



# California and the Every Student Succeeds Act

## Regional Stakeholder Meetings

California Department of Education: June 16, 2016

Shasta County Office of Education: June 20, 2016

Santa Clara County Office of Education: June 23, 2016

Tulare County Office of Education: June 27, 2016

Los Angeles County Office of Education: June 28, 2016

San Bernardino County Office of Education: July 8, 2016



**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tom Torlakson, State Superintendent of Public Instruction



# Today's Agenda

- Objective: Consult with diverse stakeholders regarding contents of the Every Student Succeeds Act (ESSA) State Plan
- Structure:
  - Presentation: Overview of ESSA in California
  - Facilitated small group discussions
  - Share out and Questions

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## Presentation Overview

- Highlights of the Every Student Succeeds Act
- Transitioning to ESSA the California way
- Communications and opportunities to participate

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# ESSA Questions

- What is the most important question you have regarding the Every Student Succeeds Act?
- Please record your question on an index card.
- Your questions will help prioritize our technical assistance activities.

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# ESSA Highlights



# The Big Picture

- Some familiar elements
  - States choose standards and assessments
  - Student achievement is reported by subgroup
  - Accountability at school and district levels for subgroup performance
  - Major formula grant funding streams maintained
- Some significant changes
  - States have more authority to make decisions
  - New opportunities for early education
  - Adequate Yearly Progress, Supplemental Educational Services, and Highly Qualified Teacher requirements eliminated

# Title I: Funding

- Maintains Title I, A Formula
  - Sets specific funding authorization levels through FY 2020
  - Maintains a 1% cap on state administrative funds
- States must set aside 7% (mandatory) of Title I allocation every year to carry out interventions and technical assistance
  - 95% in 4-year grants to LEAs (formula or competitive)
  - Prioritize LEAs with high numbers of identified schools, those with greatest need for funds, and those with strongest commitment to improvement
- States may set aside 3% (optional) of Title I allocation for Direct Student Services program
  - State may use up to 1% of set-aside for administrative costs
  - Award subgrants to LEAs for targeted programs, first to identified schools



# Title I: Standards and Assessments

- States must provide assurance that they have adopted challenging academic content standards and aligned academic achievement standards
- States must implement assessments aligned with standards in math, reading, and science
  - Math and reading: grades 3–8 and one in high school
  - Science: once in each grade span of 3–5, 6–9, and 10–12
- Achievement data must be disaggregated by subgroup
- States may adopt alternate assessments for students with the most significant cognitive disabilities (1% cap)
- Maintains a 95% participation requirement

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# Title I: Accountability

- States must develop an accountability system that rates schools based on metrics including:
  - Academic achievement
  - For high schools, graduation rates
  - Growth or other indicator for elementary and middle schools
  - Progress in achieving English proficiency
  - At least one “valid, reliable, comparable, and Statewide” indicator of school quality
  - Most weight must be given to academic indicators



# Title I: Interventions

- Two levels of intervention: **targeted** and **comprehensive**
  - *Targeted interventions* (LEA directed):
    - State must notify LEAs of schools with subgroups which, on their own, would be identified as lowest-performing 5%
    - School must develop improvement plan, LEA must approve improvement plan and monitor implementation
    - If subgroup fails to improve within State-determined number of years, State steps in
  - *Comprehensive interventions* (State-directed)
    - State must identify for comprehensive intervention:
      - At least the lowest-performing 5%
      - High schools graduating less than 2/3 of students
      - Schools with any subgroup, on its own, would be identified as lowest performing 5% (and has not improved in State-determined number of years)

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# Title II: Funding

- Adjustment to formula phased in from enactment until 2020
  - Formula transitions, for both State and LEA-level allocations, to 20% population, 80% poverty
  - Hold Harmless in effect and phases out by 2023
- State grants: At least 95% to subgrants, up to 1% to administration
  - State may reserve up to 3% of amount reserved for subgrants to LEAs for activities for principals and other school leaders
  - Up to 4% (remaining State-level reservation) to be used for State activities

# Title II: Grant Opportunities

- Literacy Education for All, Results for the Nation
- Teacher and School Leader Incentive program (Formerly the Teacher Incentive Fund)
- Supporting Effective Educator Development
- School Leader Recruitment and Support
- STEM Master Teacher Corps

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# Title III Highlights

- Title III accountability provisions are now part of Title I
- Replaces references to “limited English proficient” to “English learners” throughout
- States must report on number and percentage of ELs:
  - Meeting State-determined long-term goals (disaggregated by disability)
  - Attaining English proficiency
  - Meeting challenging State academic standards for 4 years after exiting EL status (disaggregated by disability)

