



Zoom Meeting - Information at bottom of Agenda

<b>Thursday, January 14, 2020</b> <b>General Membership Meeting</b> <b>9:00 a.m. – 12:00 p.m.</b>		
9:00-9:15	Welcome and Introductions:  Dr. Daniel Lee (10:00)  November Minutes Review & Approval  SPSSC Executive Committee:  <b>2021 Chairperson</b> – Susan Connolly <b>2022 Chairperson Elect</b> – Micah Studer <b>Past Chairperson</b> – Gigi Marchini <b>Legislative Representative</b> – Janine Kaeslin <b>Sub-Committee Chairperson</b> – Pam Coronado <b>Treasurer</b> – Monica Vaughan is interested in this position.  Treasurer's Report Review & Approval	Susan Connolly, Chair, Placer COE  Deputy Superintendent of Equity, California Department of Education  Micah Studer, Treasurer, Yolo COE
9:15-9:45	Legislative and Budget/CCSESA Report	Janine Kaeslin, Legislative Representative, San Joaquin COE
9:45-10:00	COEPACD – Eric Sonnenfeld, Tulare COE JCCASAC – Jason Hasty, LACOE SEACO – Tangee Pinheiro, Fresno CSOS	SPSSC Subcommittee Chairs
10:00-10:30	CSSESA Arts Initiative	Allison Frenzel, Education Programs Consultant, CDE
10:30-11:00	Migrant Education Program	Veronica Aguila, Division Director, CDE
11:00-11:10	Break	

11:10-11:55	<b>Easel Topics (Closed Session)</b> <ul style="list-style-type: none"> <li>• SB 823 Update – Micah Studer</li> <li>• Best Interest Determination – Gigi Marchini</li> <li>• Title IX and sports – Micah Studer</li> <li>• Environmental Education Regional Grant – Michelle Zevely</li> <li>• Remote CAASPP Assessment - Sean</li> <li>• COE Charter Funding - Monica</li> </ul>	Committee Members
11:55-12:00	Future Agenda Items and Closing Remarks	Susan Connolly, Chair, Placer COE

Susan Connolly is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

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#### MEETING DATES FOR 2021

January 14 (second week of January)

March 11 & 12 (second week of March)

May 6 & 7 (first week of May)

September 16 & 17 (third week of September)

November 4 & 5 (first week of November)

ZOOM Meeting

SCOE Boardroom

SCOE Boardroom

SCOE Boardroom

SCOE Boardroom



<b>Thursday, November 5, 2020</b> <b>General Meeting</b> <b>9:00 a.m. – 12:00 p.m.</b> <b>DRAFT MINUTES</b>	
9:00-9:18	<p>Welcome and Introductions - Susan Connolly, SPSSC Chair, Placer COE started the zoom at 9:02am with 46 participants via zoom</p> <p>September Minutes Review &amp; Approval – Gigi Marchini motioned and Joy Santos approved</p> <p>SPSSC Executive Committee:</p> <p><b>Chairperson</b> – Susan Connolly noted that there were a few missing people from the executive committee, she has also started early in the year due to Mary Ellen's retirement in July</p> <p><b>Past Chairperson</b> – Gigi Marchini has accepted this role for this year, approved by the group</p> <p><b>2022 Chairperson Elect</b> – need recommendation for CCSESA Approval (annually in September), Micah Studer has agreed to be this person, and the group approved</p> <p><b>Treasurer</b> (2-year term which can be consecutive) – Micah Studer current, he will be replaced in 2022</p> <p><b>Legislative Representative</b> (2-year term which can be consecutive) – Janine Kaeslin current rep.</p> <p>Treasurer's Report Review &amp; Approval - Micah Studer, Treasurer, Yolo COE: currently CCSESA is going through a restructuring and we will get the most current November info when it comes in. Monica motioned to approved and Amy Chavez seconded and the group approved by a show of thumbs.</p> <p>CCSESA Update - Karen Stapf-Walters, Executive Director, CCSESA – introduced herself after 5 weeks on the job</p>
9:18-10:10	<p>Legislative and Budget/CCSESA Report - Janine Kaeslin, San Joaquin COE, Legislative Representative</p> <ul style="list-style-type: none"><li>• Hot issues with special education funding, needs for transparency with special education funding discussed</li><li>• CCSESA legislative committee talked about IDEA protection and the talking points were given to our subcommittee, included info about shortage of special education providers, may have legislation of missed IEP processes</li><li>• AB901 – signed by our governor, reflected concern of social justice group re: truants, SARB boards don't address all students</li><li>• SB1126 – court records on children with mental health issues, charging a youth and proving competency</li><li>• AB150 failed, may come back in 2021 because author feels strongly about this bill</li><li>• AB2887 - meal distribution issues due to covid and sick leave; AB2990, use of vendors and incentives from vendors to make it attractive for families to enroll in charter schools</li></ul>

