# California Department of Education

# Report to the Superintendent, the Governor, and the Legislature – 2025 School Accountability: Local Educational Agencies: Annual Reporting Requirements



**Prepared by:**

**California Department of Education (CDE)**

March 2025

*Description*: Report of the number and type of reports that school districts, county offices of education, and charter schools are required to annually submit.

*Authority*: Senate Bill 1315 (Archuleta)

*Recipient*: The Superintendent, The Governor, and The Legislature

*Due Date*: March 1, 2025

**California Department of Education**

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## Executive Summary

In the fall of 2024, the Governor signed SB 1315 (Archuleta), amending Section 33318.2 of the *Education Code* and Section 9795 of the Government Code. This legislation directs that by March 1, 2025, the California Department of Education (CDE) prepare a report for the legislature:

1. Identifying local educational agency (LEA) reporting requirements;
2. Specifying the purpose of LEA reporting requirements; and
3. Making recommendations on eliminating, consolidating, and shortening LEA reporting requirements.

While the CDE recognizes the important role data plays in measuring outcomes, fostering transparency, and supporting accountability; the CDE further recognizes the frustration educators and LEA administrators experience when data collection efforts impact their ability to serve students, especially if those data collections fail to render information that clearly connects to improved student outcomes.

Before the passage of this legislation, the State Superintendent of Public Instruction, Tony Thurmond, had already been directing staff to undertake efforts to streamline and improve the CDE data and reporting processes. With the consistent goal of better serving California’s students and educators, Superintendent Thurmond championed several initiatives to collect and use data more strategically. Most notably, the CDE adopted a Data Strategy, found at <https://www.cde.ca.gov/ds/ed/> in February 2024 to reorganize staff and resources in support of department-wide data governance. Because this legislation aligns with work that has already begun, the CDE welcomes the opportunity to connect with stakeholders and the legislature to expand and enhance its ability to improve the collection and utility of California’s educational data assets.

The issues and reporting requirements highlighted in the narrative that follows are not an exhaustive representation of all issues and reporting requirements faced by California LEAs. It bears mentioning that reporting requirements fluctuate along with shifts in real-world conditions (e.g., COVID, wildfires) and the officials elected/appointed to make and enforce policy. This report is intended to affirm and spotlight the frustrations educators are facing as they seek to meaningfully encourage positive student outcomes while wading through bureaucratic requirements that do little to provide actionable insights that can be applied in the classroom.

For this report, stakeholder input and analyses rendered recommendations internally for the CDE, recommendations to be shared with external stakeholders/governing bodies, and recommendations for the California State Legislature.

Internal recommendations for the CDE include:

1. Verify that required reports align with statutory mandates.
2. Search for redundancies amongst required reports and collaborate cross-divisionally to eliminate multiple requests for the same data.
3. Identify similarities amongst required reports and collaborate cross-divisionally to consolidate reports where possible.
4. Examine conditions that prompted the original reporting requirement, determine if current conditions still support the reporting requirement, and make plans to phase out reporting requirements that have become obsolete.
5. In instances where the CDE already has data in its possession, fulfill reporting requirements without LEA involvement.
6. Develop and maintain resources to facilitate transparent, clear information on reporting requirements.
7. Establish an annual schedule for reviewing LEA reporting requirements to ensure alignment with statutory mandates and best practices for student success.
8. Determine requirements and funding necessary for connecting and updating systems to streamline and minimize LEA reporting requirements.

External recommendations include:

1. Review what is being required by current mandates under their purview, to ensure common understanding of
   1. Those being served by reporting mandates
   2. Inputs, outputs, purpose, and goals of mandates
   3. Time and resources needed to comply with mandates
   4. Implications of mandates including
      1. Legal considerations (Does the mandate create liabilities for LEAs?)
      2. Priority shifts needed to ensure compliance (i.e. What do LEA teachers/staff put aside to comply?)
      3. Risks and benefits of compliance
2. Consolidate redundant/similar data collections where feasible.
3. Phase out data reporting requirements that have become obsolete.
4. Evaluate the legal implications, resource requirements, and risks/benefits of reporting requirements, consolidating redundant reports, and phasing out obsolete reporting requirements. Legislative recommendations include collaborating with education constituents (including the CDE and advocacy groups mentioned in this report) to champion legislation requiring ongoing funding to update, connect, and maintain outdated data systems.

Legislative recommendations include:

1. Provide ongoing funding for improvement and maintenance of California’s educational data systems.
2. Provide ongoing funding and requirements for data literacy training for decision-makers, educators, families, and students.
3. Require inclusion of the CDE, education advocacy groups, and LEA representatives prior to modifying or augmenting state-level LEA reporting mandates.

If you have any questions regarding this report or need to request a copy of this report, please contact me or have your staff contact Elizabeth Wisnia, Education Programs Consultant (916-319-0586 or [ewisnia@cde.ca.gov](mailto:ewisnia@cde.ca.gov)).

## Background

## Synopsis of Reporting Requirements for California’s Local Educational Agencies (LEAs)

Throughout each school year, California’s kindergarten through twelfth grade (K–12) LEAs are required to submit a variety of reports, plans, data, and documents. In addition to providing justification for the funding schools and districts receive, these requirements are intended to measure and track student needs and progress. While the CDE recognizes the importance of monitoring and measuring educational outcomes, the CDE also appreciates the importance of minimizing and streamlining mandates, allowing educators to focus on students.

In February 2024, Senator Bob Archuleta of California’s 30th district introduced a bill (SB 1315 of 2024) to review LEA reporting requirements and identify opportunities to alleviate LEA reporting burdens. After passage in the state Senate and Assembly, the Governor signed SB 1315 into law in September 2024, amending Section 33318.2 of the *Education Code* and Section 9795 of the Government Code. In compliance with these amendments, the purpose of this report is to provide a synopsis of LEA reporting requirements; identify the purpose of such reporting requirements; and make recommendations on eliminating, consolidating, and shortening reporting requirements where possible. Recommendations are meant to minimize administrative burdens without compromising measures essential to compliance, monitoring, and progress.

This report will distinguish between the CDE mandates and those of other governing bodies (e.g., the federal government, the State Board of Education). Such distinctions allow the CDE to identify opportunities for internal improvement while assisting stakeholders in connecting with partners outside of the CDE who may be able to assist in easing LEA reporting burdens further.