# Title IV: Student Support and Academic Enrichment Grants

- New block-grant type program
- Formula granted to States based on share of Title IA
  - State may reserve up to 1% for administration, 4% for State activities
- Subgranted to LEAs based on share of Title IA
  - LEA may spend up to 2% on administration
  - LEAs must spend
    - At least 20% of funds on one “well-rounded educational opportunities” activity
    - At least 20% on “safe and healthy students” activity
    - Some portion of funds to support effective use of technology (no more than 15% on technology infrastructure)





# Transitioning to ESSA



# Changes for 2016–17

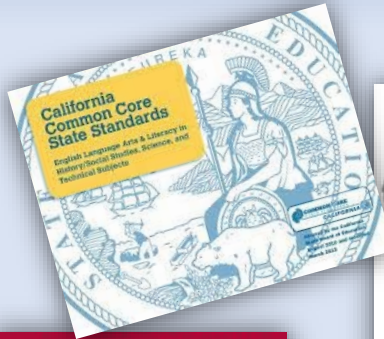
- ESSA 2016–17 School Year Transition Plan approved at the May 2016 State Board of Education (SBE) meeting
  - Supplemental Educational Services no longer required
    - PI Year 2 and beyond: locally defined alternative supports
  - Public School Choice
    - Maintained, but not required to offer to additional eligible students
  - Highly Qualified Teacher requirements eliminated
    - Hiring should be based on state licensure requirements
- Link to plan available on CDE ESSA Web page



# ESSA

THE CALIFORNIA WAY

# California's Context

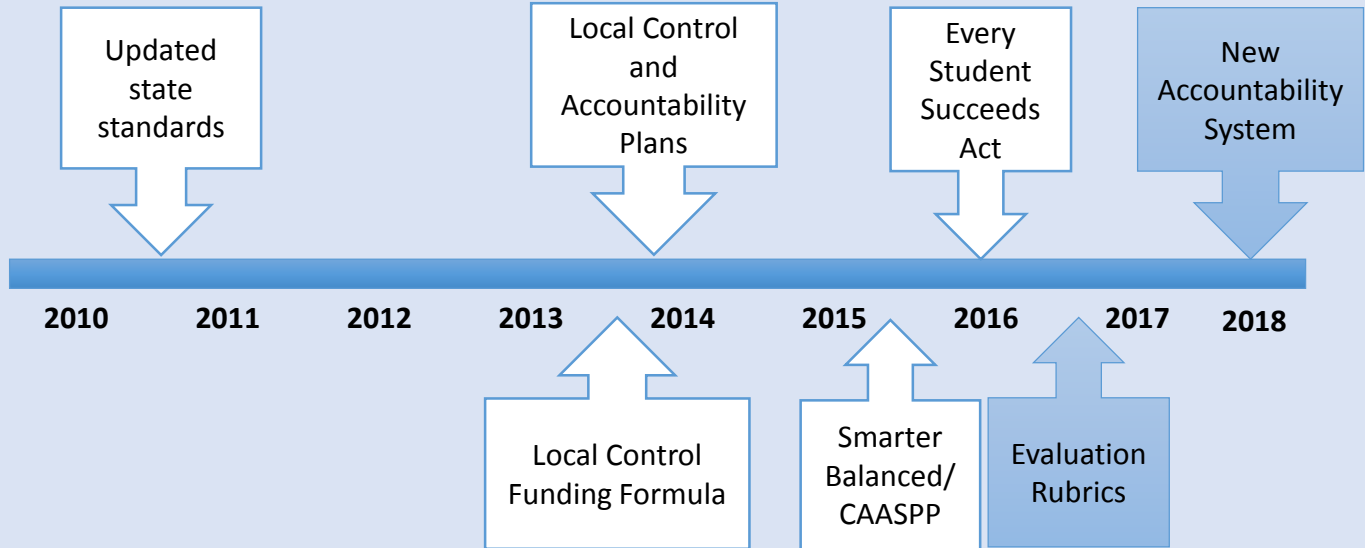


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# Timeline of Change



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# Lessons from No Child Left Behind

This...



Not This...



