



**TONY THURMOND**  
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# **Additional Targeted Support and Improvement**

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Student Achievement and Support Division  
School Improvement and Support Office



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# Acronyms

**ATSI:** Additional Targeted Support and Improvement

**CSI:** Comprehensive Support and Improvement

**ESSA:** Every Student Succeed Act

**FPM:** Federal Program Monitoring

**LCAP:** Local Control and Accountability Plan

**LEA:** local educational agency

**SBE:** State Board of Education

**SPSA:** School Plan for Student Achievement



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# Agenda

- Overview
- COVID-19 Addendum to ESSA State Plan
- Eligibility and Exit
- Requirements for LEA and Schools
- Planning and Implementation
- FPM Tips for Success
- Title II, Part A
- Summary of Key Points
- Frequently Asked Questions and Resources





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# Housekeeping

Please use the Zoom Question and Answer feature to post any questions you may have.

A copy of today's presentation is located on the Targeted/ATSI web page at <https://www.cde.ca.gov/sp/sw/t1/tsi.asp>.



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# What is ATSI?



- ATSI is an ESSA designation given to schools in need of additional and targeted support based on performance outcomes of one or more student groups.
- Both Title I-funded and non-Title I-funded schools are eligible for ATSI.
- Schools can only be eligible for one support category at a time. Therefore, a school eligible for ATSI cannot also be eligible for CSI at the same time.
- Funding is **not** available for ATSI.



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# ATSI in California (1)

Over 6,200 schools eligible for ATSI based on the 2022–23 ESSA Assistance Status Data File.

## Most Prevalent Student Groups

- Students with Disabilities
- Black/African American
- Two or More Races
- Homeless

## Most Prevalent Indicators

- Chronic Absenteeism
- Suspension Rate



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# ATSI in California (2)

There has been a large increase in the number of schools eligible for ATSI. This is due in part to changes made to our ESSA State Plan and the widespread impacts that COVID made on our school communities.

ATSI is an opportunity to work collaboratively on improvement to target support for our students and improve outcomes.



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# COVID-19 Addendum

- Per California's ESSA State Plan, ATSI requires one or more student group(s) that, for **two consecutive years** based on the California School Dashboard (Dashboard), meet the same criteria used to determine CSI Low Performing.
- However, per California's approved COVID-19 Addendum, ATSI eligibility determinations in 2022–23 will be based on **only one year** of Dashboard results (i.e., the 2022 Dashboard).





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# 2022–23 ATSI Entry Criteria

- Both Title I funded and non-Title I funded schools are eligible for ATSI.
- Schools are eligible for ATSI if one or more student groups meet one of the following criteria:
  - All indicators at the lowest status level; or
  - All indicators at the lowest status level but one indicator at another status level



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# ATSI Student Groups

The student groups used for ATSI determinations are:

- Race/ethnicity (i.e., Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and Two or More Races)
- Homeless Students
- English Learner Students
- Foster Youth Students
- Student with Disabilities
- Socioeconomically Disadvantaged Students



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# 2022–23 ATSI Exit Criteria (1)

- ATSI exits are determined annually.
- Schools currently in ATSI but do not have at least one state indicator meeting the n-size of 30 or greater in the current year will automatically exit.



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# 2022–23 ATSI Exit Criteria (2)

A school is no longer eligible for ATSI based on the following criteria:

- Does not meet any of the ATSI entry criteria; and
- For the student group eligible in 2019–20, at least one state indicator that had a performance color of Red or Orange on the 2019 Dashboard must have an improvement of Status level percent of at least 0.1 for that indicator from the 2019 Dashboard to the 2022 Dashboard.



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# N-Size Requirement Impact on ATSI (1)

- Only state indicators meeting the n-size of 30 or greater are used in ATSI eligibility determinations.
- The first ATSI criterion applies for all student groups that have at least **one state indicator** with a n-size of 30 or greater.
  - **Example:** The English Learner student group at Bibi High School had only one state indicator, the Chronic Absenteeism = Very High. As a result, this school qualifies for ATSI.



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# N-Size Requirement Impact on ATSI (2)

- The second ATSI criterion applies for all student groups that have **two or more indicators** that have met the n-size of 30 or greater.
  - **Example:** The Students with Disabilities student group at Moshe Middle School had two state indicators, Chronic Absenteeism = Very High and Suspension Rate = Low. As a result, this school qualifies for ATSI.



