# 2024 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.

**January 2025**

##  Table of Contents

[About the Guide, Resources, and Contacts 1](#_About_the_Guide,)

[About this “Mini-Guide”1](file:///C%3A%5CUsers%5Csmarohl%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CMini-Guide#_About_this_)

[Resources1](#_Resources)

[Contacts1](#_Contacts)

[2024 Differentiated Assistance 2](#_2023_Differentiated_Assistance)

[LEAs Eligible for Assistance2](#_What_is_this)

[Methods for Differentiated Assistance Eligibility2](#_Methods_for_Differentiated_1)

[Student Groups2](#_Student_Groups)

[State Indicators2](#_State_Indicators)

[LCFF Eligibility for Assistance Criteria for Districts and COEs 3](#_LCFF_Eligibility_for)

[LCFF Eligibility for Assistance Criteria for Charter Schools 3](#_LCFF_Eligibility_for_1)

[2024 Differentiated Assistance Criteria by Priority Area 4](#_2023_Differentiated_Assistance_1)

[Examples of How Districts and COEs Become Eligible for Differentiated Assistance 5](#_Examples_of_How)

[Example 1: Dalia Elementary School District5](#_Example_1:_Dalia)

[Example 2: Levi High School District7](#_Example_2:_Coneflower)

[Example 3: Poppy County Office of Education (Poppy COE)9](#_Example_3:_Levi)

[Example 4: Opal County Office of Education (Opal COE) 11](#_Example_5:_Ponderosa)

[Examples of How Charter Schools Become Eligible for Differentiated Assistance 13](#_Examples_of_How_1)

[Example 5: Eastern Parkway Charter13](#_Example_6:_Eastern)

[Example 6: Sepher Academy of Science15](#_Example_7:_Garibaldi)

[Example 7: Benitoite Charter School18](#_Example_8:_Benitoite)

[Example 8: Calico Innovation Academy21](#_Example_9:_Calico)

### 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. This mini-guide focuses 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** about 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)2024 [Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

#### Resources

* The  [[California School Dashboard and System of Support](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 in bringing 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, Suspension Rate, and Science), contact the Analysis, Measurement, and Accountability Reporting Division by email at 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.
* 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.

Material in this publication is not copyrighted and may be reproduced.

### 2024 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 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 ​
* **Method 4:** *Education Code* (*EC*) Section 60900 (failure to certify End-Of-Year California Longitudinal Pupil Achievement Data System [CALPADS])

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. A district or COE may be eligible for assistance based on Method 4 and any of the other 3 methods.

#### 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
* Long-Term English Learner Students
* Students with Disabilities
* Socioeconomically Disadvantaged Students

#### State Indicators

The following state indicators from the 2024 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)

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

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

* 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.
* Automatic Assignment of differentiated assistance under *EC* Section 60900

Districts and COEs not eligible for assistance based on these criteria will be eligible for general assistance.

LCFF assistance entry determinations are made annually. Those districts and COEs eligible for differentiated assistance based on Method 4 will receive support for **one year**. Those districts and COEs eligible for differentiated assistance based on Methods 1, 2, or 3 will receive support for **two years**. Any district or COE formerly determined eligible for differentiated assistance that no longer meets the entry criteria will be eligible for general assistance after the end of the two years.

**EXAMPLE 1**: Gold City COE met the differentiated assistance entry criteria based on the results of the 2023 Dashboard and received a placement of differentiated assistance, **year 1** in the 2023-24 year. The following year, Gold City COE did not meet the entry criteria based on the results of the 2024 Dashboard and received a placement of differentiated assistance, **year 2** in the 2024-25 year.

**EXAMPLE 2**: Pearl Unified School District met the differentiated assistance entry criteria based on the results of the 2023 Dashboard and received a placement of differentiated assistance, **year 1** in the 2023-24 year. The following year, Pearl Unified School District met the entry criteria based on the results of the 2024 Dashboard and again received a placement of differentiated assistance, **year 1** in the 2024-25 year.

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

The eligibility criteria for charter schools are the same as for districts and COEs **except** charter schools must meet the criteria based on any of the methods across two years. Additionally, the same student **does not** have to meet the criteria in both Dashboard years. For example, if the LTEL student group meets the criteria on the 2024 Dashboard and the SWD student group meets the criteria on the 2023 Dashboard, the charter school will be eligible for differentiated assistance. Results from both the 2023 and 2024 Dashboards are used for this year’s differentiated assistance determinations for charter schools. Differentiated assistance determinations for charter schools are made annually and charters eligible for differentiated assistance will receive support for one year.