# Plan Development Goals

- Create a single, coherent local, state, and federal accountability and continuous improvement system that is aligned with, and supportive of, California's priorities
- Surface questions, decisions, and opportunities to develop a state plan that will support the success, as defined by multiple measures, of every student



# Draft Plan Development Timeline\*

Time Period	Plan Development Activities
April–May	Engage stakeholders in surfacing questions, decisions, and opportunities
June–July	Develop plan outline based on draft regulations from U.S. Department of Education (ED) Begin drafting Plan Continue stakeholder engagement activities
August–September	Draft plan completed 30-day public comment period
October–November	Incorporate public comment and State Board of Education (SBE) feedback into Plan
December–January	Plan approved by SBE, sent to ED

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\*Timeline is subject to change pending SBE feedback and regulations and guidance from ED.

# ESSA Guidance

- U.S. Department of Education Frequently Asked Questions provides non-regulatory guidance on:
  - One-year transition plans for schools in improvement, corrective action, or restructuring
  - Highly Qualified Teacher requirements
  - State Agencies for Higher Education (SAHE) grant program
  - Mathematics and Science Partnership grants
  - Indian Education formula grants under Title VI, Part A
  - Foster youth
- Additional guidance expected this year:
  - English learners
  - Homeless children and youth



# ESSA Regulations

- Draft regulations for these topics expected this year:
  - Assessment
  - Innovative Assessment Pilots
  - Supplement, not Supplant
  - Accountability and Submission of State Plans
- 60-day public comment period
- Final regulations expected by the end of the year
- Draft regulations for Accountability, State Plans, and Data Reporting were released on May 31 and are available for public comment through August 1, 2016.

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# State Plan Requirements

- Part 299 Subpart G of the draft regulations outlines State Plan requirements:
  - Consultation and coordination
  - Challenging academic standards and academic assessments
  - Accountability, support, and improvement for schools
  - Supporting excellent educators
  - Supporting all students
- State plans must be approved within 120 days unless Secretary presents research which demonstrates the plan does not meet requirements.



# Consultation

- Timely and meaningful **consultation** with the following individuals and entities reflecting the geographic diversity of the state:
  - Governor
  - State Legislature
  - State Board of Education
  - LEAs
  - Indian Tribes
  - Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals
  - Charter school leaders
  - Parents and families
  - Community-based organizations
  - Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students
  - Institutions of higher education
  - Employers
  - General Public

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# California Practitioners Advisory Group

- Provide input to the SBE on ongoing efforts to establish a single coherent local, state, and federal accountability system
- Serve as the state's committee of practitioners under federal Title I requirements
- SBE approved appointments of 17 members on March 10, 2016
- Next meeting: September 29, 2016

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# Coordination

- **Coordination** of ESSA State Plan across ESSA programs and:
  - IDEA
  - Rehabilitation Act
  - Carl D. Perkins Career and Technical Education Act of 2006
  - Workforce Innovation and Opportunity Act
  - Head Start Act
  - Child Care and Development Block Grant Act of 1990
  - Education Sciences Reform Act of 2002
  - Education Technical Assistance Act of 2002
  - National Assessment of Educational Progress Authorization Act
  - Adult Education and Family Literacy Act





# Consultation and Communication

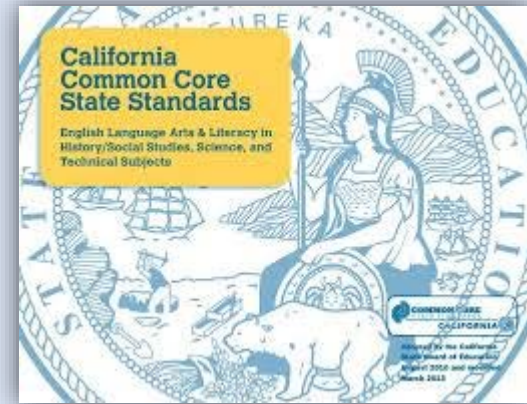
Please share your suggestions regarding ways in which the CDE can effectively engage stakeholders in the ESSA State Plan development process.

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# Challenging Academic Standards and Academic Assessments

- Challenging academic content standards
- English language proficiency standards
- High quality student academic assessments in mathematics, reading or language arts, and science



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- Aligned alternate assessments for students with the most significant cognitive disabilities
- Uniform statewide assessment of English language proficiency

# Accountability, Support, and Improvement for Schools

- Long term goals
- Accountability System
- Identification of schools
- State support and improvement for low-performing schools
- Performance management and technical assistance

Improvement	Outcome				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Emerging
Improved	Excellent	Good	Good	Emerging	Issue
Maintained	Excellent	Good	Emerging	Issue	Concern
Declined	Good	Emerging	Issue	Issue	Concern
Declined Significantly	Emerging	Issue	Issue	Concern	Concern

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# Supporting Schools

In your experience, what are the best ways for the State to support schools to serve the needs of all students?

