



CALIFORNIA COLLABORATIVE  
FOR EDUCATIONAL EXCELLENCE

## **Charter School Support, Technical Assistance & Intervention under LCFF**

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*December 8, 2017*



# Presentation Agenda

- » Background
- » Dashboard
- » Technical/Differentiated Assistance
- » CCEE Support
- » Consideration of Revocation

## CAVEAT

*As the performance and accountability systems for ASAM/DASS schools are not yet determined*

*This presentation currently only applies to non-ASAM/DASS schools*



# What LCFF Changed?

BEFORE	NOW
» <b>State-directed</b> categorical programs	» <b>Local authority</b> able to direct spending to greatest local needs
» <b>Lack of additional funding</b> for at-risk students	» <b>Additional funding</b> for low-income, English Learner, and foster youth students
» Performance determined by a <b>single performance indicator</b> (i.e. API)	» Performance represented by <b>multiple measures</b>



# What LCFF Changed?

BEFORE	NOW
» Performance most often measured <b>only</b> by achievement	» Performance measured by <b>both</b> achievement <b>and</b> growth
» Performance measured by student <b>test scores</b>	» Measures also include <b>additional academic and socioemotional outcomes</b>
» Support was <b>prescriptive</b> , with certain models required to be adopted	» Support providers work <b>in partnership</b> with LEAs



# About the CCEE

- » The CCEE was created to ***advise and assist*** LEAs to improve student outcomes
- » State is supporting implementation of LCFF by providing funding to CCEE for statewide professional development, including customized trainings



# About the CCEE

## » Evolving 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



# Dashboard

» Dashboard contains various reports displaying performance of LEAs, schools, and student groups

- URL: [www.CASchoolDashboard.org](http://www.CASchoolDashboard.org)

Let's take a look!

» CDE publishes various resources regarding Dashboard

- URL: <http://www.cde.ca.gov/ta/ac/cm/>

# State Performance Levels

-  **Blue**
-  **Green**
-  **Yellow**
-  **Orange**
-  **Red**

**Highest**



**Lowest**



# 5x5 Colored Tables

- » Each cell given one of 5 colors or gray
- » Status and Change both contain 5 bands

		CHANGE				
		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
STATUS	Very High	Gray	Blue	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Red	Red

# 5x5 Colored Tables

- » Color = Status + Change
- » Color scheme is different for each indicator

		CHANGE				
		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
STATUS	Very High		Blue	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Red	Red



# 5x5 Colored Tables

» For Fall 2017 release, 3x5 Colored Table use to determine small LEAs (<150 ADA) colors

		CHANGE				
		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
STATUS	Very High		Blue	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Red	Red



# Dashboard

## » Local Indicators

- Basics (Teachers, Instruction Materials, Facilities)
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey



# Ratings

## » 3 Ratings

- Met
  - Used self-reflection tool to evaluate progress on local indicator
  - Reported results from self-reflection tool at regularly scheduled governing board meeting and on Dashboard
- Not Met or Not Met for Two or More Years
- Results of self-reflection tool don't impact rating



# Technical Assistance

» Charter is eligible for “technical assistance” if it failed to improve pupil achievement:

*for at least three student groups (or, all students groups if there are less than three student groups)*

+

*for at least one state priority*

+

*in three out of four consecutive years*

» Also referred to as “Level 2” or “Differentiated Assistance”



# Eligibility Criteria

» What does it mean to “fail to improve pupil achievement”?

- For state indicators:
  - Focus is on performance of individual student groups (usually red)
- For local indicators:
  - Focus is on rating (Not Met for 2+ Years)
  - Recall that local indicators are not broken down by student group



# Priorities & Indicators

State Priority	State Indicator
Priority 4: Pupil Achievement	Academic (Math and ELA) Indicator (3-8) EL Progress Indicator (K-12)
Priority 5: Pupil Engagement	Chronic Absenteeism Indicator (K-12)* Graduation Rate Indicator (9-12)
Priority 6: School Climate	Suspension Rate Indicator (K-12)
Priority 7: Course Access	College/Career Indicator (9-12)*
Priority 8: Other Pupil Outcomes	College/Career Indicator (9-12)*

