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Dashboard Alternative School Status Flexibilities and Resources for Comprehensive Support and Improvement

Student Achievement and Support Division
School Improvement and Support Office
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Acronyms

- **CDE**—California Department of Education
- **CoP**—Community of Practice
- **CSI**—Comprehensive Support and Improvement
- **DASS**—Dashboard Alternative School Status
- **EBI**: Evidence-based Intervention
- **ESSA**—Every Student Succeeds Act
- **GMART**—Grant Management and Reporting Tool
- **LCAP**—Local Control and Accountability Plan
- **LEA**—local educational agency
- **SBE**—State Board of Education
- **SEA**—state educational agency
- **SPSA**—School Plan for Student Achievement



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Agenda

- DASS Overview
- Differentiated Activities
- LCAP and CSI Planning
- CSI Planning Summary
- LCAP CSI Prompts
- GMART
- Frequently Asked Questions
- Improvement Resources
- Referenced Resources





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Reminders

- Please use the Zoom Question and Answer feature to submit any questions you may have.
- The School Improvement and Support Office (SISO) can be reached at SISO@cde.ca.gov.
- A copy of today's presentation is located on the [CDE ESSA School Support Webinar Resources](#) web page.





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Overview





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DASS Program Overview

DASS schools are California's alternative schools. They serve our highest risk students, usually in settings such as continuation schools, community day schools, or juvenile court schools.

Details on how alternative schools become eligible for the DASS program is available on the [CDE DASS Eligibility Criteria](#) web page.

DASS schools can be eligible for CSI, Targeted Support and Improvement, and Additional Targeted Support and Improvement.





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DASS Flexibilities for CSI

At the September 2022 SBE meeting, changes and flexibilities were approved on behalf of DASS schools eligible for CSI.

Detailed information regarding the DASS updates is available on the [CDE SBE Agenda for September 2022](#) web page.





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DASS Community of Practice

The CDE is committed to supporting DASS schools by distinguishing the uniqueness of these schools and the students they serve.

DASS schools that meet eligibility criteria for CSI Low Graduation Rate or CSI Low Performing will continue to be referred to as **DASS Community of Practice** schools on the 2024 California School Dashboard.





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Differentiated Activities

Flexibilities





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Statutory Authority for Additional Changes

Pursuant to ESSA, Section 1111(d)(1)(C)(i)(I-II),

The SEA may permit an LEA with a school that predominately serves students returning to education after having exited secondary school without a regular high school diploma or who, based on their grade or age, are significantly off track to accumulate sufficient academic credits to meet high school graduation requirements, to participate in differentiated improvement activities.





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Differentiated Improvement Activity 1 (1)

Pursuant to ESSA, Section 1111(d)(1)(C)(ii) and approvals granted by the SEA:

Any LEA with a DASS CoP school identified under the CSI Low Graduation Rate criteria, with **less than 100 enrolled students**, has the option to forgo implementation of all CSI-related improvement activities pursuant to ESSA, Section 1111(d)(1)(B).





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Differentiated Improvement Activity 1 (2)

LEAs that exercise this flexibility:

- a) Do not have to develop or implement a CSI plan for its DASS CoP school/s/ eligible under the CSI Low Graduation Rate criteria.
- b) Will forgo the CSI funding associated with that specific school/s/.
- c) Are **strongly encouraged** to collaborate with educational partners when making this decision.





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Differentiated Improvement Activity 1 (3)

Continued

- d) LEAs that exercise this flexibility are required to add the following statement to Prompt 1 of the CSI section of the LCAP Plan Summary:





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Differentiated Improvement Activity 1 (4)

[NAME OF SCHOOL/S/], a Dashboard Alternative School Status Community of Practice school eligible for Comprehensive Support and Improvement Low Graduation Rate with less than 100 enrolled students, in collaboration with its local educational agency and educational partners, will forgo all improvement activities and applicable funding pursuant to the flexibility allowed by the Every Student Succeeds Act and approved by the California State Board of Education.





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Differentiated Improvement Activity 2

Based on ESSA, Section 1111(d)(1)(C)(i),

Any LEA with a DASS CoP school identified under the CSI Low Graduation Rate criteria, regardless of the number of students enrolled, has the option to use its LCAP to meet its CSI planning requirements.





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Summary of Differentiated Activities

Differentiated Improvement Activity	CSI Low Graduation Rate; Less than 100 Enrolled Students	CSI Low Graduation Rate; More than 100 Enrolled Students	CSI Low Performing
Naming Convention	DASS CoP	DASS CoP	DASS CoP
Option to Forgo CSI Planning	Yes	No	No
Option to Use LCAP for CSI Planning	Yes	Yes	No. Unless the DASS CoP school is also a single school district or charter school.





