

Attendance Recovery

March 19, 2025

School Fiscal Services Division

Expanded Learning Division

Education Data Management Division

Analysis, Measurement & Accountability Reporting Division



CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

Acronyms

- **AB** = Assembly Bill
- **AR** = Attendance Recovery
- **ADA** = Average Daily Attendance
- **CALPADS** = California Longitudinal Pupil Achievement Data System
- **CCR** = *California Code of Regulations*
- **CDE** = California Department of Education
- **COE** = County Office of Education
- **EAAP** = Education Audit Appeals Panel
- **EC** = *Education Code*
- **ELO-P** = Expanded Learning Opportunities Program
- **ELP** = expanded learning program
- **E/MCHS** = Early College & Middle College High Schools
- **EOY** = End of Year
- **FY** = Fiscal Year
- **IEP** = Individualized Education Program
- **IS** = Independent Study
- **LCFF** = Local Control Funding Formula
- **LEA** = Local Educational Agency
- **P-1** = First Principal Apportionment
- **P-2** = Second Principal Apportionment
- **PADC** = Principal Apportionment Data Collection
- **SB** = Senate Bill
- **SBE** = State Board of Education
- **STAS** = Student Absence Summary
- **TK** = Transitional Kindergarten



Agenda (1)

1) Program Offering

- Context
- Purpose
- Eligibility
- Comparison to Saturday School

2) Requirements

- General
- Supervision
- Instructional content
- Recordkeeping
- Limitations

3) Claiming Attendance Credit

- Minimum time requirement
- Accrual of participation time
- Student cap on ADA
- Reporting ADA to CDE
- Audit compliance



Agenda (2)

4) Absence Reporting

- Attendance and absence reporting to CALPADS
- Student Absence Summary
- Alternative Chronic Absenteeism Rate

5) AR & ELO-P

- Combined offering considerations
- Allowable use of funds
- Supervision
- Instruction
- Program participation reporting

6) Resources

- Upcoming events
- FAQs page
- *EC* references
- Contact information



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.

Our contact information is at the end of the presentation if you need to reach out for support regarding a specific situation.