- AB150 failed, may come back in 2021 because author feels strongly about this bill
- AB2887 - meal distribution issues due to covid and sick leave; AB2990, use of vendors and incentives from vendors to make it attractive for families to enroll in charter schools
- SB823: OICR established for youth in juvenile justice system, block grant with formula goes with this, DJJ funding of the counties, and DJJs will close in 2025
- AB150 – transfer of coursework, Susan thought this was already in place but it's not consistently happening, Janine noted that their registrars go through everything. Karen noted that it did fail, Steve would like it to address expelled youth and if they get partial credit, Teena noted that they have the same problem, they question the partial credits and they have to fight on behalf of the students. This could affect the graduation rate in counties and districts, Christina thinks that we do need to push on this issue. Ed Code 48645.5 referenced by Sean.
- Michael Hulsizer noted that AB50 did not make it out of the house, there is a lot of support for this bill and it is the same as what the group is saying, he thinks the author, Mr. Cooper would like to know about this group's discussion as he will most likely bring it back next year. May be a good way to reach common ground with the bill's authors on this regarding children's rights and reaching out would be beneficial.
- AB2990 - Karen noted that this bill addresses incentives to get students in to charter schools and that this bill would be going after those offenders
- SB823 – any clarification needed? It sounds like we are all working on this with our probation people right now, how can the group find out about apportionment with work with older students? Is there different language between the community and court schools? Need clarity on age, apportionment, and the rules about this. We will be getting older students enrolling and Monica would like to get more information on this. Concerns about separating minors and the adults, permission to do that for students up to age 25. Karen said that she would get back to the group as she did not know about this issue, Monica would like clarification on the funding stream.
- Michael Hulsizer gave a fiscal update from CCSESA, may have a real budget problem in 2022, but may see that there is more money in 2021-22 and so there may be hope for that problem, but there is a lot of uncertainty. Starting in January we may see different priorities in the legislature and may be focused on poorer communities which have been impacted by covid.
- Monica asked if Michael had any information on the grants that are pending, he thinks that there may not be anything new coming, such as expanding new programs but more about housing and mental health challenges in our poorest communities, that will be the focus.
- Janine spoke about the CCSESA legislative priorities for 2021-22 and they asked for feedback from the group, there are edits in blue and purple on the document. Karen would like feedback by Nov 11 as they have a CCSESA legislative committee meeting so please send to Susan so she can consolidate the feedback.

