



**Responses to Frequently Asked Questions  
From the Local Control & Continuous Improvement Workshops  
Hosted by California Collaborative for Educational Excellence (CCEE)  
In Fall 2016**

In Fall 2016, the California Collaborative for Educational Excellence (CCEE) hosted nine Local Control & Continuous Improvement workshops throughout the state focused on providing Local Education Agencies or LEAs (county offices of education, school districts, and charter schools), school sites, and community stakeholders with a common baseline understanding of the California School Dashboard (the online version of the LCFF Evaluation Rubrics).

At each workshop, attendees were invited to submit questions via notecards or an online platform known as Social Q&A. Attendees were also able to “vote” for questions submitted via Social Q&A. Many of the questions below are drawn directly, or adapted, from questions with the most “votes.” Other questions were selected because of their relevance. Still other questions were added based on the need to highlight certain aspects of Local Control. The CCEE, in partnership with the help of the State Board of Education (SBE), the California Department of Education (CDE), and California County Superintendents Educational Services Association (CCSESA), wrote the responses.

All materials from the Local Control & Continuous Improvement workshops are accessible at <http://ccee-ca.org/workshops-trainings-fall2016.asp#materials>. Some important details on the Dashboard have changed since the Fall workshops took place. **The most current information – including technical guides, a communication toolkit, and other valuable resources – is now available online at <http://www.cde.ca.gov/dashboard/>.**

## Dashboard-Focused Questions

Note: The questions and responses have been written to refer to the “Dashboard” rather than the “LCFF Evaluation Rubrics” given that the California School Dashboard, as the online version of the LCFF Evaluation Rubrics, is now the more commonly used phrase.

### **Question #1: What state and local indicators are included in the initial rollout of the Dashboard (i.e., during the 2016-17 school year)?**

Response #1: The initial phase of the Dashboard includes the following state indicators, which apply to all students and all student groups at the LEA and school site levels:

- » Mathematics. This indicator is based on the Mathematics scale scores from the Smarter Balanced Assessment for students in grades 3 through 8 and measures the average students “Distance from Level 3.” This indicator is discussed in more depth in Response #3.
- » English Language Arts. This indicator is based on the English Language Arts scale score from the Smarter Balanced Assessment for students in grades 3 through 8 and measures the average students “Distance from Level 3.” This indicator is discussed in more depth in Response #3.
- » EL Progress. This indicator measures progress of English Learners toward English language proficiency and incorporates data on reclassification rates. (This indicator was previously titled the English Learner indicator.) This indicator is discussed in more depth in Response #6.
- » (High School) Graduation Rate. This indicator measures the 4-year high school graduation rate for a given school year.
- » Suspension Rate. This indicator measures percentage of students who have been suspended at least once in a given school year.

For each state indicator, an LEA or school site is given a 5-level rating known as a “performance level”: blue (highest), green, yellow, orange, and red (lowest). For a particular state indicator, the performance level is determined based on how current performance – “Status” – compares to past performance – “Change.” The specific placement is made using a reference chart through a state-determined formula.

The initial phase of the Dashboard includes the following local indicators, which apply only to all students and only at the LEA level:

- » Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (also known as Basics). This indicator considers whether classrooms are assigned appropriately-credentialed teachers, whether students have access to curriculum-aligned instructional materials, and whether students have access to safe, clean and functional school facilities.

- » Implementation of State Academic Standards. This indicator considers whether progress is made toward implementing state academic standards.
- » Parent Engagement. This indicator considers whether parental input is sought out in the decision making process and whether there is promotion of parent participation in programs. This indicator is discussed in more depth in Response #4.
- » School Climate. This indicator considers whether a local climate survey is administered at least every other year that provides a valid measure of perceptions of school safety and connectedness. This indicator is discussed in more depth in Response #5.
- » Coordination of Services for Expelled Students. (Applies only to County Offices of Education.) This indicator considers whether progress is made in coordinating instruction as required by Education Code Section 48926.
- » Coordination of Services for Foster Youth. (Applies only to County Offices of Education.) This indicator considers whether progress is made in coordinating services for foster youth.