#### Differentiated Assistance Eligibility Criteria by Priority Area

Table 1 provides the differentiated assistance criteria by priority area.

**Table 1: 2023 and 2024 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)**** *Red* on the College/Career Indicator (note: *Very Low* on College/Career Indicator was used as a proxy for Red on the 2023 Dashboard)
 |
| ***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
 |

For more information on the 2023 differentiated assistance criteria, please refer to the [2023 LCFF Assistance Flyer (PDF)](https://www.cde.ca.gov/ta/ac/cm/documents/lcffassistance2023.pdf).

For more information on the 2024 differentiated assistance criteria, please refer to the [2024 LCFF Assistance Flyer (PDF)](https://www.cde.ca.gov/ta/ac/cm/documents/lcffassistance.pdf).

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

For a district or COE to become eligible for differentiated assistance in 2024, at least one student group must meet specific criteria (outlined in Table 1) in two or more different LCFF state priority areas.

For the Local Indicators column in the example tables below:

* **Met** = Met criteria in 2024
* **Not Met** = Did not meet the criteria on the 2024 Dashboard
* **Not Met for Two or More Years** = Did not meet the criteria in at least the 2023 and 2024 Dashboards.

Note: In the examples below, only one student group is included for state indicators. For most districts and COEs, multiple student groups will receive a Color on the Dashboard state indicators, and the evaluation would be done for each eligible student group.

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

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

Performance achieved by the **Hispanic (HI) student group** in all applicable state indicators and the **All (ALL) Student Group** on all applicable local indicators:

**Table 2: Example for the HI Student Group on State Indicators and the All Student Group on Local Indicators**

| **LCFF State Priority Area** | **State Indicators** | **2024 Performance Color (HI)** | **2024****Local Indicators (ALL)** |
| --- | --- | --- | --- |
| 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 |

###### 2024 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 or LTEL student groups)

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.

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.

###### 2024 Local Indicators Only (Method 2)

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

##### Example 2: Levi High School District

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

Performance achieved by the **Long-Term English Learner (LTEL) student group** in all applicable state indicators and the **All (ALL) Student Group** on all applicable local indicators:

**Table 3: Example for LTEL Student Group on State Indicators and the All Student Group on Local Indicators**

| **LCFF State Priority Area** | **State Indicators** | **2024 Performance Color (LTEL)** | **2024 Local Indicators (ALL)** |
| --- | --- | --- | --- |
| 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** | **Yellow** | 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** | **Red** | N/A |
| Priority 9 | N/A | N/A | N/A |
| Priority 10 | N/A | N/A | N/A |

###### 2024 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 or LTEL student groups)

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

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.)

Levi High School District’s **LTEL** 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

Levi High School District’s **LTEL** 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:

* Red on the College/Career Indicator

Levi High School District’s **LTEL** student group **met the criteria for Priority 8** because it had Red on the College/Career Indicator.

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

###### 2024 Local Indicators Only (Method 2)

Levi High School District **did not meet** the criteria on two or more local indicators because 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 High School District **was not evaluated** for Method 3 because the district is eligible for differentiated assistance under Method 1.

##### Example 3: Poppy County Office of Education (Poppy COE)

This example shows the county office of education **met** the Method 1 criteria for the AA student group and **did not meet** the Method 2 criteria because the county office of education had met the local indicator criteria (i.e., not met for two or more years) in only one priority area.

Performance achieved by the **African American (AA) student group** in all applicable state indicators and the **All (ALL) Student Group** on all applicable local indicators:

**Table 4: Example of the AA Student Group on State Indicators and the All Student Group on Local Indicators**

| **LCFF State Priority Area** | **State Indicators** | **2024 Performance Color (AA)** | **2024 Local Indicators (ALL)** |
| --- | --- | --- | --- |
| 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** | **Red** | N/A |
| Priority 9 | N/A | N/A | **Not Met for Two or More Years** |
| Priority 10 | N/A | N/A | **Met** |

###### 2024 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 or LTEL student groups)

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:

* Red on the College/Career Indicator

Poppy COE’s **AA** student group **met the criteria for Priority 8** because it had Red 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.

