

Fiscal Year 2024-25

Attendance Accounting and Instructional Time Requirements

Presented by: The Attendance Accounting Office



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Acronyms (1)

- **AB** = Assembly Bill
- **AR** = Attendance Recovery
- **ADA** = Average Daily Attendance
- **CBIS** = Course-Based Independent Study
- **CCR** = *California Code of Regulations*
- **CDE** = California Department of Education
- **COE** = County Office of Education
- **CSSP** = Comprehensive School Safety Plan
- **DE** = Dual Enrollment
- **EAAP** = Education Audit Appeals Panel
- **EC** = *Education Code*
- **ECHS** = Early College High School
- **ELO-P** = Expanded Learning Opportunities Program
- **ESY** = Extended School Year
- **FTE** = Full Time Equivalent
- **FY** = Fiscal Year



Acronyms (2)

- **ICP** = Instructional Continuity Plan
- **IEP** = Individualized Education Program
- **IS** = Independent Study
- **LCFF** = Local Control Funding Formula
- **LEA** = Local Educational Agency
- **MCHS** = Middle College High School
- **PADC** = Principal Apportionment Data Collection
- **SB** = Senate Bill
- **SBE** = State Board of Education
- **TK** = Transitional Kindergarten



Agenda (1)

Instructional Time

- Importance of Instructional Time
- Annual Day and Minute Requirement
- Minimum Day Requirements
- School Calendar
- Summer School
- SB 328
- SB 291

Attendance for Apportionment

- Attendance Accounting Basics
- Formula for Computing ADA
- Notable Funding Requirements
- TK Statutory Reminders in FY 2024-25
- TK Eligibility
- TK Requirements

Legislative Summary

- Summary of Legislative Changes



Agenda (2)

Independent Study

- Independent Study Overview
- Traditional Independent Study
- Course-Based Independent Study
- Independent Study Requirement Comparison
- Key Clarifications and Legislative Changes
- No Minimum Offering
- Length of Participation
- Changes to Short-term Written Agreements
- ADA Computation
- Scenarios
- Independent Study Limitations
- Planning Considerations for LEAs Implementing Independent Study



Agenda (3)

Attendance Recovery

- Eligibility
- Purpose & Offering
- Requirements & Limitations
- Timeframe
- ADA Credit
- Scenarios
- ELO-P Fund Use
- Audit Compliance
- Comparison to Saturday School

Form J-13A

- Form J-13A
- Funding Impact
- Emergency Timeline FY 2024-25
- Email Submission Process
- FY 2024-25 Requirements
- Instructional Continuity & Form J-13A
- Form J-13A Reminders



Disclaimer

This webinar is advisory in nature. It is not intended to cover in detail every statutory requirement and exception, nor should it be relied upon as the authority for instructional time and attendance accounting.

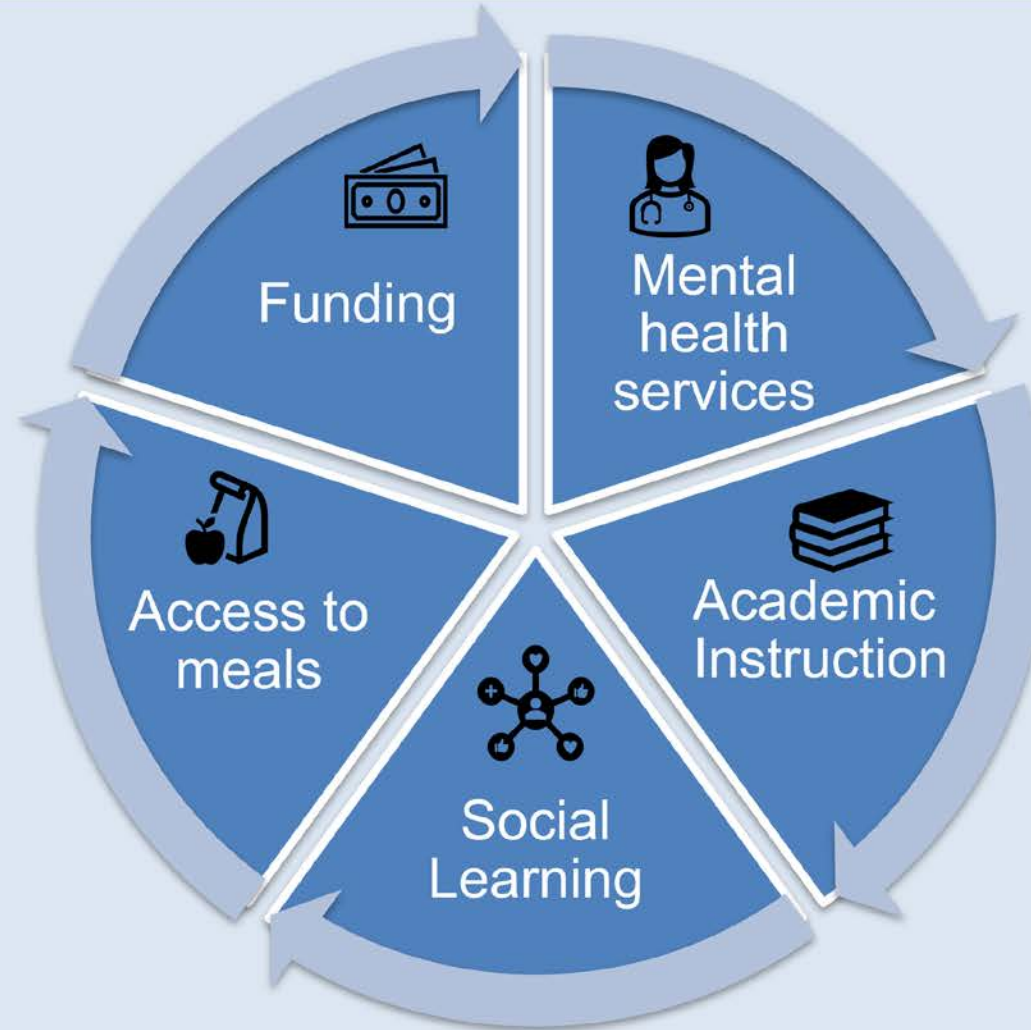
Additionally, the information presented today is based on current laws and regulations. After the legislative session has concluded, our office will communicate any changes as appropriate.



Instructional Time



Importance of Instructional Time



Annual Day and Minute Requirement

Annual Day & Minute Requirements for School Districts & Charter Schools

Type of LEA	Number of School Days	Number of Instructional Minutes
School District	180	TK/K 36,000
		1–3 50,400
		4–8 54,000
		9–12 64,800
Charter School	175	Same as school district

- School year operates between July 1 – June 30.
- School districts have equity length of time and minimum length of school day requirements.
- Daily minute requirement is not applicable to charter schools.
- COE programs: requirements dependent on instructional setting.
- Compliance checked during annual audit and failure to comply will result in fiscal penalties.
- Fiscal penalty may be waived by the SBE.



Minimum Day Requirement (1)

A day of school shall only count towards the instructional time requirements and for ADA purposes if it has been scheduled for at least the minimum day (not applicable to charter schools).



Minimum Day Requirement (2)

Grade/Setting	Minimum Schoolday	EC Section
TK/Kindergarten	180 minutes	46117
Grades 1-3	230 minutes	46112
Grades 4-8	240 minutes	46113
Grades 9-12	240 minutes	46141
Early College High School & Middle Colledge High School	180 minutes (Dual Enrollment)	46146.5
Early College High School & Middle Colledge High School	240 minutes (Non-Dual Enrollment)	46146.5



Minimum Day Requirement (3)

Instructional Settings	Minimum Schoolday	<i>EC</i> Section
Community Day School	360 minutes	48663
Continuation High	180 minutes	46170
County Community School	240 minutes	1984 and 46141
Juvenile Court School	240 minutes (average over 10 days)	48645.3
Opportunity School	180 minutes	46180



School Calendar

School Year

Starts on July 1 and ends on June 30

- The governing board of the school district has the authority to create and approve the school calendar (*EC Section 37618*)

School Month

Consists of 20 days or four weeks of five days each, including legal holidays

- ADA is reported in full school months (*EC Section 41601*)

School Week

Consists of five days, Monday to Friday (school district and COE)

- Authority to operate a four-day school week must be provided for in statute



Bell Schedule (1)

Authority to Set Length of Schoolday

- The governing board of the LEA determines the length of the schoolday (*EC* Section 46100).
- Calendars and bell schedules are both used to verify classroom-based instructional time compliance as part of the Annual Audit.

Supervisory Requirements

- Instructional time is counted when the student is in attendance under the immediate supervision and control of a certificated employee of the LEA (*EC* sections 46300(a) and 47612.5(e)(1)).



Bell Schedule (2)

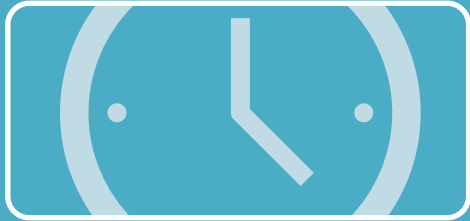


Allowable Instructional Time

- **Recess:** May be included for TK/K if students are under the immediate supervision and control of a certificated employee of the LEA.
- **Passing Time:** used when students are changing instructors and/or courses.
 - Is the actual time it takes to move from class to class.
 - Does not include time for going to a locker or the bathroom.



SB 328 – Late Start Time



SB 328 added *EC* Section 46148, which requires all charter schools and non-rural school districts to begin the schoolday at their middle and high schools no earlier than 8 or 8:30am respectively.



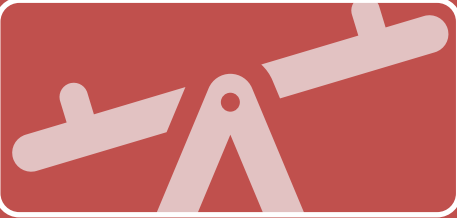
Instructional time and attendance credit cannot be claimed for apportionment for instruction offered before the newly established start time.