For each local indicator, an LEA is given a 3-level rating known as a “rating”: Data Reported, Data Not Reported, and Data Not Reported for Two or More Years. (The former rating scale was Met, Not Met, and Not Met for Two or More Years.) For a particular local indicator, the rating is self-determined by the LEA based on whether the LEA has used a self-reflection tool, reported the results to its governing board at a regularly scheduled board meeting, and uploaded the results to the Dashboard.

It is optional for LEAs to upload their local indicator data and ratings to the Dashboard during the 2016-17 school year. If an LEA chooses not to upload its data and ratings for a specific local indicator during the 2016-17 school year, the Dashboard will display “N/A” for that local indicator. However, an LEA that has not used a self-reflection tool, reported the results to its governing board at a regularly scheduled board meeting, and uploaded the results to the Dashboard for a particular local indicator during the 2017-18 school year and beyond will receive a “Data Not Reported” rating.

The initial phase of the Dashboard also includes pre-generated “Detailed Reports” that include data on the College/Career Indicator and the Grade 11 Smarter Balanced Assessment.

## **Question #2: How can the Dashboard help my LEA or school site improve?**

Response #2: The Dashboard is a tool (or a set of tools) designed to help LEAs and school sites reflect on certain education outcomes, particularly for student groups, and to highlight where additional inquiry may be helpful or needed.

As discussed in Response #1, the Dashboard includes multiple state indicators. Not only does an LEA or school site receive a performance level for how all its students perform on each applicable state indicator (for which there is meaningful data), but the LEA or school site also receives a performance level for how every student group (for which there is data for 30 or more students in the group) performs on each applicable state indicator. Moreover, the Dashboard includes a

series of reports that enable LEAs and school sites as well as their stakeholders to view the performance of each student group. This ensures that a higher performance level for all students for a particular state indicator does not obscure the challenges faced by one or more students in that same state indicator.

For local indicators, it is not the ratings that will help the LEA improve so much as the use of the self-reflection tool. These tools are designed to help the LEA generate meaningful data in the area of each local indicator. LEAs and their stakeholders can then use these data to gain a better understanding of the educational experience of students.

It is important to be clear that the Dashboard itself does not provide answers on how to better serve students. Instead, the Dashboard can help LEAs, school sites, and their local stakeholders ask better questions. To develop the answers on how to better serve students requires implementing a cycle of continuous improvement. Such a cycle involves using the Dashboard (as well as the LCAP and other process tools) to outreach and engage the community, using research-based strategies to develop more targeted and focused actions and services, evaluating whether such actions and services are effective in improving student outcomes, and adjusting such actions and services based on this evaluation.

### **Question #3: How are Mathematics and English Language Arts measured?**

Response #3: Both Mathematics and English Language Arts are based on the Smarter Balanced Assessment and each received a performance level. Both use a system that converts a student's raw Smarter Balanced Assessment score to a scale score. A student whose scale score is at or above "Level 3" on either of the Smarter Balanced Assessments is considered to have met the appropriate grade level standard. The phrase "Distance from Level 3" is used to specify how far a student performs relative to the minimum Level 3 threshold. The "Distances from Level 3" are then averaged to calculate the average Distance from Level 3 for each LEA, school site, and student group. Thus, the performance level for Mathematics or English Language Arts show how far the average student is below the Level 3 threshold or exceeds the Level 3 threshold.

### **Question #4: How is parent (family) engagement measured?**

Response #4: Parent (family) engagement is a local indicator in the Dashboard. As noted in Response #1, all local indicators involve the use of self-reflection tools. For the parent engagement self-reflection tool, LEAs need to provide a narrative summary of their progress toward (i) seeking input from parents/guardians in local decision making and (ii) promoting participation by parents/guardians in local programs. The narrative must be based either on information collected through surveys of parents/guardians or some other local measures determined by the LEA. Regardless of the approach, the narrative must describe why the selected measures were chosen, including whether progress on the selected measure may relate to one or more LCAP goals.

An LEA will receive a “Data Reported” rating for the parent engagement local indicator if it completes the self-reflection tool (i.e., the narrative summary), presents it to its governing board at a regularly scheduled board meeting, and uploads it to the Dashboard. If the LEA fails to do so, it will receive a “Data Not Reported” rating on the parent engagement local indicator and, if the LEA fails to do so for two years (or more), it will receive a “Data Not Reported for Two or More Years” rating on the parent engagement local indicator.

