



Fresno County
Superintendent of Schools
Dr. Michele Cantwell-Copher, Superintendent

2025/2026

State & Federal Calendar



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*Does not contain an exhaustive list of categorical requirements

This document is intended to be used digitally and is revised on an on-going basis. Be sure to check back regularly for updates.

2025-2026 Snapshot*

Annually	September/Oct. 2025	Nov./December 2025	Jan./February 2026	Mar./April/May 2026	June/July 2026
<input type="checkbox"/> SPSA (Recommended before spending funds) <input type="checkbox"/> CSI/ATSI/TSI Plan (Recommended before spending funds) <input type="checkbox"/> LCAP Federal Addendum (Review/revise as needed) <input type="checkbox"/> Arts & Music in Schools (Prop 28) <input type="checkbox"/> <i>School Site Ex. Plan</i>	<input type="checkbox"/> ESSER II Final Correction Window (Sept. 5) <input type="checkbox"/> EEF Annual Data and Expenditure Rpt (Sept. 30) <input type="checkbox"/> ELOP 23-24 Funds Final Expenditure Report (Sept. 30) <input type="checkbox"/> Prop 28 Annual Report (Sept. 30) <input type="checkbox"/> UPK Programmatic Report (Sept. 30) <input type="checkbox"/> LCAP Uploaded to Dashboard (Oct. 13 - Oct. 31) <input type="checkbox"/> CSI Grant Reporting (Oct.31)	<input type="checkbox"/> UPK P&I Grant Expenditure Report #6 (Nov. 30) <input type="checkbox"/> EEF Revision Period (Dec)	<input type="checkbox"/> ESSER III Winter Reporting (Jan. 9) <input type="checkbox"/> Winter ConApp Certification Deadline (Jan. 15) <input type="checkbox"/> SARC (Feb. 1) <input type="checkbox"/> 25-26 LCAP Midyear Report to Governing Board (Feb. 28) <input type="checkbox"/> CSI Grant Reporting (Feb. 28) <input type="checkbox"/> CSI Funding Application (Jan.31)	<input type="checkbox"/> Comprehensive School Safety Plan including Instructional Cont. Plan (by March 1) <input type="checkbox"/> Home to School Transportation Plan (April 1) <input type="checkbox"/> ESSER III Spring Reporting (April 10) <input type="checkbox"/> Spring ConApp Certification Deadline (TBD)	<input type="checkbox"/> Prop 28 Annual Certification (June 30) <input type="checkbox"/> 26-27 LCAP and Budget Adoption (July 1) <input type="checkbox"/> Local Indicator Report to Governing Board (July 1) <input type="checkbox"/> ESSER III Summer Reporting (July 10) <input type="checkbox"/> ESSER III backed ELO Grant Funds (resources 3218 & 3219) reporting deadline for final expenditures (July 31) <input type="checkbox"/> CSI Grant Reporting (July 31)
			Fund Expiring This School Year: <ul style="list-style-type: none"> • ELOP (FY 23-24 Funds) Expenditure Deadline: June 30, 2025 • A-G Completion Improvement Grant Expenditure Deadline: June 30, 2026 • AMIM Expenditure Deadline: June 30, 2026 • Prop 28 (23-24 Funds) Expenditure Deadline: June 30, 2026 • EEF Final Expenditure Deadline: June 30, 2026 • ELOP (FY 24-25 Funds) Expenditure Deadline: June 30, 2026 		

FCSS LCAP and Compliance Department / *Not an exhaustive list of categorical requirements

Multiyear Snapshot*	22-23	23-24	24-25	25-26	26-27	27-28	28-29
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A-G Completion Improvement Grant Program

<i>Program Duration</i>	One-Time Program						
<i>Funding</i>							
<i>Plan Development or Update</i>	New Plan						
<i>*Report(s) Required</i>		Report(s) required					
<i>Expenditure Deadline</i>				6/30/26			

Arts and Music in Schools (Proposition 28)

<i>Program Duration</i>	Ongoing							
<i>Funding</i>	Annually determined and allocated							
<i>Plan Development or Update</i>	Annual plan required							
<i>*Report(s) Required</i>		Annual report(s) and certification required						
<i>Expenditure Deadline</i>			23-24 Funds	24-25 Funds	25-26 Funds	26-27 Funds		

Arts, Music, & Instructional Materials Discretionary Block Grant

<i>Program Duration</i>	One-Time Program						
<i>Funding</i>							
<i>Plan Development or Update</i>	New Plan						
<i>*Report(s) Required</i>					9/30/26		
<i>Expenditure Deadline</i>				6/30/26			

*Not exhaustive; further reporting requirements may apply.

22-23

23-24

24-25

25-26

26-27

27-28

28-29

Additional Targeted Support & Improvement (ATSI)

Program Duration Ongoing as eligible

Funding

Plan Development or Update Annual plan required as eligible

**Report(s) Required*

Expenditure Deadline

Attendance Recovery Program

Program Duration LEAs may implement

Funding

Plan Development or Update

**Report(s) Required* Annual report(s) required

Expenditure Deadline

California Community Schools Partnership Program

Program Duration Duration of grant according to cohort

Funding Funds provided according to cohort allocation schedule

Plan Development or Update Plan updates required, including implementation and sustainability plans

**Report(s) Required* Cohort specific report(s) required

Expenditure Deadline Cohort specific expenditure deadlines apply

*Not exhaustive; further reporting requirements may apply.

22-23	23-24	24-25	25-26	26-27	27-28	28-29
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Comprehensive Support & Improvement (CSI)

<i>Program Duration</i>	Ongoing as eligible
<i>Funding</i>	Determined and allocated as eligible
<i>Plan Development or Update</i>	Annual plan required as eligible
<i>*Report(s) Required</i>	Report(s) required
<i>Expenditure Deadline</i>	Expenditure deadline(s) as eligible

Comprehensive School Safety Plan & Instructional Continuity Plan

<i>Program Duration</i>	
<i>Funding</i>	
<i>Plan Development or Update</i>	Annual plan required as eligible
<i>*Report(s) Required</i>	
<i>Expenditure Deadline</i>	

Educator Effectiveness Funds Plan (EEF)

<i>Program Duration</i>	One-Time Program
<i>Funding</i>	
<i>Plan Development or Update</i>	New Plan
<i>*Report(s) Required</i>	Annual Report(s) Required
<i>Expenditure Deadline</i>	6/30/26

*Not exhaustive; further reporting requirements may apply.

22-23

23-24

24-25

25-26

26-27

27-28

28-29

ESSER III Expenditure Plan & ELO-G

Program Duration One-Time Program

Funding

Plan Development or Update New Plan

**Report(s) Required* Annual Report(s) & Certification Required

Expenditure Deadline 9/30/24

Expanded Learning Opportunities Program (ELO-P)

Program Duration Ongoing

Funding Determined annually as eligible

Plan Development or Update Initial Plan (21-22), must be updated and approved every three years

**Report(s) Required* Report(s) Required

Expenditure Deadline 23/24 Funds 6/30/25 24/25 Funds 6/30/26 25/26 Funds 6/30/27 26/27 Funds 6/30/28 26/27 Funds 6/30/28

Home to School Transportation Reimbursement Plan

Program Duration Ongoing

Funding Reimbursement based on prior year transportation costs and LCFF transportation related add-on funding

Plan Development or Update Initial Plan (2023), must be updated annually

**Report(s) Required*

Expenditure Deadline

*Not exhaustive; further reporting requirements may apply.

22-23

23-24

24-25

25-26

26-27

27-28

28-29

Independent Study

Program Duration LEAs may implement

Funding

Plan Development or Update

**Report(s) Required*

Expenditure Deadline

Learning Recovery Emergency Block Grant

Program Duration One-Time Program

Funding Annually Determined and Allocated

Plan Development or Update Annual Plan Required (LCAP)

**Report(s) Required* 12/2024

Expenditure Deadline 6/30/28

Local Control & Accountability Plan (LCAP)

Program Duration

Funding Supplemental and Concentration grants must be included in the LCAP

Plan Development or Update Annual Plan Required (LCAP)

**Report(s) Required*

Expenditure Deadline

*Not exhaustive; further reporting requirements may apply.

22-23

23-24

24-25

25-26

26-27

27-28

28-29

Equity Multiplier

Program Duration

Annual eligibility determined based on prior year nonstability and SED rates

Funding

Allocated in the years the LEA is eligible

Plan Development or Update

Annual Plan Required as eligible (LCAP)

**Report(s) Required*

Expenditure Deadline

LCAP Federal Addendum

Program Duration

Funding

Required to receive ESSA funds

Plan Development or Update

Initial Plan required, annual plan review recommended, plan revisions as needed

**Report(s) Required*

Expenditure Deadline

LCAP Mid Year Report

Program Duration

Funding

Plan Development or Update

**Report(s) Required*

Annual report(s) required

Expenditure Deadline

*Not exhaustive; further reporting requirements may apply.

22-23

23-24

24-25

25-26

26-27

27-28

28-29

Local Indicators Report

Program Duration

Funding

Plan Development or Update

**Report(s) Required* Annual report required

Expenditure Deadline

School Accountability Report Card (SARC)

Program Duration

Funding

Plan Development or Update

**Report(s) Required* Annual report required

Expenditure Deadline

School Plan for Student Achievement (SPSA)

Program Duration Ongoing as eligible for SWP

Funding Annually determined and allocated

Plan Development or Update Yearly plan required for schools operating a SWP

**Report(s) Required*

Expenditure Deadline Annual expenditure deadline(s) required

*Not exhaustive; further reporting requirements may apply.

22-23

23-24

24-25

25-26

26-27

27-28

28-29

Student Support & Professional Development Discretionary Block Grant

Program Duration

One-Time Program

Funding

Funding allocated per schedule

Plan Development or Update

**Report(s) Required*

9/30/29

Expenditure Deadline

6/30/29

Targeted Support & Improvement (TSI)

Program Duration

One-Time Program

Funding

Plan Development or Update

Annual plan required as eligible

**Report(s) Required*

Expenditure Deadline

Universal PreK Planning and Implementation Grant

Program Duration

One-Time Program

Funding

Grant funding allocated through an apportionment process

Plan Development or Update

Initial Plan Required

**Report(s) Required*

Annual data collection and report(s) required

Expenditure Deadline

6/30/28

A-G Completion Improvement Grant Program ***UPDATE**

Plan Required	Summary	Templates and Resources
Yes	<p>California has invested \$547 million to fund three grant programs to help increase the number of high schoolers with A-G eligibility: A-G Access Grants, A-G Success Grants, and A-G Learning Loss Mitigation Grants.</p> <ul style="list-style-type: none"> A-G Access Grant: 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. A-G Success Grants: Funds are to be used towards pupils in danger of not receiving a grade of “C” or better in A-G courses. A-G learning Loss Mitigation Grants: 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. <p>Plan Requirements: On or before April 1, 2022, grant recipients were required to develop a plan describing how the funds received will increase or improve services for unduplicated pupils to improve A-G eligibility. Per EC 41590, 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>End-of-Project Report(s) Requirements Due Date: September 30, 2026 Per CDE all grantees must submit a Final Expenditure Report for each grant, which includes:</p> <ul style="list-style-type: none"> A narrative explaining each line-item expenditure Dollar amounts for each object code for each year Remaining balance of A-GCIGP grants Upload of the outcomes document from the Mid-Grant Report (this is not optional; this is a grant requirement) <p>Submit At:</p> <ul style="list-style-type: none"> Success/Access Grant: https://www.surveymonkey.com/r/Success_Access Learning Loss Mitigation Grant: https://www.surveymonkey.com/r/Learninglossmitigation 	<p>FCSS Resource: AB 167 A-G Completion Improvement</p> <p>CDE Funding Results Page: https://www.cde.ca.gov/fg/fo/r14/agcip21result.asp</p> <p>Ed Code 41590 (Amended by SB 153)</p> <p>For further FCSS Support for the A-G Completion Improvement Grant, please contact Rebecca Aguila, Director of CALPADS and Accountability at raquila@fcoe.org.</p>
COE Approval		
No		
Deadline(s)		
<p>Expenditure Deadline: Funds are available for expenditure through the 2025-26 school fiscal year, which ends on June 30, 2026.</p> <p>Resource Codes: 7412, 7413</p> <p>Reporting: September 30, 2026 - Per EC Section 41590, LEAs must report final expenditures to the CDE.</p> <ul style="list-style-type: none"> Per the CDE, final outcomes that measure the impact of the funds, originally due on August 31, 2026, must be uploaded with the submission of the final expenditure surveys on or before September 30, 2026. See column to the right for end-of-project requirements 		

