

ESSA: School Improvement and Support

The Every Student Succeeds Act (ESSA) requires states to identify schools for different types of support. Schools are identified for support under one category at a time.

- **Comprehensive Support and Improvement (CSI)**
 - ✓ Title I schools meeting the CSI criteria identified as the lowest performing 5%
 - ✓ All high schools with graduation rates below 67% (averaged over 2 years)
- **Targeted Support and Improvement (TSI)**
 - ✓ Schools with “consistently underperforming” student groups who meet the CSI criteria for 2 consecutive years
- **Additional Targeted Support and Improvement (ATSI)**
 - ✓ Selected from TSI schools with one or more student groups that, on their own, meet the CSI criteria

Schools may exit CSI/TSI/ATSI every year based on Dashboard results.

Criteria for CSI Identification

California will use the color combinations that schools receive on California School Dashboard indicators to identify the lowest performing 5 percent of Title I schools statewide for comprehensive support.

Comprehensive Support and Improvement (CSI)

The lowest 5% are Title I schools that meet the criteria:

- Schools with all red indicators
- Schools with all red but one indicator of any other color
- Schools with all red and orange
- Schools with 5 or more indicators where the majority are red

Red Orange Yellow Green Blue

LOWEST PERFORMANCE HIGHEST PERFORMANCE

Source: State Board of Education Information Memo (August 2018)

<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-gad-aug18item01.docx> and information to be considered by the SBE in January 2019.

ESSA: School Improvement and Support

Comprehensive Support and Improvement (CSI)

Timeline:

First cohort identified in January 2019. Proposed second cohort identification in January 2020.
Frequency of identification: Once every 3 years. Aligned with LCAP planning cycle.

Local Processes:

- **School:** Approves School Plan for Student Achievement (SPSA) that incorporates improvement strategies.
- **District:** Develops and approves the “comprehensive support and improvement plan” based on a school-level needs assessment. Governing board approves SPSA and ensures alignment to LCAP. Includes improvement strategies in LCAP summary.
- **State:** Approves, monitors, and periodically reviews the “comprehensive support and improvement plan.”

Targeted Support and Improvement (TSI)

Timeline:

First cohort identified in January 2019, but will be moved into ATSI.
Frequency of identification: Annually

Local Processes:

- **School:** Conducts a school needs assessment. Develops and implements a “targeted support and improvement plan” for any identified student group at the school that considers all accountability indicators, includes evidence-based interventions. Governing board approves School Plan for Student Achievement (SPSA) that incorporates improvement strategies.
- **District:** Approves and monitors the “targeted support and improvement plan.” A Governing board approves SPSA and ensures alignment to LCAP. Includes improvement strategies in LCAP summary.

Additional Targeted Support and Improvement (ATSI)

Timeline:

First cohort identified in January 2019. Proposed second cohort identification in January 2020.
Frequency of identification: Once every 3 years (aligned with LCAP 3-year planning cycle)

Local Processes:

- **School:** Conducts a school needs assessment. Develops and implements a “targeted support and improvement plan” for any identified student group at the school that considers all accountability indicators, includes evidence-based interventions. Approves School Plan for Student Achievement (SPSA) that incorporates improvement strategies.

For schools identified for additional targeted support and improvement, the plan must also identify any resource inequities to be addressed.

District: Approves and monitors the “targeted support and improvement plan.” Governing board approves SPSA and ensures alignment to LCAP. Includes improvement strategies in LCAP summary.

ESSA: School Improvement and Support

The use of existing planning requirements to meet ESSA's requirements has the potential of ensuring state priorities remain central and reduces redundancy and duplication of planning at the local level.

State law requires Title I schools to annually develop a School Plan for Student Achievement (SPSA). The SPSA must be approved by the local governing board, which meets the ESSA requirement that the LEA approve the school's planned improvement strategies. Additionally, district superintendents must ensure that the strategies in the district's LCAP and school SPSAs align.

Incorporating the school improvement strategies into the SPSA helps to reinforce the importance of LEAs ensuring that school-level strategies align with the broader LEA-level strategies reflected in the LCAP.

The LCAP and SPSA serve as school improvement processes. There is no separate process/program for school improvement.

Allowable uses of ESSA 1003 Funds

Related school improvement activities, including:

- ✓ Building capacity
- ✓ Partnering with stakeholders
- ✓ Conducting needs assessments
- ✓ Identifying/developing evidence-based interventions (strategies and activities)
- ✓ Developing, implementing, monitoring, and evaluating improvement efforts (annual)
- ✓ Reviewing/identifying resource inequities



Note: ESSA 1003 funds cannot be carried over from year-to-year.