**Question #5: How is school climate measured?**

Response #5: School climate is a local indicator in the Dashboard. As noted in Response #1, all local indicators are measured through the use of self-reflection tools. For the school climate self-reflection tool, LEAs need to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12). The California Health Kids Survey is one survey that an LEA could use.

As with parent engagement described in Response #4, an LEA will receive a “Data Reported” rating for the school climate local indicator if it completes the self-reflection tool (i.e., narrative summary), presents it to its governing board at a regularly scheduled board meeting, and uploads it to the Dashboard. If the LEA fails to do so, it will receive a “Data Not Reported” rating on the school climate local indicator and, if the LEA fails to do so for two years (or more), it will receive a “Data Not Reported for Two or More Years” rating on the school climate local indicator.

**Question #6: How is the English Learner Progress indicator calculated?**

Response #6: The English Learner Progress indicator (formerly known as the English Learner indicator) measures the percent of English Learners who are making progress toward language proficiency. The indicator currently combines the number of English Learners who increased one level on the California English Language Development Test (CELDT) and the number of English Learners who are reclassified. Please note that this measure is likely to change in the near future once the CELDT is replaced with the [English Learning Proficiency Assessment of California](#).

**Question #7: How will the Dashboard be used for ESSA accountability in California?**

Response #7: California’s accountability and continuous improvement system is based on the principles of LCFF and it is these principles that will guide the integration of the federal Every Student Succeeds Act (ESSA) into the new accountability and continuous improvement system. ESSA requires, among other things, that California adopt a state accountability plan. California intends to do so by September 2017. It is important to note, however, that California’s state accountability plan will describe only a portion of California’s accountability and continuous improvement system. There are other requirements of ESSA, including the expectation that California identify the lowest performing five percent of school sites; California intends to use the state indicators on the Dashboard to do so. Many details of ESSA are still emerging and changing and California will continue to use LCFF as the lens to monitor and respond to all developments.

(Additional information regarding California's state accountability plan is available at <http://www.cde.ca.gov/re/es/>.)

**Question #8: How can an LEA or school site help its many stakeholders better understand and make use of the Dashboard?**

Response #8: There are a number of strategies available to help stakeholders better understand and make use of the Dashboard. One strategy is to contact the local county office of education for support or, for county offices of education, to contact CDE for support. The CCEE is also available to provide support to LEAs. Another strategy is to contact one of the many statewide associations (e.g., Association of California School Administrators, California School Board Association, California State Parent Teacher Association, California Charter School Association, California Teachers' Association, Small School Districts Association, California County Superintendents Educational Services Association) for assistance. Additional resources, including a communication toolkit, is available at <http://www.cde.ca.gov/dashboard/> . It is important to note that not every strategy will work for every LEA or school site. Local needs, history, and context are important to determine what makes the most sense for a particular community.

**Question #9: Are LEAs or school sites required to explain why there is no data available for a specific state indicator (resulting in a state performance level of "N/A")?**

Response #9: LEAs and school sites are not required to explain why there is no data available for a specific state indicator. Technical resources are available to explain different aspects of the Dashboard, including the "N/A" state performance level. The Dashboard also includes optional narrative sections that could be used to provide additional context or background, including an explanation for an "N/A" if so desired.

### LCAP-Focused Questions

#### **Question #10: The LCAP Template has been revised. How does this revised template differ from the template used for previously adopted LCAPs?**

Response #10: A revised LCAP Template (LCAP Template) was adopted by the SBE at its November 2016 meeting. One of the biggest revisions is the change from a 3-year rolling plan to a 3-year inclusive (or static) plan, which encourages more strategic planning. This change means that the LCAP (and annual update) adopted on or before July 1, 2017 will be effective for the 2017-18, 2018-19, and 2019-20 school years. This LCAP must then be reviewed by July 1, 2018, and may be revised as a result of the annual update and stakeholder engagement process. However, no additional year (2020-21) need be added or discussed in the plan. The LCAP must again be reviewed by July 1, 2019, and may again be revised as a result of the annual update and stakeholder engagement process; as before, no additional years need to be added or discussed. This 3-year inclusive (or static) cycle will repeat for 2020-21 through 2022-23.