Arts, Music, and Instructional Materials Discretionary Block Grant

Plan Required	Summary	Templates and Resources	
Yes ▾	<p>Funds were allocated to school districts, county offices of education, and charter schools on a per-pupil basis and will be available for encumbrance through 2025- 26.</p> <p>Allowable Uses: Pursuant to Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022), funds are available to:</p> <ol style="list-style-type: none"> 1. Obtain standards-aligned professional development and instructional materials, in the following subject areas: <ol style="list-style-type: none"> a. Visual and performing arts b. World languages c. Mathematics d. Science, including environmental literacy e. English language arts, including early literacy f. Ethnic studies g. Financial literacy, including the content specified in Section 51284.5 of the California <i>Education Code</i> h. Media Literacy i. Computer Science j. History-social science 2. Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play. 3. Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils’ home languages, to support pupils’ independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils’ home and community experiences and be available in English, pupils’ home language, or a combination of more than one language. 4. Operational costs, including but not limited to retirement and health care cost increases. 5. As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction. 	<p>Funding Results: https://www.cde.ca.gov/fg/fo/r14/ami_mbg22res.asp</p>	
COE Approval		<p>Resources:</p> <ul style="list-style-type: none"> • Arts, Music & Instructional Materials FAQs • Arts, Music & Instructional Materials Block Grant categorical program page • CDE Resource website • CDE PowerPoint 9/16/22 	
No ▾			<p>For questions about programmatic requirements, use of funds, and expenditure reporting. Contact CFIRD@cdw.gov.</p> <p>For questions regarding the determination of LEA allocation amounts and timing and apportionment of funds, please contact CAAR@cde.ca.gov.</p> <p>Note: No CDE template provided.</p> <p>DTS has created a template. Please contact DTS to have it added to your</p>
Deadline(s)			
<p>Plan: No specified deadline. Discuss and approve a plan for expenditure at a regularly scheduled public meeting.</p> <p>Fiscal: Funds will be available for expenditure through June 30, 2026.</p> <p>Resource Code: 6762</p> <p>Reporting: Must report final expenditures by 9/30/2026 to CDE; failure to report will result in forfeiture of funds. Revised by SB 153, Sec. 100</p>			

Pursuant to Section 134(c), local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of Section 134(a) and to support arts and music education program.

account.

Annually

Arts and Music In Schools (Proposition 28)

Plan Required	Summary	Template and Resources
<p>Yes</p>		
<p>No</p>		
<p>Resource Code: 6770 Subject to Annual Audit</p> <p>School Site Expenditure Plan: For each school site or preschool, the principal or program director shall develop an expenditure plan for the funds. Sec. 8820(e). Frequency: Annually</p> <p>Annual Report: This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. Frequency: Annually 9/30/2025</p> <p>Expenditure Report: LEAs are required to report to the CDE the amount of unexpended AMS funds due by 10/1/26</p> <p>Annual Certification:</p>	<p>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> <ul style="list-style-type: none"> The amount of funding available each fiscal year for the AMS program will be one percent of the K–12 portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS program. The measure specifies that this funding is on top of the minimum Proposition 98 guarantee calculated for the year, excluding the amount provided under the AMS program. Funds will be issued through the Principal Apportionment. CDE may withhold release of an LEA's allocation until the LEA submits required expenditure report. 70% based on the school's share of total statewide enrollment in the previous year. 30% based on the school's share of total statewide enrollment of economically disadvantaged students. When the funds are allocated to a district, the district may retain up to 1% for administration and the remainder must be allocated to the schools in an amount equal to the amount received by the district for each school. <p>Spending Requirement:</p> <ul style="list-style-type: none"> Supplement, not supplant: Certify that funds received will be used to supplement funding for arts education programs and that the funds received in the prior fiscal year were, in fact, used to supplement existing arts education programs. For LEAs with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80% of funds to be expended will be used to employ certificated or classified employees to provide arts education instruction, and the remaining funds will be used for training, supplies, and materials, and arts education partnership programs. CDE is permitted to provide a waiver from the 80% staffing requirement to school sites upon written request from the principal. SB 115 - Changes the responsible party for submitting a waiver from the principal of the school site to the LEA. 	<ul style="list-style-type: none"> Proposition 28—Arts and Music Education Funding program page Funding Allocations AMS FAQs Prop 28: AMS Financial & Audit Requirements California Arts Standards for Public Schools Year-at-a-Glance One Page Document Audit Guide AMS Audit Compliance Worksheet <p>Webinar Series</p> <ul style="list-style-type: none"> Full recording of Webinar 1 Full recording of Webinar 2 Full recording of Webinar 3 <p>AMS Web Portal AMS Annual Report Template Final Expenditure Report Template Final Expenditure Report</p> <p>Questions about Prop 28 should be</p>

Local educational agencies (LEAs) must annually certify that all funds will be used to provide arts education programs, among other assurances. Frequency: Annually will be due by **6/30/26 (for 26-27 funds)**

Note:
2023–24 allocation year funds expire

- LEAs must annually submit and post an annual board-approved report detailing use of Proposition 28 funds
 - Types of arts education programs funded by the program;
 - The number of full-time equivalent teachers, classified personnel, and teaching aides funded by the program;
 - The number of pupils served through the program funds; and
 - The number of school sites providing arts education programs with the program

Allocations:

Arts and Music in Schools (AMS) funding for each eligible school will be estimated each July as part of the Advance Apportionment certification using second prior year data and the current year budget appropriation.

directed to **prop28@cde.ca.gov at CDE.**

Note: “Supplement” means that the funds appropriated by this chapter shall be used by school districts to increase funding of arts education programs and not to supplant existing funding for such programs (see Arts Education Program definition).

As Eligible ▾

Additional Targeted Support and Improvement (ATSI)

Plan Required	Summary	Template and Resources
Yes ▾	<p>The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for Additional Targeted Support and Improvement (ATSI). Eligibility for ATSI is based on school-level student group Dashboard data. Eligible schools have one or more student groups meet the following criteria for two years:</p> <ul style="list-style-type: none">• All red indicators• All red indicators with one of another color• Majority red indicators <p>Schools eligible for ATSI:</p> <ul style="list-style-type: none">• 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).• The ATSI Plan development should align with LCAP development with approval by June 30 and Fall implementation. <p>Districts with ATSI-eligible school(s):</p> <ul style="list-style-type: none">• 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">○ The same notification methods could be used for single school districts and charter schools.○ Notification can include phone calls, emails, meeting minutes, written letters, etc.• May need to update their LCAP Federal Addendum.	<ul style="list-style-type: none">• FCSS Padlet with CSI/ATSI planning resources
COE Approval		<ul style="list-style-type: none">• ATSI Plan/SPSA Template Webpage
No ▾		<ul style="list-style-type: none">• SPSA (ATSI) Template(DOCX; Updated 19-Jun-2024)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.
Deadline(s)		<ul style="list-style-type: none">• CDE ATSI Web page• CDE TSI/ATSI Planning Support Webinar (January 2026)• ATSI Planning Summary for Single School Districts and Charter Schools
		<p>For programmatic questions regarding TSI and ATSI, contact the School Improvement and Support Office (SISO) by email at SISO@cde.ca.gov.</p>

Annually

Attendance Recovery Program

Plan Required	Summary	Template and Resources
No	Attendance Recovery is a new program signed into law as part of the education omnibus budget trailer bill, Senate Bill (SB) 153 . Attendance Recovery, effective July 1, 2025 , provides LEAs with opportunities to make up lost instructional time and recoup lost attendance for apportionment and chronic absenteeism as an alternative to Saturday school.	<ul style="list-style-type: none"> • Attendance Recovery CDE Webpage
COE Approval		<ul style="list-style-type: none"> • Audit Guide
No		<ul style="list-style-type: none"> • Attendance Recovery Webinar(PDF)
Deadline(s)	<p>Purpose: 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"> • It is voluntary for LEAs to offer • Must be voluntary for students to participate • Does not replace or modify Saturday School • ELO-P funds may be used for Attendance Recovery if certain conditions are met <p>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.</p> <p>Eligibility: Starting in FY 25-26, school districts, COEs, and classroom-based charter schools may offer Attendance Recovery to TK-12 students.</p> <ul style="list-style-type: none"> • Not eligible: <ul style="list-style-type: none"> ○ Nonclassroom-based charter schools and charter schools operating under a special partnership are not eligible ○ Students participating in long-term independent study as defined in EC Section 46211 are not eligible • Participation is not compulsory, nonpunitive 	<ul style="list-style-type: none"> • Fiscal Year 2024–25 Attendance Accounting and Instructional Time Requirements Presentation(PDF)
<p>Starting with the First Principal Apportionment period due January 15, 2026, 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.</p> <p>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 EOY 3 submission. Detailed information is forthcoming and will be provided from the LEAs CALPADS web page.</p> <p>Fiscal: Subject to annual audit</p>		<ul style="list-style-type: none"> • Notice of AB 176 Statutory Changes to Attendance Accounting and Instructional Time(Dated 08-Oct-2024) <p>Attendance Recovery Program California EC 46210 and 46211</p> <p>ELO-P funds may be used for Attendance Recovery if certain conditions are met:</p> <ul style="list-style-type: none"> • LEA must operate ELO-P and Attendance Recovery in conjunction • Both programs must be offered on the same school site • Supervision requirements of Attendance Recovery students must be met
	<p>Key Requirements</p> <ul style="list-style-type: none"> • <u>Supervision</u>: Participating students must be under the immediate supervision and control of certificated LEA employee • <u>Instruction</u> must be substantially equivalent to regular program • <u>Content</u> must be aligned to grade-level standards (updated per AB 176) • <u>Class Size</u>: LEAs must maintain a student: teacher ratio of 10:1 for TK/K and 20:1 for all other grades. (updated per AB 176) 	

ADA Credit: Average Daily Attendance (ADA) generated through an ARP will be credited to the school year in which the ARP is operated.

- Instructional Time 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.
- Attendance must be documented by the hour by certificated employee; tracked separately from regular attendance
 - Students can generate ADA through ARP participation in hourly increments. Full-day credit is given once the student meets the minimum daily instructional minutes required.

Timeframe: Can operate before or after school, on weekends, or intersessional days. If offered, LEAs must offer ARPs throughout the school year, with at least one session during each term. ADA is applied to the current school year.

Attendance Recovery (AR) Criteria:

- The amount of AR ADA that a LEA may claim for a student in a fiscal year is capped at the lesser of 10 days of attendance, or their number of absences in that fiscal year (*EC* Section 46211(d)(1)).
- An individual student cannot generate more than one day of attendance for any calendar day of participation in an AR program (*EC* Section 46211(d)(1)). When reporting attendance to the PADC web app, an LEA may only claim AR ADA for absences that the student accrued in the complete months of attendance being reported.
- As a condition of apportionment, students in AR must be under the immediate supervision and control of a certificated employee of the local educational agency. AR programs must maintain a student-to-certificated-employees ratio of 10:1 for Transitional Kindergarten and Kindergarten, and 20:1 for grades 1-12 (*EC* Section 46211(f)).
- In-person instruction is a requirement for any AR time to count towards the minimum daily minute requirement under *EC* Section 46211(e) and generating average daily attendance.
- The teacher documents the student's participation time, and the LEA maintains that documentation in daily or hourly increments, as appropriate to the duration of the AR sessions offered.
- A student may accrue time over multiple sessions on multiple days to meet the applicable minimum daily minute requirement, after which the LEA may claim a day of average daily attendance (ADA). A day of attendance for apportionment is generated by a student once they have participated in an AR program for the minimum daily minutes that apply to the student under *EC* Section 46211(e)(1)

ELOP & AR:

Additional ELO-P FAQs can be found on the CDE's webpage for the [Expanded Learning Opportunities Program](#).