In evaluating and developing recommendations, the CDE considered not only how data reporting impacts LEAs but how data supports important CDE functions such as compliance monitoring. Federal Program Monitoring (FPM) is one example of how the CDE uses data submitted by LEAs to evaluate compliance. FPM reviews allow CDE staff to collaborate closely with LEAs to establish compliant evidentiary support for state and federal funding sources which include but are not limited to:

1. The Local Control Funding Formula (LCFF), at <https://www.cde.ca.gov/fg/aa/lc/index.asp>, which uses the State Board of Education (SBE)-required three-year plan [Local Control and Accountability Plan (LCAP) at <https://www.cde.ca.gov/re/lc/>] to describe how an LEA will achieve positive student outcomes through specific goals, actions, services, and expenditures
2. Federal Title Funding, including:
   1. Title I (at <https://www.cde.ca.gov/sp/sw/>), which provides funds to ...
      1. Improve basic educational programs through local collaboration amongst principals, teachers, support staff, parents, and more. (Title I, Part A)
      2. Develop and administer Every Student Succeeds Act (ESSA) at <https://www.cde.ca.gov/re/es/> compliant assessments (Title I, Part B)
      3. Educate migratory students (Title I, Part C)
      4. Develop programs to support neglected, delinquent, or at-risk youth (Title I, Part D).
      5. Consolidate funding sources to best serve low-income/disadvantaged youth (Title I, Part E).
   2. Title II (at <https://www.cde.ca.gov/ci/pl/title2parta.asp>), which provides funds to support effective instruction through professional learning.
   3. Title III (at <https://www.cde.ca.gov/sp/ml/title3.asp>), which provides funds for English learners and immigrant students.
   4. Title IV (at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5863&recID=5863>), which provides funds to improve school conditions, including technology infrastructure and digital literacy opportunities.
   5. Title V, Part B (at <https://www.cde.ca.gov/fg/aa/rp/>), which provides funds for rural education.

While the above funding sources represent a sliver of the statutory complexities LEAs and the CDE must understand and navigate together, it is hoped that these examples emphasize the struggles LEAs face as they aim to receive funding that will empower them to serve diverse student populations. To support LEAs in gathering and submitting the data necessary for receipt of funds and evaluation of student outcomes, the CDE has developed/collaborated to develop several data systems and tools. These include but are not limited to:

1. California Longitudinal Pupil Achievement Data System (CALPADS) at <https://www.cde.ca.gov/ds/sp/cl/>—a longitudinal individual-level data system of student demographics, course data, discipline, assessments, staff assignments, and other federally required data.
2. Consolidated Application Reporting System (CARS) at <https://www.cde.ca.gov/fg/aa/co/cars.asp>—a series of regularly updated electronic forms that LEAs can use to submit data required for federal funding.
3. California Basic Education Data System (CBEDS) at <https://www.cde.ca.gov/ds/dc/cb/>—an annually updated system containing data about schools and districts as well as aggregate data on students and staff. These data are used for purposes such as completing and submitting federal EDFacts (<https://www.ed.gov/data/edfacts-initiative>) and Consolidated State Performance Reports (CSPR) files (at <https://www.ed.gov/laws-and-policy/laws-preschool-grade-12-education/esea/consolidated-state-performance-reports>).
4. CDE Monitoring Tool (CMT) at <https://www.cde.ca.gov/ta/cr/cmt.asp>—an electronic tool that facilitates secure collaboration between the CDE and LEAs during monitoring reviews.
5. myCDEconnect (at <https://www.mycdeconnect.org/>)—a unified system LEAs can use to submit information for the School Accountability Report Card (SARC) at <https://www.cde.ca.gov/ta/ac/sa/publicschlguide.asp>, the California School Dashboard at <https://www.caschooldashboard.org/>, and the LCAP at <https://www.cde.ca.gov/re/lc/>.

While the examples above do not represent an exhaustive listing of tools and systems the CDE has developed with the intention of easing LEA reporting burdens, they provide important historical insights into CDE efforts to alleviate reporting burdens for LEAs. Attempts to assist LEAs in gathering and submitting data have been extensive. Still—given that funding for such efforts is often one-time and technology-based solutions require ongoing support and funding to stay relevant—many of these systems have become obsolete and outdated. Functionality, connectivity amongst systems, and user-friendliness have suffered as the CDE has—with limited funds and resources—attempted to modify and augment systems as required to include statutory changes. Not only has this created frustration for the LEAs that rely on these systems and tools, it has limited the CDE focus to simply keeping systems running rather than to imagining how new technologies could be applied to improve LEA user experiences and render more valid, reliable, timely, actionable data.

## Process for Identifying LEA Reporting Mandates

Prior to the passage of SB 1315, the CDE had already begun a department-wide effort to identify and categorize data collected by the CDE divisions, offices, and programs. The resulting analysis identified collections gathered by the CDE throughout each school year. The bulk of these collections are mandated by legislation or grant requirements. Some of the non-mandated reports reflect internal collections produced to facilitate CDE administrative functions (e.g., budget and expenditure reports) while others collect information on voluntary programs offered by the CDE as directed by the State Board of Education and the Legislature (e.g., The 21st Century Leadership Academy at <https://www.cde.ca.gov/ci/pl/ca21csla.asp>, which provides free professional learning for LEA educators/staff; the State Seal of Biliteracy at <https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp>, which allows LEAs to recognize graduates who have demonstrated proficiency in more than one language; and the College and Career Access Pathways Grant at <https://www.cde.ca.gov/fg/fo/profile.asp?id=6338>, which funds LEA/community college partnerships).

In addition to the CDE internal review of collections, in December 2024, a small stakeholder focus group comprised of California LEA advocacy groups was convened. This focus group served to lay the foundation for identifying educators, administrators, county offices of education, and advocates with firsthand experience participating in LEA reporting efforts. In January 2025, a larger stakeholder focus group was convened to provide input into the data reporting issues LEAs face.

Focus groups included K–12 stakeholders from Northern, Southern, and Central California. Participants represented a wide range of educational perspectives including large and small districts, urban and rural districts, county offices of education, advocacy groups, and education leaders with a diverse set of skills, job titles, and expertise. The following entities were represented:

* California School Boards Association (CSBA): <https://www.csba.org/#gsc.tab=0>
* California Association of School Business Officials (CASBO): <https://www.casbo.org/>
* Association of California School Administrators (ACSA): <https://acsa.org/>
* California County Superintendents: <https://cacountysupts.org/>
* Capitol Advisors Group/Small School Districts Association: <https://www.ssda.org/staff>
* San Benito County Office of Education: <https://www.sbcoe.org/>
* Santa Clara County Office of Education: <https://www.sccoe.org/>
* Riverside County Office of Education: <https://www.rcoe.us/>
* Fresno County Office of Education: <https://www.fcoe.org/>
* Placer County Office of Education: <https://www.placercoe.org/>
* Mark Twain Union Elementary School District: <https://www.mtwain.k12.ca.us/>
* College of the Siskiyous: <https://www.siskiyous.edu/>
* Modoc Joint Unified School District: <https://www.modoc.k12.ca.us/>
* Silver Valley Unified School District: <https://www.svusdk12.net/>
* Maple Elementary School District: <https://www.mapleschool.org/>
* Cypress Elementary School District: <https://www.cypsd.org/>

CDE staff gathered insights and input from focus group participants and reviewed relevant documentation produced by external organizations including:

* The California School Boards Association “Drowning in Documentation” report (at <https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/LEA-Reporting-Requirements-WEB.ashx>)
* The *Riverside County Office of Education 2024-25 Plans, Templates, and Statutory Deadlines* document at <https://docs.google.com/document/d/13sZY4OAFrIPgt8iT5gyI-J3AWMuXFlxQbvV1Hc2y35s/edit?tab=t.0>.

The documents linked above highlight reporting that is required by state *Education Code*, federal statute, or both. It bears mentioning that many of the reporting requirements mentioned in these documents are tied to grants. Grant reporting is only a requirement for those LEAs voluntarily applying for the receipt of funds to serve specific student or educator populations.

