

Unpacking California's State Plan

Under the Federal Every Student Succeeds Act (ESSA)

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1. Update on the Status and Timing of California's ESSA Plan

The federal Every Student Succeeds Act (ESSA) is the reauthorized Elementary and Secondary Education Act (ESEA). It replaces the No Child Left Behind Act (NCLB) and takes a very different stance in important ways in supporting schools and districts to meet the needs of disadvantaged students. ESSA provides greater state discretion in how schools and districts are held accountable for addressing achievement and opportunity gaps and unlike NCLB, does not prescribe specific interventions or turn-arounds.

California is expected to receive more than \$2.4 billion in ESSA funds in 2018.¹ This represents 3 percent of California's education budget.

California's revised plan was submitted to U.S. Department of Education on April 12, 2018.² The State will submit a waiver request for the English learner proficiency indicator (described below in *English Language Proficiency*) to allow California to maintain the current calculation that includes reclassified students and long-term English learners.³

2. California's State Plan - Summary by ESSA Title and Subsections⁴

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

ESSA Title I, Part A provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.⁵ Funds are allocated based primarily on census poverty estimates and the cost of education in each state. California is estimated to receive \$1,990,503,994 in Title I, Part A funds in 2018.⁶

Native Language Assessments

California has identified Spanish as the language other than English that is present to a significant extent (at least 15 percent of all student population): Spanish is spoken by 33.5 percent of students in kindergarten through grade twelve in the state, and is spoken by 83.4 percent of English Learners. Because of the large

¹ <https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01slides.pdf>

² <https://edsource.org/2018/californias-plan-for-every-student-succeeds-act-heads-to-betsy-devos-for-approval/596156>

³ SBE April 2018 meeting agenda Item 01: <https://www.cde.ca.gov/be/ag/ag/yr18/agenda201804.asp>

⁴ All summaries are drawn from Item 01, Attachment 3: <https://www.cde.ca.gov/be/ag/ag/yr18/agenda201804.asp>

⁵ <https://www2.ed.gov/programs/titleiparta/index.html>

⁶ All funding estimates are from <https://www2.ed.gov/about/overview/budget/statetables/19stbystate.pdf>

percentage of Spanish speaking students, the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced mathematics assessment in grades three through eight and grade eleven is provided with stacked translations in Spanish (the full translation of each test item above the original item in English), and with language glossaries in the 11 languages most commonly spoken in Smarter Balanced member state schools. For the CAASPP Smarter Balanced mathematics and English language arts assessments, California provides translated test directions in 17 languages. Beginning in 2017–18, the California Science Test (CAST) will include stacked translations in Spanish and embedded glossaries for specific words.

In support of biliteracy, California is currently developing the California Spanish Assessment (CSA), a Spanish reading/language arts assessment that will measure a student's competency in Spanish language arts in grades three through eight and in high school. The assessment will provide student-level data in Spanish competency, aggregate data for evaluation of Spanish language arts program implementation, and a high school measure to be used for the State Seal of Biliteracy. The California Department of Education (CDE) will continue to engage in conversations with parent and educator stakeholders as well as experts in the fields of language acquisition, measurement, and accountability over the course of developing the California Spanish Assessment with the goal of obtaining direction from the State Board of Education (SBE) about how to use the CSA in accountability.

Statewide Accountability System and School Support and Improvement Activities

California recognizes the following racial/ethnic student groups: Black or African American; Asian; Filipino; Hispanic or Latino; American Indian or Alaska Native; Native Hawaiian or Pacific Islander; Two or More Races; White. In addition, California includes foster children and homeless children and youth as student subgroups in its statewide accountability system. These subgroups are included in the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of state accountability: "Adequate Yearly Progress - Each State plan shall demonstrate, based on academic assessments, and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools."⁷ The ESSA update states that California intends to include the results of students previously identified as English learners in the English learner subgroup for purposes of State accountability.

⁷ <https://www2.ed.gov/policy/elsec/leg/esea02/pg2.html>

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California's accountability system will be applied to all schools, including charter schools, and all student groups with 30 or more students. To preserve student anonymity, the CDE has long-established practice to not report data if a student group has less than 11 students.

School support and improvement activities are described in the following sections.