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# ESSA Assistance Data File

- The 2022–23 ESSA Assistance Status Data File provides the student group(s) that met the ATSI criteria.
- The ESSA Assistance Status Data File is available at <https://www.cde.ca.gov/sp/sw/t1/essaassistdatafiles.asp>



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# ATSI Eligibility Determinations Resources

- ESSA School Support Flyer:  
<https://www.cde.ca.gov/ta/ac/cm/documents/dashboardsessaassist.pdf>
- ESSA School Support Technical Guide:  
<https://www.cde.ca.gov/ta/ac/cm/documents/dbgui/teessa22.docx>
- System of Support:  
<https://www.cde.ca.gov/ta/ac/cm/sysofsupport.asp>





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# LEA Requirements Overview (1)



Pursuant to ESSA, Section 1111(d)(2)(A)(ii):

**LEAs** must provide notification to its ATSI-eligible school(s) with respect to which student group(s) in such school(s) are consistently underperforming.

Various modes of notification include documentation of phone calls, emails, meeting minutes, and written letters.



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# LEA Requirements Overview (2)



Pursuant to ESSA, Section 1111(d)(2)(B)(iii) and (iv):

- iii. LEAs must ***approve*** its ATSI-eligible school(s)' plans prior to the implementation of such plan.
- iv. LEAs must ***monitor*** the implementation of its ATSI-eligible school(s)' plans.



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# School Requirements (1)



Pursuant to ESSA, Section 1111(d)(2)(B):

**Each school** receiving an ATSI-eligibility notification from its LEA, in partnership with educational partners shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system **for each student group** that was the subject of notification.



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# School Requirements (2)

Educational partners include principals and other school leaders, teachers, and parents.

Consider diversifying your ATSI planning team to include representatives from different focus areas such as school and district leaders, a data technician, or personnel and curriculum representatives. Also consider student representation on your ATSI planning team.



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# ATSI Plan Elements (1)

Pursuant to ESSA, Section 1111(d)(2)(B):

*The ATSI plan must:*

...Be informed by all indicators, including student performance against long-term goals...



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# ATSI Plan Elements (2)

Pursuant to ESSA, Section 1111(d)(2)(B):

*The ATSI plan must:*

...include evidence-based interventions, strategies, and activities...



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# ATSI Plan Elements (3)

Pursuant to ESSA, Section 1111(d)(2)(B):

*The ATSI plan must:*

...be approved by the LEA prior to implementation...



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# ATSI Plan Elements (4)

Pursuant to ESSA, Section 1111(d)(2)(B):

*The ATSI plan must:*

...be monitored, upon submission and implementation,  
by the LEA...





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# ATSI Plan Elements (5)

Pursuant to ESSA, Section 1111(d)(2)(C):

*The ATSI plan must:*

...identify resource inequities (which may include a review of LEA and school-level budgeting)...



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# Planning Methodology Option 1

*Education Code (EC) Sections 64001–65001* streamlines state and federal planning processes and allows the SPSA to meet ESSA requirements for ATSI.

The CDE has developed a SPSA template that, if completed consistent with the provided instructions and is implemented with fidelity, meets all ATSI planning requirements.

SPSA template is available on the LCAP Resources web page at <https://www.cde.ca.gov/re/lc/>.



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# Planning Methodology Option 2

*EC* Sections 64001–65001 also allows single school districts and charter schools to utilize the LCAP to serve as the SPSA.

Therefore, single school districts and charter schools can use the LCAP to meet its ATSI planning requirements.



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# Planning Methodology Option 3

A school may elect to use its own planning document or template; however, it must ensure that the alternative planning document or template addresses all federal school improvement planning requirements for ATSI, as applicable.



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# Planning Methodology Summary



To meet its ATSI planning requirements, a school may use one of the following:

1. SPSA
2. LCAP (single school districts and charter schools only)
3. Alternative planning document



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# LCAP Resource for ATSI Planning

Single school districts and charter schools may use the ATSI Planning Summary web page to assist in using the LCAP for ATSI planning. The ATSI Planning Summary:

- Provides a summary of the ATSI plan requirements, and
- Identifies where each ATSI plan requirement may be addressed in the LCAP

The ATSI Planning Summary is available on the ATSI web page at <https://www.cde.ca.gov/sp/sw/t1/tsi.asp>.



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# Plan Approval and Implementation Timeline



The LEA must approve a school's ATSI plan prior to implementation.

It is the expectation that ATSI plans are fully developed and approved at the local level (school and LEA) **no later than the first day of the 2023–24 school year**. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan for that school.



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# FPM Tips for Success (1)

- ATSI-eligible schools may be included in its LEA's FPM review.
- LEAs are encouraged to review the School Support and Improvement (SSI) Program Instrument to ensure that it is addressing all components of an FPM for its ATSI-eligible schools.
- The SSI instrument is available on the 2022-23 Program Instruments web page at <https://www.cde.ca.gov/ta/cr/progrinst202223.asp>.





