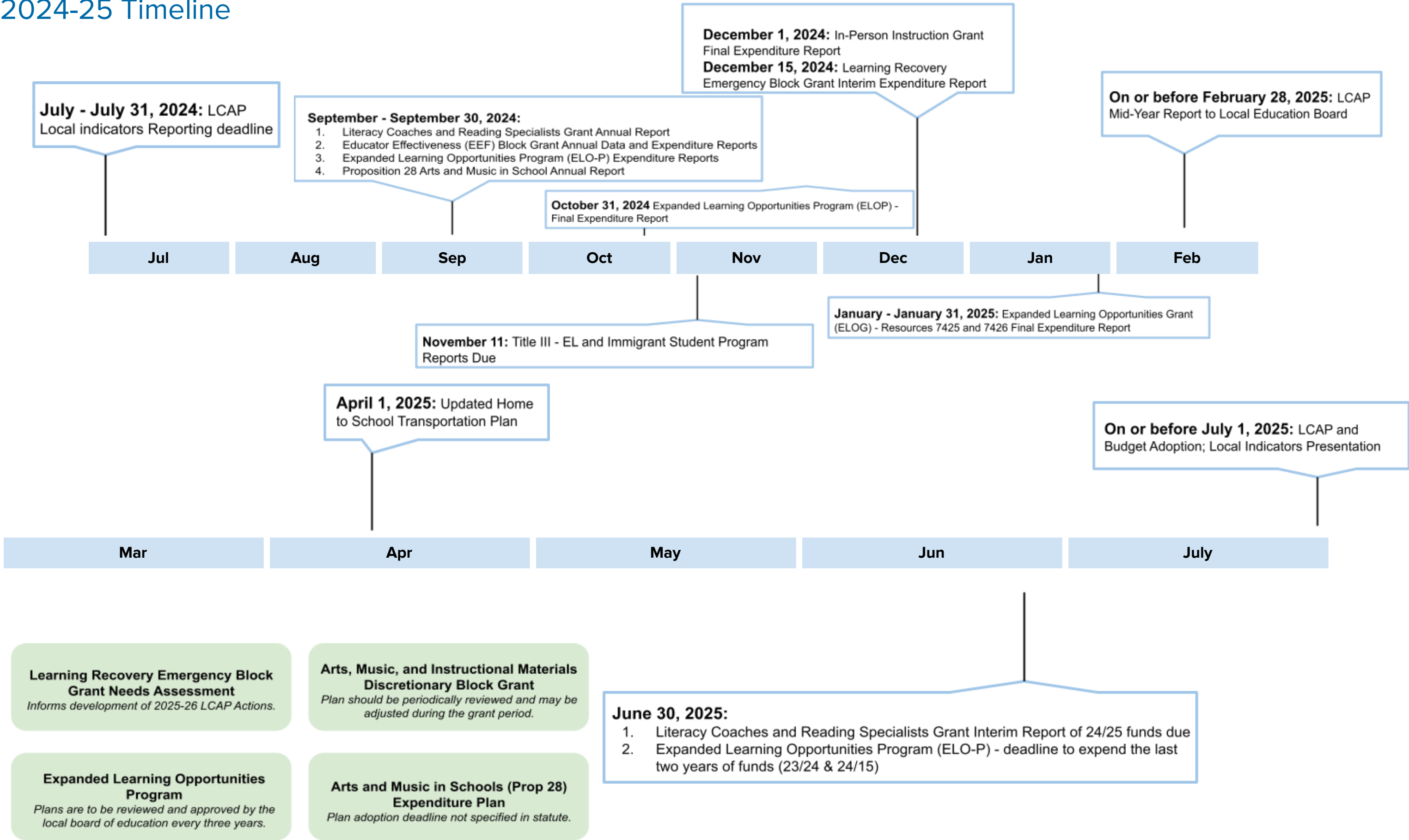


SCCOE

# Plans, Templates, and Deadlines

# 2024-25 Timeline



## Statutory Deadlines (Part I)

Program	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Educator Effectiveness Block Grant Funds (EEF / EEBG)	<ul style="list-style-type: none"> <li>Original deadline 12/30/2021 (<i>If LEA's local board approved plan by 12/30/2021, LEA does not have to approve again in 2022-23</i>)</li> <li>Implement plan</li> </ul>	<ul style="list-style-type: none"> <li>Deadline to develop and adopt plan extended to 3/31/2023</li> <li>Implement plan</li> <li>Annual data and expenditure report due on or before 9/30/2022</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Annual data and expenditure reports due on or before 9/30/2023</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Annual data and expenditure reports due on or before 9/30/2024</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Annual data and expenditure reports due on or before 9/30/2025</li> <li>Funds available for expenditure through 6/30/2026</li> </ul>	<ul style="list-style-type: none"> <li>Final report of expenditures due to CDE by 9/30/2026</li> </ul>		
A-G Completion Improvement Grant <i>*Added by SB153</i>	<ul style="list-style-type: none"> <li>Original deadline 1/1/2022</li> <li>Updated to 4/1/2022 (AB167)</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Report to CDE by 12/31/2023 on measuring impact</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Funds available for expenditure through 6/30/2026</li> </ul>	<ul style="list-style-type: none"> <li>Report to CDE by 8/31/2026 on final outcomes</li> <li>Final expenditure report to CDE by 9/30/2026</li> </ul>		
Prekindergarten Planning and Implementation Grant	<ul style="list-style-type: none"> <li>Plan development</li> </ul>	<ul style="list-style-type: none"> <li>Plan due to governing board by 3/30/2023 (AB 185)</li> <li>Implement plan</li> <li>Monitor expenditures</li> <li>UPK <u>survey</u> deadline - 9/30/2022</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>CDE is collecting data through "<u>Universal Pre-Kindergarten (UPK) Program Report</u>" - Deadline of 9/30/2023</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> </ul>	<ul style="list-style-type: none"> <li>Funds available for expenditure through 06/30/2026 (AB 185)</li> </ul>			
Expanded Learning Opportunities Program (ELO-P)	<ul style="list-style-type: none"> <li>Plan developed</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Monitor</li> <li>Adjust plan if needed</li> <li>2021-22 funds may be carried over to 2022-23</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Monitor</li> <li>Adjust plan if needed</li> <li>Subject to annual audit for first time</li> <li>2022-23 funds may be carried</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Monitor</li> <li>Complete the required 3-year review/update of ELO-P plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Monitor</li> <li>Adjust plan if needed</li> </ul>	<ul style="list-style-type: none"> <li>implement</li> <li>Monitor</li> <li>Adjust plan if needed</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Monitor</li> <li>Complete 3-year review/update of plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement</li> <li>Monitor</li> <li>Adjust plan if needed</li> </ul>
Arts, Music, and Instructional Materials Discretionary Block Grant <i>*Added by SB153</i>		<ul style="list-style-type: none"> <li>Develop Expenditure Plan</li> <li>Implement plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Funds available for expenditure through 6/30/2026</li> </ul>	<ul style="list-style-type: none"> <li>Final expenditure report due 9/30/2026</li> </ul>		
Learning Recovery Emergency Block Grant <i>*Added by SB153</i>		<ul style="list-style-type: none"> <li>AB182 does not include any plan requirements</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> </ul>	<ul style="list-style-type: none"> <li>Report interim expenditures by 12/15/2024</li> <li>Conduct needs assessment; select evidence-based actions</li> </ul>	<ul style="list-style-type: none"> <li>New requirements for actions included in LCAP</li> <li>Implement program</li> </ul>	<ul style="list-style-type: none"> <li>Include in LCAP</li> <li>Implement program</li> </ul>	<ul style="list-style-type: none"> <li>Include in LCAP</li> <li>Implement program</li> <li>Funds available for expenditure through 6/30/2028</li> </ul>	