Establishment of Long-Term Goals

Long-term goals, and the ability for LEAs or schools to determine interim progress goals, are built into the California Model, a multiple measures accountability system that uses percentile distributions to create a five-by-five grid color-coded according to performance on the designated indicator. The grid provides 25 results that combine "Status" and "Change" to make an overall determination for each of the indicators. "Status" is determined using the current year performance (e.g., current year graduation rate), and "Change" is the difference between performance from the current year and the prior year, or between the current year and a multi-year weighted average. Mathematics baseline data uses the 2017 mathematics assessment results for "Status", compared to the 2016 mathematics assessment results for "Change". The baseline data was used to establish the five-by-five colored grid for grades three through eight, which is shown below in Table 1. The goal for all schools and all student groups is to reach the "High" Status.

(See Table 1 on next page)

Table 1: Math Academic Indicator Grades 3-8

Levels	Change: Declined Significantly 492 Schools by more than 15 points	Change: Declined 2,056 Schools by 3 to 15 points	Change: Maintained 1,707 Schools Declined or improved by less than 3 points	Change: Increased 2,330 Schools by 3 to less than 15 points	Change: Increased Significantly 652 Schools by 15 points or more
Status: Very High 741 Schools 45 or more points above	10 (0.1%) Green	159 (2.2%) Green	211 (2.9%) Blue	304 (4.2%) Blue	57 (0.8%) Blue
Status: High 1,076 Schools 10 to 44.9 points	19 (0.3%) Green	265 (3.7%) Green	266 (3.7%) Green	413 (5.7%) Green	113 (1.6%) Blue
Status: Medium 1,181 Schools -5 points to +9.9 points	40 (0.5%) Yellow	289 (4.0%) Yellow	282 (3.9%) Yellow	427 (5.9%) Green	143 (2.0%) Green
Status: Low 3,763 Schools -5.1 to -70 points	304 (4.2%) Orange	1,147 (15.8%) Orange	870 (12.0%) Orange	1,115 (15.4%) Yellow	327 (4.5%) Yellow
Status: Very Low 476 Schools -70.1 points or lower	119 (1.6%) Red	196 (2.7%) Red	78 (1.1%) Red	71 (1.0%) Orange	12 (0.2%) Orange

Overall performance within the California Model includes whether there has been improvement, and placement on the grid determines the improvement that is required to maintain the current performance level (color) on the grid or to move to the next performance level. Goals will be set using “Status” as the required indicator and “Change” as an additional indicator.⁸ This grid will be used to show the performance of schools within a district or statewide, as well as of student subgroups within a school, district, or statewide.

Academic Achievement

Proficiency is measured by looking at each student’s Distance from Level 3 (Standard Met) for their respective grade level on the Smarter Balanced assessments. See Table 1: Math Academic Indicator Grades 3-8 above for the mathematics baseline grid for students in grades three through eight (updated and approved by the SBE in

⁸ Slide 15 <https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01slides.pdf>

2017). The SBE's seven-year goal for all schools and all student groups in grades three through eight is to reach the "High" Status for both English language arts and mathematics: only 28 percent of schools currently meet or exceed this goal in English language arts, and only 22 percent in mathematics. School and student group data captured in the five-by-five colored grids will be reported in the California School Dashboard for the first time in 2018.⁹

Because all student groups have the same long-term goal, student groups with lower baseline performance will need to make greater improvement over time to reach the long-term goal. The ability for LEAs or schools to determine interim progress goals, including for lower performing student groups, is built into the California Model. Additionally, under state law, every LEA must adopt and annually update a Local Control and Accountability Plan (LCAP). In the LCAP, the LEA must establish goals for all students and the statutory student groups (see *Statewide Accountability System and School Support and Improvement Activities* section above) across priority areas defined in statute. The LEA must also describe actions and services, and related expenditures, to meet the goals for student performance.

In their LCAPs, LEAs must address any indicator for which the performance of one or more student groups is two or more color-coded levels below the performance for all students: in this case, the LEA is not making progress toward closing performance gaps among student groups under the California Model. LEAs must then describe their plan for making significant progress in closing these performance gaps in their LCAP.

Graduation Rate

California's overall graduation rates have been steadily increasing since California started calculating the four-year cohort rate beginning with the 2009–10 graduating class. The 2014-15 four-year cohort rate determines baseline data, which is captured in a five-by-five grid. The seven-year goal established by the SBE is for all schools and all student groups to reach the "High" Status: 90% graduation rate. Only 64 percent of schools currently meet or exceed this goal. However, only 44 percent of schools have achieved "High" Status for English Learners. Graduation rate performance by student groups must be captured in the LCAP (as described above).