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# Supporting Excellent Educators

- Systems of educator development, retention, and advancement including certification and licensing, preparation, and professional growth and improvement
- Support for educators to improve student outcomes, particularly students with “specific learning needs”
- Educator equity: low-income and minority students in Title I schools may not be taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to their non-low-income, non-minority peers in schools not receiving Title I funds.

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# Supporting Excellent Educators

How can the State support teachers, principals, and other educators to continuously improve?

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# Supporting All Students

- Equitable access to a well-rounded and supportive education
- Performance management and technical assistance
- Program-specific requirements:
  - **Title I Part A:** Process and criteria to waive the 40 % schoolwide poverty threshold
  - **Title I Part C:** migratory students
  - **Title III, Part A:** English learners
  - **Title V, Part B subpart 2:** rural and low-income schools
  - **McKinney-Vento:** homeless children and youth



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# Supporting All Students

Please share your thoughts regarding how the State can ensure that all students have equitable access to a well-rounded education and rigorous coursework across the curriculum.

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# Opportunities to Participate

- Series of ESSA regional meetings in June and July
  - California Department of Education
  - Shasta County Office of Education
  - Santa Clara County Office of Education
  - Tulare County Office of Education
  - Los Angeles County Office of Education
  - San Bernardino County Office of Education
- Survey-available through July 1
- Letter
- 30-day public comment period later this year



# CDE ESSA Web page

- California-specific communications and resources
  - Transition Plan
  - ESSA Update letters
  - ESSA listserv archive
  - Opportunities to participate
- Link to the ED ESSA Web page
  - Draft regulations, Dear Colleague letters, FAQ, additional resources
- Additional resources
  - Links to SBE agenda items and memoranda
  - Presentations

## Every Student Succeeds Act

Information regarding California's plan to implement the federal Every Student Succeeds Act (ESSA).

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA.

Information regarding the ESSA and the development of California's plan to implement the new federal education act is provided below. New information and guidance will be added as it becomes available. If you would like to be notified when new information is available, please join the California Department of Education (CDE) ESSA listserv by sending a blank e-mail message to [join-essa@mist.cde.ca.gov](mailto:join-essa@mist.cde.ca.gov).

### California Correspondence and Resources

- [ESSA 2016–17 School Year Transition Plan](#)
- [State Board of Education \(SBE\) Agenda Items Related to ESSA](#)  
The California SBE is presented regular updates regarding the state's transition to the ESSA.
- [Opportunities to Participate in ESSA State Plan Development](#)
- Letters from the CDE to local educational agencies (LEAs):
  - ◆ [May 23, 2016: ESSA – Update #4](#)
  - ◆ [May 6, 2016: 2016–17 Data Collection Changes for California's New Accountability and Continuous Improvement System](#)
  - ◆ [April 15, 2016: ESSA – Update #3](#)
  - ◆ [February 29, 2016: ESSA – Update #2](#)
  - ◆ [January 14, 2016: ESSA – Update #1](#)
- [CDE ESSA Listserv Archive](#)
- [CDE ESSA Presentations](#)
- [California Practitioners Advisory Group](#)  
Information about the SBE's California Practitioners Advisory Group, which provides input regarding local, state, and federal accountability and also serves as the Title I Committee of Practitioners

### U.S. Department of Education Correspondence and Resources

On May 26, 2016, the U.S. Department of Education released proposed regulations regarding ESSA accountability, data reporting requirements, and consolidated state plans for public comment. You may review the [proposed regulations](#) (PDF), [a fact sheet](#) (PDF), [a chart](#) (PDF) comparing these proposed regulations to NCLB, and ED's [press release](#) on the [ED ESSA Resources Web page](#). California encourages all interested members of the public to review the proposed

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#### Recently Posted in Every Student Succeeds Act

[May 23, 2016 Every Student Succeeds Act Update](#) (added 25-May-2016)

May 23, 2016 Every Student Succeeds Act Update #4 letter from Tom Torlakson to local educational agencies.

[ESSA Update: May 9, 2016](#) (added 20-May-2016)

The Every Student Succeeds Act (ESSA) Update includes information regarding California's transition to the new federal education law.

[ESSA Update: May 16, 2016](#) (added 20-May-2016)

The Every Student Succeeds Act (ESSA) Update includes information regarding California's transition to the new federal education law.

[ESSA Update: April 25, 2016](#) (added 20-May-2016)

The Every Student Succeeds Act (ESSA) Update includes information regarding California's transition to the new federal education law.





# ESSA Communications

Please send questions and comments to [ESSA@cde.ca.gov](mailto:ESSA@cde.ca.gov).

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

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