# Attachment 1: Overview of the Proposed Amendments to California’s Every Student Succeeds Act Consolidated State Plan

The California Department of Education (CDE) is requesting the adoption of the following amendments to California’s Elementary and Secondary Education Act (ESEA) Consolidated State Plan (State Plan) under the Every Student Succeeds Act (ESSA) to reflect prior State Board of Education actions related to the Dashboard Alternative School Status (DASS):

* Status cut scores for DASS schools for the Academic Rate Indicator.
* Status cut scores for DASS schools for the Graduation Rate Indicator.

Additionally, the CDE is recommending the submission of a COVID-19 State Plan Addendum (see Attachment 2) available from the U.S. Department of Education (ED) in response to the waivers provided to states in March 2020. Under the COVID-19 State Plan Addendum, any state that proposes longer-term changes (i.e., shifting forward timelines for identifying schools or meeting measurements of interim progress and/or long-term goals) must submit these items through an updated State Plan that incorporates those changes. Accordingly, the following sections are also being recommended for revision:

* Updated the timeline for identifying schools using data from the 2020–21 school year.

**Note:** Since this change falls under what the ED defines as a longer-term change as defined by the COVID-19 State Plan Addendum template, it requires that the CDE submit an updated State Plan that incorporates those changes. It is not required that the CDE provide an updated State Plan to exclude the College/Career Indicator for the 2020–21 school year and to revise the exit criteria for schools identified for support.

Below are summaries of the amendments to the State Plan which includes a corresponding reference to the relevant State Plan section and pages. A copy of the full State Plan is provided in Attachment 3.

## Summary: Status Cut Scores for the Academic Indicator for DASS Schools

During the September 2019 meeting, the SBE adopted the Academic Indicator Status cut scores for two levels only: “Very Low” and “Low” for DASS schools. This amendment introduces the DASS schools and requests use of these cut scores specific to DASS schools for Status only.

**ESSA State Plan**

Title I, Part A: Section 4.iii.a.1.

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## Summary: Status Cut Scores for the Academic Indicator for DASS Schools

At the September 2019 SBE meeting, the SBE approved revised Status cut scores for Dashboard Alternative Status Schools (DASS) in ELA and Mathematics. These revisions applied to two Status levels only: Very Low and Low.

## Summary: Graduation Rate Indicator for DASS Schools

At the May 2018 SBE meeting, the SBE approved using a grade 12 graduation rate for all DASS schools. A description of the rate and how it impacts DASS schools is provided in this section.

**ESSA State Plan**

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

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## Summary: Identification of Schools

In this section, the CDE is proposing to shift forward by one-year school identifications as part of the COVID-19 State Plan Addendum process. This allows states to do two things:

1. Delay the identification of comprehensive support and improvement (CSI) schools and additional targeted support and improvement (ATSI) schools by one year (i.e., identify schools in 2021–22 instead of 2020–21). Note: CSI and ATSI schools could exit support based on the 2021 Dashboard results.
2. Delay placing schools in more rigorous intervention by one year. Currently in California, districts with schools in CSI for four years will be identified for differentiated support. Shifting forward the timeline would result in identifying districts for differentiated support when school are in CSI for five years.The delay in implementing more rigorous interventions would also apply to Title I ATSI schools.

**ESSA State Plan**

Title I, Part A: Section 1111(c)(4)(A)(4)(vi)

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