California is exploring the concept of a five-year cohort graduation rate.

English Language Proficiency

The English Learner Progress Indicator (ELPI) provides credit to schools when students move up one performance level from the prior year on the state English

⁹ California ESSA Consolidated State Plan, p. 25 <https://www.cde.ca.gov/be/ag/ag/yr18/agenda201804.asp>

language proficiency test. A student that starts with a beginning level on the California English Language Development Test is expected to achieve English language proficiency within five years. California is transitioning to a new test, the English Language Proficiency Assessments for California (ELPAC) in Spring 2018. Once CDE has collected two years of results, the SBE will revisit the ELPI methodology, cut points, and timeline for English proficiency. The SBE's seven-year goal for all schools is to reach the "High" Status: 75 percent of students gain one performance level annually; however, only 17 percent of schools currently meet or exceed this goal.

Indicators

Academic Achievement Indicator

The Academic Indicator includes the CAASPP Smarter Balanced for English language arts and mathematics "Status" in grades three through eight for elementary and middle schools and "Status and Change" in grade 11 for high school¹⁰ (as described in *Establishment of Long-Term Goals and Academic Achievement* above).

Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator)

Given its strong correlation with academic attainment, chronic absenteeism, or being absent on ten percent or more of school days, will serve as an additional Academic Indicator for Kindergarten through grade eight. The SBE will establish color-coded performance levels and a five-by-five grid for chronic absence data in 2018-19, using 2017-18 as a baseline.

Graduation Rate Indicator

The Graduation Rate Indicator will use the four-year cohort graduation rate. The same calculation methodology is used at both the school level and the student group level. Currently, students with the most significant cognitive disabilities are held to the same graduation requirements as all other students.

Progress in Achieving English Language Proficiency Indicator

California's ELPI is based on performance on the current CELDT, which includes six performance levels. To calculate "Status" of ELPI, the annual number of CELDT test takers who increased at least one level or maintained early advanced/advanced English proficient is divided by the number of annual test takers in the current year. Students in Kindergarten through grade twelve who have demonstrated English

¹⁰ California ESSA Consolidated State Plan, p. 52 <https://www.cde.ca.gov/be/ag/ag/yr18/agenda201804.asp>

proficiency on the assessment must maintain their English proficiency while meeting other criteria for reclassification and exit from English Learner status.

The SBE will review preliminary ELPAC scores and adopt new ELPAC reclassification criteria. A standardized Language Observation Tool and Parent Involvement Protocol will be developed in 2018-19 and piloted in 2019-20.

School Quality or Student Success Indicator(s)

The Suspension Rate indicators will be used to measure school quality for all students in Kindergarten through grade twelve. For all state indicators, the California Model determines the performance levels based on the distribution of LEA data. For this indicator, there are three distributions, one for elementary, one for middle, and one for high schools. The same calculation methodology will be used at both the school level and the student group level. The calculation formula for "Status" is the number of student suspended divided by the number of students cumulatively enrolled. The calculation formula for "Change" is the current year suspension rate minus the prior year suspension rate.

The "Change" component for the Graduation Rate Indicator and the English Learner Progress Indicator (ELPI) are additional indicators of student success.

The College/Career Indicator (CCI) is an additional indicator of student success for high schools. The SBE is working to adopt performance standards (i.e., five-by-five grid) for the CCI, which will occur prior to the initial year of school identification (see *Identification of Schools* below) in 2018-19. The CCI is designed to include multiple measures in order to value the multiple pathways that student may take to prepare for postsecondary endeavors. For the CCI, "Status" is determined using the current CCI rate, and "Change" is the difference between the current rate and the prior year's rate.

Annual Meaningful Differentiation

California has developed a multiple measures accountability system that uses percentile distributions to create a five-by-five grid. This grid provides 25 result that combine "Status" and "Change" to make an overall determination for each of California's Dashboard indicators (detailed above in *Indicators* section). "Status" and "Change" receive equal weight in determining overall performance. Schools receive a color-coded performance level for all students and each student group with at least 30 students on each indicator that applies based on the grades served by the school. Seven of the eleven possible school-level indicators in the ESSA plan are academic.