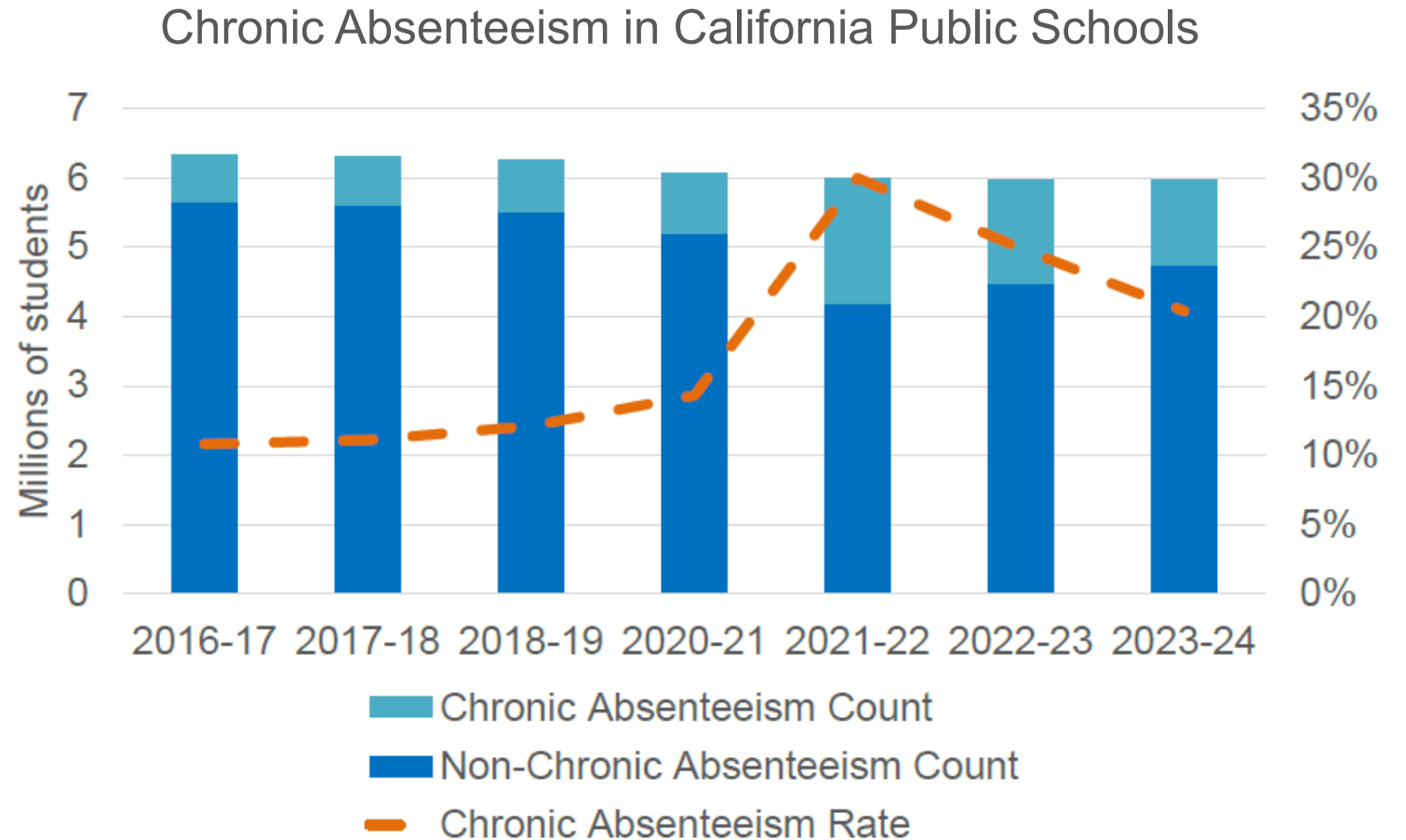


Attendance Recovery Overview



Context

- Attendance Recovery was established in the context of declining enrollment dating back to FY 2016-17, and elevated post-pandemic absenteeism rates
- Chronic absenteeism has decreased since FY 2021-22, though it remains about 6% higher in FY 2023-24.



Purpose

- Attendance Recovery (AR) was created by new *EC* sections 46210-46211.
- Strategies of LEAs that have been effective at addressing chronic absenteeism incorporate a variety of measures.
- One element of successful strategies is increasing student access to instructional time to make up for missed time.
- Purpose of attendance recovery is to:
 - Provide students with more opportunities to learn
 - Enable LEAs to offset absences and recover funding



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
- 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

Eligibility

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



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

- 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



Offering (1)

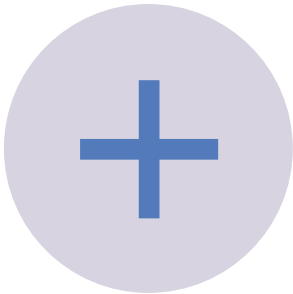


Optional to offer for:

- 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



Offering (2)

- AR programs occur outside of the regular day of instruction.
 - AR cannot operate during a recess periods.
- Participation time in AR may be accrued before a student is absent.
 - Including between July 1 and the first day of school
 - If student is absent later in the same FY, their participation can count towards ADA.
- AR may operate before the start of the regular school day.
 - Even before “earliest start times” of school districts per *EC* Section 46148



Eligibility (1)

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



Eligibility (2)

- Students cannot participate in AR remotely or through independent study (IS)
 - In-person instruction is a condition of apportionment
- For the purpose of AR, a student is considered to be in a nonclassroom-based program 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



Attendance Recovery vs. Saturday School (1)

Program:	Attendance Recovery	Saturday School
Education Code	sections 46210 and 46211	Section 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
Supervision	Certificated employee of LEA	Certificated employee of district or COE



Attendance Recovery vs. Saturday School (2)