LEAs should consult with their legal counsel regarding applicability of the bill's provisions to their programs.



SB 291 - Recess



Beginning in FY 2024-25, *EC* Section 49056 requires LEAs that offer recess must provide no fewer than 30 minutes on regular school days and 15 minutes of early release days.



This requirement only applies to elementary schools that currently offer recess to grades TK/K - 6.



SB 291 is not a recess mandate.



Instructional Time Offering Best-Practice Checklist (1)

1. Confirm the calculation of annual instructional minutes for the school year.
2. Review bell-schedules for each school-site.
3. Ensure that students are offered a full range of classes.
4. Verify that any passing time is for the *actual time* it takes to pass between different classrooms.



Instructional Time Offering Best-Practice Checklist (2)

5. Ensure any exceptions to student offerings (such as students participating in dual enrollment) meet the instructional time requirements.
6. Verify that employees are appropriately credentialed.



When to Review Offering

Prior to the beginning of the school year

Halfway through the school year

Whenever changes to the school calendar and/or the school day occur



Attendance for Apportionment



School Fiscal Services Division

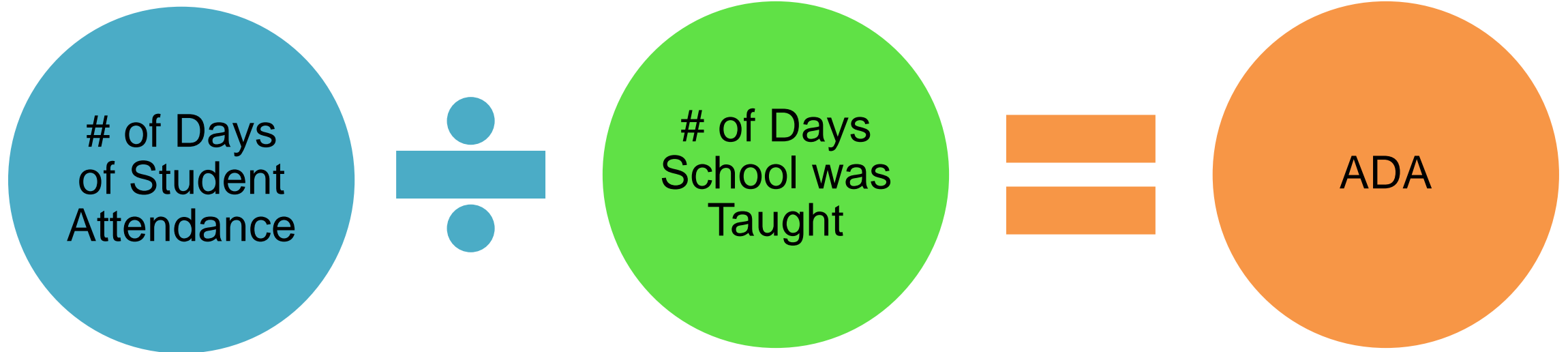


Attendance Accounting Basics

- LEAs take attendance for two purposes:
 - Compulsory attendance
 - Attendance for apportionment (Reported to SFSD in aggregate)
- Attendance for apportionment must meet requirements in law. Examples:
 - Students offered required number of days and minutes.
 - Students under the immediate supervision and control of certificated employee of the LEA.
- LEAs can **only** earn ADA two ways:
 - In-person (classroom-based) instruction
 - Independent study (specific requirements)
- LEAs must keep records of student attendance to show compliance at annual audit to avoid fiscal penalties.



Formula for Computing ADA



Notable Funding Requirements (1)

Requirement	Description	Annual Audit
Instructional Time	<ul style="list-style-type: none"> • Full annual offering of minutes and days <ul style="list-style-type: none"> ➤ School Districts: daily scheduling requirements ➤ Charter Schools: do not have minimum day requirements 	YES
Attendance	<ul style="list-style-type: none"> • In-person: engaged in educational activities required of them • Independent Study: work product and synchronous instruction (if applicable), or satisfactory educational progress in certified courses 	YES
Supervision	<ul style="list-style-type: none"> • In-person: immediate supervision and control of a certificated employee of the LEA • Independent Study: general supervision and control of a certificated employee of the LEA 	YES



Notable Funding Requirements (2)

Requirement	Description	Annual Audit
Age-Eligibility	<ul style="list-style-type: none"> • School Districts: no maximum age unless participating in IS or Special Education • Charter Schools: students over 19 must be continuously enrolled, making satisfactory educational progress towards a high school diploma, and shall not be over the age of 22 • Independent Study: Continuously enrolled in a School District/COE: not over 21 years. Continuously enrolled in a charter: not over 22 years. Not continuously enrolled: not over 19 years (All LEAs) 	YES
Residency	<ul style="list-style-type: none"> • School Districts: must be a resident of the district unless an exception is provided for in law • Charter Schools: must be a resident of California • Independent Study: must be a resident of the county or adjacent county 	YES



Notable Funding Requirements (3)

Requirement	Description	Annual Audit
Immunization	<ul style="list-style-type: none"> • Students must receive appropriate immunizations to participate in in-person instruction • Conditional admission permitted only if requirements of <i>CCR</i>, Title 17, Section 6035 are met • Not applicable for students with IEPs and students participating in independent study programs 	YES
ADA Limitations	<ul style="list-style-type: none"> • Each student cannot generate more than one day of attendance per day • Some ADA is not fundable: <ul style="list-style-type: none"> ➤ Excess independent study ADA ➤ Continuation and opportunity education independent study ADA over the 10 percent threshold 	YES



Transitional Kindergarten Eligibility in 2024-25

In FY 2024-25, there are two different types of TK students



Age-eligible

Child turns 5 between September 2 and June 2 shall be admitted to a TK program maintained by the school district or charter school.

- Age-eligible students generate ADA from the first day of school.



Early enrollment children

Any child whose 4th birthday falls on or between June 3 – September 1 in a TK program for the 2024 - 25 schoolyear.

- Early enrollment children do not generate ADA.



Transitional Kindergarten Class Size Requirements in 2024-25

Type of Transitional Kindergarten Student

Age-Eligible

Early Enrollment Child

Class-Size Requirement

Average Class-Size: 24 students

Class-Size Maximum: 20 students

EC sections

48000(g)(1) and 42238.02(d)(3)(D)(ii)

48000.15(d)(3)



Transitional Kindergarten Ratio Requirements in 2024-25

Type of Transitional Kindergarten Student

Age-Eligible

Early Enrollment Child

Adult-to-Student Ratio Requirement

Average Class Ratio: 1:12

Class Size Ratio: 1:10



EC Section

48000(g)(2)

48000.15(a)



Transitional Kindergarten Eligibility in 2025-26

In FY 2025-26, TK will be fully implemented and there will be
 only one type of TK student. 

Age-Eligibility

Beginning in the 2025–26 school year, a child who will have their 4th birthday by September 1 shall be admitted to a TK program maintained by a school district or charter school.

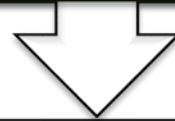
- TK students generate ADA from the first day of school.



Transitional Kindergarten Ratio Requirements in 2025-26

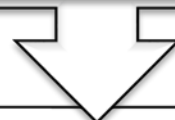
Type of TK Student

Age-Eligible



Adult-to-Student Ratio Requirement

Average Class Ratio: 1:10



EC Section

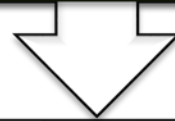
48000(g)(3)(A)



Transitional Kindergarten Class Size Requirements in 2025-26

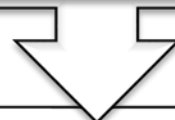
Type of TK Student

Age-Eligible



Class size Requirement

Average Class Size: 24 students



EC Section

48000(g)(3)(A)



Transitional Kindergarten Teacher Credential Requirements in 2025-26

By August 1, 2025, certificated teachers assigned to a TK classroom must have one of the following (*EC* sections 48000(g)(4) and 48000.1(b)(2)):

24 units in early childhood education, childhood development, or both

Professional experience in a classroom setting with preschool age children that is comparable to the 24 units

A child development teacher permit,
or an early childhood education specialist credential



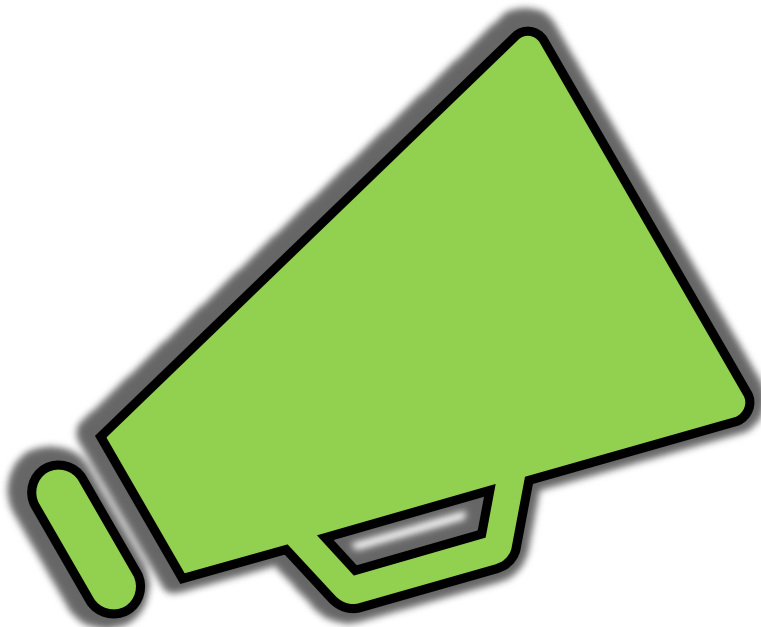
Transitional Kindergarten Online Resources and Tools