# Statutory Deadlines (Part II)

Program	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Home to School Transportation Plan		<ul style="list-style-type: none"> <li>Adopt plan by 4/1/2023</li> </ul>	<ul style="list-style-type: none"> <li>Update plan annually by 4/1/2024</li> </ul>	<ul style="list-style-type: none"> <li>Update plan annually by 4/1/2025</li> </ul>	<ul style="list-style-type: none"> <li>Update plan annually by 4/1/2026</li> </ul>	<ul style="list-style-type: none"> <li>Update plan annually by 4/1/2027</li> </ul>	<ul style="list-style-type: none"> <li>Update plan annually by 4/1/2028</li> </ul>	<ul style="list-style-type: none"> <li>Update plan annually by 4/1/2029</li> </ul>
Proposition 28: Public School Arts and Music Education Funding		<ul style="list-style-type: none"> <li>Adopt plans for 2023-24 expenditures</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2024-25 expenditures</li> </ul>	<ul style="list-style-type: none"> <li>implement program</li> <li>Adopt plans for 2025-26 expenditures</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2026-27 expenditures</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2027-28 expenditures</li> <li>Report to CDE by Oct 1 for 2023-24 allocations</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2028-29 expenditures</li> <li>Report to CDE by Oct 1 for 2024-25 allocations</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2029-30 expenditures</li> <li>Report to CDE by Oct 1 for 2025-26 allocations</li> </ul>
Literacy Coaches and Reading Specialists (LCRS) Grant Program		<ul style="list-style-type: none"> <li>Adopt plans for 2023-24 expenditures</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2024-25 expenditures</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2025-26 expenditures</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2026-27 expenditures</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2027-28 expenditures</li> <li>Report to CDE by Oct 1 for 2023-24 allocations</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2028-29 expenditures</li> <li>Report to CDE by Oct 1 for 2024-25 allocations</li> </ul>	<ul style="list-style-type: none"> <li>Implement program</li> <li>Adopt plans for 2029-30 expenditures</li> <li>Report to CDE by Oct 1 for 2025-26 allocations</li> </ul>
California Community Schools Partnership Program				<ul style="list-style-type: none"> <li>All LEAs - submit an Annual Progress Report by 6/30/2024</li> </ul>		<ul style="list-style-type: none"> <li>For LEAs awarded in 2021-22 = Funds available for encumbrance through June 30, 2027.</li> <li>Final report on or before June 30, 2027.</li> </ul>	<ul style="list-style-type: none"> <li>For LEAs awarded in 2022-23 = Funds available for encumbrance through June 30, 2028.</li> <li>Final report on or before June 30, 2028.</li> </ul>	<ul style="list-style-type: none"> <li>For LEAs awarded in 2023-24 = Funds available for encumbrance through June 30, 2029.</li> <li>Final report on or before June 30, 2029.</li> </ul>
Instructional Continuity Plan <i>*Added by SB153</i>				<ul style="list-style-type: none"> <li>CDE shall post guidance by 3/1/2025</li> <li>Comprehensive school safety plans should be reviewed and updated before 6/30/2025</li> </ul>	<ul style="list-style-type: none"> <li>Beginning 7/1/2025 LEAs must have an instructional continuity plan as part of schools' comprehensive school safety plans</li> </ul>	<ul style="list-style-type: none"> <li>School safety plans shall be evaluated at least once a year</li> </ul>	<ul style="list-style-type: none"> <li>School safety plans shall be evaluated at least once a year</li> </ul>	<ul style="list-style-type: none"> <li>School safety plans shall be evaluated at least once a year</li> </ul>
Attendance Recovery Program <i>*Added by SB153</i>				<ul style="list-style-type: none"> <li><b>Recommended:</b> Develop attendance recovery program to be implemented in 2025-26</li> <li>CDE will post guidance by 6/30/2025</li> </ul>	<ul style="list-style-type: none"> <li>Beginning 7/1/2025 LEAs <b>MAY</b> implement attendance recovery programs for pupils to make up instructional time and offset absences</li> <li>Audit guide will include verification of compliance with requirements for attendance recovery programs</li> </ul>			

# Programs, Grants, and Plans

## Educator Effectiveness Funds Block Grant

## A-G Completion Improvement Grant Program

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Educator Effectiveness Funds Block Grant</p> <p>(<a href="#">AB130</a> - Section 22)</p> <p>(Revised by <a href="#">AB 167</a> - Section 9)</p> <p>(Revised by <a href="#">AB181</a> - Section 18)</p>	<p>Template development not specified in statute.</p> <p><a href="#">Example Template (Word version)</a>  <a href="#">Example Template (Excel version)</a>            (Download for best results)</p> <p><a href="#">Annual Expenditure and Data Report Template</a> (DOCX)</p> <p><a href="#">Annual/Final Reports Database Link</a></p> <p><a href="#">EEBG CDE page</a>, with <a href="#">Funding Results</a> and <a href="#">FAQ</a> (posted 10/21/21)</p> <p>EEF Block grant reporting <a href="#">website</a></p>	<p><a href="#">EC 41480</a></p> <ul style="list-style-type: none"> <li>Expend from 2021-22 through 2025-26.</li> <li>Shall coordinate with Title II and expend funds apportioned pursuant to allowable uses.</li> <li>Develop and adopt a plan delineating the expenditure of funds.</li> <li>Plan shall be presented in a public meeting of the governing board before its adoption in a subsequent public meeting of governing board</li> <li>AB 181 added language to EC 41480 to include preschool learning foundations as a subject area and added coursework for existing staff to become credentialed as an allowable expenditure.</li> <li>No employees can be charged a fee for services allowable under this section, including, but not limited to, induction program costs.</li> </ul> <p><b>Reporting Requirements:</b></p> <ul style="list-style-type: none"> <li>LEAs shall submit an annual data and expenditure report to CDE*. The annual data and expenditure reports are due on or before 9/30/2022 and each year thereafter on or before September 30. <i>*Note: The report is required <u>annually</u> by CDE, however EC41480 denotes reporting requirements by Sept 30, 2023 and Sept 30, 2026.</i></li> <li>Final report of expenditures due to CDE by 9/30/2026.</li> <li>Funding apportioned pursuant to this section is subject to the annual audits required by Section 41020.</li> </ul>	<p>3/31/2023 (Deadline changed by AB181)</p> <p>Presentation at a public meeting is required before adoption in a subsequent public meeting on or before 3/31/2023.</p> <p>Annual Expenditure Report due September 30</p>	<p>No</p> <p><b>Audit information:</b> Since AB181 changed the plan adoption deadline to 3/31/2023, an LEA might receive a 2021-22 audit finding if a plan was not adopted by the original deadline of 12/31/2021. If an audit finding is received, evidence of the presentation and adoption of the plan in two separate public meetings by March 31, 2023 will be sufficient to resolve.</p>
<p>A-G Completion Improvement Grant Program</p> <p>(subdivided into A-G Access Grant, A-G Success Grant, or A-G Learning Loss Mitigation Grant)</p> <p>(<a href="#">AB 130</a> - Section 24)</p> <p>(Revised by <a href="#">AB 167</a> - Section 10)</p> <p>(Revised by <a href="#">AB181</a> - Section 22)</p> <p>Revised by <a href="#">SB 153</a> Section 17</p> <p><i>*Added by SB153</i></p>	<p>CDE A-G <a href="#">Completion Improvement Grant Program Survey</a> - primary purpose is to collect contact information (<i>note: survey is now closed</i>)</p> <p>Optional template for LEA use: School Services created a <a href="#">Sample Plan</a> to assist LEAs in meeting plan requirements</p> <p><a href="#">Funding Results</a></p> <p><a href="#">Sample template to report impact of funds</a> (Due Dec 31, 2023)</p> <p><a href="#">Excel version of Sample Template</a></p>	<p><a href="#">EC 41590</a></p> <ul style="list-style-type: none"> <li>Expend from 2021-22 through 2025-26.</li> <li>Apportionment based on previous A-G completion rate and # of unduplicated pupils.</li> <li>Plan must describe how the funds received will increase or improve services for unduplicated pupils to improve A-G eligibility, including the opportunity to retake "D," "F," or "Fail" A-G courses in spring 2020 or 2021-22 school year.</li> <li>Must supplement, not supplant, services identified in LCAP.</li> </ul> <p><b>Reporting Requirements:</b></p> <ul style="list-style-type: none"> <li>Must report to CDE by 12/31/2023 on how they are measuring the impact of the funds on A-G completion rate and the outcomes based on those measurements.</li> <li>CDE provided a sample template for reporting use (see link to the left). Submit your report, along with the original adopted plan, to the A-GCIGP@cde.ca.gov mailbox.</li> <li>Final outcomes that measure the impact on A-G completion rate due by 8/31/2026.</li> <li>Funds available for expenditure through 2025-26. Final expenditure report due to CDE by 9/30/2026.</li> </ul>	<p><a href="#">AB 167</a>: 04/01/2022</p> <p>Prior meeting "discussion" required.</p> <p>Both meetings must be "regularly scheduled".</p>	<p>No</p>