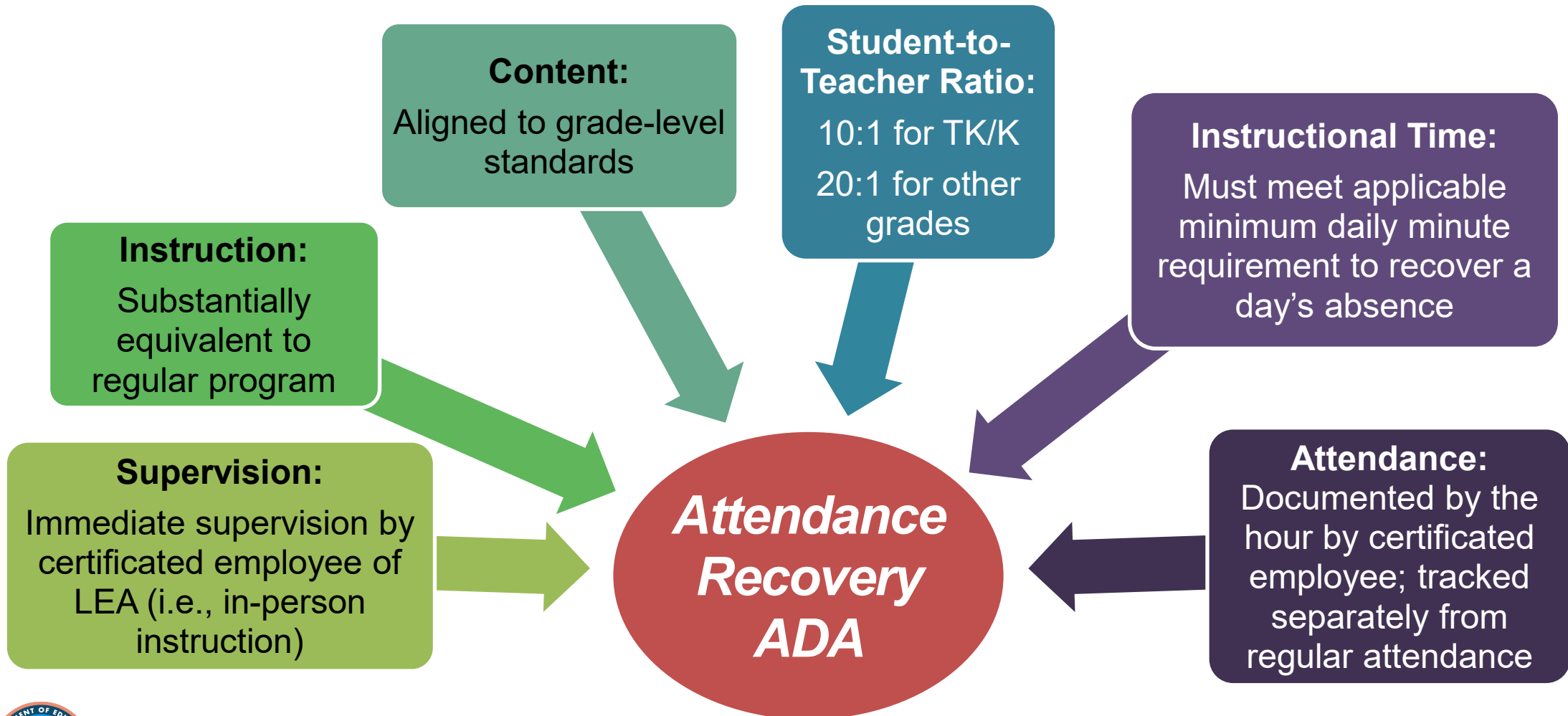
Program:	Attendance Recovery	Saturday School
Curriculum	Substantially equivalent to regular instruction, with content aligned to grade-level standards.	Any class offered on a weekend day must be a class offered during the regular school week.
Instructional time	Participation must sum to applicable minimum 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
Absenteeism reporting effect	Recovered days contribute to an alternate chronic absenteeism rate	Does not affect the LEA's chronic absenteeism rate
Meals	Not required to be provided	Must be provided to students in need



Program Requirements



Conditions of Apportionment



Supervision Requirements

- 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.
- AR programs must maintain students-to-certificated employee ratios:
 - 10:1 for Transitional Kindergarten and Kindergarten
 - 20:1 for grades 1-12



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.



Recordkeeping Requirements

- AR attendance must be tracked and reported separately from regular school day attendance
- Teacher of an AR classroom documents each student's participation time
 - May be done in hourly increments, but not required
 - Daily accounting is appropriate if AR sessions meet minimum daily minute requirements
- A student may accrue time over multiple sessions on multiple days
 - Attendance credited in whole days of ADA once applicable requirement is met
- LEA maintains records and makes them available for audit purposes
 - Ensure access to supporting documentation if hourly accounting is used.



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 Recovery ADA is credited to an absence in the school year in which the Attendance Recovery program is operated.
- Limit of one AR ADA 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.



Pop Quiz 1

True or False?



AR teacher must be an employee of the LEA



AR teacher must have a valid credential document



20:1 student-to-certificated teacher ratio for K-12



Pop Quiz 1

True or False?



AR teacher must be an employee of the LEA = **TRUE**



AR teacher must have a valid credential document = **TRUE**



20:1 student-to-certificated teacher ratio for K-12 = **TRUE**

10:1 student:teacher ratio for TK/K, 20:1 for grades 1-12.



Claiming Attendance Credit



Receiving ADA Credit

Absence



Student misses day of required attendance

Participation



- Recorded by credentialed employee of LEA
- Time 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



- Once minimum day is met, LEA may claim 1 ADA
- ADA earned this way must be tracked separately
- Original absence code is not changed



Attendance Recovery Minimum Day

By Grade Span*

TK/K: 180 minutes

1-3: 230 minutes

4-8: 240 minutes

9-12: 240 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 Attendance Recovery.*



