



**National
Urban League**

State: California

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: July 12, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> For grades 3-8 and 11, the goal for all schools and all student groups is to reach the “High” performing status, the second-highest rung on the state’s ladder for student performance, within seven years. California’s plan does not include annual targets that it expects schools to adhere to in order to measure themselves against a fixed number for each year of the seven-year goal period. School Quality and Student Success (SQSS) Indicators are: Chronic absenteeism and suspension rate for all schools; “college/career indicator” (measuring 11th-grade state assessment results; dual enrollment, college prerequisite, and career and technical education pathway completion; Advanced Placement (AP) and International Baccalaureate (IB) exam results) for high schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Schools do not receive summative ratings. Subgroup performance on indicators are included in each “California School Dashboard” and used to identify schools for targeted support and improvement. California has chosen an n-size of 30 for accountability. There is no statistical basis for using such a high number. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming is not meaningfully different from the statutory definition of “additional targeted support and improvement” (ATSI) and is unlikely to identify additional schools for support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> California’s plan links resource allocation to its accountability plan through the local control accountability plan (LCAP). California’s plan describes extensive support for districts to develop and refine their local plans. California could move to excellent by showing how per pupil spending and other resource inequities will be included in its dashboard and LCAP process, and describing whether and how it would use the available state set-aside to address resource inequities. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>5. Educator Equity</p> <ul style="list-style-type: none">• California’s plan prioritizes cultural competence, and provides definitions for teacher equity categories without including timelines or targets. California has a two-year induction program for teachers and administrators.• Rather than a general program that could impact diversity indirectly, California could link induction and mentoring strategies explicitly to diversity efforts and target them to districts and schools with specific shortages and inequities.• California's strategies for impacting disproportionate access to teachers are still in development. Future plans should include timelines, goals, interim targets and specific guidance for districts around reducing inequitable access.• California could move to excellent by: detailing its strategies and timelines for developing cultural competence, and for incorporating cultural competence more deeply into the statewide system of support for schools and districts; expanding their collection and reporting of inequitable access data beyond Title I schools to include all schools and subgroups of students; explicitly incorporating teacher diversity efforts into its statewide support system, along with equitable access strategies, and by explicitly designating the state-level reservation of Title II funds for these purposes, as it does with Title IV for expanded learning.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• California’s plan described a public process for consultation on many elements of its plan. Much of the stakeholder outreach and consultation discussed in the plan tended to revolve around those in the education space. Not much is mentioned regarding outreach to diverse or non-education-based groups.• California described plans for continued engagement around facets of implementation including needs assessments, interventions, state support of districts and assessments.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• California’s plan uses suspension rates to measure school quality in its accountability system.• California’s plan describes extensive supports for districts to reduce exclusionary discipline including local plan requirements, technical assistance from assigned experts and sample strategies.• To support Title I local education agencies (LEAs) in developing plans to improve school conditions for student learning, California will provide all Title I LEAs with a Title I, Part A Guidance document that will contain strategies for addressing the local planning requirements in the ESSA, including strategies to improve school conditions and reduce the overuse of discipline practices that remove students from the classroom.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• California’s plan has a system of high-quality reporting for early learning and describes how districts can use Title I dollars to impact early learning.• California will use Title I funding to support the evaluation and improvement of transitional kindergarten programs.• California is one of the states that includes early learning in its plan for professional development funds from Title II.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• California’s plan uses a college and career readiness (CCR) indicator.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient</p>



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<ul style="list-style-type: none">Participation rates below 95% do not appear to have an effect on the academic achievement indicator.	<input type="checkbox"/> Poor
10. Out of School Time Learning <ul style="list-style-type: none">California makes little mention of out-of-school time learning in its plan and intends to transfer the Title IV state-level activities funds into Title II for teacher development.	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
11. Equitable Access to High Quality Curricula <ul style="list-style-type: none">Career and technical education (CTE) pathway completion is a component of the college and career ready metric in California's accountability system.Social and emotional learning is a component of professional development for educators and administrators.	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
12. Clear Reporting and Transparent Data Systems That Are Easy to Understand <ul style="list-style-type: none">California school dashboard will be used to share performance and accountability data with the public.California does not have a summative rating, but rather will use five color codes.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Poor