California will produce an accountability report for every public school in the state.

Schools with fewer than 30 students will receive data on their “Status” and “Change”. However, they will not receive a performance level (i.e., a color). In addition, California’s new accountability system includes LEAs. The indicators used for school accountability will also be applied at the LEA level. As a result, the performance of students in schools with less than 30 students will be rolled up to the LEA level and to the state level, and the performance of those students is used for accountability determinations and the identification of assistance to LEAs under state law. For schools that are so small that they do not receive a color-coded performance level on the Dashboard, the CDE will review their performance data and other relevant information annually and follow up based on any identified performance issues.

Identification of Schools

Comprehensive Support and Improvement Schools

California will use the color combinations that schools receive on the California School Dashboard indicators to identify the lowest performing 5 percent of Title I schools statewide for comprehensive support. The selection criteria is based on all of the following:

1. schools with all red indicators;
2. schools with all red but one indicator of any other color;
3. schools with all red and orange indicators; and
4. schools with five or more indicators where the majority are red.

Under this approach, performance on a single indicator is not determinative of selection among the lowest performing 5 percent of Title I schools. California will use the average of three years of graduation rate data to identify schools with a high school graduation rate less than 67 percent. Any school with a graduation rate less than 67 percent averaged over three years will be identified for comprehensive assistance.

California will identify schools requiring comprehensive support and improvement once every three years.

Targeted Support and Improvement

Schools with “consistently underperforming” student groups are identified for targeted support. CDE defines “consistently underperforming” as student groups that meet performance criteria for the lowest performing Title I schools (comprehensive support) in three out of four consecutive years. All schools that have one or more “consistently underperforming” student group will be eligible to receive additional targeted support. California will identify these schools annually.

Additional Targeted Support

Any school with a student group that meets the definition of “consistently underperforming” will be eligible for additional targeted support. These schools will be identified annually, with 2020-21 being the first year such schools can be identified based on the “consistently underperforming” definition.

Annual Measurement of Achievement

CDE will use the California School Dashboard to report whether schools and student groups met the 95 percent participation requirement based on a set of four unique symbols (not included in the ESSA Plan):

1. The first icon to indicate that the school and all student groups met the 95 percent participation rate;
2. A second icon to indicate that the schoolwide participation was met, but one or more student groups did not meet the participation rate;
3. A third icon to indicate that the participation rate is at least 85 percent but less than 95 percent; and
4. A fourth icon to indicate the participation rate is less than 85 percent.

Because California will report English language arts and mathematics separately, each content area will have an icon for the participation rate.

Continued Support for School and LEA Improvement

Exit Criteria for Comprehensive Support and Improvement Schools, and for Schools Receiving Additional Targeted Support

The statewide exit criteria for both comprehensive support and improvement schools and for additional targeted support schools indicate whether the school has improved performance so that it no longer meets the criteria that were used to identify schools for comprehensive support or additional targeted support at the time the school was initially identified, with an additional check to ensure that the “Status” for the indicators with improved performance has increased. A school will have to improve its performance across indicators (including an increase in “Status” in the relevant indicator(s)) so that it no longer has any combination of color-coded performance levels that meet the criteria used for identification at the time the school was identified. If the school’s color-coded performance levels for the current year match the color combinations used to identify schools for comprehensive support when the school was initially identified, it has not met the exit criteria. Schools are expected to meet these exit criteria within four years from initial identification.

More Rigorous Interventions

CDE, in collaboration with LEA representatives, designed the LCAP Addendum to ensure that federally funded goals and activities are aligned to state priorities and to streamline and align local planning processes to the greatest extent possible. California's statewide system of support is a multi-tiered approach that provides support to LEAs and schools within the state's integrated local, state, and federal accountability and continuous improvement system. This system builds on three levels of supports: Support for All LEAs and Schools, to provide them with early support; Differentiated Assistance to LEAs and schools that are eligible for comprehensive and targeted support and intervention; and Intensive Intervention for LEAs and schools with persistent performance issues and lack of improvement over a specified time period. Any LEA with schools that fail to meet exit criteria after four years will be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to conduct a deep, comprehensive, evidence-based review of the LEA and school. This may result in a needs assessment, root cause analysis, new improvement plan, program evaluation, or ongoing performance and progress monitoring.