- SFSD's Transitional Kindergarten FAQs are available for reference at:

<https://www.cde.ca.gov/fg/it/tkfiscalfaq.asp>

- SFSD's Early Enrollment TK Compliance Calculator is located here:

<https://www.cde.ca.gov/fg/au/ag/penaltycalc.asp>



Legislative Summary



School Fiscal Services Division



SB 153 Round-up (1)

Program	Policy Change	Takes Effect
Independent Study	<ul style="list-style-type: none"> 1) Removes three day minimum for school districts; 2) Allows agreement to be signed at any point in the school year when duration is 15 school days or fewer; 3) Expands eligible evidence of student engagement on digital platforms and documentation requirements for work product (<i>EC Section 51745.5(b)(2)</i>) 	2024-25
Attendance Recovery	Adds new voluntary program to make up lost instructional time (<i>EC Section 46210-46211</i>)	2025-26
ELO-P	Allows LEAs to use ELO-P funds for Attendance Recovery when offering the programs in conjunction (<i>EC Section 46120(d)(3)</i>)	2025-26



SB 153 Round-up (2)

Program	Policy Change	Takes Effect
Instructional Continuity	Requires LEAs to include and instructional continuity plan within their comprehensive school safety plan addressing student engagement and offering of in-person or remote instruction, within specified timelines, immediately following emergencies (<i>EC</i> Section 32282(a)(3))	2024-25
Form J-13A	Requires LEAs to certify to having a plan to provide instructional continuity as part of Form J-13A requirements starting on July 1, 2025 (<i>EC</i> Section 46393(e))	2025-26



SB 153 Round-up (3)

Program	Policy Change	Takes Effect
Transitional Kindergarten	Clarifies that the two-year limit and conditions for claiming apportionment for TK/K attendance applies to both school districts and charter schools (<i>EC Section 46300(g)</i>)	2024-25
Recess	Specifies that minimum recess time only applies to elementary schools; Clarifies how it applies to Grade 6 (<i>EC Section 49056</i>)	2024-25



Independent Study



School Fiscal Services Division



Independent Study Overview (1)



An optional educational program which LEAs may, but are not required to, offer.



Must be voluntary; students must have a classroom option



Short-term IS: to maintain continuity of education (e.g., during vacation)



Long-term IS: an alternative to in-person instruction



Independent Study Overview (2)



All students in IS must be offered the annual instructional minutes and days required by grade level and setting.



All conditions of apportionment must be met to claim ADA for IS.



Compliance with statutory requirements will be checked during the annual audit.



May be offered via traditional IS or CBIS



Traditional Independent Study (1)

Time Value of Work Products and Synchronous Instruction

- If all other apportionment significant requirements are met, ADA for traditional independent study is generated based on either the time value of the student's work products, *or* the combined time value of student's work products and participation in synchronous instruction.

Supervision Requirements

- A certificated employee of the LEA must evaluate the work products of each student participating in traditional IS and determine a time value for those work products.



Traditional Independent Study (2)

School districts and COEs

- Students must complete work products that are at least the equivalent in time value to a minimum school day of attendance in a classroom setting.

Charter schools

- Students must complete work products that equate to a full day of school that is determined by a certificated employee of the charter school.
- Charter schools are required to have a daily engagement record.



Course-Based Independent Study



If all other apportionment significant requirements are met, ADA for CBIS is based on enrollment and satisfactory educational progress in courses that are annually certified to by the LEA's local governing board.



A certificated employee of the LEA or of an LEA that has a memorandum of understanding, must provide general supervision of the student's CBIS program.



This certification shall, at a minimum, include the following:

1. Duration of the course(s)
2. Number of equivalent daily instructional minutes for each schoolday that a student is enrolled
3. Number of equivalent total instructional minutes
4. Number of course credits for each course



This information shall be consistent with that of equivalent classroom-based courses.



Notable IS Requirements (1)

IS Condition of Apportionment	Changes in 2024-25
Students must be residents of the county or adjacent county	NONE
Students over 21 cannot generate IS ADA	NONE
Students that have not been continuously enrolled since their 18 th birthday can only generate IS ADA until they are 19	NONE
Charter schools must meet charter school age eligibility requirements	NONE
Students with an IEP must have IS included in IEP in order to participate	NONE

CBIS= Course-Based IS

TRADITIONAL = Traditional IS

BOTH = Traditional/CBIS

** This list should not be used as a comprehensive list of all IS apportionment requirements.*



Notable IS Requirements (2)

IS Condition of Apportionment	Changes in 2024-25
IS participation must be voluntary and all students must have a classroom option	NONE
Students must be enrolled and identified by grade level, program placement, and school of enrollment	NONE
Student's residency cannot be established based upon parent's place of employment	NONE
IS students cannot generate more than one day of attendance per student, per day	NONE
Equity in resources between participants in IS and students who attend regular classes	NONE

CBIS= Course-Based IS

TRADITIONAL = Traditional IS

BOTH = Traditional/CBIS

** This list should not be used as a comprehensive list of all IS apportionment requirements.*



Notable IS Requirements (3)

IS Condition of Apportionment	Changes in 2024-25
LEAs are required to adopt and implement policies for their IS program to claim IS ADA for the purpose of apportionment	NONE
The duration of the IS written agreement may be for as little as one day for all LEAs	BOTH
Students may participate in short-term IS for up to 15 cumulative days in a schoolyear	BOTH
Long-term IS is 16 or more cumulative days in a schoolyear	BOTH

CBIS= Course-Based IS

TRADITIONAL = Traditional IS

BOTH = Traditional/CBIS

** This list should not be used as a comprehensive list of all IS apportionment requirements.*



Notable IS Requirements (4)

IS Condition of Apportionment	Changes in 2024-25
For students participating in IS for 16 or more cumulative days per schoolyear, the requirements of tiered reengagement, synchronous/live instruction, and a plan to return to in-person instruction apply	NONE
Students participating in short-term IS (15 or fewer days) may submit a signed compliant written agreement anytime during the same schoolyear	BOTH
Students participating in long-term IS (16 or more days) must submit a signed compliant written agreement prior to commencement of participation in IS	NONE

CBIS= Course-Based IS

TRADITIONAL = Traditional IS

BOTH = Traditional/CBIS

** This list should not be used as a comprehensive list of all IS apportionment requirements.*



Notable IS Requirements (5)

IS Condition of Apportionment	Changes in 2024-25
Enrollment and satisfactory educational progress in courses that are annually certified to by the LEA's local governing board	NONE
LEA's ability to count participation in synchronous instruction towards instructional time and attendance for apportionment calculations	NONE
IS by each student must be coordinated and evaluated under the general supervision of an employee of the LEA who possesses a valid certification document	NONE

CBIS= Course-Based IS

TRADITIONAL = Traditional IS

BOTH = Traditional/CBIS

** This list should not be used as a comprehensive list of all IS apportionment requirements.*



Notable IS Requirements (6)

IS Condition of Apportionment	Changes in 2024-25
Time value of work products and participation in synchronous instruction must be determined by a certificated teacher of the LEA	NONE
LEAs must document each student's participation in live interaction and synchronous instruction pursuant to <i>EC</i> Section 51747, as applicable	NONE
Time spent in online or computer-based programs can be included for ADA calculation (<i>EC</i> Section 51747.5(b)(2)(A)(ii))	TRADITIONAL

CBIS= Course-Based IS

TRADITIONAL = Traditional IS

BOTH = Traditional/CBIS

** This list should not be used as a comprehensive list of all IS apportionment requirements.*



Notable IS Requirements (7)

IS Condition of Apportionment	Changes in 2024-25
LEAs must document each hour or fraction of an hour of all independent study instruction (<i>EC</i> Section 51747.5(b)):	TRADITIONAL
LEAs must maintain written or computer-based evidence of student engagement	NONE
LEAs must maintain written or computer-based evidence of satisfactory progress for each student and each course	NONE

CBIS= Course-Based IS

TRADITIONAL = Traditional IS

BOTH = Traditional/CBIS

** This list should not be used as a comprehensive list of all IS apportionment requirements.*



SB 153 Changes to Independent Study

No Minimum Offering

Elimination of the 3-day minimum requirement

Length of Participation

Revised definitions of short-and long-term

Written Agreements

Updated timelines and signature requirements

ADA Computation

New rules for calculating ADA, and documenting work product

All LEAs must update board policies and independent study written agreements to include these new requirements, as applicable



No Minimum Offering

Beginning with the 2024-25 school year, the minimum 3-day independent study requirement for school districts and COEs will no longer apply

All LEAs, including school districts and COEs, may offer independent study for as short as one day



Length of Participation

Type of IS	Prior to FY 2024-25	Beginning FY 2024-25
Long-term IS	15 or more cumulative days per schoolyear	16 or more cumulative days per schoolyear
Short-term IS	14 or fewer cumulative days per schoolyear	15 or fewer cumulative days per schoolyear

Tiered reengagement, synchronous instruction/live interaction, and transition to in-person instruction requirements apply to students participating in 16 or more cumulative days per schoolyear.
(*EC* sections 51747(d-f) and 51749.5)



Written Agreements

Short-term Independent Study

Timeline

- Written agreements can be obtained anytime during the schoolyear
- Best Practice: Provide agreements to parents/guardians before or at the start of the schoolyear (i.e. in back-to-school paperwork)

