

The logo for the Every Student Succeeds Act (ESSA) features the acronym "ESSA" in a bold, blue, serif font. It is 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

Revised Draft Plan

California Practitioners Advisory Group Meeting

August 24, 2017



CALIFORNIA DEPARTMENT OF EDUCATION

Tom Torlakson, State Superintendent of Public Instruction

Plan Development Timeline

Date	Plan Development Activity
May 10, 2017	<ul style="list-style-type: none"> Complete working draft of ESSA State Plan presented to the SBE
May 22, 2017	<ul style="list-style-type: none"> 30 day public comment period begins
June 1, 2017	<ul style="list-style-type: none"> California Practitioners Advisory Group (CPAG) provides feedback on draft plan
June 30, 2017	<ul style="list-style-type: none"> Public comment period ends
July 12, 2017	<ul style="list-style-type: none"> Feedback from CPAG and public comment period presented to the SBE
August 8, 2017	<ul style="list-style-type: none"> Revised draft plan posted as SBE information memorandum
September 13–14 , 2017	<ul style="list-style-type: none"> CDE presents ESSA State Plan to SBE for approval
September 18, 2017	<ul style="list-style-type: none"> ESSA State Plan submitted to ED

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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 local educational agencies 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 California Department of Education (CDE) operations to state priorities.
- Strategically approach state-allowed reservations from Title programs to further state priorities.

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August State Plan Draft: Revisions

- Integrate stakeholder feedback
 - CPAG
 - Public comment period participants
- Address peer review criteria
- Support implementation of Local Control Funding Formula
 - Adhere to guiding principles
 - Address prompts in the template
 - Assume implementation of California's integrated local, state, and federal accountability system will continue well beyond plan approval

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May State Plan Draft Maintained

- Plan sections not subject to peer review
- Minimal feedback collected
- Two programs:
 - 21st Century Community Learning Centers
 - Rural and Low-Income School Program

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Assessment

- Feedback received:
 - Need for assessments in multiple languages to support bilingual programs
 - Wide-ranging comments regarding primary language assessment and CSA, many supporting their use in the accountability system
 - Support for students taking CSA and Smarter Balanced assessment, but some concern about over-testing
- Revisions made:
 - Additional language signaling the intent to obtain direction from SBE regarding the use of a valid and reliable CSA in accountability

Accountability: Feedback

- Strong interest in rewarding progress towards goals rather than punishing lack of progress
- Most support for All Applicable Indicators option to identify lowest-performing schools
- Mixed feedback whether an icon displayed on the Dashboard for meeting the 95% assessment participation rate is sufficient
- Suggestions for methods other than or beyond the participation rate icon including follow-up investigations, removing opt outs from the rate, icons for student group participation, incentives for meeting 95%, and campaign to explain importance of the participation rate
- Conflicting opinions regarding 5 to 7 year long-term goals

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Accountability: Revisions

- Utilize “All Applicable Indicators” option for identifying lowest-performing 5% of schools
- Utilize baseline methodology for identification including identifying schools within LEAs identified for support under LCFF and add new criterion for identifying LEAs that have at least one very low-performing school
- Utilize multiple icons to report assessment participation rate in the Dashboard
- Set long-term goal for required indicators at High (Status) and Maintained (Change) Green cell and set timeline for meeting long-term goals in 7 years

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School Support and Improvement: Feedback

- More information regarding roles of the California Collaborative for Educational Excellence (CCEE), county offices of education (COEs), and the CDE/Superintendent of Public Instruction
- More information regarding resource allocation review and monitoring
- Support for detailed needs analysis to identify root causes collaboratively developed with district, schools, and community
- Support for regional support system using best practices and responsive to local context with individualized, needs-based support
- Identify best practices and systems achieving gains to support districts and schools to learn from each other through support network

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School Support and Improvement: Revisions

- Description of California's statewide system of support
- Much more information regarding specific activities and supports at foundational, differentiated assistance, and intensive intervention levels of support
- More information regarding roles of the CCEE, COEs, the CDE, and their interactions with each other and the field at each level of support
- More details regarding resource allocation review and monitoring
- Information regarding local needs analysis to determine root causes

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Access to Educators: Feedback

- More detail regarding waivers, definitions, what data will be used
- Address “ineffective teacher” requirement
- Strong support for coherence and alignment with LCFF state priorities, specifically Priority 1
- Clarify distinction among teacher categories
- Note flexibility afforded to charter schools in regard to definitions
- Support for educator equity within a coherent statewide system of support

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Access to Educators: Revisions

- Include working definition for “ineffective teacher” that focuses on LCFF Priority 1 and aligns with guiding principle to develop a single, coherent system
- Report school and district data for credentialing statuses recognized by state law
- Indicate continued development of statewide system of support’s capacity to support teaching effectiveness and conditions
- Note flexibility afforded to charter schools in regard to definitions

