



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

November 15, 2023

The Honorable Tony Thurmond
Superintendent of Public Instruction
California Department of Education
1430 N Street
Sacramento, CA 95814

Dr. Linda Darling-Hammond
President
California State Board of Education
1430 N Street, Room 5111
Sacramento, CA 95814

Dear Superintendent Thurmond and Dr. Darling-Hammond:

I am writing in response to California's September 19, 2023, request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amendment request meets ESEA requirements; accordingly, I am approving California's amended State plan. A summary of California's amendment is enclosed. This letter, as well as California's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend California's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is California's responsibility to comply with these civil rights requirements.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Thank you for the work California has invested in its consolidated State plan under the ESEA. If you need any assistance regarding its implementation, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

/s/

Adam Schott
Deputy Assistant Secretary for Policy and Programs
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Natasha Middleton, California Department of Education

Amendment to the California Consolidated State Plan

The following is a summary of California’s amendment request. Please refer to the Department’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for California’s complete consolidated State plan.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

- *Academic Achievement and Graduation Rate Long Term Goals*
Consistent with its approved COVID-19 State Plan Addendum for the 2021-2022 school year, CDE shifted forward, by two years, its long-term goals and measurements of interim progress for academic achievement and graduation rates (i.e., the long-term goals are now for 2025 rather than 2023).
- *Progress in Achieving English Language Proficiency (ELP) Long Term Goals*
Consistent with its approved COVID-19 State Plan Addendum for the 2021-2022 school year, CDE shifted forward, by two years, its long-term goal and measurements of interim progress for progress in achieving ELP (i.e., the long-term goals are now for 2027 rather than 2025).

Additionally, CDE updated its plan to indicate that the first administration of the Summative Alternative English Language Proficiency Assessment for California (ELPAC) was in school year 2021-2022. The Alternate ELPAC replaced all locally determined alternate assessments for students with the most significant cognitive disabilities.

Finally, CDE updated the tables in its plan based on simulated data using Summative ELPAC results from school years 2020-2021, 2021-2022, and 2022-2023 to include information on status (i.e., current year performance) and change (i.e., current year performance compared to prior year performance). To incorporate new information on the “change” portion of California’s progress in achieving ELP goal and indicator, the State updated both the five-by-five grid for the progress in achieving ELP indicator and the information included in its table for its long-term goal for progress in achieving ELP.

- *Progress in Achieving ELP Indicator*
CDE updated its progress in achieving ELP indicator to include English learners with the most significant cognitive disabilities who take the alternate ELPAC assessment. CDE will calculate the numerator of status using: ELs who maintained a level 4 on the ELPAC plus ELs taking the alternate ELPAC who had a scale score change of 10 or more points or who increased at least one performance level or maintained a level 3 performance level. CDE will calculate the denominator of status using the number of students taking either the ELPAC or the alternate ELPAC.

Additionally, CDE removed language indicating that the progress in achieving ELP indicator will only consist of status. CDE will also calculate change for this indicator. Change is calculated by comparing the current year performance on status against the prior year performance on status. CDE will now use a five-by-five grid for the progress in achieving English language proficiency indicator with columns for change and rows for status that result in an overall color for the indicator of blue, green, yellow, orange, or red, which will be

used in the State’s system of annual meaningful differentiation. The five-by-five grid uses California’s traditional color scheme used for multiple other indicators (e.g., a school scoring a status of “low” and a change of “declined significantly” will receive an overall score of red on this indicator).

CDE will use the following rows for status:

- very high: 65 percent or greater,
- high: 55 percent to less than 65 percent,
- medium: 45 percent to less than 55 percent,
- low: 35 percent to less than 45 percent, and
- very low: less than 35 percent.

CDE uses the following columns for change:

- declined significantly by greater than 10 percentage points,
- declined by between 2 and 10 percentage points,
- maintained or declined or increased by less than 2 percentage points,
- increased by between 2 and 10 percentage points, and
- increased by 10 percentage points or greater.

- *Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI)*

Consistent with its approved COVID-19 State Plan Addendum for the 2021-2022 school year, CDE will next identify schools for CSI and ATSI in fall 2023 (based on data from the 2022-2023 school year) and every three years thereafter.

- *Exit Criteria for CSI*

Consistent with its approved COVID-19 State Plan Addendum for the 2021-2022 school year, CDE will not count school years 2019-2020 or 2020-2021 towards the number of years in which a CSI school must meet the exit criteria before the State takes more rigorous State-determined action. CDE also indicates that the exit criteria for CSI schools that were eligible to exit status in fall 2022 was based on the performance level (i.e., only the status portion of each indicator) rather than performance color (i.e., based on both status and change for each indicator). That is, the school must (1) no longer meet the criteria for identification and (2) must have improved performance on the indicators compared to when the school was originally identified.

- *Exit Criteria for ATSI*

Consistent with its approved COVID-19 State Plan Addendum for the 2021-2022 school year, CDE will not count school years 2019-2020 or 2020-2021 towards the number of years in which an ATSI school must meet the exit criteria before being identified for CSI. CDE also indicates that the exit criteria for ATSI schools that were eligible to exit status in fall 2022 was based on the performance level (i.e., only the status portion of each indicator) rather than performance color (i.e., based on both status and change for each indicator). That is, the student subgroup must (1) no longer meet the criteria for identification and (2) must have improved performance on the indicators compared to when the school was originally identified. CDE also revised the number of years to meet the exit criteria to indicate that all

schools identified for ATSI in fall 2018, 2019, 2022, and 2023 have until fall 2026 to meet the exit criteria.