Requirements

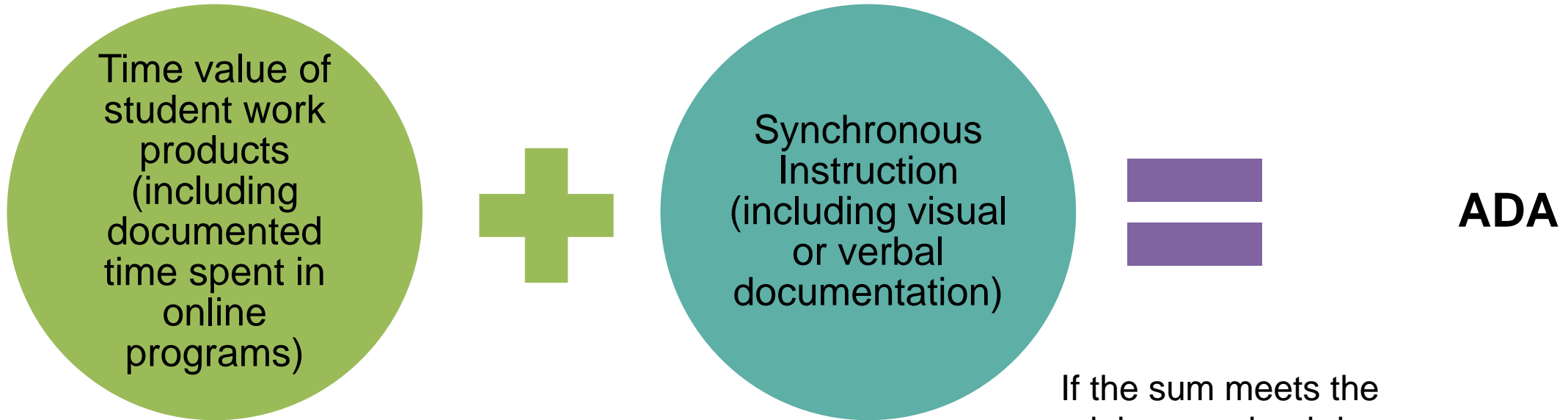
- All other independent study requirements must be met from the first day of student participation, regardless of when the agreement is signed

Signatures

- Each written agreement must be signed by all applicable parties



ADA Computation: Combined Time Value



If the sum meets the minimum school day requirement, as applicable, credit one day of attendance

Note: An LEA may only claim ADA insofar as a student’s participation in a synchronous instructional offering augments the time value of student work product.



ADA Computation: Documentation

LEAs must document each hour or fraction of an hour of all independent study instruction (*EC* Section 51747.5(b)):



Work Product



Work Product: Asynchronous instruction (time spent on computer-based or online programs)



Synchronous instruction

Failure to document independent study instruction can result in the loss of apportionment equal to the ADA impacted by the noncompliance.



ADA Computation: Recordkeeping

- Teacher Record: the method for maintaining IS instruction documentation (CCR 11703(b))
 - Basis of apportionment and academic credit
 - Teacher maintains a record for each student under their supervision.
 - Includes a record of each assignment due and meeting with student.
 - Used in place of classroom attendance for the purpose of generating ADA.
 - Record of time value and academic credit.
 - Must be kept for 3 years.



Scenarios – Length of Participation

Student A

Attends a school in a school district. The student's grandparent is ill and the family requests independent study for a one-day trip the next day.

- **Prior to 2024-25:** This was not possible due to the 3-day minimum for school districts.

Provided all other conditions of apportionment are met

- **Beginning in 2024-25:**
 - The student can go on the trip with their family and participate in IS for one day.
 - The student can have the written agreement signed after they return from the trip.



Scenarios – Written Agreement Long-term Independent Study

Student B

Would like to begin long-term independent study next week. The student plans to participate for the entire school year.

- **Prior to 2024-25:** The written agreement had to be signed by all applicable parties prior to the commencement of independent study.

Provided all other conditions of apportionment are met

- **Beginning in 2024-25:**
 - The written agreement for long-term independent study must still be signed by all applicable parties prior to commencement in independent study.
 - No changes have been made to this requirement.



Scenarios – Work Products

Student C

Engaged in long-term IS, the student participated in the school district's online learning platform, with participation time documented by the program.

- **Prior to 2024-25:** Only work products generated by student effort, such as completed assignments, would be considered for ADA calculation.

Provided all other conditions of apportionment are met

- **Beginning in 2024-25:**
 - Student D completed 180 minutes of online coursework in a program that tracked their time, and 60 minutes of student work product (240 minutes).
 - The certificated employee responsible for supervising Student D's independent study evaluated the online program's time log and student work product.
 - The certificated employee determined that the 180 minutes hours of online coursework, combined with Student D's 60 minutes of student work product met the minimum school day requirement for high school.
 - As a result of meeting the minimum day requirement, one day of ADA was generated for Student D.



Scenarios – Synchronous Instruction

Student D

Is a long-term IS student and participates in synchronous instruction with their teacher by phone. Student E answers questions about a lesson and the teacher documents the student's answers and the time spent with the student in synchronous instruction.

- **Prior to 2024-25:** *EC* Section 51747.5 required evidence of student participation to include student work produced or performed.

Provided all other conditions of apportionment are met

Beginning in 2024-25:

- The teacher can document the time spent by the student answering questions by phone.
- This verbal work product documented by the teacher can augment the time value of other student work products when calculating ADA.



Independent Study Limitations (1)

Independent Study Ratio (*EC* Section 51745.6):

- The ratio of ADA for IS students (18 years or younger) to FTE certificated employees responsible for independent study cannot exceed the equivalent ratio (comparative ratio) for all other educational programs operated by the LEA.
- School districts, COEs, and charter schools each have different options for determining their comparative ratios.
- The comparative ratio can be modified through collective bargaining agreements.
- Exceeding the IS ratio can lead to excess ADA not eligible for funding.



Independent Study Limitations (2)

Voluntary Participation (*EC* sections 51745(a), 51747(g)(8) and 51747(j)(1); 5 *CCR* Section 11700(d)(2)(A)):

- IS is a voluntary educational program: LEAs are not required to offer IS and students cannot be mandated to participate.

Continuity and Opportunity Education (*EC* Section 51745(b)):

- Only 10% of the total ADA generated by a continuation high school, and opportunity high school and program can be attributed to IS.
- Students who are pregnant or parents serving as the primary caregiver for their child(ren) are not counted towards this limit.
- A continuation high school and opportunity school and program may still serve students through IS, however, the 10% cap limits the amount of ADA that can be funded.



Planning Considerations for LEAs Implementing Independent Study (1)

Board Policies

- All LEAs must update board policies to include:
 - Updated written agreement requirements for short-term IS
- Updates to short- and long-term IS duration
- No minimum length of time requirement

Written Agreements

- Ensure all written agreements are:
 - Signed before commencement of long-term IS (16 or more days)
 - Signed during the school year for short-term (15 or fewer days)
- Include all required elements in the written agreement (*EC* sections 51747(g) and 51794.6)



Planning Considerations for LEAs Implementing Independent Study (2)

Instructional Time

- Meet minimum instructional time requirements for each student based on grade level
- Accurately document instructional time, including time value of student work products and synchronous instruction
- For students participating in online or computer-based programs, document student time

ADA Reporting

- All LEAs:
 - LEAs offering IS must calculate and report their IS ratio annually at the time of the P-2 reporting period
 - Accurately report all ADA, including any excess ADA, in the PADDC system
- Charter Schools: If the ADA population is more than 20% NCB, must have a funding determination approved by SBE
- Continuation and Opportunity: Adhere to the 10% cap on IS ADA



Five-Minute Intermission



School Fiscal Services Division



Attendance Recovery



School Fiscal Services Division



Attendance Recovery (1)

Eligibility

- Starts FY 2025-26
- School districts, COEs, and classroom-based charter schools may offer to TK-12 students
- Classroom-based students only
- Not compulsory, nonpunitive

Purpose

- Help LEAs address chronic absenteeism
- Enable LEAs to recover funding lost due to absences
- Increase student access to instruction

Offering

- Voluntary for LEAs to offer
- 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



Attendance Recovery (2)

Requirements

- Immediate supervision and control of certificated LEA employee
- Substantially equivalent instruction
- Student : teacher ratios
- Minimum daily minute requirements apply to all LEAs
- Subject to annual audit

Limitations

- Does not count toward regular instructional time
- ADA recovery capped at the fewer of:
 - 10 days per student, or
 - The student's total absences for the year

Timeframe

- Can operate before or after school, on weekends, or intersessional days
- If offered, must be at least once per term
- ADA applied to current school year



Attendance Recovery Eligibility

Eligibility Conditions	Requirement
Effective year	FY 2025-2026
Grade	TK/K-12
LEA Type	School districts, COEs, and classroom-based charter schools <ul style="list-style-type: none">• Nonclassroom-based charter schools and charter schools operating under a special partnership are not eligible
Mode of Instruction	Classroom-based students only: <ul style="list-style-type: none">• Students participating in long-term independent study as defined in <i>EC</i> Section 46211 are not eligible
Participation	Not compulsory, nonpunitive



Attendance Recovery Purpose

- Attendance Recovery created by new *EC* sections 46210-46211
- Strategies of LEAs that have been effective at addressing chronic absenteeism incorporate a variety of measures
- Another element of successful strategies is **increasing student access to instructional time** to make up for missed time
- Purpose of attendance recovery is to give:
 - Students more opportunities to learn
 - LEAs an opportunity to offset absences and recover funding



Attendance Recovery Offering



Optional to offer for:

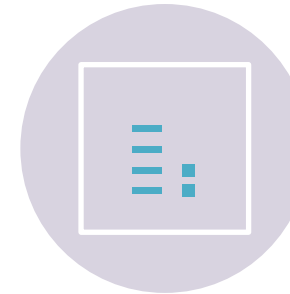
- School Districts
- COEs
- Charter Schools