Charter Schools

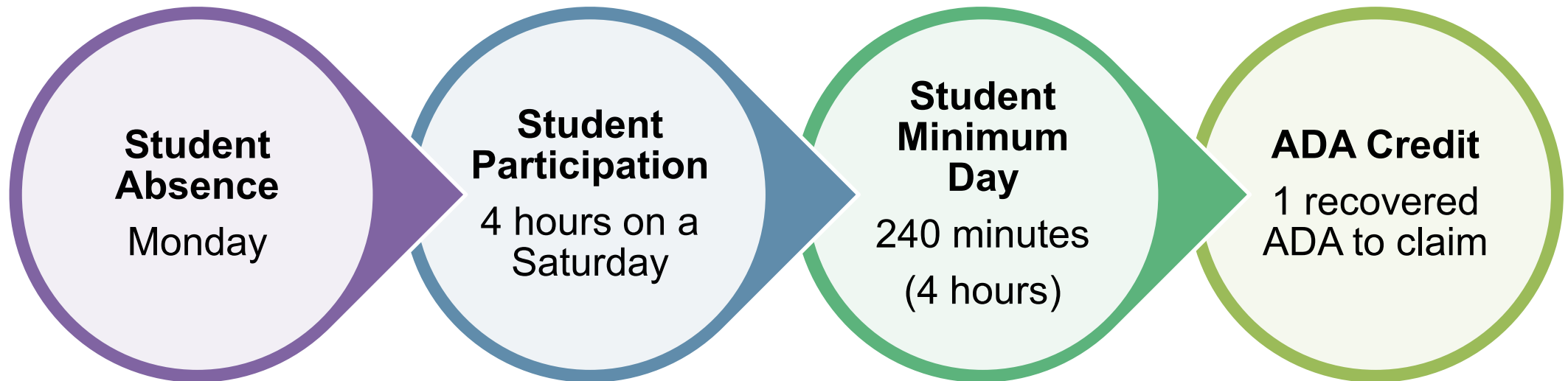
For the purpose of generating average daily attendance from AR the following minimum daily minute requirements will apply to charter schools:

Grade/Setting	Minimum Daily Minute Requirement	<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



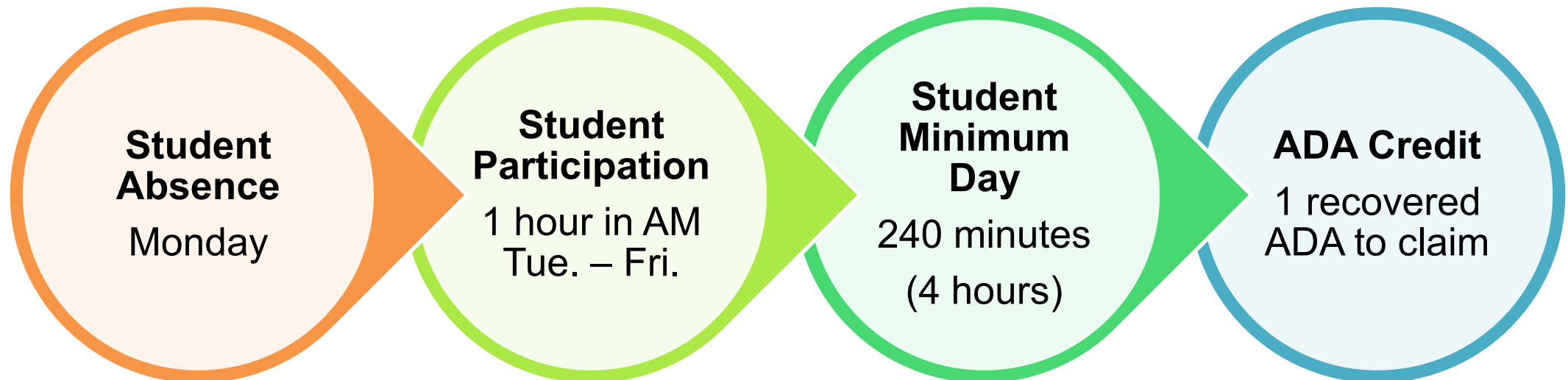
Participation by the Day

- Example: An AR session is offered on one calendar day that meets the minimum daily minutes required to claim a day of attendance.



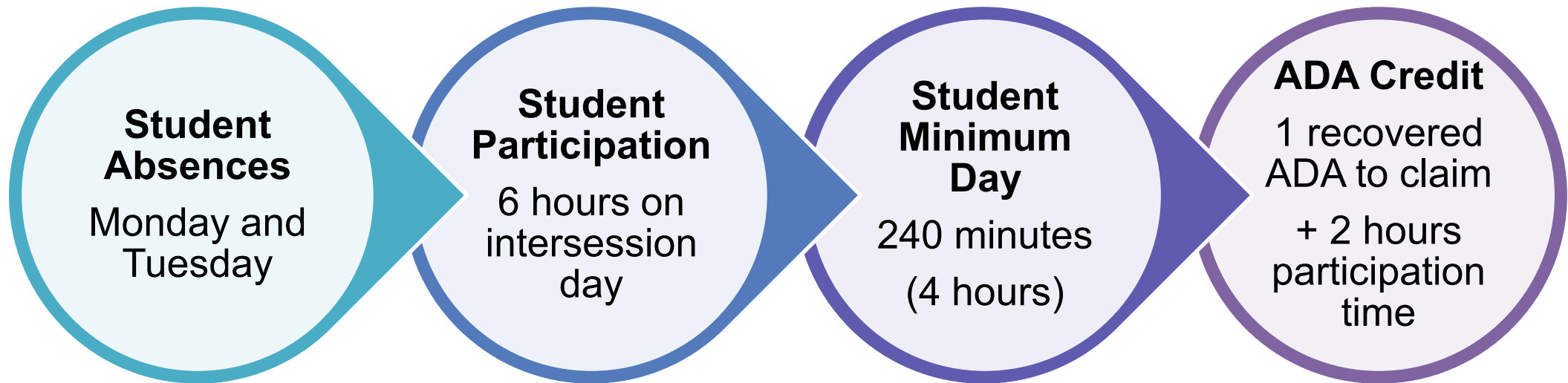
Participation by the Hour (1)