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School Conditions: Feedback

- Include School Conditions and Climate Work Group recommendations: vetted climate surveys for educators, parents, and students; clearinghouse of valid and reliable tools; and continuous improvement resources to support data analysis
- Provide additional detail regarding strategies to:
 - Reduce incidents of bullying and harassment
 - Reduce the overuse of discipline practices that remove students from the classroom
 - Reduce the use of aversive behavioral interventions that compromise student health and safety
 - Increase use of restorative practices and positive behavioral supports
- Utilize parent engagement strategies to support school conditions and climate

School Conditions: Revisions

- Describe the work of the School Conditions and Climate Work Group and the Ad Hoc Family Engagement Work Group
- Include key resources and strategies leveraged within the statewide system of support:
 - Student, teacher, and parent school climate survey supports;
 - Project Cal-Well student mental health strategies;
 - Tobacco Use Prevention Education strategies;
 - California Attendance Peer Learning Network chronic absenteeism identification and reduction strategies; and
 - Intensive planning and professional learning supports/technical assistance for LEAs serving identified schools, including using evidence-based practices to reduce incidents of bullying and harassment; overuse of discipline practices that remove students from the classroom; and use of aversive behavioral interventions that compromise student health and safety; and increasing use of evidence-based positive behavioral supports

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School Transitions: Feedback

- More details and stronger language regarding career technical education (CTE) and career pathways and the connection to the Dashboard indicators
- Concerns about lack of support for students transitioning into and out of middle school, a critical stage to prevent dropouts.
- More attention to the transition from early education programs to elementary school including a commitment to a P–12 system, data sharing, guidance for LEAs to work with early education providers, and articulation agreements
- Align description of Early Assessment Program (EAP) to reflect recent CSU policy changes and ensure students deemed less than “ready” receive adequate support
- Promote data sharing and partnerships between high schools and colleges

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School Transitions: Revisions

- More information about the work to promote and expand student access to CTE and career pathways, including information regarding the College/Career Indicator
- Information regarding LCAP Addendum requirements regarding transitions and guidance for addressing the requirements
- More supports for middle school transitions
- Plan refers to a “P–12” system where appropriate
- EAP description updated to align with CSU policy change on placement exams

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Education of Migratory Children

- Feedback received:
 - More details on the identification of migratory student needs and outcomes guiding local Migrant Education Programs
- Revisions made:
 - Now that it is finalized, results of the statewide Comprehensive Needs Assessment are included, updating sections on identifying needs and measurable program objectives and outcomes

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Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- Feedback received:
 - Provide more information about how COEs support connections between programs, program objectives and outcomes, and the alternative accountability system
 - Provide transition services for students integrating back into schools
 - Many questions regarding purpose of the program and appropriate use of funds
- Revisions made:
 - More information regarding the work of COEs
 - More detail regarding purpose and uses of funding

Supporting Effective Instruction: Feedback

- More detail regarding access and equity and supporting continuous improvement
- Numerous requests for more detail in the area of supporting school leaders
- Importance of ongoing professional learning for teachers
- Importance of supporting educators to provide well-rounded education
- Use the Quality Professional Learning Standards as a frame for support
- Include explicit support for the California Subject Matter Projects

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Supporting Effective Instruction: Revisions

- Reference to all SBE-adopted standards
- Reference to the Quality Professional Learning Standards
- More detail regarding supports for school leaders
- Use Title II, Part A funds to support the California Subject Matter Projects
- Use Title II, Part A funds to build the capacity of districts to address access and equity issues within the statewide system of support
- More specificity regarding supporting educators to identify and meet the needs of students with specific learning needs

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English Language Acquisition and Language Enhancement

- Feedback received:
 - Standardization of entry and exit criteria: general support to wait for new reclassification procedures until after ELPAC is implemented
 - Coordination of early education with the TK–12 system
 - More professional development for teachers and administrators regarding supporting English learners
- Revisions made:
 - More clarity regarding availability of additional tools, toolkits, and guidance documents
 - Include preschool to serve a P–12 system



Student Support and Academic Enrichment Grants

- Feedback received:
 - More detail and guidance needed
- Revisions made:
 - Per SBE motion, LEA funding will be distributed via formula
 - Anticipate discussion re: state use of funds at September SBE meeting

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Education for Homeless Children and Youth Program: Feedback

- Strengthen plan contents regarding homeless preschoolers
- More information regarding identifying/tracking homeless children and youth
- More details regarding professional development opportunities
- Guidance for LEAs to develop relationships with health and community organizations providing services to homeless families
- Address how recent state legislation concerning homeless children and youth can be supported by this work

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Education for Homeless Children and Youth Program: Revisions

- More actions and details regarding:
 - Activities designed to heighten awareness for homeless preschool-age children,
 - Data and reporting,
 - Professional development opportunities,
 - Implementation of state laws,
 - Coordination with other agencies and programs,
 - Services for unaccompanied youth, and
 - Monitoring

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Thank you!

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ESSA Communications

Visit the ESSA Web page at <http://www.cde.ca.gov/essa>.

August 2017 draft of ESSA State Plan available at <http://www.cde.ca.gov/re/es/plandrafts.asp>

Please send questions and comments to ESSA@cde.ca.gov.

Receive updates by joining the ESSA listserv. To subscribe, send a blank message to join-essa@mlist.cde.ca.gov.

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Questions?

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