Students participate voluntarily



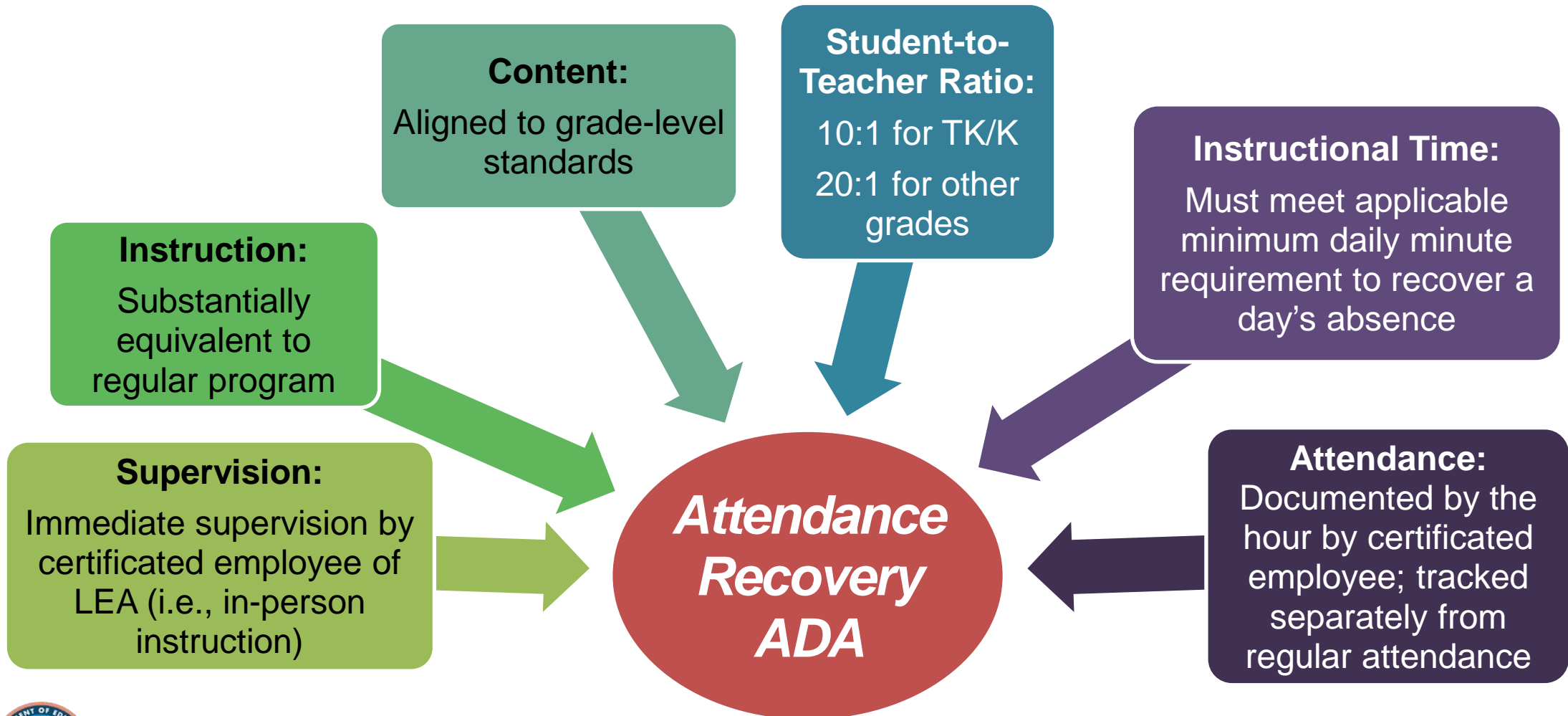
Does not replace or modify Saturday School



ELO-P funds may be used for attendance recovery if certain conditions are met



Attendance Recovery Requirements



Attendance Recovery Minimum Day

By Grade Span*

TK/K: 180 minutes

1-3: 230 minutes

4-8: 240 minutes

9-12: 240 minutes

By School Setting

180 minutes: E/MCHS
(Dual Enrollment),
Continuation High,
Opportunity

240 minutes: E/MCHS
(Non-Dual Enrollment),
County Community,
Juvenile Court

360 minutes: Community Day

On Individual Basis

For students with exceptional needs, an alternative minimum day may be established by their IEP

** Minimum days under EC sections 46112, 46113, 46117 and 46141 apply to all LEAs, including charter schools, for the purpose of Attendance Recovery.*



Attendance Recovery Limitations

- Students may only be credited up to the lesser of:
 - 10 days of attendance, or
 - the number of their absences in that school year.
- Attendance can only be recovered during the school year in which the absence occurred.
- Limit of one ADA from attendance recovery per calendar day of participation
- Attendance recovery time **is not** included in instructional time for the purpose of meeting annual day and annual minute requirements.



Attendance Recovery ADA Credit

Absence



Student misses day of required attendance

Participation



- Recorded by certificated employee
- Time logged by the hour
- LEA tracks cumulative time

Minimum Day



- Determined based on:
- School setting
- Student's grade span
- Or as defined by student's IEP

ADA Credit



- When minimum day is met, LEA may claim 1 ADA for day of absence
- ADA earned this way must be tracked and reported separately



Attendance Recovery Timeframe

July 1 2025: LEAs may begin offering AR

During FY 2025-26: If LEA elects to offer it, AR must be offered at least once each term

AR may operate before or after school, on weekends, or during intersessional periods

- AR does not have to comply with SB 328 late start requirements

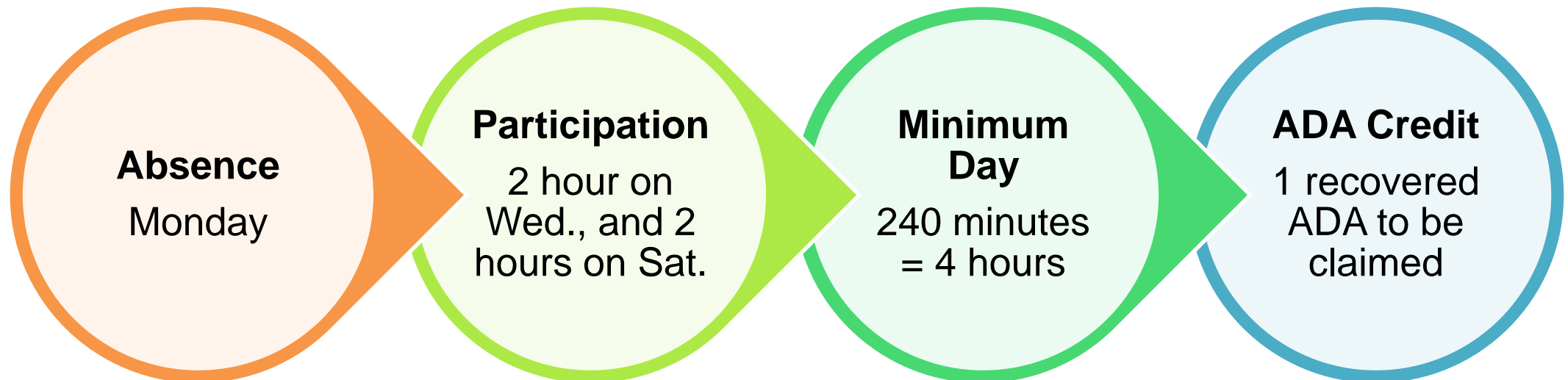
Starting Jan. 2025: AR ADA may be reported separately in PADC



Attendance Recovery Scenario

Student A

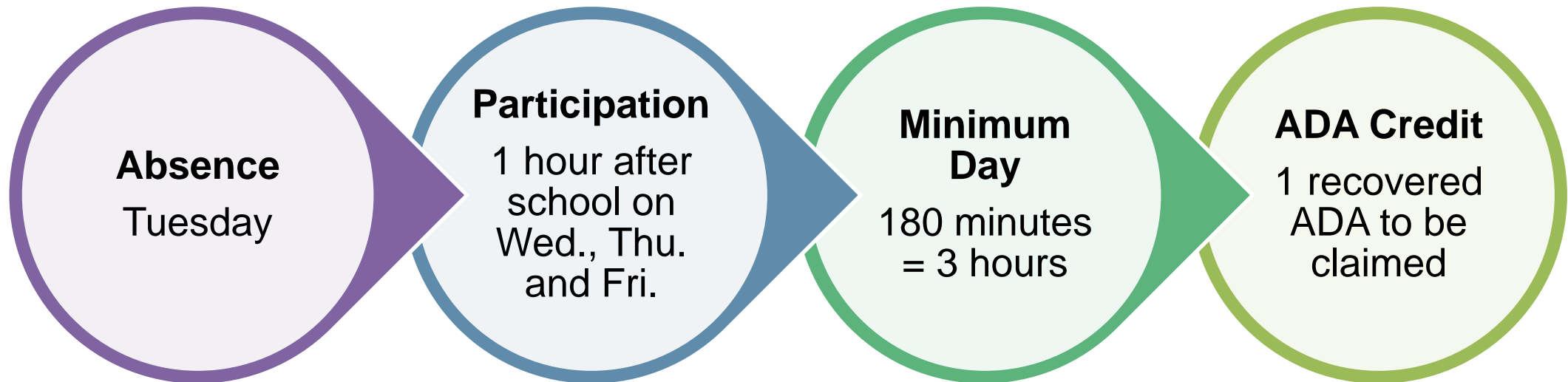
- Student A is an 8th grade student in a school district that offers an Attendance Recovery program after school and on weekends.



Attendance Recovery Scenario

Student B

- Student B is a charter school kindergarten student who participates in three sessions of Attendance Recovery offered after school.



Attendance Recovery Scenario

Student C

August 18, 2025

Start of School Year: Student C begins 9th grade.

March 23-27, 2026

AR Offering & Participation: Student C accrues 20 hours of AR time during LEA's spring intersession. Time counts towards the 5 absences in November.

November 3-7, 2025

Absences: Student C misses 5 schooldays.