# Programs, Grants, and Plans

## Local Indicators

### Reporting 2023-24 Local Indicators

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
Local Indicators  Reporting 2023-24 Local Indicators  Develop 2024-25 Local Indicators  Revised by <a href="#">SB 153</a> Section 73 *Added by <a href="#">SB153</a>	CDE <a href="#">Local Indicators</a> page  <a href="#">Local Performance Indicator Quick Guide</a> (DOCX; Updated Dec-2023)  <b>Note:</b> Priority 1 and 6 Local Indicator Self-Reflection tools were revised for 2023-24.	<ul style="list-style-type: none"><li>• Must engage stakeholders when responding to prompts.</li><li>• Must use SBE-adopted templates.</li><li>• Failure to present to the Board at LCAP adoption meeting will result in “Not Met” on the Dashboard.<ul style="list-style-type: none"><li>◦ <b>Submit Indicators developed with 2024-25 LCAP and presented to local board with LCAP by July 31, 2024 for the 2024 CA School Dashboard.</b></li><li>◦ Develop 2024-25 Local Indicators during the LCAP development process; present to the Board at the same meeting as LCAP adoption.</li></ul></li><li>• <b>California Department of Education (CDE) Update, July 17, 2024:</b><ul style="list-style-type: none"><li>◦ 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) data reports were released on DataQuest (Priority 1 Local Indicator).</li><li>◦ CDE will report 2022-23 TAMO data for each LEA on the 2024 California School Dashboard as part of Priority 1 Local Indicator.</li><li>◦ <b>Since the 2022-23 TAMO data was unavailable at the time that LEAs were reporting their local indicator data to the governing board/body of the LEA, LEAs must report the 2022-23 TAMO data at the next available meeting of the governing board/body.</b></li><li>◦ LEAs continue to have the option of providing an optional narrative related to the TAMO data within the Priority 1 Local Indicator. This optional narrative box may be accessed at any time during the year on <a href="#">myCDEconnect</a>.</li></ul></li><li>• If the governing board of a school district or charter school is unable to review any data due to fire, flood, impassable roads, epidemic, earthquake, imminence of a major safety hazard as determined by the local law enforcement agency, a state of emergency is declared by the Governor, the local indicator data shall be reviewed at the next meeting of the governing board and a resolution shall be adopted and submitted to the CDE with the following information:<ul style="list-style-type: none"><li>◦ A description of the emergency event.</li><li>◦ The date on which the local indicator date was reviewed.</li></ul></li></ul>	Present annually to the Board at the <b>same meeting</b> as LCAP adoption.  Upload 2023-24 local indicator data to CA Dashboard by 7/31/2024.	No



# Programs, Grants, and Plans

## 2025-26 LCAP, Action Tables, and Budget Overview for Parents (BOP) Development

Plan/Program	Template and Resources	Notes	Deadline (Board Presentation/Adoption)	COE Review/Approval
<p>2025-26 LCAP, Action Tables, and Budget Overview for Parents (BOP) Development</p> <p>(Revised by <a href="#">AB181</a> - Section 80)</p> <p>LCAP template requirements revised by <a href="#">SB 114</a> Sec. 62 (<a href="#">EC 52064</a>)</p> <p>County Office approval requirements revised by <a href="#">SB 114</a> Sec. 68 (<a href="#">EC 52070</a>)</p> <p>Revised by <a href="#">SB 153</a> Sec. 72 (<a href="#">EC 52064.4</a>) - Learning Recovery Emergency Block Grant [Cayla J. v. CA settlement]</p> <p><i>*Added by SB153</i></p>	<p>CDE <a href="#">LCAP Templates</a> Page</p> <p><a href="#">LCFF Budget Overview for Parents</a> (XLSX; Approved 01-Dec-2021; Updated Nov-2022)</p> <p><a href="#">LCFF Budget Overview for Parents</a> Instructions (DOCX)</p> <p>The SBE will update instructions by 1/31/2025 to implement the revisions per <a href="#">EC 52064.4</a> [Cayla J. v. CA settlement].</p> <p>Adopted 2025-26 LCAP Template and Instructions (DOCX; Adopted by SBE xx.xx.xxxx - TBD)</p> <p>Adopted Template Only (DOCX)</p> <p>Adopted Instructions Only (DOCX)</p> <p>Adopted Action Tables (XLSX; Adopted by SBE xx.xx.xxxx)</p>	<ul style="list-style-type: none"><li>AB 181, SEC80 added language to EC 52063 to require LCAP parent advisory to include parents/guardians of students with disabilities.</li><li>Carryover requirements. (<a href="#">EC 42238.07</a>)</li><li>15% add-on for Concentration Grant increasing school staffing.</li><li>Must include actions to implement the work related to Technical Assistance (AKA Differentiated Assistance).</li><li>Must identify one or more specific metrics to monitor the intended outcome of any Contributing districtwide, countywide, or charterwide action.</li><li>Beginning with the 2024-25 LCAP, include specific actions for school(s) or pupil group(s) within the LEA or any school(s), receive(s) the lowest performance level on the preceding year Dashboard (i.e. the 2023 Dashboard); applies for the three-year LCAP cycle.</li><li>A Focus Goal for schools receiving Equity Multiplier funds (see details below).</li><li>The LEA shall change actions that have not proven effective over a 3-year period.</li><li>Include actions and metrics to implement Learning Recovery Emergency Block Grant [Cayla J. v. CA settlement] for LCAPs beginning 7/1/2025 - 6/30/2028. (see page 16 of PTSD for details about the Learning Recovery Emergency Block Grant requirements for 2024-25).</li></ul> <p>Enhanced approval criteria for COEs (<a href="#">EC 52070</a>):</p> <ol style="list-style-type: none"><li>Adherence to template and instructions, including:<ol style="list-style-type: none"><li>EL action(s) (including LTELs), if required.</li><li>All required actions for low performing student groups, if required.</li><li>One or more focused goals for any school(s) receiving Equity Multiplier funds.</li><li>Each school wide or district-wide action identified as contributing to the Increased/Improved Services (IIS) requirement is supported by the required description in the IIS section of the LCAP.</li><li>Full proportionality obligation is described as required in IIS description in the LCAP.</li><li>Actions and services that implement the work related to technical assistance for improving the outcomes of the pupil group or groups that lead to identification.</li></ol></li><li>Budget includes sufficient funds to implement LCAP actions.</li><li>LCAP adheres to expenditure requirements for Supplemental/Concentration funds.</li><li>Accounts for “carryover” as required in <a href="#">EC 42238.07</a>.</li></ol> <p>LEAs are cautioned that for “contributing” actions originally planned to expend LCFF funds, using other resources in place of LCFF may have a significant impact on meeting Minimum Proportionality Percentage and/or Carryover requirements.</p>	<p>On or before July 1 annually (<a href="#">EC 52060</a>), the governing board shall adopt.</p> <p>Prior public hearing required.</p> <p>Note: BOP &amp; LCAP (with Expenditure Tables) adopted together, prior to budget adoption.</p>	<p>Yes (Non-Charter)</p>