- The applicable minimum daily minute requirement may be met in hourly increments of participation by the student (e.g., before or after school)



Participation by the Hour (2)

- Participation time on a calendar day beyond the minimum required to generate a day of attendance continues to accrue towards the recovery of another absence.



Pop Quiz 2

What is the minimum length of time a charter school student must spend in an AR program to earn a day of attendance?



The same amount of minutes as the statutory minimum school day for a school district student in the same grade level.



The amount of minutes that constitutes a regular day of instruction for that student, as judged by a credentialed employee of the charter school.



Pop Quiz 2

What is the minimum length of time a charter school student must spend in an AR program to earn a day of attendance?



The same amount of minutes as the statutory minimum school day for a school district student in the same grade level. = **CORRECT**



The amount of minutes that constitutes a regular day of instruction for that student, as judged by a credentialed employee of the charter school. = **NO**

For AR purposes, charter schools use school district minimum daily minute requirements under Sections 46112, 46113, 46117, and 46141. (EC Section 46211(e)(2)(B))



Attendance Recovery Scenario

Student A

- **Student A is in Kindergarten at a charter school.**

- Absences: 5
- Participation: 23 hours
- Minimum day: 180 minutes

- If a student has less than 10 absences, their AR attendance is capped at their total absences.

1. Divide student's total AR participation by applicable minimum daily minute requirement
 - $23 \text{ hours} \div 180 \text{ minutes} = 7.67$
2. Round down to whole number
 - $= 7$
3. Apply student cap (total absences)
 - $5 < 10$, so total days capped at 5
4. Student A's AR time generates 5 ADA.



Attendance Recovery Scenario

Student B

- **Student B is in Grade 4 at a school district.**
 - Absences: 12
 - Participation: 45 hours
 - Minimum day: 240 minutes
- If a student has more than 10 absences, their AR attendance is capped at 10.

1. Divide student's total AR participation by applicable minimum daily minute requirement
 - $45 \text{ hours} \div 240 \text{ minutes} = 11.25$
2. Round down to whole number
 - = 11
3. Apply student cap (total absences)
 - $12 > 10$, so total days capped at 10
4. Student B's AR time generates 10 ADA.



Attendance Recovery Scenario

Student C

- **Student C is in Grade 12 at a school district**
 - Absences: 1
 - Participation: 4 hours
- Their IEP provides for a shorter minimum day
 - Minimum day: 180 minutes
- If a student participates longer than required to generate a day of attendance, the extra time may apply to another absence.

1. Divide student's total AR participation by applicable minimum daily minute requirement
 - $4 \text{ hours} \div 180 \text{ minutes} = 1.33$
2. Round down to whole number
 - $= 1$
3. Apply student cap (total absences)
 - $1 < 10$, so total days capped at 11
4. Student C's AR time generates 1 ADA, plus one surplus hour of participation time.



Reporting Attendance for Apportionment

- AR attendance will be reported during the Principal Apportionment cycle, through the Principal Apportionment Data Collection (PADC)
 - Reported by grade span at P-1, P-2 and Annual
 - First opportunity to report will be at P-1 (Jan. 2025)
- LEAs will claim AR ADA in the PADC Web App
 - **School districts and COEs:** Include AR ADA in totals of Regular ADA
 - **Charter schools:** Include AR ADA in totals of Classroom-based ADA
 - **All LEAs:** Report AR ADA subtotal by grade span on separate informational line



P-1 Reporting Scenario

August 18, 2025

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

March 23-27, 2026

AR Offering & Participation: Student D 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 D 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).



P-2 Reporting Scenario

August 18, 2025

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

May 1, 2026

P-2 Reporting Deadline: Absences occurring after P-2 and recovered through AR will not impact programs based on P-2 (e.g. LCFF).

July 20, 2026

Annual Reporting: LEA will report AR ADA at Annual. ADA will be used to calculate funding for programs that use Annual ADA (e.g. Lottery).

