



# California's ESSA State Plan

Webinar for the  
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Office of Diversity and Engagement

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# ESSA Background

## The Every Student Succeeds Act (ESSA)

- Signed into law by President Obama December 2015
- Reauthorization of the federal Elementary and Secondary Education Act (ESEA)
- Replaces the No Child Left Behind Act
- Purpose: to ensure educational equity and opportunity for disadvantaged and high-needs students
- Supplements state programs

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# ESSA Background

## Elements That Are Similar to No Child Left Behind:

- States choose standards and assessments
- Student achievement reported by subgroup
- Focus on school performance and district performance for specific groups of students
- Major formula grant funding maintained

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# ESSA Background

## Elements That Are Different from No Child Left Behind:

- States have more authority to make decisions
- Performance is measured in multiple areas
- Adequate Yearly Progress, Supplemental Educational Services, and Highly Qualified Teacher requirements eliminated

A more detailed summary of the ESSA is available at <http://www.cde.ca.gov/re/es/presentations.asp>

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# The California Way

Signing of the ESSA in 2015 came during California's extensive education system redesign:

- New standards and assessments
- New funding formula
- New accountability and support system

Local Control Funding Formula (LCFF) signed in 2013

- Concept of “subsidiarity,” means assigning decision-making responsibility to the level of government most capable of addressing local needs

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# The California Way

## Superintendent Torlakson's Blueprint for Great Schools, 2.0

### The California Way

- Collaborative team approach to positive education change
- Educators want to excel and are trusted to improve with support
- Leeway and flexibility at the local level to deploy resources strategically
- Engage students, parents, and communities as part of decision-making processes
- Supplemental resources to ensure support for English learners, foster youth, and students in poverty

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# The California Way

## Superintendent Torlakson's Blueprint for Great Schools, 2.0

### The journey

- New standards and assessments focused on critical thinking, authentic learning, and formative assessment
- Renewed focus on the whole child
- Integrate early learning into articulated P–12 system
- Teaching and learning encourages engagement and responsive instruction
- Improved outcomes across a broad spectrum of measures
- Funding system emphasizes equity and links needs, funding, and outcomes
- Moving from a compliance-bound system to one focused on performance, equity, and improvement

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# ESSA State Plan Guiding Principles

- 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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# Integrated Planning Process

- Need to update plans to ensure federally funded goals and activities are aligned to state priorities
- Need to streamline and align local planning processes
- Under LCFF, districts adopt and annually update local control and accountability plans (LCAPs)
  - Primary planning document for districts
  - Addresses state priorities

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# Integrated Planning Process

- ESSA requires LEAs to complete a Local Educational Agency Plan (LEA Plan)
- LEAs that apply for ESSA funds will be required to complete a LCAP Federal Addendum (Addendum) and the Consolidated Application

**Addendum + Consolidated Application = ESSA LEA Plan**

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# Integrated Planning Process

The Addendum allows an LEA to:

- complete a single LCAP to meet both state and federal requirements
- align state and federal resources
- help minimize duplication of effort at the local level.

It is anticipated that LEAs will be required to update and submit their Addendum every three years, consistent with the three year LCAP cycle

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# Aligned Accountability Metrics

- Similar to LCFF, ESSA requires use of multiple measures for accountability
- LCFF evaluation rubrics include performance standards
- State Board decided that state indicators will be used as ESSA-required indicators
  - Academic Indicator and College/Career Indicator
  - English Learner Progress Indicator
  - Graduate rate
  - Chronic absence
  - Suspension rate

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# Aligned Accountability Metrics

- January 2017: State Board finalized details of evaluation rubrics field test for 2016–17
- New accountability system fully operational in 2017–18
- Performance data to be reported through the California School Dashboard at <http://www.caschooldashboard.org/>

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# Coherent Supports and Interventions

## Developing statewide system of support

- Inspired by a Multi-Tiered System of Supports (MTSS)
- Aligns state and regional resources
- Builds on three levels of supports
  - Level 1: Supports for all districts and schools provided by various state and local agencies
  - Level 2: Differentiated assistance for eligible schools and districts provided by county offices, the State Superintendent/CDE, and the CCEE
  - Level 3: Intensive intervention for persistently struggling schools and districts

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# Coherent Supports and Interventions

- Support all districts and schools to improve outcomes and opportunities and narrow disparities
- Value local decision-making and flexibility
- Improving student success, increasing public trust, and supporting engagement require shared responsibility and accountability at the local level
- Level 1 aims to provide early support

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# Coherent Supports and Interventions

- California School Dashboard shows performance and highlights disparities
- Primary statewide teams: CDE, county offices of education, and California Collaborative for Educational Excellence; with State Board in central policy role
- Other stakeholders in critical roles: other state entities, labor, state associations, researchers, non-profit organizations, higher education, philanthropy, and coalitions.

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# California's ESSA Consolidated State Plan

## California's State Plan

- Written to meet, not exceed, federal requirements
- Describes plans to use, manage, and monitor federal funds to support implementation of academic standards

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# Thank you!

## State Plan Web Page

- Final State Plan
- ESSA Update Letters from the CDE to local educational agencies
- Links to guidance and resources from the U.S. Department of Education

Questions? E-mail [ESSA@cde.ca.gov](mailto:ESSA@cde.ca.gov)

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