# Programs, Grants, and Plans

## LCFF Equity Multiplier

Plan/Program	Template and Resources	Notes	Deadline (Board Presentation/Adoption)	COE Review/Approval
<p><b>LCFF Equity Multiplier</b></p> <p>Enacted by <a href="#">SB 114</a> Sec. 25</p> <p>LCAP requirements found in Sec. 62</p> <p>Funding requirements found in <a href="#">EC. 42238.024</a></p> <p>LCAP requirements found in <a href="#">EC 52064</a></p> <p>Revised by <a href="#">SB 153</a> Sec. 20</p> <p><i>*Added by SB153</i></p>	<p>CDE <a href="#">Equity Multiplier program and FAQ</a> page</p> <p><b><i>Requirements will be met through updated LCAP template.</i></b></p> <p>Funding results per First Principal (P-1) Apportionment (Feb 2024) <a href="https://www.cde.ca.gov/fg/aa/pa/iaspf23p1.asp">https://www.cde.ca.gov/fg/aa/pa/iaspf23p1.asp</a></p> <p><a href="#">School Services of California Funding Look-up Tool</a> (March 2024)</p> <p>Updated with official funding allocations</p> <p><a href="#">Stability Rate Downloadable Data Files</a></p> <p><a href="#">Stability Rate information page</a></p> <p><a href="#">Stability Rates (DataQuest)</a></p> <p><a href="#">SocioEconomic Disadvantaged Counts/Rates (DataQuest)</a> (Under “Report Options” change view to “Column Percents”)</p> <p>For SACS coding, use Resource Code 7399, and Revenue Object Code 8590.</p>	<ul style="list-style-type: none"><li>Funding for schools with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates of greater than 70%.<ul style="list-style-type: none"><li>An eligible school will receive at least \$50,000, <a href="#">adjusted for Cost-of-Living Adjustment (COLA)</a>.</li><li>A schoolsite is ineligible for funding if:<ul style="list-style-type: none"><li>Closed in a year in which funds are to be allocated.</li><li>The LEA generated funding due to pupil being enrolled in the district office.</li><li>Unspent funds from any fiscal year in which a schoolsite is closed must be returned.</li></ul></li></ul></li><li>Funds must be used for:<ul style="list-style-type: none"><li>Evidence-based services and supports for pupils, with a demonstration of how the resulting services and supports are increased or improved in comparison to services and supports that would have been provided at the schoolsites if the funding were not provided.</li><li>Funds shall supplement, not supplant, funding provided for these schoolsites for purposes of the LCFF pursuant to Section 2574, 2575, or 42238.02, the Expanded Learning Opportunities Program pursuant to Section 46120, the Literacy Coaches and Reading Specialists Grant Program established pursuant to Section 137 of Chapter 52 of the Statutes of 2022, and the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6 of Division 1 of Title 1).</li></ul></li></ul> <p><b>LCAP Requirements:</b></p> <ul style="list-style-type: none"><li>The LEA must show how stakeholders at schools receiving funds influenced actions;</li><li>The LEA must include a focus goal for each school generating funds; the focus goals must address:<ul style="list-style-type: none"><li>(A) All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard pursuant to Section 52064.5.</li><li>(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.</li></ul></li></ul>	<p>Included in LCAP document</p>	<p>Yes (Non-Charter) Included in LCAP approval</p> <p>“Supplement not Supplant” requirements will be verified through the annual fiscal audit.</p>



# Programs, Grants, and Plans

## Prekindergarten Planning and Implementation Grant

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Prekindergarten Planning and Implementation Grant</p> <p>See <a href="#">AB 130</a> section 4 for all required elements</p> <p>(Revised by <a href="#">AB 167</a> - Section 1)</p> <p>Education Code 8281.5</p> <p>(Revised by <a href="#">AB181</a> - Section 7)</p> <p>Amended by <a href="#">AB 185</a> - Section 10)</p>	<p><a href="#">2022-23 UPK Planning and Implementation Grant Program Local Educational Agency (LEA) Planning Template</a>(DOCX)</p> <p><a href="#">2022-23 UPK Countywide Planning and Capacity Building County Offices of Education (COE) Planning Template</a>(DOCX)</p> <p><i>2022-23 UPK Program Report for LEAs:</i> <a href="https://surveys3.cde.ca.gov/go/upk-program-rpt2-lea.asp">https://surveys3.cde.ca.gov/go/upk-program-rpt2-lea.asp</a></p> <p><a href="#">CDE FAQ</a></p> <p><a href="#">Funding Results</a></p> <p>Competitive grant application to be developed by CDE.</p> <p>Funds available for expenditure through 6/30/2026.</p> <p><a href="#">RCOE UTK FAQs</a></p> <p><a href="#">Early Childhood Education: State Allocations and Grant Funding Opportunities</a></p>	<p><b>Base allocation per Kinder enrollment:</b></p> <ul style="list-style-type: none"><li>• Available for encumbrance through 6/30/2026.</li><li>• \$300 million allocated:<ul style="list-style-type: none"><li>◦ Base grant of \$100,000 to all LEAs that operate Kindergarten programs. Enrollment 1-500 pupils = \$25,000 minimum base grant. Enrollment 501+ pupils = \$50,000 minimum base grant.<ul style="list-style-type: none"><li>■ Additional allocation to COEs of \$15,000 for each LEA in the county that operates kindergarten programs to support countywide planning and capacity building.</li></ul></li><li>◦ 60% of remainder shall be available as enrollment grants allocated based on LEAs proportional share of total California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 Kindergarten enrollment for 2021-22 fiscal year.</li><li>◦ 40% of remainder shall be available as supplemental grants allocated based on LEAs CALPADS Fall 1 Kindergarten enrollment minus the transitional kindergarten program enrollment for the 2021-22 fiscal year, multiplied by the LEAs unduplicated pupil percentage.</li><li>◦ Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.</li></ul></li></ul> <p><b>Competitive Grant</b></p> <ul style="list-style-type: none"><li>• An additional \$100 million for competitive grants to increase the number of and provide specific training to Preschool, TK, K teachers.<ul style="list-style-type: none"><li>◦ Competitive grants can be for an individual LEA or a consortium of LEAs. Funds available for expenditure until June 30, 2026.</li></ul></li></ul> <p><b>Facilities Funding</b></p> <ul style="list-style-type: none"><li>• Facilities funding is available through the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program<ul style="list-style-type: none"><li>◦ Webinar archived <a href="#">here</a> (<a href="#">Slide deck</a>)</li></ul></li></ul>	<p><del>6/30/2022</del> 3/30/2023 (deadline extended in AB 185)</p> <p>Develop a plan for consideration by the governing board at a public meeting on or before June 30, 2022,(deadline extended to March 30, 2023)</p>	<p>No</p>

