

FYI: Culver City Unified School District Identified by CDE as Needing Differentiated Assistance

From: Tran, Quoc <quoctran@ccusd.org>

Thu, Dec 15, 2022 at 1:25 AM PST (GMT-08:00)

To: Kelly Kent <kellykent@ccusd.org>; Paula Amezola <paulaamezola@ccusd.org>; Triston Ezidore <tristonezidore@ccusd.org>; Brian Guerrero <brianguerrero@ccusd.org>; Stephanie Loreda <stephanieloreda@ccusd.org>

Cc: Cabinet <cabinet@ccusd.org>; Rebecca Williams <rebeccawilliams@ccusd.org>

Good Morning, Members of the Board;

Today the California Department of Education will officially release the 2022 California School Dashboard (Dashboard) to the public. Pre-release information indicates that Culver City Unified School District will be identified as *needing Differentiated Assistance* for not meeting state (based on 2021-22 data) expectations in the following areas:

https://drive.google.com/file/d/1TcggjpzfkUMwt2lXcujPQgqDBGY7WT6n/view?usp=share_link

(Please see attached.)

Respectfully,

Quoc Tran (He/Him/His) *(why I share my pronouns)*

Superintendent

Culver City Unified School District

4034 Irving Place

Culver City, CA 90232

[Map](#) - [Direction](#)

Website: ccusd.org

Office: (310) 842 - 4220 Ext. 4222

Email: quoctran@ccusd.org



"If Not Us, Who? If Not Now, When?"

[John F. Kennedy, quoting Rabbi Hillel the Elder (110 BC - 10 AD)]

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Attachments

- Culver City Unified School District Identified as Needing Differentiated Assistance .pdf

Date December 14, 2022
 To Members of the Board of Education
 From Quoc Tran
 Superintendent
 Subject Culver City Unified School District Identified as
 Needing Differentiated Assistance

Preliminary Findings:

Tomorrow the California Department of Education will officially release 2022 California School Dashboard (Dashboard) to the public. Pre-release information indicates that Culver City Unified School District will be identified as *needing Differentiated Assistance* for not meeting state (based on 2021-22 data) expectations in the following areas:

[Homeless]	Chronic Absenteeism Rate	Very High
	Suspension Rate	Very High
	Academic (Summative CAASPP Assessment Math & ELA)	Very Low
[Students with Disabilities]	Chronic Absenteeism Rate	Very High
	Academic (Summative CAASPP Assessment Math & ELA)	Very Low

Background:

Because Assembly Bill 130 (AB 130) restricts the California Department of Education (CDE) to only use 2021–22 school year performance data, the 2022 Dashboard will only display Status data for each applicable state indicator.

Note that *Change* (i.e., the difference from prior year data) and performance level colors will *not* be reported on the 2022 Dashboard due to the restrictions imposed by AB 130. “Reporting Status only” signifies that each district, school,

and student group will receive one of five Status levels (Very High, High, Medium, Low, and Very Low) for each applicable state indicator.

The table below identifies the data that will be used to calculate Status. Note that these data will be published to the 2022 Dashboard by the CDE and that all indicators use the most current data available.

State Indicator	Data Used for Status
Academic Grades 3–8 and Grade 11	2021–22 Summative Assessments ¹ for English language arts/ literacy (ELA) and mathematics ²
Chronic Absenteeism Rate Grades K–8	2021–22 Chronic Absenteeism Rate
College/Career Grades 9–12	Not reported in the 2022 Dashboard Note: Status will be reported in the 2023 Dashboard. Status, Change, and performance level colors will be reported in the 2024 Dashboard.
English Learner Progress Grades 1–12	2020–21 and 2021–22 English Language Proficiency Assessments for California (ELPAC) Summative Assessment Results ³
Graduation Rate	• Combined Four- and Five-Year Graduation Rate ◦ Students in Class of 2022 ◦ Students in Class of 2021 who graduate in 2021–22 (fifth-year graduates) • One-Year Dashboard Alternative School Status (DASS) Graduation Rate (DASS students who graduate in 2021–22)
Suspension Rate Grades K–12	2021–22 Suspension Rate

¹ Summative Assessments includes both the Smarter Balanced Summative Assessments and California Alternate Assessments.

² Calculations include the participation rate and the Distance from Standard.

³ Two years of data are needed to produce Status.

How CDE Determines Differentiated Assistance Status:

Districts that have one or more student groups that meet the criteria in at least *two priority areas* are eligible for differentiated assistance. The differentiated assistance criteria, outlined below, will only apply for the determinations made in 2022.

LCFF Priority 4: Pupil Achievement

Very Low Status on both the ELA and Mathematics Academic Performance; or
Very Low Status on the English Learner Progress Measure.

LCFF Priority 5: Pupil Engagement

Very Low Status on the Graduation Rate; or
Very High Status on the Chronic Absenteeism Measure.

LCFF Priority 6: School Climate

Very High Status on the Suspension Rate Measure.

CCUSD Preliminary Plan to Address Homeless and Students with Disabilities Programs and Services:

CCUSD *Differentiated Assistance Plan* would engage district key stakeholders, LACOE technical support providers, and other collaborative partners to

- Identify problems of practice;
- Conduct root cause analyses;
- Analyze system structure, data, and practices through the lens of the MTSS framework;
- Communicate with key stakeholder groups using data displays/contextual local data;
- Conduct classroom and site-level action research focusing on *Inclusion and Teaching for Equity*;
- Align academic, behavioral, and social-emotional learning and teaching;
- Construct a system of measurement identifying high leverage actions and services;
- Support monitoring implementation with fidelity; and
- Measuring effectiveness at all levels of the system – district, school, and classroom.

CCUSD Over Goals:

CCUSD goals are to meet the needs of *all* students—particularly students who are experiencing homelessness and students with disabilities; and build capacity to sustain improvement and effectively address inequities in student opportunities and outcomes.