

Fall 2025

Attendance Accounting and Instructional Time Requirements

Presented by: School Fiscal Services Division



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
- **CDS** = County-District-School
- **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



Acronyms (2)

- **FTE** = Full Time Equivalent
- **FY** = Fiscal Year
- **GSA** = Grade Span Adjustment
- **HSC** = *Health and Safety Code*
- **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
- **MOU** = Memorandum of Understanding
- **PA** = Principal Apportionment
- **PADC** = Principal Apportionment
Data Collection
- **SB** = Senate Bill
- **SBE** = State Board of Education
- **SIS** = School Information System
- **TK** = Transitional Kindergarten
- **UPP** = Unduplicated Pupil Counts



Agenda (1)

Instructional Time

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- Supervisory Requirements
- Annual Day and Minute Requirement
- Minimum Day Requirements
- TK Instructional Time Scenario
- School Calendar
- Bell Schedules
- SB 328 – Late Start Time
- SB 291 – Recess Time
- Best Practices
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- Importance of Funding Requirements
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Agenda (2)

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- Scheduling
- Conditions of Apportionment
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- Instructional Requirements
- AR Minimum Day
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- Receiving ADA Credit
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Agenda (2)

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Agenda (3)

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Form J-13A & Instructional Continuity

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- Emergency Timeline
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- Instructional Continuity Plan
- Instructional Continuity & Form J-13A
- Implementation Timeline
- 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.

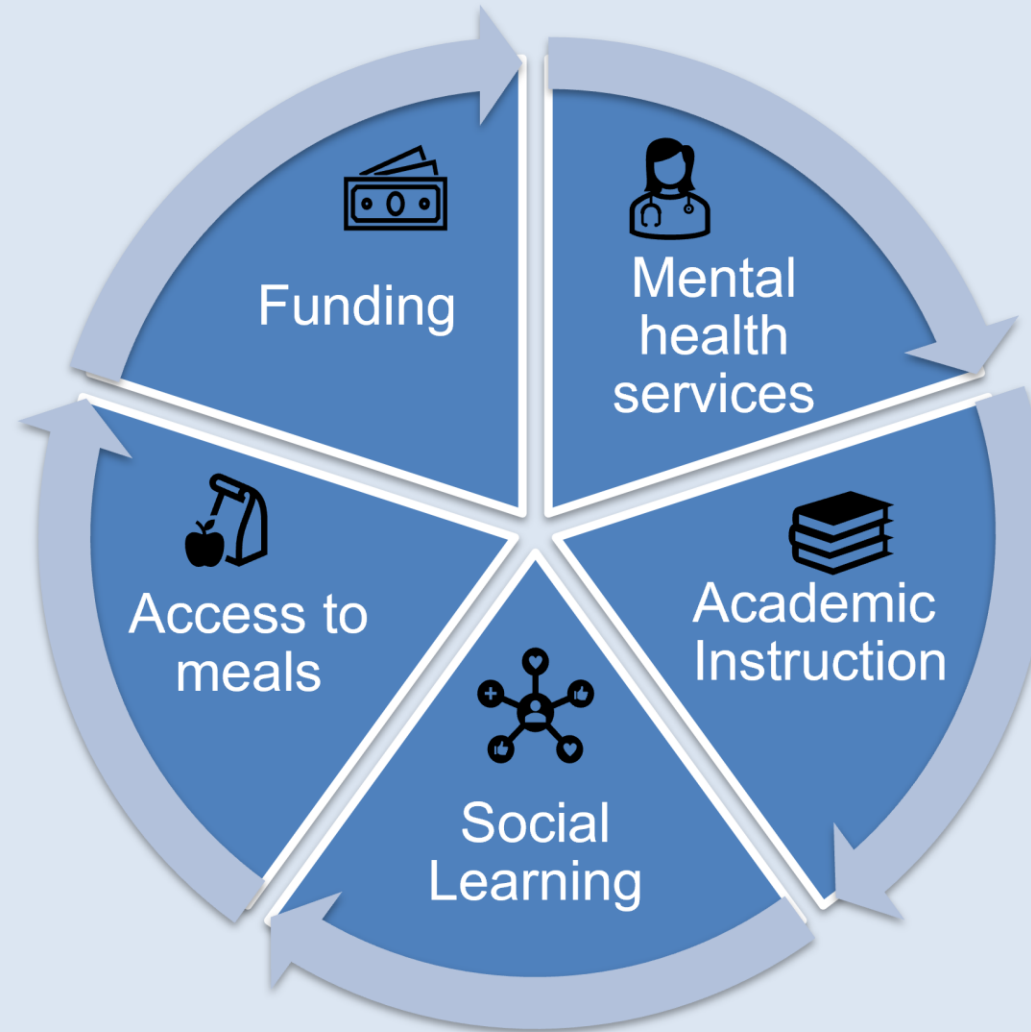
Additionally, the information provided in this webinar is based on current laws and regulations as of August 19, 2025. Any legislative changes made after August 19, 2025 will be updated separately in future communications provided to the field.



Instructional Time



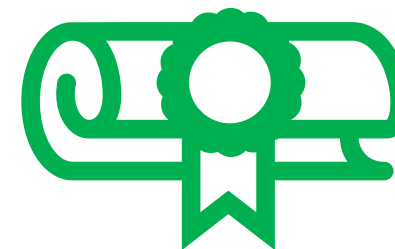
Importance of Instructional Time



Supervisory Requirements

- For all LEAs, instructional time is counted when the student is:

- in attendance under the immediate supervision and control of a certificated employee of the LEA,
- engaged in educational activities required of them,
- and attendance is taken.



- Supervisory requirements are included in the Annual Audit.
 - Teacher Certification and Misassignment are audited.



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	<i>EC</i> Section
TK/Kindergarten	180 minutes	46117
Grades 1-3	230 minutes	46112
Grades 4-8	240 minutes	46113
Grades 9-12	240 minutes	46141
ECHS & MCHS	180 minutes (Dual Enrollment)	46146.5
ECHS & MCHS	240 minutes (Non-Dual Enrollment)	46146.5



Minimum Day Requirement (3)

Grade/Setting	Minimum Schoolday	EC 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



TK Instructional Time Scenario

Scenario:

School District A schedules TK classes for 180 minutes a day across 180 instructional days.

Question: would this schedule meet all of the instructional time requirements?

- **Answer:** While the days of instruction would count towards the annual day and minute requirements, without additional minutes added throughout the schoolyear, the annual minute requirement of 36,000 minutes would not be met.
- **Note:** The annual instructional time requirements are *not* waivable by the California SBE.



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



Summer School Attendance

Attendance during summer months does not generate ADA for apportionment unless it is part of the regular school year or for ESY programs.

- To generate ADA during the summer months, the summer months would need to be part of a full school year.
- Temporary enrollment during the summer may indicate failure to meet the instructional time offering requirements and lead to ineligible ADA and data reporting errors in CALPADS.

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



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.



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 328 – Optional Zero Periods



- Optional Zero Periods offered at non-rural school district and charter middle or high schools before 8:00 and 8:30am:
 - Are not included in the instructional time calculations
 - Are not included in ADA calculations



SB 291 - Recess



EC Section 49056 requires LEAs that offer recess to provide no fewer than 30 minutes on regular school days and 15 minutes on 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)

- ✓ Confirm the calculation of annual instructional minutes for the school year.
- ✓ Review bell-schedules for each school-site.
- ✓ Ensure that students are offered a full range of classes.



Instructional Time Offering Best-Practice Checklist (2)

- ✓ Verify that any passing time is for the *actual time* it takes to pass between different classrooms.
- ✓ Ensure any exceptions to student offerings (such as students participating in dual enrollment) meet the instructional time requirements.
- ✓ Verify that instructional time is provided by certificated employees of the LEA.