# Programs, Grants, and Plans

## Expanded Learning Opportunities **Program** (ELO-P)

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Expanded Learning Opportunities <b>Program</b> (ELO-P)</p> <p>Applies to all LEAs with unduplicated pupils in classroom-based instructional programs, including classroom-based charter schools.</p> <p>Note: The ELO-P requirements have been amended many times (most recently by <a href="#">AB 185</a> Sec. 29).</p> <p>Amended by <a href="#">SB 114</a></p> <p>Revised by <a href="#">SB 153</a> Sec. 44</p> <p><i>*Added by SB153</i></p>	<p>Program requirements are found in <a href="#">EC 46120</a>.</p> <p>Several requirements reference After School Education and Safety (ASES) program requirements (specifically <a href="#">EC 8482.3</a> (c), (d) and (g))</p> <p><a href="#">CDE ELO-P Landing Page</a></p> <p><a href="#">CDE Expanded Learning FAQs</a></p> <p><a href="#">ELO-P Program Plan Guide/Template</a> now available - this template must be used for the plan.</p> <p><a href="#">ELO-P Funding Results</a></p>	<ul style="list-style-type: none"><li>○ Funding allocated based on prior-year K-6 average daily attendance (ADA) multiplied by LEA's Unduplicated Pupil Percentage (UPP). Additional funding if UPP is greater than 75%.</li><li>○ In 2022-23, <b>All LEAs</b> must <u>offer</u> ELOP to Unduplicated Pupils TK-6, and <u>provide access</u> to at least 50% of Unduplicated Pupils TK-6.</li><li>○ <b>Beginning 2023-24:</b><ul style="list-style-type: none"><li>■ <b>For LEAs with UPP &gt;75%:</b> Must <u>offer</u> the ELO Program to all pupils enrolled in classroom-based instructional programs in TK-6 and <u>provide access</u> to any pupil whose parent/guardian requests placement. Funding will be guaranteed for at least 3 years.</li><li>■ <b>For LEAs with UPP ≤ 75%:</b> Must <u>offer</u> the ELO Program to all classroom-based Unduplicated Pupils TK-6 and <u>provide access</u> to any Unduplicated Pupil whose parent/guardian requests placement.</li></ul></li><li>○ "Offer Access" means to recruit, advertise, solicit, etc. "Provide Access" means to enroll a student in the program (EC 46120(e) (4) and (5)).</li><li>○ LEAs must provide transportation to/from ELOP if pupil's school of attendance does not offer ELOP.</li><li>○ Time requirements:<ul style="list-style-type: none"><li>○ On school days, must offer in-person before and/or after school programs that, when added to instructional minutes, are at least 9 hours.</li><li>○ Provide at least 30 days, of at least 9 hours, during non-school days, inclusive of extended school year days.</li><li>○ "Frontier Designated" schools have an 8-hour day requirement.</li></ul></li><li>○ Before/After school program includes many elements (but not all) of ASES requirements, including Educational and Enrichment content, nutritious snacks, and program review [subdivisions (c), (d), and (g) of <a href="#">EC 8482.3</a>].</li><li>○ Must maintain staff:student ratios of 10:1 (TK/K), 20:1 (1-6).</li><li>○ May optionally serve middle and high school students.</li><li>○ May charge fees consistent with <a href="#">EC 8482.6</a>.</li><li>○ LEAs are "encouraged" to collaborate with community-based organizations.</li><li>○ <b>Intent is that ELOP and ASES/21st Century programs (if they exist in the LEA) to be one unified, coordinated program.</b></li><li>○ LEAs are permitted to use 2021-22 and 2022-23 as "planning years" and are not required to implement until 2023-24. Additionally, 2021-22 AND 2022-23 funds may be carried over to 2023-24. [EC 46210 (d)(6)]</li><li>○ Commencing with 2023-24 school year, funds allocated must be expended by June 30 of the <i>following</i> fiscal year. (i.e. 2 years to expend funds)</li><li>○ Funds may also be used to support attendance recovery when attendance recovery is operated by a local educational agency in conjunction with, and on the same schoolsite as, its expanded learning opportunities program.</li><li>○ Beginning in 2025-26, LEAs must annually declare their intent to run the program.</li></ul>	<p><a href="#">EC 46120</a> (b)(2) specifies that a "program plan" is developed based on listed requirements. There is no deadline specified in statute.</p> <p><a href="#">CDE guidance</a> states: <i>The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website.</i></p> <p>The plan should be reviewed and adjusted "periodically" to reflect the needs of the community, updates in the law, and to provide continuous improvement of the ELOP.</p> <p><b>The plan must be reviewed/updated every three years.</b></p> <p><i>Note: Since most LEAs adopted their ELO-P plan in the 2021-22 school year, the required Year 3 review/update would be due in the 2024-25 school year.</i></p> <p><i>Final expenditure reporting for 2021-22 and 2022-23 due October 31, 2024. <a href="#">Submission portal</a></i></p>	<p>No</p> <p>Subject to annual audit.</p> <p>Note: Audit will begin in the 2023-24 school year. No audit for 2021-22 or 2022-23.</p>

# Programs, Grants, and Plans

## Arts, Music, and Instructional Materials Discretionary Block Grant

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Arts, Music, and Instructional Materials Discretionary Block Grant</p> <p>CA <a href="#">AB181</a>, SEC. 134</p> <p>Amended by <a href="#">AB 185</a> Sec. 56</p> <p>Revised by <a href="#">SB 153</a> Sec. 100</p> <p><i>*Added by SB153</i></p>	<p>Plan Template not specified in statute.</p> <p>An example expenditure plan template has been created by Riverside COE, Assessment, Accountability, and Continuous Improvement Unit: <a href="#">Example Template(Excel) - AMIMDBG 2022.xlsx</a></p> <p><a href="#">Arts, Music &amp; Instructional Materials Block Grant</a> categorical program page</p> <p><a href="#">Arts, Music, and Instructional Materials funding results page</a></p> <p>Expected Distribution Schedule: Dec. 2022—50% / May 2023—50%</p> <p><a href="#">Arts, Music &amp; Instructional Materials FAQs</a></p>	<ul style="list-style-type: none"><li>• \$3,560,885,000 appropriated to CDE for allocation to COEs, school districts, charter schools, and state special schools.</li><li>• <b>Use of funds:</b><ul style="list-style-type: none"><li>◦ Obtain standards-aligned professional development and <del>acquire</del> instructional materials in the following subject areas: visual and performing arts, world languages, mathematics, science, including environmental literacy, English language arts (including literacy), ethnic studies, financial literacy (including content specified in Section 51284.5 of the Ed Code), media literacy, computer science, and history-social science.</li><li>◦ Instructional materials and professional development to be aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.</li><li>◦ Develop diverse book collections and obtain culturally relevant texts, in both English and pupils' home languages, to support pupils' independent reading and to establish site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences. Book collections and culturally relevant texts are to be available in English, pupils' home language, or a combination of more than one language.</li><li>◦ Operational costs, including but not limited to, retirement and health care cost increases.</li><li>◦ As related to the COVID-19 pandemic, purchase of protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.</li></ul></li><li>• Funds apportioned proportionally based on 2021-22 P-2 ADA.</li><li>• Funding available for encumbrance through the 2025-26 fiscal year.</li><li>• LEAs are encouraged, but not required to, proportionally use resources received to support arts and music education programs.</li><li>• Standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.</li><li>• <b>Must report final expenditures by 9/30/2026 to CDE; failure to report will result in forfeiture of funds.</b></li></ul>	<p>Deadline not specified in statute.</p> <p>The governing board or body of each school district, COE, or charter school receiving funds shall discuss and approve a plan for the expenditure of funds at a regularly scheduled public meeting.</p> <p>Note: Plan should be periodically reviewed and may be adjusted during the grant period to align with planned expenditures.</p>	<p>No</p>

