



# **2025 – 2026**

## **State & Federal Planning Guide**

2025-26 Planning Calendar

Annually	September	October	November	December	January
<div><div><input type="checkbox"/> <b>SPSA</b> <i>(Recommended before spending funds)</i></div><div><input type="checkbox"/> <b>CSI/TSI/ATSI Plan</b> <i>(if eligible, before spending funds)</i></div><div><input type="checkbox"/> <b>LCAP Federal Addendum</b> <i>(Review &amp; revise as needed)</i></div><div><input type="checkbox"/> <b>Prop 28 Arts &amp; Music in Schools (AMS)</b><div><input type="checkbox"/> <b>School Site Ex. Plan</b></div></div></div>	<div><div><input type="checkbox"/> <b>ELOP 23-24 Funds Final Exp.Report</b> (Sept. 30)</div><div><input type="checkbox"/> <b>Educator Effectiveness Funds (EEF)</b> Annual Data &amp; Expenditure Report (Sept. 30)</div><div><input type="checkbox"/> <b>Prop 28 AMS Annual Report</b> (Sept.30)</div><div><input type="checkbox"/> <b>UPK Programmatic Report</b> (Sept.30)</div></div>	<div><div><input type="checkbox"/> <b>CSI Grant Reporting</b> (Oct. 31st)</div><div><input type="checkbox"/> <b>LCAP Uploaded to the Dashboard</b> (Oct.13-Oct.31)</div><div><input type="checkbox"/> <b>Prop 28 AMS Expenditure Report</b> (October 1)</div></div>	<div><div><input type="checkbox"/> <b>UPK P&amp;I Grant Expenditure Report #6</b> (Nov.30)</div></div>	<div><div><input type="checkbox"/> <b>In-Person Instruction Grant Final Expenditure Report</b> (Dec. 1)</div><div><input type="checkbox"/> <b>ELO-G: Plan Update</b> (When expenditures become available)</div></div>	<div><div><input type="checkbox"/> <b>Winter Con-App Certification Deadline</b> (Jan.15)</div><div><input type="checkbox"/> <b>ESSER III Winter Reporting</b> (Jan.9)</div></div>

2025-26 Planning Calendar

February	March	April	May	June	July
<div><div><input type="checkbox"/> <b>CSI Grant Reporting</b> (Feb. 28th)</div><div><input type="checkbox"/> <b>SARC</b> (Feb. 1)</div><div><input type="checkbox"/> <b>LCAP Midyear Report to Governing Board</b> (Feb. 28)</div></div>	<div><div><input type="checkbox"/> <b>Comprehensive School Safety Plan</b> Including Instructional Cont. Plan (March 1)</div><div><input type="checkbox"/> <b>CSI Funding Application</b> (TBD)</div></div>	<div><div><input type="checkbox"/> <b>Home to School Transportation Plan</b> (April 1)</div><div><input type="checkbox"/> <b>ESSER III Spring Reporting</b> (April 10)</div></div>	<div><div><input type="checkbox"/> <b>Spring Con-App Certification Deadline</b> (TBD)</div></div>	<div><div><input type="checkbox"/> <b>Prop. 28 AMS Annual Certification</b> (June 30)</div></div>	<div><div><input type="checkbox"/> <b>CSI Reporting</b> (1st-31st)</div><div><input type="checkbox"/> <b>LCAP &amp; Budget Adoption</b> (July 1st)</div><div><input type="checkbox"/> <b>Local Indicator Report to Governing Board</b> (July 1)</div><div><input type="checkbox"/> <b>ESSER III Summer Reporting</b> (July 10)</div></div>

## 2025-26 Planning Calendar

Program	2025-26	2026-27	2027-28	2028-29
<a href="#">A-G Completion Improvement Grant</a>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Funds available for expenditure through 06/30/2026</li> </ul>	<ul style="list-style-type: none"> <li>Report final outcomes to CDE by 08/31/2026</li> <li>Report final expenditures to CDE by 9/30/26</li> </ul>		
<a href="#">Arts, Music, and Instructional Materials Discretionary Block Grant</a>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Funds may be encumbered through 6/30/2026</li> </ul>	<ul style="list-style-type: none"> <li>Report final expenditures to CDE by 9/30/26</li> </ul>		
<a href="#">Arts and Music in Schools Funding and Accountability Act (Proposition 28)</a>	<ul style="list-style-type: none"> <li>Implement school site plans</li> <li>Annual certification and reporting required</li> </ul>	<ul style="list-style-type: none"> <li>Implement school site plans</li> <li>Annual certification and reporting required</li> </ul>	<ul style="list-style-type: none"> <li>Implement school site plans</li> <li>Annual certification and reporting required</li> </ul>	<ul style="list-style-type: none"> <li>Implement school site plans</li> <li>Annual certification and reporting required</li> </ul>
<a href="#">Attendance Recovery</a>	<ul style="list-style-type: none"> <li>Optional Implementation of Attendance Recovery Program</li> </ul>	<ul style="list-style-type: none"> <li>Optional Implementation of Attendance Recovery Program</li> </ul>	<ul style="list-style-type: none"> <li>Optional implementation of Attendance Recovery Program</li> </ul>	<ul style="list-style-type: none"> <li>Optional Implementation of Attendance Recovery Program</li> </ul>
<a href="#">Targeted (TSI) &amp; Additional Target Support &amp; Improvement (ATSI)</a> <ul style="list-style-type: none"> <li>Only applies to schools meeting TSI/ATSI eligibility criteria.</li> </ul>	<ul style="list-style-type: none"> <li>TSI schools identified based on the 2025 Dashboard</li> <li>Develop and Implement school site plan as eligible.</li> </ul>	<ul style="list-style-type: none"> <li>TSI schools identified based on the 2026 Dashboard</li> <li>Develop and Implement school site plan as eligible.</li> </ul>	<ul style="list-style-type: none"> <li>TSI schools identified based on the 2026 Dashboard</li> <li>Develop and Implement school site plan as eligible.</li> </ul>	<ul style="list-style-type: none"> <li>TSI schools identified based on the 2026 Dashboard</li> <li>Develop and Implement school site plan as eligible.</li> </ul>
<a href="#">California Community Schools Partnership Program</a>	Implement Plan Annual reporting required	Implement Plan Annual reporting required	End of Grant Reporting due (Cohort 1) June 30, 2027	End of Grant Reporting due (Cohort 2) June 30, 2028

## 2025-26 Planning Calendar

Program	2025-26	2026-27	2027-28	2028-29
<a href="#">Comprehensive Support and Improvement (CSI)</a>  *Only applies to schools meeting CSI eligibility criteria.	<ul style="list-style-type: none"> <li>Implement Plan</li> <li>No new CSI eligibility</li> </ul>	<ul style="list-style-type: none"> <li>CSI eligibility based on 2026 Dashboard.</li> <li>Develop CSI Plan</li> <li>Respond to CSI prompts in the LCAP</li> <li>Develop Plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement Plan</li> <li>No new CSI eligibility</li> </ul>	<ul style="list-style-type: none"> <li>Implement Plan</li> <li>No new CSI eligibility</li> </ul>
<a href="#">Educator Effectiveness Grant Funds (EEF)</a>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Annual data and expenditure reports due on or before 09/30/2025</li> <li>Funds available for expenditure through 06/30/2026</li> </ul>	<ul style="list-style-type: none"> <li>Final report of expenditures due to CDE by 09/30/26.</li> </ul>		
<a href="#">Equity Multiplier</a>  *Only applies to LEAs receiving EM funds.	<ul style="list-style-type: none"> <li>Implement EM LCAP Goal</li> <li>Monitor effectiveness of EM actions</li> <li>Annually reflect on implementation &amp; effectiveness in the LCAP</li> </ul>	<ul style="list-style-type: none"> <li>Implement EM LCAP Goal</li> <li>Monitor effectiveness of EM actions</li> <li>Annually reflect on implementation &amp; effectiveness in the LCAP</li> </ul>	<ul style="list-style-type: none"> <li>Implement EM LCAP Goal</li> <li>Monitor effectiveness of EM actions</li> <li>Annually reflect on implementation &amp; effectiveness in the LCAP</li> </ul>	<ul style="list-style-type: none"> <li>Implement EM LCAP Goal</li> <li>Monitor effectiveness of EM actions</li> <li>Annually reflect on implementation &amp; effectiveness in the LCAP</li> </ul>
<a href="#">ESSER III Expenditure Plan</a>	Liquidate funds by Jan. 28, 2025			
<a href="#">Expanded Learning Opportunities Program (ELO-P)</a>	<ul style="list-style-type: none"> <li>Implement &amp; monitor plan</li> <li>Adjust plan if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Implement &amp; monitor plan</li> <li>Adjust plan if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Implement &amp; monitor plan</li> <li>Complete three-year review/update of plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement &amp; monitor plan</li> <li>Adjust plan if needed.</li> </ul>

## 2025-26 Planning Calendar

Program	2025-26	2026-27	2027-28	2028-29
<a href="#">Home to School Transportation Plan</a>	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Update plan by April 1, 2026</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Update plan by April 1, 2027</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Update plan by April 1, 2028</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Update plan by April 1, 2029</li> </ul>
<a href="#">Independent Study Board Policy, Administrative Regulations, &amp; Master Agmts</a>	<ul style="list-style-type: none"> <li>• Implement IS program as described in the required LEA board policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement IS program as described in the required LEA board policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement IS program as described in the required LEA board policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement IS program as described in the required LEA board policies.</li> </ul>
<a href="#">Learning Recovery Emergency Block Grant</a>	<ul style="list-style-type: none"> <li>• Implement program</li> </ul>	<ul style="list-style-type: none"> <li>• Implement program</li> </ul>	<ul style="list-style-type: none"> <li>• Implement program</li> <li>• Report interim expenditures to CDE by 12/01/2027</li> <li>• Funds available for expenditure through 06/30/2028</li> </ul>	<ul style="list-style-type: none"> <li>• Final report to CDE by 12/01/2029</li> </ul>
<a href="#">Local Control &amp; Accountability Plan (LCAP)</a>	<ul style="list-style-type: none"> <li>• Implement and monitor plan</li> <li>• Develop plan for subsequent school year</li> <li>• Adopt by July 1</li> </ul>	<ul style="list-style-type: none"> <li>• Implement and monitor plan</li> <li>• Develop plan for subsequent school year</li> <li>• Adopt by July 1</li> </ul>	<ul style="list-style-type: none"> <li>• Start of new 3-year cycle</li> <li>• Implement and monitor plan</li> <li>• Develop plan for subsequent school year</li> <li>• Adopt by July 1</li> </ul>	<ul style="list-style-type: none"> <li>• Implement and monitor plan</li> <li>• Develop plan for subsequent school year</li> <li>• Adopt by July 1</li> </ul>
<a href="#">LCAP and LCFF Budget Overview for Parents Midyear Report</a>	<ul style="list-style-type: none"> <li>• On or before February 28th, midyear report must be presented to the local governing board as a nonconsent item, at a regularly scheduled board meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• On or before February 28th, midyear report must be presented to the local governing board as a nonconsent item, at a regularly scheduled board meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• On or before February 28th, midyear report must be presented to the local governing board as a nonconsent item, at a regularly scheduled board meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• On or before February 28th, midyear report must be presented to the local governing board as a nonconsent item, at a regularly scheduled board meeting.</li> </ul>
<a href="#">Local Control &amp; Accountability Plan (LCAP) Federal Addendum</a>	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Review annually with the LCAP</li> <li>• Revise plan if changes are needed</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Review annually with the LCAP</li> <li>• Revise plan if changes are needed</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Review annually with the LCAP</li> <li>• Revise plan if changes are needed</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Review annually with the LCAP</li> <li>• Revise plan if changes are needed</li> </ul>