10:10-10:35	<p>COEPACD – Eric Sonnenfeld, Tulare COE: went over priorities of the subcommittee, provided feedback about early learning legislative priorities to CCSESA, and during 2020-21 would like to put the ask out for state preschool.</p> <p>JCCASAC – Jason Hasty, LACOE: gave updates, current conference will be virtual conference for \$125 for two full days and half a day, tentatively is set for May 12-15, 2021 new board members and now all board seats are full. Still offering scholarships to students and also figuring out how they will continue with teacher of the year, still under discussion. Looking at how they can reinvent the conference.</p> <p>SEACO – Mandy Corbin, Sonoma COE: feds have not relaxed measures on special education students and they are working with CDE on how to have teachers do performance tasks with students with significant disabilities. Next meeting is next week, have a new state special education director, Heather Coliniski, communication is very good with her office. CCEE website – comeback California.org under resources tab, good info on special education, describes well the idea of cohort classes for special education. Health and safety guide on there as well that updates current regulations on hybrid and current schooling. When special education plans are due, please ask your SELPA director for the timeline as they are required to work with you.</p> <p>Safety Committee (Ad Hoc) – Susan opened it up for feedback, Katherine Aaron mentioned that it may no longer be relevant, not sure if a separate committee is necessary as everything is safety currently, originally it was more about an active shooter on campus focus. Susan asked if they could agree if it should be disbanded, majority agreed to disband.</p> <p>CTE (Ad Hoc) – Micah Studer, Yolo COE: asked for clarification as CCSESA already has a CTE committee meeting, Micah recommended to disband the SPSSC ad hoc subcommittee, Susan asked for agreement from the group. Micah gave a brief update on the committee meeting, CCSESA asked that CTEIG grant be turned around in three weeks to get it on the board meeting, which did not happen so that may be delayed, CTE funding on CTEIG grant may not have information until next year.</p> <p>Susan brought up more information for the school counselors subcommittee group that was mentioned, it sounded like its not anything the group has talked about so Susan will be removing it from the protocols and guidelines.</p>
10:35-11:00	<p>Easel Topics (Closed Session) - Discussion</p> <ul style="list-style-type: none"> <li>• Transition Plans/MOUs for Court Schools</li> <li>• SB 823 Update</li> <li>• Career Technical Education</li> <li>• CDE Title 1D Transition</li> <li>• Migrant Education – Admin Costs %</li> <li>• Professional Development – Sean</li> <li>• Instructional Models – Sean</li> <li>• Individual Learning Plans – Christina</li> <li>• Data report system – periodic report to board/internal communication as a formal process - Matt</li> </ul> <p>Future Topics:</p> <ul style="list-style-type: none"> <li>• AB150 - partial credit</li> <li>• Data report system/internal communication feedback</li> <li>• Josh Strong – to talk about template requirements due on June 30th</li> </ul>

11:00-11:05	Break
11:05-11:33	<p>Draft Audit Guide Review and Guidance - Tammy Sanchez, Sacramento COE</p> <ul style="list-style-type: none"> <li>Tammy sits on audit committee and CDE writes up amendments to audit guide and Tammy represents LEAs and they hash out what will work, not work, and what would work better in monthly meetings.</li> <li>Draft form will be shared out after the meeting to the listserve</li> <li>Attendance and distance learning section – CDE describes background and why the audit guide needs to be changed but on fourth page, the changes start at #3 do you have written procedures for students who are absent 3 days or 60% of a school week? Just want to know that you have procedures and that they follow the law by Sept 1. So write them up now and have them in place now. In step 4A if written procedures are incomplete or do not exist, have them written.</li> <li>Step C: don't panic, CDE says trace each pupils attendance to each attendance record and the participation record or the teacher's record or with any method that matches the statutory requirement. Edcode may have guidance to include evidence of online activities, completion of assignments, and parent guidance and that is very loose, so remember the definition, it will give you some breathing room.</li> <li>1. Verify each pupil had completed weekly engagement, included with a combination or stand alone elements, auditors are told to look at any documents that meet the proof of this. Can be anything you want it to be.</li> <li>2. Daily participation should be documented</li> <li>3. Documented students not on distance learning were marked absent</li> <li>Still working on the independent study that school districts are offering, it is falling under this distance learning requirement, lots of confusion as it is not necessarily daily participation. Still negotiating with CDE as this causes confusion. May be ok if independent study would be audited as the law does not say daily completion.</li> <li>Independent study component is confusing so they are still working on this.</li> <li>Is it recommended that we go back and create records from past? use CDE template and you are fine. Make sure it follows the law and you will be fine.</li> <li>Do I use independent study codes in Aeries or do I use distance learning codes? For students in independent study we use independent study codes. Tammy recommended using independent study codes, see what you did before and follow that. She thinks they are planning on looking at attendance the same way.</li> <li>Section F. schedule of instructional time has changed quite a bit – auditors are financial auditors so they would not know the value of the hours, they do not know how to do your instructional job, they add up minutes, so whatever you do make sure your schedule has enough minutes and days, what you have done in the past and that it has met minimum requirements.</li> <li>Whatever you use as a time value make sure it comes up to appropriate amount of minutes. Make sure your math works out on all those things.</li> <li>Don't deviate from the calendar.</li> <li>There will be trainings hopefully when we find out about the independent study piece, it will flow out through BASC. CDE heard some of the issues they were having during the meeting, see value in what they are talking about. Meeting will be November 16<sup>th</sup> so there should be information after that meeting.</li> </ul>

