Three Student Groups*

Year	African American Group	Socioeconomically Disadvantaged (SED) Group
2019	ELA, math, suspension, graduation, CCI	ELA, math, suspension, graduation, CCI
2018	ELA, math, suspension, graduation, CCI	(no color)
2017	ELA, math, suspension, graduation	(no color)

Example 3 Description

Below is the description of the Example 3 image in the slide 30 that has information displayed in the form of a table starting from the left.

Column 1 – Year

- Row 2: 2019
- Row 3: 2018
- Row 4: 2017

Column 2 – African American Group

- Row 1: ELA and math are red, graduation is orange, suspension is green, and CCI is yellow.
- Row 2: ELA, math, and CCI are orange, suspension is yellow, and graduation is red.
- Row 3: ELA, math, and graduation are orange and suspension is red.

Column 3 – Socioeconomically Disadvantaged (SED) Group

- Row 1: ELA, math, graduation, and CCI are orange, and suspension is yellow.
- Row 2: No color
- Row 3: No color

In Example 3 (slide 30), Citrine Union Charter School is not eligible for differentiated assistance under LCFF.

In order to be eligible, this charter LEA must have received at least one Red performance level for both student groups in the years that the student group received a color.

Although the African American student group met this criteria, the SED student group did not receive a Red performance level in 2019.

Example 4, Sapphire: Not Eligible Charter School with *Fewer than Three Student Groups*

Year	African American Group	SED Group
2019	ELA, math, suspension, graduation	ELA, math, suspension, graduation
2018	ELA, math, suspension, graduation	ELA, math, suspension, graduation
2017	(no color)	(no color)

Example 4 Description

Below is the description of the Example 4 image in the slide 33 that has information displayed in the form of a table starting from the left.

Column 1 – Year

- Row 2: 2019
- Row 3: 2018
- Row 4: 2017

Column 2 – African American Group

- Row 1: ELA and math are red, graduation is green, and suspension is orange.
- Row 2: ELA, math, and suspension are red and graduation is yellow.
- Row 3: No color

Column 3 – Socioeconomically Disadvantaged (SED) Group

- Row 1: ELA and math are orange, suspension is yellow, and graduation is red.
- Row 2: ELA, math, and suspension are orange and graduation is red.
- Row 3: No color

In Example 4 (slide 33), Sapphire Charter School is not eligible for differentiated assistance under LCFF. A charter LEA must have at least one student group with at least one Red indicator in each of the three Dashboards.

[Note: For schools with two or fewer student groups, the student group does not need to be the same in all three years and the indicator does not need to be the same in all three years, but all three Dashboards must have at least one Red performance Dashboard.]

Although the African American and SED student groups had at least one Red performance color in each of year that they received a color, neither student group received a performance color in 2017. Therefore, the school did not meet the eligibility criteria for differentiated assistance under LCFF.

Example 5, Topaz Elementary: Eligible Charter School with *Fewer than Three Student Groups*

Year	EL Group	Hispanic Group	White Group
2019	ELA, math, suspension, ELPI Very Low	ELA, math, chronic	(no color)
2018	ELA, math, suspension	ELA, math, suspension	(no color)
2017	ELA, math	ELA, math	(no color)

Example 5 Description

Below is the description of the Example 5 image in the slide 36 that has information displayed in the form of a table starting from the left.

Column 1 – Year

- Row 2: 2019
- Row 3: 2018
- Row 4: 2017

Column 2 – EL Group

- Row 1: ELA is yellow, math is orange, suspension is green, and ELPI Status of very low.
- Row 2: ELA is yellow, math is red, and suspension is orange.
- Row 3: ELA is yellow and math is red.

Column 3 – Hispanic Group

- Row 1: ELA is orange and math and chronic are red.
- Row 2: ELA is red, math is orange, and suspension is yellow.
- Row 3: ELA and math are red.

Column 4 – White Group

- Row 1: No color
- Row 2: No color
- Row 3: No color

In Example 5 (slide 36), Topaz Elementary Charter School is eligible for differentiated assistance under LCFF.

This charter LEA had fewer than 30 students (the required n-size) in the White student group for all three Dashboards. As a result, the White student group received no performance colors in any of the three Dashboards placing Topaz Elementary in the rules for charter LEAs with fewer than three student groups.

This charter LEA met the criteria for its EL and Hispanic student groups because these groups had at least one Red performance color (or an ELPI Status of 'Very Low' for its EL student group in 2019) in each year the student group received a color.