Instructional Time Compliance (1)

Instructional Time requirements that are verified during the Annual Audit:

Audit Requirement	Annual Day	Annual Minutes	Daily Instructional Minutes	Optional Classes	Multi-track Calendar
School District	YES	YES	YES	YES	YES
Charter School	YES	YES	NO	YES	YES

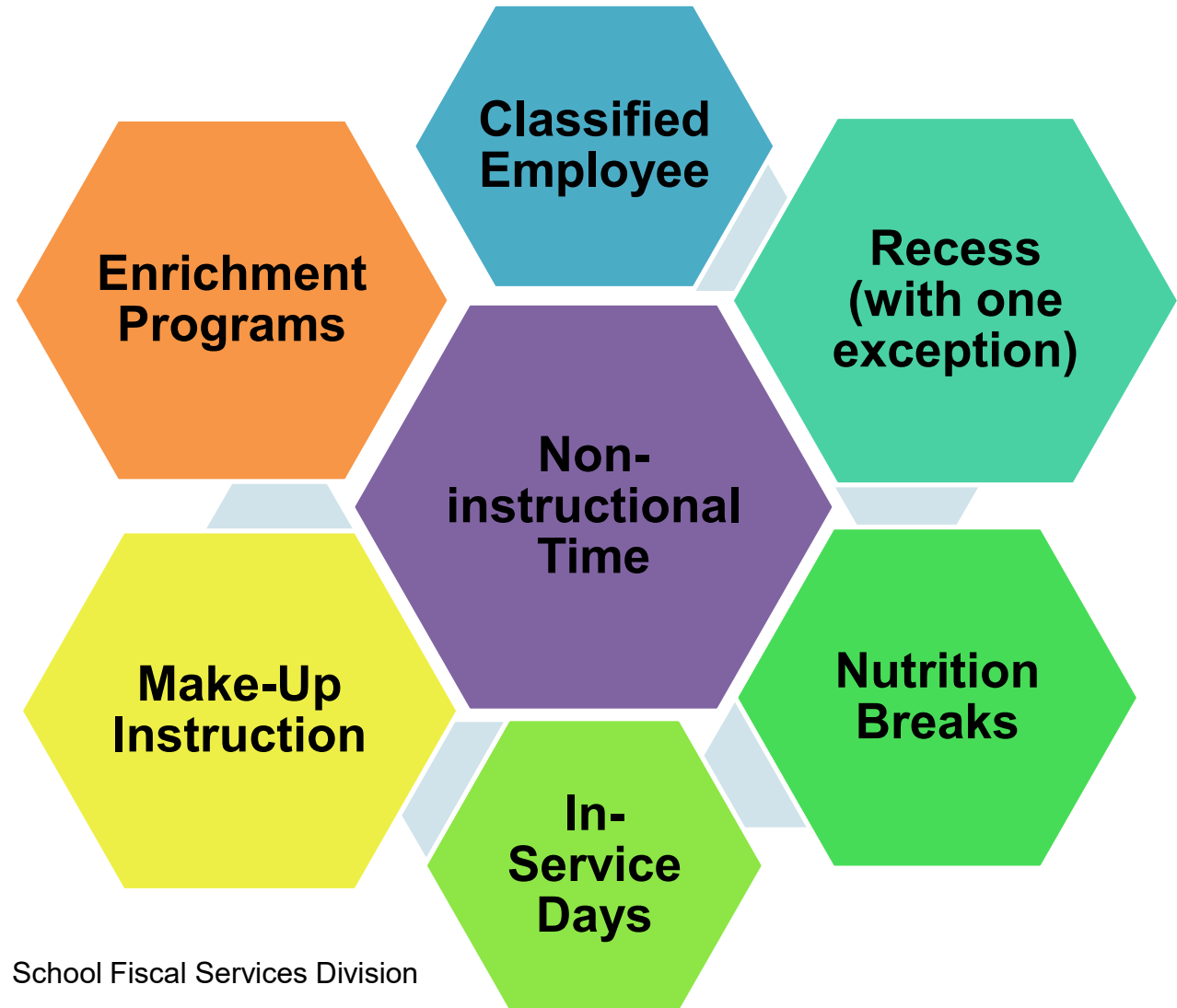
Failure to meet the annual day and minute requirements results in separate fiscal penalties.



Instructional Time Compliance (2)



What does **not** count as instructional time?



Instructional Time Compliance (3)

Does anything else not count as Instructional Time?

- **Restricted Educational Offerings:**

- Optional Zero Periods that are not a true offering (e.g. only band or sports)
- Instruction offered during Lunch
- Instruction that conflicts with Transportation Schedule
- Instruction that does not meet the requirements of SB 328

- **Passing Periods between programs**

- Ex: going from a high school class to a community college class



Attendance for Apportionment

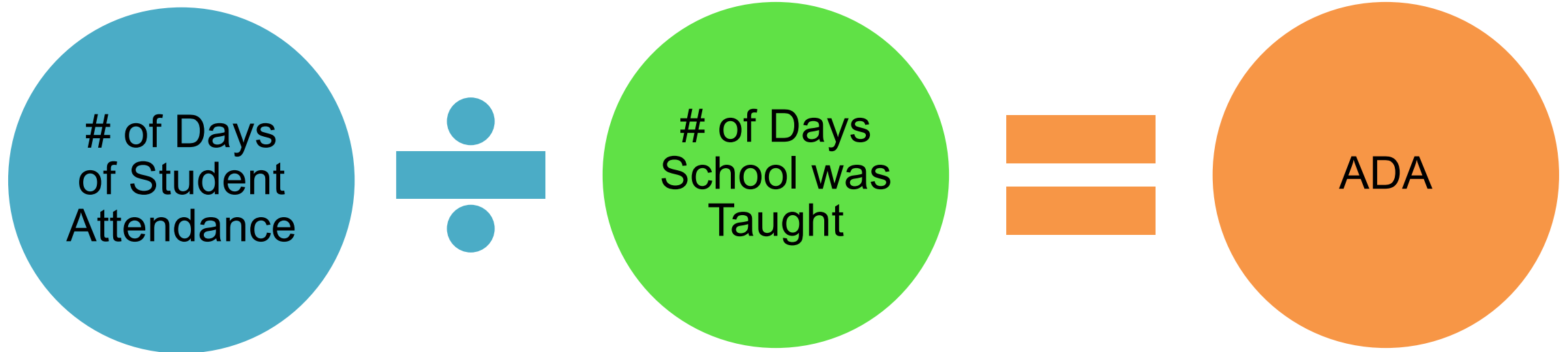


Attendance Accounting Basics

- 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 are offered the required number of days and minutes.
 - Students are under the immediate supervision and control of a 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 during their annual audit in order to avoid fiscal penalties.



Formula for Computing ADA



Notable Funding Requirements (1)

Requirement	Description	Annual Audit
Instructional Time	- Full annual offering of minutes and days ➤ School Districts: daily scheduling requirements ➤ Charter Schools: do not have minimum day requirements	YES
Attendance	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	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	• 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	• School Districts: must be a resident of the School 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	- Students must receive appropriate immunizations to participate in in-person instruction. - Conditional admission permitted only if requirements of CCR, Title 17, Section 6035 are met. - Not applicable for students with IEPs and students participating in IS programs.	YES
ADA Limitations	- Each student cannot generate more than one day of attendance per day. - Some ADA is not fundable: ➤ Excess IS ADA ➤ Continuation and Opportunity schools and programs IS ADA over the 10% threshold	YES



Effect on State Funding Levels

ADA drives PA calculations that adjust the flow of state funds throughout the year

PA includes the LCFF, the primary source of unrestricted funds

Also: Special Education (AB 602), ELO-P, TK Add-on, Proposition 28, and others

Most attendance-based funding uses P-2 ADA (attendance months that end by Apr. 15)

Annual ADA contributes to calculation of Lottery payments and a few other programs



Attendance Recovery



Overview (1)

Purpose

- Help LEAs recoup instructional opportunities missed due to high absenteeism rates
- Enable LEAs to recover funding lost due to absences
- Increase student access to instruction

Offering

- Voluntary for
 - LEAs to offer
 - students to participate
- If offered, LEAs decide locally when to provide access
- ELO-P funds may be used to support AR when conditions are met

Eligibility

- Starting FY 2025-26
- School districts, COEs, and classroom-based charter schools may offer to TK/K-12 students
- Classroom-based students only



Overview (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

- ADA recovery capped at the fewer of:
 - 10 days per student, or
 - student's total absences
- Absence must be recovered in same FY
- Does not count toward regular instructional time
- AR does not affect attendance for compulsory education

Timeframe

- Can operate before or after school, on weekends, or intersessional days
- Participation time may accrue in increments of one hour
- AR participation can occur before absence accrues



Eligibility (1)

Eligibility Conditions	Requirement
Effective year	FY 2025-2026
Grade	TK/K-12
LEA Type	School districts, COEs, and classroom-based charter schools Nonclassroom-based charter schools and charter schools operating under a special partnership are not eligible
Mode of Instruction	Classroom-based only: Students are not eligible while they are participating in long-term independent study
Participation	Not compulsory, nonpunitive. No fee for participation.