For all reporting requirements, CDE is striving to—at minimum—align reporting deadlines and data collection methods to minimize impacts on educators and LEA staff, especially during the busiest times of the school year (i.e. back to school or end of year).

The above documents also mention plans. Some of the plans discussed during stakeholder focus groups (e.g., tech plans) have not been required at the state or federal level for some time. As such, part of the follow-up work that will be conducted after the submission of this report is gaining clarity on which plans LEAs are submitting, which entities are receiving said plans (e.g., county offices of education, locally contracted grant coordinators), and how the data in said plans are being used. It is hoped that such an analysis will serve to bridge any disconnects that may exist between what is required and what LEAs are submitting.

## Process for Analyzing and Sorting LEA Reporting Mandates

In striving to achieve a robust understanding of annual LEA reporting requirements, the CDE internal department-wide data collections documentation was compared with documentation provided by focus group participants. To develop actionable next steps most effectively for the CDE, LEA reporting requirements were categorized as follows:

* Mandated CDE Reports (e.g., SARC at <https://www.cde.ca.gov/ta/ac/sa/>, discussed above on page 7)
* Non-CDE State Reports (e.g., LCAP at <https://www.cde.ca.gov/re/lc/>, discussed above on pages 5 and 7)
* Federal Reports (e.g., Title funding, discussed above on page 6)

Once categorized, reporting requirements were reviewed for the development of:

1. Recommendations specific to the CDE
2. Recommendations for reporting requirements that fall outside of the CDE purview
3. Recommendations for the California State Legislature that would minimize LEA reporting burdens while improving data quality and utility

While the CDE assists LEAs with collecting, preparing, and submitting reports to entities outside the CDE (e.g., the LCAP, federal Title program reports), authority to implement recommendations on what data are collected is limited to reporting requirements that fall within the CDE purview. This said, the CDE will evaluate data collection processes to determine the feasibility of streamlining those processes. As funding and technology allow, the CDE will consolidate data collection mechanisms/systems and will explore the feasibility of pre-populating data to limit data entry for LEAs. Recommendations for reporting requirements outside of the CDE purview are shared for the purposes of fostering collaboration and facilitating discussions with entities outside the CDE. Appendix A reflects the reporting requirements identified and categorized as part of this analysis.

## CDE Reporting Requirement Recommendations

Because the ability of the CDE to effect change is strongest internally, recommendations for streamlining and minimizing CDE reporting mandates were developed separately from recommendations for mandates that fall beyond the CDE purview. In compliance with the directives of SB 1315, recommendations emphasize required reports rather than reports completed by LEAs that voluntarily participate in non-mandated CDE opportunities and programs (e.g., professional development, grants). Based on focus group input and analysis of required reports, the CDE recommends the following next steps for CDE-mandated reports:

1. Verify that required reports align with statutory mandates
2. Search for redundancies amongst required reports and collaborate cross-divisionally to eliminate multiple requests for the same data
3. Identify similarities amongst required reports and collaborate cross-divisionally to consolidate reports where possible
4. Examine conditions that prompted the original reporting requirement, determine if current conditions still support the reporting requirement, and make plans to phase out reporting requirements that have become obsolete
5. In instances where the CDE already has data in its possession, fulfill reporting requirements without LEA involvement
6. Develop and maintain resources to facilitate transparent, clear information on reporting requirements
7. Establish an annual schedule for reviewing LEA reporting requirements to ensure alignment with statutory mandates and evidence-based practices for student success
8. Determine requirements and funding necessary for connecting and updating systems to streamline and minimize LEA reporting burdens

In addition to alleviating LEA reporting burdens, implementing the recommendations listed above would strengthen the CDE ties to its constituents, would allow educators to spend more time providing services to students, and would enable CDE staff more time to evaluate unique data points rather than sifting through redundant information. Over time, it is hoped that continuous review and refinement of reporting requirements would render more relevant, actionable insights to improve student outcomes. By identifying the reports and plans that the CDE programs collect and analyzing documentation provided by stakeholders, the CDE has begun this process and looks to continue to work with stakeholders to complete the steps outlined above.

## Non-CDE Reporting Requirement Recommendations

The CDE supports efforts to minimize LEA reporting burdens. In addition to improving CDE reporting mandates, the CDE welcomes collaborations with constituents and outside governing bodies. Over time, legislative, leadership, and staffing changes can result in confusion about what is required and who is meant to be served by a particular mandate. A mandate’s initial intention can be lost or obscured as the conditions that prompted its passage fade. Changes in those enforcing, interpreting, and implementing mandates can complicate the compliance process. For these reasons and more, it is recommended that non-CDE governing bodies:

1. Review what is being required by current mandates under their purview, to ensure common understanding of
   1. Those being served by reporting mandates
   2. Inputs, outputs, purpose, and goals of reporting mandates
   3. Time and resources needed to comply with reporting mandates
   4. Implications of reporting mandates including
      1. Legal considerations (i.e. Does the mandate create liabilities for LEAs?)
      2. Priority shifts needed to ensure compliance (i.e. What do LEA teachers/staff put aside to comply?)
      3. Risks and benefits of compliance
2. Consolidate redundant/similar data collections where feasible
3. Phase out data reporting requirements that have become obsolete

While the CDE does not have authority to modify reporting requirements that fall beyond its purview, it can use its platform to raise the concerns expressed by LEAs and collaborate to develop and implement strategies for minimizing data reporting burdens while maximizing the utility of data outputs. The CDE looks forward to seeing opportunities for collaborative action through forums such as:

* The Cradle-to-Career Data System Project at <https://www.cde.ca.gov/ds/dc/c2cdatasystemp20.asp>, which requires data collaboration amongst California’s educational regulatory bodies
* The Council of Chief State School Officers (CCSSO) at <https://ccsso.org/> EIMAC (Education Information Management Advisory Collaborative) at <https://753a0706.flowpaper.com/CCSSO2024EIMACoverviewshort/#page=1>, which provides regular cross-state collaboration opportunities
* The Institute of Education Sciences at <https://ies.ed.gov/>, which provides opportunities for education researchers and education professionals to connect

By serving as an advocate and voice for California’s LEAs and students, the CDE can ensure that concerns are heard and solutions are considered. To this end, the CDE welcomes invitations to be included in efforts to review and refine LEA reporting mandates.

## California Legislative Recommendations

The CDE enthusiastically supports legislative efforts to improve educational data. When data silos are broken down, allowing prompt communication and analysis across relevant systems, frustration is minimized and data outputs are more relevant and actionable. Especially in a space like education, there are so many benefits to be gained when leaders who make policy, educators who implement policy, and families who are impacted by policy have the timely information they need to make decisions that best support students. Investments in the processes and systems that render student data are an investment in all of us since—when done efficiently and effectively—they can provide the insights necessary to support and educate future leaders and citizens.

To make possible a robust future of actionable, relevant data insights, the CDE requires the support of the California State Legislature to draft, submit, and pass mandates that

1. Provide ongoing funding for improvement and maintenance of California’s educational data systems
2. Provide ongoing funding and requirements for data literacy training for decision-makers, educators, families, and students
3. Require inclusion of the CDE, education advocacy groups, and LEA representatives prior to modifying or augmenting state-level LEA reporting mandates

While measuring and reporting on student outcomes is essential work, if it is to be *meaningful* work, reporting mandates must clearly connect to timely, actionable insights. With a strategic, collaborative, well-resourced approach to the collection, analysis, and reporting of data, LEAs can be empowered to support student success. Partnerships amongst legislators, governing bodies, LEAs, families, and students can facilitate transforming LEA reporting mandates into a benefit rather than a burden.

