



2024–25 Every Student Succeeds Act Comprehensive Support and Improvement Local Educational Agency Application for Funding

Application Overview

The application status last changed to "Approved" on 03/04/25 13:06:39

Note: Each section of this application must be completed before advancing to subsequent sections.

PURPOSE

Section 1003 of the Every Student Succeeds Act (ESSA) provides resources and assistance to local educational agencies (LEAs) to improve student outcomes in schools that meet the criteria for Comprehensive Support and Improvement (CSI).

The ESSA requires LEAs to submit an application in order to receive ESSA, Section 1003 funds for CSI. As a condition of funding, the LEA must collaborate with its educational partners, including school principals and other school leaders, teachers, and parents to locally develop and implement a plan for the school to improve student outcomes. School planning and LEA support and assistance for each school receiving comprehensive support are incorporated into the Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) processes.

For Federal guidance on Supplement, not Supplant for school improvement, see question 29a, page 21 to 22 located at <https://go.usa.gov/xdcPV>.

The California Department of Education (CDE) is accepting applications from LEAs with schools that meet the criteria for CSI on the 2024–25 ESSA Assistance Status Data File.

STATUTORY AUTHORITY

ESSA Section 1003–School Improvement (<https://tinyurl.com/4awmj3c6>), pages 9 through 11.

ESSA Section 1111(d)(1)–CSI (<https://tinyurl.com/4awmj3c6>), pages 33 through 35.

Assembly Bill 157, Budget Act of 2024 Item 6100-134-0890 Provision 6 of Schedule 2 is located at <https://tinyurl.com/yjah8emv>.

SUBGRANT INFORMATION

The Budget Act of 2024 appropriated \$144,468,000 in ESSA, Section 1003 local assistance funding to LEAs with schools eligible for CSI. The project period for this application **begins March 17, 2025, and ends on September 30, 2026**. Fiscal Year (FY) 2024 ESSA, Section 1003 funds will be allocated based on a formula to each eligible LEA that submits an approvable application. The formula takes into consideration the total number of schools, statewide, that are eligible for CSI based on the 2024–25 ESSA Assistance Status Data File. FY 2024 ESSA, Section 1003 funds must be used to develop and implement a CSI plan for each eligible school in the 2025–26 school year and must only be used at or on behalf of schools eligible for CSI.

ELIGIBILITY REQUIREMENTS

An applicant must be an LEA with at least one school within its district that serves schools eligible for CSI based on the 2024–25 ESSA Assistance Status Data File. An LEA is defined as a county office of education, school district, or direct-funded charter school.

The 2024–25 ESSA Assistance Status Data File is located on the CDE ESSA Assistance Status Data Files web page at <https://tinyurl.com/yb43csrd>.

CSI eligibility and program information are located on the CDE Comprehensive Support and Improvement web page at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

ALLOWABLE ACTIVITIES AND COSTS

As a condition of funding, the LEA must collaborate with educational partners, including school principals and other school leaders, teachers, and parents to locally develop and implement a CSI plan in the 2025–26 school year for each school that meets the criteria for CSI.

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the LCAP and SPSA planning processes for the 2025–26 school year. If FY 2024 ESSA, Section 1003 funds for CSI are used to implement actions/services to meet a goal articulated in the LCAP, those CSI funds must be included in the LCAP. FY 2024 ESSA, Section 1003 funds for CSI that are distributed from the LEA to the school must be included in the 2025–26 SPSA. In addition, CSI interventions/strategies/activities must align to the goals, actions, and services identified in the LEA's LCAP.

Under the ESSA, CSI plans are required to be evidence-based. Section 8101(21)(A) of the Elementary and Secondary Act, as amended by the ESSA, defines an evidence-based intervention as being supported by *strong evidence*, *moderate evidence*, *promising evidence*, or evidence that *demonstrates a rationale*. ESSA, Section 1003 funds require the use of “evidence-based” interventions that meet higher levels of evidence. The table below lists ESSA's top three levels of evidence.

Demonstrate a statistically significant effect on improving student outcomes:

| Evidence Level | Description |
|-----------------------------------|---|
| Level 1: Strong Evidence | Based on at least one well-designed and well-implemented experimental study |
| Level 2: Moderate Evidence | Based on at least one well-designed and well-implemented quasi-experimental study |

| Evidence Level | Description |
|------------------------------------|---|
| Level 3: Promising Evidence | Based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias |

The United States Department of Education's non-regulatory guidance on evidence-based interventions is located at <https://tinyurl.com/45m65uv4>.