Eligibility (2)

- Students cannot participate in AR remotely or through IS.
 - In-person instruction is a condition of apportionment.
- A student is considered to be participating in long-term IS (school district) or enrolled in a nonclassroom-based program (charter school) when they are participating continually in traditional IS for a span of 16 or more school days.
 - A student who participated in long-term IS earlier in the year but is currently receiving instruction in a regular classroom-based program is eligible to participate in an AR program.



Scheduling (1)

- AR programs occur outside of the regular day of instruction.
 - Weekends, intersession days, or before or after school
 - Cannot be offered during recess times in the school day
 - May operate before “earliest start times” of school districts per *EC* Section 46148
- Participation time in AR may be accrued before a student is absent.
 - Including between July 1 and the first day of school
 - ADA can only be claimed for absences that a student has actually accrued in the same FY



Scheduling (2)

LEAs decide locally whether to operate an AR program, and which students will be offered AR.

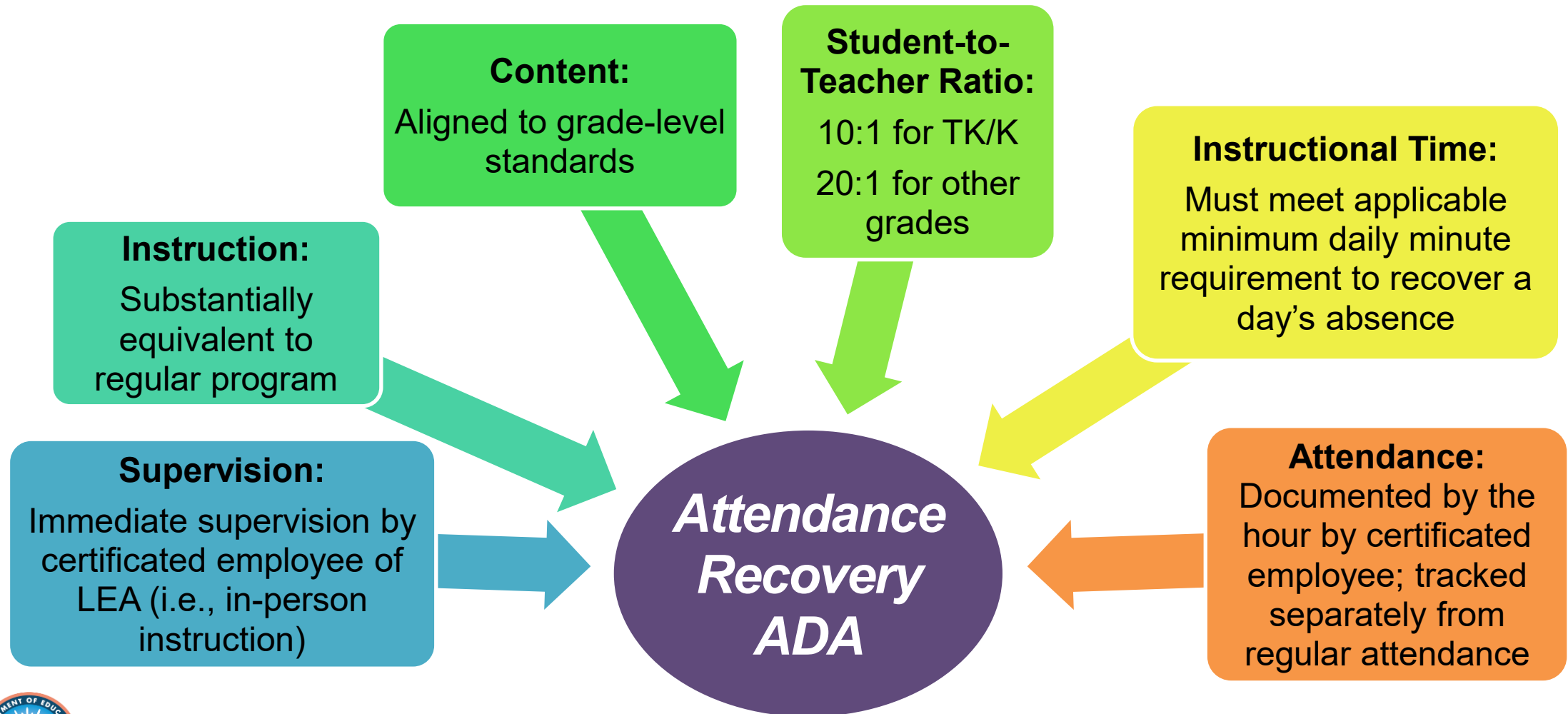
- AR does not have to be offered to all grade levels.
- Legislative intent supports prioritizing high-needs students and vulnerable groups when implementing strategies to address absenteeism.

When the program is made available to a student, LEAs must give students a chance to participate during each school term.

- E.g., at least once per semester or quarter



Conditions of Apportionment



Supervision Requirements

- AR programs must maintain student-to-certificated employee ratios:
 - 10:1 for TK and Kindergarten
 - 20:1 for grades 1-12
- Students in AR must be under the immediate supervision and control of a certificated employee of the LEA.
 - Third-party vendors may not supervise AR.
- Employees who are qualified to teach in a TK/K-12 classroom during the regular school day will meet the supervision requirements for AR.



Instructional Requirements

- Students in AR engage in educational activities that:
 - Are substantially equivalent to regular instruction
 - Align content to grade-level standards
 - May include one-on-one or small group tutoring
- Students with IEPs may participate if consistent with the goals in their IEP.
 - When an individual's plan specifies an alternate minimum school day length, those minutes are the applicable minute requirement for AR for the individual (*EC* Section 46211(e)(1)).



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

Continuation High and
Opportunity: 180 minutes

County Community and
Juvenile Court: 240 minutes

Community Day: 360
minutes

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 AR programs.*



Charter Schools

For the purpose of generating ADA through an AR program the following minimum daily minute requirements apply to charter schools:

Grade/Setting	Minimum Daily Minute Requirement	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



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.
- Absences due to conditions that legally exclude a student from school (e.g. suspensions, lack of immunization records) cannot be made up through either AR or Saturday School.
- Limit of one AR ADA per calendar day of AR participation.
- AR sessions are not included in instructional time for the purpose of meeting annual day and annual minute requirements.



Recordkeeping Requirements

- AR attendance must be tracked and reported separately from regular school day attendance.
- A student may meet the minimum day requirement in one-hour increments over multiple days.
 - Attendance credited in whole days only once the applicable requirement is met.
 - Fractions of an hour are not pro-rated and do not carry forward.
- Attendance records are used to substantiate hours of AR participation for the purpose of the annual audit.
 - Refer to steps HZ.1.c through HZ.1.h. in the 2025-26 Audit Guide for procedure details.
- LEAs should consult with their independent auditor and SIS vendor to ensure appropriate recordkeeping for ADA compliance.



Receiving Average Daily Attendance Credit

Absence



Student misses day of required attendance

Participation



- Recorded by certificated employee of LEA
- May be logged by the day or 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



- ADA earned this way must be tracked separately
- Credited in full days to the month of the absence
- Original absence code is not changed



Reporting Average Daily Attendance

- AR attendance will be included in regular ADA totals when reported in the PADC Web Application.
- AR ADA will also be reported separately from all other ADA on an informational line.
- LEAs may begin claiming attendance through AR starting with the First Principal Apportionment (P-1) reporting.
 - P-1 due January 15, 2026 for all full attendance months completed on or before December 31.