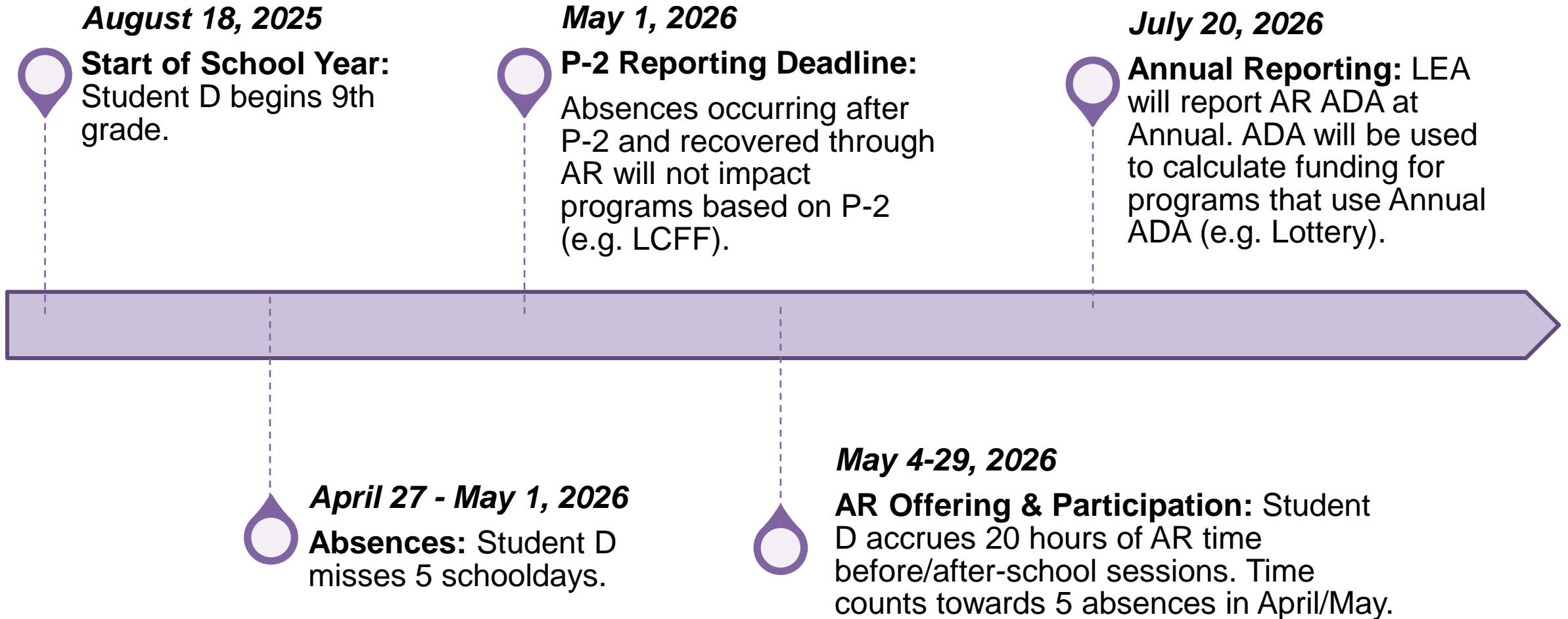
May 1, 2026

P-2 Reporting Deadline: LEA reports AR ADA by P-2 deadline. Majority of attendance-based programs use P-2 ADA (e.g. LCFF).



Attendance Recovery Scenario

Student D



Attendance Recovery & Expanded Learning Opportunity Programs

Students may participate in both:

- LEAs may offer Attendance Recovery in conjunction with ELO-P (*EC* Section 46210(b)(2)).
- Students who participate in Attendance Recovery cannot be excluded from participating in ELO-P offered during the year.

Conditions for use of ELO-P funds on Attendance Recovery:

- 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



Attendance Recovery Data

- LEAs must track Attendance Recovery ADA separately from regular school day ADA.
- Attendance Recovery ADA must also be reported separately to CALPADS.
- The CDE is working with SIS vendors to implement the changes necessary to support LEAs that offer Attendance Recovery.
- The CDE will post an alternative chronic absenteeism rate on its website.



Attendance Recovery Audit Compliance

EC Section 46211(d)

- Student cap on recovered ADA
- ADA applied to a day of absence
- Separate tracking and reporting (to PADCC and CALPADS)

EC Section 46211(e)

- Minimum day requirements, including minimum day for students with an IEP
- Documentation of student participation and maintenance of attendance records

Starting in FY 2025-26 an LEA's Annual Audit process will verify compliance with:

EC Section 46211(f)

- Supervision by certificated employee
- Substantially equivalent instruction
- Standards-aligned instructional content
- Student-teacher ratios

EC Section 46211(g)

- Exclusion of nonclassroom-based students
- Exclusion of long-term independent study students



Attendance Recovery vs. Saturday School (1)

	Attendance Recovery	Saturday School
Education Code	46210 and 46211	37223
Eligible LEAs	<ul style="list-style-type: none"> • School district • COE • Charter school 	<ul style="list-style-type: none"> • School district • COE
Mandate	Not compulsory, nonpunitive	One day per weekend can be mandatory for a truant student
Parent/Guardian Permission	Not required	Required for minors, except when mandatory for truant
Scheduling	<ul style="list-style-type: none"> • Weekends • Before/after school • Intersessional days 	<ul style="list-style-type: none"> • Weekends



Attendance Recovery vs. Saturday School (2)

	Attendance Recovery	Saturday School
Supervision	Certificated employee of LEA	Certificated employee of district or COE
Instructional time	Participation must sum to applicable minimum daily minutes to generate ADA	Participation must meet applicable minimum daily minutes to generate ADA
Effect on ADA	Up to 10 of student's absences in the school year can be recovered	Credit for past absences must not exceed 5 days of ADA per week; no limit on total ADA recovered
Effect on absenteeism reporting	Recovered days contribute to an alternate chronic absenteeism rate for the LEA	Does not affect the LEA's chronic absenteeism rate
Meals	Not required to be provided	Must be provided to students in need



Form J-13A



School Fiscal Services Division



Form J-13A, Request for Allowance of Attendance Due to Emergency Conditions

- Used to obtain approval of attendance and instructional time credit:
 - Emergency school closures
 - School is open but attendance declines because of an emergency
 - Lost or destroyed attendance records
- Emergency school closures-no loss in funding.
 - ADA is still calculated as
 - Days Attended/Days Taught
 - An approved Form J-13A provides LEAs with a waiver of instructional time requirements

- CDE Approval:
 - School Closure - prevents application of instructional time fiscal penalties during annual audit
 - School open but ADA Declines – allows LEA to recoup funding by adjusting ADA

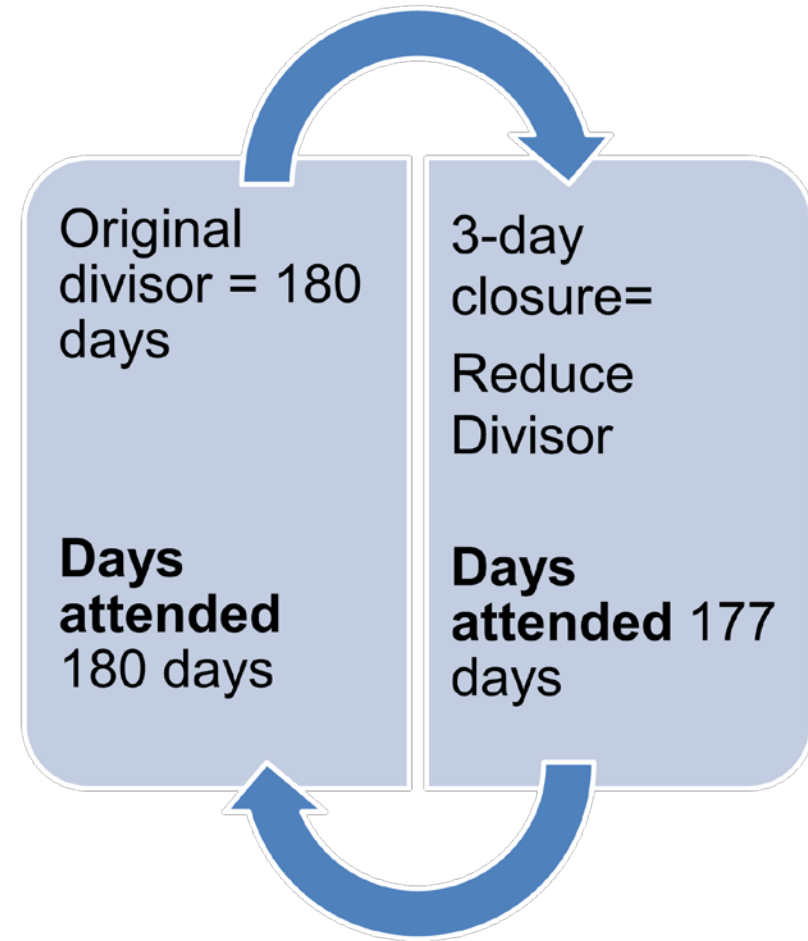
Approvable Events	Non-approvable Events
<ul style="list-style-type: none"> • Act of Nature (wildfire, floods, etc.) • Inclement weather • Pandemics • Threats of violence • Power loss • Etc. 	<ul style="list-style-type: none"> • LEA Employee Strikes • Student Protests



Funding Impact (1)

School Closure (no fixed divisor)

- For schools without a fixed divisor that calculate ADA based on days taught, the LEA should reduce their divisor (days taught) for any school closure when reporting P-1, P-2, or Annual ADA to CDE, regardless of whether the Form J-13A closure request has been approved or not, because it was not a day of instruction.