Technical Assistance

California will support all LEAs receiving assistance under Title I, Part A to continuously improve student outcomes by providing planning supports, reviewing plans, and monitoring the implementation of plans. In addition to these formal processes, CDE will also provide to Title I LEAs a guidance document, technical assistance, statewide conferences and local institutes, and an online collection of resources and strategies that support continuous improvement.

Disproportionate Rates of Access to Educators

California's [2016 State Plan to Ensure Equitable Access to Excellent Educators](#) includes the state's most recent data on low-income and minority children enrolled in Title I, Part A schools being served at disproportionate rates by unqualified, out-of-field, or inexperienced teachers. Under the Local Control Funding Formula (LCFF), LEAs are held accountable for improving student performance. LCFF Priority 1 recognizes that LEAs should be accountable for providing all students with access to standards-aligned instructional materials, facilities that are in good repair, and teachers who hold teaching credentials and are appropriately assigned.

California is currently determining the process through which teacher misassignment data will be collected. Once the process has been clarified, and no later than spring 2019, CDE will use data that has already been collected to create data profiles that provide information regarding the rates at which low-income and minority children are taught by ineffective, out-of-field, and inexperienced teachers

compared to the rates at which other children are taught by these types of teachers. Each year, CDE will use this data to evaluate equity gaps and prepare a report that communicates the state's progress toward eliminating equity gaps. The report will be provided to the SBE and posted on the CDE website.

Beginning in the 2018–19 school year, LEAs will need to describe how they will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers in the LCAP Addendum, which ensures LEAs are meeting federal planning requirements and which is submitted to CDE for approval.

School Conditions

LCFF places significant emphasis on the improvement of school conditions for student learning: Priority 6 requires LEAs to support the development of positive school climate through their LCAPs while considering suspension rates, pupil expulsion rates, and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Suspension rates have been selected as a state indicator and are used as a measure of school quality, and chronic absence serves as the additional Kindergarten through grade eight academic measure. LEAs will use information regarding suspension rates and chronic absenteeism, provided annually via the California School Dashboard, to assess and continuously improve their local plans to improve school conditions for student learning.

School Transitions

CDE will support Title I, Part A schools receiving funds to meet the needs of students at all levels of schooling by providing planning supports, reviewing plans, and monitoring the implementation of plans that address successful student transitions and help to prevent dropouts. In addition to these formal processes, CDE will also provide a guidance document, technical assistance, statewide conferences and local institutes, and an online collection and resource exchange of strategies that help to meet the diverse needs of students, support successful student transitions, and prevent dropouts.

Title I, Part C: Education of Migratory Children

ESSA Title I, Part C supports high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions, cultural and language barriers, social isolation, various health-related problems, and other factors

that result from repeated moves.¹¹ Funds are allocated based on the estimated number of migratory children age 3 to 21 that reside in the state. California is expected to receive an estimated \$114,372,410 in Title I, Part C funds in 2018.

CDE disburses Migrant Education Program funding to 20 LEAs that provide supplementary services in the areas with the highest concentrations of migratory workers. Approximately half of California's migratory student population is identified as English learners, and are eligible to receive supplementary services through Title III. The Migrant Education Program, California's Title I, Part C program, collaborates with other local, state, and federal programs to ensure that comprehensive services, including language instruction and preschool education, are provided to migratory students. CDE now requires that all Title I, Part C subgrantees provide an annual update about program and student achievement.

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

ESSA Title I, Part D improves educational services for neglected or delinquent children and youth to prevent at-risk youth from dropping out of school, and to provide dropouts and those returning from correctional facilities with a support system to ensure their continued education.¹² Funds are allocated based on the number of neglected or delinquent children and youth in the state. California is expected to receive an estimated \$2,165,527 in Title I, Part D funds in 2018.

California provides funded agencies with professional development and training targeting transitional planning for youth, relationship building with workforce and post-secondary institutions, data management, program evaluation, and implementing evidence-based and outcome driven strategies that are aligned to college and career readiness standards. CDE supports statewide partnerships between the California Community Colleges Chancellor's Office, California Workforce Investment Board, and California Department of Corrections and Rehabilitation. CDE disburses funds to County Offices of Education (COEs) to provide supplemental education programs for neglected, delinquent, and at-risk students. COEs are evaluated annually on their impact on students' ability to improve their educational achievement, accrue school credits, transition to regular school, complete high school and obtain employment and, as appropriate, participate in postsecondary education or job training.