Audit Compliance

EC Section 46211(d)

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

EC Section 46211(e)

- Minimum day requirements, including minimum day for students with an IEP
- Documentation of participation hours 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



Expanded Learning Programs and Attendance Recovery

- When LEAs operate ELO and AR programs at the same time, the requirements for each program must be met separately.
 - AR hours do not count towards meeting the statutory requirement for the daily length of ELO-P.
- When provided, AR must be a voluntary option in addition to ELO-P offering.
- Students who participate in AR retain the ability to participate in ELO-P.
- ELO-P funds are allowed to be used to support AR if conditions are met:
 - Both programs are offered at the same time and at the same school site.
 - The AR program is operated by the LEA.



Independent Study



Independent Study Overview (1)



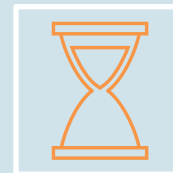
An optional educational program which LEAs may, but are not required to, offer



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

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

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

School districts and COEs

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

Charter schools

- Students must complete a work product that equates 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 an MOU, must provide general supervision of the student's CBIS program.



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

Duration of the course(s).

Number of equivalent daily instructional minutes for each schoolday that a student is enrolled.

Number of equivalent total instructional minutes.

Number of course credits for each course.



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



Independent Study Eligibility (1)

IS Condition of Apportionment	School district or COE	Charter schools
Students must be enrolled in a school and identified by grade level and program placement.	YES	YES
IS participation must be voluntary, and all students must have a classroom option.	YES	YES
Expelled students are only eligible for IS when a return to in-person instruction is offered as well.	YES	YES
Students must be residents of the county or adjacent county.	YES	YES
Students with an IEP must have IS included in the IEP to participate in an IS program.	YES	YES
ADA is not generated for full-time IS if a student is enrolled based on parent/guardian work location.	YES	YES



Independent Study Eligibility (2)

IS Condition of Apportionment	School district or COE	Charter schools
Students over 21 cannot generate IS ADA. Students that have not been continuously enrolled since their 18 th birthday can only generate IS ADA until they are 19.	YES	NO
Students between 19 and 22 may participate in IS if they have been continuously enrolled since their 18 th birthday and are making satisfactory progress towards a high school diploma.	NO	YES
IS students enrolled in an exclusive partnership program are exempt from the age eligibility requirements.	N/A	YES
Continuation and Opportunity students may participate in IS; 10% limit on ADA generated in IS (<i>EC</i> Section 51745(b)).	YES	N/A



Independent Study Requirements (1)

Requirement Category	Traditional IS	CBIS
Statutorily compliant board-adopted and implemented policies required	Yes	Yes
A certificated employee of the LEA must provide general supervision.	Yes	Yes
Participation must be voluntary.	Yes	Yes
Students must have the alternative of classroom-based instruction.	Yes	Yes
The duration of an IS written agreement cannot exceed one schoolyear.	Yes	Yes
Maximum of one day of attendance per student, per day.	Yes	Yes
IS cannot be used as a make-up attendance program.	Yes	Yes
ADA is generated when the time value of student work meets the applicable minimum day, as determined by a certificated employee.	Yes	No
Time spent in synchronous/live instruction can augment the time value of student work products.	Yes	No



Independent Study Requirements (2)

Requirement Category	Traditional IS	CBIS
Courses certified annually by the governing board or body.	No	Yes
Long-term IS (16 or more days): compliant written agreement signed by all applicable parties prior to commencement of IS.	Yes	Yes
Short-term IS (15 or fewer days): signed compliant written agreement may be collected during the same schoolyear.	Yes	Yes
Board policy must state that no prohibited fees are assessed.	Yes	Yes
Synchronous instruction alone does not generate ADA.	Yes	Yes
LEAs must maintain written or computer-based evidence of student engagement, such as a grade book or summary document listing all assignments, assessments, and grades.	Yes	No
LEAs must retain samples of student work products.	Yes	No



Independent Study Requirements (3)

Requirement Category	Traditional IS	CBIS
ADA is generated when students are making satisfactory educational progress in courses, including the minimum instructional minute requirements.	No	Yes
Documentation of satisfactory educational progress in each course is through grades, assessments, assignment completion, and other academic indicators.	No	Yes
A plan for student-parent-educator conferences if a lack of satisfactory academic progress is noted.	Yes	Yes
Charter schools are required to maintain a daily engagement log to document student participation in educational activities.	Yes	Yes
Tiered reengagement procedures addressing a lack of student participation or progress must be in place.	Yes	Yes
Statewide assessment results for students reported in accordance with applicable state requirements.	Yes	Yes



Independent Study Requirements (3)

Requirement Category	Traditional IS	CBIS
Courses required for high school graduation or UC/CSU admission cannot be offered exclusively via IS.	Yes	Yes
Course content must align with grade-level standards.	Yes	Yes
Money or other items of value beyond those provided to regular students/guardians cannot be given for IS (except software/connectivity).	Yes	Yes
Residency within county or adjacent county where apportionment is claimed.	Yes	Yes



Independent Study Highlights

**ADA
Computation**

**ADA
Computation
Documentation
&
Recordkeeping**

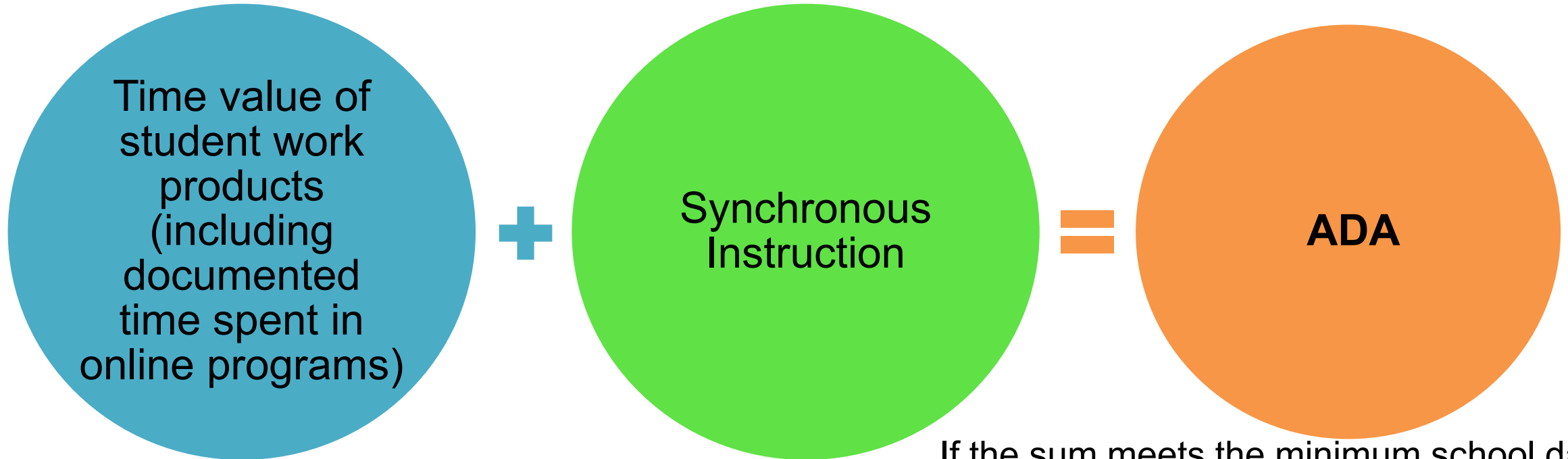
**IS not a make-
up attendance
program**

**Short-term
written
agreements**

Understanding these requirements is essential for ensuring compliance and maximizing ADA funding through independent study.



ADA Computation: Combined Time Value



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

Note: LEAs may only claim ADA insofar as a student's participation in synchronous instruction augments the time value of student work product.