April 27 - May 1, 2026

Absences: Student E misses 5 schooldays.

May 4-29, 2026

AR Offering & Participation: Student E accrues 20 hours of AR time in after-school sessions. Time counts towards 5 absences in April/May.



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



Absence Data Reporting



Attendance/Absence Reporting to CALPADS

- LEAs currently submit and certify, per school, cumulative attendance and absence data for each student
 - Component of End-of-Year (EOY) 3 submission to CALPADS
 - Used to develop the Chronic Absenteeism Rate indicator on the Dashboard,
 - Reported to public via DataQuest.
- LEAs will now be required to also report in EOY 3 submission the total number of Attendance Recovery days (up to 10) for each participating student
- This data will be used to calculate an alternate chronic absenteeism rate that will be posted on DataQuest.



Student Absence Summary (1)

- An additional AR Field will be added to the Student Absence Summary (STAS) file to capture the total number of AR days in the academic year that a student attended at a school and LEA.
- The total number of AR days in the academic year is defined as:

“The total number of days, as defined by statute, in the academic year in which a student participated in an attendance recovery program.”



Student Absence Summary (2)

- The total number of attendance recovery days is capped at 10 days per LEA or the sum of the number of absences (excused, unexcused, out-of-school suspension) a student has accumulated within the LEA, whichever is fewer.
- AR days can only be reported for students in grades TK – 12.
- All other fields on the STAS are to be populated with no changes.



Alternative Chronic Absenteeism Rate

- An Alternative Chronic Absenteeism Rate will be published in late 2026 following the collection of end-of-year data from the 2025-26 school year
- At present, the 2026 Dashboard Chronic Absenteeism Indicator will not be affected by this data.



Pop Quiz 3

Does a day of participation in AR erase an absence from the attendance records?



YES – To receive ADA, the attendance code for the absent day must be updated.



NO – The attendance system must have a way to add an AR day without removing the original absence.



Pop Quiz 3

Does a day of participation in AR erase an absence from the attendance records?



YES – To receive ADA, the attendance code for the absent day must be updated. = **INCORRECT**



NO – The attendance system must have a way to add an AR day without removing the original absence. = **CORRECT**

Absences in STAS file are to be populated with no changes, thus the original absence code is not changed



Attendance Recovery & ELO-P



Expanded Learning Opportunities

Expanded Learning Opportunities Program (ELO-P)

- Provides funding for afterschool / summer school enrichment programs
- TK-6 grade students
- Derived from Assembly Bill 130

“Expanded Learning” definition

- Before school, after school, summer, or intersession learning programs
- Focused on academic, social, emotional, and physical needs and interests of students
- Hands-on, engaging learning experiences



Expanded Learning Quality Standards

- ELO-P aligns programming to the Quality Standards for Expanded Learning which describe high levels of “Quality” at the programmatic, staff, and participant levels.
- CDE encourages collaboration and alignment through the lens of quality standards to develop a robust program with a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.
- Find out more at Quality Standards and CQI:
<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>



Combined Offering Considerations

Considerations for offering AR & ELO-P in combination:

- Students who participate in Attendance Recovery cannot be excluded from participating in ELO-P offered during the year.
- LEAs must still meet all ELO-P program requirements, with compliance verified through the annual audit process
- AR shall not negatively impact ELO-P implementation



Attendance Recovery & Expanded Learning Opportunities

If an LEA chooses to use ELO-P Funds to support Attendance Recovery, conditions under *EC* Section 46120(d)(3)(B) must be met.

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

- ELO-P and AR must be offered concurrently.
- The AR program must be operated by an LEA.
- Both programs must be offered at the same school site.



Considerations for Use of Funds

Allowable Costs

- The CDE does not approve or deny individual LEA requests for allowable uses of ELO-P funds for AR.
- ELO-P funding can be used to support AR provided that all such expenditures are necessary and reasonable for an AR program activity and are adequately documented.
- Expenditures should be consistent with statute and the LEA's policies and procedures.

Revising the ELO-P Plan

- It is CDE's Guidance that LEAs revise and update their ELO-P Plans to reflect how ELO-P funding will support AR if they wish to utilize ELO-P funding.
- Most current plan guide can be found at: <https://www.cde.ca.gov/ls/ex/elopininfo.asp>



Supervision Requirements Comparison (1)

- ELO-P and AR are separate programs with distinct requirements. If an LEA chooses to offer ELO-P and AR concurrently:
 - Requirements under *EC* Section 46120 apply to students in ELO-P
 - Requirements of *EC* Section 46211 apply to students in AR
- In a commingled class with students from both programs, the most stringent requirement applies.
 - AR supervision requirements must be met for all AR students in the classroom.