Questions:

For questions on attendance for apportionment and instructional time, contact the Attendance Accounting Office at

AttendanceAccounting@cde.ca.gov

For further FCSS Support for AR please contact **Manuel Escandon**, Director Child Welfare & Attendance
mescandon@fcoe.org

Timeline dependent on Cohort ▾

California Community Schools Partnership Program

Plan Required	Summary	Template and Resources
<p style="text-align: center;">Yes ▾</p>	<p>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>Implementation Grants</p>
<p style="text-align: center;">COE Approval</p>		<p>Cohort 1</p>
<p style="text-align: center;">No ▾</p>		<p>Cohort 2</p>
		<p>Cohort 3</p>
<p style="text-align: center;">Deadline(s)</p>		<p>Cohort 4</p>
<p>Last Cohort (4) 2024-25 application deadline February 7, 2025</p> <p>Implementation Site Level Grantees:</p> <ul style="list-style-type: none"> Cohort 1: Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, Due 6/30/26 Cohort 2: Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, Due 6/30/26 Cohort 3: Annual Progress Report, Implementation Plan Update, initial Sustainability Plan Due 6/30/26 Cohort 4: Annual Progress Report, Implementation Plan Update, Due 6/30/26 <p>Implementation LEAs:</p> <ul style="list-style-type: none"> Cohort 1: One-Year Grant Extension opportunity June 30, 2027 to June 30, 2028; LEA must notify CDE at ccspp@cde.ca.gov no later than 9/2/25 Cohorts 1, 2, 3: Expenditure Report Due 9/12/25 	<p>The Pillars:</p> <ol style="list-style-type: none"> 1. Integrated Student Supports <ul style="list-style-type: none"> Community Schools offer a range of services such as mental health counseling, medical and dental care, food assistance, and family support programs. These schools often partner with local organizations and government agencies to provide resources that students and families may need outside the classroom. 2. Expanded Learning Opportunities <ul style="list-style-type: none"> In addition to regular school hours, Community Schools provide after-school programs, summer learning, and enrichment activities. These programs are designed to enhance students’ academic performance, social-emotional development, and engagement in school life. 3. Family and Community Engagement <ul style="list-style-type: none"> Community Schools actively involve parents, caregivers, and community members in the education process. This could involve workshops, volunteer opportunities, or direct involvement in decision-making processes at the school. They serve as community hubs, making the school a place where families can come for support and resources. 4. Collaborative Leadership and Shared Decision-Making <ul style="list-style-type: none"> The governance of Community Schools often involves collaboration between school staff, students, families, and community partners. This shared decision-making approach ensures that the needs of the entire school community are considered in planning and resource allocation. <p>Per EC 8902(h)(6):</p>	<p>CDE CA Community Schools Partnership Program Webpage</p> <p>California Community Schools Partnership Act (California Education Code 8900-8902)</p> <p>For further FCSS Support for Community Schools please contact Gina Amaro-McNamara, Director of Community Schools at amcnamara@fcoe.org</p> <p>The Central Valley Regional Transformational Assistance Center supports Community Schools in Amador, Stanislaus, Tuolumne, Calaveras, Merced, Madera, Mariposa, Fresno, Kings, Tulare, and Kern Counties.</p>

- Cohorts 1, 2, 3, and 4: Expenditure Report Due September 2026

- 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.
- Implementation grant recipients shall publicly post their community school grant application and community schools plan on the local educational agency's internet website.

The California legislature appropriated over \$4 billion for the CCSPP, to develop new community schools, expand existing community schools, and build a statewide technical assistance to support and sustain their implementation until June 30, 2032 (including Extension grants for the 2027 – 28 through 2031-32 program years. LEAs may receive up to \$100,000 annually with a one-to-one matching requirement). Implementation grants have a matching requirement of one-third and will be funded for five years, at a range of \$75,000 to \$500,000 annually per school site determined by school enrollment levels.

Annually as eligible ▾

Comprehensive Support and Improvement (CSI)

Plan Required	Summary	Template and Resources
<p>Yes ▾</p>	<p>Eligibility for CSI is based on the Dashboard. Low-Performing eligibility is determined by Dashboard indicators. Grad Rate eligibility is calculated using a 3-year average with a graduation rate less than 68%. Schools are eligible for 3 years and may exit CSI status if they meet the criteria for exit.</p>	<ul style="list-style-type: none"> FCSS Padlet with Grant Reporting timeline and CSI Plan resources.
<p>COE Approval</p>		<ul style="list-style-type: none"> CSI Plan/SPSA Template Webpage
<p>Yes ▾ (LCAP/CSI Prompts) No ▾ (CSI Plan/ SPSA)</p>	<p>Schools eligible for CSI:</p> <ul style="list-style-type: none"> Must develop a CSI Plan (SPSA) informed by State indicators, based on school-level needs assessment, include evidence-based interventions, and identify resource inequities. The CSI Plan development should align with LCAP development with approval by June 30 and fall implementation. 	<ul style="list-style-type: none"> SPSA (CSI) Template(DOCX: Updated 19-Jun-2024) This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the ConApp, and for federal CSI, pursuant to EC Section 64001 and the ESSA. This template is designed to meet SWP planning requirements for both the SPSA and federal CSI planning requirements.
<p>Deadline(s)</p>		<ul style="list-style-type: none"> CDE CSI Web page
<p>ESSA Assistance List Release: December 17, 2025</p>	<p>Districts with CSI eligible school(s):</p> <ul style="list-style-type: none"> Must respond to three CSI Prompts in the LCAP. 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). Prompt responses are part of the County Office LCAP approval process. 	<ul style="list-style-type: none"> CDE CSI Fiscal Information
<p>2025-26 Grant Application: Due January 31, 2026</p>		<ul style="list-style-type: none"> CSI Authorized Use of Funds, including Capital Outlay expenditure information and request form
<p>Plan: 2026-2027 CSI Plan (SPSA): Approval recommended June 30, 2026</p>	<p>Fiscal Considerations:</p> <ul style="list-style-type: none"> Grant Expenditures are reported in October, February, and July using GMART Allowable expenses: <ul style="list-style-type: none"> Capacity-building Educational partner engagement Needs assessment/root cause analysis Selecting and implementing evidence-based interventions/strategies/activities Monitoring and evaluating improvement efforts Review/identifying, through implementation of the CSI Plan, resource inequities CSI Grant narrowly defines expenditures for Capital Outlay as “computer systems” or computer system replacement. Other equipment expenditures are not considered within the scope of the grant. Hiring “additional” permanent staff is a disallowable expense. 	<ul style="list-style-type: none"> CDE CSI Webinars, including webinars for CSI eligibility, planning, and grant reporting
<p>2025-26 Fiscal Year: Expenditure Period: March 2025-September 30, 2026</p>		<p>For more FCSS support, please contact Justin Paredes, Executive Leadership Coach – Continuous Improvement at</p>
<p>2026-27 Fiscal Year: Expenditure Period: February 9, 2026-September 30, 2027</p>	<p>Title II Considerations LEAs that receive Title II, Part A funds must prioritize funding to schools identified for CSI and TSI.</p>	
<p>Grant Reporting Due: February 28, 2026 July 31, 2026 October 15, 2026</p>		

Annually as eligible ▾

Comprehensive Support and Improvement (CSI)

October 31, 2026
February 28, 2027
July 31, 2027
October 15, 2027

Resource Code: 3182

jparedes@fcoe.org

Educator Effectiveness Funds (EEF) Plan

Plan Required	Summary	Template and Resources
<p>Yes</p>	<p>This 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>	<ul style="list-style-type: none"> • August 28, 2025: EEF Reporting Webinar 2025
<p>COE Approval</p>	<p>Allowable Uses: Funds can be expended for up to 11 purposes 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.” AB 181 added language to EC 41480 to include preschool learning foundations as a subject area and added coursework for existing staff to become credentialed as an allowable expenditure.</p>	<ul style="list-style-type: none"> • August 22, 2024: EEF Reporting Webinar 2024 - Google Drive
<p>No</p>	<p>Key Requirements</p> <ul style="list-style-type: none"> • 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.” • If an LEA charges employees for ANY of the EEF 11 allowable uses, then they will have to return the EEF funds. Even if the LEA used the EEF for a different allowable use in which they did not charge. Basically, LEAs are not to charge employees for anything that could fall under <u>EEF Allowable use 1 through 11</u>. • Note: See EC 41480(b)(11)(B) Supplement not Supplant 	<ul style="list-style-type: none"> • Educator Effectiveness 2021–26 - Educator Excellence (CA Dept of Education).
<p>Deadline(s)</p>	<p>Extension of Original 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"> • 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. • 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. 	<ul style="list-style-type: none"> • CDE Resource Page, including FAQs: https://www.cde.ca.gov/pd/ee/eef2021.asp • EEF FAQs
<p>Plan: March 31, 2023 (revised deadline)</p> <p>Fiscal: Any EEF funds not expended by June 30, 2026, must be returned to the CDE.</p> <p>Resource Code: 6266</p> <p>Educator Effectiveness 2021–26 - Educator Excellence (CA Dept of Education)</p> <p>Reporting: Annual Data and Expenditure Report due September 30, 2025 For questions, email Alexis Clift at EEF2021@cde.ca.gov</p> <p>EEF Revision Period will open December 2025. Please email EEF2021@cde.ca.gov to participate. Click here for more information.</p> <p>A final data and expenditure report will</p>	<p>Key Requirements</p> <ul style="list-style-type: none"> • 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.” • If an LEA charges employees for ANY of the EEF 11 allowable uses, then they will have to return the EEF funds. Even if the LEA used the EEF for a different allowable use in which they did not charge. Basically, LEAs are not to charge employees for anything that could fall under <u>EEF Allowable use 1 through 11</u>. • Note: See EC 41480(b)(11)(B) Supplement not Supplant <p>Extension of Original 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"> • 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. • 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. 	<ul style="list-style-type: none"> • The annual reporting template and online database are now available on the EEF Home web page at: • https://www.cde.ca.gov/pd/ee/eef2021.asp • EEF Annual Reports web page at: https://www.cde.ca.gov/pd/ee/eef2021reports.asp. <p>Visit the EEF Home web page for the program overview, conditions of apportionment, and a link to the EEF Reporting Database. For questions, email Alexis Clift at EEF2021@cde.ca.gov.</p>

be due on or before **September 30, 2026**, to CDE, including specific purchases made and the number of staff that received PD.

Plan Required	Summary	Template and Resources
<p>Yes</p>	<p>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.</p>	<ul style="list-style-type: none"> • ESSER III Expenditure Plan Template and Instructions
<p>COE Approval</p>		<ul style="list-style-type: none"> • CDE ESSER III Website including Allowable Uses and Formula Allocation (ARP Act Funding)
<p>Yes</p>		<ul style="list-style-type: none"> • ESSER III Funding Results
<p>School districts submit to COE within 5 days of adoption. Charters submit to chartering authority and COE.</p>	<p>Key Requirements:</p> <ul style="list-style-type: none"> • An LEA may use up to 80% 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. An LEA must use at least 20% (Resource 3214) of the allocation to address the <i>Impact of Lost Instructional Time</i> through evidence-based interventions. • According to updated guidance from the US Dept. of Ed.: The cost of providing services to address the impact of lost instructional time “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.” 	<ul style="list-style-type: none"> • COVID-19 Relief Funding Summary sheet (CDE)
<p>Deadline(s)</p>		<ul style="list-style-type: none"> • ESSER III Expenditure Plan FAQs
<p>Plan: October 29, 2021</p>		<ul style="list-style-type: none"> • ESSER III Fund FAQs
<p>Fiscal: Funds must have been obligated by 9/30/2024 and liquidated by 1/28/25</p>		<ul style="list-style-type: none"> • Capital Expenditures FAQs
<p>Resource Code(s): 3213, 3214</p>		<ul style="list-style-type: none"> • Revised Capital Expenditure Form
<p>Reporting: Reporting Period: Year 6 Annual Reporting (7/1/2024 – 6/30/2025) Early 2026 (Date TBD) 2026 Spring- 4/10/2026 2026 Summer- 7/10/26</p>	<p>Allowable Uses: A list of allowable uses can be found here: ARP Act Funding. 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: to prevent, prepare for, or respond to the COVID-19 pandemic. The federal emergency resources are available for a wide range of activities to address needs arising from or exacerbated by the COVID-19 pandemic or to emerge stronger post-pandemic while maintaining the pandemic nexus.</p>	<p>ESSER and GEER Use of Funds FAQs December 7, 2022 Update This guidance contains clarification on allowable uses that address a variety of key issues, including chronic absenteeism, waiver of outstanding school meal balances for low-income students, English Learner supports, and more.</p>
<p>ESSER III backed ELO Grant Funds (resources 3218 & 3219) reporting deadline for final expenditures 7/31/2026 per EC 43523(c)(4)</p>	<p>Plan Considerations:</p> <ul style="list-style-type: none"> • ESSER III Expenditure Plans are living documents that should be updated as student needs evolve, especially for underserved students. LEAs must consult educational partners when first adopting the plan and are advised to re-engage them if making significant changes. • Monitoring: LEAs should monitor the progress of planned actions according to the method and frequency outlined in the approved plan. 	