*\* No Performance/Color for Fall 2017 Dashboard Release*





# Priorities & Indicators

State Priority	Local Indicator
Priority 1: Basics	Basics**
Priority 2: Implementation of State Academic Standards	Implementation of Academic Standards**
Priority 3: Parent Engagement	Parent Engagement**
Priority 6: School Climate	Local Climate Survey**

*\*\* Recall that criteria is Not Met for 2+ Years.*



# Differentiated Assistance

» Eligibility for differentiated assistance:

*for at least three student groups (or, all students groups if there are less than three student groups)*

+

*for at least one state priority*

+

*in three out of four consecutive years*

» Next slide shows differentiated assistance criteria “bingo card”

<p><b>Not Met for 2+ Years</b> on Basics <b>1</b> Local Indicator</p>	<p><b>Not Met for 2+ Years</b> on Implementation of Academic Standards Local Indicator <b>2</b></p>	<p><b>Not Met for 2+ Years</b> on Parent Engagement Local Indicator <b>3</b></p>
<p><b>Red</b> on both ELA and Math OR <b>Red</b> on ELA or Math AND <b>Orange</b> on the other <b>4</b> OR <b>Red</b> on EL Progress State Indicator</p>	<p><b>Red</b> on Graduation Rate State Indicator OR <b>Red</b> on Chronic Absenteeism State Indicator <b>5</b></p>	<p><b>Red</b> on Suspension Rate State Indicator OR <b>Not Met for 2+ Years</b> on School Climate Local Indicator <b>6</b></p>
<p><b>Red</b> on College and Career Readiness State Indicator <b>7 &amp; 8</b></p>	<p><b>Not Met for 2+ Years</b> on Coordination of Services for Expelled Pupils Local Indicator (COE Only) <b>9</b></p>	<p><b>Not Met for 2+ Years</b> on Coordination of Services for Foster Youth Local Indicator (COE Only) <b>10</b></p>



# Differentiated Assistance

- » Statute does not define differentiated assistance for charters
- » Statute provides examples of differentiated assistance for districts and COEs:
  - Analysis of LEA's strengths/weaknesses
  - Work with expert/TA provider
  - Partner with another LEA
  - Request CCEE provide advice and assistance



# CCEE Support

- » CCEE may also advise and assist charter if...
  - Requested by charter governing board
  - COE (in which charter “is located”) determines, following provision of TA by authorizer, that advice and assistance of CCEE “is necessary” to help charter accomplish LCAP goals
  - SPI determines that advice and assistance from CCEE “is necessary” to help charter accomplish LCAP goals

# Consideration of Revocation



» Authorizer shall consider revoking charter if two conditions are met:

1. CCEE has provided advice and assistance to charter at request of authorizer because charter met differentiated assistance criteria (i.e., did not improve outcomes for 3+ student groups in 1+ priority in 3 out of 4 consecutive years)

# Consideration of Revocation



» Authorizer shall consider revoking charter if two conditions are met:

2. CCEE finds either:

- Charter has failed, or is unable, to implement recommendations of the CCEE or
- Inadequate performance of charter, based upon Dashboard, is either so persistent or acute as to require revocation

# Consideration of Revocation



- » Authorizer shall consider increases in pupil academic achievement for all students groups as the most important factor in determining whether to revoke the charter
- » Unlike non-renewal or other revocation processes, no appeal is permitted if charter is revoked through this process



# Dashboard & Accountability



- » Performance/rating on all applicable (based on grade levels served) state and local indicators will be displayed for charter regardless of whether underlying priority applies to charter
- » Unclear whether performance on indicator matters for accountability purposes if priority underlying indicator doesn't apply given nature of charter's program



# Contact Us

## » Josh Daniels

- Director, Training & Outreach
- [jdaniels@ccee-ca.org](mailto:jdaniels@ccee-ca.org)
- 510-842-5227

» [www.ccee-ca.org](http://www.ccee-ca.org)