2025-26 Planning Calendar



Program	2025-26	2026-27	2027-28	2028-29
<a href="#">Local Indicators Report</a>	<ul style="list-style-type: none"><li>● Upload Local Indicators to the Dashboard</li><li>● Report Local Indicators to the governing board at the same meeting as the adoption of the LCAP (no later than July 1, 2026)</li></ul>	<ul style="list-style-type: none"><li>● Upload Local Indicators to the Dashboard</li><li>● Report Local Indicators to the governing board at the same meeting as the adoption of the LCAP (no later than July 1, 2027)</li></ul>	<ul style="list-style-type: none"><li>● Upload Local Indicators to the Dashboard</li><li>● Report Local Indicators to the governing board at the same meeting as the adoption of the LCAP (no later than July 1, 2028)</li></ul>	<ul style="list-style-type: none"><li>● Upload Local Indicators to the Dashboard</li><li>● Report Local Indicators to the governing board at the same meeting as the adoption of the LCAP (no later than July 1, 2029)</li></ul>
<a href="#">School Plan for Student Achievement (SPSA)</a>	<ul style="list-style-type: none"><li>● Implement Plan</li><li>● Review, update, and get approval by the School Site Council</li></ul>	<ul style="list-style-type: none"><li>● Implement Plan</li><li>● Review, update, and get approval by the School Site Council</li></ul>	<ul style="list-style-type: none"><li>● Implement Plan</li><li>● Review, update, and get approval by the School Site Council</li></ul>	<ul style="list-style-type: none"><li>● Implement Plan</li><li>● Review, update, and get approval by the School Site Council</li></ul>
<a href="#">Comprehensive School Safety Plan</a>	<ul style="list-style-type: none"><li>● Update and adopt CSS plan by March 1st.</li></ul>	<ul style="list-style-type: none"><li>● Update and adopt CSS plan by March 1st</li></ul>	<ul style="list-style-type: none"><li>● Update and adopt CSS plan by March 1st</li></ul>	<ul style="list-style-type: none"><li>● Update and adopt CSS plan by March 1st</li></ul>
<a href="#">Universal Prekindergarten Planning and Implementation Grant</a>	<ul style="list-style-type: none"><li>● Funds available for expenditure through 06/30/2026 (AB 185)</li></ul>			

State & Federal Program Details

21-26 A-G Completion Improvement Grant Program		
Plan Requirements	Summary	Resources
Yes	<p><b>Purpose:</b> Providing additional supports to help increase the number of high schoolers, particularly unduplicated pupils, who graduate high school with A-G eligibility.</p> <p><b>Allowable Uses:</b></p> <ul style="list-style-type: none"><li><u>A-G Access Grant</u>: Must be used towards activities that directly support pupil access to, and successful completion of, the A-G course requirements. The A-G Access Grant and the Success Grant funds are designated to be used to provide professional development opportunities for teachers, administrators, and school counselors. It can also be used to implement advising plans, tutoring programs, expand access to coursework, advanced placement, and international baccalaureate fees. The funds must supplement, not supplant, services identified in an LEA's LCAP.</li><li><u>A-G Success Grants</u>: Funds are to be used towards pupils in danger of not receiving a grade of "C" or better in A-G courses.</li><li><u>A-G learning Loss Mitigation Grants</u>: Must be used to allow pupils who received a "D", "F", or "Fail" in an A-G approved course in the 2020–21 school year to retake those A-G courses. Districts may also use grant funds to offer credit recovery opportunities.</li></ul> <p>Eligible LEAs will either receive the A-G Access Grant or the A-G Success Grant and the A-G Learning Loss Mitigation Grant.</p> <p>Per <a href="#">EC 41590</a>, the plan shall include information regarding how the plan and described services supplement, and do not supplant, those services identified in the school district's local control and accountability plan.</p> <p><b>Program Questions:</b> Maria Burright, email: <a href="mailto:A-GCIGP@cde.ca.gov">A-GCIGP@cde.ca.gov</a>, phone: 916-319-0460 <b>Fiscal Questions:</b> Categorical Allocations and Audit Resolutions Office, email: <a href="mailto:CAAR@cde.ca.gov">CAAR@cde.ca.gov</a></p>	Specific template not required. <ul style="list-style-type: none"><li><a href="#">Sample Plan Template Released by SSC</a></li></ul>
Board Approval		CDE Sample A-G Mid Grant Report
Yes		DataQuest Report that reflects A-G completion rates
COE Approval		Expenditure Idea Padlet & Summary
No		CDE A-G Completion Improvement Grant Webinar PPT
Deadline(s)		<a href="#">CDE Funding Results Page</a>
<p><b>Plan:</b> April 1, 2022 <a href="mailto:A-GCIGP@cde.ca.gov">A-GCIGP@cde.ca.gov</a></p> <p><b>Expenditure of Funds:</b> Funds may be encumbered through June 30, 2026</p>		
Reporting Requirements		
<p><b>Final Expenditure Report:</b> September 30, 2026 (Note: there will be a collection of unexpended funds).</p> <p><b>Final Outcomes Report:</b> Report final outcomes that measure the impact of A-G Completion Grant funds by August 31, 2026</p>		<p><b>Initiative Statute:</b> <a href="#">ED Code 41590</a></p> <p><b>Allocation schedule:</b> posted by program on the CDE Categorical Programs web page at <a href="https://www.cde.ca.gov/fg/aa/ca/">https://www.cde.ca.gov/fg/aa/ca/</a>.</p> <p><b>SACS Resource Codes:</b> 7412, 7413</p>



22-26 ▾			Arts, Music, and Instructional Materials Discretionary Block Grant		
Plan Required		Summary		Template and Resources	
Yes ▾		<p><b>Purpose:</b> AB-181 (2021-22) appropriates funds to establish the Arts, Music, and Instructional Materials Block Grant to provide professional development and instructional materials.</p> <p><b>Allowable Uses:</b></p> <ol style="list-style-type: none"><li>1. Obtain standards-aligned professional development and acquire instructional materials;</li><li>2. Obtain instructional materials and professional development for improving school climate, including restorative justice strategies, digital literacy, physical education, and learning through play.</li><li>3. Develop diverse book collections.</li><li>4. “Operational costs” including, but not limited to, retirement and health care cost increases.</li><li>5. Equipment and supplies necessary to keep students and staff safe from COVID and schools open for in-person instruction.</li></ol> <p><b>Program Questions:</b> Curriculum Frameworks and Instructional Resources Division <a href="mailto:CFIRD@cdw.gov">CFIRD@cdw.gov</a></p> <p><b>Fiscal Questions:</b> <a href="mailto:CAAR@cde.ca.gov">CAAR@cde.ca.gov</a></p>		No template provided.	
Board Approval				• Optional <a href="#">DTS Template</a>	
Yes ▾				<a href="#">CDE AMIM webpage</a> <a href="#">CDE AMIM Resources</a>	
COE Approval					
No ▾					
Deadline(s)					
<p><b>Plan:</b> No specified deadline, but plan must be approved before spending funds.</p> <p><b>Expenditure of Funds:</b> Funds may be encumbered through <b>June 30, 2026</b>.</p> <p>*LEAs that fail to submit a final expenditure report, forfeit all funds allocated.</p>					
Reporting Requirements					
<p><b>Final Expenditure Report:</b> <b>September 30, 2026</b>. Final expenditure report will be submitted through a secure CDE web portal.</p> <p>The URL to the portal will be published on the <a href="#">AMIM web page</a>.</p>				<p><b>Initiative Statute:</b> <a href="#">AB-181 Section 134</a></p> <p><b>Allocation schedule:</b> posted by program on the CDE Categorical Programs web page at <a href="https://www.cde.ca.gov/fq/aa/ca/">https://www.cde.ca.gov/fq/aa/ca/</a>.</p> <p><b>SACS Resource Codes:</b> 6762</p>	