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LCAP and CSI Planning





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Using the LCAP for CSI Planning (1)

LEAs that choose to meet the CSI planning requirements for a DASS CoP school eligible under the CSI Low Graduation Rate criteria must ensure that it addresses each of the CSI planning requirements within the LCAP.

As a reminder, the CSI plan must:

1. Be developed in partnership with the school and educational partners (including principals and other school leaders, teachers, and parents).
2. Be based on a school-level needs assessment.





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Using the LCAP for CSI Planning (2)

Continued

3. Be informed by all State indicators, including student performance against State-determined long-term goals.
4. Include evidence-based interventions.
5. Identify resource inequities, which may include a review of LEA and school-level budgeting and address those inequities through implementation of the plan.

LEAs have flexibility in determining how best to address each of the CSI plan requirements within the LCAP.





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Using the LCAP for CSI Planning (3)

How to Address CSI Planning Requirement 1:

- Be developed in partnership with the school and educational partners (including principals and other school leaders, teachers, and parents).

Provide an explanation of how the LEA worked with the DASS CoP school and meaningfully engaged its parents, students, and other educational partners in the development of the CSI plan.

Where in the LCAP:

- Second and third CSI prompts in the Plan Summary section
- Engaging Educational Partners section of the LCAP





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Using the LCAP for CSI Planning (4)

How to Address CSI Planning Requirements 2 and 5:

- Be based on a school-level needs assessment.
- Identify resource inequities, which may include a review of LEA and school-level budgeting and address those inequities through implementation of the plan.

Where in the LCAP:

- Reflections on Annual Performance in the Plan Summary section, and
- In the second CSI prompt within the Plan Summary section.
- In the explanation of why the LEA has developed a particular goal.





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Using the LCAP for CSI Planning (5)

How to Address CSI Planning Requirements 3, 4, and 5:

- Be informed by all State indicators, including student performance against State-determined long-term goals.
- Include evidence-based interventions.
- Identify resource inequities, which may include a review of LEA and school-level budgeting and address those inequities through implementation of the plan.

Where in the LCAP:

- The LEA has two options to address CSI Planning Requirements 3, 4, and 5.





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Using the LCAP for CSI Planning (6)

Continued

Option A: The LEA may develop a specific goal to address the identified needs of the DASS CoP school.

Option B: The LEA may address the identified needs of the DASS CoP school within one or more of the current goals in the LCAP.





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Addressing Requirements with Applicable Goals (1)

For Options A or B, the LEA must address each of the following requirements within the applicable goal/s/:

- The goal must include **measures of progress** for each of the **State indicators** that led to the school being eligible for CSI.
- The goal must include **disaggregated measures of progress** for **student group/s/** served by the school, if applicable.

Any additional measures of progress related to the needs identified in the school-level needs assessment may be included.





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Addressing Requirements with Applicable Goals (2)

The goal/s/ must include:

- Evidenced-based actions designed to address the **needs** and **resource inequities** that were identified during the school-level needs assessment.

LEAs are encouraged to note action/s/ funded with CSI funds within the description of the action.

Provide an analysis of the implementation and effectiveness of these actions as part of the Goal Analysis in the subsequent year.





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CSI Planning Summary





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CSI Planning Summary (1)

The CSI Planning Summary supports LEAs with DASS CoP schools eligible under the CSI Low Graduation Rate criteria, single school districts, and charter schools that elect to use the LCAP for their CSI plan.

The CSI Planning Summary:

- Provides a summary of the CSI plan requirements, and
- Identifies where each CSI plan requirement may be addressed in the LCAP.





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CSI Planning Summary (2)

CSI Requirements	LCAP Requirement	Where in the LCAP the CSI Requirement May be Addressed
Partner with the school and educational partners in the development of the CSI plan	LEAs must consult with educational partners in the development of the LCAP and must provide descriptions of the consultation process and the impact that the feedback provided had on the plan.	LEAs may address this requirement in the second and third Prompts of the CSI Summary and/or in the Engaging Educational Partners section.

More information is available on the [CDE CSI Planning Summary](#) web page.





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LCAP CSI Prompts





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Which CSI Prompts Must the LEA Complete? (1)

Any LEA with DASS CoP school/s/ eligible under the CSI Low Graduation Rate criteria with less than 100 enrolled students that elects to **forgo** improvement activities:

Responses to CSI Prompts are not required.

However, for transparency purposes, the LEA must add standardized language to **Prompt 1**. This language can be accessed from the [CDE CSI web page](#) or refer to [slide 14](#) in this presentation.





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Which CSI Prompts Must the LEA Complete? (2)

For single school districts or direct-funded charter schools with DASS CoP school/s/ eligible under the CSI Low Graduation Rate criteria that elect to use the LCAP to meet CSI Planning Requirements:

Responses to CSI Prompts 2 and 3 in the LCAP Plan Summary are required.