Example 6, Jasper: Eligible Charter School with *Fewer than Three Student Groups*

Year	African American Group	Hispanic Group
2019	ELA, math, chronic, suspension	ELA, math, chronic, suspension
2018	ELA, math, chronic, suspension	(no color)
2017	ELA, math, chronic, suspension	(no color)

Example 6 Description

Below is the description of the Example 6 image in the slide 39 that has information displayed in the form of a table starting from the left.

Column 1 – Year
- Row 2: 2019
- Row 3: 2018
- Row 4: 2017

Column 2 – African American Group
- Row 1: ELA and math are red, suspension is yellow, and chronic is green.
- Row 2: ELA is orange, math is red, chronic is yellow, and suspension is orange.
- Row 3: ELA and math are orange, chronic is green, and suspension is red.

Column 3 – Hispanic Group
- Row 1: ELA, math, and suspension are yellow and chronic is red.
- Row 2: No color
- Row 3: No color

In Example 6 (slide 39), Jasper Charter School is eligible for differentiated assistance under LCFF.

This school had two student groups that had the required n-size of 30 students in 2019 but only one student group that had the required n-size to receive a color in 2018 and 2017.

The African American student group had at least one Red performance color in each of the three Dashboards, and its Hispanic student group received at least one Red performance color in the one year they received a color. Therefore, the school met the criteria for charter LEAs with fewer than three student groups and is eligible for differentiated assistance.

Example 7, Emerald: Eligible Charter School with *Fewer than Three Student Groups*

Year	Hispanic Group	SED Group
2019	ELA, math, chronic, suspension	(no color)
2018	ELA, math, chronic, suspension	ELA, math, suspension
2017	(no color)	ELA, math, suspension

Example 7 Description

Below is the description of the Example 7 image in the slide 42 that has information displayed in the form of a table starting from the left.

Column 1 – Year
- Row 2: 2019
- Row 3: 2018
- Row 4: 2017

Column 2 – Hispanic Group
- Row 1: ELA and math are red, suspension is yellow, and chronic is green.
- Row 2: ELA and math are red, chronic and suspension are orange.
- Row 3: No color

Column 3 – SED Group
- Row 1: No color
- Row 2: ELA and math are red and suspension is yellow.
- Row 3: ELA and math are orange and suspension is red.

In Example 7 (slide 42), Emerald Charter School is eligible for differentiated assistance under LCFF.

Although neither student group received performance colors in all three Dashboard years, at least one student group had a Red indicator in each of the three Dashboards, and both student groups received at least one Red performance color in each year that the student group received a color.

Because the Hispanic student group received at least one Red performance color in 2019 and 2018 (the two years that the Hispanic group received a color) and the SED student group received at least one Red indicator in 2018 and 2017 (the two years that the SED group received a color), the school meets the eligibility criteria for differentiated assistance.

Continuous Improvement and Support

- Charter school authorizers are required to provide support to charter schools eligible for Differentiated Assistance in 2019–20.

- General information related to California's statewide System of Support and Differentiated Assistance is available on the California Department of Education's System of Support Web page at https://www.cde.ca.gov/sp/sw/t1/csss.asp.

Future Considerations

- Assembly Bill (AB) 1505 (Chapter 486, Statutes of 2019) and Assembly Bill 1507 (Chapter 487, Statutes of 2019) were signed into law on October 3, 2019.

- These changes to statute **do not** apply to current charter school eligibility for assistance determinations.

Information about Dashboard Coordinators

- Make sure you have a Dashboard Coordinator assigned to ensure that you're receiving all relevant updates and are able to successfully submit local indicator data.

- To become a Dashboard Coordinator, complete the application at: https://coordinator.caschooldashboard.org/#/application . An approval email will be sent to the administrator listed in the CDE's school directory.

Questions and Contact Information

- If you have questions about the state indicators, please contact the Academic Accountability Unit, by e-mail at aau@cde.ca.gov or by phone at 916-319-0863.

- If you have any questions regarding LCFF eligibility for assistance criteria and determinations, please contact the Data Visualization and Reporting Office at LCFFESSAData@cde.ca.gov.

- Questions about Charter Schools can be directed to CHARTERS@cde.ca.gov.

- Questions about the System of Support or support for LEAs can be sent to CaSystemofSupport@cde.ca.gov; questions about support for schools can be sent to SISO@CDE.ca.gov.

- Questions about Local Indicators can be directed to LCFF@cde.ca.gov.