California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

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# **MEMORANDUM**

**DATE:** December 11, 2019

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Update on the Development of the California State Plan for the Every Student Succeeds Act: 2019 Amendments to the State Plan

## Summary of Key Issues

This Information Memorandum provides a summary of the actions taken throughout 2019 by the State Board of Education (SBE) that require amendments to California’s State Plan for the Every Student Succeeds Act (ESSA). At the January 2020 meeting, the SBE will be asked to adopt a revised state plan that reflects these changes for submission to the U.S. Department of Education (ED), as reflected in the summary in Attachment 1.

**Brief History of Key Issues**

On December 10, 2015, the ESSA was signed into law by President Barack Obama and went into effect in the 2017–18 school year. The ESSA reauthorizes the Elementary and Secondary Education Act (ESEA), the nation’s federal education law, and replaces the No Child Left Behind Act (NCLB). California’s ESSA State Plan was approved by the ED on July 12, 2018. Amendments to the ESSA State Plan were approved by the SBE at their November 2018 meeting. On December 10, 2018, the California Department of Education (CDE) submitted these approved amendments to the ED. On November 8, 2019, the CDE and the SBE received a letter with the approval of the amendments to the State Plan requested in 2018 from the ED.

## Ongoing Communication and Engagement

Since the ESSA became law, California has engaged in public state board and advisory group meetings, webinars, regional stakeholder meetings, stakeholder surveys, and targeted consultation. Thousands of Californians have contributed to the State Plan.

In 2019, the CDE held a total of nine ESSA Stakeholder Webinar Sessions, where CDE staff shared the latest information regarding ESSA for educators including administrators statewide from districts and county offices of education. During this time, the public was able to ask questions and engage in meaningful conversations related to ESSA. Attendance for these webinars ranged from 75 to over 200 attendees for each session. More information regarding these stakeholder engagement activities is available on the CDE ESSA State Plan Development Opportunities Web page at <https://www.cde.ca.gov/re/es/essaopptopart.asp>.

Information regarding California’s transition to the ESSA is available on the CDE ESSA Web page at <https://www.cde.ca.gov/essa>. Interested stakeholders are encouraged to join the CDE ESSA listserv to receive notifications when new information becomes available by sending a blank email message to join-essa@mlist.cde.ca.gov. Questions regarding ESSA in California may be sent to ESSA@cde.ca.gov.

## Attachment(s)

* Attachment 1: Summary of State Board of Education Discussion and Action for 2019 (2 Pages)

# **Attachment 1: Summary of State Board of Education Discussion and Action for 2019**

## November 2019

During the November 2019 meeting the SBE took the following actions:

* Updated long-term goal and revised Status cut scores for the Graduation Rate Indicator
* Approved the methodology for using the English Learner Progress Indicator (ELPI) for school identification.
* Approved status cut scores for the ELPI
* Clarified the definitions of “ineffective teacher” and “out of field” teacher

For more information on these actions refer to Item 04, Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Adoption of the English Learner Progress Indicator Status Methodology and Use of Status in Local Educational Agency and School Eligibility Assistance Determination and Update on the 2019 California School Dashboard: <https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item04.docx> .

For additional information on these actions refer to Item 05, Update on the Development of the California State Plan for the Every Student Succeeds Act: Technical Amendments for Inclusion in the State Plan for Resubmission to the U.S. Department of Education:

<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx>.

## September 2019

At the September 2019 meeting the SBE approved raising the low graduation threshold to “below 68 percent.” This action was in response to adopting the combined graduation rate methodology at the July 2019 SBE meeting.

For more information on these actions refer to Item 01, Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Action to Incorporate the California Alternate Assessment into the Academic Indicator; Implement a Modified Method for Calculating the Academic Indicator for Schools with Dashboard Alternative School Status; Revise the Cut Scores for the Graduation Rate Indicator; English Learner Progress Indicator Status Methodology Considerations, and Use of Status in Local Educational Agency and School Eligibility Assistance Determinations: <https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>

## July 2019

At the July 2019 meeting the SBE approved a combined (also known as an extended rate) four- and five-year graduation rate for the Graduation Rate Indicator.

For more information on this action refer to Item 01, Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Recommended Action Regarding Implementation of a Combined Four- and Five-Year Graduation Rate for the Graduation Rate Indicator and the Application of the Three-by-Five Color Table to the College/Career Indicator, and an Update on the Federal Waiver and Identification of Schools Related to the English Learner Progress Indicator: <https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx> .