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# FPM Tips for Success (2)

Previous ATSI-related findings have been issued for:

- Lack of notification to the ATSI-eligible school
- Lack of an ATSI plan
- Lack of evidence showing that planning or analysis for each identified student group was completed

Title I Monitoring and Support Office:  
[TIMSO@cde.ca.gov](mailto:TIMSO@cde.ca.gov)



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# Title II, Part A (1)

- The purpose of Title II is to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which includes:
  - Increase student achievement consistent with the challenging state academic standards;
  - Improve the quality and effectiveness of teachers, principals, and other school leaders;
  - Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
  - Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.



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# Title II, Part A (2)

- LEAs that receive Title II, Part A funds must prioritize funding to schools identified for CSI and TSI.
- LEAs must provide a description of how it will prioritize funds to schools served by the agency that are implementing CSI activities and TSI under Section 1111(d) and have the highest percentage of children counted in ESSA under Section 1124(c). –ESSA Section 2102(b)(2)(C)
  - LEAs must indicate this information in the LCAP Federal Addendum.
- Questions can be directed to [TitleII@cde.ca.gov](mailto:TitleII@cde.ca.gov).



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# Summary of Key Points (1)



- Funding is **not** available for ATSI.
- LEAs must notify ATSI-eligible schools which student groups are underperforming.
- LEAs must approve and monitor the implementation of the ATSI plan.



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# Summary of Key Points (2)



- Schools must develop and implement a plan to improve outcomes for each student group that was the subject of notification.
- Schools may use the SPSA or LCAP planning processes, as applicable, or an alternative that meets Federal requirements.
- ATSI plans should be approved and ready for implementation by the first day of school (2023-24).



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# Frequently Asked Question (1)

## Which schools are eligible for ATSI?

All schools (traditional, charter, Dashboard Alternative School Status, Title I, and non-Title I) that meet the ATSI criteria are eligible for ATSI.



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# Frequently Asked Question (2)

**Can schools be eligible for more than one ESSA school support category at a time?**

**No.** Support categories are hierarchical; therefore, schools can only be eligible for one support category at a time. For example, a school that meets the criteria for ATSI would not be eligible for CSI Low Graduation Rate or CSI Low Performing at the same time.



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# Frequently Asked Question (3)

**Are ESSA, Section 1003 funds available to support schools eligible for ATSI?**

**No.** ESSA, Section 1003 funds are not available to support ATSI activities.

However, Elementary and Secondary School Emergency Relief (ESSER) and the Governor's Emergency Education Relief (GEER) funds may be used to address chronic absenteeism within guidance parameters. Please review ESSER and GEER guidance linked on slide 41 for more information.





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# Resources (1)

**ATSI:** <https://www.cde.ca.gov/sp/sw/t1/tsi.asp>

**ESSA Assistance Status Data File:**

<https://www.cde.ca.gov/sp/sw/t1/essaassistdatafiles.asp>

**ESSA School Support Flyer:**

<https://www.cde.ca.gov/ta/ac/cm/documents/dashboardessaassist.pdf>

**ESSA School Support Technical Guide:**

<https://www.cde.ca.gov/ta/ac/cm/documents/dbguideessa22.docx>



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# Resources (2)

## **System of Support:**

<https://www.cde.ca.gov/ta/ac/cm/sysofsupport.asp>

## **Planning Resources: LCAP and SPSA templates:**

<https://www.cde.ca.gov/re/lc/>

## **ATSI Planning Summary:**

<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>

## **SSI Program Instrument:**

<https://www.cde.ca.gov/ta/cr/progrinst202223.asp>



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# Resources (3)

## **ESSER and GEER Guidance:**

<https://oese.ed.gov/files/2022/12/ESSER-and-GEER-Use-of-Funds-FAQs-December-7-2022-Update.pdf>

## **LREBG Guidance:**

<https://www.cde.ca.gov/fg/aa/ca/learningrecebg.asp>

## **California School Dashboard:**

<https://www.caschooldashboard.org/>

## **Continuous Improvement Resources:**

<https://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp>



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# Contact Information

## **ESSA School Support**

*School Improvement and  
Support Office*

[SISO@cde.ca.gov](mailto:SISO@cde.ca.gov)

## **ATSI Eligibility and Exit Criteria**

*Accountability  
Development and Policy  
Analysis*

[Dashboard@cde.ca.gov](mailto:Dashboard@cde.ca.gov)

## **Planning Support**

*Local Agency Systems  
Support Office*

[LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov)

## **Title II Questions**

*Educator, Equity, and  
Excellence Division*

[TitleII@cde.ca.gov](mailto:TitleII@cde.ca.gov)