### Conclusion

The efforts and activities that contributed to the writing of this report underscore several important truths:

1. Valid, reliable, timely educational data can be a powerful tool to improve student outcomes
2. Current LEA reporting mandates are vast, time consuming, burdensome, and do not clearly connect to actionable insights
3. At the state level, much can be done to improve and streamline data reporting processes, especially if efforts are coordinated and supported by funding and legislation
4. More work is needed to fully understand reports LEAs are submitting, which entities are receiving the data, and how data are being used once submitted
5. The CDE can leverage accomplishments at the state level to advocate for improvements beyond California
6. The completion of this report is just the beginning of a broader conversation about LEA reporting requirements

This report spotlights how—while local, state, and federal entities all intend to improve student outcomes—without ongoing collaboration, reflection, and analysis, the reporting mandates imposed may work to undermine these good intentions. By taking the time to holistically understand current issues, governing bodies can work to streamline LEA reporting mandates. The CDE looks forward to implementing CDE-specific recommendations (as outlined in Appendix B) and hopes to partner with other state entities, the California State Legislature, and federal partners to work toward a future where data supports students and educators as intended.

## Appendix A

### Recommendations for Reducing LEA Reporting Burdens by Entity

| CDE |  | Non-CDE State Entities |  | California Legislature |
| --- | --- | --- | --- | --- |
| 1. Verify that required reports align with statutory mandates. 2. Search for redundancies amongst required reports and collaborate cross-divisionally to eliminate multiple requests for the same data. 3. Identify similarities amongst required reports and collaborate cross-divisionally to consolidate reports where possible. 4. Examine conditions that prompted the original reporting requirement, determine if current conditions still support the reporting requirement, and make plans to phase out reporting requirements that have become obsolete. 5. In instances where the CDE already has data in its possession, fulfill reporting requirements without LEA involvement. 6. Develop and maintain resources to facilitate transparent, clear information on reporting requirements. 7. Establish an annual schedule for reviewing LEA reporting requirements to ensure alignment with statutory mandates and best practices for student success. 8. Determine requirements and funding necessary for connecting and updating systems to streamline and minimize LEA reporting requirements. |  | 1. Review what is being required by current mandates under their purview, to ensure common understanding of    1. Those being served by reporting mandates    2. Inputs, outputs, purpose, and goals of mandates    3. Time and resources needed to comply with mandates    4. Implications of mandates including       1. Legal considerations (Does the mandate create liabilities for LEAs?)       2. Priority shifts needed to ensure compliance (i.e. What do LEA teachers/staff put aside to comply?)       3. Risks and benefits of compliance 2. Consolidate redundant/similar data collections where feasible 3. Phase out data reporting requirements that have become obsolete |  | 1. Provide ongoing funding for improvement and maintenance of California’s educational data systems. 2. Provide ongoing funding and requirements for data literacy training for decision-makers, educators, families, and students. 3. Require inclusion of the CDE, education advocacy groups, and LEA representatives prior to modifying or augmenting state-level LEA reporting mandates. |

## Appendix B

### LEA Reporting Requirements: CDE Next Steps

| **By May 2025** |  | **By July 2025** |  | **By September 2025** |
| --- | --- | --- | --- | --- |
| 1. CDE will Convene Both Internal and External Stakeholder Groups to Develop Project Proposals and Timelines for:    1. Reports/Plans to be Consolidated    2. Reports/Plans to be Eliminated    3. Reports/Plans to be Truncated 2. Research and Document Costs and Requirements for Augmenting, Updating, and Maintaining the CDE Digital Reporting Capabilities. 3. Collaborate with LEAs to More Fully Understand the Breadth and Depth of Plans and Reports Being Submitted to Ensure Accurate Understanding of What Reports Are Being Required/Submitted, Which Entities Are Receiving Those Reports, and What Is Happening with Data in Those Reports Once Received. |  | 1. Draft Budget Change Proposals (BCPs) for Augmenting, Updating, and Maintaining CDE Digital Reporting Capabilities 2. Collaborate with Stakeholders on Drafting, Sponsoring, and Submitting Legislation to Fund and Enhance the CDE Ongoing Reporting Capabilities |  | 1. Convene Stakeholders to Review Progress and Establish LEA Reporting Burden Reduction Plans and Goals for the 2024–25 School Year 2. Draft and Publicly Report on Project Progress and Next Steps 3. Wherever Possible, Align Data Submission Timelines and Data Collection Methods to Streamline Data Reports for LEAs 4. Establish Long-Term Specific, Measurable, Achievable, Relevant, Time-Bound Plans for Augmenting and Enhancing the CDE Data Collection Processes and Systems |

## Appendix C

### California LEA State Reporting Requirements

**Appendix C Legend:**

\*Reports Being Considered for Consolidation

\*\*Reports That Could Be Streamlined/Consolidated into a Funded, Supported Centralized Grant Management System