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Which CSI Prompts Must the LEA Complete? (3)

For traditional LEAs with DASS CoP school/s/ eligible under the CSI Low Graduation Rate criteria that elect to use the LCAP to meet CSI Planning Requirements:

Responses to all CSI Prompts in the LCAP Plan Summary are required.





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GMART





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GMART—Intent to Implement CSI for DASS CoP Schools

LEAs with DASS CoP schools eligible under the CSI Low Graduation Rate criteria, with less than 100 students enrolled, **must** indicate their intent to implement or forgo all improvement activities in the GMART.

Eligible LEAs will see a menu tab in GMART titled: **DASS CoP Intent to Implement CSI**, which must be completed before beginning the application for funding.

More detailed information will be covered in the upcoming *CSI/LEA Application for Funding Webinar* on February 11, 2025.





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Frequently Asked Questions (FAQs)





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FAQ (1)

Can LEAs with DASS CoP schools eligible under the CSI Low Graduation Rate criteria with less than 100 enrolled students forgo all CSI planning and implementation activities for these schools?

Yes. LEAs with DASS CoP schools eligible under the CSI Low Graduation Rate criteria with less than 100 enrolled students, have the option to forgo all required CSI planning and implementation activities.

Please note: LEAs that exercise this flexibility will **forfeit** the associated ESSA, Section 1003 funds for CSI that would have otherwise been allocated to the LEA for its DASS CoP CSI Low Graduation Rate eligible school/s/.





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FAQ (2)

Can LEAs with DASS CoP schools eligible under the *CSI/ Low Performing* criteria regardless of enrollment size, forgo CSI planning and implementation activities for these schools?

No. LEAs with DASS CoP schools eligible under the CSI Low Performing criteria regardless of enrollment size, must continue to plan and implement CSI activities pursuant to ESSA, Section 1111 (d)(1)(B) and do not have the option to forgo school improvement activities.

Please note: The flexibility to forgo all CSI planning and implementation activities is only applicable to LEAs with DASS CoP schools eligible under the CSI Low Graduation Rate criteria with less than 100 enrolled students.





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FAQ (3)

Can LEAs with DASS CoP schools eligible for CSI under the Low Performing criteria use the LCAP to meet its CSI planning requirements?

No. Only LEAs with DASS CoP schools eligible under the CSI Low Graduation Rate criteria have the option to use the LCAP to meet its CSI planning requirements.

LEAs with DASS CoP schools eligible under the CSI Low Performing criteria must continue to use the SPSA (or an alternative that meets federal planning requirements) to meet CSI planning requirements. However, if the DASS CoP school eligible under the CSI Low Performing criteria is also a single school district or charter school, then it continues to have the option to use its LCAP.





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FAQ (4)

How do I confirm the enrollment of a DASS CoP school?

LEAs can confirm the enrollment of a DASS CoP school using the 2024–25 ESSA Assistance Status Data file.

Enrollment is based on Census Day 2023.





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Improvement Resources





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Uniqueness of DASS CoP Schools

With or without CSI funds,

- DASS CoP schools often have a low number of students.
- DASS CoP schools are eligible to receive the same amount of CSI funds that large, traditional schools receive.





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Improvement Strategies to Consider

- High-Impact Tutoring programs through the [National Student Support Accelerator](#).
- Summer Learning Programs based on [EdResearch for Action Summer Learning Program Profiles](#).
- The Ten Dimensions of Equity self-assessment tools through the [Alliance for Resource Equity](#).





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Focus on Identifying Needs and Resource Inequities

Spending adequate time completing a school-level needs assessment and identifying resource inequities can help you create an effective and meaningful plan for improvement. Consider:

- Using data appropriately (quantitative and qualitative).
- Engaging in continuous improvement cycles.
- Shifting student mindsets and perceptions.





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Continuous Improvement Resources

The [CDE Continuous Improvement Resources](#) web page may have a helpful tool, worksheet, or article as you plan and implement improvement efforts.

The [CDE Resources for Educational Options Programs](#) web page provides links for additional information to support academic and social-emotional development and youth engagement in schools.





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CDE-related Resources (1)

[CDE ESSA School Support Webinar Resources](#)

[CDE DASS Eligibility Criteria](#)

[CDE SBE Agenda for September 2022](#)

[CDE Comprehensive Support and Improvement](#)

[CDE CSI Planning Summary](#)





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CDE-related Resources (2)

[CDE Local Control and Accountability Plan](#)

[CDE SPSA Template for CSI](#)

[CDE Active DASS Schools](#)

[CDE Resources for Educational Options Programs](#)





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Improvement-related Resources

[National Student Support Accelerator High-Impact Tutoring](#)

[EdResearch for Action Design Principles for Accelerating Student Learning with High-Impact Tutoring](#)

[EdResearch for Action Summer Learning Program Profiles](#)

[Alliance for Resource Equity](#)





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Contact Information

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Questions



Thank You

