# Attachment 1

## Overview of the Proposed Amendments to California’s Consolidated ESSA State Plan, approved by the ED on July 12, 2018 (Revised)

This Attachment was revised to update the page number references in the section, “November 2018: Summary: Refine the Status cut scores for the Graduation Rate Indicator,” on page 4 and to include a summary of an additional proposed amendment in the section, “Other Proposed Amendments, Summary: Typographical and Other Corrections, Comprehensive Support and Improvement Schools, Section 4.vi.b” on page 7.

Below are summaries of the proposed amendments to California’s Consolidated State Plan (State Plan). Each summary includes the proposed amendments to the ESSA State Plan, and a corresponding reference to the relevant State Plan section.

As part of the ongoing development of the California School Dashboard (Dashboard), the SBE took several actions to prepare for the release of the 2018 Dashboard. Consistent with the 2017 Fall Dashboard release, the California Department of Education (CDE) has presented proposed changes to the Dashboard throughout the spring and summer. The State Board of Education (SBE) adopted changes to the state indicators on the Dashboard at the September 2018 SBE meeting, with pending SBE action on additional recommended changes at the November 2018 meeting. The CDE is requesting proposed amendments necessary to reflect these SBE actions and pending actions. The proposed amendments to the State Plan relate to the following topics:

* New measures for the College/Career Indicator (CCI) (SBE action September 2018),
* Revised methodology for the Chronic Absenteeism Indicator (SBE action September 2018),
* Adopt cut points to prepare for the inclusion of two new indicators for the 2018 Dashboard—the CCI and the Chronic Absenteeism Indicator (pending SBE action November 2018),
* Include grade 11 Smarter Balanced Assessment results in the Academic Indicator (pending SBE action November 2018),
* Refine the Status cut scores for the Graduation Rate Indicator to take into consideration modifications made to the calculations of the four-year cohort graduation rate (pending SBE action November 2018),
* Additional detail about the plan for the English Learner Progress Indicator (ELPI) to transition to the new assessment of English language proficiency, including updating the timeline for identifying schools under ESSA to include an additional cohort of school identification based on the 2019 Dashboard and including the ELPI based on Status only (Multiple SBE actions),
* Update to reflect incorporation of the Participation Rate into the calculation of the Academic Indicator,
* Revisions to reflect the evolution and additional details regarding the System of Support, and
* Other typographical corrections and removal of language inadvertently left in the final version of the State Plan approved by the U.S. Department of Education (ED) in July 2018.

## September 2018

**Summary: College/Career Indicator**

The SBE approved new measures for the Career/College Indicator, including: the inclusion of the State Seal of Biliteracy, and Leadership/Military Science as additional measures at the September 2018 meeting. The proposed revision reflects this SBE action. Additional revisions discussed below reflect pending SBE action at the November 2018 meeting to adopt cut scores for Change and a five-by-five colored grid for this indicator.

**ESSA State Plan**

Title I, Part A: Section 4.iv.e

Pages 66-71

**Summary: Chronic Absenteeism Indicator Methodology**

California’s new multiple measures accountability and continuous improvement system was developed to align with the priorities of the Local Control Funding Formula (LCFF) and to meet the requirements under the ESSA. Chronic absenteeism is a metric identified as part of Pupil Engagement (LCFF Priority 5). The ESSA requires states to collect data to identify students who are chronically absent and report chronic absenteeism rates for schools in the ESSA State Report Card.

The SBE approved a methodology for the Chronic Absenteeism Indicator at the September 2018 meeting. The proposed revision reflects this action. Additional revisions discussed below reflect the pending SBE action at the November 2018 meeting to adopt cut scores and a five-by-five colored grid for this indicator.