Review & Update Every 3 Yrs ▾

Expanded Learning Opportunities Program (ELO-P) *UPDATE

Plan Required	Summary	Template and Resources
<p style="text-align: center;">Yes ▾</p>		
<p style="text-align: center;">COE Approval</p>		
<p style="text-align: center;">No ▾</p>		
<p style="text-align: center;">Deadline(s)</p>		
<p>Plan: Reviewed and approved by the board every three years.</p> <p>Fiscal: Commencing with <u>the 2023–24 fiscal year</u>, 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"> 23-24 funds: Liquidation by June 30, 2025; Final Expenditure Report Due Sept. 30, 2025 24-25: Liquidation by June 30, 2026; Final Expenditure Report Due Sept. 30, 2026 25-26: Liquidation by June 30, 2027; Final Expenditure Report Due Sept. 30, 2027 <p>The ELOP Expenditure Report can be submitted here: https://www2.cde.ca.gov/elop/</p>	<p>The Expanded Learning Opportunities Program (ELO-P) provides funding for before school, afterschool, intercessory, and summer school programs. 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.</p> <p>Plan Requirements: 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> <ul style="list-style-type: none"> The plan must be approved by an LEA’s governing board in a public meeting and posted on the LEA’s website. The plan is considered a living document and must be reviewed and approved by the board every three years. If your LEA adopted a plan in 22-23, review and approval would be required this year. Staff and educational partners should work collaboratively to develop and review. <p>Program Requirements Updated per AB 121</p> <ul style="list-style-type: none"> LEAs with a UPP at or above 55% shall <u>offer</u> the ELO Program to <u>all</u> TK/K-6 classroom-based pupils and provide program <u>access</u> to any TK/K-6 classroom-based pupils upon parent/guardian request. <ul style="list-style-type: none"> 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. <u>EC 46120 (d)(1)(C)</u> Also starting in 2025-26, LEAs that are new to this reduced threshold (<i>a.k.a Rate 1</i>) will be audited for compliance with their prior-year Rate 2 requirements during their first year of Rate 1 funding only. LEAs with a UPP below 55% shall <u>offer</u> the ELO Program to <u>all</u> TK/K-6 classroom-based <u>unduplicated pupils</u> and provide program <u>access</u> to any TK/K-6 classroom-based unduplicated pupil upon parent/guardian request. Minimum grant amount increases to \$100,000 (from \$50K) per LEA. <p>Key Program Highlights</p> <ul style="list-style-type: none"> Beginning in 2025-26: <ul style="list-style-type: none"> LEAs must annually declare operational intent to run the program via the P-2 PADC report. Once the offer and access requirements above are met, an LEA <u>may exceed the requirements</u> and 	<ul style="list-style-type: none"> CDE Resource Page, including Program Plan Guide and FAQs: https://www.cde.ca.gov/ls/ex/elopiinfo.asp ELO-P Fireside Chats https://www.afterschoolnetwork.org/elop-program-fireside-chats ELO-Program audit procedures <p>For fiscal questions regarding apportionments/entitlements: PARSE@cde.ca.gov</p> <p>For program questions: https://www.cde.ca.gov/ls/ex/sosexplearncontacts.asp</p> <p>ELOP will be monitored as part of the FPM process under 2 categories:</p> <ul style="list-style-type: none"> Expanded Learning Programs (EXLP) Fiscal Responsibilities for Expanded Learning Opportunities Program (ELOP) <p>For further FCSS Support for ELOP please contact Joshua Blecha, Region VII Lead, System of Support for Expanded Learning: jblecha@fcoe.org</p>

Resource Code: 2600
[ELO-P Funding Results](#)

provide access to additional grade spans for elementary, middle, and secondary pupils, and/or provide expanded hours of programming.

- LEAs must provide transportation to the program if not providing ELOP at all school sites for grades TK-6.
- [SB 153](#): ELO-P funds may be used for Attendance Recovery if certain conditions are met, see Attendance Recovery Program page.
- All funds, including carryover funding, must be spent on ELO Program services. ELO Program funding can only be used for ELO Program-related expenses.
- [Minimum 9 Hour Requirement/CDE ELOP FAQ #8](#).:
 - LEAs must calculate the nine-hour daily requirement by adding instructional minutes, recess, meals, and ELO Program time. LEAs must also offer ELO Programs for at least 30 nonschool days, including Extended School Year (ESY) days, with at least nine hours of activities each day.
 - In addition, LEAs must offer and provide access to the appropriate number of pupils, depending upon their UPP, for at least 30 nonschooldays, inclusive of Extended School Year days provided pursuant to EC Section 56345(b)(3), for no fewer than nine hours of in-person Expanded Learning Opportunities per day. EC Section 46120(b)(1)(B)
- Staffing requirements and ratios: [CDE ELOP FAQ # 16, Staffing Requirements for ELO Program](#)
- ELOP funds are “restricted” state funds and are therefore part of FPM reviews. Time and Effort should be kept.
- Beginning in 2023–24, the ELO Program will be included in the LEA’s annual audit, and failure to meet certain program requirements will result in an audit finding and funding may be due back to the State.
- Funds are subject to an annual audit.

Annually ▾

Home to School Transportation Plan

Plan Required	Summary	Template and Resources
<p>Yes ▾</p>		<p>EC § 41850.1 EC § 39800.1</p>
<p>COE Approval</p>		
<p>No ▾</p>		<p>No template provided.</p>
<p>Deadline(s)</p>		<p>Resources:</p> <ul style="list-style-type: none"> • CDE FAQs: https://www.cde.ca.gov/ls/tn/tr/ • CDE Presentation 9/16/22 • California Association of School Transportation Officials
<p>Plan: On or before April 1, 2023, and updated by April 1st of each year thereafter.</p> <p>CDE shall annually collect and publish transportation data from LEAs receiving funds. 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 LEAs. EC 41850.1(c)</p> <p>See CDE FAQs for updated Transportation Data Collection FAQs.</p>	<p>Plan Requirements: 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). The plan shall include the following components:</p> <ol style="list-style-type: none"> 1. A description of the LEA's transportation services that would be accessible to SWD, homeless children, and youth. 2. A description of how unduplicated pupils would be able to access available home-to-school transportation at no cost to the pupils. <p>The plan shall be adopted by the LEA's governing board on or before April 1, 2023, and <u>updated by April 1st each year thereafter.</u></p> <p>Key Considerations and FAQs:</p> <ul style="list-style-type: none"> • The plan 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. • Does an LEA need their updated plan adopted by the governing board? (Updated January 2024): Having an updated plan adopted by the governing board is a local-level decision. Informing the governing board of updates would be advisable and the governing board would decide if further action is warranted. • Are LEA required to hold consultations with stakeholders during plan updates? (Updated January 2024): There is no requirement for stakeholder consultation on an annual or update basis, only on the initial development of the plan. 	<p>For Questions Contact:</p> <ul style="list-style-type: none"> • Data Collection: Transportation Plan and Data Collection Office of School Transportation HTSRP@cde.ca.gov • Allocation of Money: Funding Formula and Apportionment Principal Apportionment Section PASE@cde.ca.gov • Service Plan: Financial Reporting Fiscal Oversight & Support Office sacsinfo@cde.ca.gov

Independently Study		
Plan Required	Summary	Template and Resources
<p>Annually</p> <p>Yes</p> <p>COE Approval</p> <p>No</p> <p>Deadline(s)</p>	<p>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. Per EC section 51747, 5 CCR Section 11703 (b)(1), must have adopted written policies Must have a Written Agreement to all elements outlined in EC Section 51747(g)(1-9)</p> <p>Key Changes from Senate Bill (SB) 153</p> <ul style="list-style-type: none"> Removes three day minimum for school districts Allows agreement to be signed at any point in the school year when duration is 15 school days or fewer Expands eligible evidence of student engagement on digital platforms and documentation requirements for work product (EC Section 51745.5(b)(2)) <p>Per AB 176: LEAs must maintain documentation of hours or fractions of an hour of time value generated before converting to days. Clarifies the documentation requirement by allowing LEAs to document in increments of hours as opposed to each hour or fraction of an hour for all work products (EC Section 51747.5(b)(2)(A)(ii)).</p> <p>Policies Include:</p> <ul style="list-style-type: none"> The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work. The level of satisfactory educational progress and the number of missed assignments that will be allowed before an evaluation is conducted to determine whether to allow a student to remain in an independent study program. EC Section 51747(b) The provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in person instruction. EC Section 51747(c) LEA must have a plan with procedures for tiered re-engagement for pupils not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks, pupils found non participatory in synchronous instruction as provided in EC Section 51747.5 for more than 50 percent of the scheduled times in a school month, or otherwise in violation of the written agreement. 	<ul style="list-style-type: none"> CDE Presentation: Fiscal Year 2024-25 Attendance Accounting and Instructional Time Requirements Presentation (PDF) (Updated Oct.08.2024) Notice of AB 176 Statutory Changes to Attendance Accounting and Instructional Time <p>For further FCSS Support for Independent Studies and related agreements, please contact Director of Child Welfare and Attendance, Manuel Escandon at mescandon@fcoe.org.</p>
<p>Subject to annual audit.</p>		

- Must have a plan for live interaction and synchronous instruction specified by grade level as follows:
 - For pupils in transitional kindergarten and grades 1-3, inclusive, a plan to provide opportunities for *daily synchronous instruction* for all pupils throughout the school year.
 - For pupils in grades 4 to 8, inclusive, a plan to provide opportunities for *both daily live interaction and at least weekly synchronous instruction* for all pupils throughout the school year.
 - For pupils in grades 9 to 12, inclusive, a plan to provide opportunities for *at least weekly synchronous instruction* for all pupils throughout the school year. [EC sections 51747\(e\)](#) and [51749.5\(a\)\(4\)\(C\)](#)
- Must have a plan to transition pupils when families wish to return to in-person instruction from independent study expeditiously within five instructional days. [EC section 51747\(f\)](#)
- Requirement that a current written agreement for each Independent study pupil shall be maintained on file. [EC section 51747\(g\)](#)

Learning Recovery Emergency Block Grant ***UPDATE**

Plan Required	Summary	Template and Resources
<p style="text-align: center;">Yes ▾</p> <p>LREBG funds must be included within the board-approved LCAP.</p>	<p>The Learning Recovery Emergency Block Grant (LREBG) provides one-time funds to COEs, school districts, and charter schools for learning recovery initiatives through the 2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being.</p> <p>Needs Assessment: LEAs must complete a needs assessment as outlined in EC 32526. The LEA shall ensure that the needs assessment identifies the students most in need of learning recovery supports and the interventions chosen to help them. The needs assessment must review the following metrics:</p> <ul style="list-style-type: none"> ● Academic performance in ELA and Math: <ul style="list-style-type: none"> ○ Results across schools and at the LEA level, based on student groups with “Very Low” or “Low” status on the Dashboard. ○ All students scoring in the lowest or low range of achievement whose scale score places them in the lowest achievement level or on the low end of the second lowest achievement level. ● Chronic absenteeism: <ul style="list-style-type: none"> ○ Rates across schools and at the LEA level, based on groups with “Very High” or “High” status on the Dashboard (or low performance for high schools, per CDE reports). ○ All students identified as chronically absent, with further analysis encouraged for those with high unexcused absences. <p>LREBG funds spent between 2025-26 through 2027-28 must be included in the LEAs LCAP process and plan. The LCAP template includes specific requirements about LREBG funds for the following LCAP prompts:</p> <ul style="list-style-type: none"> ● Reflections Annual Performance: Identify any unspent LREBG funds and the applicable goal and action #, and provide an explanation of rationale ● Metrics: Include metric(s) to monitor the LREBG action ● Action: Identify the LREBG action, provide an explanation of research to support action, identify the metric being used to monitor the action, identify the amount of LREBG funds in the action ● Goal Analysis Prompt 4: Include any changes to existing actions, including inclusion of LREBG supports and funding <p>Allowable Uses: E.C. 32526(c)(2) outlines allowable uses including:</p>	<ul style="list-style-type: none"> ● Learning Recovery Emergency Block Grant Program Information, including FAQs ● Allocation schedule: Learning Recovery Emergency Block Grant - Categorical Programs (CA Dept of Education). <p>Program Questions: School Improvement and Support Office; email: LREBG@cde.ca.gov</p> <p>Fiscal Questions: Categorical Allocations and Audit Resolution (CAAR) Office; email: CAAR@cde.ca.gov</p>
<p style="text-align: center;">Yes ▾</p> <p>Approval of the LEA LCAP and Budget, including LREBG funds, are required.</p>		
<p style="text-align: center;">Deadline(s)</p> <p>Fiscal: Funds must be expended by June 30, 2028. According to the CAAR office at CDE, all encumbrances must be liquidated by this expenditure deadline.</p> <ul style="list-style-type: none"> ● Indirect costs may be charged at the LEA’s approved indirect cost rate. ● As a state restricted funding source, time accounting should be maintained. <p>Resource Code: 7435</p> <p>Reporting:</p> <ul style="list-style-type: none"> ● If a charter school ceases to operate before 12/15/2029, a final expenditure report is due within 60 days of the effective date of closure. ● The LREBG Interim Expenditure 		

[Report](#) should remain publicly available on the LEA's website.

- **Instructional learning time** for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based 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.
- **Accelerating progress to close learning gaps** through the implementation, expansion, or enhancement of evidence-based learning supports ([click here for descriptions](#))
- **Integrating evidence-based pupil supports** to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
- **Access to instruction for credit-deficient pupils** to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
- **Additional academic services** for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.
- **Conducting the needs assessment** pursuant to subdivision [E.C. 32526\(d\)](#).

LREBG Funds apportioned as part of the [2025-2026 Enacted State Budget](#)

CDE has provided two options for LEAs when determining the best use of LREBG funds allocated as part of the 25-26 Governor's Budget.

