

Proposed Criteria for LEA Eligibility for Technical Assistance and Intensive Intervention under LCFF

Proposed Approach for Identifying LEAs in Need of Assistance or Intervention under LCFF

Under the LCFF statutes, LEA eligibility for differentiated assistance and intensive intervention is based on student group performance in each LCFF priority area. Consistent with the LCFF statutes:

- An LEA would be eligible for differentiated assistance if *any student group* met the performance criteria listed below for *two or more* LCFF priorities. *Education Code (EC) 52071(b) & 52071.5(b)*.
- An LEA would be eligible for intensive intervention if *three or more student groups* met the performance criteria listed below for *two or more* LCFF priorities in *three out of four consecutive years*. *EC 52072 & 52072.5*.

As discussed in the August 2016 memorandum, *Red* is the lowest of the five performance categories for state indicators, and *Not Met for or More Two Years* is the lowest rating for local performance indicators.

Application of Criteria Based on Current Performance Levels

By statute, the SBE must approve changes to the evaluation rubrics or the template for the Local Control and Accountability Plan and Annual Update by January 31 before the fiscal year during which the template or evaluation rubrics are to be used by a school district, county superintendent of schools, or charter school. Based on this statutory provision, the earliest that technical assistance for LEAs could commence, based on use of the evaluation rubrics, is 2017-18, which is the fiscal year following the SBE's September 2016 adoption of the evaluation rubrics.

Finally, as noted in the August information memorandum, staff propose that the criteria approved by the SBE specify that, in the initial year that an LEA becomes eligible for technical assistance, technical assistance will involve identification in writing of the LEA's strengths and weaknesses. This would establish a presumption that the more intensive forms of technical assistance authorized by statute (assignment of an outside expert to assist the LEA, including requesting that another LEA within the county partner to support the LEA's improvement, or referral to the California Collaborative for Educational Excellence) would not occur unless an LEA is eligible for technical assistance based on performance of the same student group(s) across the same LCFF priorities in two consecutive years. This approach is consistent with a tiered approach to assistance.

Proposed Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention

Basics (Priority 1)

- *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

Parent Engagement (Priority 3)

- *Not Met for Two or More Years* on Local Performance Indicator

Pupil Achievement (Priority 4)

- *Red* on both English Language Arts and Math tests OR
- *Red* on English Language Arts or Math test AND *Orange* on the other test OR
- *Red* on the English Learner Indicator (English learner student group only)

Pupil Engagement (Priority 5)

- *Red* on Graduation Rate Indicator OR
- *Red* on Chronic Absence Indicator

School Climate (Priority 6)

- *Red* on Suspension Rate Indicator OR
- *Not Met for Two or More Years* on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

- *Red* on College/Career Indicator

Coordination of Services for Expelled Pupils – COEs Only (Priority 9)

- *Not Met for Two or More Years* on Local Performance Indicator

Coordination of Services for Foster Youth – COEs Only (Priority 10)

- *Not Met for Two or More Years* on Local Performance Indicator

More details on the next pages, including possible ongoing revisions to these documents as more information becomes available.

Basics (Priority 1), Implementation of State Academic Standards (Priority 2), Parent Engagement (Priority 3), Coordination of Services for Expelled Pupils – COEs Only (Priority 9), and Coordination of Services for Foster Youth – COEs Only (Priority 10). There is a single local performance indicator for each of these LCFF priorities.

Staff recommend that an LEA with the [*Not Met for Two or More Years*] rating on a local performance indicator would be eligible for technical assistance or intervention based on the relevant LCFF priority for any student group that has a valid n-size (e.g., has a valid n-size at the LEA level, as specified in *EC 52052*) at the LEA level.

Pupil Achievement (Priority 4). The indicator for the English Language Arts/Literacy (ELA) and Math assessments and the English Learner Indicator (ELI) address this LCFF priority.

Staff propose analyzing performance on the ELA and Math assessments together. Specifically, staff propose that an LEA would be eligible based on this LCFF priority whenever a student group that is in the *Red* category on one assessment is in the *Orange* or *Red* performance categories on the other assessment.

The English learner student group, however, presents a special case. The English Learner Indicator (ELI), which also addresses Priority 4, applies to English learners, in addition to the indicator for assessments. Staff propose that an LEA would be eligible for technical assistance or intervention based on this LCFF priority for the English learner student group in two situations: (1) the condition described above for performance on ELA and Math assessments and/or (2) being in the *Red* performance category on the ELI.

Pupil Engagement (Priority 5). Graduation rate and chronic absenteeism address this LCFF priority.

Staff propose that an LEA would be eligible for technical assistance or intervention based on this LCFF priority whenever a student group is in the *Red* performance category on *either* graduation rate or chronic absenteeism. Staff propose, however, revisiting this decision when the SBE establishes performance categories after chronic absence data become available in fall 2017. This will ensure that the final determination is informed by data analysis.

School Climate (Priority 6). Suspension rate and the local climate survey standard address this LCFF priority.

Staff propose that an LEA would be eligible for technical assistance or intervention based on this LCFF priority whenever a student group is in the *Red* performance category based on the LEA-level distribution.

Additionally, staff propose that LEAs that report a [*Not Met for Two or More Years*] rating on the local climate survey local performance indicator would also be eligible for technical assistance or intervention based on this LCFF priority.

Access to a Broad Course of Study (Priority 7) and Outcomes in a Broad Course of Study (Priority 8). The College/Career Indicator (CCI) addresses these LCFF priorities for the initial phase of the evaluation rubrics.

Staff propose that an LEA would be eligible for technical assistance or intervention based on these LCFF priorities if a student group is in the *Red* performance category on the CCI. This indicator applies to two LCFF priorities, but staff propose that, for the initial phase of the evaluation rubrics, the CCI would be considered only once for assistance and intervention purposes.