The other major revisions to the LCAP Template include:

- » Plan Summary. The Revised LCAP Template includes a new section known as the Plan Summary. It contains the following parts:
  - “The Story,” which asks for a brief description of the LEA, its students and community, and how it serves them.
  - “LCAP Highlights,” which asks for a brief summary of the key features of the LCAP.
  - “Greatest Progress,” which asks what the LEA is proudest of based on state and local indicators, progress made toward LCAP goals, local self-assessment tools, stakeholder input, and other information and how the LEA plans to maintain or build upon that success.
  - “Greatest Need,” which asks the LEA to identify any state indicator or local indicator from the Dashboard for which the overall performance was in the Orange/Red performance level or where an LEA received a Data Not Reported or Data Not Reported for Two or More Years. Also, LEAs are to identify any other areas that need significant improvement based on a review of local indicators or other local indicators, and delineate steps the LEA is planning to take to address these areas of greatest need.
  - “Performance Gaps,” which asks the LEA to identify any state or local indicator from the Dashboard for which performance for any student group was two or more performance levels below the “all student” performance and to delineate steps the LEA is planning to take to address these performance gaps.
  - “Increased or Improved Services,” which asks the LEA to identify at least two of the significant ways that the LEA is increasing or improving services for low-income students, English learners, and foster youth as compared with the services available to all students.



- “Budget Summary,” which asks for total General Fund expenditures, the total projected cost of planned actions and services found in the LCAP, a brief description of the General Fund expenditures not included in the LCAP, and total projected LCFF revenues.
- » Planned Actions and Services. Changes to the planned actions and services portion within the Goals, Actions, and Services section, allow LEAs to identify which actions and services are being implemented to meet the requirement to increase or improve services for low-income students, English learners and foster youth.

The LCAP Template also contains specific reference to the Dashboard. One example is described above in the Plan Summary section; others can be found in the Analysis portion of the Annual Update section and the Identified Need portion of the Goals, Actions, and Services section. Additional information is available in Item 4 of the SBE’s November 2016 Agenda (<http://www.cde.ca.gov/be/ag/ag/yr16/agenda201611.asp>).

**Question #11: If an LEA received an orange performance level for one or more state indicators, do those state indicators need be addressed in the LEA’s LCAP?**

Response #11: As discussed in Response #1, there are five performance levels for state indicators: blue (highest), green, yellow, orange, and red (lowest). The Plan Summary section of the LCAP Template does require that an LEA identify any state indicator for which the performance level for all students was orange or red and describe the steps the LEA is planning to take to address these areas.

**Question #12: How are LEAs held accountable for meaningful stakeholder engagement as part of the LCAP process?**

Response #12: The LCAP process includes the following requirements with respect to stakeholder engagement:

- » An LEA is required to consult with students, parents/families, teachers, principals, administrators, other school personnel, and unions (if any) in developing the LCAP.
- » A county office of education or school district must establish a Parent Advisory Committee (PAC) – and, if the county office of education or school district has an English Learner population of at least 15 percent, an English Learner Parent Advisory Committee (English Learner PAC). An LEA must present the LCAP to its PAC (and English Learner PAC) for review and comment. The superintendent of the county office of education or school district must respond, in writing, to comment received from the PAC (and English Learner PAC). (This requirement does not apply to charter schools.)
- » A county office of education or school district must notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. (This requirement does not apply to charter schools.)



- » A county office of education or school district must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (This requirement does not apply to charter schools.)

Additionally, the parent engagement local indicator asks LEAs to reflect on how well they seek input from parents/guardians in local decision making and promote participation by parents/guardians in local programs. (See Response #4 for more details.)

A quality stakeholder engagement effort also goes beyond these legal requirements. What this means differs from one community to another. It may include offering child care and food at all community engagement meetings. It may include hosting multiple meetings in different languages and/or locations. It may include recorded phone messages to make the information more easily accessible. However, in almost every case it should include a way to measure the quality of stakeholder engagement.