- LREBG funds not already planned for in an LEA's 25-26 LCAP, may be added to the MidYear report this year only. According to CDE, the following conditions must be met in order to take this unusual course of action:
 - 1) The LEA must have completed the needs assessment as outlined in [EC 32526](#).
 - 2) The LEA must be confident that its Educational Partners are comfortable with a mid-year addition of these funds to the plan.
 - 3) The LEA must consider whether the change constitutes a revision according to [EC Section 52062\(c\)](#). All revisions must go through the entire LCAP process as outlined in that section.
- The LEA's may also wait to include these funds in the 26-27 LCAP process. An LEA choosing this option will be required to have completed at least one needs assessment as outlined in [EC 32526](#).

Annually ▾

Local Control & Accountability Plan (LCAP) *UPDATE

Plan Required	Summary	Template and Resources
<p>Yes ▾</p>	<p>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>CDE Resources: LCAP</p>
<p>COE Approval</p>		<p>FCSS Specific Resources</p>
<p>Yes ▾</p>		<ul style="list-style-type: none"> • LCAP Digital Resources • LCAP Educational Partner Checklist • Tracking LCAP Metrics Tool
<p>COEs approve school district plans. Charter schools must submit their plan to their charter authorizer.</p>	<p>Advisory Committees: A parent advisory committee (PAC) 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>	<p>CDE LCAP Tools</p>
<p>Deadline(s)</p>	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Engaging Educational Partners • Overview of Goals • Goal Development • Example of Well Written Goals • Using Local Data to Inform Planning • Increased or Improved Services
<p>Plan: Board adoption prior to <i>7/1/2026</i>.</p>		<p>SB 153 included the following changes affecting the LCAP:</p>
<p>Public Hearing required at a public meeting of the board <u>prior</u> to the meeting where the LCAP is adopted.</p>	<p>LCAP Approval Criteria The County Office of Education (COE) uses the following criteria to determine whether an LCAP is approved:</p>	<ul style="list-style-type: none"> • Unspent LREBG funds must be included in the LCAP. See Learning Recovery Emergency Block Grant for more info. The SBE updated template instructions to implement the revisions per EC 52064.4 [Cayla J. v. CA settlement].
<p>Monitoring: Best practice is to continue to monitor the actions and metrics throughout the year.</p>	<ul style="list-style-type: none"> • Adherence to the State Board of Education Template: 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). 	
<p>Midyear Update: LEAs must present an update on implementation of the current-year LCAP on or before February 28 at a regularly scheduled governing board meeting as part of a nonconsent item Rev. SB 153.</p>	<ul style="list-style-type: none"> • Adherence to Expenditure Regulations: 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 • Calculation and Implementation of Carryover: The LCAP must include required calculations for any carryover of funds and describe the planned uses of these funds. 	
<p>California Education Code Section 52065(c)(1) requires all LEAs to upload their LCAP to the Dashboard. The</p>	<p>Note: The Budget Overview for Parents (BOP) & LCAP (with Expenditure Tables included) must be adopted together, prior to budget adoption. The 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>Education Code 52065.1 now imposes financial penalties on LEAs that fail to adopt their LCAP and/or Annual Update by July 1, including a 20% LCFF</p>

25-26 LCAP upload window will be open from **October 13 through October 31, 2025**. Dashboard Coordinators can do this through registered access at myCDEconnect

- <https://www.mycdeconnect.org/>
- [Upload instructions can be found here](#)

Additional Requirements

- **Technical Assistance:** LEAs eligible for technical assistance must include specific actions related to the work underway.
- **Required Actions:** Actions for English learners, long-term English learners, and the lowest-performing student groups must be clearly outlined.

AB121 Revisions to Education Code 42128

A county superintendent of schools shall not make an apportionment of state, local, or county school moneys for the current fiscal year for a school district or charter school if the governing board of the school district or the school district or the governing body of the charter school or the charter school neglects or refuses to do any of the following:

1. Adopt a local control and accountability plan pursuant to Section 52060 or 47606.5.
2. Adopt an annual update to a local control and accountability plan pursuant to Section 52061 or 47606.5.
3. Adopt or submit a school district or charter school budget pursuant to this article or Section 47604.33.
4. Submit reports pursuant to Section 42130 or 47604.33.

If a local educational agency is identified pursuant to the audit described in Section 41020 as not having adopted a local control and accountability plan by July 1, as required pursuant to Section 47606.5, 52060, or 52066, as applicable, or as not having adopted an annual update to a local control and accountability plan by July 1, as required pursuant to Section 47606.5, 52060, or 52066, as applicable, the local educational agency shall be assessed a financial penalty.

reduction beginning July 2 and an additional 1% for each day of delay. Compliance will be audited for COEs, districts, and charter schools.

- CDE has developed a penalty calculator to estimate the cost of an LCAP audit finding which is now available on the penalty calculators webpage at [Penalty Calculators - Local Educational Agency Annual Audits..](#)

Annually

Equity Multiplier

Plan Required	Summary	Template and Resources
<p>Yes ▾</p> <p>Equity Multiplier Funds must be included as part of the LCAP.</p>	<p>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 nonstability 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.</p>	<ul style="list-style-type: none"> • CDE Equity Multiplier site • FAQs
<p>COE Approval</p>	<p>Equity Multiplier Focus Goals: LEAs with schools receiving Equity Multiplier Funds must include focus goals for these schools. (Revised by SB 153 Sec. 20)</p>	<ul style="list-style-type: none"> • Stability Rate information page
<p>Yes ▾</p> <p>COEs approve school district plans. Charter schools must submit their plan to their charter authorizer.</p>	<ul style="list-style-type: none"> • Funding for schools with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates of greater than 70%. <ul style="list-style-type: none"> ○ An eligible school will receive at least \$50,000, adjusted for Cost-of-Living Adjustment (COLA). ○ A schoolsite is ineligible for funding if: <ul style="list-style-type: none"> ■ Closed in a year in which funds are to be allocated. ■ The LEA generated funding due to pupil being enrolled in the district office. ■ Unspent funds from any fiscal year in which a schoolsite is closed must be returned. 	<ul style="list-style-type: none"> • Stability Rate Downloadable Data Files
<p>Deadline(s)</p>	<p>Requirements:</p>	<ul style="list-style-type: none"> • Stability Rates (DataQuest)
<p>Plan: Board adoption prior to 7/1/2026.</p> <p>Public Hearing required at a public meeting of the board <u>prior</u> to the meeting where the LCAP is adopted.</p>	<ul style="list-style-type: none"> • 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. • Equity Multiplier funds 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. • Require a summary of the educational partner engagement process, including stakeholders at schools generating Local Control Funding Formula Equity Multiplier funding, as specified. 	
<p>Monitoring: Best practice is to continue to monitor the actions and metrics throughout the year.</p>	<p>EM list will always be released with the P-1 apportionment late February. If you'd like more information you can reach out to Principal Apportionments at PACE@cde.ca.gov.</p>	
<p>For SACS coding, use Resource Code 7399, and Revenue Object Code 8590</p>		

Annually

LCAP and LCFF Budget Overview for Parents Mid-year Report ***UPDATE**

Plan Required	Summary	Template and Resources
<p>No</p> <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>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>Presentation Requirements A midyear report must be presented to the governing board on or before February 28th 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"> • Update on the BOP (if there are differences in the projected revenue) • All available midyear outcome data related to the metrics identified in the current year’s LCAP. (24-25 LCAP metrics) • All available midyear expenditure and implementation data on all actions identified in the current year’s LCAP. (24-25 LCAP actions) 	<p>No CDE Template Provided</p> <p>Click here for an instructional video for the LCAP Midyear Report created by FCSS</p>
<p>COE Approval</p>	<p>A midyear report must be presented to the governing board on or before February 28th of each year as part of a nonconsent item at a regularly scheduled board meeting. The report shall include:</p>	<p>Document Tracking Services (DTS) provides a sample Midyear report for subscribers.</p>
<p>No</p>	<p>• Update on the BOP (if there are differences in the projected revenue)</p> <p>• All available midyear outcome data related to the metrics identified in the current year’s LCAP. (24-25 LCAP metrics)</p> <p>• All available midyear expenditure and implementation data on all actions identified in the current year’s LCAP. (24-25 LCAP actions)</p>	<p>Document Tracking Services (DTS) provides a sample Midyear report for subscribers.</p>
<p>Deadline(s)</p>	<p>Please see applicable Ed. Code for more information: EC: 47606.5 (Charter Schools), 52062 (School Districts), 52068 (COEs)</p>	<p>RCOE Example Required Midyear Report Board Presentation: 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. <i>*Be sure to revise any dates for the current year.</i></p>
<p>Report: On or before February 28, 2026</p>	<p>Please see applicable Ed. Code for more information: EC: 47606.5 (Charter Schools), 52062 (School Districts), 52068 (COEs)</p>	<p>RCOE Example Required Midyear Report Board Presentation: 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. <i>*Be sure to revise any dates for the current year.</i></p>
<p>Midyear Update: LEAs must present an update about the current-year LCAP on or before February 28 at a regularly scheduled governing board meeting as part of a nonconsent item Revised by SB 153. (See right for requirements)</p> <p>The midyear report should be documented in minutes and agenda of board meeting for audit purposes.</p>	<p>LREBG <i>*LREBG Funds apportioned as part of the 2025-2026 Enacted State Budget, and not already planned for in an LEA’s LCAP, may be added to the Mid-year report. According to CDE, specific requirements must be met in order to take this unusual course of action.</i></p> <ul style="list-style-type: none"> • The LEAs educational partners must be comfortable with the addition of the funds in the current year LCAP. • Must consider whether the change would constitute a revision per EC 52062(c). If so, the change must be taken back through the entire LCAP process. Please see flowchart. <p>Any mid-year addition of LREBG funds must be presented as part of the Mid-year Report to the Board and must be documented in the applicable portions of the 2025-26 LCAP including, the Reflections Annual Performance, Action, and Goal Analysis Prompt 4 sections, and affected fiscal portions (BOP, Tables)</p> <p>Additionally, the addition of these funds will need to be explained in the goal analysis of the 2026-27 LCAP.</p>	<p>RCOE Example Required Midyear Report Board Presentation: 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. <i>*Be sure to revise any dates for the current year.</i></p>

Review Annually & Update as Needed ▾

Local Control & Accountability Plan (LCAP) Federal Addendum

Plan Required	Summary	Template and Resources
<p>Yes ▾</p>		
<p>COE Approval</p>		
<p>No ▾</p>		
<p>Deadline(s)</p>		
<p>Plan: Submitted to CDE to apply for ESSA funding.</p> <p>The plan should be reviewed annually and revised if changes are made.</p> <p>The annual review and revision of the LCAP Federal Addendum does not need to be submitted to CDE for approval.</p> <ul style="list-style-type: none"> • However, an LEA should have their local Board approve any revisions. Evidence of review and revision may be subject to an FPM review. 	<p>Summary</p> <p>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). The LCAP, in conjunction with the Addendum and the ConApp, serves to meet the ESSA LEA Plan requirement.</p> <p>Addendum Requirements</p> <p>When initially applying for ESSA funding, LEAs should complete the required template and submit it to the CDE. The LCAP Federal Addendum should be:</p> <ul style="list-style-type: none"> • Reviewed annually, along with the LCAP, as ESSA funding should be considered in yearly strategic planning. • 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. <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"> • Title I, Educator Equity: LEAs are encouraged to review the Educator Equity: LCAP Addendum Reviewer Criteria and utilize the Equity Data Collection and Analysis Tools when completing the LCAP Federal Addendum. • Title I: ATSI/CSI Eligibility: If the LEA becomes eligible for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support & Improvement (CSI), the parent engagement section would need to be revised, including involving parents in the creation of the ATSI/CSI Plan. • Title II: 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 Comprehensive Support and Improvement and Targeted Support and Improvement. • Title III: If the use of Title III funding changes, then educational partner input will be needed, and the plan should be revised. • Title IV 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. • Transferring federal funds using federal transferability rules. 	<p>Template and Resources</p> <ul style="list-style-type: none"> • CDE Federal Addendum Guidance • LCAP Federal Addendum Template(DOCX) Adopted by the SBE on March 14, 2018. • Revised LCAP Federal Addendum template and guiding questions. This template containing guiding questions was provided by the Title II office via listserv on 1/10/24