Proposition 28: Arts and Music In Schools (AMS)		
Plan Required	Summary	Template and Resources
Yes	<p><b>Purpose:</b> The Arts and Music In Schools-Funding Guarantee and Accountability Act provides additional ongoing funding for Arts Education in Schools. Arts Education Program includes, but is not limited to, instruction and training, supplies, materials, and arts educational partnership programs, for instruction in: dance, media arts, music, theatre, and visual arts, including folk art, painting, sculpture, photography, and craft arts, creative expression including graphic arts and design, computer coding, animation, music composition and ensembles, and script writing, costume design, film, and video.</p> <p><b>Conditions of Receipt of Funds</b> As a condition of receipt of AMS funds, each LEA <b>shall annually do all the following:</b></p> <ul style="list-style-type: none"><li>• Certify that all funds will be used to provide arts education programs and that funds expended in the prior fiscal year were, in fact, used for those purposes, except as provided in 3.</li><li>• For LEAs with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs, unless a waiver of this requirement has been granted.</li><li>• Certify that such funds received will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.</li><li>• Certify that no more than 1 percent of funds received will be used for an LEA's administrative expenses, including indirect costs, to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.</li><li>• Submit an annual board- or body-approved report in a manner determined by the Superintendent, that shall be posted on the LEA's and the California Department of Education's (CDE's) internet websites and details the type of arts education programs funded by the program; the number of FTE teachers, classified personnel, and teaching aides; the number of pupils served; and the number of school sites providing arts education programs with those funds.</li></ul> <p><b>Program Questions:</b> Curriculum Frameworks and Instructional Resources Division <a href="mailto:Prop28@cde.ca.gov">Prop28@cde.ca.gov</a></p> <p><b>Fiscal Questions:</b> School Fiscal Services Division, Principal Apportionment Section <a href="mailto:Prop28@cde.ca.gov">Prop28@cde.ca.gov</a></p>	No Required Template <a href="#">CDE AMS webpage</a> <a href="#">AMS Portal</a>
Board Approval		<p>Annual audits will include AMS funds received. The following resources are provided to assist LEAs and auditors in determining compliance with use of funds requirements.</p> <p><a href="#">Proposition 28-Arts and Music in Schools Funding</a></p> <p><a href="#">Proposition 28 Arts and Music in Schools – Financial Reporting and Audit Resources</a></p> <p><a href="#">Arts and Music in Schools Audit Compliance Worksheets</a>  (XLSX)</p> <p><a href="#">Annual Audit Guide</a> </p> <p><a href="#">Year-at-a-Glance One Page Document</a></p>
Other		
See Reporting Requirements below for board approval requirements		
COE Approval		
No		
Deadline	<p><b>Annual Report-</b> The annual report must be board approved, submitted to the CDE through <a href="#">AMS Portal</a>, and <b>posted to the LEA's website</b>. Frequency: Annually <b>9/30/2025</b></p> <p><b>School Site Expenditure Plan-</b> Developed by the principal of a school or program director of a preschool for local Use (Does not need to be posted or submitted to CDE) Frequency: <b>Annually</b></p> <p><b>Annual Certification-</b> Local educational agencies (LEAs) must annually certify that all funds will be used to provide arts education programs, among other assurances. Frequency: Annually be due by <b>6/30/26 (for 26-27 funds)</b></p> <p><b>Expenditure Report-</b> LEAs are required to report to the CDE the amount of unexpended AMS funds due by <b>10/1/25</b></p>	<b>Initiative Statute:</b> <a href="#">Education Code Section 8820</a>
No Deadline in Statute		<b>Allocation schedule:</b> <a href="#">Principal Apportionment Section for AMS</a>
Reporting Requirements		<b>SACS Resource Codes:</b> 6770

Annually Attendance Recovery Program		
Plan Required	Summary	Template and Resources
No	<p>Attendance Recovery is a new program signed into law as part of the education omnibus budget trailer bill, <a href="#">Senate Bill (SB) 153</a>. Attendance Recovery will go into effect <b>beginning July 1, 2025</b> and will provide LEAs with opportunities to make up lost instructional time and recoup lost attendance for apportionment and chronic absenteeism as an alternative to Saturday school. It is voluntary for LEAs to offer</p> <p><b>Purpose</b> Attendance Recovery is designed to help LEAs address chronic absenteeism, enable LEAs to recover funding lost due to absences, and increase student access to instruction.</p> <ul style="list-style-type: none"><li>• Must be voluntary for students to participate</li><li>• Does not replace or modify Saturday School</li><li>• ELO-P funds may be used for Attendance Recovery if certain conditions are met</li><li>• An ARP may be operated before or after school, on weekends, or during intersessional periods. LEAs that operate ARPs shall offer access to ARPs throughout the school year, including, at least once during each term.</li></ul> <p><b>Eligibility</b> School districts, COEs, and classroom-based charter schools may offer Attendance Recovery to TK-12 students</p> <ul style="list-style-type: none"><li>• Not eligible:<ul style="list-style-type: none"><li>◦ Nonclassroom-based charter schools and charter schools operating under a special partnership are not eligible</li><li>◦ Students participating in long-term independent study as defined in EC Section 46211 are not eligible</li></ul></li><li>• Participation is not compulsory, nonpunitive</li></ul> <p><b>Key Requirements</b></p> <ul style="list-style-type: none"><li>• <u>Supervision</u>: Participating students must be under the immediate supervision and control of certificated LEA employee</li><li>• <u>Instruction</u> must be substantially equivalent to regular program</li><li>• <u>Content</u> must be aligned to grade-level standards</li><li>• <u>Class Size</u>: ARP class sizes should not exceed a 20:1 student-to-teacher ratio (10:1 for TK/K).</li><li>• <u>Instructional Time</u> must meet applicable minimum daily minute requirement to recover a day's absence. They should include activities like one-on-one or small group tutoring and be supervised by a certified teacher.</li></ul> <p><b>ADA Credit</b>: Average Daily Attendance (ADA) generated through an ARP will be credited to the school year in which the ARP is operated</p> <p>For questions on attendance for apportionment and instructional time, contact the Attendance Accounting Office: <a href="mailto:ATTENDANCEACCOUNTING@cde.ca.gov">ATTENDANCEACCOUNTING@cde.ca.gov</a></p>	<p>No required template.</p> <p><a href="#">Implementation Checklist</a>- A tool to guide school and district leaders through the planning, development, and execution of an AR Program.</p> <p>CDE Presentation: <a href="#">Attendance Recovery</a> March, 2025</p> <p><a href="#">CDE Attendance Recovery Webpage</a></p> <p>Audit Guide Procedures will be published by the end of FY 2024-25: <a href="https://eaap.ca.gov">https://eaap.ca.gov</a></p> <p><b>Initiative Statute:</b> Education Code <a href="#">46210</a> and <a href="#">46211</a></p>
COE Approval		
No		
Deadline (s)		
Starting with the First Principal Apportionment period due <b>January 15, 2026</b> , the LEA may include AR ADA in the attendance in their computation of regular ADA, within the limits given by EC Section 46211(d)(1). In addition the LEA will also report AR ADA separately in an informational line in the Principal Apportionment Data Collection web application.		
Reporting Requirements		
Beginning in the 2025–26 End-of-Year (EOY) 3 submission, LEAs will be required to submit AR days to CALPADS on the Student Absence Summary (STAS) file and to certify those data as part of their <b>EOY 3</b> submission. Detailed information is forthcoming and will be provided from the LEAs CALPADS web page.		

Annually as eligible Additional Target Support & Improvement (ATSI)		
Plan Required	Summary	Template and Resources
Yes	<p>Eligibility for ATSI is based on school-level student group Dashboard data. Schools with at least one student group with all indicators at the lowest status or all indicators at the lowest status but one are eligible for ATSI based on eligible student groups.</p> <p><b>Schools eligible for ATSI:</b></p> <ul style="list-style-type: none"><li>Must develop an ATSI Plan (SPSA) informed by State indicators, based on school-level needs assessment, include evidence-based interventions, and identify resource inequities. The plan must address eligible student group(s).</li><li>The ATSI Plan development should align with LCAP development with approval by June 30 and Fall implementation.</li></ul> <p><b>Districts with ATSI-eligible school(s):</b></p> <ul style="list-style-type: none"><li>Must inform eligible schools of their ATSI status and eligible student group(s). <i>Recommend that this is documented in writing.</i><ul style="list-style-type: none"><li>The same notification methods could be used for single school districts and charter schools.</li><li>Notification can include phone calls, emails, meeting minutes, written letters, etc.</li></ul></li><li>May need to update their LCAP Federal Addendum.</li></ul> <p><b>Title II Considerations</b></p> <p>LEAs that receive Title II, Part A funds must prioritize funding to schools identified for CSI and TSI/ATSI.</p>	<a href="#">CDE ATSI Web page</a>
COE Approval		<a href="#">ATSI Planning Summary for Single School Districts and Charter Schools</a>
No		<a href="#">ATSI Plan/SPSA Template Webpage</a>
Deadline(s)		<ul style="list-style-type: none"><li><a href="#">SPSA (ATSI) Template(DOCX: Updated 19-Jun-2024)</a> This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the ConApp, and for federal ATSI, pursuant to EC Section 64001 and the ESSA. This template is designed to meet SWP planning requirements for both the SPSA and federal ATSI planning requirements.</li></ul> <p><b>Initiative Statute:</b> <a href="#">Sec. 1111 p.39-40</a></p>

California Community Schools Partnership Program		
Timeline dependent on Cohort ▾		
Plan Required	Summary	Template and Resources
Yes ▾	<p><b>Purpose:</b> Community Schools are public schools that integrate academic learning with a range of services designed to meet the comprehensive needs of students, families, and the surrounding community. The community school model is a holistic approach to education that focuses on addressing not only the academic needs of students but also their social, emotional, health, and family needs, in an effort to promote student success and equity.</p> <p><b>The Pillars:</b></p> <p>1. <b>Integrated Student Supports</b></p> <ul style="list-style-type: none"><li>Community Schools offer a range of services such as mental health counseling, medical and dental care, food assistance, and family support programs.</li><li>These schools often partner with local organizations and government agencies to provide resources that students and families may need outside the classroom.</li></ul> <p>2. <b>Expanded Learning Opportunities</b></p> <ul style="list-style-type: none"><li>In addition to regular school hours, Community Schools provide after-school programs, summer learning, and enrichment activities.</li><li>These programs are designed to enhance students’ academic performance, social-emotional development, and engagement in school life.</li></ul> <p>3. <b>Family and Community Engagement</b></p> <ul style="list-style-type: none"><li>Community Schools actively involve parents, caregivers, and community members in the education process.</li><li>This could involve workshops, volunteer opportunities, or direct involvement in decision-making processes at the school.</li><li>They serve as community hubs, making the school a place where families can come for support and resources.</li></ul> <p>4. <b>Collaborative Leadership and Shared Decision-Making</b></p> <ul style="list-style-type: none"><li>The governance of Community Schools often involves collaboration between school staff, students, families, and community partners.</li><li>This shared decision-making approach ensures that the needs of the entire school community are considered in planning and resource allocation.</li></ul> <p>The <a href="#">Central Valley Regional Transformational Assistance Center</a> supports Community Schools in Amador, Stanislaus, Tuolumne, Calaveras, Merced, Madera, Mariposa, Fresno, Kings, Tulare, and Kern Counties.</p>	<p><a href="#">KCSOS Community Schools Initiative Webpage</a></p> <p><a href="#">CDE CA Community Schools Partnership Program Webpage</a></p> <p>California Community Schools Partnership Act (<a href="#">California Education Code 8900-8902</a>)</p> <p>For further KCSOS Support for Community Schools please contact <b>Anita Cruz</b>, Director of Community Schools at <a href="mailto:ancruz@kern.org">ancruz@kern.org</a></p>
Deadlines		
Per <a href="#">EC 8902(h)(6)</a> : <ul style="list-style-type: none"><li>LEAs that receive implementation grants shall annually report and publicly present their community school plans, including data and outcomes from the prior year, at the schoolsite and at a meeting of the governing board.</li><li>Implementation grant recipients shall publicly post their community school grant application and community schools plan on the local educational agency’s internet website.</li></ul>		
Reporting Requirements		
Depending on the cohort, LEAs will have applicable deadlines for: <ul style="list-style-type: none"><li>Annual Expenditure Reports (Planning and Implementation)</li><li>Annual Performance Reports (Site and LEA level)</li></ul>		