ESSA, Section 1003 funds must be prioritized and focused towards the area(s) identified for improvement for each school, based on their needs assessments and root cause analysis. Funds can only be spent on evidence-based interventions/strategies/activities directly related to the following CSI improvement plan development and implementation efforts:

- Building capacity
- Collaborating with educational partners
- Conducting needs assessments and root cause analysis
- Selecting and implementing evidence-based interventions/strategies/activities
- Using data and outcomes to monitor and evaluate improvement efforts
- Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting

Federal planning requirements are established in the California *Education Code* Section 64001 (<https://go.usa.gov/xdcE6>) and the approved LCAP template on the CDE web page at <https://www.cde.ca.gov/re/lc/>.

Planning instructions for the LCAP and SPSA are located on the CDE web page at <https://www.cde.ca.gov/re/lc/>. The CSI program requirements and information are located on the CDE Comprehensive Support and Improvement web page at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

More information about the ESSA CSI LEA Authorized Use of Funds including allowable Capital Expenditures for CSI is located on the CDE web page at <https://www.cde.ca.gov/sp/sw/t1/csileauthusefunds.asp>.

DISALLOWABLE ACTIVITIES AND COSTS

The use of federal funds, including ESSA, Section 1003 funds must be consistent with the Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. OMB information is located at <https://tinyurl.com/2d3wzx7m>.

In addition, the California legislature stipulated in Assembly Bill 157 that ESSA, Section 1003 funds **shall not be expended to hire additional permanent staff**.

For Federal guidance on Supplement not Supplant for school improvement, see question 29, pages 21 to 22 located at <https://www2.ed.gov/policy/elsec/leg/essa/snsfinalguidance06192019.pdf>.

SUBGRANT REPORTING REQUIREMENTS

Actual expenditures for each performance period within the subgrant period shall be reported to the CDE as part of regular grant management and administration. For more information about subgrant reporting requirements, please visit the CDE CSI LEA Subgrant Reporting Requirements web page at <https://www.cde.ca.gov/sp/sw/t1/csileagrnrpt.asp>. Subgrant reporting requirements and reporting windows are listed below.

| Report Name | Reporting Data | Performance Period | Reporting Window |
|--------------------------------------|---|--------------------------------------|--|
| Report 1 | <ul style="list-style-type: none"> ■ Funding Plan Adjustment ■ Budget Summary ■ Expenditures | March 17, 2025, to June 30, 2025 | Report Open: July 1, 2025 Report Due: July 31, 2025 |
| Report 2 | <ul style="list-style-type: none"> ■ CSI Plan Approval/Adoption Dates ■ Expenditures | July 1, 2025, to September 30, 2025 | Report Open: October 1, 2025 Report Due: October 31, 2025 |
| Report 3 | Expenditures | October 1, 2025, to January 31, 2026 | Report Open: February 1, 2026 Report Due: February 28, 2026 |
| Report 4 | Expenditures | February 1, 2026, to June 30, 2026 | Report Open: July 1, 2026 Report Due: July 31, 2026 |
| Final Report and Subgrant Evaluation | <ul style="list-style-type: none"> ■ Final Expenditures and Closeout Report ■ Subgrant Performance Report | July 1, 2026, to September 30, 2026 | Report Open: October 1, 2026 Report Due: October 31, 2026 |

APPORTIONMENTS

The first apportionment is 25 percent of the LEA's final allocation and is based on an approved 2024–25 ESSA CSI LEA Application for Funding where the LEA has accepted CSI funds. Subsequent apportionments for each subgrant performance period are based on claimed expenditures less prior cumulative payments.

- **Note:** Reported expenditures are used for the purpose of calculating the LEA's apportionment. The use of federal funds must be consistent with the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; ESSA requirements, and requirements in the 2024–25 ESSA CSI LEA Application for Funding.

The LEA can expect to receive apportionments approximately 12 to 16 weeks after a reporting period has ended.