\*\*\*Reports CDE Can Fulfill without LEA Involvement

| **Program or Educational Service Measured** | **How or Where Data Are Collected** | **Examples of Data Collected** | **Statutory Mandate** | **Report or Data Submission Deadline** | **Purpose of Report** | **See Legend** |
| --- | --- | --- | --- | --- | --- | --- |
| Adult Education Office (AEO) | Comprehensive Adult Student Assessment System (CASAS) | Quarterly Claims for Grant Reimbursement | *Education Code* (*EC*) Section 84913(a) | Quarterly | Adult Ed Funding/ Accountability | \*\* |
| AEO | CASAS | Grant Application to Determine Eligibility | *EC* Section 84913(a) | Winter | Adult Ed Funding/ Accountability | \*\* |
| AEO | Online Application and Reporting Site (OARS) | Course Listings that Align with Grant Goals | *EC* sections 84900-84920 | Quarterly | Adult Ed Funding/ Accountability | \*\* |
| Adult Education Workforce Investment and Opportunity Act (WIOA) Title II and Council for Accreditation of Educator Preparation (CAEP) | CASAS | Performance Outcomes | *EC* Section 84900–849920 | Summer | Adult Ed Funding/ Accountability | \*\* |
| A-G Completion Improvement Grant Program (AGCIP) | Mid-Grant Report | Measures Used to Evaluate Grant Funding Impacts | *EC* Section 41590 | Winter | Grad Rate Improvement Funding/ Accountability | \*\* |
| AGCIP | End-Grant Report | High School Requirements (A–G) | *EC* Section 41590 | Summer | Grad Rate Improvement Funding/ Accountability | \*\* |
| Armed Services Vocational Aptitude Battery (ASVAB) | Education Data Collection System (EDCS) | ASVAB Completion | LCFF, CA School Dashboard College/Career Indicator (CCI) | Summer | Post-HS Grad Readiness | \* |
| California Community Colleges Chancellor’s Office (CCCCO) | California Community Colleges (CCC) Apply | CCC ID | *EC* Section 78213 | Winter | Post-HS Grad Readiness | \*\*\* |
| California Partnership Academies | CPA Annual Report | Student Data, District and Business Match Data | *EC* Section 54691 | Spring | Post-HS Grad Readiness | \*\* |
| California Regional Environmental Education Community (CREEC) Grant Program | Manual Submission | Expenditure Reports, Budget Data, Professional Learning Outcomes, Educator Participation | CA Public Resources Code Chapter 1105, Section 21190(c) | Spring | Environmental Ed Funding/ Accountability | \*\* |
| Climate Change and Environmental Justice | California Grants Portal | Budget Data | AB 130, section 151 | Annually | Environmental Ed Funding/ Accountability | \*\* |
| County Office of Education (COE) LCAP | Manual Review | Budget Data, Measures of How Local Students Needs are Met | *EC* sections 52065 and 47606.5(i) | Summer | Post-HS Grad Readiness | n/a |
| Career Technical Education Incentive Grant (CTEEIG) | CTEIG Expenditure Reports | Budget Data | *EC* Section 53076(c) | Winter | Career Tech Ed Funding/ Accountability | \*\* |
| CTEIG | CALPADS | CTE Completer Data | *EC* Section 53071(b)(ii) | Winter | Post-HS Grad Readiness | \*\* |
| CTEIG | Program Grants Management System (PGMS) | Grant Application, Funding Match, Starting Budget, 3-Year Fiscal Commitment, Assurances, Positive Considerations | *EC* sections 53070–53076.4 | Summer | Career Tech Ed Funding/ Accountability | \*\* |
| Dashboard Alternative School Status (DASS) | DASS Online Survey | Program Data | *EC* Section 52025(d) | Spring | Offer Means for Attaining Ed Objectives Beyond Regular Ed | n/a |
| Data Sharing Agreement with Commission on Teacher Credentialing (CTC) | California Statewide Assignment Accountability System (CalSAAS) | Teacher Assignment Monitoring Outcomes | *EC* sections 10600, 10807, 44225.6,44230.5, 60900 | Fall | Examine Outcome Impacts of Teaching Assignments | n/a |
| Deaf Education Unit (DEU) | Desired Results Development Profile (DRDP) Online | Annual Literacy Progress of Deaf/Hard of Hearing Children Ages Birth to Five Years | *EC* Section 56326.5 | Spring | Assess Intervention Effectiveness | n/a |
| DEU | DRDP Online | Bi-Annual Literacy Development Assessment of Deaf/Hard of Hearing Children | *EC* Section 56326.5 | Spring | Assess Intervention Effectiveness | n/a |
| Dual Enrollment Opportunities Grant (DEOG) | DEOG Online App | Annual Budget Expenditure and Report | *EC* Section 41585 | Summer | Post-HS Grad Readiness, Career Tech Ed Funding/ Accountability | \*\* |
| DEOG | DEOG Online App | Baseline Demographic Data | *EC* Section 41585 | Fall | Post-HS Grad Readiness, Career Tech Ed Funding/ Accountability | \*\* |
| DEOG | DEOG Online App | Mid and End Project Progress Reports: Funds Use, Number of Student Participants, Number of College Courses Taken, Number of Course Completions | *EC* Section 4185 | Spring | Post-HS Grad Readiness, Career Tech Ed Funding/ Accountability | \*\* |
| Ethnic Studies Professional Development | Word and Excel Templates | Regional Workgroup Activities, Progress on Resource Development, Statewide Webinar Development Progress | Trailer Bill AB 130, Section 132 | Winter | Ethnic Studies Funding/ Accountability | n/a |
| Gann Limit (Named after Activist Paul Gann) | Standardized Account Code Structure (SACS) Software | LEA-Level Current Year School Spending (Gann) Calculation, Allowing LEAs to Ask the State to Cover Applicable Refunds to Taxpayers | CA Prop 4 (1979) | Fall | Ensure Minimum Funding for Schools/ Community Colleges | n/a |
| Golden State Pathways Program | Tool Currently Being Developed | Academic Performance Indicators, Pathway Completion Data, Postsecondary Enrollment, Transition to Employment | *EC* sections 53020–53025 | Spring | Post-HS Grad Readiness | \*\* |
| Heritage Schools | Heritage Schools Registration System | General School and Administrator Info about Schools that Teach History, Culture, Traditions, or Language other than the US | *EC* Section 33195 | Winter | Document Diverse Ed Opportunities | n/a |
| Learning Acceleration Grant | Learning Acceleration Grant System | Expenditure and Budget Data, Educator Participation and Learning Outcomes | Trailer Bill AB 130, Section 152 | Quarterly | Teacher PD Funding | \*\* |
| Learning Communities for School Success Program (LCSSP) | CARS | LCSSP Goals, Activities, and Performance Measures for Each Cohort | *EC* sections 33430–33436 | Fall | School Climate Funding/ Accountability | \*\* |
| LCSSP | CARS | Annual Expenditure Reports | *EC* sections 33430–33436 | Fall | School Climate Funding/ Accountability | \*\* |
| LCFF Education Protection Account | Principal Apportionment Data Collection (PADC) | Tax/Local Revenues to Calculate Amounts Needed to Meet Minimum Funding Requirements for LEAs and Community Colleges | *EC* Section 84207 | Fall, Spring, Summer | Ensure Minimum Funding for Schools | n/a |
| Learning Recovery Emergency Block Grant (LREBG) | LREBG Reporting Template | Expenditures on Allowable Uses (e.g., Tutoring, Extra Instructional Days, Student Supports) to Recover COVID-19 Learning Losses | *EC* Section 32526(e) (1–2) | Winter | COVID-19 Learning Loss Funding/ Accountability | \*\* |
| LGBTQ+ Professional Development | Los Angeles County Office of Education | Expenditure and Budget Data, Educator Participation and Learning Outcomes | Trailer Bill AB 130, Section 148 | Summer | LGBTQ+ Teacher PD Funding | \*\* |