Annually

Local Indicators Report

Plan Required	Summary	Template and Resources
No	California’s accountability system is based on multiple measures that assess 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.	<ul style="list-style-type: none"> • Completing the Local Indicator Report
COE Approval		<ul style="list-style-type: none"> • CDE Resource Page: https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
No	For each local indicator, the State Board of Education (SBE) adopted performance standards that require an LEA to:	<ul style="list-style-type: none"> • Template: Local Performance Indicator Quick Guide(DOCX: Updated Jan-2024)
Deadline(s)	<ol style="list-style-type: none"> 1. <u>Annually</u> measure progress in meeting requirements of the specific LCFF priority; and 2. Report the results as part of a <u>non-consent item at a regularly scheduled public meeting</u> of the local governing board/body <u>in conjunction with the adoption of the LCAP</u>; and 3. <u>Report the results to the public through the Dashboard</u> utilizing the SBE self-reflection tools for each indicator. 	<ul style="list-style-type: none"> • Priority 6 Self-Reflection Tool(DOCX: Updated Jan-2024)
<p>On or before July 1, 2026: The LEA shall report the results for 25-26 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>Per SB 153: 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>CDE’s 2025-26 California School Dashboard Coordinator and Alternate Authorizer Registration is now open at myCDEconnect (https://www.mycdeconnect.org/). Dashboard Coordinators are required to register each year and are responsible for uploading required information to the Dashboard including Local Indicators information.</p>	<p>For questions regarding Dashboard Coordinators, please email LCFF@cde.ca.gov.</p> <p>Dashboard Coordinators CDE emailed username and password information to each LEA’s main authorizer (i.e., county office of education and school district superintendents and charter school administrators), as listed on the California School Directory.</p>

Annually ▾

School Accountability Report Card (SARC)

Plan Required	Summary	Template and Resources
<p>Yes ▾</p>	<p>California public & nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics. All active public schools/LEAs and nonpublic, nonsectarian (NPS) schools are required to prepare and disseminate a SARC for the primary purpose of providing parents with data and information to make meaningful comparisons between schools (inclusive of charter schools).</p>	<ul style="list-style-type: none"> • SARC CDE Website • SARC FAQs (includes template information)
<p>COE Approval</p>		
<p>No ▾</p>	<p>State and federal laws require specific items to be reported in the following categories: demographic information, school safety and climate for learning, academic data, school completion, class size, teacher and staff information, curriculum and instruction, postsecondary preparation, and fiscal and expenditure data, pursuant to EC sections 33126, 33126.1, 35256, and 52052, and ESEA Section 1111(h)(2).</p>	<p>Questions: SARC Team sarc@cde.ca.gov 916-319-0406</p>
<p>Deadline(s)</p>		
<p>Required Governing Board Approval <i>on or before February 1st of each year.</i></p>	<p>SARC Coordinator: A SARC Coordinator is an employee of the school/LEA and/or a third-party vendor contracted with the school/LEA, designated to prepare and process the LEA's SARCs on the myCDEconnect unified system. Go to myCDEconnect. In the top right menu, select "Registration." An Alternate Authorizer is an employee of the LEA, designated by the Main Authorizer of the LEA to act on behalf of the Main Authorizer in all required capacity for the SARC program on the myCDEconnect.</p> <p>Post the SARC: The intention of the CDE Find a SARC web page is to make SARCs easily available for parents, guardians, and community members. After SARCs are locally prepared and approved by the school's local governing board, LEAs must submit their SARCs to the CDE via the SARC Web Application. The CDE recommends that LEAs also post their SARCs on each school's and/or district's website.</p> <p>Parent Notification: Notify parents about the purpose and availability of the school's SARC. Provide instructions about how the SARC can be obtained both through the Internet and on paper (upon request). The CDE recommends that schools have copies of their SARC available in the school office and at public forums, such as parent information events.</p>	

School Plan for Student Achievement (SPSA)

Plan Required	Summary	Template and Resources
<p>Yes</p>	<p>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>FCSS Resources:</p> <ul style="list-style-type: none"> Comprehensive Needs Assessment
<p>COE Approval</p>	<p>A school is required to develop a school plan if:</p> <ul style="list-style-type: none"> The School operates any program funded through the consolidated application that requires a plan (e.g. Title I SWP); or The LEA has determined that its schools must complete a School Plan; or The school has been identified for CSI, TSI, or ATSI 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 educational partner requirements, to develop its LCAP 	<ul style="list-style-type: none"> Evidence-Based Practices
<p>No</p>	<p>SPSA Plan Requirements: The development of the School Plan is required to include the following:</p> <ul style="list-style-type: none"> A comprehensive needs assessment (pursuant to ESSA) <ul style="list-style-type: none"> Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals May include local data An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals 	<ul style="list-style-type: none"> Needs Assessment Guide Book
<p>Deadline(s)</p>	<p>The School Plan is also required to include the following:</p> <ul style="list-style-type: none"> Educational Partner involvement Goals to improve student outcomes, including addressing the needs of student groups Evidence-based strategies, actions, and services Proposed expenditures 	<ul style="list-style-type: none"> CNA Process Resource (What's Your Plan?)
<p>Plan Requirements: SPSA must be annually reviewed, updated, and approved by the school site council.</p> <p>Approval: 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 & board prior to the use of any Title 1 funds.</p> <p>Monitoring: Title I Monitoring and Evaluation Tool</p>	<p>For schools using the SPSA as their CSI or ATSI plan, please see those requirements in previous sections.</p>	<p>SPSA Templates (June 2024) CDE Webinar on New Templates</p> <ul style="list-style-type: none"> SPSA Template(DOCX; Updated 19-Jun-2024) 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. SPSA (CSI) Template(DOCX; Updated 19-Jun-2024) This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the ConApp, and for federal CSI, pursuant to EC Section 64001 and the ESSA. This template is designed to meet SWP planning

requirements for both the SPSA and federal CSI planning requirements.

- [SPSA \(ATSI\) Template\(DOCX: Updated 19-Jun-2024\)](#)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.
- [SPSA Guidance: Planning for the LCAP and School Plan](#)

Student Support and Professional Development Discretionary Block Grant ***NEW**

Plan Required	Summary	Template and Resources
<p>No ▾</p>	<p>The Student Support and Professional Development Discretionary Block Grant provides funds to county offices of education, school districts, charter schools, and the state special schools for discretionary purposes, to “address rising costs” and fund specified state priorities. Assembly Bill 121, Chapter 8, Section 81 (Statues of 2025)</p>	<ul style="list-style-type: none"> • Student Support and Professional Development Grant CDE Webpage
<p>COE Approval</p>		<ul style="list-style-type: none"> • SSPDBG FAQs
<p>No ▾</p>		<ul style="list-style-type: none"> • CDE Funding Information
<p>Deadline(s)</p>	<p>For the 2025–26 school year, the state is setting aside about \$1.7 billion from the General Fund. This money will go to the California Department of Education to create the Student Support and Professional Development Block Grant. The grant money will then be shared with county offices of education, school districts, charter schools, and state special schools.</p>	<ul style="list-style-type: none"> • CDE Funding Profile
<p>The first annual report will be due September 30, 2026. Template for the expenditure report will be available by January 1, 2026</p> <p>Reporting: By September 30, 2029, each COE, school district, charter school, and state special school receiving an allocation pursuant to this section shall report final expenditures to the State Department of Education, which shall initiate collection of any unexpended funds no later than January 31, 2030.</p> <p>Note: The State Department of Education shall determine the format for this report and make it available by January 1, 2026.</p> <p>SACS Resource: 6019</p>	<p>Allowable Uses of Funds: Student Support and Professional Development Discretionary Block Grant funds can be expended for discretionary purposes, including, but not limited to, all of the following:</p> <ul style="list-style-type: none"> • Providing standards-aligned professional development for teachers on the <i>English Language Arts/English Language Development Framework</i> and the Literacy Roadmap, including strategies to support literacy for English learners. • Providing standards-aligned professional development for teachers on the Mathematics Framework for California Public Schools • Developing and expanding teacher recruitment and retention strategies. • Expanding career pathways and dual enrollment efforts, consistent with the Master Plan for Career Education. • Addressing rising costs. <p>Funding: Funds are allocated on the basis of an equal amount per unit of average daily attendance for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2024–25 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2024–25 Fall 1 Submission.</p>	<ul style="list-style-type: none"> • CDE Funding Results • Prelim Estimates from SSC <p>Professional Learning Support Division, 916-323-6440, PLSD@cde.ca.gov</p> <p>Categorical Allocations and Audit Resolution Office, CAAR@cde.ca.gov</p> <p>The allocation schedule is posted here: https://www.cde.ca.gov/fq/aa/ca/sspd/bg.asp According to CDEFisc, funds will be released in two equal payments, the first in September 2025, and the second in February 2026.</p>

Annually as eligible ▾			Targeted Support & Improvement (TSI)		
Plan Required	Summary		Template and Resources		
<p>Yes ▾</p> <p>LEAs may use the SPSA as the TSI plan.</p>	<p>Targeted Support and Improvement (TSI) is based on school-level student group Dashboard data. Schools with one or more student groups with all Red indicators, all Red indicators and one of another color, or majority Red indicators for two years are eligible for TSI. Title I and non-Title I schools are eligible for TSI. Eligibility is determined annually between CSI/ATSI eligibility identification years.</p> <p>Schools eligible for TSI:</p> <ul style="list-style-type: none"> • Must develop a TSI Plan (SPSA) informed by State indicators, based on school-level needs assessment, include evidence-based interventions. The plan must address eligible student group(s). • The TSI Plan development should align with LCAP development with approval by June 30 and Fall implementation. <p>Districts with TSI eligible school(s):</p> <ul style="list-style-type: none"> • Must inform eligible schools of their TSI status and eligible student group(s). <i>Recommend that this is documented in writing.</i> <p>Title II Considerations</p> <p>LEAs that receive Title II, Part A funds must prioritize funding to schools identified for CSI and TSI.</p>		<ul style="list-style-type: none"> • CDE TSI Website • SPSA Planning Requirements: EC Section 64001 • CDE TSI/ATSI Planning and Support Webinar (January 2026) <p>For programmatic questions regarding TSI and ATSI, contact the School Improvement and Support Office (SISO) by email at SISO@cde.ca.gov.</p> <p>For questions regarding TSI or ATSI eligibility criteria and determinations, please contact the Accountability Development and Policy Analysis Unit by email at Dashboard@cde.ca.gov.</p>		
<p>COE Approval</p>					
<p>No ▾</p>					
<p>Deadline(s)</p>					

Annually

Title I, Part A: Improving Academic Achievement

Plan Required	Summary	Template and Resources
Yes	<p>Title I, Part A Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards.</p> <p>Purpose: Title I, Part A improves basic programs operated by local educational agencies (LEAs) by consulting with teachers, principals, pupil services personnel, administrators, other staff, and parents; and coordinating with other programs under this Act, the Individuals with Disabilities Education Act (20 United States Code [U.S.C.] 1400 et seq.), Perkins CTE Act of 2006, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.</p> <p>Eligibility: To qualify for Title I, Part A funds, LEAs must meet a minimum eligibility count and must have a minimum percentage of their 5- to 17-year-old population eligible. An LEA is eligible for a basic grant for any fiscal year only if the number of children counted for that agency is both:</p> <ol style="list-style-type: none"> 1. 10 or more; and 2. More than 2% of the total school-age population in the LEA's jurisdiction <p>California requires LEAs applying for ESSA funds to complete the LCAP, LCAP Federal Addendum, and Consolidated Application (ConApp). The LCAP Federal Addendum Template must also be completed and initially submitted to CDE for one-time approval to apply for ESSA funding. LEAs should maintain copies of both the CDE-approved LCAP Federal Addendum and the annual update for federal program monitoring.</p> <p>Plan Requirements</p> <ul style="list-style-type: none"> ● LCAP Federal Addendum: The Federal Addendum should be reviewed annually with the LCAP and updated as needed to reflect the LEA's current ESSA-funded programs. See this page for Title I, Part A components of the Federal Addendum. For the Educator Equity section, data should be revised as needed; for example, when new data or changes in implementation warrant updates. See the CDE's Promoting Equitable Access to Teachers page. ● SPSA (School Plan for Student Achievement): Ed. Code 64001 and the ESSA require schools that receive federal funds through the ConApp to consolidate all school planning requirements into the SPSA. The SPSA also fulfills federal requirements for schools operating a Title I Schoolwide Program. CDE SPSA Templates – Schools may use these templates or adapt them (as long as they continue to meet federal requirements) 	<ul style="list-style-type: none"> ● CDE Title I, Part A Webpage ● Title I, Part A Parent and Family Engagement ● Title I, Part A LCAP Federal Addendum Criteria ● Title I, Part A: Monitoring and Support ● U.S. Dept. of Education Supplement Not Supplant Under Title I, Part A ● CDE's Federal Grants Fiscal Guidance Guide <p>Fiscal Resources</p> <ul style="list-style-type: none"> ● Link to Funding Results ● Title I Capital Expenditures: Information about capital expenditures, purchases, and disposal of equipment with Title I, Part A and Title I, Part D Funds ● Title I, Part A Carryover and Waiver: LEAs may carry over up to 15% of the Title I, Part A funds to the succeeding fiscal year without applying for a
COE Approval		
No		
<p>Deadline(s)</p> <p>Districts should plan to use all of their Title I, Part A funds within the year they are awarded. By September 30, districts may carry over up to 15% of their original Title I allocation into the next year without special approval. Any carryover funds must be used by the end of the following fiscal year (September 30). Funds above the 15% limit may only be carried over if a waiver is granted, and such waivers are available no more than once every three years.</p> <p>Submit CARS Winter Release: December 1, 2025, to January 15, 2026</p> <p>Amendment/Review Window: January 16, 2026, to February 15, 2026</p> <p>Submit CARS Spring Release: TBD – likely June 30, 2026</p> <p>SACS Resource Code: 3010</p>		

CDE Resource: [SPSA Guidance: Planning for the LCAP and School Plan](#)

waiver

Use of Funds:

- When approving activities or expenditures supported with Title I, Part A funds, LEAs, COEs, and direct-funded charter schools must ensure that each use of funds aligns with State academic content standards, is grounded in evidence-based educational strategies, and meets federal cost principles for being reasonable, necessary, and allocable.
- Title I funds must supplement—not supplant—State and local resources and must be spent within the current or subsequent federal fiscal year.
 - For Schoolwide Program (SWP) schools, expenditures must address needs identified in the comprehensive needs assessment, be included in an approved School Plan for Student Achievement (SPSA), and be monitored and recommended by the Schoolsite Council.
 - For Targeted Assistance Schools (TAS), expenditures must specifically serve students identified as failing or most at risk of failing to meet State standards and be part of the school's ongoing review and revision of the TAS program.

