California Department of EDUCATION



2025–26 Every Student Succeeds Act Comprehensive Support and Improvement Local Educational Agency Application for Funding

Due: January 31, 2026

Application Overview

The application status last changed to "Approved" on 01/27/26 9:10:04

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 to receive ESSA, Section 1003 school improvement funds for its CSI-eligible schools. As a condition of funding, the LEA must collaborate with its educational partners, including principals and other school leaders, teachers, and parents to locally develop and implement a school plan 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.

The California Department of Education (CDE) is accepting applications from LEAs with schools that meet the criteria for CSI on the 2025–26 ESSA Assistance Status Data File.

STATUTORY AUTHORITY

ESSA Section 1003—School Improvement, pages 9 through 11.

ESSA Section 1111(d)(1)—Comprehensive Support and Improvement, pages 33 through 35.

Senate Bill (SB) 105 (Bill Text - SB-105 Budget Act of 2025).

Bottom

SUBGRANT INFORMATION

The Budget Act of 2025 appropriated **$146,281,376** in ESSA, Section 1003 local assistance funding to LEAs with schools eligible for CSI. The project period for these funds **begins February 9, 2026, and ends on September 30, 2027**.

2025–26 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 2025–26 ESSA Assistance Status Data File. 2025–26 ESSA, Section 1003 funds must be used to develop and implement a CSI plan for each eligible school in the 2026–27 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 2025–26 ESSA Assistance Status Data File. An LEA is defined as a county office of education, school district, or direct-funded charter school (ESSA, Section 1003[d]).

The 2025–26 ESSA Assistance Status Data File is located on the CDE ESSA Assistance Status Data Files web page.

CSI eligibility and program information are located on the CDE Comprehensive Support and Improvement web page.

SB 105 (2025 Budget Act), consistent with the ESSA State Plan approved by the State Board of Education, requires that funding eligibility determinations be made on a formula basis, with no provision for discretion or exception. Therefore, there is no appeal process for eligibility determinations. LEAs who fail to submit and certify accurate data will be provided with technical assistance focused on the LEA's data management process pursuant to California *Education Code* (*EC*) Section 60900(f).

ALLOWABLE ACTIVITIES AND COSTS

As a condition of funding, the LEA must collaborate with educational partners, including principals and other school leaders, teachers, and parents to locally develop and implement a CSI plan in the 2026–27 school year for each school that meets the criteria for CSI (ESSA, Section 1111[d][1][B]).

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 2026–27 school year. If FY 2025–26 ESSA, Section 1003 funds for CSI are used to implement actions/services to meet a goal articulated in the LCAP, those funds must be included in the LCAP.

2025–26 ESSA, Section 1003 school improvement funds that are distributed from the LEA to a CSI-eligible school must be included in 2026–27 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

Please refer to the United States Department of Education's Non-regulatory Guidance: Using Evidence to Strengthen Education Investments for additional information.

ESSA, Section 1003 funds must be prioritized and focused towards the area(s) identified for improvement for each CSI-eligible school, based on the outcome of the required needs assessment/s/. Funds can only be spent on evidence-based interventions/strategies/activities directly related to the following CSI 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

More information about allowable uses of funds including capital outlay expenditures and field trips is available on the CDE ESSA CSI LEA Authorized Use of Funds web page.

Federal planning requirements are established in California *EC* Section 64001.

The approved LCAP template and planning instructions for the LCAP and SPSA are available on the CDE Local Control and Accountability Plan web page.

CSI program requirements and information are located on the CDE Comprehensive Support and Improvement web page.

For federal guidance on Supplement Not Supplant for school improvement, see question 29, pages 21 to 22.

DISALLOWABLE ACTIVITIES AND COSTS

The use of federal funds, including ESSA, Section 1003 school improvement funds must be consistent with the Office of Management and Budget's (OMB's) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

In addition, the California legislature stipulated in 2025 Budget Act 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.

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. Subgrant reporting requirements and reporting windows are listed below. LEAs that do not submit the required Grant Management Reports (GMRs) by the established deadlines may have their apportionments delayed until the next reporting cycle.

GMR	Reporting Data	Performance Period	Reporting Window
GMR 1	▪ Funding Plan Adjustment ▪ Types of Strategies ▪ Budget Summary ▪ Expenditures	February 9, 2026, to June 30, 2026	July 1-31, 2026
GMR 2	▪ CSI Plan Approval/Adoption Dates ▪ Expenditures	July 1, 2026, to September 30, 2026	October 1-31, 2026
GMR 3	▪ Expenditures ▪ Mid-Year Reflection	October 1, 2026, to January 31, 2027	February 1-28, 2027
GMR 4	Expenditures	February 1, 2027, to June 30, 2027	July 1-31, 2027
Final GMR and Subgrant Evaluation	▪ Final Expenditures ▪ Subgrant Performance Report	July 1, 2027, to September 30, 2027	September 15 - October 15, 2027

APPORTIONMENTS

The first apportionment is 25 percent of the LEA's final allocation and is based on an approved 2025–26 ESSA CSI LEA Application for Funding where the LEA has accepted funds. Subsequent apportionments for each subgrant performance period are based on

claimed expenditures less prior cumulative payments. LEAs can expect to receive up to five apportionments approximately 12 to 16 weeks after a reporting period has ended. The number of apportionments is contingent upon the rate at which an LEA expends its funds.