11:33-12:00	<p>Resume Easel Topics, Future Agenda Items and Closing Remarks - Susan Connolly</p> <p>Future topics:</p> <ul style="list-style-type: none"><li>• AB150 - partial credit</li><li>• Data report system/internal communication feedback</li><li>• Josh Strong – to talk about template requirements due on June 30<sup>th</sup> (hopefully for January meeting)</li><li>• Will schedule a December check in with SPSSC</li></ul> <p>Susan closed out the zoom meeting at 12:00pm</p>
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10:31 AM

01/12/21

Accrual Basis

**CCSESA**  
**Profit & Loss by Class**  
July through December 2020

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	SPSSC	TOTAL
Ordinary Income/Expense		
Income		
41000 · MEMBERSHIP DUES REVENUE		
41001 · Dues	11,200.00	11,200.00
Total 41000 · MEMBERSHIP DUES REVENUE	11,200.00	11,200.00
44000 · OTHER REVENUE		
44002 · Other (Revenue)	12,482.32	12,482.32
Total 44000 · OTHER REVENUE	12,482.32	12,482.32
Total Income	23,682.32	23,682.32
Gross Profit	23,682.32	23,682.32
Expense		
52000 · FISCAL ADMINISTRATION FEE	566.13	566.13
Total Expense	566.13	566.13
Net Ordinary Income	23,116.19	23,116.19
Net Income	<b>23,116.19</b>	<b>23,116.19</b>



The Student Programs and Services Steering Committee facilitates communication and common understanding across all student services provided by county offices of education to school districts and communities including special education, Regional Occupational Programs/Centers, alternative education programs, migrant education, outdoor science education, and HeadStart/Preschool. The committee promotes the development of quality programs and services through assessment, research and dissemination of best practices.

1. [Strengthen the service and leadership capabilities of California's 58 County Superintendents in support of students, schools, districts and communities.](#)

**JCCASAC** – The JCCASAC Board has been meeting virtually since March 2020, and we have continued our meetings into this school year, sharing best practices and guidance for creating distance learning plans and reopening school plans, and COVID-19 related issues. At these monthly meetings, the board collaborated on returning to in-person instruction safely, engagement logs, student learning loss, technology issues, regional meetings, CARES funding, and the JCCASAC annual conference. This is not a comprehensive list, but these were the high lights.

2. [Provide enhanced services and resources to districts to support continuous improvement in student achievement with particular focus on closing the achievement gap.](#)

**JCCASAC**- The JCCASAC Board creates a collegial network for county office administrators to come together in support of court schools, community schools, and alternative education charter schools and as such offer the following:

- Support student success.
- Research and share best practices regarding new and innovative program options for at-risk students.
- Provide support and assistance to administrators.
- Encourage legislation that advocates for the learning needs of all students.
- Give input and guidance to the Superintendents relative to the diverse needs of our student population.
- Increase JCCASAC membership and participation through outreach, General Membership Meetings, Fall Regional Meetings, and the Annual Conference.
- Digitally publish a professional journal annually highlighting best practices and research articles.
- Award eight annual \$500 student scholarships.
- Recognize excellence in teaching via JCCASAC Teacher of the Year.
- Provide training and assistance to new administrators.
- Plan and host annual regional meetings and a statewide conference.
- Plan and host General Membership Meetings.
- Share legislative updates and advocacy at proposed meetings, conference.

3. Advocate for effective policies and adequate resources for public education through involvement in federal and state legislative processes.

**JCCASAC-** Currently the board continues to discuss the SB-823 Realignment of the Division of Juvenile Justice. Counties are beginning to collaborate with their probation departments through the Juvenile Justice Coordinating Council (spearheaded by probation departments) on creating a young adult program in the juvenile hall facilities and funding to sustain these programs.

4. Act in preventive, proactive manner to ensure the academic and fiscal stability of school districts.

**JCAASAC-** In an abundance of caution due to COVID-19, the annual JCCASAC conference will be held virtually this year. The cost will be \$125.00-we are currently working with CCSESA for counties who paid for the conference last year for refunding \$400.00 of the previous registration. Those who registered will roll-over for this year's conference. A save the date has been distributed, but more information to come.

