

Frequently Asked Questions

1. What are CSI, TSI, and ATSI and how are schools identified?

These are the three forms of assistance aligned to the Every Student Succeeds Act (ESSA) that schools are identified for by the California Department of Education (CDE). Schools are identified based upon their performance as reported on the California School Dashboard (CSD).

Comprehensive Support and Improvement (CSI) status is based on *schoolwide* performance for ‘all students.’ A school is identified in one of two ways:

- (High schools only) Graduation rate less than 68% *averaged over two years*
- Not less than the lowest-performing five percent of Title I schools from schools that meet any of the following:
 - All red indicators
 - All red but one indicator of another color
 - All red and orange indicators
 - Five or more indicators where the majority are red
- Identification occurs annually

Additional Targeted Support and Improvement (ATSI) status is based on *student group* performance

- Schools with one or more student groups that, on its own, meets the same CSI criteria listed above for the lowest-performing five percent of Title I schools
- Identification occurs once every three years

Targeted Support and Improvement (TSI) status is based on *student group* performance

- Schools with one or more student groups that, for *two consecutive years*, meet the same CSI criteria listed above for the lowest-performing five percent of Title I schools
- This identification will be made by the state for the first time in **2020-21** and occur annually.

2. What funding is associated with CSI, TSI, or ATSI?

LEAs with schools that meet the criteria for CSI are eligible to apply for funding. Funding amounts are determined by the state’s total allocation and number of participating LEAs/schools. TSI and ATSI status do not currently confer any funding eligibility.

*Schools receiving School Improvement Grant (SIG) funding do not receive additional CSI funding. The CDE has clarified that districts with schools receiving SIG funds that also meet the criteria for CSI are to transition implementation of SIG programs to the ESSA CSI requirements.

3. What are the requirements for using these funds?

Each school, in partnership with the district, must locally develop and implement a plan to improve student outcomes that is aligned to the goals, actions, and services identified in the district's LCAP.

CSI funding received by schools identified in 2018-19 must be encumbered by June 30, 2020 and fully expended by September 30, 2020. CSI funds are not eligible for carryover.

Funds must **only** be spent on CSI strategies and/or activities directly related to the following improvement planning and implementation efforts:

- Capacity Building
- Plan development and implementation including:
 - Partnering with stakeholders
 - Conducting needs assessments and root cause analysis
 - Identification/development of evidence-based interventions, strategies, and/or activities
 - Using data to develop, implement, monitor, and evaluate improvement efforts
 - Reviewing/identifying resource inequities, which may include a review of LEA- and school-level budgeting

These requirements are primarily met through the additional CSI prompts present in the SPSA including Purpose and Description, Stakeholder Involvement, and Resource Inequities. See FAQ 4 for more details on content to be included.

4. What monitoring and reporting are school sites and districts required to complete?

Schools must incorporate their CSI/TSI/ATSI planning into the current School Plan for Student Achievement (SPSA) process. Planning/reporting requirements include:

- *Comprehensive needs assessment* taking into account information on the achievement of students, particularly the needs of those who are failing, or at-risk of failing, to meet the standards
- Description of the *strategies and expenditures* that will be used to meet the identified needs, including any student groups for which the school was identified
- *How* the strategies will address the needs of students to meet the standards and strengthen the academic program

Additionally, the plan must be *informed by all dashboard indicators, include evidence-based interventions, and identify resource inequities*, which may include a review of LEA and school-level budgeting to be addressed in the plan.

The plan is approved, monitored for effectiveness, and reviewed by the School Site Council (SSC) and the district. The LCAP shall include detailing of which schools are in CSI, how the district is supporting those schools, and how the district is monitoring and evaluating implementation of CSI plans.

5. What does 'evidence-based intervention' mean?

Per CDE, the term 'evidence-based' means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - strong evidence from at least one well-designed and well-implemented experimental study
 - moderate evidence from at least one well-designed and well-implemented quasi-experimental study or
 - promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; **or**
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; **and** Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

6. What are some examples of allowable expenditures?

Examples of Allowable Expenditures per 2018-19 FAQs:

NB: This list is not a complete detailing of all possible expenditures. It also assumes alignment with all guidance described in this document including evidence-basis and linkage to needs assessment.

- Additional collaborative planning time
- *Temporary* positions to support targeted activities. The legislative intent was not to 'add FTE' with CSI funding as the funding is short-term. No permanent positions (full or part-time) may be added with CSI funding.
- Teacher stipends – if related to professional learning or targeted intervention activities. Any stipends must be linked to evidence-based activities.
- Summer programs

All activities must be monitored and evaluated for effectiveness

7. Where can I find more information about these programs?

[CDE CSI page](#) [CDE TSI/ATSI page](#)

EXAMPLES

Following are examples of CSI/ATSI-specific SPSA content for your reference:

Purpose and Description

The school plan was developed using a comprehensive Needs Assessment that included an analysis of data from the California School Dashboard and the district's Performance and Targeted Action Index. The California School Dashboard performance levels in Mathematics, College/Career Indicator, Chronic Absenteeism, and Suspension for all students are Red. Additionally, Dashboard data indicates that our African American and Hispanic students have achieved a performance level rating of Red for two consecutive years for Graduation Rates. The plan addresses the need to improve academic achievement and a-g completion rates by reducing failure rates in Math 1 for 9th grade students (Goal 1), as well as to reduce chronic absenteeism (Goal 2) and suspension rates (Goal 3). The School Site Council will monitor implementation of the plan by looking at measurable outcomes every quarter. The school plan is aligned to the goals of the SCUSD LCAP for academic achievement, college and career readiness, and student engagement.

Stakeholder Involvement

At the meetings listed below, attendees learned of the school's progress using data from the California School Dashboard and other local data, such as the Performance and Targeted Action Index. Feedback is documented in meeting minutes.

School Site Council meetings: (dates)

ELAC meetings: (dates)

Leadership team: (dates)

Staff Meetings: (dates)

Associated Student Body or other student group: (dates)

Back-to-school night or Open House: (date)

PTA/PTO meetings: (dates)

Coffee chat with principal: (dates)

Resource Inequities

The enrollment at ABC Example School has declined. The reduction in staff has resulted in an increase in the average class size over the previous year. Funding decreases have also resulted in fewer hours for staff at the Student Support Center, who serve approximately 60 students with social emotional, behavioral and basic needs supports within 16 hours weekly.