**Question #13: How can LCAP Committees (also known as Parent Advisory Committees and English Learning Parent Advisory Committees) use the Dashboard to support positive change in student outcomes?**

Response #13: As noted in Response #12, a county office of education or school district must establish a Parent Advisory Committee (PAC) – and, if the county office of education or school district has an English Learner population of at least 15 percent, an English Learner Parent Advisory Committee (English Learner PAC). (The PAC and English Learner PAC are sometimes referred to as LCAP Committees.)

There is no single way that a PAC or English Learner PAC can or should use the Dashboard. One way that a PAC or English Learner PAC might choose to use the Dashboard is to identify indicators or student groups that may be in need of additional attention. The PAC or English Learner PAC could then ask questions and seek additional information regarding these indicators or student groups. Based on the responses and information, the PAC or English Learner PAC could then choose to suggest possible actions to be considered for inclusion in the LCAP to improve the outcomes for these indicators or student groups.

However a PAC or English Learner PAC uses the Dashboard, it is important to note that a low performance level (orange or red) does not necessarily mean that change is required. Educational initiatives often take many years to produce results and improvement, and when it does happen, is typically uneven. Likewise, a high performance level (blue or green) does not necessarily mean that no questions need to be asked. Because performance levels are calculated based on status and change, a high performance level may be because of a particularly high status or a particularly high change; this may mask or obscure issues that will emerge in subsequent years. Thus, a PAC or English Learner PAC may choose to use the Dashboard to inquire into all indicators and student groups, not just those with low performance levels.

**Question #14: What amount of “supplemental” and “concentration” funds must be included in an LEA’s LCAP? How much of an LEA’s “supplemental” and “concentration” funds must be used to support unduplicated students?**

Response #14: These questions presume that LCFF revenue is divided into unrestricted funds and restricted funds, which function like a categorical program. This is incorrect. LCFF moved away from a focus on restricting how funding may be spent and shifted towards a focus on whether the services being funded are actually improving outcomes for students.

As a result of this change in focus, LCFF requires that an LEA increase and/or improve services for its unduplicated students as compared to those services provided for all students. The increase in and/or improvement of services must be by at least the percentage increase in LCFF funding the LEA receives due to unduplicated students enrolled in the LEA. So while this “increase and improve requirement” is based on the amount of additional funding generated by unduplicated students, LCFF does not restrict the use of those funds or require a delineation of how those funds are spent. (There is, however, nothing prohibiting an LEA from treating the funds generated by unduplicated students as restricted and tracking them separately. LEAs that choose to do so must still demonstrate that they have met the increase or improve requirement.)

Instead, the increase or improve requirement imposes a “doing” requirement – an LEA must do more for unduplicated students than it does for all students. This “doing” can be quantitative (i.e., providing more actions and services for unduplicated students than actions and services provided for all students) or qualitative (i.e., improve the quality of actions and services for unduplicated students as compared with the quality of actions and services for all students). Put another way, an action or service does not satisfy the increase or improve requirement because it is funded with “supplemental and concentration funds”; nor can “supplemental and concentration funds” only be used to fund actions and services that satisfy the increase or improve requirement. What matters is whether an LEA can explain how an action or service increases or improves services for unduplicated students as compared with the actions and services available to all students. And, as noted above, the combined impact of all actions and services that increase or improve services for unduplicated students (as compared with the actions and services available to all students) must be by at least the percentage increase in LCFF funding the LEA receives due to unduplicated student enrollment.

**Question #15: How can an action or service increase or improve services for unduplicated students as compared with the actions and services available to all students?**

Response #15: There are three basic ways an action or service can increase or improve services for unduplicated students as compared with the actions and services available to all students.

- » Limited to Unduplicated Students. An action or service that is limited to unduplicated students is one that exclusively serves unduplicated students. Due to the targeted nature of the action or service (i.e., non-unduplicated students are not served by the action or