**ESSA State Plan**

Title I, Part A: Section 4.iv.b

Pages 60-64

## November 2018

**Summary: Cut points for the CCI and the Chronic Absenteeism Indicator**

At the November 2018 meeting, the SBE will consider the CDE’s recommendation to adopt cut scores and five-by-five colored grids to prepare for the inclusion of two new indicators for the 2018 Dashboard—the CCI and the Chronic Absenteeism Indicator. Additional information regarding the CCI is available in Attachment 4 of Item 4, and additional information regarding the Chronic Absenteeism Indicator is available in Attachment 1 of Item 4. The proposed revision reflects this SBE pending action. Performance on these indicators will be considered in applying the comprehensive support and improvement school identification criteria going forward.

**ESSA State Plan**

Title I, Part A: Sections 4.iv.b, 4.vi.a

Pages 60-64, 76-77

**Summary: Include grade 11 Smarter Balanced Assessment results in the Academic Indicator**

At the November 2018 meeting, the SBE will consider the CDE’s recommendation to include grade 11 Smarter Balanced results in the Academic Indicator. Additional information regarding this recommendation is available in Attachment 5 of Item 4. The proposed revision reflects this SBE pending action.

**ESSA State Plan**

Title I, Part A: Sections 4.iv.a, 4.iv.e, Appendix A

Pages 59-60, 66-71, 150-161

**Summary: Refine the Status cut scores for the Graduation Rate Indicator**

At the November 2018 meeting, the SBE will consider the CDE’s recommendation to refine the Status cut scores for the Graduation Rate Indicator to take into consideration modifications made to the calculations of the graduation rate. Additional information regarding this recommendation is available in Attachment 2 of Item 4. The proposed revision reflects this SBE pending action.

**ESSA State Plan**

Title I, Part A: Sections 4.b, 4.iv.a

Pages 48-52

## Other Proposed Amendments

**Summary: English Learner Progress Indicator and School Identification**

California has transitioned to a new assessment of English language proficiency (ELP), the English Language Proficiency Assessments for California (ELPAC). This new assessment is used to measure the progress of English learners (EL) in acquiring ELP. The 2018 ELPAC results will serve as a baseline from which future EL progress for accountability purposes will be measured and should not be compared to results from the state's previous assessment, the California English Language Development Test (CELDT).

Other Dashboard indicators, such as the Academic Indicator, use only two years of assessment results to calculate Status and Change. In contrast, the ELPI must measure progress toward proficiency, rather than the end goal of proficiency itself. To measure progress toward ELP, two years of ELPAC Summative results are required. To determine if schools and local educational agencies (LEAs) are improving the rate of their progress in moving students toward ELP, three years of ELPAC Summative results are required.

Based on this data limitation, the earliest that the CDE will be able to report Status is the 2019 Dashboard when two years of ELPAC Summative results are available. The CDE anticipates reporting both Status and Change in the 2020 Dashboard when three years of ELPAC Summative results are available.

In July 2018, the SBE approved the three-year plan for the ELPI. Under this plan, Status will be reported for the 2019 Dashboard, and Status and Change will be reported for the 2020 Dashboard.

Additionally, as the CDE has solicited input on the implementation issues addressed in the August 2018 information memo, [https://www.cde.ca.gov/be/pn/im/infomemoaug2018.asp,](https://www.cde.ca.gov/be/pn/im/infomemoaug2018.asp) stakeholders have noted—correctly—an area of potential misalignment between the LEA-level planning cycle under the LCFF and the school-level planning and improvement timelines required under ESSA.

Under the LCFF, every LEA must adopt and annually update Local Control and Accountability Plans (LCAP), a three-year plan describing the LEA’s goals and actions and expenditures to advance those goals within statutorily defined priority areas. Under the current SBE-adopted LCAP template, LEAs adopt the LCAP for a three-year fixed period, updating that plan in the second and third year before adopting a new three-year plan. LEAs recently adopted the update for the second year of the initial three-year fixed period, meaning they will be developing a new three-year LCAP in the spring of 2020 based on the 2019 Dashboard and other local data.