SUBGRANT MONITORING

The acceptance and approval of reported expenditures do not preclude the CDE, in any way, from conducting program monitoring or audits.

LEAs and schools that receive FY 2024 ESSA, Section 1003 funds for CSI may be monitored through the CDE's Federal and Program Monitoring (FPM) process. More information about the FPM process is located on the CDE Compliance Monitoring web page at <https://www.cde.ca.gov/ta/cr/>.

APPLICATION AND FUNDING RESULTS TIMELINE

| Activity | Due Date |
|---|-------------------------------|
| Funding Profile Posted to the CDE Web Page | December 2024 |
| 2024–25 ESSA Assistance Status Data File | Early 2025 |
| 2024–25 ESSA CSI LEA Application for Funding Release Date | February 10, 2025 |
| 2024–25 ESSA CSI LEA Application for Funding Webinar Walk-through | February 11, 2025, at 10 a.m. |
| 2024–25 ESSA CSI LEA Application for Funding Due to the CDE | March 3, 2025, by 5 p.m. |
| 2024–25 ESSA CSI LEA Application for Funding Review by CDE Staff | March 2025 |
| Funding Results and Schedule of Apportionments Posted to the CDE Web Page | April/May 2025 |

TECHNICAL ASSISTANCE

The CDE will conduct a webinar to walk through the process of how to complete the 2024–25 ESSA CSI LEA Application for Funding. The webinar will be conducted on February 11, 2025, at 10 a.m. Communications regarding the webinar will be emailed to eligible LEAs.

APPLICATION PROCESS

The 2024–25 ESSA CSI LEA Application for Funding is an online application that includes six sections: (1) Intent to Apply; (2) General Assurances, Certifications, Terms, and Conditions; (3) LEA Applicant Information; (4) Narrative Responses; (5) 2024–25 CSI Preliminary Funding Plan; and (6) Signatures.

In order to receive ESSA, Section 1003 funds, each eligible LEA must complete and submit the 2024–25 ESSA CSI LEA Application for Funding to the CDE by the date specified in the Application and Funding Results Timeline. The LEA will receive email confirmation upon submission and the CDE will review each LEA application. If the LEA wishes to revise its online application after submission, the LEA must resubmit the application prior to the application due date, as specified in the Application and Funding Results Timeline.

The CDE is not able to modify the application information after submission. Incomplete or late applications may delay funding.

Section 1: Intent to Apply

In order to receive funding, each LEA with schools that meet the criteria for CSI based on the 2024–25 ESSA Assistance Status Data File, must submit the 2024–25 ESSA CSI LEA Application for Funding. Any LEA that chooses not to apply for FY 2024 ESSA, Section 1003 funding for CSI is asked to submit this application to the CDE to communicate its intent and indicate why it has declined funding. This will allow the CDE to reallocate the amount of funds available to those LEAs choosing to apply for funding.

Pursuant to Section 1111(d)(1)(B) of the ESSA, upon notification from the CDE, the LEA shall, for each school identified by the CDE and in partnership with its educational partners, locally develop and implement a plan for the school to improve student outcomes.

Choosing not to accept ESSA, Section 1003 funds **does not** relieve the LEA from meeting its statutory obligations under ESSA, Section 1111(d)(1). However, if an LEA has opted to forgo school improvement activities on behalf of its Dashboard Alternative School Status (DASS) Community of Practice (CoP) school/s/ that are eligible under the CSI Low Graduation Rate criteria with less than 100 enrolled students pursuant to ESSA, Section 1111(d)(1)(C)(ii), this planning requirement would not apply to those specific DASS CoP schools.

FY 2024 ESSA, Section 1003 funds provide resources and assistance to eligible LEAs with schools that meet the criteria for CSI. FY 2024 ESSA, Section 1003 funds must be used to develop and implement a CSI plan for each CSI-eligible school in the 2025–26 school year.

The LEA must indicate if it intends to apply for funding. (Required)

The LEA **intends** to apply for FY 2024 ESSA, Section 1003 funds. By selecting this box, the LEA must complete the remaining five sections of this application.

The LEA **does not intend** to apply for FY 2024 ESSA, Section 1003 funds. By selecting this box, the LEA understands its statutory obligation to meet the requirements of the ESSA, Section 1111(d)(1). The LEA will be redirected to Section 6 to sign and submit this application.