**Please Save the Date: May 12<sup>th</sup> – 14<sup>th</sup>, 2021**

Our next meeting will be held virtually on Tuesday January 26<sup>th</sup>. Topics being considered are:

- Distance Learning Plans
- Learning Management systems
- Negotiations - MOUs
- Professional Development
- Learning Continuity Plan – LCAP Changes
- Legislative Updates
- JCCASAC Resources
- Annual Conference

# SB 823

Update



# Legislation

- SB 823, Juvenile Justice Realignment, recently signed into law:
  - Closes State Division of Juvenile Justice (DJJ)
  - Restricts new commitments after 07/01/21
  - Current commitments age out

## Senate Bill No. 823

### CHAPTER 337

An act to amend, repeal, and add Section 12803 of, to repeal Article 1 (commencing with Section 12820) of Chapter 1 of Part 2.5 of Division 3 of Title 2 of, and to repeal and add Sections 12838 and 12838.1 of, the Government Code, to add Section 13015 to, to repeal Section 830.5 of, and to repeal and add Sections 830.5 and 2816 to, the Penal Code, and to amend Sections 207.1, 207.2, 209, 210.2, 707.1, and 912 of, to add Sections 733.1, 736.5, and 1955.2 to, to amend and repeal Section 731 of, to amend, repeal, and add Sections 607 and 730 of, to add Section 736.5 to, to add Chapter 1.7 (commencing with Section 1990) to Division 2.5 of, to add Chapter 4 (commencing with Section 2200) to, to add Chapter 6 (commencing with Section 2260) to Division 2.5 of, to add and repeal Chapter 5 (commencing with Section 2250) of Division 2.5 of, to repeal Sections 207.6, 2201, and 2202 of, and to repeal and add Sections 208.5, 1703, 1710, 1711, 1712, 1714, 1731.5, 1752.2, and 1762 of, the Welfare and Institutions Code, relating to juveniles, and making an appropriation therefor, to take effect immediately, bill related to the budget.

[ Approved by Governor September 30, 2020. Filed with Secretary of State September 30, 2020. ]

### LEGISLATIVE COUNSEL'S DIGEST

SB 823, Committee on Budget and Fiscal Review. Juvenile justice realignment: Office of Youth and Community Restoration.

(1) Existing law establishes the Division of Juvenile Justice within the Department of Corrections and Rehabilitation to operate facilities to house specified juvenile offenders. Existing law, commencing July 1, 2020, establishes the Department of Youth and Community Restoration in the California Health and Human Services Agency and vests the Department of Youth and Community Restoration with all the powers, functions, duties, responsibilities, obligations, liabilities, and jurisdiction of the Division of Juvenile Justice. An existing executive order delays the deadline for transferring the Division of Juvenile Justice to the Department of Youth and Community Restoration from July 1, 2020, to July 1, 2021, inclusive.

This bill would repeal the provisions that would have created the Department of Youth and Community Restoration and the provisions that would have transferred the responsibilities of the Division of Juvenile Justice to that department. Among other things, the bill would, commencing July 1, 2021, prohibit further commitment of wards to the Division of Juvenile Justice, except as specified, and would require that all wards committed to the division prior to that date remain within the custody of the division until the ward is discharged, released, or transferred. The bill would declare the intent of the Legislature to close the Division of Juvenile Justice through the shifting of this responsibility, as specified. The bill would, commencing July 1, 2021, establish the Office of Youth and Community Restoration in the California Health and Human Services Agency to administer these provisions and for other specified purposes to support this transition.

The bill would establish a Juvenile Justice Realignment Block Grant program to provide county-based custody, care, and supervision of youth who are realigned from the Division of Juvenile Justice or who would have otherwise been eligible for commitment to the division. The bill would



# Senate Bill 823

- Realigns responsibility of youth, currently wards of DJJ, to counties
- Provides funding for counties to serve DJJ youth
- Creates framework for broader community engagement in use of funding
- Provides very limited funding for related facility modifications

# Senate Bill 823

- Current DJJ Youth Are:
  - Court-ordered to DJJ due to serious nature of offense and longer commitment time
  - Require intensive treatment, often not easily provided by local jurisdiction
  - Potentially up to age 25 in our local facility with passage of AB 823

# Where are we in implementation?

- Many jurisdictions are evaluating DJJ youth and their needs including:
  - Demographics
  - Risk level & risk factors
  - Educational needs
  - Treatment needs

# How can we help?

- We can support our Probation partners in the following areas:
  - Educational evaluation/support
  - Linkage to services and warm hand off to the appropriate post-secondary/career training
  - Post-Secondary and Career Training Education Transition Planning
  - Preparing students for post-secondary/career training education,
  - Provide process information (i.e., financial aid, registration, etc.),



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# Questions?



# THANK YOU

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*Yolo County*  
OFFICE OF  
EDUCATION



Regarding Item 4: Update to California's Every Student Succeeds Act State Plan: Approval of the Amendments to the State Plan and COVID-19 State Plan Addendum to the US Department of Education.

Dear State Board of Education,

On October 5, 2020, the U.S. Department of Education sent a letter prohibiting the CDE from developing modified methods for Dashboard Alternative Status (DASS) schools. The USDE is stating that the modified methods are not permissible under the ESSA 1111(c)(4)(B) and 1111(c)(4)(C).

Specifically, the CDE cannot:

- Establish different cut scores from non-DASS schools for the Academic Indicator (Math and ELA CAASPP)
- Use a one-year Graduation Rate (non-DASS schools have a 4-year rate)

Superintendent Thurmond responded to the USDE's letter on November 18th – the link is [here](#). The response states that, although the USDE has requested that CDE respond to demonstrate how this has been rectified within 60 days, a change to the state accountability system requires SBE approval. The next possible meeting of the SBE is January 13-14, 2021 which is beyond the 60-day timeline provided. Superintendent Thurmond requested an extension of the timeline so that the SBE can respond.

The Student Programs and Services Steering Committee (SPSSC) is concerned about the Department of Education's decision to reject California's modified methodology for alternative education programs. For a Dashboard Alternative Status School serving students across the State, the modified methods of collecting data are critical for our schools and student groups. Many of these students enter alternative schools after the 9th grade with significant graduation requirement deficiencies and learning loss.

**Academic Indicator and DASS Schools:**

On the 2018 California Dashboard, 93% of DASS schools with reportable ELA results and 96% with reportable math results performed at the "Low" or "Very Low" performance levels using the cut-points for all schools adopted by the SBE. This leads to the following question:

How can this be considered as "meaningful differentiation among schools" so that CDE can meaningfully support improvement (provide targeted assistance) as required by ESSA?

The DASS schools are grouped together at the bottom of the performance categories which makes differentiation among them highly unlikely.

After examining this result on the 2018 Dashboard, CDE proposed and implemented modified cut-points and growth measures for DASS schools which resulted in a clear picture of which schools needed the most assistance. This practice is being questioned by the USDE.



**Graduation Rate and DASS Schools:**

ESSA requires that there be a four-year adjusted cohort graduation rate measure included as part of the accountability system. In California, for traditional high schools, this is calculated by measuring the number of students who: 1) enroll as 9th graders 2) continue through high school, and 3) graduate within four or five years of that initial 9th-grade enrollment date. If a student moves to another school in that timeframe, the school where the student moves is held accountable for the student graduating within 4-5 years of that first date of 9th-grade enrollment.

Students who move into a DASS school are credit-deficient and some of the most at-risk in terms of graduation. By holding DASS schools to the 4-5 year graduation rate, it is nearly impossible to see progress in the graduation rate from year to year. The students are at-risk (which is why they are enrolling in the school) and highly mobile.

Due to these challenges, the one-year graduation rate was developed for DASS schools. With this rate, a student who qualifies as a graduate would 1) be in grade 11 or 12 2) receive a diploma, pass the CHSPE, pass the GED (or similar), receive an adult education diploma, or a Certificate of Completion. In addition, the student would need to be enrolled at the DASS school for at least 90 consecutive days (with no gaps in enrollment in excess of 30 days) OR graduate in July, August, or September OR be a graduate enrolled for at least 30 days and be a Foster Youth, Homeless Youth, or 11th grader.

The one-year graduation rate provides a more reasonable measure to determine the success of a DASS school by allowing for the reality that students are placed there due to characteristics that traditionally present barriers toward earning a diploma—this is why the DASS schools exist. To eliminate this measure is to eliminate a more realistic picture of a DASS school's success in supporting students to graduate. The DASS graduation rate is a powerful metric which enables alternative schools to communicate positive outcomes to community stakeholders.

The adjustments to the California Dashboard for DASS schools are effective and have an enormous positive impact on students, families, and staff. It is critical to maintain these modified methodologies in order to have high quality, measurable data to inform actions which result in continuous program improvement.

Thank you,

Susan Connolly, Chair  
Gabrielle Marchini, Past Chair  
Student Programs and Services Steering Committee  
California County Superintendents Educational Services Association