# Programs, Grants, and Plans

## Learning Recovery Emergency Fund

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Learning Recovery Emergency Fund</p> <p>(Learning Recovery Emergency Block Grant-LREBG)</p> <p>CA <a href="#">AB182</a></p> <p>Amended by <a href="#">AB 185</a> Sec. 15</p> <p>Amended by <a href="#">SB 114</a> Section 16</p> <p><i>*Added by SB153</i></p>	<p>From CDE FAQ: <i>Statute does not require LEAs to develop a plan for use of Learning Recovery Emergency Block Grant funds. However, it is recommended that LEAs utilize the Local Control and Accountability Plan to communicate their strategic plan for how funds will be used to improve student outcomes.</i></p> <p>CDE developed a “Reference Only.” <b>The final reporting template will be completed online (TBA).</b></p> <p><a href="#">Learning Recovery Emergency Block Grant</a> categorical program page</p> <p><a href="#">Learning Recovery Emergency Block Grant funding results page</a></p> <p>Expected distribution schedule: Nov. 2022—50% / April 2023—50%</p> <p><a href="#">Learning Recovery Emergency Block Grant FAQs - Categorical Programs (CA Dept of Education)</a></p> <p><a href="#">Cayla J. Trailer Bill Language</a></p>	<p><b>Note: The use of these funds have changed significantly with the passage of <a href="#">SB 153</a> enacting changes per the <a href="#">Cayla J. v. CA settlement</a>. See next section for requirements beginning with 2025-26 school year.</b></p> <p>● <b>Use of funds:</b></p> <ul style="list-style-type: none"><li>○ Instructional learning time for the 2022-23 through 2027-28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.</li><li>○ Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, such as:<ul style="list-style-type: none"><li>■ Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.</li><li>■ Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.</li><li>■ Providing early intervention and literacy programs for pupils in Preschool to grade 3, inclusive, including, but not limited to, school library access.</li><li>■ Supporting expanded learning opportunity program services pursuant to Section 46120.</li><li>■ Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.</li></ul></li><li>○ Integrating pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.</li><li>○ Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.</li><li>○ Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.</li></ul>	<p>(d) <del>(1)</del> Local educational agencies receiving apportionments pursuant to this section shall report to the department, using the template developed by the department, and make publicly available on their internet websites, interim expenditures of those apportioned funds to the department by <del>December 1, 2024, and December 1, 2027,</del> and a final report on expenditures no later than <del>December 1, 2029</del>. Local educational agencies that do not submit the final expenditure report shall forfeit all funds apportioned pursuant to this section.</p> <p>Reporting revised by SB 114 Sec. 16 to <i>annually</i> by December 15 each year (beginning Dec.15, 2024), with the final report due Dec. 15 2029.</p>	<p>No</p>



# Programs, Grants, and Plans

## Learning Recovery Emergency Block Grant-LREBG

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Learning Recovery Emergency Block Grant-LREBG</p> <p>EC <a href="#">32526</a></p> <p>CA <a href="#">AB182</a></p> <p>Amended by <a href="#">AB 185</a> Sec. 15</p> <p>Amended by <a href="#">SB 114</a> Section 16</p> <p>Amended by <a href="#">SB 153</a> Section 10</p> <p><i>*Added by SB153</i></p>	<p>From CDE FAQ: <i>Statute does not require LEAs to develop a plan for use of Learning Recovery Emergency Block Grant funds. However, it is recommended that LEAs utilize the Local Control and Accountability Plan to communicate their strategic plan for how funds will be used to improve student outcomes.</i></p> <p>CDE developed a “Reference Only.” <b>The final reporting template will be completed online (TBA).</b></p> <p><a href="#">Learning Recovery Emergency Block Grant</a> categorical program page</p> <p><a href="#">Learning Recovery Emergency Block Grant funding results page</a></p> <p>Expected distribution schedule: Nov. 2022—50% / April 2023—50%</p> <p><a href="#">Learning Recovery Emergency Block Grant FAQs - Categorical Programs (CA Dept of Education)</a></p> <p>LCAP Template instructions to be revised to include new requirements (<a href="#">EC 52064.4</a>) on or before January 31, 2025</p>	<p>LEAs must conduct a needs assessment for the use and expenditure of funds in 2025-26 through 2027-28 to identify students in the greatest need of learning recovery supports including a review of:</p> <ul style="list-style-type: none"><li>• ELA/Mathematics - “Very Low” Dashboard outcomes and scale scores</li><li>• Chronic absenteeism - “Very High” Dashboard outcomes and local data</li><li>• Additional local metrics</li></ul> <p>LEAs must include <b>EVIDENCE-BASED</b> (<i>per federal definition</i>) interventions in the 2025-26 through 2027-28 LCAP that will address the needs of the identified students adhering to the allowable use of funds:</p> <ul style="list-style-type: none"><li>○ Instructional learning time for the 2022-23 through 2027-28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.</li><li>○ Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, such as:<ul style="list-style-type: none"><li>■ Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.</li><li>■ Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.</li><li>■ Providing early intervention and literacy programs for pupils in Preschool to grade 3, inclusive, including, but not limited to, school library access.</li><li>■ Supporting expanded learning opportunity program services pursuant to Section 46120.</li><li>■ Providing instruction and services consistent with the California Community Schools Partnership Act regardless of grantee status.</li><li>■ Providing professional development and coaching on either or both:<ul style="list-style-type: none"><li>• 2023 Mathematics Framework</li><li>• ELA/ELD Framework</li></ul></li></ul></li><li>○ Integrating pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.</li><li>○ Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.</li><li>○ Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.</li><li>○ <b>Conducting the needs assessment.</b></li></ul>	<p>Actions must included in the 2025-26 through 2027-28 LCAP.</p>	<p>Yes, as part of LCAP and budget approval.</p>



# Programs, Grants, and Plans

## Home to School Transportation Plan

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Home to School Transportation Plan</p> <p>Plan requirements established in <a href="#">AB181</a>, SEC. 14 (<a href="#">EC 39800.1</a>)</p> <p>Funding established in <a href="#">AB181</a>, SEC. 23 (<a href="#">EC 48950.1</a>)</p> <p>Amended by <a href="#">AB 185</a> Sec. 16</p>	<p>Plan template not specified in statute.</p> <p><a href="#">Home to School Transportation Reimbursement FAQ</a></p> <p>CDE shall annually collect and publish transportation data from each local educational agency providing pupil transportation services and that receives an apportionment pursuant to this section. The data shall encompass ridership, miles driven, expenditure details, the number of pupils transported, the demographic characteristics of pupils transported, including race, ethnicity, and socioeconomic status, and other data facilitating comparisons among local educational agencies.</p>	<ul style="list-style-type: none"><li>○ These provisions only apply to school districts and county offices of education that are providing school transportation services.</li><li>○ New funding stream of \$637 million (ongoing) independent of the LCFF. Districts and COEs will receive the greater of their transportation add-on, (which will be augmented by an annual COLA) or 60% of reported transportation costs under SACS Function Code 3600 (excluding capital outlay and nonagency). The district/COE's current Transportation LCFF add-on shall also count towards the 60% target.</li><li>○ (<a href="#">EC 39800.1</a>) As a condition of receiving apportionments under Section 41850.1, a local educational agency shall develop a plan describing the transportation services it will offer to its pupils, and how it will:<ul style="list-style-type: none"><li>■ Prioritize planned transportation services for pupils in TK, K, and any of grades 1 to 6, inclusive, and</li><li>■ Prioritize planned transportation services for pupils who are low income.</li></ul></li><li>○ The plan must also contain the following elements :<ul style="list-style-type: none"><li>■ A description of the local educational agency's transportation services that would be accessible to pupils with disabilities and homeless children and youth.</li><li>■ A description of how unduplicated pupils would be able to access available home-to-school transportation at no cost to the pupils.</li></ul></li><li>○ The plan shall be developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders.</li><li>○ The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils.</li><li>○ Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.</li><li>○ <a href="#">Plan must be updated annually by April 1 of each year. Per CDE Office of School Transportation (see <a href="#">FAQ 10</a>): Having an updated plan adopted by the governing board is a local-level decision. Informing the governing board of updates would be advisable and the governing board would decide if further action is warranted.</a></li></ul>	<p>Plan adopted by the Governing Board by <b>by April 1, 2023</b>.</p> <p>The plan shall be presented and adopted by the governing board of the local educational agency in an open meeting with the opportunity for in-person and remote public comment.</p> <p><b>Plan must be updated annually by April 1 of each subsequent year.</b></p>	<p>Not subject to COE review, but subject to annual audit.</p>