ADA Computation Example: School District or COE

Calculation

The time value of student work products, including:

- The documented time value spent in asynchronous instruction, including online or computer-based programs, without a tangible work product, and
- The time value of tangible work products produced by the student

+

The time value of documented synchronous instruction (must augment asynchronous work)

=

The time value of traditional IS total in hours

÷

The number of hours in a minimum day (by gradespan)

=

The total number of days of attendance

Example

Work product time value including:

- 5 hours of documented time in online asynchronous instruction- no tangible work-verified by certificated teacher
- 25 hours of time value for tangible work products produced by the student

+

6 hours of documented synchronous instruction

=

36 hours total time value of IS

÷

4 hours (minimum day for grades 4-12)

=

9 days of attendance



ADA Computation Example: Charter Nonclassroom-Based Instruction

Calculation

The time value of student work products, including:

- The documented time value spent in asynchronous instruction, including online or computer-based programs, without a tangible work product, and
- The time value of tangible work products produced by the student

+

The time value of documented synchronous instruction (must augment asynchronous work)

=

The time value of nonclassroom-based instruction total in hours

Student engagement log lists days the student was engaged in educational activities

Teacher determination of number of days total hours equates to

=

The total number of days of attendance

Example

Work product time value including:

- 5 hours of documented time in online asynchronous instruction- no tangible work-verified by certificated teacher
- 10 hours of time value for tangible work products produced by the student

+

3 hours of documented synchronous instruction

=

18 hours total time value of nonclassroom-based instruction

5 days listed on engagement log

5 days of attendance

=

5 days of attendance



ADA Computation: Documentation

LEAs must document hours or fraction of an hour for all IS instruction
(*EC* Section 51747.5(b))



Time Value of Student Work Product



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



Synchronous instruction

Failure to properly document IS instruction may result in a noncompliance finding in the annual audit and an associated loss of apportionment.



ADA Computation: Recordkeeping

- **Teacher Record: the method for maintaining IS instruction documentation (5 CCR, Section 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



Make-Up Attendance (1)



LEAs must maintain contemporaneous attendance records by documenting each day a student is present and absent.

- An absence occurs when a student does not attend school or participate in IS.



School districts and COEs can recoup an absence for funding purposes by offering in-person Saturday School.

- Beginning this year, all LEAs can begin offering AR.



LEAs cannot use IS as a method to make up attendance once an absence has occurred and been recorded.



Make-Up Attendance (2)

Example: Student A attends school on Monday but becomes ill and misses in-person instruction on Tuesday.

- The LEA records Tuesday as an absence in the attendance register.
- The LEA can recover the absence for funding purposes via Saturday School (School District/COE) or an AR program (all LEAs).

Monday	Tuesday	Wednesday	Thursday	Friday
ADA (In-person)	Absence	ADA (In-person)	ADA (In-person)	ADA (In-person)



Make-Up Attendance (3)

Example: Student B attends school on Monday but becomes ill and misses in-person instruction on Tuesday.

- The LEA offers and provides IS to Student B on Tuesday.
- If the student agrees to participate and all other conditions of apportionment are met, the LEA records Tuesday as a day of attendance in the attendance register.

Monday	Tuesday	Wednesday	Thursday	Friday
ADA (In-person)	ADA (IS)	ADA (In-person)	ADA (In-person)	ADA (In-person)



Make-Up Attendance (4)

Example: Student C attends school on Monday but becomes ill and misses in-person instruction on Tuesday.

- The LEA did not provide IS to Student C on Tuesday.
- Since the student did not attend in-person instruction or participate in IS, the LEA must record Tuesday as an absence in the attendance register.
- If the LEA provides IS to the student once they have returned to school, it is for the purposes of academic credit only. ADA cannot be earned as a student cannot generate more than one day of attendance in a schoolday. Please see Wednesday as an example.

Monday	Tuesday	Wednesday	Thursday	Friday
ADA (In-person)	Absent	ADA (In-person) IS (Academic credit)	ADA (In-person)	ADA (In-person)



Written Agreements

Short-term Independent Study

Timeline

- A written agreement may be signed at the beginning of the schoolyear. A signed supplementary agreement is required for each instance of short-term IS. Both can be collected at any time during the same schoolyear.
- Best Practice: Provide written agreements to parents/guardians before or at the start of the schoolyear (i.e. in back-to-school paperwork) and for each instance of short-term IS.

Requirements

- All other IS 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.



Overview of Planning Considerations

Independent Study (1)

Board Policies

- All LEAs must maintain board policies to include:
 - Written agreement requirements for short-term IS
- 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)
 - Collected 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)



Overview of Planning Considerations for 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 the student time spent online or on the program

ADA Reporting

- All 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



Transitional Kindergarten



Transitional Kindergarten Age-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 FY 2025–26, 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.
- TK students enrolled by Census Day are included in UPP counts for the purposes of supplemental and concentration grants.



TK Age-Eligibility Scenario

Scenario:

TK student turns four after the first day of school but before September 1

Question: When can the LEA start claiming ADA for this TK student?

- **Answer:** Students that turn four by September 1 generate ADA for the purpose of funding beginning the first day of the school year.
- **Note:** In order to participate in public school, all TK students must meet the age-eligibility requirements provided for in *EC Section 48000(c)(1)(G)* .



Transitional Kindergarten Ratio Requirements in 2025-26

Adult-to-Student Ratio Requirement

Average Class Ratio: 1:10



EC Section

48000(g)(3)(A)



Transitional Kindergarten Class Size Requirements in 2025-26

Class Size Requirement

Average Class Size: 24 students



EC Section

48000(g)(1)



Transitional Kindergarten Teacher Credential Requirements in 2025-26

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

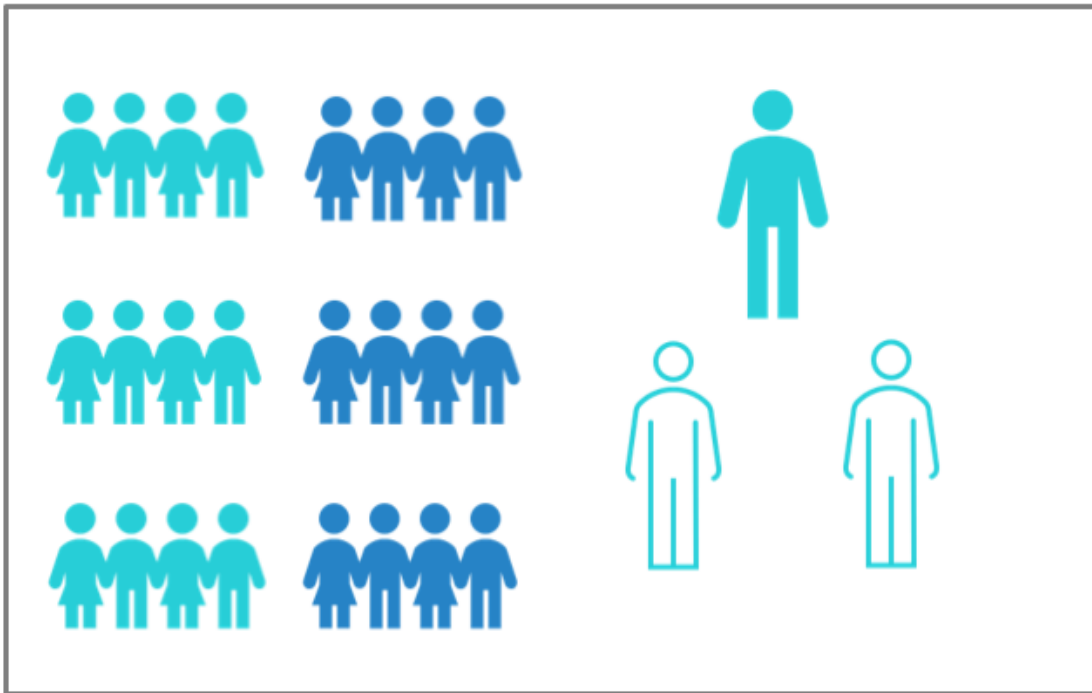
24 units in Early Childhood Education, Childhood Development, or both

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 2025-26 Requirements Summary



- Class Size Average: maximum of 24 students
- Adult-to-Student Ratio: 1:10
- TK Classroom Staffing (option):
 - 1 Certificated Employee
 - 2 assigned adults in the classroom. These adults must be employees of the LEA who are dedicated and available to all TK students for the duration of their time in the TK classroom.