Comprehensive Support and Improvement (CSI)		
Annually as eligible		
Plan Required	Summary	Template and Resources
<div>Yes</div> <div>The SPSA meets ESSA requirements for CSI</div>	<p><b>Purpose:</b> The California Department of Education (CDE) requires LEAs that receive ESSA, Section 1003 school improvement funds, to prioritize and focus these funds towards the area(s) identified for improvement for each school that was identified for CSI, based on the school-level needs assessment(s) and root cause analysis.</p> <p><b>Allowable Uses:</b> LEAs must only expend its ESSA school improvement funds at or on behalf of its CSI-eligible schools on evidence-based interventions/strategies/activities directly related to the following CSI plan development and implementation efforts:</p> <ul style="list-style-type: none"><li>• Building capacity</li><li>• Collaborating with educational partners</li><li>• Conducting needs assessments and root cause analysis</li><li>• Selecting and implementing evidence-based interventions/strategies/activities</li><li>• Using data and outcomes to monitor and evaluate improvement efforts</li><li>• Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting</li></ul> <p>ESSA school improvement funds <b>must not</b> be expended on:</p> <ul style="list-style-type: none"><li>• district-wide activities that include schools that are not eligible for CSI or at schools that are not eligible for CSI as is consistent with the CSI LEA Application for Funding.</li><li>• hiring additional permanent staff.</li></ul> <p>Funds are subject to supplement not supplant requirements.</p> <p><b>Title II Considerations</b> LEAs that receive Title II, Part A funds must prioritize funding to schools identified for CSI and TSI.</p> <p><b>Districts with CSI eligible school(s):</b></p> <ul style="list-style-type: none"><li>• Must respond to three CSI Prompts in the LCAP.</li><li>• Responses should include how the district is supporting site(s) with their CSI Plan development and monitoring and should align with site CSI Plans (SPSA).</li><li>• Prompt responses are part of the County Office LCAP approval process.</li></ul> <p><b>Program Questions:</b> School Improvement and Support Office <a href="mailto:SISO@cde.ca.gov">SISO@cde.ca.gov</a> <b>ESSA School Support Eligibility Questions:</b> <a href="mailto:Dashboard@cde.ca.gov">Dashboard@cde.ca.gov</a> <b>Planning Questions:</b> <a href="mailto:LCFF@cde.ca.gov">LCFF@cde.ca.gov</a></p>	<a href="#">SPSA (CSI) Template(DOCX; Updated 19-June-2024)</a>
Board Approval		<a href="#">CDE CSI Webpage</a>
<div>Yes</div>		<a href="#">CDE CSI Fiscal Information</a>
COE Approval		<a href="#">CSI Authorized Use of Funds</a> , including Capital Outlay expenditure information and request form
<div>No</div>		<a href="#">CDE ESSA Assistance Status Data File web page</a>
Deadline		2024 California School Dashboard Technical Guide: <a href="#">Every Student Succeeds Act (ESSA) Assistance</a> (DOCX)
<p><b>ESSA Assistance List Release:</b> December 2025 (<i>anticipated</i>)</p> <p><b>2025-26 Grant Application:</b> TBD</p> <p><b>2025-26 CSI Plan (SPSA):</b> Approval recommended <b>June 30, 2026</b></p>		<a href="#">CDE LEA Reporting Requirements</a> <ul style="list-style-type: none"><li>• Includes a link to the Grant Management and Reporting Tool (GMART)</li></ul>
Reporting Requirements		<p><b>Initiative Statute:</b> <a href="#">Elementary and Secondary Education Act of 1965 as amended by ESSA in 2015</a> (PDF; 3MB) Sec. 1003</p> <p><b>Allocation schedule:</b> <a href="#">CDE CSI Fiscal Information</a></p> <p><b>SACS Resource Codes:</b> 3182</p>
<p><b>2025-26 Fiscal Year:</b> Expenditure Period: <b>March 2025-September 30, 2026</b></p> <p>Grant Reporting Due: <b>October 31, 2025</b> <b>February 28, 2026</b> <b>July 31, 2026</b></p>		



21-26 Educator Effectiveness Funds (EEF) Plan		
Plan Required	Summary	Template and Resources
Yes	<p><b>Purpose:</b> The Educator Effectiveness program provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.</p> <p><b>Allowable Uses:</b> Funds can be expended for up to <a href="#">11 purposes</a> listed in the statute. EEF may be used for existing staff to become fully credentialed, and allows funds to be used on related costs of providing and attending professional learning, including, but not limited to, travel, per diem reimbursement, and substitute teacher costs. AB 181 added the new allowable use: “strategies to improve beginning teacher retention and support through teacher induction programs.”</p> <p>Note: See EC 41480(b)(11)(B) Supplement not Supplant</p> <ul style="list-style-type: none"><li>Recipients of the grant are required to “Ensure that none of their local educational agency employees are charged a fee for services allowable under the section, including but not limited to, beginning teacher induction program costs, during the grant period pursuant to this section” (2022-23 through 2025-26 fiscal years)</li></ul> <p>Extension of EEF Plan deadline: LEAs must have 1) presented the plan at a public meeting and 2) subsequent board adoption at a second meeting before March 31, 2023.</p> <ul style="list-style-type: none"><li>This process is audited. LEAs that do not hold the mandatory meetings by March 31, 2023, will receive an audit finding in the 2022–23 annual audit and will not be able to resolve the finding through corrective action. Instead, LEAs that receive an EEF audit finding for 2022–23 will be required to return the funds received.</li><li>LEAs should retain board agendas and meeting minutes that show the final plan was presented and approved in two separate board meetings before March 31, 2023</li></ul> <p><b>Program Questions:</b> Teacher and Leader Policy Office <a href="mailto:EEF2021@cde.ca.gov">EEF2021@cde.ca.gov</a> 916-445-7331</p>	<a href="#">CDE Educator Effectiveness Webpage</a>
Board Approval		Reporting Resources <a href="#">Annual and Final Reports Database Link</a>
Yes		<a href="#">Annual Expenditure Reports and Data Reports Templates (DOCX)</a>
COE Approval		<a href="#">Annual Reporting Technical Assistance CDE</a>
No		<a href="#">Annual and Final Expenditure Reports Web Page</a>
Deadline(s)		<a href="#">Audit Resolution process</a>
March 31, 2023		
Reporting Requirements		<b>Initiative Statute:</b> <a href="#">AB181 Allocations</a>
Annual Data and Expenditure Report due <b>September 30, 2025</b> For questions, email Alexis Clift at <a href="mailto:EEF2021@cde.ca.gov">EEF2021@cde.ca.gov</a>		<b>SACS Resource Codes:</b> 6266
A final data and expenditure report will be due on or before <b>September 30, 2026</b> , to CDE, including specific purchases made and the number of staff that received PD. Any EEF funds not expended must be returned to the CDE.		

Equity Multiplier		
Annually		
Plan Required	Summary	Template and Resources
<div>Yes</div> <div>(As a focus goal in the LCAP)</div>	<p><b>Purpose:</b> The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year non stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent to provide evidence-based services and supports for students at these schoolsites. LEAs with schools receiving Equity Multiplier Funds must include focus goals for these schools in the LCAP. An eligible school will receive at least \$50,000, adjusted for Cost-of-Living Adjustment (COLA).</p> <ul style="list-style-type: none"><li>A schoolsite is ineligible for funding if:<ul style="list-style-type: none"><li>The school closed in a year in which funds are to be allocated.</li><li>The LEA generated funding due to pupil being enrolled in the district office.</li><li>Unspent funds from any fiscal year in which a schoolsite is closed must be returned.</li></ul></li></ul> <p><b>Allowable Uses:</b></p> <ul style="list-style-type: none"><li>Used for evidence-based services and supports for pupils, with a demonstration of how the resulting services and supports are increased or improved in comparison to services and supports that would have been provided at the schoolsites if the funding were not provided.</li><li>Shall supplement, not supplant, funding provided for these schoolsites for purposes of the local control funding formula, the Expanded Learning Opportunities Program, the Literacy Coaches and Reading Specialists Grant Program, and the California Community Schools Partnership Act.</li><li>Require a summary of the stakeholder engagement process, including stakeholders at schools generating Local Control Funding Formula Equity Multiplier funding, as specified.</li></ul> <p>EM list will always be released with the P-1 apportionment late <b>February</b>. If you'd like more information you can reach out to Principal Apportionments at <a href="mailto:PACE@cde.ca.gov">PACE@cde.ca.gov</a>.</p>	<p><b>Equity Multiplier:</b> <a href="#">CDE Equity Multiplier site</a></p> <p><a href="#">Stability Rate information page</a></p> <p><a href="#">Stability Rate Downloadable Data Files</a></p> <p><a href="#">Stability Rates (DataQuest)</a></p> <p><a href="#">Funding Results</a></p> <p><b>Initiative Statute:</b> <a href="#">SB 153 Sec. 20</a></p> <p>For SACS coding, use Resource Code 7399, and Revenue Object Code 8590</p>
COE Approval		
<div>Yes</div> <div>COEs approve school district plans. Charter schools must submit their plan to their charter authorizer.</div>		
Deadline(s)		
<p><b>Plan:</b> Board adoption prior to <b>7/1/2026</b>.</p> <p><b>Public Hearing</b> required at a public meeting of the board <u>prior</u> to the meeting where the LCAP is adopted.</p> <p><b>Monitoring:</b> Best practice is to continue to monitor the actions and metrics throughout the year.</p>		