Section 2: General Assurances, Certifications, Terms, and Conditions

General assurances, certifications, terms, and conditions are requirements of applicants and sub-grantees as a condition of receiving funds. The signed subgrant application submitted to the CDE is a commitment to comply with the general assurances, certifications, terms, and conditions associated with the subgrant.

GENERAL ASSURANCES AND CERTIFICATIONS

The 2024–25 general assurances and certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>. Applicants do not need to sign and return the general assurances and certifications with the subgrant application. Instead, applicants must download the general assurances and certifications to keep them on file and available for compliance reviews, complaint investigations, or audits.

TERMS AND CONDITIONS

The 2024–25 ESSA CSI LEA Application for Funding must be electronically signed by the authorized agent of the LEA and submitted to the CDE using the online application.

All FY 2024 ESSA, Section 1003 funds must be encumbered, expended, and legally obligated within the dates designated and must not exceed the maximum amount indicated in the Apportionment Letter.

In addition, the LEA agrees to comply with the following state and federal program terms and conditions:

1. Utilize the LCAP and SPSA processes to locally develop and implement a CSI plan that meets federal requirements for each school eligible for CSI in the 2025–26 school year.
2. Align improvement strategies and activities to the goals, actions, and services in the LEA's LCAP.
3. Monitor schools receiving FY 2024 ESSA, Section 1003 funds for CSI.
4. Use a rigorous review process to recruit, screen, select, and evaluate any external partners, other than the county office of education and other agencies within the state system of support that the LEA would partner with to develop and implement the plan for CSI.
5. Align other federal, state, and local resources to carry out activities supported with funds received.
6. Modify practices and policies as appropriate, to provide operational flexibility that enables full and effective implementation of the plans to improve student outcomes in schools meeting the criteria for CSI.
7. Ensure that each school that the LEA serves will receive all of the state and local funds it would have received in the absence of FY 2024 ESSA, Section 1003 funds.
8. Ensure that FY 2024 ESSA, Section 1003 funds are spent as indicated in this application and agree that **funds will only be used to provide support to the school/s/ that meet the criteria for CSI**, including locally developing, implementing, monitoring, evaluating, and approving plans for the school/s/ to improve student

outcomes. **CSI funds may not be used to support schools that do not meet CSI eligibility criteria on the 2024–25 ESSA Assistance Data File.**

Section 3: Local Educational Agency Applicant Information

Mono County Office of Education (County: Mono)
 PO Box 130, Mammoth Lakes, 93546
 Preliminary FY 2024 LEA Allocation: \$421,191
 County/District Code: 26 10264
 NCES: 0691052

Please verify if the LEA Applicant Information listed above is accurate then select the appropriate box below. Applicant Information can be verified on the California School Directory web page located at <https://www.cde.ca.gov/schooldirectory/>.

The Preliminary FY 2024 LEA Allocation can be verified on the CDE CSI LEA Fiscal Information web page at <https://www.cde.ca.gov/sp/sw/t1/csileafiscalinfo.asp>.

LEAs are required to provide the following contact information for the Primary and Secondary Subgrant Coordinators and the Fiscal Coordinator. If the LEA only has a Primary Subgrant Coordinator, please duplicate that information for the Secondary Subgrant Coordinator.

The LEA Applicant Information is **accurate**.

The LEA Applicant Information is **inaccurate**. (*Do not submit this application. Please use the "Save and Logoff" button and contact the School Improvement and Support Office by phone at 916-319-0833 or by email at SISO@cde.ca.gov for assistance.*)

LEAs are required to provide the following contact information for the Primary and Secondary Subgrant Coordinators and the Fiscal Coordinator. If the LEA only has a Primary Subgrant Coordinator, please duplicate that information for the Secondary Subgrant Coordinator.

Primary Grant Coordinator

First and Last Name: DAN THOMAS
Title: Executive Director
Phone: 619-235-6884
Ext:
E-mail: dthomas@uccharter.org
Fax:

Secondary Grant Coordinator

First and Last Name: Helena Mclaughlin
Title: Director of Academics
Phone: 619-235-6884
Ext:
E-mail: hmclaughlin@uccharter.org
Fax:

Fiscal Coordinator

First and Last Name: Jennifer Weston
Title: CBO
Phone: 760-934-0031
Ext: 114
E-mail: jweston@monocoe.org
Fax:

Section 4: Narrative Responses

The LEA must provide complete responses to the four prompts below. Please note the character limits allowed for each prompt.