Supervision Requirements Comparison (2)

Requirement	ELO-P Class	AR Class	ELO-P and AR Commingled Class
Student Supervision by Staff	Staff must meet the LEA's minimum qualifications for an instructional aide.	Staff must be a certificated employee of the LEA that claims apportionment.	Staff must be a certificated employee of the LEA that claims apportionment.
Staff-to-student Ratios	1:10 for TK/K 1:20 for all other grades	1:10 for TK/K 1:20 for all other grades	1:10 for TK/K 1:20 for all other grades
EC Reference	EC sections 8483.4(a) and 46120(b)(2)(D)	EC Section 46211(f)	EC sections 46211(f) and 46120(d)(3)(B)



Instructional Content Considerations (1)

- Instructional content will be locally determined.
- Students in an AR program must be engaged in educational activities and:
 - content aligned to grade-level standards that are
 - substantially equivalent to the student's regular instructional program,
 - and may include one-on-one or small group tutoring.
- ELO-P students must be provided with an educational and literacy element with tutoring or homework assistance in one or more of the following subjects:
 - language arts, mathematics, history and social science, computer training, or science.
- LEAs must be able to demonstrate compliance with this requirement during the annual audit process.



Instructional Content Considerations (2)

Attendance Recovery	ELO-P Educational & Literacy Element
Content aligned to grade-level standards that are substantially equivalent to the student's regular instructional program; may include 1:1 or small group tutoring.	An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
Grade 1 Mathematics: <ul style="list-style-type: none">▪ Students are working on developing understanding of addition and subtraction.▪ Example instructional strategies:<ul style="list-style-type: none">• Ten frames• Counters and manipulatives	Grade 1 Math Activities: <ul style="list-style-type: none">▪ Students provided an opportunity to complete homework.▪ Hands-on academic activities such as:<ul style="list-style-type: none">• Floor Number Line: Hopping forward or backward• Bowling Math: Knock cups down; solve for remainder• Pretend Grocery Store: Shopping math problems



Pop Quiz 4

For a comingled class of 15 ELO-P students and 5 AR students, which of the following choices meets the supervision requirements of the programs?



Employee that meets the instructional aide requirements of the LEA?



Employee of a community-based organization contracted by the LEA that meets the instructional aide requirements of the LEA?



Certificated employee of the LEA?



Certificated employee of community-based organization contracted by the LEA?



Pop Quiz 4

For a comingled class of 15 ELO-P students and 5 AR students, which of the following choices meets the supervision requirements of the programs?



Employee that meets the instructional aide requirements of the LEA? = **NO**



Employee of a community-based organization contracted by the LEA that meets the instructional aide requirements of the LEA? = **NO**



Certificated employee of the LEA? = **YES**



Certificated employee of community-based organization contracted by the LEA? = **NO**



Requirements for Offering Attendance Recovery to Older Students

- LEAs who have fulfilled ELO-P funding requirements to offer and provide access to students in grades TK-6 may use ELO-P funds to support AR offering for grades 7-12.
 - LEAs must ensure that the middle and high school students are also provided with access to ELO-P.
- The LEA cannot exclusively use ELO-P funds to offer an AR program to students without also providing ELO-P.
 - For example: An LEA satisfies all the ELO-P requirements for its TK/K-6 students. It may then use ELO-P funds to operate an AR program for students in grades 7-8, provided those students are also provided with ELO-P, and all other conditions are met.



Program Participation Reporting

AR Attendance Reporting

- LEAs must track and report AR attendance separately from regular school day attendance.
- When time requirements are being met over multiple days, the teacher of each AR classroom is responsible for documenting student's actual program participation, in increments of one hour.

ELO-P Participation Reporting

- As a result of Assembly Bill 1113, beginning in FY 2025-26 LEAs will provide information on students who were enrolled (defined as having completed an ELP enrollment form) in an Expanded Learning Program (ELP) within the fiscal year.
 - Data certified as part of the EOY 3 submission to CALPADS
- LEAs will identify the start date and total number of ELP participation days for each enrollee.
 - Attendance is counted when student attends any portion of an ELP session on a single day.
- In accordance with state law, the CDE will continue to provide a report to the legislature on this program based on this new data source.