21-24 <span></span> ESSER III Expenditure Plan & (ELO-G)		
Plan Required	Summary	Template and Resources
<div>Yes <span></span></div>	<p><b>Purpose:</b> In response to COVID-19, the U.S. Congress passed the American Rescue Plan (ARP) Act. The main funding source for local educational agencies (LEAs) in the ARP Act is the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This funding provides LEAs with emergency relief funds to address the impact COVID-19 has had and continues to have, on elementary and secondary schools across the nation.</p> <p><b>Allowable Uses:</b></p> <ul style="list-style-type: none"><li>• An LEA <b>may use up to 80%</b> of ESSER III funds (Resource Code 3213) for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act. A list of allowable uses can be found here: <a href="#">ARP Act Funding</a></li><li>• An LEA <b>must use at least 20%</b> of the allocation to address the <i>Impact of Lost Instructional Time</i> through evidence-based interventions.</li><li>• According to updated guidance from the US Dept. of Ed.: The cost of providing services to address the <b>impact of lost instructional time</b> “<i>may include reasonable and necessary activities to help implement an evidence-based strategy for advancing this purpose. For example, such costs might include expenses associated with professional development, cleaning the space where a program is held, providing snacks or meals to students who are staying at school late to participate in the enrichment activity, or transportation.</i>”</li></ul> <p>Use of any ESSER funds (ESSER I, ESSER II, or ESSER III) must be in accordance with allowable uses in any of these three federal stimulus acts, and in alignment with the statutory purpose of the program: <b>to prevent, prepare for, or respond to the COVID-19 pandemic.</b></p> <p>ESSER III Expenditure Plans are considered “living documents” and should be revised as needed to address the changing and newly emerging needs of the LEA’s students, particularly its underserved students. The original adoption required LEAs to “meaningfully consult” with several specified stakeholder groups; if a material or significant change is made, it is recommended that the LEA re-engage stakeholders.</p> <p>*Whether a revised plan must be submitted to the LEA’s local governing board or body for adoption is a local decision that should be made in consultation with the LEAs stakeholders.</p>	<a href="#">ESSER III Expenditure Plan Template and Instructions</a>
Board Approval		CDE ESSER III Website including Allowable Uses and Formula Allocation ( <a href="#">ARP Act Funding</a> )
<div>Yes <span></span></div>		<a href="#">ESSER III Funding Results</a>
COE Approval		<a href="#">COVID-19 Relief Funding Summary sheet</a> (CDE)
<div>Yes <span></span></div> <div>School districts submit to COE within 5 days of adoption. Charters submit to chartering authority and COE.</div>		<a href="#">ESSER III Expenditure Plan FAQs</a>
Deadline(s)		<a href="#">ESSER III Fund FAQs</a>
<div>Plan: October 29, 2021</div> <div>Fiscal: Funds must be obligated by <b>September 30, 2024</b> and liquidated by <b>Jan. 28, 2025</b>.</div>		<a href="#">Capital Expenditures FAQs</a>
Reporting		<a href="#">Revised Capital Expenditure Form</a>
<div><a href="#">Reporting Period:</a> Year 6 Annual Reporting (7/1/2024 – 6/30/2025) <b>Early 2026 (Date TBD)</b> 2026 Spring- 4/10/2026 2026 Summer- 7/10/26</div> <div>ESSER III backed ELO Grant Funds (resources 3218 &amp; 3219) reporting <b>deadline for final expenditures 7/31/2026</b> per EC <a href="#">43523</a>(c)(4)</div>		<b>SACS Resource Code(s):</b> 3213, 3214

Review & Update Every 3 Yrs		Expanded Learning Opportunities Program (ELO-P)	
Plan Required		Summary	
Yes ▾		<p><b>Purpose:</b> The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool, intercessory, and summer school enrichment programs for TK-sixth grade. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities during the regular school day and school year. LEAs must operate the Expanded Learning Opportunities Program pursuant to the requirements in CA Ed. Code 46120, including the development of a program plan.</p> <p><b>Program Requirements Updated per AB 121</b></p> <ul style="list-style-type: none"><li>LEAs with a UPP at or above 55% shall offer the ELO Program to all TK/K-6 classroom-based pupils and provide program access to any TK/K-6 classroom-based pupils upon parent/guardian request.<ul style="list-style-type: none"><li>Beginning in 2025–26, LEAs with a UPP of 55% or higher will receive \$2,750 per K–6 classroom-based ADA, multiplied by their unduplicated pupil percentage, based on final prior-year data. EC 46120 (d)(1)(C)</li><li>Also starting in 2025-26, LEAs that are new to this reduced threshold (a.k.a Rate 1) will be audited for compliance with their prior-year Rate 2 requirements during their first year of Rate 1 funding only.</li></ul></li><li>Rate 2: LEAs with a UPP below 55% shall offer the ELO Program to all TK/K-6 classroom-based unduplicated pupils and provide program access to any TK/K-6 classroom-based unduplicated pupil upon parent/guardian request.</li></ul> <p><b>Additional Program Highlights</b></p> <ul style="list-style-type: none"><li>Beginning in 2025-26, LEAs must annually declare their intent to run the program. More info to come.</li><li>All funds, including carryover funding, must be spent on ELO Program services. ELO Program funding can only be used for ELO Program-related expenses.</li><li>Time requirement calculation: CDE ELOP FAQ #7. Minimum 9 Hour Requirement</li><li>Staffing requirements and ratios: CDE ELOP FAQ # 16. Staffing Requirements for ELO Program</li><li>ELOP funds are “restricted” state funds and are therefore part of FPM reviews. Time and Effort should be kept.</li></ul> <p>For fiscal questions regarding apportionments/entitlements: PASE@cde.ca.gov</p> <p>For program questions: https://www.cde.ca.gov/ls/ex/sosexplearncontacts.asp</p> <p>For instructional time and attendance accounting questions: ATTENDANCEACCOUNTING@cde.ca.gov</p>	
Board Approval			
Yes ▾			
COE Approval			
No ▾			
Deadline(s)			
<p><b>Plan:</b> Reviewed and approved by the board every three years.</p> <p><b>Fiscal:</b> Commencing with the 2023–24 fiscal year, all ELO Program funds must be expended by June 30th of the following fiscal year. Any funds that are not expended by that time, will be due back to the state.</p> <ul style="list-style-type: none"><li>23-24 funds: Liquidation by June 30, 2025; <b>Final Expenditure Report Due Sept. 30, 2025</b></li><li>24-25: Liquidation by June 30, 2026; Final Expenditure Report Due Sept. 30, 2026</li><li>25-26: Liquidation by June 30, 2027; Final Expenditure Report Due Sept. 30, 2027</li></ul> <p>The ELOP Expenditure Report can be submitted here: https://www2.cde.ca.gov/elop/</p>			
Template and Resources			
<p><a href="#">ELO-P Program Plan Guide/Template</a></p> <p>CDE Resource Page, including Program Plan Guide and FAQs: <a href="https://www.cde.ca.gov/ls/ex/elopinfo.asp">https://www.cde.ca.gov/ls/ex/elopinfo.asp</a></p> <p>ELO-P Fireside Chats <a href="https://www.afterschoolnetwork.org/elo-program-fireside-chats">https://www.afterschoolnetwork.org/elo-program-fireside-chats</a></p> <p>ELOP will be monitored as part of the FPM process. CDE FPM presentations:</p> <ul style="list-style-type: none"><li><a href="#">2023 FPM EXLP Presentation</a></li><li><a href="#">2023 FPM FM Presentation</a></li></ul> <p>The <a href="#">2023-24 ELO-Program audit procedures</a> can be found in Section “DZ” and will be used to review the 2023-24 records and data.</p> <p>For further KCSOS Support for Expanded Learning Opportunities Program, please contact Jamie Viveros, Coordinator of Expanded Learning Programs at <a href="mailto:javiveros@kern.org">javiveros@kern.org</a></p> <p><a href="#">ELO-P Funding Results</a></p> <p><b>Resource Code:</b> 2600</p>			

Home to School Transportation Plan		
Annually		
Plan Required	Summary	Template and Resources
Yes	<p><b>Purpose:</b> Home-to-School (HTS) Transportation Reimbursement was implemented by Assembly Bill (AB) 181 and amended by AB 185. It provides reimbursement funding for school districts and county offices of education (COEs) based on the prior year eligible transportation expenditures and prior year Local Control Funding Formula (LCFF) transportation related add-on funding. Districts and COEs will receive the greater of their transportation add-on, (which will be augmented by an annual COLA) or 60% of reported prior year transportation costs under SACS Function Code 3600 (excluding capital outlay and nonagency). The district/COE's current Transportation LCFF add-on shall also count towards the 60% target.</p> <p><b>Plan Requirements:</b> LEAs shall develop a plan describing the transportation services it will offer to its pupils, and how it will prioritize planned transportation services to pupils in TK, Kindergarten, and any of grades 1-6, inclusive, and students who are low-income. (Includes low-income students in grades 7-12).</p> <p>The plan shall include the following components:</p> <ol style="list-style-type: none"><li>1. A description of the LEA's transportation services that would be accessible to SWD, homeless children, and youth.</li><li>2. A description of how unduplicated pupils would be able to access available home-to-school transportation at no cost to the pupils.</li></ol> <p>The plan:</p> <ul style="list-style-type: none"><li>• shall be developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and stakeholders.</li><li>• may provide for the LEA to partner with a municipally owned transit system to provide service to middle and high school pupils. Nothing in the plan shall preclude the LEA from providing no-cost transit passes to pupils.</li></ul> <p><b>Data Collection:</b> According to EC 41850.1(c), CDE shall annually collect and publish transportation data from each LEA providing pupil transportation services and that receives an apportionment pursuant to this section. The data shall encompass ridership, miles driven, expenditure details, the number of pupils transported, the demographic characteristics of pupils transported, including race, ethnicity, and socioeconomic status, and other data facilitating comparisons among local educational agencies.</p> <p><b>For data collection questions:</b> Transportation Plan and Data Collection   Office of School Transportation <a href="mailto:HTSRP@cde.ca.gov">HTSRP@cde.ca.gov</a> For allocations of funding questions: Funding Formula and Apportionment   Principal Apportionment Section <a href="mailto:PASE@cde.ca.gov">PASE@cde.ca.gov</a> <b>For service plan questions:</b> Financial Reporting   Fiscal Oversight &amp; Support Office <a href="mailto:sacsinfo@cde.ca.gov">sacsinfo@cde.ca.gov</a></p>	
Board Approval		
Yes		
COE Approval		
No		
Deadline(s)		
<p><b>Plan:</b> On or before April 1, 2023, and updated by April 1st of each year thereafter.</p> <ul style="list-style-type: none"><li>• LEAs who have adopted a multi-year plan, can proceed without an update until expiration of the term of the plan</li><li>• Having an updated plan adopted by the governing board is a local-level decision.</li></ul>		<p>No template provided. <i>Per CDE, a template is being developed.</i></p> <p><a href="#">Sample Template</a></p> <p>CDE Website: <a href="https://www.cde.ca.gov/ls/tn/">https://www.cde.ca.gov/ls/tn/</a></p> <p><a href="#">CDE Presentation 9/16/22</a></p> <p><a href="#">California Association of School Transportation Officials</a></p> <p>See <a href="#">CDE FAQs</a> for updated Transportation Data Collection FAQs.</p> <p>For further KCSOS Support for Home to School Transportation, please contact <b>James McClelland</b> <a href="mailto:jamcclelland@kern.org">jamcclelland@kern.org</a></p> <p><b>Initiative Statute:</b> <a href="#">EC § 41850.1</a> <a href="#">EC § 39800.1</a></p>