| Mathematics Professional (MP) Learning Partnership Grant | Tool Currently Being Developed | Expenditure and Budget Data, Educator Participation and Learning Outcomes | Trailer Bill SB 154, Section 114 | Winter | Math Teacher PD Funding | \*\* |
| MP Science and Computer Science Professional Learning Grant | California Grants Portal | Expenditure and Budget Data, Educator Participation and Learning Outcomes | Trailer Bill 181, Section 122 | Winter | Science/ Computer Teacher PD Funding | \*\* |
| Mandate Block Grant | Web-Based App | Expenditures, Local Activity Info on Plans to Support Common Core State Standards (CCSS), English Language Development (ELD), and/or Next Generation Science Standards (NGSS) | GC Section 17581.6(e) | Summer | CCSS, ELD, NGSS Teacher PD Funding | \*\* |
| National Board for Professional Teaching Standards Incentive Program | Web-Based App | Educator Participation, County District School (CDS) Code, Staff ID, National Board Candidate ID, Number of Years Teaching, Credential Type | *EC* Section 44395 | Winter | Fill High-Needs School Vacancies | n/a |
| Office of School Transportation | CBEDS/SACS | Home-to-School Transportation Data, (e.g., Ridership, Miles Driven, Expenditure Details, Pupils Transported, Rider Demographics) | *EC* Section 41850.1 | Bi-Annually | Examine School Transport Cost/ Availability | n/a |
| \*Prop 28: Arts and Music in Schools (AMS) Annual Report | AMS Portal | Contact Info, Narrative of Expenditures/Programs Funded, Teachers/Personnel/Aides, Number of Students Served, Number of Sites Providing Arts Ed, Date of Board Approval | *EC* Section 8820(g)(4) | Fall | Arts/Music Ed Funding/ Accountability | \* |
| \*AMS Final Expenditure Report | AMS Portal | Apportionment Amount, Amount Expended, Amount Unexpended, Contact Info | *EC* Section 8820(g)(4) | Fall | Arts/Music Ed Funding/ Accountability | \* |
| \*AMS Annual Certifications | AMS Portal | Contact Info, Certifications | *EC* Section 8820(g)(4) | Spring | Arts/Music Ed Funding/ Accountability | \* |
| \*AMS Written Waiver Request | AMS Portal | Waiver Request Type, Allocation Year, Estimated Proposal Usage ($), Narrative Problem Statement/Justification, Narrative Plans, Narrative Outcome, Contact Info | *EC* Section 8820(g)(4) | Spring | Arts/Music Ed Funding/ Accountability | \* |
| Principal Apportionment-1- November Reports | PADC | P-1 Taxes and Excess ERAF, Special Apportionment for Newly Operational Charters and Existing Charters Adding Grade Levels | LCFF, *EC* Section 820(g)(4) | Fall | Funding/ Accountability | n/a |
| Principal Apportionment-2- January Reports | PADC | P-1 (First Principal Apportionment) Attendance Data, Adults in Correctional Facilities, Charter School Physical Location, Infant Funding, Necessary Small School (i.e. Geographically Isolated), Special Ed/Americans with Disabilities Act Allocation, Special Ed Tax Allocation, Transfer of Funds Alternative Rate Option | LCFF, *EC* Section 820(g)(4) | Winter | Funding/ Accountability | n/a |
| Principal Apportionment-3-February Report | PADC | Certification of the 2024-2025 First Principal Apportionment | LCFF, *EC* Section 820(g)(4) | Winter | Funding/ Accountability | n/a |
| Principal Apportionment-4-March Reports | PADC | Audit Adjustments to CALPADS Data, Prior Year Corrections, Apportionment Corrections for Previous School Years, | LCFF, *EC* sections 820(g)(4) and 41341(a)(2) | Winter | Funding/ Accountability | n/a |
| Principal Apportionment-5-April Reports | PADC | Second Principal Apportionment (P-2) Taxes | LCFF, *EC* Section 820(g)(4) | Spring | Funding/ Accountability | n/a |
| Principal Apportionment-6-May Reports | PADC | P-2 Attendance Data, Class Size Penalties, Necessary Small School (i.e. Geographically Isolated), Special Ed/Americans with Disabilities Act Allocation, Special Ed Tax Allocation, Infant Funding | LCFF, *EC* Section 820(g)(4) | Spring | Funding/ Accountability | n/a |
| Principal Apportionment-7-June Report | PADC | Certification of the 2024–25 Second Principal Apportionment | LCFF, *EC* Section 820(g)(4) | Spring | Funding/ Accountability | n/a |
| Private School Affidavit | Private School Affidavit System | County-District-School (CDS) Code, County, District, School Type, Grades Served, Accommodations, Diploma, School Classification (Religious/Non-Religious) | *EC* Section 33190 | Fall | Registration of Private Schools | n/a |
| Reading Instruction and Intervention (RII) Grant-Evaluator | GMRT | Expenditure and Budget Data, Student and Professional Learning Outcomes, Educator Participation, Types of Activities and how they Align to Grant Goals | Trailer Bill AB 130, Section 145 | Winter | Reading Instruction Funding/ Accountability | \*\* |
| RII Grant-Grantee | GMRT | Expenditure and Budget Data, Student and Professional Learning Outcomes, Educator Participation, Types of Activities and how they Align to Grant Goals | Trailer Bill AB 130, Section 145 | Spring | Reading Instruction Funding/ Accountability | \*\* |
| School Accountability Report Card (SARC) | myCDEconnect | Student Outcomes (e.g., Verbal and Math Test Scores, One-Year Dropout Rates, Expulsion/Suspensions), Credentialed Teacher Counts, Annual Days of Staff Development, Teacher Salaries/Benefits | *EC* Section 33126.1 | Winter | School Monitoring/ Accountability | n/a |
| School Plan for Student Achievement (SPSA) | Word Document Template | Alignment with School Goals, Needs Assessment, Evidence-Based Interventions, Resource Inequities | *EC* sections 41507, 41572, and 64001 | Annually | School Monitoring/ Accountability | n/a |
| System of Support Office (SOSO) Grants | Manual/Annual Plans | Technical Assistance Activity Types, Budget and Expenditures for Geographic and Equity Lead LEAs | LCFF, Title I, Part A | Annually | Academic, Behavioral, Social-Emotional Alignment | n/a |
| State Seal of Biliteracy | State Seal of Biliteracy Insignia Request Form (Snap Survey) | Number of State Seals of Biliteracy awarded, languages in which seals were awarded, number of seal recipients who: (1) were former English learners, (2) have an IEP, (3) qualify for a high school diploma | *EC* Section 51460–51464 | Summer | Bilingual Student Recognition | \* |
| State Seal of Civic Engagement | EDCS | Number of Seals Awarded | *EC* sections 51470–51471 | Summer | Civically Engaged Student Recognition | \* |
| Tobacco Use Prevention Education (TUPE) Program | TUPE Grant Electronic Management System | Service Implementation and Self-Assessment Data, Program Reach, Disparity Population Service Data, TUPE Curricular Assessment Data, Local Best Practices/Challenges/Improvement Info, Funding Use Data | Prop 99, Prop 56, Health and Safety Code Section 104420 | Fall | Tobacco Prevention Funding/ Accountability | \*\* |
| Unaudited Actuals | SACS | LEA-Level Unaudited Actual Fiscal Data | *EC* sections 1628 and 42100 | Fall | School Financial Accountability | n/a |
| Universal PreKindergarten Planning and Implementation (UPK P&I) | UPK P&I Annual Report | Qualitative Data Regarding LEA and COE Implementation of UPK | *EC* Section 8281.5 | Summer | UPK Accountability | n/a |