Under ESSA, states must identify schools for assistance, beginning in 2018-19. For two of the three categories of assistance mandated under ESSA (called “comprehensive support” and “additional targeted support”), the identification must occur at least every three years. The current version of the State Plan includes an every-three-years cycle for identifying these schools, with the initial identification based on the 2018 Dashboard. Stakeholders have noted the potential misalignment of developing school-level plans for these schools as LEAs are in the final year of their fixed three-year LCAP. They have noted the opportunity for the LEA- and school-level planning processes to feed into and inform each other if the three-year cycles could be aligned.

The revised State Plan includes two proposed revisions to address these issues.

1. The revised plan includes language clarifying that California will report Status for the ELPI in the 2019 Dashboard.
2. The revised plan modifies the timeline for identifying schools for comprehensive support and additional targeted support, stating that California will identify schools in these categories **in consecutive years** (based on both the 2018 and 2019 Dashboard) before transitioning to the every-three-year cycle. **This will allow the ELPI to be used for LEA and school identification based on Status in the 2019 Dashboard.**

These revisions will bring the school-level planning cycles for schools identified for assistance under ESSA into alignment with the three-year LCAP cycle, which should strengthen both planning processes and lead to greater alignment between LEA and school-level goals and actions. Additionally, they will ensure that California is able to use the ELPI in assistance and support determinations for LEAs and schools at the earliest point practicable after transitioning to the new assessment.

Finally, California submitted a waiver request to the ED related to this indicator. Additional information is available in the November 2018 ESSA State Plan Update agenda item. Proposed amendments to the State Plan included in this item do not include any changes based on the pending ELPI waiver request.

## ESSA State Plan

Title I, Part A: Sections 4.iii.c.1, 4.iv.d, 4.vi.d & f

Pages 56-59, 64-66, 78, 79

**Summary: Participation Rate**

The CDE recommends that the SBE approve an amendment to the State Plan to specify that schools that do not meet the 95 percent participation rate will have their distance from standard score adjusted downward to reflect the difference between the actual participation rate and the 95 percent rate. This amendment reflects an update to the business rules for calculating the Academic Indicator to meet ESSA participation rate requirements.

**ESSA State Plan**

Title I, Part A: Section 4.vii

Page 80

**Summary: System of Support**

The CDE recommends that the SBE approve an amendment to the State Plan that updates language to clarify the support available within the three levels in California’s System of Support. This amendment reflects and is consistent with the clarifications presented in Attachment 1 of Item 3 about the System of Support.

**ESSA State Plan**

Title I, Part A: Section 4.viii

Pages 80-114

**Summary: Typographical and Other Corrections**

The proposed amendments are inclusive of typographical corrections and removal of language inadvertently left in the final version of the State Plan approved by the ED in July 2018. These changes include:

* English Langue Proficiency, Section 4.iii.c.1: the adopted State Plan included a note that Table 22. English Learner Progress Performance Level, would be later updated. This table remains unchanged in the November 2018 version of the State Plan included in Attachment 2. This note should have been removed from the July 2018 adopted State Plan.
* Weighting of Indicators, Section 4.v.b: the adopted State Plan inadvertently included language from a prior draft describing the total number of indicators included in the State Plan. Updated language was inserted, but this language should have been removed from the July 2018 adopted State Plan. Participation Rate, Section 4.vii: the adopted State Plan included information referencing the addition of icons to the Dashboard indicating the participation rate. This information should have been removed from the July 2018 adopted State Plan.
* Comprehensive Support and Improvement Schools, Section 4.vi.b: the CDE proposes an amendment to the ESSA state plan to use only two years of data to calculate the graduation rate for the 2018-19 school identification of comprehensive support and improvement for high schools graduating less than 67 percent or more of their students. This proposed amendment reflects that California has only two years of graduation rate data calculated under new business rules developed in response to a U.S. Department of Education of Inspector General audit. In the future, this identification will be based on three years of data.