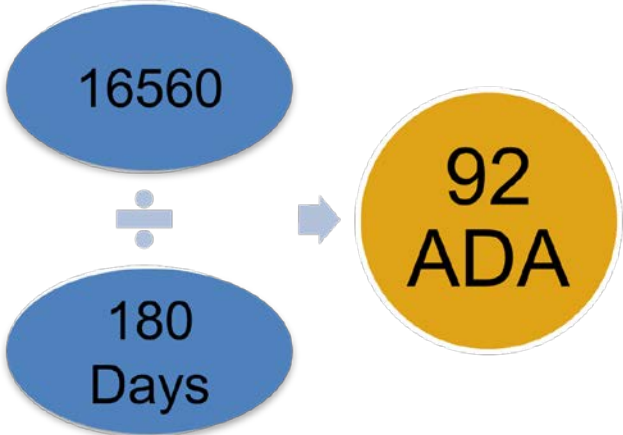


Funding Impact (2)

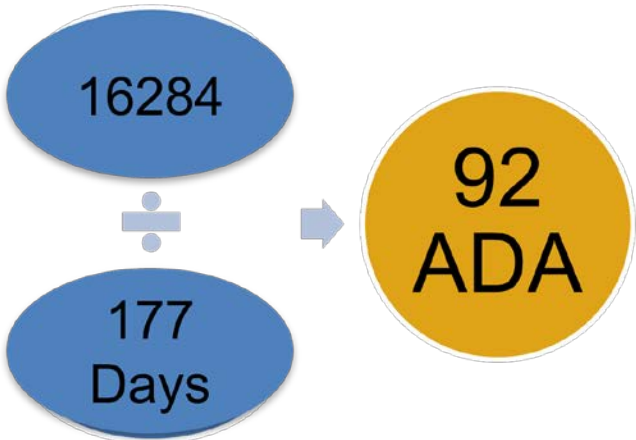
XYZ School District

- Student population of 100
- Average absence rate of 8% (92 students attending each day)
- Experiences a 3-day closure due to snow
- Reduces the divisor (days taught) from 180 to 177
- ADA remains the same and maintains the same level of funding

Non-School Closure



School Closure



Funding Impact (3)

School Closure (Fixed Divisor)

An LEA applying for its schools that calculate ADA using a fixed divisor should reduce their divisor only when CDE has approved the closure.

- Once the Form J-13A approval letter has been received, the LEA should reduce their divisor (days taught) by the days approved for closure.
- After the ADA has been recalculated using the reduced divisor, the LEA should submit revised ADA to CDE through Principal Apportionment Data Collection web application.

Material Decrease

- For a material decrease, an LEA will submit the actual attendance on the day(s) of the emergency condition and should not make any adjustment to its ADA until the Form J-13A approval letter has been received.
- Once the approval letter is received, the LEA will need to report the revised ADA to the CDE Principal Apportionment Data Collection web application.



Emergency Timeline FY 2024-25

Preparation in the event of an emergency:

- LEA has board policies in place
- LEA adopts independent study plan
- LEA includes independent study plan in back-to-school paperwork to be signed ahead of an emergency

When submitting a Form J-13A:

- Submit by email to J13ASubmittals@cde.ca.gov
- Submissions by mail also accepted
- Utilize Form J-13A resources for questions that may arise regarding the submission



When an emergency occurs:

- Prioritize the health and safety of all students, staff, and families
- CDE recommends that an LEA utilizes all available built-in days
- Understand there is no deadline for submitting a Form J-13A

Planning for future emergencies:

- Assess closure history and plan for any built-in days that should be added to future school calendars
- Assess current board policies



Form J-13A Submission Process FY 2024-25

LEA Prepares Submittal

- Complete all applicable sections of the Form J-13A
- LEA's IS Plan
- IS Certification Form
- Supporting documentation to substantiate the request
- School calendar
- SOE if applicable

Affidavit

- Signed with digital or scanned "wet" signatures by LEA governing board majority
- LEA submits to oversight agency
- Oversight agency signs with digital or scanned "wet" signatures
- COE submits to CDE

COE Submits to CDE

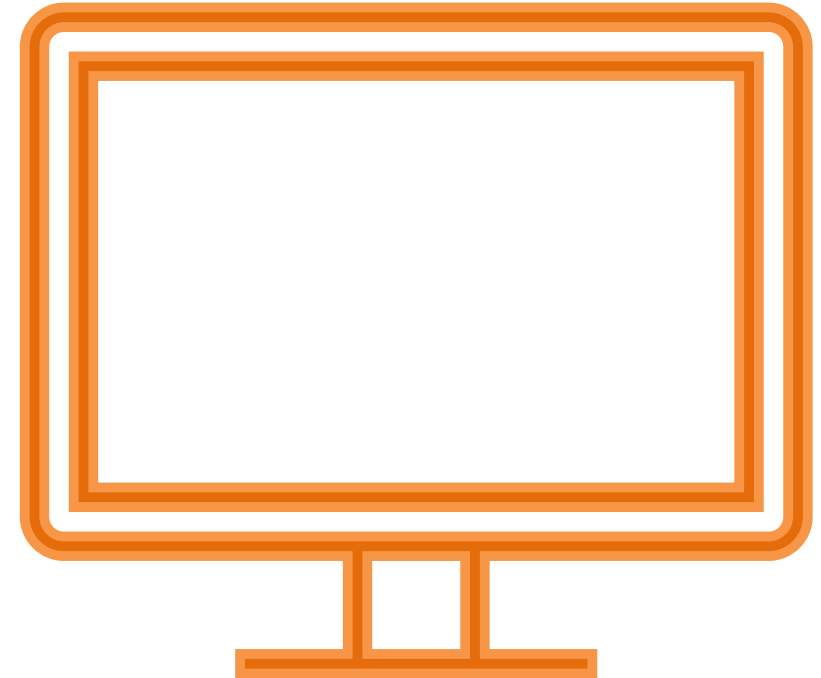
- Submit completed Form J-13A with all required documentation to SFSD by email at J13ASubmittals@cde.ca.gov or mail to address on Form.

******All Form J-13A requests should be sent to the CDE from the applicable COE. The ability to submit a request through email has not changed this part of the submittal process.***



Electronic Submission

- LEAs are no longer required to mail Form J-13A submittals to CDE and have original “wet” signatures.
- The Form J-13A request must still be completed and include all required documentation.
 - All requests must still be sent to CDE through the COE.
 - Charter schools must receive authorizer approval of the Form J-13A request.
- The allowance of electronic submissions has been adopted to streamline the Form J-13A submittal process.
 - Please see the Allowance of Electronic Form J-13A Submittals letter:
<https://www.cde.ca.gov/fg/it/j13aesubmittaltr.asp>



Return Incomplete

- If an LEA submits an incomplete Form J-13A request (e.g., missing IS Certification Form), the Attendance Accounting Office will return the request via email to the LEA and COE.
- The email will include a copy of the original submission and a Form J-13A Additional Items Checklist, which will mark the items needed to continue processing the request.
- Once the missing items have been compiled, the COE can resubmit the complete request to CDE.
 - This streamlined process will reduce correspondence and expedite the time it takes for an LEA to receive an outcome letter.



Form J-13A Submittals in FY 2024-25

LEAs must continue to submit a certified plan for which independent study will be offered to students with all Form J-13A requests.

Continuity of academic instruction.

The Independent Study Plan ensures LEAs have a method to provide continuity of academic instruction. Mitigates the negative impact of lost learning time and supports mental health.

- Submission of a Certification Form for Independent Study is still required to certify that the Independent Study Plan submitted with the Form J-13A includes the requirements listed on the Certification Form.
- Approval of a Form J-13A waiver is not conditioned upon implementation of the Independent Study Plan.



Comprehensive School Safety Plan

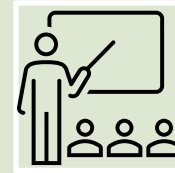
- Every kindergarten through grade twelve public school is required to develop and maintain a Comprehensive School Safety Plan (CSSP) designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. *EC* Section 32281(a)
 - School districts with fewer than 2,501 units of ADA may have one CSSP for all schools within the district.
- Each school is required to update and adopt its CSSP by March 1 annually and the school district or COE approve CSSPs.
- *EC* does not specify a date by which the safety plan must be approved by the district; however, the school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements.
- Comprehensive School Safety Plans - Violence Prevention (CA Dept of Education): <https://www.cde.ca.gov/ls/ss/vp/cssp.asp>



Instructional Continuity



SB 153 mandates LEAs add ICPs to CSSP to use during emergency-related events



ICP ensures student and family engagement and continuity of academic instruction



CDE will post guidance on ICPs by March 1, 2025



LEAs must include ICP in CSSP by July 1, 2025



Instructional Continuity Plan & Form J-13A

Form J-13A submittals in FY 2026-27 will require LEAs to certify that they have a CSSP which includes an ICP meeting the following requirements:

Within 5 calendar days:

Procedures to provide two-way communication with families and students

10 instructional days:

A plan to provide in-person or remote instruction (or enrollment in another LEA)

If the LEA did not meet these requirements, it must describe the circumstances that prevented it from doing so and explain what engagement and instruction, if any, it did provide.

*The CSSP certification process will replace the IS plan certification process on July 1, 2026.



Form J-13A Reminders (1)

- LEAs are encouraged to add days and/or minutes of instruction to the school calendar when instructional days and minutes are lost.
- Submit Form J-13A requests only after the event concludes.



Form J-13A Reminders (2)

Built-in Days

- CDE recommends that LEAs evaluate the need for built-in days in their school calendar based on school closure history.
- If an LEA experiences a school closure, CDE will continue to recommend that the LEA use all available built-in days, or add days, if possible, prior to submitting a Form J-13A request.
 - However, the approval of a Form J-13A is not contingent on an LEA's use of their built-in days.
 - Considering stakeholder feedback, the built-in day policy's purpose, and the increased focus on instructional continuity post-pandemic, particularly with the mandated independent study plan, CDE has deemed the built-in day requirement for the Form J-13A unnecessary.