# Programs, Grants, and Plans

## Proposition 28: Public School Arts and Music Education Funding

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
Proposition 28: Public School Arts and Music Education Funding  -AKA-  Arts and Music in Schools (AMS)	Proposition 28 enacted EC 8820: <a href="#">Education Code 8820</a>  Amended by <a href="#">SB 115</a>  <a href="#">Proposition 28—Arts and Music Education Funding</a> program page  <a href="#">Funding Results</a>  <a href="#">Proposition 28 - AMS Financial &amp; Audit Requirements</a> Added 3/29/2024  Assigned Resource Code 6770  <a href="#">Proposition 28—Arts and Music Education FAQs</a>	<p>Funding:</p> <ul style="list-style-type: none"><li>Provides for an additional appropriation for Arts and Music Education Funding, approximately \$1 billion for 2023-24. (Calculated by 1% of prior-year Prop 98 funding guarantee.)</li><li>The amount of funding available for each fiscal year will be determined prior to the beginning of the fiscal year by the Department of Finance (DOF) as part of the May Revision of the Governor’s Budget. This total appropriation amount is final.</li><li>Allocated to LEAs based on each school site based on formula below; LEAs must allocate funds to each school site:<ul style="list-style-type: none"><li>70% on school enrollment</li><li>30% on school’s enrollment of economically disadvantaged pupils</li></ul></li><li>Funds are available for use up to three fiscal years.</li><li>For LEAs with an enrollment of at least 500 pupils, at least 80% of funds must be used to employ certificated or classified employees to provide arts education instruction. The remaining 20% of funds may be used for training, supplies, materials, and arts educational partnership programs.<ul style="list-style-type: none"><li>Up to 1% may be used for administrative expenses.</li></ul></li><li>LEA must submit a board-approved report to CDE, and post report to their website, annually that details:<ul style="list-style-type: none"><li>Type of arts education details funded;</li><li>Number of FTE for teachers, classified, and teaching aides;</li><li>Number of pupils served;</li><li>Number of schoolsites providing arts education programs with these funds.</li></ul></li><li>Additional funds must be used to supplement, not supplant, existing arts education programs.</li><li>For each schoolsite or preschool, the principal or program director shall develop an expenditure plan for the funds allocated.</li></ul> <p>Per FAQ: Can schools pool their Arts and Music in Schools (AMS) funds, and can school districts help to facilitate inter-school programs?</p> <ul style="list-style-type: none"><li>Yes, schools can share teachers and teacher aides as well as community arts partners, and school districts can help facilitate this sharing among schools. For example, a teacher could teach at one school on Monday and Tuesday and at another on Wednesday, Thursday, and Friday. However, other restrictions outside of AMS could prohibit or restrict this.</li></ul>	<p>Annual Report on prior fiscal year activities required with specified elements [EC 8820(g)(4) - approved by local Board, submitted to CDE, and posted on LEA’s internet website.</p> <p>Annual report is due <del>July 31, 2024</del> <b>September 30, 2024</b> (deadline extended <i>per email to Prop 28 Listserv from CDE on July 26, 2024</i>).</p> <p>Per SB 115: LEAs are required to report to CDE the amount of unexpended funds by October 1 for the prior 3 fiscal-year expenditure period [EC 8820 (f)(2)].</p> <p>Unexpended funds from the 3rd prior fiscal year will revert to the state.</p>	Not subject to COE review, but subject to annual audit. [EC 8820(i)]

# Programs, Grants, and Plans

## Literacy Coaches and Reading Specialists (LCRS) Grant Program

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Literacy Coaches and Reading Specialists (LCRS) Grant Program</p> <p>Established by <a href="#">AB 181</a></p> <p>Amended by <a href="#">SB 114</a></p>	<p>Literacy Coaches and Reading Specialists 2022-27 <a href="#">program page</a></p> <p><a href="#">2022-23 Funding Profile</a> - Program Description and Funding</p> <p><a href="#">2022-23 Funding Results</a> - Entitlement, Apportionments, and Letters</p> <p><a href="#">2023-24 Funding Profile</a> - Program Description and Funding</p> <p><a href="#">2023-24 Funding Results</a> - Entitlements, Apportionments, and Letters</p> <p>Professional Learning Innovations Office <a href="mailto:PLIO@cde.ca.gov">PLIO@cde.ca.gov</a></p> <p>CDE LCRS <a href="#">Technical Assistance Webinar 12/5/2022</a></p> <p>LCRS <a href="#">Expenditure and Reporting Website</a></p>	<ul style="list-style-type: none"><li>• Provides for \$225,000,000 allocated by the CDE to eligible LEAs.</li><li>• Funding formula - CDE will compute an amount per K-3 pupil at each eligible schoolsite and LEAs will not receive less than \$450,000 per eligible schoolsite.<ul style="list-style-type: none"><li>◦ Grant amounts shall be determined using the 2021-22 school enrollment data as determined by CALPADS Fall 1 Certification.</li><li>◦ For purposes of allocations and apportionments, a locally-funded charter school shall be included with the chartering authority.</li></ul></li><li>• Funds to be used by LEAs to:<ul style="list-style-type: none"><li>◦ Develop school literacy programs.</li><li>◦ Employ and train literacy coaches and reading and literacy specialists.</li><li>◦ Develop and implement interventions for pupils in need of targeted literacy support.</li></ul></li><li>• Eligible schoolsite =<ul style="list-style-type: none"><li>◦ Elementary schoolsite with an unduplicated pupil percentage of 97% or greater for pupils enrolled in K, 1, 2, and 3.</li></ul></li><li>• Employ = an LEA, to the extent feasible, will hire a new literacy coach, reading specialist, or both, train existing staff to become a literacy coach, or support existing staff in obtaining a reading specialist credential or authorization.<ul style="list-style-type: none"><li>◦ Funds shall not be used to support the salaries of existing literacy coaches and reading specialists.</li></ul></li><li>• LEAs may opt out by informing CDE by September 30, 2022, via a form provided by CDE, of their intent to decline program funds for their eligible school sites.</li><li>• LEAs who receive funding may also be eligible for the Reading and Literacy Supplementary Authorization Incentive Grant Program.</li><li>• Literacy program includes:<ul style="list-style-type: none"><li>◦ A school literacy plan that includes goals and actions to improve literacy acquisition for pupils in preschool, if applicable, and kindergarten or grades 1-3.</li><li>◦ At least one literacy coach to reading and literacy specialist per school to support educators and pupils in improving literacy instruction and pupil outcomes.</li><li>◦ Increased access to evidence-based literacy instruction (specific strategies included in education code).</li></ul></li></ul>	<p>CDE shall create a reporting template no later than December 31, 2022.</p> <p>For LEAs that qualified in 2022-23 = Funds available for encumbrance through June 30, 2027. LEA shall submit an interim report detailing how it used funds on or before June 30, 2024, and a final report on or before June 30, 2027.</p> <p>For LEAs that qualified in 2023-24 = Funds available for encumbrance through June 30, 2028. LEA shall submit an interim report detailing how it used funds on or before June 30, 2025, and a final report on or before June 30, 2028.</p>	<p>No</p>

# Programs, Grants, and Plans

## California Community Schools Partnership Program (CCSPP)

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>California Community Schools Partnership Program (CCSPP)</p> <p>California Education Code <a href="#">8900-8902</a></p> <p>Amended by <a href="#">SB 153</a> Sec. 4</p> <p><i>*Added by SB153</i></p>	<p><a href="#">CDE CCSPP web page</a></p> <p><a href="#">CA Community Schools Framework (English)</a></p> <p>Community Schools Office <a href="mailto:CCSPP@cde.ca.gov">CCSPP@cde.ca.gov</a></p> <p>Additional information in the form of an FAQ document from the STAC (Alameda County), can be found here: <a href="https://docs.google.com/document/d/1GTOLrubSuHrl2XrtVGGMwGIP2OIpC0hW8IbzRhsG5ME/edit">https://docs.google.com/document/d/1GTOLrubSuHrl2XrtVGGMwGIP2OIpC0hW8IbzRhsG5ME/edit</a></p>	<ul style="list-style-type: none"><li>• Supports schools’ efforts to partner with community agencies and local government to align community resources to improve student outcomes.</li><li>• Provide an integrated focus on academics, health and social services, youth and community development, and community engagement.</li><li>• Include four programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:<ul style="list-style-type: none"><li>○ Integrated support services</li><li>○ Family and community engagement</li><li>○ Collaborative leadership and practices for educators and administrators</li><li>○ Extended learning time and opportunities</li></ul></li><li>• Grantees must meet the following program deliverables:<ul style="list-style-type: none"><li>○ Mid-year progress report and mid-year and expenditure report</li><li>○ End-of-project report and end-of-project expenditure report</li></ul></li><li>• The CCSPP is supported by a system of support that includes<ul style="list-style-type: none"><li>○ Lead Technical Assistance Center (TAC)<ul style="list-style-type: none"><li>■ <a href="#">Alameda County Office of Education</a> in partnership with UCLA’s Center for Community Schooling, the National Education Association, and Californians for Justice</li></ul></li><li>○ Regional TAC for Santa Clara, Santa Cruz, San Benito, and Monterey<ul style="list-style-type: none"><li>■ <a href="#">Santa Clara County Office of Education</a></li><li>■ <a href="#">Other Regional TACs</a></li></ul></li></ul></li><li>• Grants: There are three separate funding opportunities for the CCSPP.<ul style="list-style-type: none"><li>○ Planning Grants - for LEAs with no existing community schools. The grant awards are up to \$200,000 for up to two years. There are two rounds for Planning Grants.<ul style="list-style-type: none"><li>■ <a href="#">2021-22 CCSPP Funding Profile for Planning Grants</a></li><li>■ <a href="#">2022-23 CCSPP Funding Profile for Planning Grants</a></li></ul></li><li>○ Implementation Grants<ul style="list-style-type: none"><li>■ <a href="#">2021-22 CCSPP Funding Profile for Implementation Grants</a></li><li>■ <a href="#">2022-23 CCSPP Funding Profile for Implementation Grants</a></li><li>■ <a href="#">2023-24 CCSPP Funding Profile for Implementation Grants</a></li><li>■ <a href="#">2024-25 CCSPP Funding Profile for Implementation Grants</a></li></ul></li><li>○ Extension Grants - for CCSPP Implementation grantees to extend CCSPP funding for an additional two years. The grant awards are up to \$100,000 annually, beginning in the 2025-26 fiscal year. CDE will publish the CCSPP Extension Grant Request for Applications at a later date.</li><li>○ Funds shall be available for encumbrance/expenditure until June 30, 2032.</li></ul></li></ul>	<p><b>For all LEAs - Annual Progress Report due yearly at the end of June.</b></p> <p>For LEAs awarded in 2021-22 - Funds available for encumbrance through 6/30/2027 and final report due 6/30/2027.</p> <p>For LEAs awarded in 2022-23 - Funds available for encumbrance through 6/30/2029 and final report due 6/30/2028.</p> <p>For LEAs awarded in 2023-24 - Funds available for encumbrance through 6/30/2024. and final report due on 6/30/2029.</p>	No

# Programs, Grants, and Plans

## Instructional Continuity Plan

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Instructional Continuity Plan</p> <p>California Education Code <a href="#">32282</a> (a)(3)(A-D)</p> <p>Established by <a href="#">SB 153</a> Sec. 9</p>	<p>CDE to develop guidance by 3/1/2025.</p> <p>The Instructional Continuity Plan shall be part of the Comprehensive School Safety Plan per EC sections <a href="#">32280–32289.5</a>.</p> <p>CDE <a href="#">Comprehensive School Safety Plan</a> webpage includes required and recommended plan components.</p> <p>On or before March 1, 2025, CDE shall develop and post guidance, including guidance for continued academic and school engagement strategies during disruption in instruction due to emergencies.</p> <p>See CDE Attendance Accounting and Instructional Time <a href="#">Webinar Slides</a>, August 14, 2024.</p> <p>(NOTE: CSBA recently published an updated <a href="#">Safe Schools Toolkit</a> with resources for Comprehensive School Safety Plans but the Instructional Continuity Plan is not included as this new requirement was not approved until after the toolkit was published.)</p>	<ul style="list-style-type: none"><li>Beginning <b>July 1, 2025</b>, an instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include all the following:<ul style="list-style-type: none"><li>Procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide supports for pupils' social-emotional, mental health, and academic needs.</li><li>A plan to provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency. The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school.</li></ul></li><li>Local educational agencies are encouraged to plan to meet instructional standards that are at least equivalent to those applicable to independent study programs.</li><li>For purposes of this paragraph, “temporarily reassigned” means temporarily reassigned to another local educational agency outside of the school district in which the pupil’s parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.</li><li>Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil in their prior school after the emergency event has ended.</li><li>This paragraph applies to school districts, county offices of education, and charter schools.</li></ul>	<p><b>For all LEAs - Annual Progress Report due yearly at the end of June.</b></p> <p>For LEAs awarded in 2021-22 - Funds available for encumbrance through 6/30/2027 and final report due 6/30/2027.</p> <p>For LEAs awarded in 2022-23 - Funds available for encumbrance through 6/30/2029 and final report due 6/30/2028.</p> <p>For LEAs awarded in 2023-24 - Funds available for encumbrance through 6/30/2024. and final report due on 6/30/2029.</p>	<p>No</p>



# Programs, Grants, and Plans

## Attendance Recovery Program

Plan/Program	Template and Resources	Notes	Deadline (Board Adoption)	COE Review/Approval
<p>Attendance Recovery Program</p> <p>California Education Code <a href="#">46210</a> and <a href="#">46211</a></p> <p>Established by <a href="#">SB 153</a> Sec. 45</p>	<p>CDE to develop guidance by June 30, 2025 to support LEAs in creating and implementing high-quality attendance recovery programs.</p> <p>Commencing with the 2025-26 fiscal year Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, the Controller shall incorporate verification of compliance with these requirements.</p> <p>CDE shall research local pupil information systems to identify opportunities for LEAs to collect and report more nuanced data about the reasons for pupil absences. On or before January 1, 2026, CDE shall submit a report of findings to budget committees, legislature, Superintendent, SBE, and Director of Finance.</p> <p>See CDE Attendance Accounting and Instructional Time <a href="#">Webinar Slides</a>, August 14, 2024.</p>	<ul style="list-style-type: none"><li>Beginning <b>July 1, 2025</b>, to address the educational and fiscal impacts of absences, an LEA may implement attendance recovery programs (ARP) for pupils to make up lost instructional time and offset absences, including reducing chronic absenteeism.</li><li>An ARP may be operated before or after school, on weekends, or during intersessional periods. LEAs that operate ARPs shall offer access to ARPs throughout the school year, including, at least once during each term.</li><li>Average daily attendance (ADA) generated through an ARP shall be credited to the school year in which the attendance recovery program is operated and the LEA.</li><li>Participation in an ARP shall not be compulsory or punitive for pupils.</li><li>For participation in an ARP, a pupil shall not be credited with more than the lesser of the equivalent of <b>10 days</b> of attendance in a school year, or the number of absences the pupil accrued in that school year. A pupil shall not be credited with more than one day of attendance for any calendar day of participation in an ARP.</li><li>Pupils participating in an attendance recovery program may generate ADA. ADA earned through a pupil's participation in the attendance recovery program may be generated in increments of <b>one hour</b>, as documented by the teacher of each attendance recovery classroom and maintained by the LEA. A pupil shall be credited with a full day of attendance once the amount of time that pupil participates in an ARP meets the applicable <b>minimum day</b> daily minutes requirements.</li><li>For the purposes of computing ADA, the minimum daily instructional minute requirements apply to all LEAs, including charter schools.</li><li>As a condition of generating ADA, an ARP shall be composed of pupils engaged in educational activities that align to grade level standards and that are substantially equivalent to the pupils' regular instructional program, which may include one-on-one small group tutoring, and shall be under the immediate supervision and control of a certificated employee of the LEA who possesses valid certification document, registered, as required by law. Class sizes and pupil-to-teacher ratios for ARPs of any grade level shall not exceed 20:1 (or 10:1 for TK/K).</li><li>An ARP shall be provided only as a limited-term option for a classroom-based, regular education program for pupils in TK, K, and grades 1-12. Pupils otherwise enrolled in a nonclassroom-based program, including pupils served by a nonclassroom-based charter school, shall not participate in the ARP and an LEA shall not generate apportionment through an ARP for pupils enrolled in a nonclassroom-based program.</li></ul>	None included in current statute	Not subject to COE approval, but subject to annual audit.