

The logo for the Every Student Succeeds Act (ESSA) features the acronym "ESSA" in a bold, blue, sans-serif font. The letters are enclosed within a thin, yellow, oval-shaped border. Below the oval, the phrase "THE CALIFORNIA WAY" is written in a smaller, blue, sans-serif font, with a small yellow arrow pointing to the right.

ESSA

THE CALIFORNIA WAY

California and the Every Student Succeeds Act

Plan Development Update

State Board of Education Meeting

March 8, 2017



CALIFORNIA DEPARTMENT OF EDUCATION

Tom Torlakson, State Superintendent of Public Instruction

ESSA State Plan Guiding Principles

- Goal: Create a single, coherent system that avoids the complexities of having separate state and federal accountability structures.
- Ensure that state priorities and direction lead the plan with opportunities in the ESSA leveraged to assist in accomplishing goals and objectives.
- Refresh applications, plans, and commitments to ensure that LEAs are evidencing alignment of federal funds to state and local priorities.
- Use the ESSA State Plan to draw further focus to California's commitment to the implementation of rigorous state standards, equity, local control, performance, and continuous improvement.
- Leverage state administrative funds to realign CDE operations to state priorities.
- Strategically approach state-allowed reservations from Title programs to further state priorities.

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ESSA

THE CALIFORNIA WAY

California Aiming for One System



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California's ESSA State Plan Framework

Key Questions Addressed by the Plan

- What is the **purpose** and **focus** of the plan as it pertains to maximizing the impact of federal funds?
- What are the State's **academic standards** and **assessments** that provide a point of reference for other elements in the plan?
- How will the State **provide funds** to local education agencies to further the goals identified in the plan?
- How is **educator equity** supported?
- How are the needs of **English learners** met?
- How is **progress** towards state goals **measured** and **addressed**?
- How will funds to meet stated goals be **monitored**?
- How will **schools** in need of **assistance** be identified?
- What **assistance** will be provided to support **continuous improvement**?

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Consultation with Stakeholders

- Five topics:
 - Accountability and continuous improvement
 - Educator equity
 - School improvement
 - English learner reclassification
 - School leadership
- Facilitated discussion and opportunity to provide feedback on each topic
 - Advantages and disadvantages of policy options

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Next Steps

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May 2017	<ul style="list-style-type: none"> • Complete working draft of ESSA State Plan presented to the State Board of Education (SBE) • 30 day public comment period begins
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Supporting English Learners

- **Frameworks:**
 - **Math**
 - **Science**
 - **History/Social Science**
- **State Seal of Biliteracy**
- **EL Roadmap**
- **CA Ed.G.E. Initiative (Proposition 58)**
- **Assessments**
- **Accountability**

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Standardized Statewide Entrance and Exit Procedures for ELs

ESSA Statute

ESSA Section 3111(b)(2)(A)

Establishing and implementing, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

California currently has

- **Procedures** for identifying ELs
- **Criteria** for exiting ELs
- **Legislation**

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Standardized Statewide Entrance and Exit Procedures for ELs

Policy Option

- What are the advantages and disadvantages of keeping reclassification criteria as they are and updating guidance in 2018–19 once the ELPAC is fully operational? What are the advantages and disadvantages of revisiting current SBE approved guidelines and proposing revisions to be implemented in 2017–18?

Stakeholder Feedback

- Implementing change once will promote consistency
- Multiple updates may be confusing
- Waiting provides time for more clarity regarding state and federal policy

Discussion and Feedback

Supporting Educator Equity

Presentation and discussion of State support and technical assistance to LEAs on the issue of educator equity for the ESSA State Plan

- Discussion of the State's commitment to educational equity
- Discussion of the advantages, disadvantages, and most useful elements of State-provided technical assistance and summary of stakeholder feedback
- Remaining issues

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State's Commitment to Educational Equity

- California Educator Equity Plan
 - Approved by ED in 2015
 - Updated by CDE in 2016
 - Continued stakeholder engagement for 2017 update
 - <http://www.cde.ca.gov/pd/ee/>
- Compliance Monitoring, Intervention, and Sanctions (CMIS)
 - Provided tiered levels of monitoring and support
 - Succeeded in helping LEAs address issues of disproportionality and exit the CMIS program
 - Received commendation from ED for its proactive approach to addressing educator equity at the local level

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Supporting Educator Equity

ESSA Statute

ESSA Section 1111 (g)(1)(B) requires our State plan to describe:

how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency

Policy Options

1. What are the advantages, disadvantages, and most useful elements of the State providing technical assistance (TA) to LEAs to ensure that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers?

