



2022–23 Every Student Succeeds Act Comprehensive Support and Improvement Local Educational Agency Application for Funding

Application Overview

The application status last changed to "Approved" on 02/13/23 9:53:05

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 2022–23 ESSA Assistance Status Data File.

STATUTORY AUTHORITY

ESSA Section 1003–School Improvement (<https://go.usa.gov/xfAWr>), pages 9 through 11.

ESSA Section 1111(d)(1)–Comprehensive Support and Improvement (<https://go.usa.gov/xfAC2>), pages 33 through 35.

Assembly Bill (AB) 179, Budget Act of 2022 Item 6100-134-0890 Provision 6 of Schedule 2 is located at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB179.

SUBGRANT INFORMATION

The Budget Act of 2022 appropriated \$133,228,000 in ESSA, Section 1003 local assistance funding to LEAs with schools eligible for CSI. The project period for this application begins March 13, 2023, and ends on September 30, 2024. Fiscal Year (FY) 2022 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 2022–23 ESSA Assistance Status Data File. FY 2022 ESSA, Section 1003 funds must be used to develop and implement a CSI plan for each eligible school in the 2023–24 school year.

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 2022–23 ESSA Assistance Status Data File. An LEA is defined as a county office of education, school district, or direct-funded charter school.

The 2022–23 ESSA Assistance Status Data File is located on the CDE ESSA Assistance Status Data File web page at <https://www.cde.ca.gov/sp/sw/t1/essaassistdatafiles.asp>.

CSI eligibility and program information are located 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 2023–24 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 2023–24 school year. If FY 2022 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 2022 ESSA, Section 1003 funds for CSI that are distributed from the LEA to the school must be included in the 2023–24 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
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://go.usa.gov/xdcEU>.

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 at <https://www.cde.ca.gov/re/lc/>. CSI program requirements and information are located at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

More information about the ESSA CSI LEA Authorized Use of Funds is located at <https://www.cde.ca.gov/sp/sw/t1/csileaauthusefunds.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://go.usa.gov/xMsvK>.

In addition, the California legislature stipulated in AB 179 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

29a, 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 ESSA 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 13, 2023, to June 30, 2023	Report Open: July 1, 2023 Report Due: July 31, 2023
Report 2	<ul style="list-style-type: none"> ■ CSI Plan Approval/Adoption Dates ■ Expenditures 	July 1, 2023, to September 30, 2023	Report Open: October 1, 2023 Report Due: October 31, 2023
Report 3	Expenditures	October 1, 2023, to January 31, 2024	Report Open: February 1, 2024 Report Due: February 28, 2024
Report 4	Expenditures	February 1, 2024, to June 30, 2024	Report Open: July 1, 2024 Report Due: July 31, 2024
Final Report and Grant Evaluation	<ul style="list-style-type: none"> ■ Final Expenditures and Closeout Report 	July 1, 2024, to September 30, 2024	Report Open: October 1, 2024 Report

Report Name	Reporting Data	Performance Period	Reporting Window
	<ul style="list-style-type: none"> Subgrant Performance Report 		Due: October 31, 2024

APPORTIONMENTS

The first apportionment is 25 percent of the total LEA allocation and is based on an approved 2022–23 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 2022–23 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 2022 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 2022
2022–23 ESSA Assistance Status Data File	Early 2023
2022–23 ESSA CSI LEA Application for Funding Release Date	February 10, 2023
2022–23 ESSA CSI LEA Application for Funding Webinar Walk-through	February 14, 2023, at 10 a.m.
2022–23 ESSA CSI LEA Application for Funding Due to the CDE	March 3, 2023, by 4 p.m.

Activity	Due Date
2022–23 ESSA CSI LEA Application for Funding Review by CDE Staff	March 2023
Funding Results and Schedule of Apportionments Posted to the CDE Web Page	April/May 2023

TECHNICAL ASSISTANCE

The CDE will conduct a webinar to walk through the process of how to complete the 2022–23 ESSA CSI LEA Application for Funding. The webinar will be conducted on February 14, 2023, at 10 a.m. Communications regarding the webinar will be emailed to eligible LEAs.

APPLICATION PROCESS

The 2022–23 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) 2022–23 CSI Preliminary Funding Plan; and (6) Signatures.

In order to receive ESSA, Section 1003 funds, each eligible LEA must complete and submit the 2022–23 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 2022–23 ESSA Assistance Status Data File, must submit the 2022–23 ESSA CSI LEA Application for Funding. Any LEA that chooses not to apply for FY 2022 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). FY 2022 ESSA, Section 1003 funds provides resources and assistance to the LEA with schools meeting the criteria for CSI. FY 2022 ESSA, Section 1003 funds must be used to develop and implement a CSI plan for each CSI-eligible school in the 2023–24 school year.

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

The LEA **intends** to apply for FY 2022 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 2022 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 general assurances and certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/generalassurances2022-23.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 2022–23 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 2022 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 2023–24 school year.
2. Align improvement strategies and activities to the goals, actions, and services in the LEA's LCAP.
3. Monitor schools receiving FY 2022 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 2022 ESSA, Section 1003 funds.
8. Ensure that FY 2022 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 2022–23 ESSA Assistance Status Data File.

Section 3: Local Educational Agency Applicant Information

Woodland Joint Unified (County: Yolo)
435 Sixth St., Woodland, 95695
Preliminary FY 2022 LEA Allocation: \$330,181
County/District Code: 57 72710
NCES: 0643080

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 2022 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>.

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:	Danielle Sharp
Title:	Director of State and Federal Programs
Phone:	530-406-3245
Ext:	

E-mail: danielle.sharp@wjusd.org

Fax:

Secondary Grant Coordinator

First and Last Name: Catalina Ruiz

Title: Account Analyst

Phone: 530-406-3173

Ext:

E-mail: catalina.ruiz@wjusd.org

Fax:

Fiscal Coordinator

First and Last Name: Sandra Martinez

Title: Business Analyst

Phone: 530-406-3220

Ext:

E-mail: sandra.martinez@wjusd.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 2023–24 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 2022–23 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:

WJUSD continues to engage with all site based leadership teams in the plan development process. WJUSD utilizes a protocol that responds to the prompts in the LCAP and SPSA template regarding progress, needs, and performance gaps; examining root causes, identifying actions/strategies to address the needs; developing a monitoring and evaluation plan.

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:

Director of State and Federal (SFP) programs will be the primary point of contact for the monitoring of our school identified as CSI. The director will coordinate meetings with site leadership teams to monitor and support the CSI improvement process. Regular check ins will be scheduled, with the support of the educational services team, including the director of student services, and the director of equity and access, to ensure that progress is monitored and actions steps are followed

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:

The LEA met with site team to conduct a needs assessment, identified root causes. A focus during the discussion was chronic absenteeism, which the LEA and site believe is impacting student connectedness to the school, as well as the achievement of students in both mathematics and ELA. Further, the school noted that this school year the site has made significant process of the suspension rate indicator, with a new site administrator and procedures and routines through PBIS. The LEA has set up meetings to work directly with the principal on the development of the school plan, the CSI plan, and the LCAP. Metrics will be developed and added to the school plan to ensure that progress is made. The SFP coordinator will work directly with the site administrator on monitoring the implementation of the school plan, ensuring that follow through is completed, and that the implemented plan is meeting the needs of students. LEA will use regular check ins, scheduled at least bi-monthly.

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:

NA

Section 5: 2022–23 Comprehensive Support and Improvement Preliminary Funding Plan

FY 2022-23 Allocation

LEA Name	Preliminary LEA Allocation
Woodland Joint Unified	\$330,181

From the LEA's Preliminary Allocation under this subgrant, the LEA may distribute funds among the schools that meet the criteria for CSI based on the 2022–23 ESSA Assistance Status Data File. The total amount of distributed funds must match the LEA's Preliminary Allocation amount.

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 (2022–23 ESSA Assistance Status Data File)	Preliminary Amount of Funds Distributed
Woodland Joint Unified (District)	***	\$330,181
Ramon S. Tafoya Elementary	CSI Low Perform	\$0
Cache Creek High (Continuation)	CSI Low Perform	\$0
Total Distributed	n/a	\$330,181

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 2022–23 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:

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](#)