Key Requirements

- **Supplement not Supplant:** Generally, Title I, Part A funds shall be used to supplement, not supplant, non-federal funds pursuant to the Every Student Succeeds Act (ESSA) Section 1114(a)(3)(B).
 - LEAs should note that the Supplement/Supplant rules for funds allocated to the LEA and used by the LEA differ from the rules for funds allocated to the school sites.
 - To determine that school-level expenditures meets supplement, not supplant requirements, the LEA must be able to demonstrate that each Title I school is allocated all of the state and local funds the school would be entitled to were the school not receiving Title I. See [Title I Supplement Not Supplant \(SNS\)](#) for more information.
- **Equitable Services:** Each year, LEAs must engage in timely and meaningful consultation with appropriate private school officials about participation and the design of equitable Title I services as part of the ESSA programs available to them. See [Equitable Services](#) for specific requirements that apply to Title I, Part A.
- **Title I, Part A Comparability of Services:** LEAs receiving Title I, Part A funds must provide comparable services to all schools within the LEA using state and local funds. LEAs must use state/local funds to provide services that are comparable across schools, regardless of Title I status.
- **Title I, Part A Reservations:** ESSA requires LEAs to reserve specific amounts of funds for identified programs (Parent and Family Engagement; Homeless Services; Neglected and Delinquent)

Annually

Title II, Part A: Supporting Effective Instruction

Plan Required	Summary	Template and Resources
<p>Yes</p>		
<p>COE Approval</p>	<p>Purpose: Title II, Part A, Supporting Effective Instruction, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) (Public Law 114–95) funds are apportioned to local educational agencies (LEAs) to increase student academic achievement through strategies focused on preparing, training, and recruiting high-quality teachers, principals, or other school leaders.</p>	<ul style="list-style-type: none"> • CDE Title II, Part A Webpage • Title II, Part A FAQs
<p>No</p>		
<p>Deadline(s)</p> <p>Title II, Part A funds are available for 27 months total (15 months in the initial period plus a 12-month carryover period).</p> <p>Programmatic Report: Submit CARS Winter Release: December 1, 2025, to January 15, 2026</p> <p>Submit CARS Spring Release: TBD – likely June 30, 2026</p> <p>SACS Resource Code: 4035</p>	<p>Eligibility: California requires LEAs applying for ESSA funds to complete the LCAP, LCAP Federal Addendum, and Consolidated Application (ConApp). The LCAP Federal Addendum Template must also be completed and initially submitted to CDE for one-time approval to apply for ESSA funding. LEAs should maintain copies of both the CDE-approved LCAP Federal Addendum and the annual update for federal program monitoring.</p> <p>20% of the funds are allocated according to each LEA's portion of the state's population of students, age five through seventeen, and 80% of the funds are allocated according to each LEA's portion of the state's population of children, age five through seventeen, from families with incomes below the poverty line. The amount LEAs receive varies based on the total number of qualifying students statewide and the federal funds available for each fiscal year.</p> <p>Plan Requirements: LCAP Federal Addendum: The Federal Addendum should be reviewed annually with the LCAP and updated as needed to reflect the LEA's current ESSA-funded programs. See this page for Title II, Part A components of the Federal Addendum. For the Educator Equity section, data should be revised as needed; for example, when new data or changes in implementation warrant updates. See the CDE's Promoting Equitable Access to Teachers page.</p> <p>Use of Funds: LEAs are encouraged to prioritize strategies and activities that will have the greatest impact on teaching and learning to achieve the highest level of academic achievement. When determining which of the many allowable Title II strategies and activities will have the highest impact, the U.S. Department of Education (ED) guidance suggests LEAs use a five-step framework.</p> <p>Carryover: 100 percent of Title II, Part A funds that have not been spent by the end of the project period in which they were allocated may be “carried over” into the following year. Carryover funds are available for 27</p>	<ul style="list-style-type: none"> • Title II, Part A LCAP Federal Addendum Criteria & Guidance • LCAP Addendum Title II Frequently Asked Questions • LCAP Federal Addendum Template • Educator Equity: LCAP Federal Addendum Criteria & Guidance • Title II Technical Assistance Webinars <p>Fiscal Resources</p> <ul style="list-style-type: none"> • Link to Funding Results

months from the start of the project period in which they were allocated before the funding is returned to USDE. Note: Funds must be **obligated or expended by September 30** at the end of the **27-month period of availability**.

Key Requirements

- **Title II, Part A Reservations/Set-Asides (CARS):** LEAs must budget administrative/indirect costs and calculate the **proportionate share for equitable services for eligible participating nonprofit private schools** under ESEA §8501.
- **Equitable Services (Title II, Part A):** Each year, LEAs must engage in timely and meaningful consultation with appropriate private school officials about participation and the design of equitable Title I services as part of the ESSA programs available to them. See Equitable Services for specific requirements that apply to Title II, Part A. See [Title II Equitable Services](#) for more information.
 - [Title II, Part A – Calculating Equitable Services](#)
 - [Title II, Part A Equitable Services FAQs](#)
- **Supplement, Not Supplant:** Federal funds may not be used to supplant non-federal funds that would otherwise be used for activities authorized under the program. Supplanting may occur if federal funds are used to provide services required by other federal, state, or local laws, or were provided with non-federal funds in prior year. To determine if the cost is supplanting, ask the following questions:
 - Are the Title II funds being used to provide services that the LEA was required to make available under other federal, state, or local laws? For example, were the funds used to support English Language Development or child-abuse training?
 - Are the Title II, Part A funds being used to provide services that the LEA provided with non-federal funds in prior years? For example, was a position or were consultation services paid from another source the previous year?

If the answer to either of these questions is yes, then the use of funds is not supplementary to core services required by other federal, state, or local laws. (20 USC Section 6691)

Title III, Part A: Language Instruction for English Learner (EL) and Immigrant Students

Plan Required	Summary	Template and Resources
<p>Yes ▾</p>	<p>Purpose: The purpose of the Title III English Learner (EL) Student Program is to ensure that all EL students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. (20 United States Code § 6812.)</p>	<ul style="list-style-type: none"> ● CDE Title III Homepage
<p>COE Approval</p>		<ul style="list-style-type: none"> ● Title III FAQs
<p>No ▾</p>	<p>Eligibility: All school districts, county offices of education, and direct-funded charter schools that report the enrollment of one or more EL students on the California Longitudinal Pupil Achievement Data System are eligible to participate in the Title III EL Student Program Subgrant. An LEA whose formula subgrant is less than \$10,000 generally must join/form a consortium to participate.</p>	<ul style="list-style-type: none"> ● Title III Key Dates
<p>Deadline(s)</p>		<ul style="list-style-type: none"> ● LCAP Federal Addendum – Title III Criteria & Guidance
<p>Title III EL funds are awarded to the subgrantee for use within a 27-month grant period. LEAs have a maximum of 15 months to expend and obligate current-year funds from as early as July 1 of any federal fiscal year through September 30th of the subsequent year, or the funds will be reallocated by CDE. LEAs have an additional 12-month carryover period extending from October 1 through September 30 of the succeeding fiscal year. Funds not obligated within the Tydings period of the 12 months must be returned through the CDE to the U.S. Department of Education. (GEPA Section 76.709 of EDGAR.)</p> <p>Programmatic Report: Submit Title III Annual Reports to CDE Complete the online reports (deadline TBA):</p>	<p>California requires LEAs applying for ESSA funds to complete the LCAP, LCAP Federal Addendum, and Consolidated Application (ConApp). The LCAP Federal Addendum Template must also be completed and initially submitted to CDE for one-time approval to apply for ESSA funding. LEAs should maintain copies of both the CDE-approved LCAP Federal Addendum and the annual update for federal program monitoring.</p> <p>LEAs must have a minimum of five (5) eligible immigrant students and experienced half of one percent (0.5%) or greater growth in the enrollment of eligible immigrant students in 2024 (compared to the average of eligible immigrant students in 2023 and 2022) to be eligible to apply. Immigrant student enrollment for 2025 is taken from the Fall 2024 California Longitudinal Pupil Achievement Data System data collections.</p> <p>Plan Requirements</p> <ul style="list-style-type: none"> ● LCAP Federal Addendum: The Federal Addendum should be reviewed and updated annually. The English Learner Federal Program Monitoring Instrument outlines the parameters for the annual review/revision. <p>Use of Funds: Funds must be used for the following supplementary services as part of the language instruction program for EL students:</p> <ul style="list-style-type: none"> ● Increase the English language proficiency of English learners by providing effective language instruction educational programs; ● Provide effective professional development to classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel; ● Provide activities and strategies that enhance educational programs for English learners, which include parent, family, and community engagement. <p>The CDE has also provided examples of authorized and unauthorized uses of Title III funds.</p>	<ul style="list-style-type: none"> ● CDE Title III Authorized Use Scenarios ● Title III Data and Data Collection ● Title III Supplement Not Supplant (SNS) <p>Fiscal Resources</p> <ul style="list-style-type: none"> ● Link to Funding Results ● Title III Authorized Costs

- Title III Immigrant Student Program Annual Online Report ([preview](#)) - *Not yet updated for 2026*
- Title III English Learner Program Annual Online Report ([preview](#)) - *Not yet updated for 2026*

Submit CARS Winter Release:
December 1, 2025, to January 15, 2026

Submit CARS Spring Release: TBD – likely June 30, 2026

SACS Resource Code: 4203

Key Requirements

- **Parent Notification**
 - Pursuant to California Code of Regulations, Title 5, Section 11518.5 (a), a local educational agency (LEA) shall conduct a parent or guardian [survey in writing](#) to identify whether the primary or native language of their pupil is a language other than English.
 - Each LEA using funds under Titles I or III to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program (20 United States Code, Section 6312).
- **Equitable Services:** Annually, LEAs must consult with private schools within their jurisdiction to determine whether the private schools will participate in the Title III Immigrant Student Program as part of the ESSA programs available to them.
 - [Title III EL Student Program Private Schools](#)
 - [Title III Immigrant Student Private Schools](#)
 - [CDE Title III FAQs for Private Schools](#)
- Federal funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth, and in no case to supplant such federal, state, and local public funds. 20 U.S.C. §6825(g) and California Education Code, (CA EC) 54025(c).
 - Funds must be used for the following supplemental services as part of the language instruction program for English learners and immigrant children and youth:
 - Developing and implementing new language instruction educational programs, and academic content instructional programs, including early childhood education programs, elementary school programs, secondary school programs, and dual enrollment programs
 - Highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs
 - Implementing schoolwide programs for restructuring, reforming, and upgrading language instruction educational programs and academic content instruction
 - Implementing agency-wide programs for restructuring, reforming, and upgrading programs, activities relating to language instructional education programs and academic content instruction

Annually

Title IV, Part A: Student Support and Academic Enrichment

Plan Required	Summary	Template and Resources
<p>Yes</p>		
<p>COE Approval</p>		<ul style="list-style-type: none"> CDE Title IV, Part A Webpage Title IV, Part A Needs Assessment
<p>No</p>		
<p>Deadline(s)</p>		<p>Fiscal Resources</p> <ul style="list-style-type: none"> Link to Funding Results
<p>Title IV, Part A funds are available for 27 months total (15 months in the initial period plus a 12-month carryover period).</p> <p>Programmatic Report: Submit CARS Winter Release: December 1, 2025, to January 15, 2026</p> <p>Submit CARS Spring Release: TBD – likely June 30, 2026</p> <p>SACS Resource Code: 4127</p>	<p>Purpose: To improve students’ academic achievement by increasing the capacity of states, local educational agencies (LEAs), schools, and local communities to: provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.</p> <p>Eligibility: California requires LEAs applying for ESSA funds to complete the LCAP, LCAP Federal Addendum, and Consolidated Application (ConApp). The LCAP Federal Addendum Template must also be completed and initially submitted to CDE for one-time approval to apply for ESSA funding. LEAs should maintain copies of both the CDE-approved LCAP Federal Addendum and the annual update for federal program monitoring.</p> <p>Use of Funds: According to the Every Student Succeeds Act Section 4106(d), prior to receiving an allocation under Title IV, Part A, a local educational agency (LEA) or consortium of such agencies shall conduct a comprehensive needs assessment of the LEA or agencies proposed to be served under Title IV, Part A, in order to examine needs for improvement of:</p> <ul style="list-style-type: none"> access to, and opportunities for, a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <p>See Table 1. Overview of Examples of Allowable SSAE Uses of Funds (page 6) for a helpful explanation of the allowable uses of funds.</p> <p>Note: LEAs receiving \$30,000 or more in Title IV, Part A funds are required to conduct a comprehensive needs assessment and use the results to allocate at least 20% of funds to activities under Well-Rounded Education, at least 20% to activities under Safe and Healthy Students, and a portion of funds to support one or more Effective Use of Technology activities. An LEA, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure, which shall include technology infrastructure purchased for the activities pursuant to ESSA Section 4109(a)(4)(A).</p> <ul style="list-style-type: none"> LEAs with an allocation of less than \$30,000 are not required to conduct the Title IV, Part A needs assessment. <p>Plan Requirements</p> <ul style="list-style-type: none"> LCAP Federal Addendum: The Federal Addendum should be reviewed annually with the LCAP and updated 	<ul style="list-style-type: none"> Title IV, Part A Authorized Use of Funds Title IV, Part A Authorized Use of Funds Samples Title IV, Part A Capital Expenditures Title IV, Part A Carryover and Closeout

as needed to reflect the The Federal Addendum should be reviewed and updated annually per the [Student Support and Academic Enrichment \(SSAE\) Program Instrument](#).