Average Class Size Penalty Update

Fiscal Years 2022-23, 2023-24, and 2024-25



Fiscal Years 2025-26 and After



Sample Class Size Penalty Calculation School District

ABC School District

ABC School District with 5 schoolsites

5 CDS Codes

Affected: *Schoolsite 1 exceeds enrollment of 24*

Unaffected: *Schoolsites 2 through 5 meet requirement*

- **XYZ School District TK P-2 ADA: 120**
- **Schoolsite 1 TK P-2 ADA: 24.5**
- **Penalty: $24.5 \times \$1,067 = \$26,142$**

Notes

- A schoolsite is determined by CDS code assignment
- Districts will not incur a TK average class size penalty if receiving a TK–3 GSA penalty



Sample Class Size Penalty Calculation Charter School

XYZ Charter School

XYZ Charter School

1 CDS Code

Affected: *Schoolsite exceeds enrollment of 24*

- **ABC Charter School TK P-2 ADA: 120**
- **Penalty: $120 \times \$1,067 = \$128,040$**

Notes

- A schoolsite is determined by CDS code assignment



Transitional Kindergarten Online Resources and Tools

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

www.cde.ca.gov/fg/it/tkfiscalfaq.asp

- SFSD's TK Compliance Calculator is located here:

www.cde.ca.gov/fg/au/ag/penaltycalc.asp



Form J-13A & Instructional Continuity



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
 - Material Decrease - School open but ADA Declines – allows LEA to recoup funding by adjusting ADA

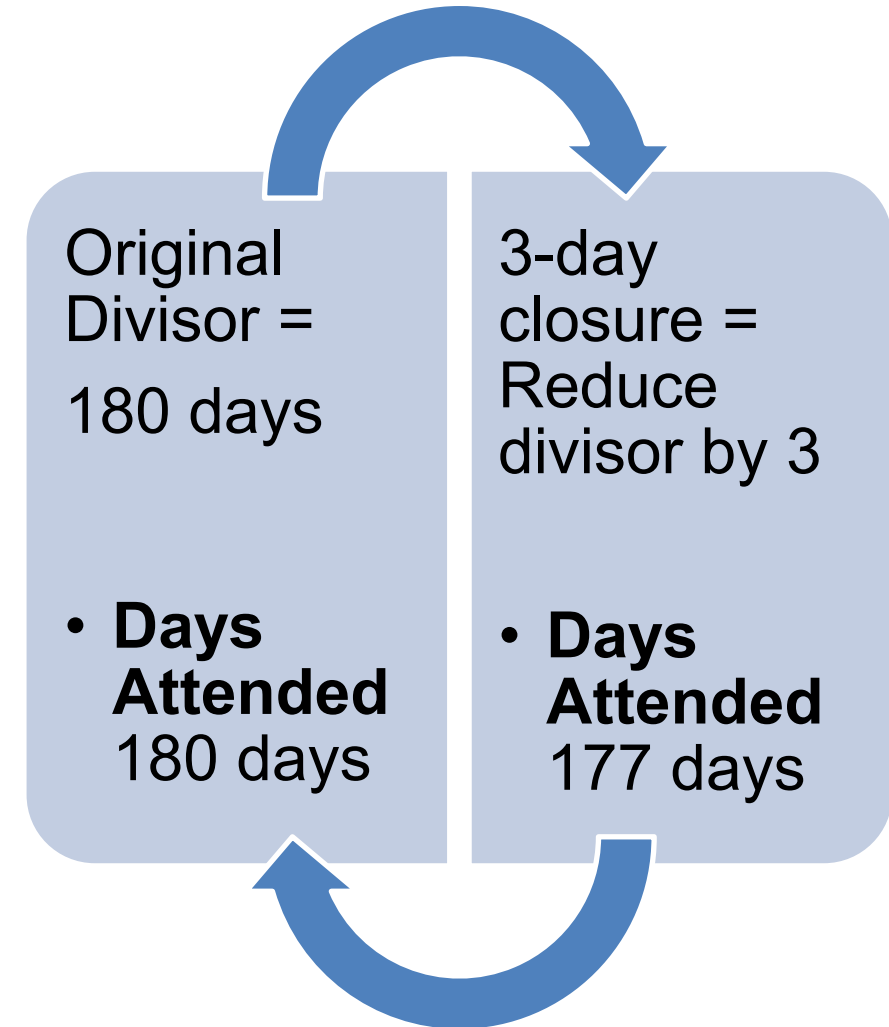
Approvable Events	Non-approvable Events
• Act of Nature (wildfire, floods, etc.) • Inclement weather • Pandemics • Threats of violence • Power loss • Etc.	• LEA Employee Strikes • Student Protests



Funding Impact (1)

School Closure – School District (no fixed divisor)

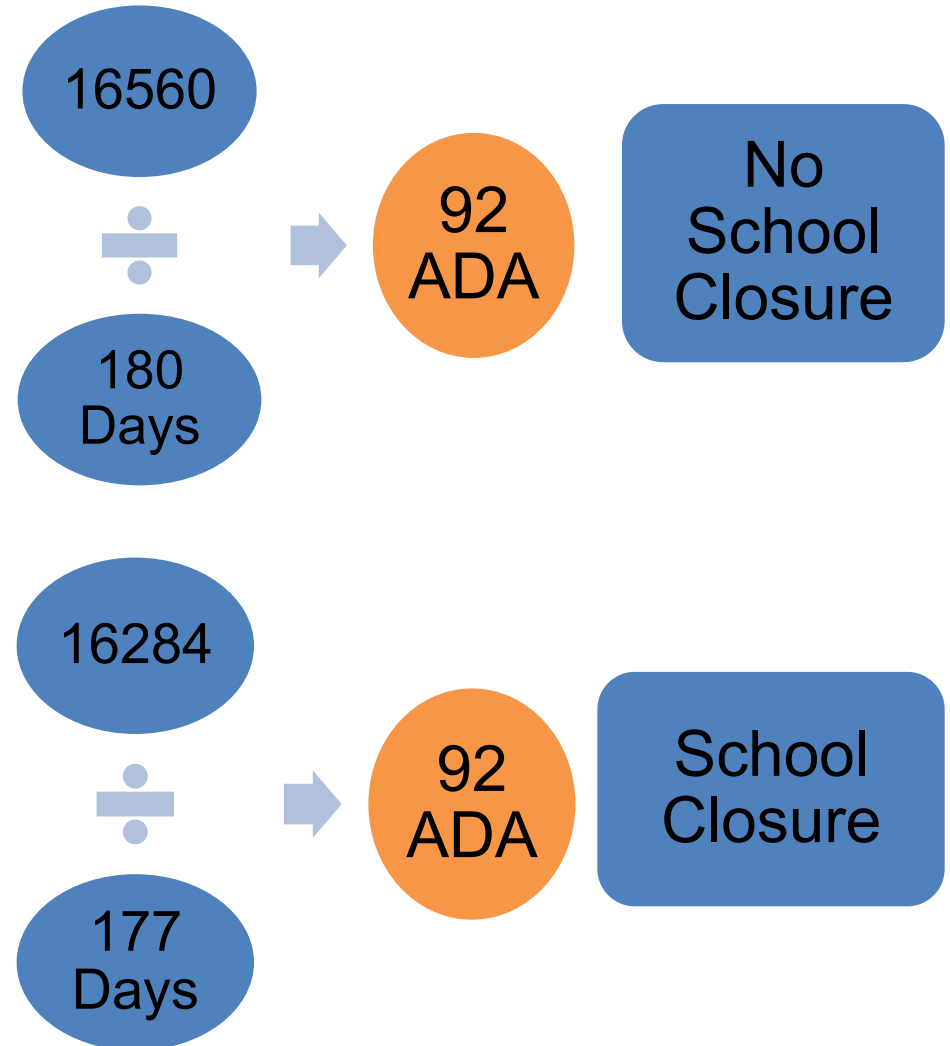
- For school districts without a fixed divisor that calculate ADA based on days taught, the LEA should reduce their divisor (days taught) for any school closure when reporting P-1, P-2, or Annual ADA to CDE, regardless of whether the Form J-13A closure request has been approved or not, because it was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



Funding Impact (2)