###### 2024 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 4: Opal County Office of Education (Opal COE)

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

Performance achieved by **Homeless (HOM) student group** in all applicable state indicator and the **All (ALL) Student Group** on all applicable local indicators:

**Table 5: Example of the HOM Student Group on State Indicators and the All Student Group on Local Indicators**

| **LCFF State Priority Area** | **State Indicators** | **2024 Performance Color (HOM)** | **2024 Local Indicators (ALL)** |
| --- | --- | --- | --- |
| 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** | **Green** |  **Met** |
| Priority 7 | N/A | N/A | **Met** |
| Priority 8 | **College/Career** | **Green** | N/A |
| Priority 9 | N/A | N/A | **Met** |
| Priority 10 | N/A | N/A | **Not Met for Two or More Years** |

###### 2024 State Indicators Only (Method 1)

To meet the 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 or LTEL student groups)

Opal 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

Opal 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

Opal COE’s **Homeless** student group **did not meet the criteria for Priority 6** because it had Green on the Suspension Rate Indicator.

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

* Green on the College/Career Indicator

Opal COE’s **Homeless** student group **did not meet the criteria for Priority 8** because it had a Green on the College/Career Indicator.

Opal COE’s **Homeless** student group **did not meet** the criteria in two or more LCFF State Priority Areas (namely Priority 4 and 6), Opal COE is **not eligible** for differentiated assistance under Method 1.

Opal COE’s **Homeless** student group **did not meet** the criteria in two or more LCFF State Priority Areas, and therefore Opal COE is **not eligible** for differentiated assistance under Method 1.

###### 2024 Local Indicators Only (Method 2)

Opal 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 student groups are deemed to have not met the local indicator.)

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

Opal 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 2024, it must meet the eligibility criteria on its 2024 Dashboard as well as its 2023 Dashboard.

Note: In the examples below, only one student group is included in each Dashboard year. For most charter schools, multiple student groups will receive a Color on the Dashboard state indicators, and the evaluation would be done for each eligible student group.

##### Example 5: Eastern Parkway Charter

This example shows the charter school **did not meet** Method 1, Method 2, or Method 3 on the 2024 Dashboard, and, as a result, the charter school was not evaluated to determine if the school met the criteria on the 2023 Dashboard.

Performance achieved by the **Long-Term** **English Learner (LTEL) student group** in all applicable state indicators and the **All (ALL) Student Group** on all applicable local indicators:

**Table 6: Example of the LTEL Student Group on State Indicators and the All Student Group on Local Indicators**

| **LCFF State Priority Area** | **Dashboard****State Indicators** | **2024 Dashboard****Performance Color (LTEL)** | **2024 Local Indicators (ALL)** | **2023 Dashboard****Performance Color**  | **2023 Local Indicators (ALL)** |
| --- | --- | --- | --- | --- | --- |
| Priority 1 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 2 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 3 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 4 | **ELA** | **Orange** | N/A | N/A | N/A |
| Priority 4 | **Mathematics** | **Yellow** | N/A | N/A | N/A |
| Priority 4 | **ELPI** | **Green** | N/A | N/A | N/A |
| Priority 5 | **Chronic Absenteeism** | **Yellow** | N/A | N/A | N/A |
| Priority 5 | Graduation Rate | N/A | N/A | N/A | N/A |
| Priority 6 | **Suspension Rate** | **Green** | **Met** | N/A | **Met** |
| Priority 7 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 8 | College/Career | N/A | N/A | N/A | N/A |

###### 2024 State Indicators Only (Method 1)

To meet the criteria for Priority Area 4 on the 2024 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 or LTEL student groups)

Eastern Parkway Charter’s **LTEL** 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 the criteria for Priority Area 5 on the 2024 Dashboard, a student group must have:

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

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

* Yellow on the Chronic Absenteeism Indicator

To meet the criteria for Priority 6 on the 2024 Dashboard, a student group must have:

* Red on the Suspension Rate Indicator

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

* Green on the Suspension Rate Indicator

###### 2024 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 ‘Met’ in all relevant Priority Areas.

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

Eastern Parkway Charter **did not meet the criteria** for Method 3 because the charter school had a performance level of ‘Met’ on its local indicators in all applicable Priority Areas.

Overall, based on the results from the 2024 Dashboard, Eastern Parkway Charter’s LTEL student group **did not meet** the criteria in two or more LCFF State priority areas under Method 1, Method 2, or Method 3.

Because the school did not meet differentiated assistance eligibility criteria in 2024, Eastern Parkway Charter **will not be** evaluated to determine if the charter school meets the 2023 eligibility criteria.

##### Example 6: Sepher Academy of Science

This example shows the charter school’s LTEL student group **met** the Method 1 criteria on the 2024 Dashboard and the Asian student group **met** the Method 1 criteria on the 2023 Dashboard.