- service), it necessarily is an action or service that increases or improves services for unduplicated students as compared with the actions and services available to all students.
- » LEA-Wide. An LEA-wide action or service is offered across the LEA and serves more than just unduplicated students (although not every student in the LEA must be served). Under state regulations, this action or service does increase or improve services for unduplicated students as compared with the actions and services available to all students if, based on local context and need, it is principally directed to and effective in meeting one or more of the LEA's LCAP goals for unduplicated pupils. For an LEA with an unduplicated percentage of less than 55%, state regulations also require that the action or service be the most effective use of the funds to meet one or more LCAP goals for unduplicated pupils.
  - » School-Wide. A School-wide action or service is offered across one or more school sites (but not the whole LEA) and serves more than just unduplicated students (although not every student at each school site must be served). Under state regulations, this action or service does increase or improve services for unduplicated students as compared with the actions and services available to all students if, based on local context and need, it is principally directed to and effective in meeting one or more LCAP goals for unduplicated pupils. For a school site with an unduplicated percentage of less than 40%, state regulations also require that the action or service be the most effective use of the funds to meet one or more LCAP goals for unduplicated pupils. (If a School-wide action or service is offered across more than one school site and one of those school sites has an unduplicated percentage of less than 40%, then this additional requirement applies.)

The LCAP Template now requires each LEA to indicate whether it deems an action or service to increase or improve services for unduplicated students as compared with the actions and services available to all students. To do so, the LEA must use the box titled "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement" in the Goals, Actions and Services section and check the appropriate Scope of Service ("LEA-wide," "Schoolwide," or "Limited to Unduplicated Student Group(s)"). (Leave the box titled "For Actions/Services **not** included as contributing to meeting the Increased or Improved Services Requirement" blank for such an action or service.)

It is important to note that there is no bright-line rule as to whether a specific action or service can properly be deemed an LEA- or School-wide action or service – i.e., whether a specific action or service increases or improves services for unduplicated students as compared with the services offered to all students. Moreover, an action or service that is properly deemed to be an LEA- or School-wide action or service in one community may not be in another as this determination is deeply dependent on local context. What can be done in every community is for the LEA to include in its LCAP a clear explanation for each LEA- or School-wide action or service so that local stakeholders are able to weigh in on whether they believe it satisfies the state regulations.

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## **ACCOUNTABILITY & TECHNICAL ASSISTANCE QUESTIONS**

### **Question #16: What will assistance and support look like under LCFF and ESSA?**

Response #16: There will be a single, unified system of assistance and support that integrates both LCFF and ESSA. This system will consist of three levels: (1) Support for all LEAs and schools, (2) Differentiated Assistance, and (3) Intensive Intervention. An overview of each level of support for LEAs are outlined below. The details of each level of support will be developed further as the new accountability system is implemented, including additional information about school-level supports as part of the ESSA state plan.

#### *Level 1 – Support for all LEAs and Schools*

All LEAs are eligible for Level 1 support. Various state and local agencies (e.g., CDE, the CCEE, county offices of education) offer an array of resources, tools, and help that any LEA may use to improve student performance at the LEA level and narrow disparities among student groups.

#### *Level 2 – Differentiated Assistance*

A school district or county office of education shall be offered Level 2 support (referred to as “Technical Assistance” under LCFF) if it meets the criteria in at least two of the nine squares in Table 1 with respect to the same student group (for criteria based on state indicator performance) or with respect to the LEA (for criteria based on local indicator ratings). While State law does not proscribe the details of what Technical Assistance to school districts and county offices of education must look like, the following are explicitly listed as options: (i) identifying the school district or county office of education’s strengths and weaknesses based on its performance in the Dashboard and providing a review of effective, evidence-based programs that apply to the school district or county office of education’s goals, (ii) assigning academic experts and/or other school districts or county offices of education to assist in identifying and implementing effective programs that are designed to improve student group outcomes, and (iii) requesting that the CCEE provide advice and assistance to the school district or county office of education. County offices of education are tasked with offering Technical Assistance to school districts and CDE is tasked with offering Technical Assistance to county offices of education.

A charter school shall be offered Level 2 support (also referred to as “Technical Assistance” under LCFF) if it meets the criteria in at least one of the nine squares in Table 1 with respect to three of the same student groups<sup>1</sup> (for criteria based on state indicator performance) or with respect to the charter school (for criteria based on local indicator ratings) in three out of four consecutive school years. However, a charter is only eligible for Technical Assistance based on performance on state indicators that are included in the charter school’s underlying petition and ratings on

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<sup>1</sup> A charter school with less than 3 student groups shall receive Level 2 support if it meets the criteria in at least one of the nine squares in Table 1 with respect to all student groups or with respect to the charter school (for criteria based on local indicator ratings) in three out of four consecutive school years.

local indicators that are included in the charter school's underlying petition. The charter authority is tasked with offering Technical Assistance to a charter school. State law offers no details of what Technical Assistance to charter schools would or could look like.