Form J-13A Reminders (3)

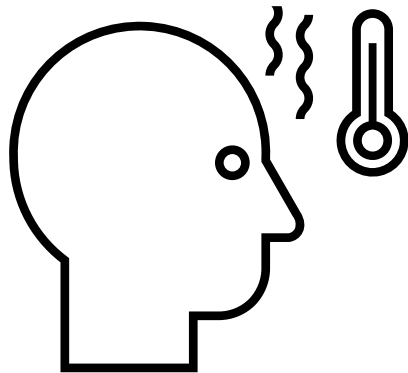
- An LEA may combine multiple events into one Form J-13A submittal.
- If combining events, LEAs should clearly identify in the request the applicable dates for each event; identify which event is submitted for school closure or material decrease; and, if a portion of the request is solely for instructional time credit, indicate applicable dates.
 - This indication can be made in Section B: Part I “Nature of Emergency” field.
 - Ensure all necessary supporting documentation accompanies the request.



Form J-13A Reminders (4)

Closure or Material Decrease Due to COVID-19 or Other Illness

- LEAs may submit a Form J-13A request due to school closure and/or a material decrease in attendance due to COVID-19 or other illness.



- Any request submitted due to COVID-19 or other illness, will require signed documentation from the local county health department to substantiate the request.
- If the request is submitted for a material decrease, the attendance recorded on the date(s) of emergency must be 90% or less than normal attendance.



Form J-13A Reminders (5)


Remember:

- For FY 2024-25, the existing requirements for independent study documentation **still apply.**
- Include the Certification Form for Independent Study and an Independent Study Plan with the first Form J-13A submission of the fiscal year.



Quick Reference Guide

- In July 2023, CDE published a Quick Reference Guide for Form J-13A – School Closures.
- This guide has helpful information for LEAs prior to, during, and after an emergency.
- LEAs can find this reference guide in the Resources section at the end of this presentation under Form J-13A.



REFERENCE GUIDE FOR FORM J-13A – School Closures

OVERVIEW

WHAT IS A FORM J-13A?	SHOULD I CLOSE DURING AN EMERGENCY?
<ul style="list-style-type: none"> • The Request for Allowance of Attendance Due to Emergency Conditions (Form J-13A) is used to obtain approval of attendance and instructional time credit in the event of an emergency when one or more schools were closed, when schools were kept open but experienced a material decrease in attendance, or when attendance records have been lost or destroyed. • The California Department of Education's (CDE) approval of the Form J-13A, combined with other attendance records, serves to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty. 	<ul style="list-style-type: none"> • It is a local decision whether a school should close due to an emergency. The LEA should consult with local government agencies to help make this determination. • CDE reminds LEAs to be mindful of lost instructional time while balancing the health and safety of students and staff. • Independent Study cannot be used to generate attendance for apportionment during an emergency school closure. However, LEAs are encouraged to provide the opportunity to earn academic credit through independent study. Please see the AA & IT Independent Study Frequently Asked Questions web page for more information, https://www.cde.ca.gov/ips/ps/instructional/imeba.asp.

PREPARATION IN THE EVENT OF AN EMERGENCY

WHEN AN EMERGENCY STRIKES:	BEFORE PROCEEDING WITH A FORM J-13A:	WHEN PREPARING TO FILE A FORM J-13A:
<ul style="list-style-type: none"> • Prioritize the health and safety of all students, staff, and families during an emergency. • In the majority of cases, there is no immediate impact on an LEA's funding so filing a Form J-13A waiver request is not urgent. 	<ul style="list-style-type: none"> • Utilize all available built-in emergency days scheduled in the school calendar. • If possible, add instructional time to the school calendar. • Determine if a Form J-13A is needed for partial day closures. 	<ul style="list-style-type: none"> • There is no timeline for a Form J-13A submission, so submit your Form J-13A request when it's right for your LEA. • Utilize Form J-13A resources (FAQs, Webinars, Submission Documents) on CDE website.

SUBMISSION REQUIREMENTS

HOW TO COMPLETE THE FORM:	INDEPENDENT STUDY PLAN REQUIREMENT:	KEY REMINDERS:
<ul style="list-style-type: none"> • Ensure all applicable pages of the form are completed. • Attach all necessary supporting documentation and a school calendar. • The Form J-13A affidavit must be signed by all applicable parties. • The Form J-13A must be approved by the LEA's county office of education before it is submitted to the CDE. • Email or mail the original hardcopy Form J-13A and supporting documentation to CDE. 	<ul style="list-style-type: none"> • All LEAs must submit both a Certification Form for Independent Study (IS) and an IS plan with the first Form J-13A request submitted for a fiscal year. (Education Code Section 46393). • The IS plan can be a board policy, master agreement or any other relevant documentation as long as it adheres to the conditions in the IS Certification Form. 	<ul style="list-style-type: none"> • Once an emergency is over, a Form J-13A request may be submitted as soon as possible once the LEA has determined the exact number of school closure days for the request. • For more information regarding the documentation for a Form J-13A submittal, please refer to FAQ #20 on the Frequently Asked Questions Form J-13A web page, https://www.cde.ca.gov/ips/ps/formj13afaq.asp.

RESOURCES

FORM J-13A AND SUBMISSION DOCUMENTS	QUESTIONS
<ul style="list-style-type: none"> • The Form J-13A is located at: https://www.cde.ca.gov/j13a/ca/j13a.asp. • Form J-13A submission documents are located at: https://www.cde.ca.gov/j13a/ca/j13a/forms.asp. • Form J-13A Submittal Inbox: J13ASubmittals@cde.ca.gov. 	<ul style="list-style-type: none"> • Email questions regarding the Form J-13A to AttendanceAccounting@cde.ca.gov. • To reach CDE's Emergency Services Team, email EmergencyServices@cde.ca.gov.

School Fiscal Services Division | 916.324.4541 | July 2023



Resources



School Fiscal Services Division



CDE Web Resources

- *****NEW:** Instructional Time and Attendance Accounting: <https://www.cde.ca.gov/fg/it/index.asp>
- Compulsory Education – Child Welfare and Attendance: <https://www.cde.ca.gov/ls/ai/cw/>
- IS Frequently Asked Questions: <https://www.cde.ca.gov/sp/eo/is/faq.asp>
- Dual Enrollment Frequently Asked Questions: <https://www.cde.ca.gov/fg/it/dualenrollment.asp>
- IS Ratio Calculations: <https://www.cde.ca.gov/sp/eo/is/calculations.asp>
- CBIS ADA Adjustment: <https://www.cde.ca.gov/fg/aa/pa/pa2425rates.asp>
- SBE Waiver Frequently Asked Questions: <https://www.cde.ca.gov/re/lr/wr/faq.asp>
- Transitional Kindergarten:
<https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp> and <https://www.cde.ca.gov/fg/it/tkfiscalfaq.asp>
- Form J-13A: <https://www.cde.ca.gov/fg/it/j13a.asp>



Form J-13A Resources

- Form J-13A: <https://www.cde.ca.gov/fg/it/j13a.asp>
- Form J-13A School Closure Quick Reference Guide:
<https://www.cde.ca.gov/fg/it/documents/j13aquickreference.pdf>
- Form J-13A Submission Documents: <https://www.cde.ca.gov/fg/it/j13aforms.asp>
- Form J-13A Submittals:
 - Email J13ASubmittals@cde.ca.gov
- Form J-13A Submission Questions:
 - Email ATTENDANCEACCOUNTING@cde.ca.gov
- Emergency Services Team:
 - Email EmergencyServices@cde.ca.gov



EC References Specific to School Districts and COEs

- Annual Instructional Minutes – *EC* Section 46201.5 and 46207
- Annual Instructional Days – *EC* sections 46200.5 and 46208
- Minimum School Day – *EC* sections 8973, 46100, 46112-46115, 46117, 46141-46142, 46146-46146.5, 46170, 46180, 46307, 48645.3, 48663
- Attendance Recordkeeping– *EC* Section 44809; *CCR*, Title 5, Section 401
- Attendance for the purpose of apportionment – *EC* sections 46010.3, 46300
- Transitional Kindergarten – *EC* sections 48000, 48000.1, and 48000.15
- Equity length of time – *EC* Section 37202
- Four-day School Week - *EC* sections 37700(a) and 37711



EC References Specific to Charter Schools

- Annual Instructional Minutes – *EC* Section 47612.5(a)(1)
- Annual Instructional Days – *EC* Section 47612
- Classroom-based ADA – *EC* Section 47612.5(e)(1)
- Nonclassroom-based ADA – *EC* Section 47612.5(e)(2)
- Transitional Kindergarten – *EC* sections 48000, 48000.1, and 48000.15
- Attendance for the purpose of apportionment – *EC* sections 47605(l), 47612.5(e)(1)
- Contemporaneous Attendance Records – *EC* Section 47612.5(a)(2)



EC References Specific to Independent Study

- IS ADA – *EC* sections 46300 - 46300.7
- Charter school IS:
 - *EC* Section 47612.5
 - *CCR*, Title 5, sections 11960, 11963 - 11963.7
- IS program requirements and restrictions on apportionment – *EC* sections 51744 – 51749.3
- CBIS program and requirements – *EC* sections 51749.5 - 51749.6
- General IS provisions, standards and charter school specific provisions – *CCR*, Title 5, sections 11700 – 11705



EC References Specific to Attendance Recovery

- *EC* Section 46010(b): Ineligibility of charter schools operating under a special partnership pursuant to 47612.1
- *EC* Section 46111: TK/K students in Attendance Recovery may exceed four-hour limit to day
- *EC* Section 46120: Use of ELO-P funds to support Attendance Recovery
- *EC* Section 46210: Establishing an Attendance Recovery program
- *EC* Section 46211 (highlights)
 - Minimum days under *EC* sections 46112, 46113, 46117 and 46141 apply to all LEAs including charter schools for the purpose of Attendance Recovery
 - Nonclassroom-based schools and full-time independent study students are not eligible to participate in Attendance Recovery programs
 - Attendance Recovery programs will be audited beginning in FY 2025-26



CDE Contact Information

- For questions related to attendance for apportionment, instructional time, and the Form J-13A, please contact:
ATTENDANCEACCOUNTING@cde.ca.gov
- For questions related to the Form J-13A submittal process, please contact:
J13ASubmittals@cde.ca.gov



Thank you!