Resources



School Fiscal Services Division

Upcoming Events

**April
22**

Spring 2025
ELO-P
Academy:
Strategies to
Support
Attendance
Recovery

**April
30**

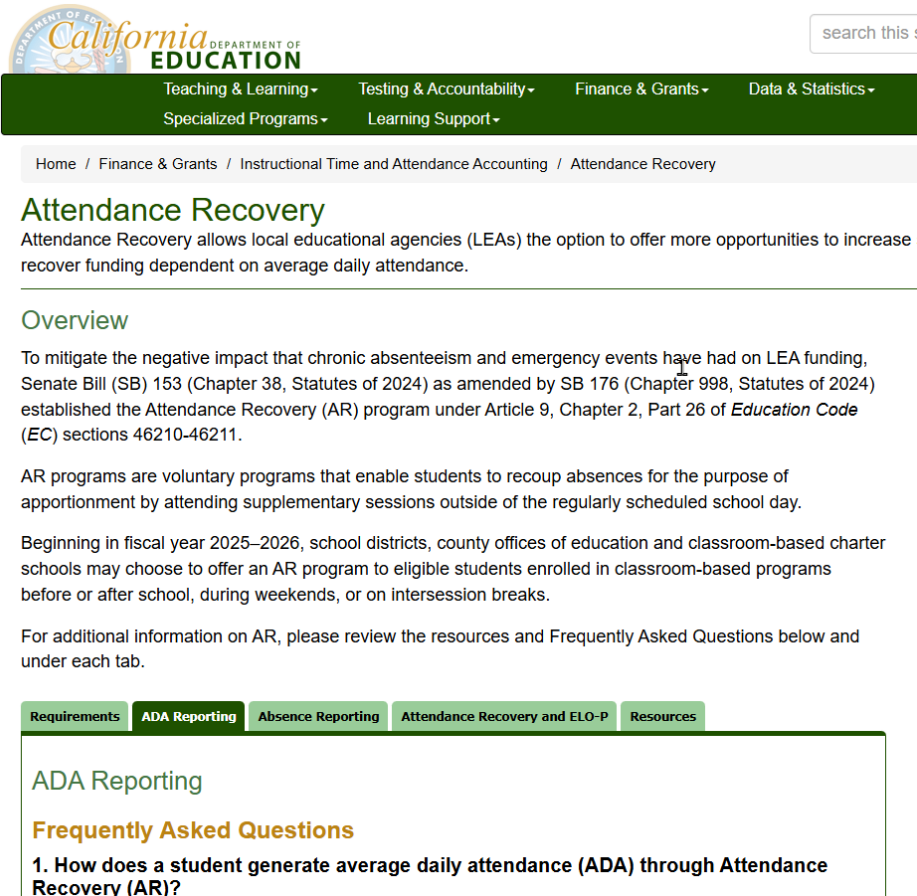
Spring
Instructional
Time &
Attendance
Accounting
Requirements
Webinar

**Summer
2025**

Annual
Instructional
Time &
Attendance
Accounting
Requirements
Webinar



Attendance Recovery FAQs Page



The screenshot shows the California Department of Education website. The header includes the CDE logo and navigation links: Teaching & Learning, Testing & Accountability, Finance & Grants, Data & Statistics, Specialized Programs, and Learning Support. The breadcrumb trail reads: Home / Finance & Grants / Instructional Time and Attendance Accounting / Attendance Recovery. The main heading is "Attendance Recovery", followed by a description: "Attendance Recovery allows local educational agencies (LEAs) the option to offer more opportunities to increase recover funding dependent on average daily attendance." Below this is an "Overview" section with text about Senate Bill (SB) 153 and the Attendance Recovery (AR) program. A navigation bar at the bottom of the screenshot includes tabs for Requirements, ADA Reporting, Absence Reporting, Attendance Recovery and ELO-P, and Resources. The "ADA Reporting" tab is selected, showing the heading "ADA Reporting" and the subheading "Frequently Asked Questions". The first question listed is "1. How does a student generate average daily attendance (ADA) through Attendance Recovery (AR)?"

- AR FAQs page now available on the CDE's website
www.cde.ca.gov/fg/it/aarecovery.asp
- Organized by topic area
- Contact information provided at the bottom of each section directs to appropriate CDE offices for further questions



Audit Guide Procedures

- The California Education Audit Appeals Panel (EAAP) publishes the annual Audit Guide for K-12 LEAs
- Procedures for verifying compliance of Attendance Recovery will be included in the 2025-2026 Audit Guide
 - To be published by end of FY 2024-2025
- Check EAAP's website for latest information: <https://eaap.ca.gov>



EC References Specific to Attendance Recovery

- *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: Legislative intent of Attendance Recovery
- *EC* Section 46211: Attendance Recovery programs and conditions of apportionment. 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
- *EC* Section 41601: Attendance Recovery days on noninstructional days are not included in divisor (total number of days school was taught) in the computation of average daily attendance.
- *EC* Section 60901: The Department of Education will report on an alternative chronic absenteeism rate that includes Attendance Recovery day once data has been collected through CALPADS.



CDE Contact Information

For questions on attendance for apportionment and instructional time, contact the School Fiscal Services Division:

- ATTENDANCEACCOUNTING@cde.ca.gov

For questions on chronic absenteeism, contact the Educational Data Management Division:

- CALPADS@cde.ca.gov

For questions on ELO-P, contact the Expanded Learning Division:

- EXPANDEDLEARNING@cde.ca.gov



Thank you