AnnuallyIndependent Study Board Policy & Master Agreements		
Plan Required	Summary	Template and Resources
Yes	<p><b>Purpose:</b> Independent study is an alternative to classroom instruction consistent with a local educational agency's (LEA's) course of study and aligned with State content standards. <a href="#">California Education Code (EC) sections 51744–51749.6</a> require that LEAs that offer independent study must first adopt and implement written policies relating to independent study. The required written policies must be developed as specified in the California Code of Regulations, <a href="#">Title 5, sections 11700-11705</a> and as provided in EC <a href="#">sections 51747</a> and <a href="#">51749.5</a>.</p> <p><b>Local Board Policy:</b> LEAs must establish policies as specified in EC <a href="#">sections 51747</a> and <a href="#">51749.5(a)(1)</a>, and adopted pursuant to 5 CCR <a href="#">Section 11701</a>, including:</p> <ul style="list-style-type: none"><li>Maximum length of time by grade level, between the time an assignment is made and the date the assignment must be completed.</li><li>Level of satisfactory education progress and number of missed assignments before an evaluation to determine if the pupil should remain in independent study.</li><li>Current independent study agreement for each pupil containing all required elements as provided in EC <a href="#">sections 51747(g)</a> and <a href="#">51749.6</a>, as applicable.</li></ul> <p><b>Changes to IS as per SB 153/176:</b></p> <ul style="list-style-type: none"><li>Students no longer need to attend a minimum of three consecutive school days to earn average daily attendance (ADA) in independent study.</li><li>Increases the maximum duration for short-term independent study to 15 days or fewer, and for long-term independent study to 16 days or more, cumulatively, for both traditional and course-based programs.</li><li>Allows local educational agencies (LEAs) to collect written agreements at any time during the school year for short-term independent study. For long-term independent study, agreements must still be collected before the program begins.</li><li>Expanded pupil work product, for purposes of generating ADA, to include the daily time value spent by a pupil engaged in asynchronous instruction.</li><li>The LEA shall maintain documentation of hours or fraction of an hour of both pupil work products and the time that the pupil engaged in asynchronous instruction.</li></ul> <p><b>Written Master Agreements:</b> A current written master agreement for each IS student shall be maintained on file and be signed by:</p> <ul style="list-style-type: none"><li>Student;</li><li>Parent, legal guardian, or caregiver (if the student is less than 18 years old);</li><li>Certificated employee supervising IS;</li><li>Special education teacher, if applicable.</li></ul> <p>Short-term IS (15 or fewer schooldays): Obtain a signed master agreement within 10 schooldays of the first day of enrollment in IS.</p> <p>Long-term IS (16 or more schooldays): Obtain a signed master agreement before the start of IS.</p> <p>Program Questions: <a href="mailto:independentstudy@cde.ca.gov">independentstudy@cde.ca.gov</a></p>	<p><a href="#">Guide to Independent Study (CDE)</a></p> <p>Key Policy and Program Requirements Checklist <a href="#">LEA Independent Study Program Requirements</a> (LACOE)</p> <p>CDE Presentation: <a href="#">Fiscal Year 2024-25 Attendance Accounting and Instructional Time Requirements Presentation (PDF)</a> (Aug. 14, 2024)</p> <p><a href="#">Legal requirements for Independent Study</a></p>
Board Approval		
Other Update Board Policy		
COE Approval		
No		
Deadline(s)		
No Deadline provided		

22-28 Learning Recovery Emergency Block Grant (LREBG)		
Plan Required	Summary	Template and Resources
<div>Yes</div> <p>Beginning in the 25-26 school year, unspent LREBG funds must be included within the board-approved LCAP.</p> <p>Expenditure report required. E.C. 32526(d)(1): Expenditure reports must be made <u>publicly available on the LEA's website</u>.</p>	<p><b>Purpose:</b> Learning Recovery Emergency Block Grant funding will be provided to assist school districts, COEs, and charter schools with long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being.</p> <p><b>Allowable Uses:</b></p> <ul style="list-style-type: none"><li>• Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes during the school year, summer school, or intersessional instructional programs, or taking any other action that increases or stabilizes the amount of instructional time or services provided to pupils or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.</li><li>• Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (<a href="#">Click here for 5 descriptions</a>)</li><li>• Integrating <b>evidence-based</b> pupil supports to address other barriers to learning, and staff supports and training such as the provisions of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and SEL, or referrals for support for family or pupil needs.</li><li>• Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.</li><li>• Additional academic services for pupils such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.</li><li>• Conducting the needs assessment pursuant to subdivision E.C. 32526(d).</li></ul> <p><b>New per SB 153:</b></p> <ul style="list-style-type: none"><li>• Use and expenditure of funds <b>in 2025-26 through 2027-28</b> must be:<ul style="list-style-type: none"><li>○ <b>Based on a needs assessment that:</b><ul style="list-style-type: none"><li>■ Identifies students in the greatest need of learning recovery supports based on chronic absenteeism and English language arts (ELA) and mathematics assessments</li><li>■ Includes the interventions that will address the needs of the identified students</li></ul></li><li>○ <b>Included in the 2025-26 through 2027-28 LCAPs</b><ul style="list-style-type: none"><li>■ Include at least one metric to monitor the impact of actions or services utilizing LREBG funds</li><li>■ Provide evidence-based rationale for implementing actions or services</li></ul></li></ul></li></ul> <p>Questions: School Improvement and Support Office   <a href="mailto:LREBG@cde.ca.gov">LREBG@cde.ca.gov</a></p>	<p><a href="#">LREBG Program Information Web page</a> (CDE)</p> <p><a href="#">Reference-Only LREBG Reporting Template</a></p> <p><b>Initiative Statute:</b> <a href="#">EC 32526</a> <b>Allocation schedule:</b> <a href="#">Learning Recovery Emergency Block Grant - Categorical Programs (CA Dept of Education)</a></p> <ul style="list-style-type: none"><li>• (SB 114: Approximately \$1.2 billion reduction. Because 100% of original funding was received in 22-23, the award should be considered over-appropriated, and CDE will collect by principal apportionment offset)</li></ul> <p><b>SACS Resource Code: 7435</b></p> <ul style="list-style-type: none"><li>• Indirect costs may be charged at the LEA's approved indirect cost rate.</li></ul>
Board Approval		
<div>No</div>		
COE Approval		
<div>Yes</div> <p>Beginning with the 25-26 LCAP, approval of the LEA plan, including LREBG state funds, is required.</p>		
Deadline(s)		
<p><b>Fiscal:</b> Funds must be expended by <b>June 30, 2028</b>. According to the CAAR office at CDE, all encumbrances must be liquidated by this expenditure deadline.</p> <ul style="list-style-type: none"><li>• Indirect costs may be charged at the LEA's approved indirect cost rate.</li><li>• As a state restricted funding source, time accounting should be maintained.</li></ul>		



Local Control & Accountability Plan (LCAP)		
Annually		
Plan Required	Summary	Template and Resources
Yes	<p><b>Purpose:</b> The LCAP is a critical part of the Local Control Funding Formula (LCFF), requiring Local Educational Agencies (LEAs) to create a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.</p> <p><b>Advisory Committees:</b> <b>Beginning July 1, 2024</b>, a parent advisory committee of a school district or COE serving middle school or high school students must include at least two pupils as full members of the parent advisory committee unless it already has an established student advisory committee.</p> <ul style="list-style-type: none"><li>If the governing board of the district or COE establishes a student advisory committee, it is required to take into consideration the diversity of the school district or COEs students.</li><li>Particular effort should be made to reach out to at-risk or disadvantaged pupils to serve as members of a parent advisory committee or student advisory committee.</li></ul> <p><b>LCAP Approval Criteria</b> The County Office of Education (COE) uses the following criteria to determine whether an LCAP is approved:</p> <ul style="list-style-type: none"><li><b>Adherence to the State Board of Education Template:</b> The LCAP must follow the State Board of Education (SBE) template and instructions. Includes required actions for English Learners, Long-term English Learners, the lowest-performing student groups, and schools receiving Equity Multiplier Funds. The LCAP must demonstrate how services will be increased or improved for unduplicated student groups (low-income students, English learners, foster youth).</li><li><b>Adherence to Expenditure Regulations:</b> The budget must include expenditures sufficient to implement the actions and strategies in the LCAP. An LEA must meet its MPP. The LCAP must show how funding for unduplicated students is used to increase or improve services compared to those provided to all students</li><li><b>Calculation and Implementation of Carryover:</b> The LCAP must include required calculations for any carryover of funds and describe the planned uses of these funds.</li></ul> <p>Note: The Budget Overview for Parents (BOP) &amp; LCAP (with Expenditure Tables included) must be adopted together, prior to budget adoption. Board adopts the LEA budget at the same meeting of the LCAP Adoption 52062(b)(2). Local indicators are presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2)</p> <p><b>Additional Requirements</b></p> <ul style="list-style-type: none"><li><b>Technical Assistance:</b> LEAs eligible for technical assistance must include specific actions related to the work underway.</li><li><b>Required Actions:</b> Actions for English learners, long-term English learners, and the lowest-performing student groups must be clearly outlined.</li></ul>	<p><b>CDE Resources:</b> <a href="#">LCAP</a></p> <p><b>KCSOS Specific Resources</b> <a href="#">2024-25 LCAP Development Series Resources</a> <a href="#">2024-25 Canvas Course</a> <a href="#">Goal Analysis Tool</a> <a href="#">LCAP Approval Review Checklist</a></p> <p><b>CDE LCAP Tools</b> <a href="#">Engaging Educational Partners</a> <a href="#">Overview of Goals</a> <a href="#">Goal Development</a> <a href="#">Example of Well Written Goals</a> <a href="#">Using Local Data to Inform Planning</a> <a href="#">Increased or Improved</a></p> <p><b>IDEA Addendum:</b> State Board of Education (SBE) to adopt IDEA Addendum by 1/31/2027 as per SB 153.</p> <p><b>LREBG:</b> See Learning Recovery Emergency Block Grant for LCAP changes. The SBE will update instructions by 1/31/2025 to implement the revisions per <a href="#">EC 52064.4</a> [Cayla J. v. CA settlement].</p>
COE Approval		
Yes		
COEs approve school district plans. Charter schools must submit their plan to their charter authorizer.		
Deadline(s)		
<p><b>Plan:</b> Board adoption prior to <b>7/1/2026</b>.</p> <p><b>Public Hearing</b> required at a public meeting of the board <u>prior</u> to the meeting where the LCAP is adopted.</p> <p><b>Monitoring:</b> Best practice is to continue to monitor the actions and metrics throughout the year.</p> <p><b>Midyear Update:</b> LEAs must present an update on implementation of the <u>current-year</u> LCAP on or before <b>February 28</b> at a regularly scheduled governing board meeting as part of a nonconsent item Revised by <a href="#">SB 153</a>.</p>		