**Appendix C Legend:**

\*Reports Being Considered for Consolidation

\*\*Reports That Could Be Streamlined/Consolidated into a Funded, Supported Centralized Grant Management System

\*\*\*Reports CDE Can Fulfill without LEA Involvement

## Appendix D

### California LEA Federal Reporting Requirements

| **Program or Educational Service Measured** | **How or Where Data Are Collected** | **Examples of Data Collected** | **Statutory Mandate** | **Report or Data Submission Deadline** | **Purpose of Report** |
| --- | --- | --- | --- | --- | --- |
| 2023-24 ESSA Comprehensive Support and Improvement (CSI) COE Plan Approval Subgrant | Grant Management and Reporting Tool (GMRT) | Application for Funding, Expenditures, Budget | ESSA | Summer | CSI Funding/ Accountability |
| CSI LEA Subgrant | GMRT | Application for Funding, Expenditures, School Plan Info | ESSA 1003(e), 1003(i) | Summer | CSI Funding/ Accountability |
| AOE | CASAS | Quarterly Claims for Grant Reimbursement | WIOA, Title II | Quarterly | AOE Funding/ Accountability |
| AOE | CASAS | Grant Application | WIOA, Title II | Quarterly | AOE Funding/ Accountability |
| AOE | OARS | Course Listings | WIOA, Title II | Quarterly | AOE Funding/ Accountability |
| AOE WIOA Title II and CAEP | CASAS | Student Demographics, Enrollment, Program Outcomes, Post-Program Outcomes | Public Law (PL) 113-128-July 22, 2014 128 Stat. 1425 | Summer | AOE Funding/ Accountability |
| After School Education and Safety (ASES), 21st Century Community Learning Centers | After School Support & Information System (ASSIST) | Quarterly Expenditures, Semiannual Attendance | No Child Left Behind (NCLB), *EC* 8484.7–8484.9 | Spring | After School Ed Funding/ Accountability |
| \*American Printing House (APH) for the Blind Annual Census | APH Registration System (ARS) | Number of Students Visually Impaired per APH for the Blind Guidelines | PL 45-186, Congressional Act of 1879 | Winter | Blind Student Ed Funding/ Accountability |
| ASES Annual Outcomes-Based Data for Evaluation | exFiles | Attendance Data by Grantee, School Sites, State Student IDs (SSIDs) of Program Participants | No Child Left Behind (NCLB), *EC* 8484.7–8484.9 | Spring | After School Ed Funding/ Accountability |
| ASES Annual Performance Report (APR) | 21APR | Descriptive Program Info, Services, Performance, and Outcomes | Government Performance and Results Act | Winter | After School Ed Funding/ Accountability |
| CALPADS End of Year (EOY) 1 | CALPADS | Course Completion, CTE, Work-Based Learning | Career Tech Ed (CTE) Perkins, EDFacts | Summer | Funding/ Accountability |
| CALPADS EOY 2 | CALPADS | Program Eligibility/Participation | CSD, EDFacts, Title Programs | Summer | Funding/ Accountability |
| CALPADS EOY 3 | CALPADS | Behavior, Student Absences, 1-Year Grads, Reclassified as English Language Proficient (RELP), Homeless Students | EDFacts, Title Programs, McKinney Vento Act, CSD | Summer | Funding/ Accountability |
| CALPADS EOY 4 | CALPADS | Special Ed, Postsecondary Outcomes, Prior Year Completers | EDFacts, IDEA, CDS | Summer | Funding/ Accountability |
| CALPADS Fall 1 | CALPADS | Census Day Enrollment Counts, Language Acquisition Status, Immigrant, Free and Reduced Price Meal (FRPM) Eligibility, Special Ed Eligibility, Prior Year Dropouts | Title Programs, CAS, EDFacts | Winter | Funding/ Accountability |
| CALPADS Fall 2 | CALPADS | Census Day Course, Staff Assignment, Full-Time Equivalent (FTE), English Learner (EL) Services, Postsecondary Outcomes | Federal Programs, CTE Perkins, EDFacts | Winter | Funding/ Accountability |
| CARS | CARS Spring Forms | Federal Title Program Participation and Legal Assurances | Title Programs | Winter | Federal Funding/ Accountability |
| CARS | CARS Winter Forms | LEA Allocation, Expenditure, Carryover, and Closeout | Title Programs | Winter | Federal Funding/ Accountability |
| CARS | Manual Review | Title 1 Program Info | ESEA | Spring | Federal Funding/ Accountability |
| California Basic Educational Data System (CBEDS) | CBEDS | Aggregate Program, Staff, and Teacher Data Including Estimated Teacher Hires, Transportation, School Program Offerings, District of Choice Programs | Title Programs, EDFacts, CSPR | Winter | Funding/ Accountability |
| Comprehensive Support and Improvement (CSI) Grant | Grant Management Reporting Tool | Expenditures | ESEA | Spring | CSI Funding/ Accountability |
| County-District-Schools (CDS) | Online Public Update for Schools (OPUS)-CDS App | School and LEA Level Directory Information | EDFacts, CSPR, Title Programs, *EC* | n/a | Funding/ Accountability |
| Special Ed Data Evaluation and Analysis (DEA) | Individual Ed Plan (IEP) Implementation Data Collection | IEP Student Counts, Percentages of Effective Implementation Rates for Various Categories | 34 Code of Federal Regulations (CFR) 300.600 | Spring | Special Ed Funding/ Accountability |
| IDEA | Special Ed Personnel Data Report (SEPDR) | FTE Percentage of Time Spent Delivering Special Ed Services to Students with Disabilities (SWD) Receiving Special Ed and Related Services | IDEA Section 618(a)(3) | Spring | Special Ed Funding/ Accountability |
| ESSA Per Pupil Expenditure (PPDE) Report | ESSA-PPE Reporting System App | LEA-Level Fiscal Data | ESEA 1111(h)(1)(c)(x) and (h)(2)(c) | Summer | Federal Funding/ Accountability |
| ESSA Title Programs | Pupil Estimates for New or Significantly Expanding Charters (PENSEC) | Average Daily Attendance (ADA) for New and Expanding Charter Schools, Election to Participate in Federal Programs | Title 34 CFR Part 76-789(b)(2) | Summer | Federal Funding/ Accountability |
| ESSA Title Programs | Cash Management Data Collection (CMDC) | LEA-Level Expenditure Data | 2 CFR 200.305 | Quarterly | Federal Funding/ Accountability |
| ESSA Title I, Part D: Neglected or Delinquent Students | Manual Survey | LEA-Level Location, Number of Children Living in Local Institutions for Neglected or Delinquent Children or Local Adult Correctional Institutions | 20 (US Code) USC 6421-6472 | Fall | Federal Funding/ Accountability |
| Federal Charter Schools Program | Public Charter Schools Grant Program | Program Compliance, Financial, Attendance, and Expenditure Data | Title IV, Part C and Ed Department General Administrative Regulations (EDGAR) | Summer | Federal Funding/ Accountability |
| Federal Program Monitoring | CMT | Documentation of Compliance with Federal Program Requirements | Federally Funded Ed Programs | Spring | Federal Funding/ Accountability |
| Grant, Title I A-Fall | CARS | CSPR Data, Final Closeout Numbers, Reports Participation/Reservations, School Allocations, Supports School Allocations Form, Carryover Waiver | ESEA, CSPR | Winter | Federal Funding/ Accountability |
| Grant, Title I A-Spring | CARS | Reports Consultation | ESEA | Spring | Federal Funding/ Accountability |
| Grant, Title I D-Fall | CARS | Final Closeout Numbers, CSPR Data | ESEA, CSPR | Winter | Federal Funding/ Accountability |
| Grant, Title I D-Spring | CARS | Reports Reservations/Expenditures | ESEA | Spring | Federal Funding/ Accountability |
| Grant, Title IV, Part A-Fall | CARS | Carryover, Closeout | ESEA | Winter | Federal Funding/ Accountability |
| Grant, Title IV, Part A-Spring | CARS | Reports Consultation | ESEA | Spring | Federal Funding/ Accountability |
| Grant, Title V, Part B | CARS | Carryover, Closeout | ESEA | Winter | Federal Funding/ Accountability |
| Grant, Title VI, Part B | CARS | Data on Rural and Low-Income School Programs and Rural School Achievement Programs | ESEA | Winter | Federal Funding/ Accountability |
| Integrated Student Support and Programs Office (ISSPO) Grant | Manual Submission | Foster Youth Program Data, Implementation Plan | ESEA | Winter | Federal Funding/ Accountability |
| LCAP Federal Addendum | LCAP Federal Addendum Submission System | Info on LEA Strategies to meet ESSA LEA Plan Provisions | ESEA | Winter | Federal Funding/ Accountability |
| Migrant Education | Migrant Student Information Network | Eligibility, Enrollment, and Services Data | Title 34, Subtitle B, Chapter II, Part 200 Subpart C § 200.85 and EDFacts files | Summer | Federal Funding/ Accountability |
| Nutrition Programs | Private School Summer Electronic Benefits Transfer (EBT) | Data on Private School Students who are Eligible for the National School Lunch/Breakfast Program | Section 13A of the Richard B. Russell National School Lunch Act | Summer | Federal Funding/ Accountability |
| Office of School Based Health Programs | Word Narrative | Data on Student Health Services Utilized, Demographics of Patients, Diagnoses, Treatments/Preventative Care Provided, Outcomes of Health Education | FERPA, HIPPA, CCR, Title 17, Section 2952(c)(1) | Spring | Federal Funding/ Accountability |
| Pair and Share Matriculation Survey | Kindergarten-2nd Grade Survey | 3rd Grade Matriculation Data for K–2 Schools | ESSA State Plan | Summer | Federal Funding/ Accountability |
| Special Education: Infant Funding | Principal Apportionment Data Collection (PADC) Web | LEA-level personnel units for funding calculations | Individuals with Disabilities Act (IDEA) | Spring | Federal Funding/ Accountability |
| Special Education: Out of Home Care | Manual | Pupil counts in Community Care, Intermediate Care, Skilled Nursing Facilities, and Short-Term Residential Therapeutic Programs | IDEA | Fall | Federal Funding/ Accountability |
| Strengthening Career and Technical Education for the 21st Century (Perkins) | CALPADS | Budget and Expenditures | PL 115-224 | Summer | Federal Funding/ Accountability |
| Students with Disabilities Data | CALPADS | Student Data for those Receiving Services as Part of an Individualized Ed Program (IEP) | IDEA, Section 618 | Spring | Federal Funding/ Accountability |
| Title II-Teacher Assignment Monitoring | Commission on Teacher Credentialling | Budget Data, Educator Demographics, Educator Assignment Monitoring, Certificated Staff | ESEA | Winter | Federal Funding/ Accountability |
| Title III Annual Online Reports | Word Document | Language Ed Program Implementation, Activities to Support English Learners, Immigrant Student Participation Data | 20 USC Section 3121(a) and 3122(a-b) | Fall | Federal Funding/ Accountability |
| Title III- Student National Origin Report (SNOR) | SNOR Web App | Number of English Learner and Immigrant Students in Nonprofit Private Schools | ESEA 8501 | Winter | Federal Funding/ Accountability |
| Title III Program | Consortium Online App | LEA English Learner Counts | ESEA Section 3115 | Summer | Federal Funding/ Accountability |
| US Department of Agriculture (USDA) Child Nutrition Programs | Child Nutrition Info and Payment System (CNIPS) | Food Safety, Annual Updates, Meal Site Data, Meal Claims, Meal Service, Meal Type, Hours of Operation, Site Info | 7CFR part 210; 215; 220; 225; 235; 250 | Winter | Federal Funding/ Accountability |