¹¹ <https://www2.ed.gov/policy/elsec/leg/esea02/pg8.html>

¹² <https://www2.ed.gov/policy/elsec/leg/esea02/pg9.html>

Title II, Part A: Supporting Effective Instruction

ESSA Title II, Part A increases student academic achievement by improving teacher and principal quality, and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.¹³ Title II, Part A holds LEAs and schools accountable for improvements in student academic achievement. California is expected to receive an estimated \$230,422,543 in Title II, Part A funds in 2018.

Since 1997, California's SBE has approved standards for English language arts, English language development, mathematics, science, career technical education, health education, history-social science, model school library, physical education, visual and performing arts, and world language. Since 2010, California has transitioned to new standards for English language arts/literacy, English language development, mathematics, and science. The SBE has updated the frameworks for each of these sets of standards, in addition to the framework for the history-social science standards. Title II, Part A funds support state-level activities to disseminate standards and frameworks that will be designed collaboratively by CDE, SBE, California Collaborative for Educational Excellence (CCEE), COEs, California Commission on Teacher Credentialing (CTC), California Subject Matter Project, and other entities as appropriate. The CTC will receive funds to support educators to identify and meet the needs of English Learners, students with disabilities, students with low literacy levels, and students who are gifted and talented.

California will use the optional 3 percent reservation of the Title II, Part A LEA subgrant to develop the expertise and capacity of the statewide system of support to strengthen school leaders' abilities to identify areas of need and to implement and sustain local actions that result in improvements while addressing inequities. Title II, Part A funds will be used to support the 90 statewide regional sites of the California Subject Matter Project. Funds will also be used to provide statewide professional development activities to nonprofit private school teachers and administrators. Finally, funds will be used to collect and evaluate pertinent data and then report on equitable access to teachers in schools that receive Title I, Part A funds. The statewide system of support will incorporate an equity planning process that brings LEA stakeholder teams together to build expertise and capacity in the areas of access, equity, and cultural competence.

¹³ <https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html>

Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

ESSA Title III, Part A ensures that English learner students, including immigrant children and youth, attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet.¹⁴ Funds are allocated based on the number of English Learner and immigrant students. California is expected to receive an estimated \$150,624,531 in Title III, Part A funds in 2018.

The statewide California school entrance procedures ensure that all students who may be English Learners are assessed for such status using a valid and reliable instrument, currently the CELDT and soon to be the ELPAC, within 30 days of enrollment in a school in the state. Parents of new students also complete a standardized statewide survey to help determine English Learner status. The California legislature is considering legislation to further define the implementation of the criteria related to parent consultation and evaluation by teachers, which are not required in ESSA but are of interest to the state.

CDE will assist eligible entities in meeting the state-designed long-term goals, including measurements of interim progress, and provide assistance to meet the challenging State academic standards through a cohesive system of support that includes: adopting state standards; developing assessments; establishing long term goals and an accountability system; supporting the develop of and reviewing LCAP addenda; providing resources to support LEAs in assisting English Learners; and fostering continuous improvement from pre-Kindergarten through grade twelve. CDE will only approve LEA plans that include descriptions for Title III professional development, programs and activities, schools support for assisting ELs, and family and community engagement. CDE provides technical assistance to Title III LEAs in addition to conducting a Federal Program Monitoring review process every other year to ensure LEAs are meeting all Title III program requirements.

Title IV, Part A: Student Support and Academic Enrichment Grants

ESSA Title IV, Part A is a flexible block grant to: provide students with a well-rounded education including college and career counseling, STEM, arts, civics, and International Baccalaureate/Advanced Placement courses; support safe and healthy students with comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, and health and physical education; and support the effective use of technology backed by professional development, blended learning and ed tech devices.¹⁵ States receive an allocation based on the Title

¹⁴ <https://www.cde.ca.gov/sp/el/t3/title3faq.asp>

¹⁵ https://www.iste.org/docs/advocacy-resources/title-iv-fact-sheet-for-essa_final.pdf

I funding formula and disburse funds to LEAs according to that same formula. California is expected to receive an estimated \$127,272,035 in Title IV, Part A funds in 2018, the result of a significant investment at the federal level and a massive increase over the \$46,418,059 received by the state in 2017.