### *Level 3 – Intensive Intervention*

A school district or county office of education shall be provided Level 3 support (referred to as "Intervention" under LCFF) if it meets two conditions. The first condition is whether the school district or county office of education has met the criteria in at least two of the nine squares in Table 1 with respect to three of the same student groups<sup>2</sup> (for criteria based on state indicator performance) or with respect to the school district or county office of education (for criteria based on local indicator ratings) in three out of four consecutive school years. This condition is equivalent to a school district or county office of education meeting the Technical Assistance/Level 2 conditions for three student groups for three out of four years.

The second condition for a school district or county office of education to be eligible for Intervention is for the CCEE to have provided advice and assistance and determined that the school district or county office of education is unwilling or unable to implement the CCEE's recommendations or the school district or county office of education's performance and rating from the Dashboard "is either so persistent or so acute as to require intervention."

Under Intervention, CDE may directly, or may appoint an academic trustee to: (1) make changes to the school district or county office of education's LCAP, (2) impose a budget revision determined to help improve outcomes for all student groups, and (3) stay or rescind any action not required by a local collective bargaining agreement that would prevent improvements in outcomes for all student groups.

For a charter school, Level 3 is not Intervention under LCFF but rather consideration of revocation. A chartering authority may only consider the revocation of a charter school after the CCEE has provided Technical Assistance and the CCEE has determined that (1) the charter school is unwilling or unable to implement the CCEE's recommendations or (2) the charter school's performance and rating from the Dashboard "is either so persistent or so acute as to require revocation of the charter." As with Technical Assistance, a charter can only be revoked based on performance on state indicators that are included in the charter school's underlying petition and ratings on local indicators that are included in the charter school's underlying petition. In considering revocation, the chartering authority must consider increases in academic achievement for all student groups as the most important factor in determining whether to revoke the charter.

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<sup>2</sup> The first condition for a school district or county office of education with less than 3 student groups is whether the school district or county office of education has met the criteria in at least two of the nine squares in Table 1 with respect to all student groups (for criteria based on state indicator performance) or with respect to the school district or county office of education (for criteria based on local indicator ratings) in three out of four consecutive school years.

**TABLE 1: LEVEL 2 & LEVEL 3 ELIGIBILITY CRITERIA**

(Background numbers are the corresponding state priority)

<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Not Met for 2+ Years</b> on Basics Local Indicator</p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Not Met for 2+ Years</b> on Implementation of State Academic Standards Local Indicator</p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Not Met for 2+ Years</b> on Parent Engagement Local Indicator</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Red</b> on both English Language Arts and Mathematics</p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Red</b> on English Language Arts or Mathematics AND <b>Orange</b> on the other</p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Red</b> on the EL Progress Indicator (EL student group only)</p>	<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Red</b> on Graduation Rate State Indicator</p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Red</b> on Chronic Absenteeism State Indicator</p>	<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>Red</b> on Suspension Rate State Indicator</p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Not Met for 2+ Years</b> on School Climate Local Indicator</p>
<p style="text-align: center;"><b>7&amp;8</b></p> <p style="text-align: center;"><b>Red</b> on College and Career Readiness State Indicator</p>	<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;"><b>Not Met for 2+ Years</b> on Coordination of Services for Expelled Pupils Local Indicator (COEs Only)</p>	<p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b>Not Met for 2+ Years</b> on Coordination of Services for Foster Youth Local Indicator (COEs Only)</p>

**Question #17: What is the role of the CCEE in providing support in the new accountability system?**

Response #17: The CCEE is committed to providing targeted, customized support to LEAs based on the following guiding principles:

- » Profound respect for local level
- » Community stakeholders are important
- » Commitment to improvement process must be owned by those at local level
- » Closing achievement gap (i.e., system change and capacity building) takes time

Additional information about the CCEE’s specific role with respect to technical assistance is provided in Response #16.

**Contact Information**

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