Annually LCAP and LCFF Budget Overview for Parents Midyear Report		
Plan Required	Summary	Template and Resources
<div>No</div> <p>Report is to be made to the governing board on or before February 28th of each year at a regularly scheduled board meeting.</p>	<p><b>Purpose:</b> Districts, charter schools, and COEs must report on the annual update to the LCAP and LCFF Budget Overview for Parents <u>on or before February 28</u> of each year at a regularly scheduled governing board meeting.</p> <p><b>Presentation Requirements</b> A midyear report must be presented to the governing board on or before <b>February 28th</b> of each year as part of a nonconsent item at a regularly scheduled board meeting. The report shall include:</p> <ul style="list-style-type: none"><li>• Update on the BOP (if there are differences in the projected revenue)</li><li>• All available midyear outcome data related to the metrics identified in the current year’s LCAP. (24-25 LCAP metrics)</li><li>• All available midyear expenditure and implementation data on all actions identified in the current year’s LCAP. (24-25 LCAP actions)</li></ul>	No CDE Template Provided
COE Approval		Document Tracking Services (DTS) provides a sample Midyear report for subscribers.
<div>No</div>		<a href="#">RCOE example Board Presentation - Required Mid-Year Update 2023-24 Board Presentation</a> : This Example Presentation was created by the Riverside County Office of Education Assessment, Accountability, and Continuous Improvement Unit as one way to meet the requirements of reporting to the governing board of each LEA the required mid-year update to the LCAP and BOP.
Deadline(s)		<b>Initiative Statute:</b> EC: <a href="#">47606.5</a> (Charter Schools), <a href="#">52062</a> (School Districts), <a href="#">52068</a> (COEs)
<p>Deadline: On or before February 28, 2025</p> <p><b>Midyear Update:</b> LEAs must present an update on implementation of the current-year LCAP on or before <b>February 28</b> at a regularly scheduled governing board meeting as part of a nonconsent item Revised by <a href="#">SB 153</a>.</p> <p>The midyear report should be documented in minutes and agenda of board meeting for audit purposes.</p>		


Review & Update as Needed ▾Local Control & Accountability Plan (LCAP) Federal Addendum		
Plan Required	Summary	Template and Resources
Yes ▾	<p><b>Purpose:</b> The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs meet the Local Educational Agency Plan provisions of ESSA. Within California, LEAs that apply for Every Student Succeeds Act (ESSA) funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). <b>The LCAP, in conjunction with the Addendum and the ConApp, serves to meet the ESSA LEA Plan requirement.</b></p> <p><b>Addendum Requirements</b> LEAs should complete the required template and submit it to the CDE to apply for ESSA funding. The LCAP Federal Addendum should be:</p> <ul style="list-style-type: none"><li>• Reviewed annually, along with the LCAP as ESSA funding should be considered in yearly strategic planning.</li><li>• Revised if changes are made. If the addendum is revised, input from educational partners should be included. LEAs should have their local Board approve any revisions.</li></ul> <p>The following are examples of when an LEA might need to revise their Addendum. Please note this is not an exhaustive list:</p> <ul style="list-style-type: none"><li>• <u>Title I, Educator Equity:</u> LEAs are encouraged to review the <a href="#">Educator Equity: LCAP Addendum Reviewer Criteria</a> and utilize the <a href="#">Equity Data Collection and Analysis Tools</a> when completing the LCAP Federal Addendum.</li><li>• <u>Title I: ATSI/CSI Eligibility:</u> If the LEA becomes eligible for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support &amp; Improvement (CSI), the parent engagement section would need to be revised, including involving parents in the creation of the ATSI/CSI Plan.</li><li>• <u>Title II:</u> LEAs must review annually and if necessary, revise. The Title II prioritized funding provision must be updated to include how the LEA will prioritize funding to support schools eligible for <a href="#">Comprehensive Support and Improvement</a>.</li><li>• <u>Title III:</u> If the use of Title III funding changes, then educational partner input will be needed, and the plan should be revised.</li><li>• <u>Title IV</u> requires that a needs assessment be completed every 3 years; therefore, the LCAP Federal Addendum should be revised at that time. If funding is adjusted prior to the three-year period, LEAs should keep documentation of the decision-making process as evidence for FPM.</li><li>• Transferring federal funds using federal transferability rules.</li></ul>	<p>CDE Resource Webpage: <a href="https://www.cde.ca.gov/re/lc/addendumguidance.asp">https://www.cde.ca.gov/re/lc/addendumguidance.asp</a></p> <p><a href="#">Educator Equity: LCAP Federal Addendum</a> (CDE Website)</p> <p><a href="#">LCFF and Title I, Part A (CDE webpage):</a> Includes general information regarding the LCAP Federal Addendum including due dates, and a link to CDE's <b>LCAP Federal Addendum submission system</b>.</p> <p><a href="#">Revised LCAP Federal Addendum template</a></p> <ul style="list-style-type: none"><li>• This template containing guiding questions was provided by the Title II office via list serv on 1/10/24</li></ul>
Board Approval		
Yes ▾ Only upon initial submission to CDE or if substantial changes are made to the approved plan.		
COE Approval		
No ▾		
Deadline(s)		
<p><b>Plan:</b> Submitted to CDE to apply for ESSA funding for the first time by March 31, 2023</p> <p>The plan should be reviewed annually and revised if changes are made.</p> <p>The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions. Evidence of review and revision may be subject to an FPM review.</p>		



Local Indicators Report		
Annually		
Plan Required	Summary	Template and Resources
No	<p><b>Purpose:</b> California's accountability system is based on multiple measures that assesses how LEAs and schools are meeting the needs of their students. Performance on these measures is reported through the CA School Dashboard (Dashboard), which includes state and local indicators. State indicators are measured through state-level data. Local indicators are those for which there is no state-level data collected. In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP)</p> <p>For each local indicator, the State Board of Education (SBE) adopted performance standards that require an LEA to:</p> <ol style="list-style-type: none"><li>1. <u>Annually</u> measure progress in meeting requirements of the specific LCFF priority; and</li><li>2. Report the results as part of a <u>non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP</u>; and</li><li>3. <u>Report the results to the public through the Dashboard</u> utilizing the SBE self-reflection tools for each indicator.</li></ol> <p>Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable. Earning a performance level of Not Met for Two or More Years may be a factor in being identified for differentiated assistance.</p> <p><u>Per SB 153:</u> If the governing board of a school district, the county board of education, or the governing body of a charter school is unable to review any data to be publicly reported due to a specified emergency, the local indicator data is to be reviewed at the next meeting of the governing board or body and would require a resolution to be adopted and submitted to the department, per EC. 52064.5 (e)(2)(B). See statute for requirements.</p> <p>For questions regarding Local Indicators, please email <a href="mailto:LCFF@cde.ca.gov">LCFF@cde.ca.gov</a></p>	<p>CDE Resource Page: <a href="https://www.cde.ca.gov/ta/ac/cm/localindicators.asp">https://www.cde.ca.gov/ta/ac/cm/localindicators.asp</a></p> <p>Template: <a href="#">Local Performance Indicator Quick Guide(DOCX: Updated Jan-2024)</a></p>
Board Approval		
No		
Report as part of a non-consent item at a regularly scheduled board meeting in conjunction with the adoption of the LCAP.		
COE Approval		
No		
Deadline(s)		
<p><b>On or before July 1, 2026:</b> The LEA shall report the results for 24-25 as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.</p> <p><b>TBD-</b> Report Local Indicators to the Dashboard via <a href="#">myCDEconnect</a>. This includes reporting the date the local indicator results were reported to the local governing board or body on or before July 1st.</p>		