California intends transfer the Title IV, Part A state-level activities funds to Title II, Part A to support state-level activities under Title II, Part A beginning in the 2018–19 fiscal year, subject to meaningful consultation with all relevant stakeholders around the intended use and any equitable distribution requirements. Title IV, Part A funds will be calculated as a percentage of each LEA's Title I, Part A allocation. Each LEA must receive a minimum allotment of \$10,000. These funds will provide supports for well-rounded students, activities for safe and healthy schools, and ensure the effective use of technology.

Title IV, Part B: 21st Century Community Learning Centers

ESSA Title IV, Part B enables communities to establish or expand activities in 21st century community learning centers (CCLCs). CCLCs provide opportunities for academic enrichment, including tutoring services to help students attending low-performing schools; offer a broad array of additional services including youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs to complement regular academic programs; and provide literacy and educational development opportunities for the families of students served by the centers.¹⁶ States receive funds proportionate to their Title I, Part A allocations. California is expected to receive an estimated \$139,212,692 in Title IV, Part B funds in 2018.

California's Expanded Learning Programs (ELPs) support LEAs and local communities by aligning with the regular school day for a well-rounded and supportive education for students. ELPs recruit and train high-quality staff and volunteers to provide academic and enrichment activities. ELPs build collaborative relationships among internal school and external stakeholders including students, parents, families, governmental agencies, local law enforcement, community organizations, and the private sector. CDE will use Title IV, Part B funds to contract with statewide technical assistance providers for the System of Support for Expanded Learning, which is guided by the Quality Standards for Expanded Learning Programs.

CDE funds five-year CCLC programs to establish or expand high quality before-and-after school programs for economically disadvantaged students (and their families)

¹⁶ <https://www2.ed.gov/policy/elsec/leg/esea02/pg55.html>

that primarily attend low-performing schools or schools identified by LEAs as in need of intervention. Eligible entities include public organizations, private organizations, and consortia. Awards range from \$50,000 to \$250,000, and grantees will be required to provide a local match.

Title V, Part B, Subpart 2: Rural and Low-Income School Program

ESSA Title V, Part B, Subpart 2 is a non-competitive grant program that provides rural districts with financial assistance for initiatives aimed at improving student achievement.¹⁷ LEAs that receive grants may carry out the following types of activities: parental involvement; Title I, Part A; Title II, Part A; Title III, and Title IV, part A. California is expected to receive an estimated \$3,610,705 in Title V, Part B, Subpart 2 funds in 2018.

CDE expects LEAs with a proportionately high rate of poverty among its population to use Title V, Part B, Subpart 2 funds to support students to meet state academic standards. LEAs must improve teaching and learning in the classroom through professional development for teachers and administrators, and the provision of effective learning tools and resources. California's system of support will build the capacity of LEAs in the administration of these funds by providing technical assistance through training, information sharing, grant management, and on-demand support via webinars, e-mails, and telephone. The LCAP planning process will further support LEAs in tying this support to their overall goals.

Title VII, Subtitle B: McKinney-Vento Homeless Assistance Act, Education for Homeless Children and Youth Program

Title VII, Subtitle B ensures that each state education agency shall ensure that homeless youth and children of homeless individuals have equal access to the same free, appropriate public education, including a public preschool education, provided to other children and youth.¹⁸ LEAs must submit applications to the state education agency to request these funds. California is expected to receive an estimated \$9,515,940 in Title VII, Subtitle B funds in 2018.

LEAs that receive Title VII funds must train all school staff on the proper identification of and reporting procedures for homeless students: support and technical assistance is provided through CDE. Each LEA is required to identify and track the number of homeless students by grade level in the California Longitudinal Pupil Achievement Data System in addition to identifying at least one LEA liaison to represent the interests of the homeless students served by that LEA. California is

¹⁷ <https://www2.ed.gov/programs/reaprlisp/index.html>

¹⁸ <https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html>

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developing an intake template related to the individual needs of homeless students, which will be disseminated, alongside training and technical assistance, to LEAs for use in the 2018-19 school year. California has convened a Homelessness Matters Workgroup comprised of various state agencies including Department of Social Services, Department of Public Health, California Homeless Youth Project, California Coalition for Youth, Department of Community Services and Development, Department of Housing and Community Development, and Department of Health Care Services.