Performance achieved by the **Long-Term English Learner (LTEL) student group** on the **2024 Dashboard** and **Asian (AS) student group** on the 2023 Dashboard in all state applicable indicators and the **All (ALL) Student Group** on all applicable local indicators:

**Table 7: Example of the LTEL and Asian Student Groups on State Indicators and the All Student Group on Local Indicators**

| **LCFF State Priority Area** | **Dashboard****State Indicators** | **2024 Dashboard****Performance Color (LTEL)** | **2024 Local Indicators (ALL)** | **2023 Dashboard****Performance Color (AS)** | **2023 Local Indicators (ALL)** |
| --- | --- | --- | --- | --- | --- |
| Priority 1 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 2 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 3 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 4 | **ELA** | **Orange** | N/A |  **Red** | N/A |
| Priority 4 | **Mathematics** | **Yellow** | N/A |  **Red** | N/A |
| Priority 4 | **ELPI** | **Green** | N/A | N/A | N/A |
| Priority 5 | Chronic Absenteeism Rate | N/A | N/A | N/A | N/A |
| Priority 5 | **Graduation Rate** | **Red** | N/A | **Red** | N/A |
| Priority 6 | **Suspension Rate** | **Orange** | **Met** | **Orange** | **Met** |
| Priority 7 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 8 | **College/****Career** | **Red** | N/A | **Low** | N/A |

###### 2024 State Indicators Only (Method 1)

To meet the criteria for Priority Area 4 on the 2024 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 represents only the EL or LTEL student group)

Sepher Academy of Science’s **LTEL** 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 the criteria for Priority Area 5 on the 2024 Dashboard, a student group must have:

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

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

* Red on the Graduation Rate Indicator

To meet the criteria for Priority 6 on the 2024 Dashboard, a student group must have:

* Red on the Suspension Rate Indicator

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

* Orange on the Suspension Rate Indicator

To meet the criteria for Priority 8 on the 2024 Dashboard, a student group must have:

* Red on the College/Career Indicator

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

* Red on the College/Career Indicator

###### 2024 Local Indicators Only (Method 2)

Sepher 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)

Sepher Academy of Science **was not evaluated** for Method 3 because the school met the differentiated assistance eligibility criteria in 2024 under Method 1.

Overall, based on the results from the 2024 Dashboard, Sepher Academy of Science’s LTEL student group **met the criteria** in two or more LCFF State Priority Areas (namely 5 and 8).

As a result, Sepher Academy **will be evaluated** to determine if the school met the eligibility criteria based on the 2023 Dashboard.

###### 2023 State Indicators Only (Method 1)

To meet the 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 or LTEL student groups)

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

* Red level on the ELA Indicator
* Red on the Mathematics Indicator

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

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

Sepher Academy of Science’s **Asian** student group **met the criteria for Priority 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

Sepher Academy of Science’s **Asian** 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 Status level on the College/Career Indicator

Sepher Academy of Science’s **Asian** student group **did not** **meet the criteria for Priority Area 8** because it had:

* Low Status level on the College/Career Indicator

###### 2023 Local Indicators Only (Method 2)

Sepher 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)

Sepher Academy of Science **was not evaluated** for Method 3 because the school met the differentiated assistance eligibility criteria in 2023 under Method 1.

Overall, based on the results from the 2023 Dashboard, Sepher Academy of Science’s Asian student group **met the criteria** in two or more LCFF State Priority Areas (namely 4 and 5).

Sepher Academy of Science is **eligible** for differentiated assistance based on the performance of their LTEL student group in Priority Area 5 and 8 on the 2024 Dashboard and the Asian student group in Priority Area 4 and 5 on the 2023 Dashboard.

#####

##### Example 7: Benitoite Charter School

This example shows the charter school’s Socioeconomically Disadvantaged student group **met** the Method 1 criteria on the 2024 Dashboard but the student group **did not meet** the Method 1 criteria on the 2023 Dashboard.

Performance achieved by the **Socioeconomically Disadvantaged (SED)** **student group** in all applicable state applicable indicators and the **All (ALL) Student Group** on all applicable local indicators:

**Table 8: Example of the SED Student Group on State Indicators and the All Student Group on Local Indicators**

| **LCFF State Priority Area** | **Dashboard****State Indicators** | **2024 Dashboard****Performance Color (SED)** | **2024 Local Indicators (ALL)** | **2023 Dashboard****Performance Color (SED)** | **2023 Local Indicators (ALL)** |
| --- | --- | --- | --- | --- | --- |
| Priority 1 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 2 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 3 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 4 | **ELA** | **Green** | N/A | **Yellow** | N/A |
| Priority 4 | **Mathematics** | **Green** | N/A |  **Green** | N/A |
| Priority 4 | ELPI | N/A | N/A | N/A | N/A |
| Priority 5 | Chronic Absenteeism Rate | N/A | N/A | N/A | N/A |
| Priority 5 | **Graduation Rate** | **Red** | N/A | **Red** | N/A |
| Priority 6 | **Suspension Rate** | **Red** | **Met** | **Orange** | **Met** |
| Priority 7 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 8 | **College/****Career** | **Yellow** | N/A | **Medium** | N/A |

###### 2024 State Indicators Only (Method 1)

To meet criteria for Priority Area 4 on the 2024 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 or LTEL student groups)

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 2024 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 2024 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:

* Red on the College/Career Indicator

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

###### 2024 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.

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

Benitoite Charter **was not evaluated** for Method 3 because the school met the differentiated assistance eligibility criteria in 2024 under Method 1.

Overall, based on the results from the 2024 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 2023 Dashboard.

###### 2023 State Indicators Only (Method 1)

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 or LTEL student groups)

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

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

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

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

Benitoite Charter School’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 on the 2023 Dashboard, a student group must have:

* Red on the Suspension Rate Indicator

Benitoite Charter School’s **SED** 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, 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 on the College/Career Indicator.

###### 2023 Local Indicators Only (Method 2)

Benitoite Charter **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)

Benitoite Charter **did not meet the criteria** for Method 3 because the charter school 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’s SED student group **did not meet 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 8: Calico Innovation Academy

This example shows the charter school **met** the Method 2 criteria on the 2024 Dashboard and EL student group **met** the Method 1 criteria on the 2023 Dashboard.

Performance achieved by **English learner (EL)** **student group** in all applicable state applicable indicators and the **All (ALL) Student Group** on all applicable local indicators:

**Table 9: Example of the EL Student Group on State Indicators and the All Student Group on Local Indicators**

| **LCFF State Priority Area** | **Dashboard****State Indicators** | **2024 Dashboard****Performance Color (EL)** | **2024 Local Indicators (ALL)** | **2023 Dashboard****Performance Color (EL)** | **2023 Local Indicators (ALL)** |
| --- | --- | --- | --- | --- | --- |
| Priority 1 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 2 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 3 | N/A | N/A | **Not Met For Two Or More Years**  | N/A | **Not Met** |
| Priority 4 | **ELA** | **Yellow** | N/A | **Orange** | N/A |
| Priority 4 | **Mathematics** | **Orange** | N/A |  **Yellow** | N/A |
| Priority 4 | **ELPI** | **Yellow** | N/A | **Red** | N/A |
| Priority 5 | **Chronic Absenteeism Rate** | **Blue** | N/A | **Red** | N/A |
| Priority 5 | Graduation Rate | N/A | N/A | N/A | N/A |
| Priority 6 | **Suspension Rate** | **Green** |  **Not Met For Two Or More Years** | **Orange** | **Not Met** |
| Priority 7 | N/A | N/A | **Met** | N/A | **Met** |
| Priority 8 | College/Career | N/A | N/A | N/A | N/A |

###### 2024 State Indicators Only (Method 1)

To meet criteria for Priority Area 4 on the 2024 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 the EL or LTEL student groups)

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 ELPI

To meet criteria for Priority Area 5 on the 2024 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 2024 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

###### 2024 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 student groups are deemed to have not met the local indicator.)

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

Calico Innovation Academy **was not evaluated** for Method 3 because the school met the differentiated assistance eligibility criteria in 2024 under Method 2.

Overall, based on the results from the 2024 Dashboard, Calico Innovation Academy **met the criteria** forLocal 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 2023 Dashboard.

###### 2023 State Indicators Only (Method 1)

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 or LTEL student groups)

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

* Red on the ELPI

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

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

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

* Red 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:

* Orange on the Suspension Rate Indicator

###### 2023 Local Indicators Only (Method 2)

Calico Innovation Academy **did not meet** the criteria on two or more local indicators because it had a performance level of “Not Met” in Priority Areas 3 and 6 and “Met” in Priorities Areas 1, 2, and 7 on its local indicators.

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

Calico Innovation Academy’s **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, Calico Innovation Academy’s EL student group **met the criteria** in two or more LCFF State Priority Areas (namely 4 and 5).

Calico Innovation Academy is **eligible** for differentiated assistance because the school **met the criteria** throughLocal Indicators (Method 2) on the 2024 Dashboard and State Indicators (Method 1) on the 2023 Dashboard.