XYZ School District

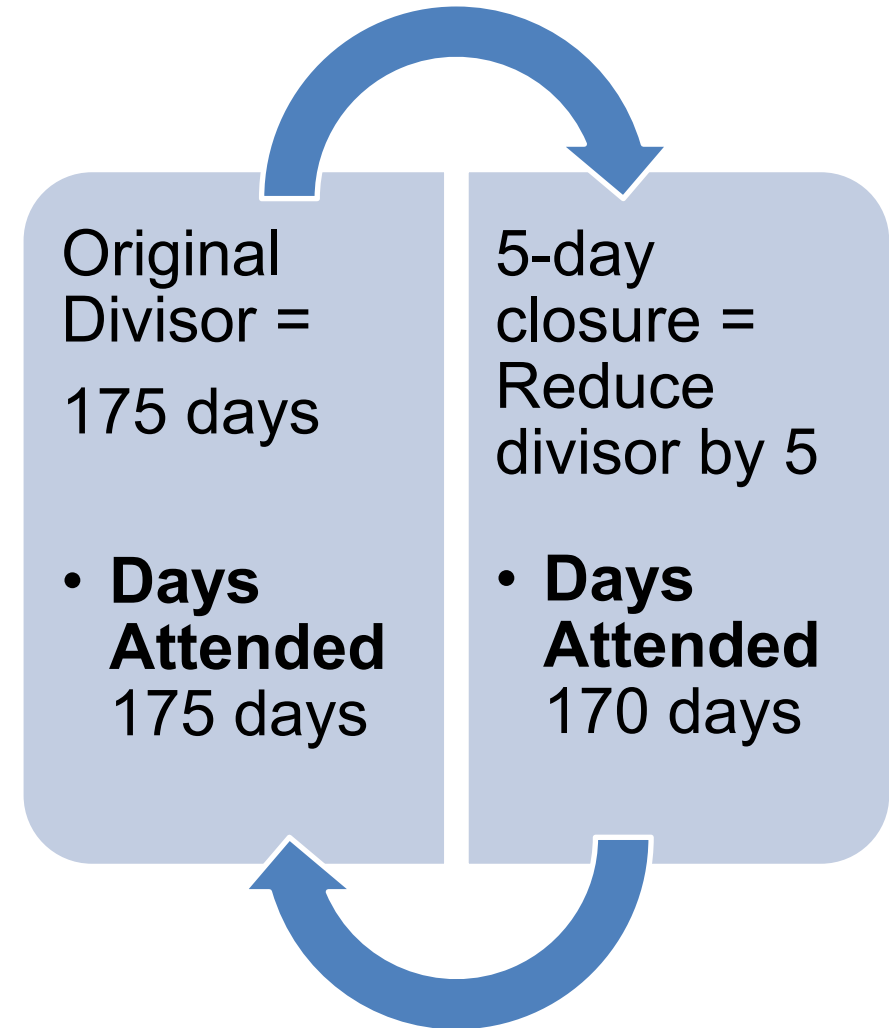
- Student population of 100
- Average absence rate of 8% (92 students attending each day)
- Experiences a 3-day closure due to snow
- Reduces the divisor (days taught) from 180 to 177
- ADA remains the same and maintains the same level of funding



Funding Impact (3)

School Closure – Charter School

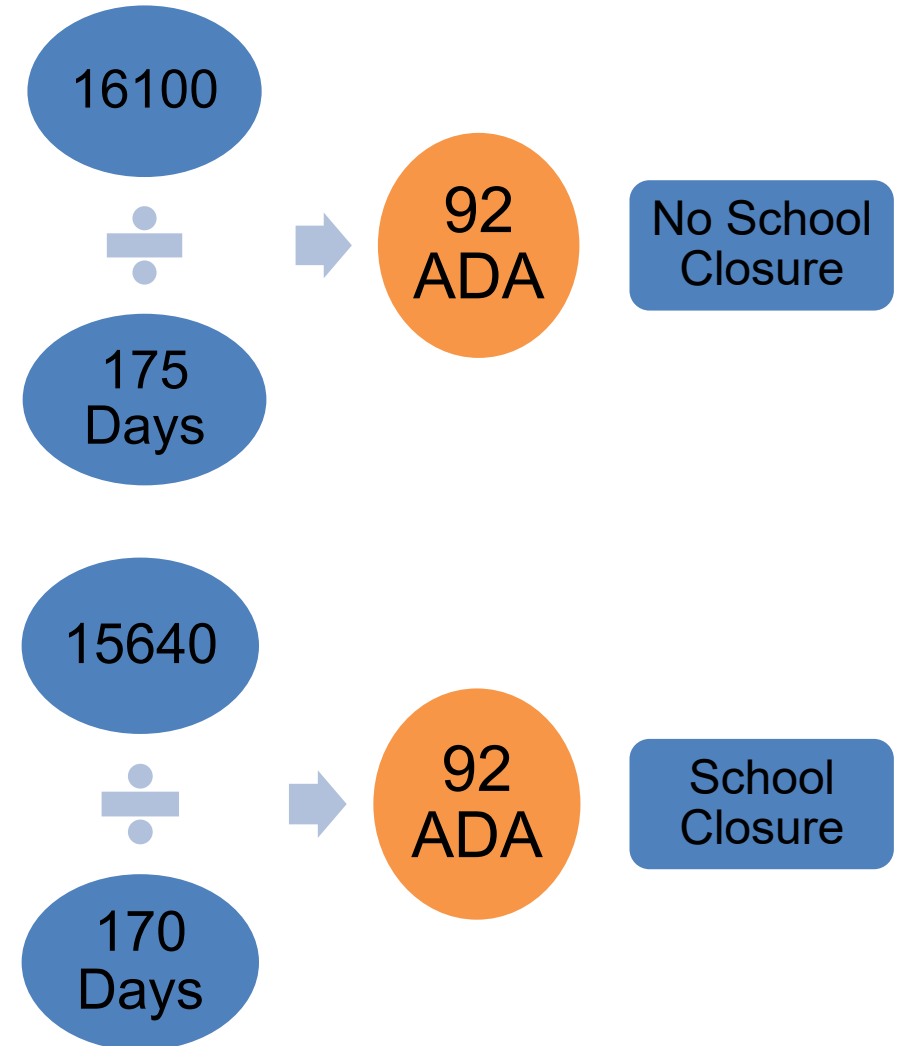
Charter schools should reduce their divisor (days taught) for any school closure when reporting P-1, P-2, or Annual ADA to CDE, regardless of whether the Form J-13A closure request has been approved or not, because it was not a day of instruction.



Funding Impact (4)

XYZ Charter School

- Student population of 100
- Average absence rate of 8% (92 students attending each day)
- Experiences a 5-day closure due to a hurricane
- Reduces the divisor (days taught) from 175 to 170
- ADA remains the same and maintains the same level of funding



Funding Impact (5)

XYZ Charter School

- Charter schools report days of operation in the PADC web application at the Annual Reporting Period.
 - Days of operation exclude school closure days.
 - CDE proportionately reduces funded ADA if a charter school operates for less than the required 175 schooldays (5 CCR 11960(b)).
- Upon approval of a Form J-13A for school closure, CDE will include approved emergency closure days in the charter school's days of operation for purposes of funding.
 - This is done internally and does not require a corrected attendance file in the PADC web application.



Funding Impact (6)

School Closure (Schools using a 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 the PADC web application.

Material Decrease (All LEAs)

- 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 PADC web application.



Form J-13A Submission Process FY 2025-26

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 process.



Form J-13A Submittals in FY 2025-26

- 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.

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



The Independent Study Plan ensures LEAs have a method to provide continuity of academic instruction.



Offering IS mitigates the negative impact of lost learning time and supports mental health.



Emergency Timeline FY 2025-26

Preparation in the event of an emergency:

- LEA has board policies in place
- LEA adopts IS Plan
- LEA includes IS 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



Comprehensive School Safety Plan

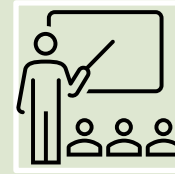
- Every TK - 12 public school is required to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel (*EC* sections 32281(a) and 47605(c)(5)(F)).
 - School Districts with fewer than 2,501 units 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.
 - CSSPs are approved by the School District or COE.
- Statute does not specify a date by which the CSSP must be approved by the School 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.
- Information on CSSPs can be found at <https://www.cde.ca.gov/ls/ss/vp/cssp.asp>



Instructional Continuity Plan



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



ICP ensures student and family engagement and continuity of academic instruction



CDE posted guidance on ICPs



LEAs were required to include an ICP in CSSP by July 1, 2025



Instructional Continuity Plan & Form J-13A Starting in 2026-27

Form J-13A submittals for events occurring in FY 2026-27 and beyond 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 Independent Study Plan certification process on July 1, 2026.