Key Requirements

- Funds may be used only to supplement, and not supplant, non-Federal funds that would otherwise be available for activities authorized under the Title IV, Part A program. (ESEA section 4110). This means that, in general, LEAs may not use program funds for the cost of activities in the three SSAE program content areas – well-rounded education, safe and healthy students, and technology – if the cost of those activities would have otherwise been paid with State or local funds in the absence of the SSAE program funds. Please see [Title IV Supplement, Not Supplant](#) (go to page 8)
- **Equitable Services:** Each year, LEAs must engage in timely and meaningful consultation with appropriate private school officials about participation and the design of equitable Title I services as part of the ESSA programs available to them. See Equitable Services for specific requirements that apply to Title IV, Part A. Please see [Equitable Services](#) for more information related to Title IV, Part A SSAE program.

Annually ▾

Comprehensive School Safety Plan including the Instructional Continuity Plan * UPDATE

Plan Required	Summary	Template and Resources
<p>Yes ▾</p>	<p>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. An Instructional Continuity Plan must be included as part of the CSSP. In a school district with fewer than 2,501 units of ADA, there may be one CSSP for all schools within the district.</p>	<ul style="list-style-type: none"> • *Compliance Tool for Comprehensive School Safety Plans(DOCX)Updated March 2025
<p>COE Approval</p>		<ul style="list-style-type: none"> • CDE Web page: Comprehensive School Safety Plan
<p>Other ▾</p> <p>The law requires that each school update and adopt its plan by March 1st annually. It also requires that the school district or COE approve the CSSP.</p>	<p>Plan Requirements</p> <p>The law requires that each school update and adopt its plan by March 1st annually. Click the following link and scroll to the section entitled "The Comprehensive School Safety Plan: Required Components" for a detailed list of required components for CSSPs. The web page also contains recommendations for the plan.</p> <ul style="list-style-type: none"> • The law requires designated stakeholders(click here for list) 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. 	<ul style="list-style-type: none"> • CDE Web page: Safe Schools Planning • Instructional Continuity Plan
<p>Deadline(s)</p>		<ul style="list-style-type: none"> • Webinar Video: California Department of Education YouTube page 📺
<p>Plan: Each school reviews, updates, and adopts its plan by March 1 every year.</p>	<p>Recently added requirements that should be included in the CSSP:</p> <ul style="list-style-type: none"> • Child abuse or neglect reporting procedures, that include procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses when it is next reviewed and updated, or by no later than July 1, 2026. SB 848 • Procedures designed to notify parents and guardians, teachers, administrators, and school personnel of the confirmed presence of immigration enforcement. When the plan is next reviewed and updated, but no later than March 1, 2026. SB 98 • Procedures Regarding Pupil Smartphone Use During Emergencies no later than July 1, 2026. AB 962 • Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. (On or after July 1, 2025 "when the plan is next reviewed and updated") AB 2887 • Specific procedures and protocols for active shooter drills, see E.C. 32282(a)(2)(K), AB 1858 	<ul style="list-style-type: none"> • Webinar Presentation(PDF)
<p>By July 1, 2025 instructional continuity plans must be included in comprehensive school safety plans.</p>		<ul style="list-style-type: none"> • Statewide School Comprehensive School Safety Planning September 15, 2022 📺 (Video; 40:17)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>Reporting: Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281.</p>		<p>An updated file of all safety-related</p>
<p>*A school district, COE, and charter school must include an Instructional Continuity Plan in a locally-adopted CSSP to obtain approval of a Form J-13A waiver request beginning in fiscal</p>		

year 2026–27.

- Fire safety for specific LEAs as applicable (see [EC 32282 \(a\)\(2\)\(B\)\(i\)\(III\)](#)) must identify a designated refuge shelter, coordinate with their local operational area, and develop a communication and evacuation plan. Implementation date: 26-27 fiscal year. [AB 2968](#)
- Accommodations related to relevant federal disability laws [SB 323](#)
- Protocol for responding to a student’s opioid overdose [SB 10](#)
- 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. [SB 671](#)

Instructional Continuity Plan ([CDE Guidance released 2/28/25](#))

- Per [SB 153](#): **By July 1, 2025** an **Instructional Continuity Plan** must be included as part of the CSSP. According to [E.C. 32282 \(a\)\(3\)\(A\)](#), the plan shall include all the following:
 - Protocol for pupil and family 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.
 - 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.

plans and materials (**with sensitive tactical response information redacted**) shall be readily available for inspection by the public if requested.

Do not make public any sections of the CSSP containing sensitive tactical information.

Universal Prekindergarten Planning and Implementation Grant ***UPDATE**

Plan Required	Summary	Template and Resources
Yes ▾	<p>The Universal PreKindergarten Planning & Implementation (UPK P&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 (CSPP) 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>Base allocation per Kinder enrollment:</p> <ul style="list-style-type: none"> ● Base grant of \$100,000 to all LEAs that operate Kindergarten programs. Enrollment 1-500 pupils = \$25,000 minimum base grant. Enrollment 501+ pupils = \$50,000 minimum base grant. <ul style="list-style-type: none"> ○ Additional allocation to COEs of \$15,000 for each LEA in the county that operates kindergarten programs to support countywide planning and capacity building. ● 60% of remainder shall be available as enrollment grants allocated based on LEAs proportional share of total California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 Kindergarten enrollment for 2021-22 fiscal year. ● 40% of remainder shall be available as supplemental grants allocated based on LEAs CALPADS Fall 1 Kindergarten enrollment minus the transitional kindergarten program enrollment for the 2021-22 fiscal year, multiplied by the LEAs unduplicated pupil percentage. <p>Use of Funds: 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>TK Early Enrollment & Ratios</p> <ul style="list-style-type: none"> ● In In 2023–24, children are eligible for TK if they turn 5 between September 2 and April 2*, ● In 2024–25, children are eligible for TK if they turn 5 between September 2 and June 2*, ● In 2025–26, LEAs are required to make TK available to all children who will have their fourth birthday 	<ul style="list-style-type: none"> ● UPK Planning and Implementation Grant Expenditure Report Survey Template ● UPK P&I Grant FAQs ● TK FAQs ● Universal PreKindergarten Guidance Webpage ● Promising UPK Practices Video Series ● Link to Funding Results ● TK California <p>For further FCSS Support for Pre-K Planning please contact Wendy Hernandez, P3 Alignment Content Coordinator, Early Care & Education at whernandez@fcoe.org</p> <p>TK compliance calculators, please contact: PARSE@cde.ca.gov</p> <p>Attendance for apportionment and instructional time please contact: ATTENDANCEACCOUNTING@cde.ca.gov</p>
COE Approval		
No ▾		
Deadline(s)		
<p>Plan: Originally June 30, 2022, AB 185 extended to March 30, 2023.</p> <p>Programmatic Report: 2024–25 UPK Program Report: Due September 30, 2025 2025–26 UPK Program Report: Due September 30, 2026</p> <p>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.</p> <p>Report #7: November 30, 2026</p> <p>Extended Spending Deadline: Funds will be available for expenditure until June 30, 2028.</p> <p>Per AB 121, Funds shall be expended by June 30, 2028. Notwithstanding any other law, on June 30, 2030, any unexpended funds of the amount</p>		

awarded for purposes of this subdivision shall revert to the General Fund.

Resource Code: 6053

by September 1* of the school year.

- Beginning in the 2025–26 school year, the adult-to-student ratio will be 1 adult to 10 students (*Education Code Section 48000(g)*).
(*inclusive of these dates)

Credentialing Requirement

- The Early Childhood Education Credential Requirement pursuant to *EC Section 48000(g)(4)* has been postponed from August 1, 2023 to **August 1, 2025**.

Penalty Calculators, located at: <https://www.cde.ca.gov/fg/au/ag/penaltycalc.asp>

- Updates include:
 - TK Adult-to-Student Ratio penalty calculation
 - TK Teacher Certification penalty calculation

Note: TK Average Class Size penalty calculation is pending for 2025-26.

To help LEAs understand the TK requirements in the 2025-26 school year, SFSD will post a recording of a webinar under the Resources tab on its Instructional Time and Attendance Accounting [webpage](#) (coming soon).

Additional Planning/Reporting Considerations:

- [Categorical Allocations and Audit Resolution Office \(CAARO\) Updates](#)
- [Principal Apportionment Deadlines](#)
- [Consolidated Application](#) in CARS
- [Federal Cash Management Report](#) due to CMDC
- [Federal Stimulus Reporting](#) (LLMF, ESSER, GEER) due in [web application](#)
- [ESSA Program Period of Availability and Apportionment Payment Cycles](#)
- [FCSS SELPA Funding Resource](#)
- [FCSS CALPADS and Accountability Resources](#)
- [GMART](#)
- Technical Assistance for the [Literacy Coaches and Reading Specialists \(LCRS\) Grant Program](#) is provided through Regional Hubs. For program questions please contact the Professional Learning Innovations Office at PLIO@cde.ca.gov.
- [FCSS LCAP & Compliance Resources](#)
- [24-25 Archived State and Federal Calendar](#)

Revision History

8/28/25	Document reviewed and updated from 24-25 version .
8/28/25	Corrected LREBG expenditure deadline information. Funds must be expended by June 30, 2028 . According to the CAAR office at CDE, all encumbrances must be liquidated by this expenditure deadline.
9/2/25, 9/3/25	CA Community Schools Partnership Program page updated to include some required reporting dates and legislative updates.
9/22/25	Updated LREBG information concerning additional funds allocated as part of 25-26 governor’s budget.
9/24/25	Updated dates for Prop 28 concerning the expenditure report
10/14/25	Added two recently approved requirements for CSSP: Child abuse or neglect reporting procedures when it is next reviewed and updated, or by no later than July 1, 2026. SB 848 , Procedures Regarding Pupil Smartphone Use During Emergencies no later than July 1, 2026. AB 962 .
10/15/25	Updated UPK links, new video recourse added.

10/12/25	Updated EFF to include revision period information
01/06/26	Updated the following information related to CSI: CSI Grant funding application expected January/February of 2026 , CSI Grant Reporting due July 31st of 2026, ESSA Assistance List released December 17, 2025 (link added).
1/27/26	Updated CSI/ATSI/TSI information to include January 2026 webinar link, updated fiscal year information, and CSI grant application deadline of January 31, 2026 . Updated A-G Completion Improvement Grant Program information about final expenditure and outcome reporting to be due Sept. 30, 2026 .
2/2/26	Added pages to support the implementation of Title I, Part A, Title II, Part A, Title III, Part A, and Title IV, Part A
2/3/26	Added Categorical Allocations and Audit Resolution Office (CAARO) Updates to additional planning and reporting considerations.
2/5/26	A-G Competition Improvement Grant Program: Updated End-of-project reporting requirements per CDE

Note: The FCSS LCAP & Compliance Team 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](#).

We would like to thank the [Riverside County Office of Education \(RCOE\)](#) and the [Alameda County Office of Education \(ACOE\)](#), whose work informed and inspired portions of this tool. Cover page art created with elements using Canva.