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Annually ▾School Plan for Student Achievement (SPSA)		
Plan Required	Summary	Template and Resources
Yes ▾	<p><b>Purpose:</b> The ESSA requires schools receiving Title I funds and operating a schoolwide program (SWP), or schools identified for CSI, TSI, or ATSI, to develop a school plan.</p> <p><b>A school is required to develop a school plan if:</b></p> <ul style="list-style-type: none"><li>• The School operates any program funded through the consolidated application that requires a plan (e.g. Title I SWP); or</li><li>• The LEA has determined that its schools must complete a School Plan; or</li><li>• The school has been identified for CSI, TSI, or ATSI</li><li>• Single school districts or charter schools may use the LCAP to meet school planning requirements, as long as it meets the applicable federal school plan requirements, and LCFF stakeholder requirements, to develop its LCAP</li></ul> <p><b>SPSA Plan Requirements:</b> The development of the School Plan is required to include the following:</p> <ul style="list-style-type: none"><li>• A comprehensive needs assessment (pursuant to ESSA)<ul style="list-style-type: none"><li>○ Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals</li><li>○ May include local data</li></ul></li><li>• An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals</li></ul> <p><b>The School Plan is also required to include the following:</b></p> <ul style="list-style-type: none"><li>• Educational Partner involvement</li><li>• Goals to improve student outcomes, including addressing the needs of student groups</li><li>• Evidence-based strategies, actions, and services</li><li>• Proposed expenditures</li></ul> <p>Questions: Local Agency Systems Support Office <a href="mailto:LCFF@cde.ca.gov">LCFF@cde.ca.gov</a></p>	<p>KCSOS Resources:</p> <ul style="list-style-type: none"><li>• <a href="#">Comprehensive Need Assessment</a></li><li>• <a href="#">Needs Assessment Organizer and resources</a></li><li>• <a href="#">Meaningful SPSA Development Resources</a> November, 2022</li></ul> <p><a href="#">CDE Webinar on New SPSA Templates</a></p> <ul style="list-style-type: none"><li>• <a href="#">SPSA Template(DOCX: Posted 28-Dec-2023)</a> This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the ConApp pursuant to EC Section 64001 and the ESSA. This template is designed to meet SWP planning requirements.</li><li>• <a href="#">SPSA (CSI) Template(DOCX: Posted 28-Dec-2023) SPSA</a> This template is designed to meet SWP planning requirements for both the SPSA and federal CSI planning requirements.</li><li>• <a href="#">(ATSI) Template(DOCX: Posted 28-Dec-2023)</a> This template is designed to meet SWP planning requirements for both the SPSA and federal ATSI planning requirements.</li></ul>
Board Approval		
Yes ▾		
COE Approval		
No ▾		
Deadline(s)		
<p><b>Plan Requirements:</b> SPSA must be <b>annually</b> reviewed, updated, and approved by the school site council.</p> <p><b>Approval:</b> SPSA must be reviewed and approved by the SSC and governing board of the local educational agency.</p> <p>Best Practice is that SPSAs are approved by SSC &amp; board prior to the use of any Title 1 funds.</p> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Title I Monitoring and Evaluation Tool</a></li></ul>		

Comprehensive School Safety Plan including Instructional Continuity Plan		
Annually		
Plan Required	Summary	Template and Resources
Yes	<p><b>Purpose:</b> CA Ed. Code Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a Comprehensive School Safety Plan (CSSP) designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of ADA, there may be one CSSP for all schools within the district.</p> <p><b>Plan Requirements:</b> Click the following link and scroll to section entitled “<a href="#">The Comprehensive School Safety Plan: Required Components</a>” for a detailed list of required components for CSSPs. The web page also contains recommendations for the plan. The law requires designated stakeholders (<a href="#">click here for list</a>) to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.</p> <p><b>Recently added requirements that should be included in the CSSP:</b></p> <ul style="list-style-type: none"><li>• Accommodations related to relevant federal disability laws (<a href="#">SB 323</a>)</li><li>• Protocol for responding to a student’s opioid overdose (<a href="#">SB 10</a>)</li><li>• Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, an activity sponsored by the school or on a school bus serving the school. (<a href="#">SB 671</a>)</li></ul> <p>New Per SB 153: <b>By July 1, 2025</b> an <b>Instructional Continuity Plan</b> must be included in comprehensive school safety plans. <a href="#">The CDE released guidance on 2/28/25.</a></p> <p>According to <a href="#">E.C. 32282 (a)(3)(A)</a>, the plan shall include all the following:</p> <ul style="list-style-type: none"><li>• Procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide supports for pupils’ social-emotional, mental health, and academic needs.</li><li>• A plan to provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency. The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. LEA’s are encouraged to plan to meet instructional standards that are at least equivalent to those applicable to independent study programs.</li></ul>	<a href="#">Compliance Tool for Comprehensive School Safety Plans</a>
Yes		CDE Webpage: <a href="#">Comprehensive School Safety Plan</a>
COE Approval		CDE Webpage: <a href="#">Safe Schools Planning</a>
No		<a href="#">Statewide School Comprehensive School Safety Planning September 15, 2022</a>  (Video; 40:17)
Deadline(s)		This webinar reviews legislative requirements and recommendations of EC 32280-32289.5, timelines for adoption and approval of the CSSPs, considerations for collaborating with law enforcement, and emergency management information.
<p><b>Plan:</b> <b>Each school</b> reviews, updates, and adopts its plan by <b>March 1 every year</b>.</p> <p>EC does not specify a date by which the plan must be <b>approved by the district</b>; however, the school district or COE must notify the CDE by <b>October 15</b> of any school(s) that have not complied with the requirements.</p> <p>New Per SB 153: <b>By July 1, 2025</b> instructional continuity plans must be included in comprehensive school safety plans.</p> <p>An updated file of all safety-related plans and materials (<b>with sensitive tactical response information redacted</b>) shall be readily available for inspection by the public, <b>if requested</b>. Do not make public any sections of the CSSP containing sensitive tactical information.</p>		<a href="#">Instructional Continuity Plan Guidance Webinar</a> (CDE) March 24, 2025
		<p><b>*A school district, COE, and charter school must include an <b>Instructional Continuity Plan</b> in a locally-adopted CSSP to obtain approval of a <a href="#">Form J-13A</a> waiver request beginning in <a href="#">fiscal year 2026–27</a>.</b></p>

21-24			Universal Prekindergarten (UPK) Planning and Implementation Grant	
Plan Required		Summary		Template and Resources
Yes		<p><b>Purpose:</b> The Universal PreKindergarten Planning &amp; Implementation (UPK P&amp;I) Grant is a state early learning planning and capacity building initiative with the goal of expanding access for preschool-age students to PreKindergarten (Pre-K) programs at local educational agencies (LEAs). Grant funds may pay for costs associated with creating or expanding California State Preschool Programs or Transitional Kindergarten (TK) programs, or establish or strengthen partnerships with other providers of Pre-K education within the LEA, including Head Start programs.</p> <p><b>Use of Funds:</b> Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies. Funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of PreKindergarten (Pre-K) education within the LEA, including Head Start programs, to ensure that high-quality Pre-K options are available for four-year-old children. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.</p> <p><b>Transitional Kindergarten (SB 114)</b></p> <ul style="list-style-type: none"><li>Requirement for TK teachers to earn 24 ECE units or equivalent extended from August 1, 2023 to August 1, 2025 (see appendix for equivalency options)</li><li>Delays \$550 million for Preschool, TK, and Full-Day Kindergarten Facilities Grant Program to 2024-25</li><li>Requires 1:10 adult-to-student ratio beginning 2025-26 with Legislative intent language to appropriate funds for this purpose</li></ul> <p><b>TK Early Enrollment (SB 114)</b></p> <ul style="list-style-type: none"><li>In In 2023–24, children are eligible for TK if they turn 5 between September 2 and April 2*,</li><li>In 2024–25, children are eligible for TK if they turn 5 between September 2 and June 2*,</li><li>In 2025–26, LEAs are required to make TK available to all children who will have their fourth birthday by September 1* of the school year.</li><li>Beginning in the 2025–26 school year, the adult-to-student ratio will be 1 adult to 10 students (<i>Education Code Section 48000(g)</i>).</li></ul> <p><b>Credentialing Requirement</b></p> <ul style="list-style-type: none"><li>The Early Childhood Education Credential Requirement pursuant to <i>EC</i> Section 48000(g)(4) has been postponed from August 1, 2023 to <b>August 1, 2025</b>.</li></ul> <p><b>Penalty Calculators</b>, located at: <a href="https://www.cde.ca.gov/fg/au/ag/penaltycalc.asp">https://www.cde.ca.gov/fg/au/ag/penaltycalc.asp</a></p> <ul style="list-style-type: none"><li>Updates include:<ul style="list-style-type: none"><li>TK Adult-to-Student Ratio penalty calculation</li><li>TK Teacher Certification penalty calculation</li></ul></li></ul> <p><b>Note:</b> TK Average Class Size penalty calculation is pending for 2025-26.</p>		<a href="#">CDE Universal PreK and TK Webpage</a> (Includes planning template, webinars, resources, and the latest planning and implementation guidance Vol. 1 and Vol. 2)
Board Approval				
Yes				
COE Approval				
No				
Deadline(s)				<a href="#">Universal Prekindergarten Planning and Implementation Grant Program - Planning Template(DOCX)</a>
Plan: Originally June 30, 2022, AB 185 extended to March 30, 2023.				<a href="#">Universal PreK and Transitional Kinder FAQs</a>
Programmatic Report: 2024–25 UPK Program Report: Due <b>September 30, 2025</b> 2025–26 UPK Program Report: Due <b>September 30, 2026</b>				<a href="#">The Universal Prekindergarten Planning Toolkit</a>
Report #6: Expenditure reports for the reporting period of November 1, 2024, to June 30, 2025, are due to the CDE on November 30, 2025.				<a href="#">TK California</a>
Report #7: November 30, 2026				<a href="#">Funding Results</a>
Extended Spending Deadline: Funds will be available for expenditure until <b>June 30, 2028</b> .				<a href="#">ELO-P Calculator(XLSX)</a> used to estimate the cost of an ELO-P audit finding for failing to meet the offering and access, and day requirements in fiscal year 2023-24 and each year thereafter.
Per <a href="#">AB 121</a> , Funds shall be expended by June 30, <b>2028</b> . Notwithstanding any other law, on June 30, 2030, any unexpended funds of the amount awarded for purposes of this subdivision shall revert to the General Fund.				<b>Resource Code:</b> 6053
				For further KCSOS Support, please contact Amy Moser, Coordinator III-UPK and Early Education Support <a href="mailto:ammoser@kern.org">ammoser@kern.org</a>
				Questions: UPK Planning & Implementation Grant Support <a href="mailto:UPKPlanningGrand@cde.ca.gov">UPKPlanningGrand@cde.ca.gov</a>

Revision History

8/28/25	Document reviewed and updated from <a href="#">24-25 version</a> .

*Note: We will continue to update links and resources listed as they are released or revised. Please check the “Updated” date in the footer for the latest date of review/revision.*

**Key:** **Text in purple** indicates information related to a recent statutory change. / **Text in red** indicates an important calendar deadline. / Live links are indicated using [blue, underlined text](#).

**Please direct questions or feedback to Lilly Rosenberger via email** [lirosenberger@kern.org](mailto:lirosenberger@kern.org)

We would like to thank [Fresno County Office of Education](#), whose efforts updating State and Federal requirements informs this resource.