Instructional Continuity Plan Implementation Timeline

March 1, 2025:
CDE posted
guidance
concerning ICP
best practices.

FY 2025-26 :
Verification of ICP
compliance is part
of the annual audit.

July 1, 2025: LEAs
must include ICP in
CSSP.

FY 2026-27: A
locally-adopted
CSSP must include
an ICP to obtain
approval of a Form
J-13A waiver.



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.



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.
- This guide is applicable to all emergencies occurring up to June 30, 2026.



REFERENCE GUIDE FOR FORM J-13A – School Closures

OVERVIEW

WHAT IS A FORM J-13A?	SHOULD I CLOSE DURING AN EMERGENCY?
- 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.	- 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/instructionaltimefaq.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:
- 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.	- 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.	- 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:
- 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.	- 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.	- 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/formj13faq.asp.

RESOURCES

FORM J-13A AND SUBMISSION DOCUMENTS	QUESTIONS
- The Form J-13A is located at: https://www.cde.ca.gov/ips/ps/formj13a.asp. - Form J-13A submission documents are located at: https://www.cde.ca.gov/ips/ps/formj13aforms.asp. - Form J-13A Submittal Inbox: J13ASubmittals@cde.ca.gov.	- 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



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



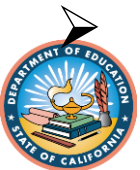
CDE Web Resources

- Instructional Time & Attendance Accounting: www.cde.ca.gov/fg/it/index.asp
- AR Frequently Asked Questions: www.cde.ca.gov/fg/it/aarecovery.asp
- AR Program Guidance: www.cde.ca.gov/fg/it/aarecoveryguide.asp
- IS Frequently Asked Questions: www.cde.ca.gov/fg/it/instructionaltimfaq.asp
- IS Ratio Calculations: www.cde.ca.gov/sp/eo/is/calculations.asp
- CBIS ADA Adjustment: www.cde.ca.gov/fg/aa/pa/pa2425rates.asp
- Dual Enrollment Frequently Asked Questions: www.cde.ca.gov/fg/it/dualenrollment.asp
- TK Frequently Asked Questions: www.cde.ca.gov/ci/gs/em/kinderfaq.asp and www.cde.ca.gov/fg/it/tkfiscalfaq.asp
- Compulsory Education – Child Welfare & Attendance: www.cde.ca.gov/ls/ai/cw/
- SBE Waiver Frequently Asked Questions: www.cde.ca.gov/re/lr/wr/faq.asp

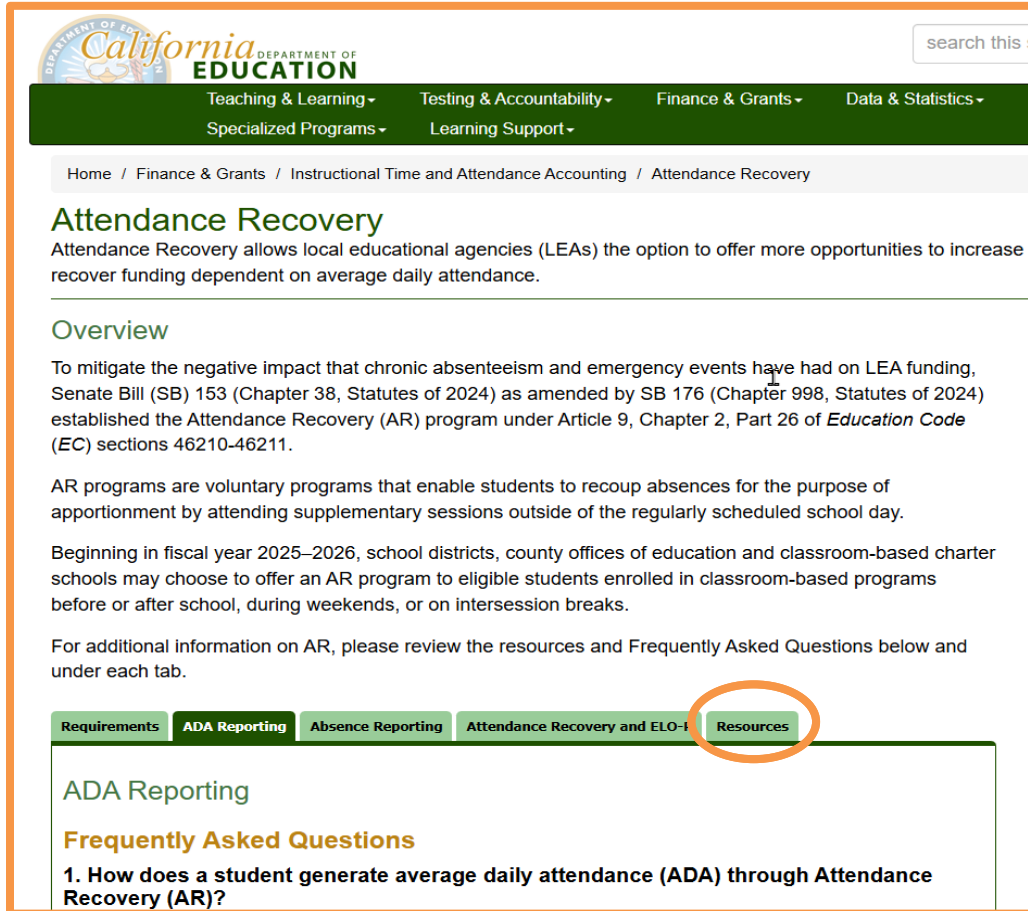


Form J-13A Resources

- Form J-13A: www.cde.ca.gov/fg/it/j13a.asp
- Form J-13A Frequently Asked Questions: www.cde.ca.gov/fg/it/j13a.asp
- Form J-13A School Closure Quick Reference Guide: www.cde.ca.gov/fg/it/documents/j13aquickreference.pdf
- Form J-13A Submission Documents: www.cde.ca.gov/fg/it/j13aforms.asp
- **NEW:** L.A. County 2025 Wildfires: www.cde.ca.gov/fg/it/2025lacwfj13ar.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



Attendance Recovery Resources



Attendance Recovery

Attendance Recovery allows local educational agencies (LEAs) the option to offer more opportunities to increase recover funding dependent on average daily attendance.

Overview

To mitigate the negative impact that chronic absenteeism and emergency events have had on LEA funding, Senate Bill (SB) 153 (Chapter 38, Statutes of 2024) as amended by SB 176 (Chapter 998, Statutes of 2024) established the Attendance Recovery (AR) program under Article 9, Chapter 2, Part 26 of *Education Code* (EC) sections 46210-46211.

AR programs are voluntary programs that enable students to recoup absences for the purpose of apportionment by attending supplementary sessions outside of the regularly scheduled school day.

Beginning in fiscal year 2025–2026, school districts, county offices of education and classroom-based charter schools may choose to offer an AR program to eligible students enrolled in classroom-based programs before or after school, during weekends, or on intersession breaks.

For additional information on AR, please review the resources and Frequently Asked Questions below and under each tab.

Resources

ADA Reporting

Frequently Asked Questions

1. How does a student generate average daily attendance (ADA) through Attendance Recovery (AR)?

- www.cde.ca.gov/fg/it/aarecovery.asp
- Updates to the AR FAQs were published in August 2025
- Under “Resources” tab:
 - March 19 AR Webinar recording
 - Additional CDE guidance on operating high-quality AR programs posted in June, 2025



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 and 48000.1
- 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 and 48000.1
- 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 46111: TK/K students in AR may exceed four-hour limit to day
- *EC* Section 46120: Use of ELO-P funds to support AR
- *EC* Section 46210: Legislative intent
- *EC* Section 46211: AR programs and conditions of apportionment. Highlights:
 - Minimum days under *EC* sections 46112, 46113, 46117 and 46141 apply to all LEAs including charter schools
 - Nonclassroom-based schools and full-time independent study students are not eligible to participate in an AR program
 - AR programs will be audited beginning in FY 2025-26
- *EC* Section 41601: AR days on noninstructional days are not included in divisor (total number of days school was taught) in the computation of ADA.
- *EC* Section 60901: CDE will report on an alternative chronic absenteeism rate that includes AR days once data has been collected through CALPADS.



Thank you!