Stakeholder Feedback

- Many cited the resources and support provided by the state as a positive attribute that would help ensure equity and accountability on this matter across the state
- Concerns included the potential for TA to feel top down, compliance-driven, and disconnected from the local context
- The most useful elements cited include clear expectations for LEAs, and adequate training and support from the State

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Supporting Educator Equity

Remaining issues in light of changes from NCLB to ESSA:

- Change from “unqualified” to “ineffective”
- How to address the term “ineffective”
- Continued stakeholder engagement

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Accountability and Continuous Improvement Support for Schools

- Presentation and discussion of some remaining key issues of accountability and support systems for the ESSA State Plan
- Summary of stakeholder feedback on these key issues
- Discussion of the advantages and disadvantages related to these key issues
- Working towards a incorporating your feedback and ongoing stakeholder feedback into a first draft of the ESSA State Plan for the May SBE meeting

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Accountability and Continuous Improvement Support for Schools

- Measuring progress and goal setting
- Identification of schools for support
- Support system for identified schools
- Support system for school leaders

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Measuring Progress and Goal Setting

ESSA Statute

ESSA Section 1111(c)(4)(A):

(A) ESTABLISHMENT OF LONG-TERM GOALS. – Establish ambitious State-designed long-term goals, which shall include measurements of interim progress toward meeting such goals

Policy Options

1. What are the advantages and disadvantages of measuring progress towards a color when setting long term goals?

Stakeholder Feedback

- Many cited the clarity and simplicity of a color based system
- Focuses on growth and continuous improvement
- Concern about the potential for oversimplification
- Need for communication plan for parents and community

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Measuring Progress and Goal Setting

Discussion and Feedback

- Long-term goals
- Interim goals
- Identifying goals by color and should GREEN or better be an official long-term goal



School Support Identification

ESSA Statute

ESSA Section 1111(c)(4)(A):

(D) IDENTIFICATION OF SCHOOLS. – Based on the system of meaningful differentiation...establish a State determined methodology to identify –

(i) beginning with school year 2017-2018...one statewide category of schools for comprehensive support and improvement...which shall include –

(I) not less than the lowest performing five percent of all schools receiving funds under this part in the State

(II) all public high schools in the State failing to graduate one third or more of their students

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School Support Identification

Policy Option

1. What are the advantages and disadvantages of giving equal weight to each indicator?

Stakeholder feedback

- Equal weight emphasizes that all indicators are important
- Keeps schools from an overemphasis on one indicator
- Communicating equal weights is clear

Policy Option

2. What are the advantages and disadvantages of some indicators having more weight in identifying the lowest performing schools?

Stakeholder feedback

- Could provide more focus for schools and LEAs

School Support Identification

Discussion and Feedback

- Equal weighting
- Weighted system
- If a weighted system, which indicator(s) should be identified for more weight

School Support Grants

ESSA Statute

ESSA Section 1003(b):

Of the amount reserved under subsection (a) for any fiscal year, the State educational agency –

(1)(A) shall allocated not less than 95 percent of that amount to make grants to local educational agencies on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); or

(B) may, with the approval of the local educational agency, directly provide for these activities or arrange for their provision through other entities such as school support teams, educational service agencies, or on profit or for-profit external providers with expertise in using evidence-based strategies to improve student achievement, instruction and schools...

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School Support Grants

Policy Option

1. What are the advantages and disadvantages of providing subgrants directly to school districts with low performing schools, or another entity (e.g., COEs or consortia of LEAs) to support low performing schools?

Stakeholder Feedback

- Funds directly to school districts supports local control and could be more effectively maximized by going directly to where it's needed.
- Concern that many LEAs lack the capacity to effectively support schools in determining and addressing needs
- Concern that funds directly to school districts may lack accountability

School Support Grants

Policy Option

1. What are the advantages and disadvantages of distributing school improvement funds through a formulary process or competitive process?

Stakeholder Feedback

- Competitive process could encourage more thorough planning
- Competitive process might reward LEAs with more resources for grant writing
- Formulary process encourages equity on schools receiving funds
- Concern that formulary funding may not be sufficient to meaningfully support schools
- Are hybrid models allowable?

School Support Grants

Discussion and Feedback

- Direct funding to school districts
- Funding to regional support or providers
- Formula or competitive grants or hybrid

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Supporting School Leaders

ESSA Statute

ESSA Section 2101(c)(3):

PRINCIPALS OR OTHER SCHOOL LEADERS ... a State educational agency may reserve not more than 3 percent of the amount reserved for subgrants to local educational agencies under paragraph (1) for one or more of the activities for principals or other school leaders that are described in paragraph (4).

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Supporting School Leaders

Policy Option

1. What are the advantages and disadvantages of establishing a statewide system of support designed to improve the skills of principals and other school leaders?

Stakeholder Feedback

- Statewide system allows for better leverage of resources (monetary, structural, and human)
- Statewide system creates networking and consistency
- Statewide system promotes equity (small, rural school participation)
- Statewide system may limit local control and may become one-size-fits-all
- Reservation for statewide system may still not be adequate funding

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Supporting School Leaders

Discussion and Feedback

- Statewide system impact and adequate funding
- If there is a statewide system, should there be a relationship between **schools** receiving support (i.e. comprehensive support or targeted support) and school **leaders** participating in a statewide system?

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