## Appendix E

### High-Level Overview of LEA Reporting Requirement Types by Reporting Period

| **State-Mandated**  *Reports Required by State Mandate* |  | **Federally Mandated**  *Reports Required by Federal Mandate* |  | **Mandated Only for LEAs Voluntarily Participating in Certain Programs**  *Reports Required for LEAs Voluntarily Participating in Grants or Other Non-Mandated Programs* |
| --- | --- | --- | --- | --- |
| **Fall Reports**   * ASVAB (Armed Services Test) Completion Report * Teacher Assignment Monitoring Outcomes * Deaf Ed Baseline Data * Gann Limit Tax Report * Universal PreK Report |  | **Fall Reports**   * CALPADS End of Year Reports * Consolidated Application Federal Title Program Participation and Legal Assurances * Migrant Ed Reports * Pair and Share Matriculation Survey * Special Ed Out of Home Care Report * Title III Annual Online Report |  | **Fall Reports**   * Career Tech Ed (CTE) Application and Plans * Learning Communities for School Success Program Reports * Mandate Block Grant Reports * Private School Affidavit * State Seal of Civic Engagement Report * Unaudited Actuals Report * ESSA Comprehensive Support and Improvement Subgrant Applications and Budget |
| **Winter Reports**   * Community College ID Report * School Accountability Report Card |  | **Winter Reports**   * Allocation, Expenditure, Carryover, and Closeout Title Program Reports * Basic Education Data Report * LCAP Federal Addendum * Title III Student National Origin Report * Child Nutrition Programs Report |  | **Winter Reports**   * Adult Ed Mid Grant Report * Adult Ed Grant Applications * CTE Budget Report * Heritage School Registration * Learning Recovery Block Grant Report * Math and Science Professional Learning Partnership Grant Reports * National Board for Professional Teaching Standards Incentive Program Report * Reading Instruction Grant Evaluator Report * Integrated Student Support Grant Report |
| **Spring Reports**  N/A |  | **Spring Reports**   * American Printing House for the Blind Report * CALPADS Fall Census Day Reports * Special Ed Personnel Report * Special Ed Infant Funding Report   Title II Teacher Assignment Monitoring Report |  | **Spring Reports**   * Title I Program Reports |
| **Summer Reports**   * County Office of Ed LCAP Report * Alt Schools Dashboard Program Data * Deaf Ed End Year Budget and Outcomes Reports |  | **Summer Reports**   * Special Ed Student Data Evaluation and Analysis Reports * ESSA Per Pupil Expenditure Report * Federal Program Monitoring Reports * Summer Student Nutrition Benefit Reports * Student Health Services Reports * Students with Disabilities End of Year Data Submission * Title III English Learner Report |  | **Summer Reports**   * Adult Ed Performance Outcomes * Adult Grant End Grant Report * CA Partnership Academies Annual Report * CA Regional Enviro Ed Annual Report * CTE Completer Data * Golden State Pathways Year End Outcomes Report * LGBTQ+ PD Report * Reading Instruction Grant Grantee Report * State Seal of Biliteracy Report * ESSA Comprehensive Support and Improvement Subgrant End of Year Report * Public Charter School Grant Program Report * Strengthening CTE Grant Report * Climate Change Enviro Justice Annual Report * System of Support Grant Reports   Tobacco Use Prevention Reports |
| **Bi-Annual Reports**   * Deaf Ed Literacy Assessment * School Transportation Reports |  | **Bi-Annual Reports**  N/A |  | **Bi-Annual Reports**   * Arts Ed Annual Reports |