The LEA is required to utilize the LCAP and SPSA processes for the 2025–26 school year to locally develop and implement a plan for the school to improve student outcomes in each school that meets the criteria for CSI based on the 2024–25 ESSA Assistance Status Data File.

Prompt 1: Describe any separate planning process that the LEA will use. If the LEA will not use any separate planning process, please type **NA** for the response. **(Max 500 characters).**

Response 1:

N/A

Prompt 2: Describe any separate monitoring process that the LEA will use. If the LEA will not use any separate monitoring process, please type **NA** for the response.

- (Note: The LEA is required to utilize the LCAP and SPSA processes to monitor schools eligible for CSI.) **(Max 500 characters).**

Response 2:

N/A

Prompt 3: Describe how CSI funds will be used to support the needs assessment and root cause analysis process to address the reasons for eligibility and to ensure that interventions/strategies/activities align to the goals, actions, and services in the LCAP. **(Max 1000 characters).**

Response 3:

CSI funds will be used to support the needs assessment and root analysis process to address the reasons for eligibility (low graduation rates and low college and career indicator-CCI) by funding coverage and other expenses associated with education staff attending PLC meetings and additional training in conjunction with expanded data collection and analysis. In addition, the funds will be used to ensure that the interventions/strategies/activities align with LCAP goals through additional and targeted collaborative PLC team meetings and supports to ensure accountability. Needs assessments conducted throughout prior CSI grant cycles consistently identify student retention as the primary factor contributing to low graduation rates. Retaining students remains the central focus of our school's LCAP goals, with a strong emphasis on MTSS strategies addressing the economic, social, emotional, and academic needs of our student body.

Prompt 4: Describe the LEA’s rigorous review process to recruit, screen, select, and evaluate any external service provider with whom the LEA will partner. If the LEA will not partner with any external service provider/s/, please type **NA** for the response.

- (Note: External partners include any external service provider **other than the county office of education and other agencies within the state system of support** that the LEA would partner with to develop and implement the CSI plan.) **(Max 1000 characters).**

Response 4:

N/A

Section 5: 2024–25 Comprehensive Support and Improvement Preliminary Funding Plan

FY 2024-25 Allocation

| LEA Name | Preliminary LEA Allocation |
|---------------------------------|----------------------------|
| Mono County Office of Education | \$421,191 |

From the LEA’s Preliminary Allocation under this subgrant, the LEA may distribute funds among its eligible schools that meet the criteria for CSI based on the 2024–25 ESSA Assistance Status Data File. The total amount of distributed funds must match the LEA’s Preliminary or Final Allocation amount as applicable.

Note: The LEA will be required to adjust its Funding Plan when LEA allocation amounts are revised and determined to be final.

Instructions: Please use the "Edit" button to input data into the "Preliminary Amount of Funds Distributed" fields. Once data has been entered, use the "Update" button to save the data or the "Cancel" button to cancel the revision.

*** - There are no data in this field

| LEA and School Name | CSI Eligibility Status (2024–25 ESSA Assistance Status Data File) | Preliminary Amount of Funds Distributed |
|--|---|---|
| Mono County Office of Education (District) | *** | \$0 |
| Urban Corps of San Diego County Charter | CSI Grad | \$421,191 |
| Total Distributed | n/a | \$421,191 |

Section 6: Signatures

ASSURANCES/CERTIFICATIONS/TERMS/CONDITIONS:

As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the FY 2024–25 ESSA CSI LEA Application for Funding and CSI program requirements and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

SIGNATURE

By signing this application electronically, I, the duly authorized representative of the applicant, agree that my electronic signature is the legally binding equivalent to my handwritten signature. The LEA will provide the following information:

LEA Name:

Urban Corps Charter Sc

First and Last Name:

Title:

Date:

Email:

Phone Number:

Note: If the LEA wishes to revise its online application after submission, the LEA must resubmit the application prior to the application due date as specified in the Application and Funding Results Timeline.

The CDE is not able to modify the application information after submission. Incomplete or late applications may delay funding.

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)