Late GMR submissions may delay payment until the next reporting period.

- **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 2025–26 ESSA CSI LEA Application for Funding.

BUDGETING

As a part of GMR 1, the LEA is required to complete the Budget Narrative Summary. The Budget Summary outlines how the LEA proposes to utilize its school improvement funds across object codes (2 *Code of Federal Regulations [CFR]* § 200.308).

When expenditure amounts claimed for object codes are more than 10 percent of the last approved budget or if there is a programmatic shift in how the LEA plans to expend its school improvement allocation, a Budget Summary Revision must be submitted.

Budget revisions must be approved by the CDE and submitted at least one week before the end of a reporting period to ensure a timely review. A request to revise the budget will result in a review of the entire budget, not just the updated sections, and may lead to additional changes.

SUBGRANT MONITORING

The acceptance and approval of reported expenditures do not preclude the CDE, in any way, from conducting program monitoring or audits and recouping funds not properly expended or reported (2 *CFR* § 200.332).

LEAs and schools that receive 2025–26 ESSA, Section 1003 funds for CSI may be monitored through the CDE's Federal Program Monitoring (FPM) process. More information about the FPM process is located on the CDE Compliance Monitoring web page.

2025–26 APPLICATION AND FUNDING TIMELINE

Activity	Due Date
Funding Profile Posted to the CDE Web Page	November 2025
2025–26 ESSA Assistance Status Data File Posted	December 2025
Application Released	January 12, 2026
Application Due	January 31, 2026, by 5 p.m.
Final Funding Results & Schedule of Apportionments Posted to the CDE Web Page	Spring 2026

TECHNICAL ASSISTANCE

The CDE will facilitate various opportunities for LEAs to learn about the ESSA CSI Program, including the specific requirements of the CSI LEA Subgrant. These opportunities may be provided through the following channels:

- Informational Webinars
- Online Resources
- Guidance Documents
- Scheduled Office Hours
- Individualized Correspondence/ Interactions
- Workshops / Conferences (as available)

APPLICATION PROCESS

The 2025–26 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. 2025–26 CSI Preliminary Funding Plan
6. Signatures

To receive ESSA, Section 1003 school improvement funds, each eligible LEA must complete and submit the 2025–26 ESSA CSI LEA Application for Funding to the CDE by the date specified in the Application and Funding Timeline. The LEA will receive separate email confirmations upon submission and approval by the CDE. If the LEA wishes to revise its online application after submission, the LEA must resubmit the application prior to the application due date.

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

Section 1: Intent to Apply

To receive funding, each LEA with schools that meet the criteria for CSI based on the 2025–26 ESSA Assistance Status Data File, must submit the 2025–26 ESSA CSI LEA Application for Funding. Any LEA that chooses not to apply for 2025–26 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 declined funds to LEAs that elect to apply and accept 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 school plan 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.

2025–26 ESSA, Section 1003 funds provide resources and assistance to eligible LEAs with schools that meet the criteria for CSI. 2025–26 ESSA, Section 1003 funds must be used to develop and implement a CSI plan for each CSI-eligible school in the 2026–27 school year.

The LEA must indicate if it intends to apply for funding from the options below.

☒ The LEA **intends** to apply for 2025–26 ESSA, Section 1003 funds. By selecting this option, the LEA must complete the remaining five sections of this application.

☐ The LEA **does not intend** to apply for 2025–26 ESSA, Section 1003 funds. By selecting this option, 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

General assurances and certifications are available on the CDE Funding Forms web page. 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 2025–26 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 2025–26 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 2026–27 school

year.

2. Align improvement strategies and activities to the goals, actions, and services in the LEA's LCAP.
3. Monitor schools receiving 2025–26 ESSA, Section 1003 school improvement 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 may 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 2025–26 ESSA, Section 1003 funds.
8. Ensure that 2025–26 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.

   ESSA school improvement funds may not be used to support schools that do not meet CSI eligibility criteria on the 2025–26 ESSA Assistance Status Data File.

Section 3: LEA Applicant Information

Roseville Joint Union High (County: Placer)
1750 Cirby Way, Roseville, 95661
Preliminary 2025–26 Allocation: $653,041
County/District Code: 31 66928
NCES: 0633630

Please verify if the LEA Applicant Information listed above is accurate. Applicant Information can be verified on the CDE California School Directory web page.

Preliminary 2025–26 Allocations can be verified on the CDE CSI LEA Fiscal Information web page.

