

EVERY STUDENT SUCCEEDS ACT: PLAN SECTION SUMMARY

Title I, Part A: School Support and Improvement

Purposes of the Program

The purpose of Title I, Part A is to provide all children the opportunity to receive an equitable, high-quality education, and to close educational achievement gaps. Under Title I, Part A, California provides funds to districts and schools with low income families. The funds are intended to help students meet state academic content standards.

In Title I, Part A, there is also guidance about how states can identify struggling schools and provide them support to help them improve. Under ESSA, states are required to identify two groups of schools for additional support.

- Comprehensive Support and Improvement schools: This group will include the lowest performing 5 percent of Title I schools, high schools that graduate less than 2/3 of their students, and schools with any group of students, which would be identified as the lowest performing 5 percent on its own and have not improved over a specific timeline.
- Targeted Support and Improvement schools: These schools have groups of students which, on their own, would be identified in the lowest performing 5 percent. California will notify districts of their Targeted Support and Improvement schools. If the group of students fails to improve within a certain timeline, then the school is eligible for comprehensive intervention.

California Students and Funds

- In 2015–16, over 3.9 million students in California participated in programs under Title I, Part A.
- California estimates it will receive \$1.8 billion in Title I, Part A funds in 2017–18.
 - States must reserve 7 percent of these funds to support schools identified as needing additional support.
 - At least 95 percent of this 7 percent must be sub-granted to districts to serve identified schools or, with permission of the district, be sub-granted to an external entity to provide such support.
 - The remaining 5 percent of the 7 percent may be used by the state for school improvement activities.

ESSA State Plan Requirement: Describe the criteria schools need to meet in order to exit the Comprehensive and Support and Improvement group and the criteria schools need to meet in order to exit the Targeted Support and Improvement group.

California will evaluate if schools can exit from the Comprehensive Support and Improvement group each time it identifies a new group of schools for support. The criteria for exit will be based on the initial entrance criteria and if schools have improved. California will also evaluate if schools can exit from the Targeted Support and Improvement group each time it identifies a

new group of schools for support. The criteria for exit will be based on the initial entrance criteria and if schools have improved.

ESSA State Plan Requirement: Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years.

When a school fails to exit the Comprehensive Support and Improvement group, the state will provide more intensive support to help the school make improvements quickly. This support will also need to help schools and districts continue to improve over time.

The more rigorous interventions will be determined within California’s multi-tiered statewide system of support. County superintendents, the California Collaborative for Educational Excellence , and the CDE/State Superintendent of Public Instruction will work together to provide supports tailored to the needs of each district. Districts and their identified schools will use the California School Dashboard to identify strengths and areas for continued improvement, which will inform the more intensive interventions.

Districts with schools that do not exit from the comprehensive support and improvement group may be required to conduct a new school-level comprehensive needs assessment that identifies gaps between current conditions and desired conditions. The state may require that the district partner with an external organization with expertise to conduct a comprehensive, evidence-based review of the district and school. The state may also ask districts to place identified gaps and needs in priority order and use resources to address needs. Within the system of support, California may determine a specific set of evidence-based interventions, strategies, activities, or practices available for use and may offer additional intensive assistance such as customized planning support, coaching, and participation in networks of schools and districts also working to improve.

ESSA State Plan Requirement: Describe how the State will review how much money districts are allocating for school improvement. This includes districts that that serve a significant number of schools that have been identified for comprehensive or targeted supports.

California will review resource allocation to districts and schools identified for Comprehensive and Targeted Support and Improvement through the statewide system of support. Based on available data, this may include review and approval of initial comprehensive support and improvement plans, including a review of how the district will address identified resource inequities. These plans will be reviewed at the state level.

At the local level, districts will review and approve initial Targeted Support and Improvement plans and will include a review of how the district will address identified resource inequities.

The California Department of Education will update and review resource allocation pages in the Consolidated Application Reporting System for districts with a significant number of schools identified for comprehensive and targeted supports.

The Department will also annually review selected districts, including districts with a significant number of schools identified for comprehensive and targeted supports, for resource allocation inequities, strategies designed to resolve resource allocation inequities, and progress in

resolving resource allocation inequities. This process may include technical assistance and support tailored to meet the needs of each identified district.

ESSA State Plan Requirement: Describe the technical assistance the State will provide to each district in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The State Board of Education, California Collaborative on Educational Excellence, county offices of education, and Department of Education all have important roles in providing supports to help districts and schools improve and in providing more focused assistance for districts and schools that are struggling.

Based on feedback from stakeholders and in partnership with these agencies and other organizations, the State Board will define the statewide system of support over the coming year, including roles and responsibilities of each agency, how the agencies will work together to provide supports, the types of assistance and support activities the state will provide, and how the state will measure the effectiveness of the system.

This will include information about the support the state will provide to each district in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.