LEAs are required to provide the following contact information for a Primary, Secondary, and Fiscal Subgrant Coordinators. 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:	Dr. Tu M.Carroz
Title:	Asst. Superintendent, Ed Services
Phone:	916-782-6565
Ext:	
E-mail:	tcarroz@rjuhsd.us

Secondary Grant Coordinator

First and Last Name:	Josh Mason
Title:	Executive Director, Ed Services
Phone:	916-782-6565
Ext:	
E-mail:	jmason@rjuhsd.us

Fiscal Coordinator

First and Last Name:	Lauren McGhee
Title:	Director of accounting
Phone:	916-782-6565
Ext:	1024
E-mail:	lmcghee@rjuhsd.us

Section 4: Narrative Responses

The LEA must respond to the prompts below. Please note the character limits allowed for each prompt.

The LEA is required to utilize the LCAP and SPSA processes for the 2026–27 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 2025–26 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).**

The LEA will not implement a separate planning process for CSI. CSI planning, implementation, and monitoring are embedded within the existing SPSA and LCAP continuous improvement cycles, including regular data reviews, stakeholder engagement, and progress monitoring to ensure alignment, coherence, and efficient use of resources.

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).**

N/A

Prompt 3:

PART I: As a recipient of the 2024–25 ESSA CSI LEA Subgrant, explain how your LEA is applying lessons learned from last year's successes and challenges to enhance and refine this year's CSI plan(s). Include any adjustments to support interventions, strategies, or activities compared to the previous year.

As a recipient of the 2024–25 ESSA CSI LEA Subgrant, RJUHSD has applied lessons learned from last year by refining support to more directly address student engagement, literacy development, and barriers to access. Data reviews and implementation monitoring identified the need for stronger trauma-informed practices, increased family connection, and more targeted instructional support. This year's CSI plan expands professional learning through trauma-informed practices training and course-subject conferencing tailored to alternative education settings, with an emphasis on building literacy across content areas. A dedicated literacy release period supports coaching, mentoring, and cross-curricular coherence. Additional adjustments include expanded staffing through two Learning Support Specialists and a FACE Liaison, targeted credit recovery, after-school tutoring, parent education classes, and bus passes to address attendance and access. These refinements strengthen alignment between identified needs and interventions.

PART II: Describe how the 2025–26 ESSA school improvement 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).**

The 2025–26 ESSA school improvement funds will be used to support a structured needs assessment and root cause analysis process focused on the factors contributing to CSI eligibility, including student engagement, attendance, credit recovery, and academic performance. Funds will support scheduled data review cycles, facilitation of course specific conferences, and collaboration time for staff to analyze Dashboard indicators, local assessment data, and qualitative feedback (student empathy interviews) from students and families. Root cause findings will inform the identification and implementation of evidence-based interventions aligned to LCAP goals, actions, and services. ESSA funds will also support coaching, professional learning, and implementation monitoring to ensure strategies are responsive to identified needs and coherent with districtwide priorities, resulting in targeted supports that improve student outcomes.

Prompt 4: Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external service provider with whom the LEA may 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 may partner with to develop and implement the CSI plan.) **(Max 1000 characters).**

The LEA uses a rigorous and transparent process to recruit, screen, select, and evaluate external service providers supporting CSI implementation. Potential partners are reviewed by site and district leadership using established criteria that include alignment to identified root causes, evidence-based practices, experience in alternative education settings, and coherence with LCAP goals, actions, and services. The review process includes research on provider effectiveness, reference checks, interviews, and review of prior outcomes. Selected providers must demonstrate capacity to support literacy development, trauma-informed practices, and student engagement. Ongoing evaluation includes monitoring implementation fidelity, collecting staff feedback, and reviewing impact data to determine effectiveness and inform implementation of services. This process ensures external partnerships directly support student needs and district priorities.

Section 5: Preliminary Funding Plan

LEA Name	Preliminary Allocation
Roseville Joint Union High	$653,041

From the LEA's Preliminary Allocation under this subgrant, the LEA may distribute funds amongst its eligible schools that meet the criteria for CSI based on the 2025–26 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 Distribution Amount 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 (2025–26 ESSA Assistance Status Data File)	Preliminary Distribution Amount
Roseville Joint Union High (District)	***	$0
Adelante High (Continuation)	CSI Grad	$653,041
Total Distributed	**n/a**	**$653,041**

Section 6: Signatures

The LEA accepts 2025–26 ESSA, Section 1003 funds.

ASSURANCES/CERTIFICATIONS/TERMS/CONDITIONS:

☐ As the duly authorized representative of the ahpplicant, I have read all assurances, certifications, terms, and conditions associated with the 2025–26 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.

☐ I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of United States Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

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:

First and Last Name:	Lauren McGhee
Title:	Director of Accounting
Date:	01/27/2026
Email:	lmcghee@rjuhsd.us
Phone Number:	916-782-6565

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 Timeline.

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

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California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy