

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Special Board Meeting
November 27th, 2023
3:00PM
Agenda

- I. Call to Order
- II. Pledge of Allegiance
- III. Members Present
- IV. Comments: Non Agenda Items—The Board Clerk will allow three minutes for speakers to address the appropriate matters. Speakers will identify themselves when acknowledged by the Clerk.
- V. Comments: Agenda Items Only—Any person wishing to address the Board will identify themselves, the agenda item they are speaking about, and limit remarks to three minutes.
- VI. Action
 - A. Work Group
 - i. Categorical Funds Expenditures – Discuss one-time funding sources, timelines to spend, and allowable uses
 - ii. Superintendent/Principal Evaluation – Create an evaluation tool
- VII. Adjournment –
 - A. Next Regularly Scheduled Meeting Thursday, December 7th, 2023 @ 3PM

Category 22/23 23/24 Expended & Allowable Expenditures/ FAQ

Cafeteria	KIT I	Kitchen Infrastructure and Training	\$ 23,504.24	Spent by 6/30/24	https://www.cde.ca.gov/ls/nu/kifunds2021.asp
	KIT II		\$ 157,106.00	Spent by 6/30/25	
	Cafeteria		\$ 316,709.27		
	Supply Chain Assistance		\$ 17,100.16		https://www.cde.ca.gov/ls/nu/scafunds.asp
ASES/ELO-P	ELO-P	Expanded Learning Opportunity Grant: 30 9-hour non instructional	\$ 59,451.71 \$ 159,422.00	spent by 6/30/24 No timeline (new and	https://www.cde.ca.gov/ls/ex/elopininfo.asp
	ESSER Summer	Elementary and Secondary School Emergency Relief III Summer Grant Program	\$ 55,200.00		
Art and Music	Art & Music Block Grant		\$ 115,788.15	6/30/2026	https://www.cde.ca.gov/fq/aa/ca/amimbqfaq.asp
	Prop 28	Art and Music	\$ 23,283.00		https://www.cde.ca.gov/ee/in/prop28artsandmusic.asp
Additional	UPK Planning	Universal Pre Kindergarten	\$ 62,704.85		https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp
	EEF	Educator Effectiveness	\$ 32,284.54	6/30/2026	https://www.cde.ca.gov/pd/ee/eef2021.asp
	ELOG	Expanded Learning Opportunity Grant	\$ 11,581.70	9/30/2024	https://www.cde.ca.gov/ls/he/hn/covidgrantsfaqs.asp
	LREB-G	Learning Recovery Block Grant	\$ 204,387.00	6/30/2028	https://www.cde.ca.gov/fq/aa/ca/learningrecfaq.asp



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2021 Kitchen Infrastructure and Training Funds

The 2021 Kitchen Infrastructure and Training (KIT) Funding allocations provide eligible local educational agencies with additional state funds to purchase equipment and upgrades to kitchen infrastructures and offer food service staff training.

Overview

UPDATE: On September 27, 2022, Governor Gavin Newsom signed Assembly Bill 185 Education Finance: Education Omnibus trailer bill into law. This law extends the expenditure and reporting period of the 2021 KIT Funds from June 30, 2023 to June 30, 2024.

On September 23, 2021, Governor Gavin Newsom signed Assembly Bill 167 Education Finance: Education Omnibus trailer bill into law. This law appropriated \$150 million from the State of California's General Fund to the California Department of Education (CDE) to fund kitchen infrastructure upgrades and food service staff training. School kitchen upgrades are intended to increase access to, or improve the quality of, fresh and nutritious school meals. Local educational agencies (LEA) should consider using these funds when planning for the implementation of California's Universal Meals Program. Food service staff training provided through these funds will focus on promoting nutritious foods. Funds must be spent by June 30, 2024. Funding is noncompetitive and eligible entities must register their interest via an online survey.

Funds have been allocated to LEAs, including school districts, county offices of education, and charter schools, that sponsor the National School Lunch Program (NSLP) or School Breakfast Program (SBP). Funding amounts for each eligible LEA were based on data and formulas explained in AB 167 and include data from all eligible sites within an LEA's sponsorship.

Eligibility	Guidelines	Funding	Allowable Expenses	FAQ	Contacts	Resources
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Allowable Expenses

Kitchen Infrastructure--Allowable Expenses

Below is a listing of allowable kitchen infrastructure expenses by the four categories noted in the law. This list is not exhaustive. Kitchen infrastructure and equipment purchased with these funds must be for the use of the LEA's food service department. Kitchen infrastructure and equipment costs incurred must be reasonable and necessary.

Cooking equipment and supporting infrastructure system needs, includes but not limited to:

☞ Oven, range, stove, steamer

☞ Combi

☞ Convection

☞ Conventional

☞ Conveyor

☞ Countertop

☞ Double stack

☞ Griddle

☞ Heat-n-hold

☞ Holding unit

☞ Induction cooktop

☞ Range top

☞ Reel

☞ Rotating rack

☞ Tilt skillet

☞ Exhaust or condensate hood

☞ Countertop/floor mixer

☞ Hot or cold cart or cabinet

☞ Beverage service

☞ Buffet

☞ Holding

☞ Mobile

◆	Proofing
◆	Retherm
◆	Rolling
◆	Self-serve
◆	Serving
◆	Warming
◆	Kitchen sink
◆	Compartment
◆	Hand
◆	Utility
◆	Barbeque
◆	Braising pan
◆	Broiler
◆	Dough divider
◆	Food processor
◆	Food slicer, chopper, dicer, etc.
◆	Griddle
◆	Microwave
◆	Pizza oven
◆	Produce washers
◆	Smoothie blender
◆	Steam jacket kettle
◆	Bagging machine
◆	Cook or chill system
◆	Depositor and filling machine
◆	Drawer warmer
◆	Meal or food packing machine
◆	Shrink wrapper machine
◆	Stainless steel work tables
◆	Tray sealer machine
◆	Dishwasher
◆	Styrofoam recycling machine

Electrical, structural, plumbing, and other facility upgrade support

Service equipment, includes but not limited to:

- Service lines
- Point-of-sale systems (pin pads, tablets, scanners)
- Mobile carts
- Food display (hot or cold)
- Menu boards (including digital)
- Hot well transport system
- Serving equipment
- Serving line system (hot or cold)
- Speed line (hot or cold)
- Cold pan serving counter
- Steam table
- Plate or tray dispenser
- Salad bar
- Tables or chairs
- Shelving
- Menu planning programs
- Nutrient analysis software
- Online payment systems

Refrigeration and storage, includes but not limited to:

- Walk-in refrigerators
- Walk-in freezers
- Blast chillers
- Camchiller
- Combo
- Glass door
- Ice chest
- Milk cooler
- Mobile

- Reach-in
- Roll-in
- Undercounter
- Work-top

Inventory management systems and software, including items such as scanners, bar code readers, label makers, printers
Temperature monitoring and management systems and software

Transportation of ingredients, meals, and equipment between sites, includes but not limited to:

- Vehicles and equipment to prevent spoilage of food in transit
- Refrigerated truck
- Warmers
- Carts and hand trucks

Kitchen Infrastructure—Unallowable Expenses

While these funds are flexible, any infrastructure or equipment that does not meet their purpose, which is to “increase pupil access to, or improve the quality of, fresh and nutritious school meals,” or is not deemed reasonable and necessary is not allowable. Some unallowable expenses include:

- Indirect costs
- Painting or murals
- Security systems
- Items or infrastructure not for the use of the LEA's food service department
- Health inspections/pest services
- Heating/air duct maintenance
- Custodial services

Food Service Staff Training—Allowable Expenses

Trainings provided with these funds are for the benefit of food service staff at the district, county office of education, or school-site level. Funds should be used for food service staff that are employees of the LEA. Training costs incurred must be reasonable and necessary.

The LEA must keep records documenting trainings to include:

- Name of the training
- Date of training
- Description of the topic
- Agenda or learning outcomes
- Number and type (e.g., front line, managers, etc.) of staff trained

Below is a listing of allowable food service staff training topics. This list is not exhaustive.

- Food preparation and culinary skills
- Food safety
- Recipe standardization
- Scratch cooking
- Healthy food marketing
- Healthy beverage marketing
- Incorporating plant-based menu options
- Equipment training
- Farm to School or locally sourced foods
- Changing the school lunchroom environment and Smarter Lunchroom trainings
- Food waste management and reduction
- Student engagement in school meals and food environment design
- Policy, Systems, and Environmental Change strategies to promote healthy food
- How school wellness policies can promote healthy foods
- Menu planning for healthy food promotion and compliance with the Child Nutrition Program meal patterns
- Hosting a healthy food taste testing event
- Conducting nutrition education and healthy food promotion activities
- Promoting equity in the school lunch environment

Staff Salaries

KIT funds may pay for staff salaries associated with trainings conducted during typical work time as well as trainings conducted outside of normal work hours.

- When there is a training during business hours, KIT funds can be used to pay for staff salaries and necessary substitute hours.
- When KIT-funded training results in staff overtime, KIT funds may be used to pay for the overtime associated with the training.

If internal staff are providing the training, KIT funds may be used to fund staff costs to develop and present the training; in this instance, it is important to ensure that only one funding source, federal or state funding, is charged for this time.

As a reminder, LEAs are responsible for the proper tracking and accounting for both federal and state funds associated with staff time and substitutes.

Note: For ease of tracking food service expenses, it is strongly recommended to **pay all food service staff salaries from Fund 13, and then reimburse Fund 13 with KIT Funds** versus paying staff salaries directly from KIT Funds.

Consultants

KIT funds may pay for consultants hired to conduct trainings and build staff capacity to promote nutritious foods.

Professional Standards

To help clarify the use of KIT training funds in connection with professional standards, the NSD has outlined the following:

- Trainings that fulfill the KIT training purpose, and also address the U.S. Department of Agriculture's (USDA) professional standards ☐ learning objectives for school nutrition professionals, can be paid for using KIT funds.
- Time spent in trainings that fulfill the purpose of the KIT training funds may also be counted towards the USDA professional standards training requirements, as applicable.
- If an eligible staff member is enrolled in a college degree program, KIT training funds cannot be used to pay for a degree program. However, KIT training funds can be used to pay for individual college courses that also meet the purpose of the KIT training funds.

Travel

To help clarify the use of KIT training funds for travel to allowable training opportunities, the NSD has outlined the following:

KIT training funds can be used for applicable travel expenses (including, but not limited to, registration fees, airfare, car rental, meals, etc.) within or outside of California in order to attend trainings that meet the purpose of the KIT training funds.

Travel expenses must follow the organization's policies and procedures and be reasonable and necessary.

Food Service Management Companies (FSMC)

To help clarify if and when a local educational agency (LEA) can use KIT training funds to pay for an FSMC training, the Nutrition Services Division (NSD) has outlined the following:

- KIT funds must be used to train LEA food service staff. FSMC staff may attend if there is no resulting additional cost to the training.
- KIT training funds **cannot** be awarded to an existing FSMC to provide training if training is already a part of an existing contract. Any KIT-funded training provided by an FSMC must be above and beyond current contracted activities and trainings.

Food Service Staff Training–Unallowable Expenses

While these funds are flexible, any training that does not meet their purpose, which is “for food service staff to receive training on promoting nutritious foods, which may include training on food preparation, healthy food marketing, and changing the school lunchroom environment,” or deemed unreasonable and unnecessary, is not allowable. Additional food service staff training unallowable expenses include:

- Indirect costs
- Training that supplants the federally-required professional standards
- Training non-food service staff
- Hiring consultants to do the work of food service employees
 - ◆ Note that this does not pertain to the use of substitute employees to work in place of staff attending trainings
- Memorabilia, gifts, or promotional items
- Food provided during training
- Logo apparel, uniforms



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Cafeteria Funds—Allowable Uses

Nutrition Services Division Management Bulletin

Purpose: Policy, Beneficial Information

To: All School Nutrition Program Operators

Number: SNP-05-2020

Attention: Program Operators, School Business Officials, Superintendents, and School Administrators

Date: February 2020

Reference: Title 7, *Code of Federal Regulations*, Part 210; Title 2, *Code of Federal Regulations*, Part 200; *California Education Code*; *California School Accounting Manual*; U.S. Department of Agriculture Policy Memorandum SP 31-2014

Supersedes: Management Bulletins SNP-07-2013; NSD-SNP-05-2012

Subject: Cafeteria Funds—Allowable Uses

This management bulletin (MB) supersedes the California Department of Education (CDE) MB NSD-SNP-07-2013: Cafeteria Funds—Allowable Uses, and MB NSD-SNP-05-2012: Cafeteria Funds/Accounts—Reminders and Resources. The purpose of this MB is to reiterate the U.S. Department of Agriculture's (USDA) requirements and provide updated guidance on allowable and

unallowable expenditures from the nonprofit school food service account (cafeteria fund). Additional MB guidance for indirect costs (SNP-07-2020) and construction costs (SNP-08-2020) are available on the CDE Cafeteria Fund Guidance web page at <https://www.cde.ca.gov/ls/nu/sn/cafefundguide.asp>.

Background

As the state agency for federal School Nutrition Programs (SNP), the CDE is required to ensure that school food authorities (SFA) participating in the federal SNP comply with all applicable state and federal laws and regulations.

SFAs are governed by state and federal laws and regulations that limit the use of expenditures and revenues from the cafeteria fund. Program operators participating in the National School Lunch, School Breakfast, and Special Milk Programs must establish a restricted account, this is generally known as the cafeteria fund. All federal, state, and local revenues, payments, and program reimbursement from Child Nutrition Programs (CNP) must be deposited in the cafeteria fund. Such funds must be used solely for the operation and improvement of CNPs, and comply with federal regulations and state laws.

Factors Affecting Allowability of Costs

Costs must meet the following general criteria established in Title 2, *Code of Federal Regulations* (2 *CFR*), Part 200, in order to be allowable under federal awards. Costs must:

- Be necessary and reasonable for the performance of the federal award and be allocable
- Conform to any limitations or exclusions set forth in 2 *CFR* and the federal award
- Be consistent with uniform policies and procedures for federally financed and other activities
- Be accorded consistent treatment as a direct or indirect cost
- Be determined in accordance with generally accepted accounting principles, and be adequately documented to support accounting and cost records
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally financed program

Understanding the rules for determining the allowability and allowability of costs to the cafeteria fund is critical for compliance with federal and state laws and regulations. Both federal regulations and state laws require all procurements—without regard to dollar value—to be conducted in a manner that promotes maximum open and free competition. An SFA that fails to follow the required procurement procedures will cause the expenditure to be unallowable. Guidance for procurement is available on the CDE Procurement in School Nutrition Programs web page at <https://www.cde.ca.gov/ls/nu/sn/fsmcproc.asp>.

Capital Expenditure

The USDA approved the CDE's preapproved list of capital assets typically purchased by SFAs. The list of preapproved equipment is available on the CDE Capital Expenditure Approved List web page at <https://www.cde.ca.gov/ls/nu/sn/capexpapprovedlist.asp>. Any equipment on this list has CDE approval, and SFAs may purchase those equipment items following proper federal, state, and local procurement procedures without submitting a request for approval.

Maintenance and repair costs to buildings and equipment which **neither** add to the permanent value of the property nor appreciably prolong its intended life, but keep it in an efficient operating condition, are allowable. Such costs must comply with the allowable cost attributes and support food service. ~~Additional information about the allowability of building and maintenance repair costs is available in the SNP Allowable Cost Table of this Management Bulletin~~ (The table is no longer available, please see management bulletin SNP-08-2020 Cafeteria Funds—Construction for more information at <https://www.cde.ca.gov/ls/nu/sn/mbsnp082020.asp>). SFAs may contact the Resource Management Unit (RMU) by sending an email to SNPCafeFundQuestions@cde.ca.gov if they are unsure whether their maintenance and repair costs will require prior CDE approval.

Advertising, promotion, public relations, and marketing of the SNP's activities and services to students, parents, and families, is an allowable expense. The SFA must be able to demonstrate that these costs are necessary for the performance or improvement of the nonprofit school food service operation. Allowable advertising, promotion, public relations, and marketing activities may include the following:

1. Recruitment of personnel for the performance of SNPs.
2. Procurement of goods and services for SNPs.
3. Advertising for the disposal of scrap or surplus materials acquired in the performance of the SNPs.
4. Program outreach necessary to meet the requirements of the SNPs. Such costs may include the enhancement of the eating environment (e.g., signage to promote the meal pattern and Smarter Lunchroom initiatives), and program outreach by print or electronic media.

Conversely, certain marketing costs are **expressly prohibited** in federal regulations and thus are **unallowable**. Prohibited costs are those that are outside of the scope of activities previously listed or those that do not support the operation or improvement of SNPs. Examples of unallowable costs include the following:

1. Meetings, conventions, and other events that are **not** related to SNPs, including:
 - a. Meeting rooms, suites, and other special facilities
 - b. Displays, demonstrations, and exhibits
 - c. Salaries and wages of employees engaged in the facilitation of exhibits, demonstrations, and briefings

2. Costs of promotional items and memorabilia, including models, gifts, and souvenirs
3. Costs of advertising and public relations designed solely to promote activities unrelated to SNPs

Limited Allowability

Under any given federal award, the reasonableness and allowability of costs may be difficult to determine. In order to avoid potential disallowance or dispute, the SFA must seek the **CDE's prior written approval** for these costs.

Capital expenditures that have a unit cost of \$5,000 or more (the federal per-unit capitalization threshold) or a lower threshold set by local level regulations, must have prior written approval. Examples of these costs would include food delivery vehicles, food trucks, walk-in refrigerator or freezer, and rearrangement and alteration of facilities.

For equipment purchases, all existing utility connections must be adequate and within the area of installation per manufacturer's requirements. If utility connections or service systems (e.g., ventilation, electrical) require an upgrade, these would be considered district costs that must be paid for using nonfederal funds.

Current policy requires **CDE prior approval for nutrition education** costs. However, the CDE is actively reviewing its existing practices to streamline the approval process of nutrition education costs. A future nutrition education update is forthcoming. Nutrition education involves a set of learning experiences aimed at developing knowledge and skills in nutrition related behavior. Some examples of these costs may include Harvest of the Month, farmers market activities, and school gardens. SFAs are encouraged to use the cafeteria fund to help implement these nutrition education efforts, while also promoting the nutrition program.

Unallowable Costs

Capital expenditures for improvements to land, buildings, or equipment which **materially increase their value or useful life** are unallowable as a direct cost except with the CDE's prior written approval.

Adequate housing and integral building fixtures for cafeterias (e.g., kitchen facilities) are not allowable costs to the cafeteria account; rather, these are a district responsibility. Therefore, an upgrade or modification to a service system (e.g., air conditioners, heating systems, ventilation systems, sanitary systems, sewer systems, phone, and computer lines) is a district expense.

Bad Debt for unpaid meal charges is an unallowable cost to SNP. Unpaid meal charges are considered bad debt once the debt becomes uncollectible beyond a reasonable time frame. Meal charges become bad debt if not collected by the end of the fiscal year, unless the debt occurred within the last 90 days of the fiscal year, or the SFA has entered into a repayment plan with the

household. SFAs must use nonfederal funding sources (e.g., Parent–Teacher Association or the district’s general fund) to repay the cafeteria fund for bad debt.

Costs Requiring Approval from the USDA and State Board of Education

Costs that are extraordinary in nature require the evaluation and prior approval of the USDA and the State Board of Education. An example of these costs include the purchase of land and buildings, or the construction of buildings.

Administrative Review

During an SFA’s administrative review, the CDE will verify the allowability of the SFA’s purchases and expenses including obtaining preapproval for certain expenditures. If any of these are identified as unallowable, the CDE will disallow the costs and require the SFA to repay the cafeteria fund from an allowable nonfederal source (e.g., general fund).

Request for Cost Approval: Procedure

For any capital expenditure requests using SNP funds with a unit cost of \$5,000 or greater (or a lower threshold set by local level regulations) that are **not included** on the USDA Capital Expenditure Approved List, SFAs must request approval from the RMU by sending an email to SNPCafeFundQuestions@cde.ca.gov with the following information:

The subject line should read, **Capital Expenditure Request**—indicate the type of cost or equipment and whether it is an emergency request (e.g., Emergency Replacement of Delivery Vehicle).

The body of the email message should:

1. Describe the cost (e.g., equipment), including what it is and how it will support the operation or maintenance of the nonprofit school food service.
2. Provide an estimated cost and state whether bids have been sought for the equipment.
3. Explain how the old equipment that still has value will be disposed of, and acknowledge that any proceeds from the disposition of the equipment will be used to offset the cost of the replacement equipment.
4. Acknowledge that any equipment purchased with cafeteria funds must be used exclusively (100 percent) by the nonprofit school food service (i.e., and not be shared with other programs unrelated to food service).
5. Include your Child Nutrition Information and Payment System identification number, agency name, and contact information.

Contact Information

If you have any questions regarding this MB or cafeteria fund policy or regulations, please contact the RMU within the CDE Nutrition Services Division by email at SNPCafeFundQuestions@cde.ca.gov.

If you have questions about the *California School Accounting Manual* or how to account for charges to the cafeteria fund, please contact the School Fiscal Services Division, Financial Accountability, and Information Services Unit by email at sacsinfo@cde.ca.gov.

Questions: Nutrition Services Division | 800-952-5609

Last Reviewed: Tuesday, November 07, 2023

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Supply Chain Assistance Funds

The Supply Chain Assistance (SCA) funding allocations provide eligible school food authorities (SFA) with additional federal funds to help address challenges due to supply chain disruptions in the school meal programs.

Overview

In School Years (SY) 2021–22 and 2022–23, many operators of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) have experienced unprecedented challenges in purchasing and receiving food through their normal distribution channels. Supply chain issues have significantly impacted an SFA's ability to procure nutritious foods for NSLP and/or SBP meal service. Shortages and price fluctuations have made it difficult for SFAs to meet the NSLP/SBP nutrition and meal pattern requirements.

As a result, on December 17, 2021, the U.S. Department of Agriculture (USDA) announced approximately \$115 million for the California Department of Education (CDE) to allocate as supply chain relief to all eligible SFAs in California through Policy Memo SP 03-2022. In addition, on July 7, 2022, the USDA announced a second round of approximately \$108 million for the CDE to allocate as supply chain relief to eligible SFAs in California through Policy Memo SP 15-2022. The SCA funds are a critical source of funding that will provide an additional financial resource for SFAs to purchase domestic, unprocessed or minimally processed food products as part of their effort to respond to the widespread supply chain disruptions, enhance efforts to strengthen local food supply chains, and help SFAs overcome financial and operational barriers while maintaining children's access to nutritious meals.

Eligibility	Guidelines	Funding	Allowable Expenses	FAQ	Contacts
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Allowable Expenses

Allowable Expenses

Examples of Unallowable Expenses

Allowable Expenses

SCA funds must be used exclusively for the purchase of domestic food products (also known as commodities) that are unprocessed or minimally processed for use in school meal programs, specifically the NSLP, SBP, Seamless Summer Option, and NSLP Afterschool Snacks. Examples of allowable food products are:

- fluid milk
- cheese
- yogurt
- fruits and vegetables (including 100 percent juices)
- grain products such as pastas and rice
- meats (whole, pieces, or food items such as ground meats)
- beans
- legumes
- foods in a wide variety of minimal processing states (e.g., whole, cut, pureed, etc.) and/or forms (e.g., fresh, frozen, canned, dried, etc.)

Incidental costs (such as those related to shipping and handling or packaging) that are a part of the normal or customary purchase price charged by a vendor for any given food product are also an allowable use of SCA funds.

Ensuring Domesticity:

The steps SFAs must take to ensure the domesticity of food products purchased with SCA funds is consistent with the measures taken for all other purchases in the school meal programs (per existing Buy American requirements). The difference is that the limited exceptions provided under the NSLP Buy American provision **may not** be used since all products must be domestic.

Current and Future Expenses Only:

SCA funds **may only be used for current/future expenses**. This may include new obligations, or bills on prior unpaid obligations that come due following the receipt of SCA funds. An example of the latter would be an SFA that signed a purchasing contract for milk before the start of the 2021-22 school year that is paid for on a monthly basis. If SCA funds are received by the SFA on May 1, 2022, the SFA could pay invoices for milk that are due on or after that date.

Examples of Unallowable Expenses

Foods that are generally understood to be significantly processed or prepared may not be purchased using SCA funds. For example:

- baked goods such as breads, muffins, or crackers
- pre-packaged sandwiches or meals
- prepared and/or pre-cooked items such as chicken nuggets, that come ready-to-eat or that require no further preparation beyond heating
- nondomestic food products

To further illustrate, crushed tomatoes, shredded cheese, whole-wheat flour, and sliced vegetables are all food items that are individually allowable, but a pre-made pizza comprised of those ingredients would not be allowable.

Additionally, SCA funds **may not** be used to cover the cost of past expenditures, or for labor, supplies, or administrative expenses.

Questions: [SCA Funding Team | SCAfunds@cde.ca.gov](#)

Last Reviewed: Tuesday, September 26, 2023

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Expanded Learning Opportunities Program FAQs

Assembly Bill (AB) 130 Expanded Learning Opportunities (ELO) Program frequently asked questions.

The Expanded Learning Opportunities (ELO) Program provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade as described in *California Education Code (EC)* Section 46120, amended by AB 181 (Chapter 52, Statutes of 2022), AB 185 (Chapter 571, Statutes of 2022), and SB 114 (Chapter 48, Statutes of 2023).

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[Program Funding](#)

[Allowable Uses](#)

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Program Requirements

1. Can a local educational agency (LEA) opt-out of the Expanded Learning Opportunities (ELO) Program funding?
2. Can an LEA go through the waiver process and not operate an ELO Program?
3. What does it mean to make the ELO Program offering?
4. What does it mean to provide ELO Program access and how does an LEA demonstrate the requirement was met?
5. Are LEAs required to use the ELO Program funds to provide access to only Transitional Kindergarten (TK) and Kindergarten through Sixth (K-6) Grade pupils or can an LEA use those funds to provide access to another pupil grade level, such as

middle or high school?

6. Should an LEA prioritize enrollment for unduplicated pupils?
7. Are LEAs required to offer and provide access to pupils whose priority for the program is in transition? (Eg. Incoming TK pupils during the summer before school starts, outgoing 6th grade pupils during the summer after they have completed the school year, EL pupils in the midst of reclassification etc)
8. Can LEAs include Expanded Learning Opportunities as part of the instructional minutes that establish the school day?
9. How does an LEA calculate the minimum nine hour requirement for the ELO Program?
10. What is the significance of the 175-day reference in *EC* Section 46120(b)(1)(A)?
11. Is TK included in the requirement to provide access to grades K-6, or is that considered an "optional" offering?
12. Should LEAs track attendance and expenditures?
13. Are ELO Programs open to pupils with disabilities?
14. Must accommodations be made within an ELO Program for pupils with disabilities?
15. Where can LEAs find additional guidance to support pupils with Special Needs?
16. How can an LEA determine if an ELO Program location is considered Frontier?
17. What are the ELO Program requirements for Frontier locations?
18. What are the staffing requirements for the ELO Program?
19. What are the minimum requirements for an Instructional Aide in an Expanded Learning setting per *EC* Section 8483.4?
20. Must Instructional Aides in an Expanded Learning setting meet the requirements outlined under *EC* Section 45330(c)?
21. Is transportation a requirement for the ELO Program?
22. Does providing a mileage reimbursement to a family satisfy the transportation requirement?
23. Is an LEA required to submit a program plan to the California Department of Education (CDE) every year for the ELO Program?
24. Can the California Department of Education request data about an LEA's ELO Program?
25. Is an LEA required to operate an ELO Program during nonschooldays?

Program Funding

26. Who will receive ELO Program funding?
27. What happens to funds not spent in the fiscal year?
28. How are unspent 2021–22 and 2022–23 funds returned to the CDE?
29. How are funding allocations impacted by failure to meet ELO Program requirements?

30. How is the penalty calculated for the ELO Program time requirements beginning in 2023–24?
31. What is the timeline for knowing/receiving allocations for the 2021–22 school year and beyond?
32. Does an LEA's ELO Program apportionment amount ever change?
33. What are the Standardized Account Code Structure codes for the ELO Program?

Allowable Uses

34. Can the ELO Program funding be used for the local match for After School Education and Safety (ASES) funds?
35. Can funding for ELO Programs be used to provide Expanded Learning services to pupils during the school day?
36. What are the allowable expenses (e.g., transportation outside what is required, facility leases, storage, janitorial services, and so on)?
37. Can ELO Program funding be used to fund an off-site program opportunity?
38. What is cost sharing and is it allowed with ELO Program funding?

Program Flexibility

39. Can unduplicated pupils, currently being served in After School Education and Safety (ASES)/21st Century Community Learning Centers (CCLC) programs, count towards an LEA's ELO Program requirements?
40. Can LEAs develop a consortium to provide additional opportunities to pupils?
41. If LEAs running ASES programs merge the ELO Program funding, what happens with the ASES rule that allows closure of the program for 3-days to offer professional development?
42. Can the ELO Program be provided to pupils virtually?
43. Can ELO Program services be offered to pupils enrolled primarily in nonclassroom-based instruction (independent study)?
44. Where can an LEA find guidance and support for their ELO Program?
45. Can summer school programs be used to help satisfy the nine-hour requirement for 30 nonschooldays?
46. Can ELO Programs include Saturday School to meet the 30 nonschoolday requirement?
47. Can LEAs build an ELO Program day around Saturday School in order to meet the nine-hour requirement?
48. Can LEAs charge a family fee for the ELO Program?
49. Does the ELO Program allow for pupils to self-certify?
50. Is an LEA allowed to create a waiting list if the ELO Program is at capacity?
51. Can the Extended School Year (ESY) for Special Education program days be used to help satisfy the 30 nonschooldays?

Meals

- 52. Is an LEA required to provide a snack and/or meal, if the LEA operates an ELO Program?
- 53. What meal programs can be offered when summer school is in session?
- 54. When can meals be offered through the Federal School Nutrition Programs (SNP) including the National School Lunch Program (NSLP) or School Breakfast Programs (SBP)?
- 55. Our school is offering a summer school enrichment session that does not count towards instruction time. What meal programs can our school utilize to serve pupils during these enrichment-only periods?
- 56. Can ELO Program funds be used to cover costs associated with meals provided during enrichment activities?
- 57. Does the State Meal Mandate apply to ELO Program activities before school, after school, or during intersessional periods?
- 58. Who can I contact for questions related to the School Nutrition Program or Summer Meal Programs?

Questions: Expanded Learning Division | ExpandedLearning@cde.ca.gov | 916-319-0923

Last Reviewed: Tuesday, October 03, 2023

Allowable Uses

34. Can the ELO Program funding be used for the local match for After School Education and Safety (ASES) funds?

Yes. The ELO Program funding can be used for the local match for ASES, as it is the intent that ASES, 21st CCLC Elementary/Middle School, and the ELO Program funding be considered a single comprehensive program. The expectation is that a substantial number of new pupils will be provided access beyond the ASES enrollment, in accordance with ELO Program requirements.

See FAQ #4 for more information on ELO Program access requirements.

35. Can funding for ELO Programs be used to provide Expanded Learning services to pupils during the school day?

No. *EC* Section 46120(b)(1) provides that ELO Program funding shall be expended to develop or provide ELO Programs or services in accordance with ELO Program requirements. ELO Programs are operated either before school, after school, before and after school, and not during the school day. School days are described in *EC* sections 46100 and 46110 to 46119, inclusive (for school districts), and on days which school is taught for the purpose of meeting the 175-instructional-day offering (for charter schools) as described in Section 11960 of Title 5 of the *California Code of Regulations*.

However, LEAs may employ staff to plan and/or prep for the ELO Program, during hours that overlap with the instructional day, as long as the staff is not supporting instructional day activities.

36. What are the allowable expenses (e.g., transportation outside what is required, facility leases, storage, janitorial services, and so on)?

The CDE is not approving or denying individual LEA requests for allowable expenditures. However, all expenditures should be necessary and reasonable for an ELO Program activity, be consistent with the LEA's policies and procedures, be consistent and implemented uniformly and be adequately documented. Furthermore, all expenditures should be consistent with statute and the LEA's program plan. [*Title 2 Code of Federal Regulations* 200.403]

37. Can ELO Program funding be used to fund an off-site program opportunity?

Yes. ELO Program funding can be used to provide program access for pupils at off-site locations. In doing so, LEAs must ensure that all transportation requirements are met. The ELO Program does not require the submission of an off-site form.

38. What is cost sharing and is it allowed with ELO Program funding?

Cost sharing is the process by which an expanded learning program splits the cost of program items/services with a school site, based on the access that pupils will have to the program items/services outside of expanded learning time. The Expanded Learning program funds and school day funding should pay a proportionate amount of the cost based on access.

ELO Program funding can be used for cost sharing. In this case, LEAs would need to split the cost by using ELO Program funds for the access that pupils have to the program items/services during Expanded Learning time and non-ELO Program funds for the access pupils have to the program items/services during non-expanded learning time.

- Grant funds should be used to establish and/or enhance Summer Expanded Learning Programs during summer, vacation, and intersession time periods.
- A grantee that operates a Summer/Supplemental Program may open eligibility to every pupil attending a school in the school district. Priority for enrollment shall be given to the pupils enrolled in the school that receives the grant. (EC sections 8422[c] and 8483.76[d])

C. Program Requirements

Each component of an ASES and 21st CCLC (elementary school) program shall consist of the following two elements:

- An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science. (EC Section 8482.3[c][1][A])
- An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. (EC Section 8482.3[c][1][B])

Each component of an ASSETs (high school) program shall include the following two elements:

- An academic assistance element that includes, but need not be limited to, at least the following: tutoring, career exploration homework assistance, or college preparation, including information about the Cal Grant Program. (EC Section 8421[b][1][A])
- An enrichment element that may include, but need not be limited to, community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger pupils, service learning, arts, computer and technology training, physical fitness, and recreation activities. (EC Section 8421[b][2])

D. Allowable Expenditures

Funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or nonfederal funds (EC sections 8426[g][1] and 8483.7[b]). Programs may not use ESSER III Summer Grant Program funds to pay for existing levels of service funded from any other source. An agency must ensure that each of those schools receives all of the federal, state, and local funds it would have received in the absence of the ESSER III Summer Grant Program funds. The ESSER III Summer Grant Program funds may not be used

for new construction, entertainment, or purchases not directly related to requirements of the grant. All purchases must be reasonable and necessary.

For additional allowable costs, please visit the CDE Direct Services and Administrative Cost Guidance web page about direct services and administrative costs located at <https://www.cde.ca.gov/s/ex/directservguidance.asp>, as well as the CDE Field Trip and Recognition Guidance web page located at <https://www.cde.ca.gov/s/ex/fieldtripguide.asp>.

NOTE: Capital Outlay Expenditures are not allowed. Local Educational Agencies (LEA)s should consult with their appropriate finance/budget officers.

E. Determining Maximum Indirect Expenditures

Indirect costs rate is set at 5 percent or the lesser based on the following:

- The school district's indirect cost rate as approved by the CDE for the appropriate fiscal year.
- Five percent of the state program funding received pursuant to this article (EC sections 8426[c][1][B] and 8483.9[a][2]).

Current indirect cost rates for LEAs are available on the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/tg/ac/ic>.

Indirect administrative costs may include general administration services to the program such as:

- Personnel
- Payroll
- Accounting
- Procurement
- Data processing

F. Payments

Payments will follow the schedule below:

Percent of the Total Funded Grant Amount	Date Issued and Reporting Requirements
80	On receipt of the signed original grant award letter (AO-400).

What are the allowable uses of the Arts, Music, and Instructional Materials Discretionary Block Grant?

Pursuant to Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022), funds are available to:

1. Obtain standards-aligned professional development and instructional materials, in the following subject areas:
 - A. Visual and performing arts
 - B. World languages
 - C. Mathematics
 - D. Science, including environmental literacy
 - E. English language arts, including early literacy
 - F. Ethnic studies
 - G. Financial literacy, including the content specified in Section 51284.5 of the California *Education Code*
 - H. Media Literacy
 - I. Computer Science
 - J. History-social science
2. Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.
3. Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.
4. Operational costs, including but not limited, to retirement and health care cost increases.
5. As related to the COVID-19 pandemic, acquire personal 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.



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Proposition 28—Arts and Music in Schools FAQs

Frequently Asked Questions (FAQs) and answers regarding Proposition 28—The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act.

1. Which schools will receive AMS funding? (Updated 01-Nov-2023)

Recipients include eligible public preschools, Transitional Kindergarten through grade 12 public schools (including charter schools), and the State Special Schools (California School for the Blind, Fremont; California School for the Deaf, Fremont; and California School for the Deaf, Riverside).

2. Which preschools will receive funding? (Updated 01-Nov-2023)

Funding for preschools is limited to local educational agency (LEA)-based California state preschool programs and preschools for pupils with exceptional needs in an LEA. In accordance with statute, all funds will be apportioned to the LEA, which is required to allocate funds to eligible school sites in the amounts calculated by the California Department of Education (CDE).

3. How much funding is available? (Updated 24-Jul-2023)

The amount of funding available each fiscal year for the AMS program will be one percent of the Kindergarten through grade 12 (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS program. The measure specifies that this funding is on top of the minimum Proposition 98 guarantee calculated for the year excluding the amount provided under the AMS program.

Approximately \$938 million has been appropriated in the Budget Act for 2023 for the AMS program for the 2023–24 fiscal year.

4. Will the amount of funding for each fiscal year change? (Updated 24-Jul-2023)

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.

5. Does my LEA need to apply for AMS funds? How will allocations be calculated? (Updated 01-Nov-2023)

LEAs do not need to apply for AMS funds. Funding will be automatically allocated by the CDE to each K–12 LEA using the methodology outlined in subdivision (c) of [Education Code Section 8820](#) [c](#), which is based on the share of statewide total enrollment and the share of enrollment of economically disadvantaged pupils, as defined in [Education Code Section 8821](#) [c](#), at each eligible schoolsite of the K–12 LEA.

Funding will be calculated at the school site level and allocated to the LEA, which is required to allocate funds to eligible school sites in the amounts calculated by the CDE.

6. How is the determinative elementary school selected for the purpose of calculating an individual school site's free and reduced price meal (FRPM) eligible preschool pupil count? (Added 06-Nov-2023)

For schools serving preschool pupils that are eligible for AMS funding, a proxy count of economically disadvantaged preschool pupils is calculated by multiplying the school's prior-year preschool enrollment by the prior-year percentage of FRPM-eligible K–12 pupils at a determinative elementary school, pursuant to Education Code Section 8820(c)(2). The determinative elementary school is the elementary or K–12 school in the LEA with the highest percentage of FRPM-eligible pupils enrolled. If there is no elementary or K–12 school within the LEA, then the determinative elementary school is the elementary or K–12 school within the county with the highest percentage of FRPM-eligible pupils.

7. Is there a timeline available for the rollout of funding to LEAs? (Updated 03-Nov-2023)

Estimated allocations are posted on the CDE [Principal Apportionment Section for AMS web page](#).

AMS funds will be included in an LEA's monthly Principal Apportionment payment beginning with the 2023-24 First Principal Apportionment (February 2024). For information about the Principal Apportionment, go to the [CDE Principal Apportionment web page](#).

8. What type of arts programs can these funds be used for?

"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in: dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition,

ensembles, script writing, costume design, film, and video.

9. Are there restrictions on how schools can use this funding? (Updated 06-Nov-2023)

All funds must be used to provide arts education programs, as described in [FAQ 8](#). LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs. The department may, for good cause shown, provide a waiver from this requirement.

Additionally, no more than 1 percent of funds received may be used for an LEA's administrative expenses, including indirect costs, to implement this program.

LEAs that use AMS funds for arts program instruction as part of the regular school day should keep in mind that statute requires that students be under the immediate supervision and control of a certificated employee of the LEA in order to generate attendance for apportionment and receive instructional time credit. Information about attendance accounting and instructional time requirements is available on the [CDE Instructional Time and Attendance Accounting web page](#).

10. Who decides which program a school will offer?

Each school can determine which program or programs it will offer. School administrators—in collaboration with teachers, families, and students—should together make the choice that best serves students in their local school community.

11. Can schools pool their AMS funds, and can school districts help to facilitate inter-school programs? (Updated 24-Jul-2023)

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. For example, LEAs that use AMS funds for arts education program instruction as part of the regular school day should keep in mind that statute requires that students be under the immediate supervision and control of a certificated employee of the LEA in order to generate attendance for apportionment and receive instructional time credit. Information about attendance accounting and instructional time requirements is available on the [CDE Instructional Time and Attendance Accounting web page](#).

12. Will these funds be subject to the annual state compliance audit pursuant to EC Section 41020?

Yes, AMS funds are subject to an annual audit to include verification that LEAs expended funds in accordance with their certifications and the requirements in EC Section 8220 beginning with the 2023–24 annual audit.

13. What are the reporting requirements for this program?

Each school is required to submit an annual board-approved report to be posted on the school district's and Department of Education's websites that details the type of arts education programs funded by the program; the number of full-time equivalent teachers, classified personnel, and teaching aides; the number of pupils served; and the number of school sites providing arts education programs with such funds.

14. Has a Resource Code been established for these funds? (Updated 24-Jul-2023)

Standardized Account Code Structure (SACS) Resource Code 6770 has been established for AMS funding.

15. Do any "supplement not supplant" requirements apply to AMS? (Added 31-Aug-2023)

Yes, Education Code Chapter 5.1, Section 8820, subsection (g) subdivision (2), states that as a condition of receipt of funds pursuant to this chapter, an LEA shall annually: "Certify that such funds received will be used to supplement funding for arts education programs and that funds received in the prior fiscal year were, in fact, used to supplement arts education programs." The CDE recommends that each LEA seek guidance from their legal counsel relative to their annual usage of Prop 28 funds and whether or not they can make this certification each year.

Questions: Curriculum Frameworks and Instructional Resources Division | Prop28@cde.ca.gov

Last Reviewed: Monday, November 06, 2023

UPK Grants Funding Logistics

1. What is the UPK Planning and Implementation Grant? (Updated 06-Jun-2023)

California *Education Code (EC)* Section 8281.5, created the UPK Planning and Implementation (P&I) Grant Program, which provides a total of \$500 million to support planning and implementation around access to PreKindergarten programs. This grant is allocated in two parts over two fiscal years, 2021-22 and 2022-23:

■ **2021–22 UPK P&I Grant (\$200 million)**

- ❖ The UPK P&I Grant for local educational agencies (LEAs) (school districts and charter schools) was based on a formula specified in *EC* 8281.5(c)(1)(A) and (C). The link to this funding allocation page can be found at [Universal Prekindergarten Planning & Implementation Grant](#).
 - These funds may be used for costs associated with creating or expanding California State Preschool Programs (CSPP) or Transitional Kindergarten (TK) programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the local educational agency (LEA), including Head Start programs, to ensure that high-quality prekindergarten options are available for four-year-old children. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.
 - LEAs receiving these grant funds are required to:
 - Develop a plan articulating how all children in their attendance area w have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, CSPP, Head Start programs, and other community-based early learning programs. This plan needed to be submitted for consideration by their governing board or body at a public meeting on or before June 30, 2022.
 - Submit program data annually to the CDE through the UPK Program Report.
 - Submit expenditure data twice a year to the CDE through the UPK Expenditure Report.
- ❖ The UPK P&I Grant also funds countywide planning and capacity building for county offices of education (COEs) with a minimum base grant of \$15,000 for each LEA in the county that operates kindergarten programs as specified in *EC* 8281.5(c)(1)(B). The link to this funding allocation page can be found at [UPK Planning & Implementation - Countywide Planning and Capacity Grant](#).
 - These funds may be used for costs associated with providing countywide planning and capacity building to help LEAs in their county create or expand CSPP or TK programs, or to establish or strengthen partnerships with other providers of PreKindergarten education within the county, including Head Start programs, to ensure that high-quality options are available for four-year-old children countywide. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.
 - County offices of education (COEs) receiving these grant funds are required to:
 - Develop and present a plan that describes how the COE is providing support for countywide planning and capacity building efforts for UPK planning and implementation (*EC* Section 8281.5). This plan needed to

be submitted for consideration by their governing board or body at a public meeting on or before June 30, 2022.

- ▶ Submit program data annually to the CDE through the UPK Program Report.
- ▶ Submit expenditure data twice a year to the CDE through the UPK Expenditure Report.

2022–23 UPK P&I Grant (\$300 million)

- ◆ 2022–23 UPK P&I Grant for local educational agencies (LEAs) (school districts and charter schools) is based on a formula specified in EC Section 8281.5(d)(1)(A) and (C). Funding information can be found at the California Department of Education web page for funding results found at this link: [Funding Results: 2022-23 Universal PreKindergarten Planning & Implementation Grant](#)
 - ▶ Grant funds may be used in the same ways as the 2021–22 UPK P&I Grant, however with one significant addition. Classroom operating costs are now an allowable expense. As a result of this addition, LEAs may use their grant funds to cover costs they may have incurred with expanding TK age eligibility faster than required by law and to cover the costs of early admittance transitional kindergarten (ETK)–enrolled students who are not otherwise generating average daily attendance (ADA).
 - ▶ LEAs receiving these grant funds are required to:
 - ▶ Submit program data annually to the CDE through the UPK Program Report.
 - ▶ Submit expenditure data twice a year to the CDE through the UPK Expenditure Report.
 - ▶ Ensure expenditures are consistent with their local plan.
 - ▶ Plan with their county's local tribes, and CSPP and Head Start program providers in their region.
 - ▶ Plan with their county's local planning council, which should include coordination with the UPK Mixed Delivery Grant.
 - ▶ Offer TK to all eligible pupils interested in TK within their attendance area by the 2025–26 school year.
 - ▶ **Please note:** LEAs that did not develop the plan required for the 2021–22 UPK P&I Grant are required to develop a plan for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After School Education and Safety Program, the CSPP, Head Start programs, and other community-based early learning and care programs. This plan should have been presented for consideration by the governing board or body at a public meeting on or before March 30, 2023.
- ◆ The 2022–23 UPK P&I Grant also funds countywide planning and capacity building for county offices of education (COEs) with a minimum base grant of \$15,000 for each LEA in the county that operates kindergarten programs as specified in EC 8281.5(d)(1)(B). The link to this funding allocation page can be found at the CDE 2022–23 UPK P&I Funding Results web page at: [2022-23 UPK P&I Funding Results](#)
 - ▶ Grant funds may be used in the same ways as the 2021–22 UPK P&I – Countywide Planning and Capacity Building Grant, however with one significant addition. Classroom operating costs are now an allowable expense. Allowable costs shall include, but are not necessarily limited to, classroom operating costs, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.
 - ▶ COEs receiving these grant funds are required to:
 - ▶ Submit program data annually to the CDE through the UPK Program Report.
 - ▶ Submit expenditure data twice a year to the CDE through the UPK Expenditure Report.
 - ▶ Ensure expenditures are consistent with their local plan.



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Universal Prekindergarten FAQs

Frequently asked questions (FAQs) regarding California state law relating to Universal Prekindergarten (UPK) and Transitional Kindergarten (TK).

The California Department of Education (CDE) and State Superintendent of Public Instruction fully support the Universal PreKindergarten (UPK) and Transitional Kindergarten (TK) program.

For parents or caregivers looking for information about UPK and TK in California, please visit the [Frequently Asked Questions \(FAQ\) on California Educators Together](#) instead. This page is geared toward local educational agencies implementing UPK and TK.

NOTE: The CDE is working to integrate earlier TK FAQs into the broader UPK FAQs. (Additional information coming soon)

UPK FAQs

Additional FAQs regarding the fiscal requirements and the related penalties for TK are available on the CDE's [Transitional Kindergarten](#) web page.

[UPK Grants Funding Logistics](#)

[UPK Mixed Delivery System](#)

[UPK Workforce](#)

[TK Admission and Enrollment](#)

[TK Class Size and Ratio](#)

[TK Curriculum and Assessment](#)

[TK Early Enrollment](#)[TK Funding and Reporting Information](#)[TK Instructional Time](#)[TK Program Information](#)[Related Resources](#)[Expand All](#) | [Collapse All](#)

UPK Grants Funding Logistics

1. [What is the UPK Planning and Implementation Grant?](#) (Updated 06-Jun-2023)
2. [What funding is available to expand the teacher workforce?](#) (Updated 06-Jun-2023)
3. [What is required to receive the UPK Planning and Implementation Grant funding?](#) (Updated 06-Jun-2023)
4. [Does the UPK Planning Template need to be submitted to the CDE?](#) (Updated 06-Jun-2023)
5. [How much funding will my agency get for the UPK Planning and Implementation Grant?](#) (Updated 06-Jun-2023)
6. [Are non-classroom-based charters eligible for UPK planning and implementation grant \(P&I\) funding?](#) (Updated 06-Jun-2023)
7. [Do non-classroom based charter schools need to create a plan for UPK?](#) (Updated 06-Jun-2023)
8. [Must charter schools return Universal PreKindergarten Planning & Implementation funds allocated pursuant to *Education Code \(EC\)* 8281.5 if they do not offer transitional kindergarten?](#) (Posted 06-Jun-2023)
9. [What is the process for charter schools to return Universal PreKindergarten \(UPK\) Planning & Implementation funds?](#) (Updated 06-Jun-2023)

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UPK Mixed Delivery System

1. [What is UPK and how is it related to Universal Transitional Kindergarten \(UTK\)?](#) (Updated 27-May-2022)
2. [How are Transitional Kindergarten \(TK\) programs different than preschool or other child development programs offered by local education agencies \(LEAs\) for three- and four-year-old children?](#) (Updated 27-May-2022)
3. [What role does the California State Preschool Program \(CSPP\) have in UPK?](#) (Updated 14-Jun-2022)

4. Do families of 4-year-old children have a choice between California State Preschool Program (CSPP) and transitional kindergarten (TK)? (Posted 30-Mar-2023)
5. What prekindergarten programs may parents choose from? (Updated 19-Oct-2022)
6. Will there be a mixed delivery so private preschools can continue to be part of educating our young children and giving parents choices?
7. A district with a very robust preschool program would like to provide their four-year-old children with Universal Transitional Kindergarten (UTK) through their preschool program. Would this be permissible?
8. Can parents choose to enroll their transitional kindergarten (TK) eligible child into the California State Preschool Program (CSPP) instead of transitional kindergarten (TK)? (Updated 14-Jun-2022)
9. Can a district's Afterschool Program credit attendance in the Afterschool Program for students who start school at the beginning of the year and who turn five years of age after the applicable Transitional Kindergarten (TK) eligibility cut-off date? (Updated 26-Sep-2022)

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UPK Workforce

1. What is the California Department of Education's (CDEs) role in supporting the workforce of early learning and care programs whose staff may be moving to teach transitional kindergarten (TK)?
2. What are the requirements for transitional kindergarten teacher credentials? (Updated 3-Oct-2023)
3. What criteria must be met by a local educational agency to determine the professional experience option for transitional kindergarten teacher requirements under Education Code 48000? (New 3-Oct-2023)
4. What is required when LEAs hire a paraprofessional or instructional aide as the second adult in a transitional kindergarten (TK) classroom?
5. Do transitional kindergarten (TK) teachers need to have a teaching credential? (Updated 19-Oct-2022)
6. In California Education Code (EC) 48000(g), are the terms "assigned" and "taught" interchangeable? (Updated 14-Jun-2022)
7. Can a transitional kindergarten (TK) or kindergarten (K) teacher be assigned to teach multiple sessions in one day, such as an AM/PM model? (Posted 10-Jan-2023)
8. What specific courses must teachers take in order to meet the additional statutory requirements, specifically, the 24-unit requirement set forth in EC 48000(g)(4)(A)? (Updated 3-Oct-2023)
9. How should local educational agencies (LEAs) document credentialing/permitting for teachers assigned to teach Transitional Kindergarten (TK)? (Updated 26-Sep-2022)
10. Can transitional kindergarten (TK) teachers "loop" (remain) with their students into kindergarten? (Updated 14-Jun-2022)

11. What are the credential requirements for TK teachers providing independent study instruction? (Updated 21-Jul-2022).
12. Can a teacher with a single subject credential teach TK? (Updated 14-Jun-2022).
13. Do substitute teachers need to meet the new Transitional Kindergarten teacher requirements? (Updated 14-Jun-2022).
14. What are the requirements for an Emergency Permit to teach TK? (Posted 30-Mar-2023)
15. As of 2022-23, LEAs must maintain an average of at least one adult for every 12 pupils for Transitional Kindergarten (TK) classrooms at each school site. If a second adult is necessary to meet ratio requirements, would they need to meet any particular qualifications? (Posted 19-Oct-2022).
16. If a student's IEP requires the student to receive specialized academic instruction (SAI), is the teacher who provides the SAI required to meet the additional requirements described in EC 48000(g)(4)? (New 3-Oct-2023).

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TK Admission and Enrollment

1. Who is age-eligible for Transitional Kindergarten (TK)? (Updated 26-Sep-2022).
2. Must children attend Transitional Kindergarten (TK)? (Updated 26-Sep-2022).
3. Is Transitional Kindergarten (TK) considered a separate grade level? (Updated 21-Jul-2022).
4. Can students who are age-eligible for kindergarten attend transitional kindergarten (TK)?
5. Should students who are four-years-old receive their pre-kindergarten booster vaccines?
6. What are the immunization requirements for a student enrolled in Transitional Kindergarten (TK)? (Updated 26-Sep-2022).
7. Are waiting lists allowed for Transitional Kindergarten (TK) classes? (Posted 27-May-2022).
8. After a child completes a year of TK and is 5 years old, can the parent choose to have their child skip kindergarten and enter first grade? (New 3-Oct-2023).
9. Are transitional kindergarten (TK) students required to complete the entire two-year program?
10. Is a Kindergarten Continuance Form needed to continue a child from transitional kindergarten (TK) to kindergarten? (Updated 27-May-2022).
11. Can an age-eligible student who is not toilet trained be enrolled into transitional kindergarten? (Updated 15-Dec-2022).
12. Can a local educational agency disenroll, suspend or expel a child from TK due to behavior issues? (New 3-Oct-2023).

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TK Class Size and Ratio

1. What are the adult-to-student ratios for Transition Kindergarten (TK) classrooms? (Revised 26-Sep-2023)
2. What is the adult-to-student ratio for Transitional Kindergarten (TK) during recess and lunch? (Posted 19-Dec-2022)
3. How is the average calculated for the 1:12 adult-to-student Transitional Kindergarten (TK) ratio? (Posted 19-Dec-2022)
4. Are Transitional Kindergarten (TK) classes required to maintain a schoolsite average of 24 students? How is the average calculated? (Posted 19-Dec-2022)
5. Is it acceptable for a Transitional Kindergarten (TK) class to have more than 24 students if they maintain the 1:12 adult-to-student ratio? (Posted 19-Dec-2022)
6. Does the 1:12 adult-to-student ratio need to be maintained at all times during the instructional day? (Updated 26-Sep-2023)
7. Can a special education aid or a speech therapist assigned to work with specific students in the Transitional Kindergarten (TK) classroom be counted in the 1:12 ratio? (Revised 26-Sep-2023)
8. Can an adult assigned to a Transitional Kindergarten (TK) classroom on a part-time basis be counted in the 1:12 ratio? (Posted 19-Dec-2022)
9. Do the Transitional Kindergarten (TK) class size and adult-to-student ratio requirements apply to all students in combination classes, or only to the Transitional Kindergarten students in the class? (Updated 26-Sep-2023)
10. Do the Transitional Kindergarten (TK) class size and adult-to-student ratio apply to students participating in independent study? (Posted 19-Dec-2022)
11. Do the Transitional Kindergarten (TK) class size and adult-to-student ratio requirements apply to special education students? (Posted 19-Dec-2022)
12. Can a school district or charter school apply for a waiver for the Transitional Kindergarten (TK) classroom enrollment and ratio requirements? (Posted 19-Dec-2022)
13. Can we have a Transitional Kindergarten (TK) class with more than 24 students if we add a third adult? (Posted 19-Dec-2022)
14. Are Transitional Kindergarten (TK) students who are ineligible to generate Average Daily Attendance, due to their age, included in the TK class size and adult-to-student ratio counts? (Updated 26-Sep-2023)

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TK Curriculum and Assessment

1. What is the curriculum for Transitional Kindergarten (TK)? (Updated 14-Jun-2022)
2. What assessments are recommended in Transitional Kindergarten classrooms (TK)? (Posted 27-May-2022)

3. [Is the Initial English Language Proficiency Assessments for California \(ELPAC\) required for transitional kindergarten students? \(Posted 30-Mar-2023\)](#)
4. [Will TK classrooms be required to use the Classroom Assessment Scoring System \(CLASS\) and the Early Childhood Environment Rating Scale \(ECERS\)? \(Updated 14-Jun-2022\)](#)
5. [Are there required instructional minutes for transitional kindergarten \(TK\) in the areas of physical education \(PE\), English language arts \(ELA\) and math? \(Posted 19-Oct-2022\)](#)
6. [As part of UPK expansion, how are the California Preschool Learning Foundations being updated? \(Updated 27-May-2022\)](#)

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TK Early Enrollment

1. [Can children with summer birthdays enroll in a Transitional Kindergarten \(TK\) program? \(New 26-Sep-2023\)](#)
2. [What is an "early enrollment child"? \(New 26-Sep-2023\)](#)
3. [Are school districts and charter schools required to admit "early enrollment children" into a Transitional Kindergarten \(TK\) program? \(New 26-Sep-2023\)](#)
4. [Are the statutory requirements for Transitional Kindergarten \(TK\) classrooms that admit "early enrollment children" the same as those that do not have any "early enrollment children"? \(New 26-Sep-2023\)](#)
5. [Can a school district or charter school admit children who turn 4 after September 1st into a Transitional Kindergarten \(TK\) program in the 2023-24 and 2024-25 school years? \(New 26-Sep-2023\)](#)
6. [Do "early enrollment children" generate Average Daily Attendance \(ADA\)? \(New 26-Sep-2023\)](#)
7. [How is the 1:10 adult-to-student Transitional Kindergarten \(TK\) ratio calculated? \(New 26-Sep-2023\)](#)
8. [Are Transitional Kindergarten \(TK\) classes required to maintain a school site average of 20 students? How is the average calculated? \(Posted 19-Dec-2022\)](#)
9. [What are the penalties for not meeting the early enrollment Transitional Kindergarten \(TK\) requirements for class size, adult-to-student ratios, and teacher credentialing? \(New 26-Sep-2023\)](#)
10. [Are the requirements for early enrollment children waivable? \(New 26-Sep-2023\)](#)
11. [If a class includes a combination of age-eligible and early enrollment children, what requirements must be met? \(New 26-Sep-2023\)](#)
12. [Must an early enrollment child be offered the required instructional minutes and days in California Education Code \(EC\) for Transitional Kindergarten \(TK\)? \(New 26-Sep-2023\)](#)
13. [How are the requirements for the 1:10 adult-to-student ratio and class size of no more than 20 calculated for Traditional Kindergarten classrooms with early enrollment children? How will the respective audit penalties be assessed? \(New 26-Sep-](#)

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TK Funding and Reporting Information

1. How should a school report transitional kindergarten (TK) students for the kindergarten annual immunization assessment report? (Posted 19-Dec-2022)
2. If a transitional kindergarten (TK) student who turns five between September 2 and the TK eligibility cut-off date for the applicable school year starts school on the first day of the school year, can we only claim Average Daily Attendance (ADA) from the time the student turns five-years-old, or can we claim ADA from the first day of the school year? (Updated 26-Sep-2023)
3. Can we claim Average Daily Attendance (ADA) for a student who turns five after the end date of the TK eligibility cut-off date (listed below) from the first day of the school year? (Posted 19-Dec-2022)
4. How is Average Daily Attendance (ADA) reported for transitional kindergarten (TK)? (Posted 19-Dec-2022)
5. Are school districts and charter schools required to report transitional kindergarten (TK) information via the California Longitudinal Pupil Achievement Data System (CALPADS)? (Updated 26-Sep-2023)
6. Should a student who turns five after the applicable TK eligibility cut-off date (listed below) but is enrolled in transitional kindergarten (TK) prior to the fifth birthday be included in the active enrollment count for the purposes of calculating the average class enrollment for the K-3 Grade Span Adjustment or the Class Size Penalty Calculation under LCFF? (Posted 19-Dec-2022)
7. How many years can a district claim apportionment for transitional kindergarten (TK) and kindergarten? (Posted 19-Dec-2022)
8. Can a school district partner with a non-local educational agency (LEA) to provide their Transitional Kindergarten (TK) services? (Posted 19-Dec-2022)
9. Can district A enter into an interdistrict transfer agreement with district B so that district B can provide a Transitional Kindergarten (TK) program for district A's TK-eligible children? (New 26-Sep-2023)
10. Can a local educational agency (LEA) meet the transitional kindergarten (TK) offering requirement through a vendor? (Posted 19-Dec-2022)
11. Can a school district contract or enter into a memorandum of understanding (MOU) with another LEA to operate its Transitional Kindergarten (TK) Program? (Posted 19-Dec-2022)
12. Can a preschool program generate TK funding? (Posted 19-Dec-2022)

13. Can a local educational agency implement Transitional Kindergarten (TK) age eligibility expansion ahead of the statutory schedule? (Posted 19-Dec-2022)
14. What are the penalties for not meeting the Transitional Kindergarten (TK) requirements for class size, adult-to-student ratios, and teacher credentialing? (Updated 26-Sep-2023)
15. Are there any changes to the credentialing requirements for teachers who are assigned to a Transitional Kindergarten class in the 2023-24 school year? (New 26-Sep-2023)

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TK Instructional Time

1. Is there a specific number of instructional minutes required for Transitional Kindergarten (TK)? (Updated 21-Jul-2022)
2. Must a student admitted to transitional kindergarten (TK) at the start of the school year whose fifth birthday occurs after the applicable TK eligibility cut-off date of that same school year be scheduled for and offered the required instructional minutes in California Education Code (EC) for TK/kindergarten? (Updated 26-Sep-2022)
3. Are instructional minutes for transitional kindergarten (TK) and Kindergarten inclusive of recess? (Posted 26-Sep-2022)
4. Are instructional minutes for transitional kindergarten (TK) and Kindergarten inclusive of breakfast? (Posted 26-Sep-2022)
5. Are instructional minutes for transitional kindergarten (TK) and Kindergarten inclusive of lunch? (Posted 26-Sep-2022)
6. If nap time is built into the daily schedule for Transitional Kindergarten (TK), does this time count as instructional minutes? (Posted 26-Sep-2022)

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TK Program Information

1. What is Transitional Kindergarten (TK)? (Updated 26-Sep-2022)
2. What does universally available Transitional Kindergarten (UTK) mean? (Updated 26-Sep-2022)
3. Is a school district required to offer TK and Kindergarten programs? (Updated 27-May-2022)
4. How does transitional (TK) affect basic aid districts?
5. Can transitional kindergarten (TK) and kindergarten students be enrolled in the same classroom?
6. What type of facility should be used for transitional kindergarten (TK)? (Updated 26-Sep-2022)
7. Are the Williams requirements the same for Transitional Kindergarten (TK) and Kindergarten? (Updated 27-May-2022)

8. [How are the needs of English learners addressed in TK? \(Posted 22-Jan-2016\)](#)
9. [Are parents of English learners required to fill out waivers to enroll their child in a language acquisition program?](#)
10. [Is transportation required for transitional kindergarten \(TK\) students? \(Posted 19-Oct-2022\)](#)
11. [What are the fees for transportation to and from school for our part-day transitional kindergarten \(TK\) programs? \(Posted 19-Oct-2022\)](#)
12. [Do charters have to offer Transitional Kindergarten \(TK\)? \(Posted 21-Jul-2022\)](#)
13. [Can a charter school offer TK as part of an independent study program? \(Posted 27-May-2022\)](#)
14. [Can Transitional Kindergarten \(TK\) be offered as a combination \(hybrid\) in-person or independent study option? \(Updated 21-Jul-2022\)](#)
15. [What rights does a parent of an eligible child with a disability who is in TK have when they disagree with the local educational agency \(LEA\) regarding the identification, assessment, educational placement, or the provision of a free appropriate public education \(FAPE\) to the child? \(New 3-Oct-2023\)](#)
16. [Are local educational agencies \(LEAs\), including charter schools, responsible for providing special education and related services to 4-year-old children with disabilities? \(New 3-Oct-2023\)](#)
17. [How is the CDE supporting inclusive practices, particularly supports for challenging behaviors in UPK? \(Posted 06-May-2022\)](#)
18. [Can the same federal funding source \(Title 1, Title III, Economic Impact Aid \[EIA\], etc.\) used for kindergarten be used for transitional kindergarten \(TK\) students who start school at the beginning of the school year and who turn five years of age after the applicable TK eligibility cut-off date \(listed below\)? \(Updated 26-Sep-2022\)](#)
19. [Do federal guidelines allow for free and reduced-price meals to be claimed for reimbursement for transitional kindergarten \(TK\) students with fifth birthdays after the applicable TK eligibility cut-off date \(listed below\)? \(Updated 26-Sep-2022\)](#)
20. [Can local education agencies \(LEAs\) charge parents a fee for those students whose fifth birthday falls after the applicable Transitional Kindergarten \(TK\) eligibility cut-off date \(listed below\) but attend TK prior to turning five? \(Updated 26-Sep-2022\)](#)
21. [Are transitional kindergarten \(TK\) programs included in a review when the California Department of Education \(CDE\) performs a Federal Program Monitoring \(FPM\) review of a local educational agency \(LEA\)? \(Updated 14-Jun-2022\)](#)

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Related Resources

- ✳ [Elementary Education Main page](#)
Resources for those interested in the academic achievement of K-6 public school students; includes transition-to-school guidance.
- ✳ [Kindergarten Frequently Asked Questions](#)
Frequently asked questions regarding California state law relating to kindergarten.

Allowable Uses of Funds

A school district, county office of education, charter school, or state special school shall expend EEF to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
 - iii Assembly Bill (AB) 181 (2022) added the preschool learning foundations to the list of subject areas. Additionally, AB 181 added language that allowed the EEF to be utilized for coursework that would allow existing staff to become credentialed, fully credentialed for their assignment, or meet the requirements of subdivision (g) of Section 48000.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to *EC* Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.
11. Strategies to improve beginning teacher retention and support through teacher induction programs, including mentor training, stipends for mentor teachers, beginning teacher induction program costs following initial preparation, the examination or assessment fee for one administration of the reading instruction competence assessment or a teaching performance assessment, training mentors to support candidates in completing a performance assessment or reading instruction competence assessment, or contracting with commission-approved preliminary teacher preparation programs to provide mentoring support for the completion of required assessments.



[Home](#) / [Professional Learning](#) / [Educator Excellence](#) / [Educator Effectiveness 2021–26](#)

Educator Effectiveness 2021–26

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

Conditions of Apportionment

The following are the conditions of the apportionment that must be met to ensure all local educational agencies (LEAs) may keep Educator Effectiveness Funds (EEF) Block Grant Program funding. If all of the following conditions of apportionment are not met, this will result in the return of allocated funds:

1. California [Education Code \(EC\) 41480\(d\)\(1\)](#) ☐ states: The local plan for EEF needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. This must take place on or before March 31, 2023.
 - ⌘ LEAs EEF plan must have been presented and adopted in two separate public meetings by March 31, 2023.
2. [EC 41480\(d\)\(2\)](#) ☐ states: There are two required data collections that must be submitted on the EEF Annual Report Database on or before September 30, 2023, and on or before September 30, 2026.
 - ⌘ LEAs must report EEF expenditures on or before September 30, 2023, and September 30, 2026.
3. LEAs must ensure that no employees were charged a fee for services allowable under [EC 41480](#) ☐ including, but not limited to, beginning teacher induction program costs, during the grant period pursuant to this section.
 - ⌘ LEAs must not charge **any** employees for services allowable under EEF (such as induction and credentialing).

Funding

Fiscal Year 2021–22

Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System (CBEDS) for the 2020–21 fiscal year. The calculated funding rate is available at [Educator Effectiveness Categorical Programs](#).

The local plan for the Educator Effectiveness Funds (EEF) needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. This must take place on or before March 31, 2023.

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education (CDE).

The EEF are subject to the annual audits required by California *Education Code (EC)* Section 41020.

Allowable Uses of Funds

A school district, county office of education, charter school, or state special school shall expend EEF to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

■ Assembly Bill (AB) 181 (2022) added the preschool learning foundations to the list of subject areas. Additionally, AB 181 added language that allowed the EEF to be utilized for coursework that would allow existing staff to become credentialed, fully credentialed for their assignment, or meet the requirements of subdivision (g) of Section 48000.

3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to EC Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

11. Strategies to improve beginning teacher retention and support through teacher induction programs, including mentor training, stipends for mentor teachers, beginning teacher induction program costs following initial preparation, the examination or assessment fee for one administration of the reading instruction competence assessment or a teaching performance assessment, training mentors to support candidates in completing a performance assessment or reading instruction competence assessment, or contracting with commission-approved preliminary teacher preparation programs to provide mentoring support for the completion of required assessments.

Other Information

Frequently Asked Questions (FAQ)

[Frequently Asked Questions Regarding Educator Effectiveness](#)

Technical Assistance Webinars

- [EEF Annual Reporting Technical Assistance Webinar - August 23, 2023](#)  (Video; 31:57)
- [EEF Reporting Technical Assistance Webinar - August 30, 2022](#)  (Video; 28:00)
- [EEF Block Grant Technical Assistance Webinar - November 9, 2021](#)  (Video; 40:00)

Reporting Resources

[Annual and Final Reports Database Link](#) 

[Annual Expenditure Reports and Data Reports Templates \(DOCX\)](#)

This is a template indicating the data elements required in the Annual Expenditure Reports. Submission of the Annual Expenditure Report will be through the online application.

[Annual and Final Expenditure Reports Web Page](#)

As a condition of receiving funds, school districts, county offices of education, charter schools, or state special schools are required to report detailed data and expenditure information annually to the CDE on or before September 30 of each year. The CDE is requiring annual reporting as a response to requests for detailed information in the legislative report, to justify future

Use of Funds

1. What is the paraprofessional requirement for the Expanded Learning Opportunity Grant? Are LEAs required to hire additional paraprofessionals, or can they use the ten percent set-aside of funds for paraprofessionals that are currently employed?
2. If a school has forfeited its In-Person Instruction Grant and chooses to exercise its ability to use ten percent of its Expanded Learning Opportunities Grant to support reopening, what may it use those funds for?
3. What are the start and end dates for expending ELO Grant funds?
4. Can the Expanded Learning Opportunities Grant be used to support preschool?
5. Can an LEA charge indirect costs to the ELO Grant?
6. Do any supplement not supplant requirements apply to ELO funds?
7. Is the CDE reviewing allowable expenditures?

The CDE is not approving or denying individual requests for allowable expenditures. The CDE encourages LEAs to consult their agency's legal department. The determination if an expense is allowable will take place through the independent audit. Please see *Education Code* that specifies target populations and permissible types of expenditures that support activities within the ELO Grant.

Education Code 43522

(a) (1) A local educational agency receiving funds under subdivision (b) of Section 43521 shall implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, pupils who are eligible for free or reduced-price meals, English learners, foster youth, homeless pupils, pupils who are individuals with exceptional needs, pupils at risk of abuse, neglect, or exploitation, disengaged pupils, and pupils who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient pupils, high school pupils at risk of not graduating, and other pupils identified by certificated staff.

(b) Specifically, funds received under subdivision (b) of Section 43521 shall be expended only for any of the following purposes:

(1) Extending instructional learning time in addition to what is required pursuant to Part 24.5 (commencing with Section 43500) of Division 3 for the 2020–21 school year and Chapter 2 (commencing with Section 46100) of Part 26 of, or Chapter 3 (commencing with Section 47610) of, Division 4 and Section 300.106 of Title 34 of the Code of Federal Regulations for the 2021–22 and the 2022–23 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 the amount of instructional time or services provided to pupils based on their learning needs.

(2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

- (A) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- (B) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
- (C) Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all pupils.
- (3) Integrated pupil supports to address other barriers to learning, 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.
- (4) Community learning hubs that provide pupils with access to technology, high-speed internet, and other academic supports.
- (5) Supports for credit deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
- (6) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.
- (7) Training for school staff on strategies, including trauma-informed practices, to engage pupils and families in addressing pupils' social-emotional health needs and academic needs.

(Added 28-Apr-2021)

What is the difference between ELO-P and ELO-G? Are the allowable expenditures different for the \$11,000+ ELO-G?
For ELOG:

As part of a learning recovery program, funds are to be used for supplemental instruction and support pursuant to EC Section 43522(b), including:

- Expanded learning – extending the school year or day, or otherwise generally increasing the amount of instructional time/services provided
- Learning supports – tutoring or similar small group instruction, learning recovery programs, training on accelerated learning strategies
- Integrated pupil supports – health, counseling, mental health services, social and emotional learning
- Community learning hubs – includes access to technology and connectivity
- Support to help credit deficient pupils graduate
- Additional academic services – diagnostic assessments, progress monitoring
- Training for school staff – social-emotional health, academic needs
- Paraprofessionals staff (EC Section 43522[c][1])

Note: 85 percent of expenditures are required to be related to providing in-person instruction pursuant to EC Section 43522(d)(1).

So ELO-G can be used during the regular school day, but has a deadline and ELO-P must be used before/after/or on non-school day. 23/24 ELOP does not have an expenditure deadline.

1. What are the allowable uses of the Learning Recovery Emergency Block Grant funds?

The Learning Recovery Emergency Block Grant funds may be used to establish learning recovery initiatives through the 2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Funds shall only be expended for any of the following purposes pursuant to EC Section 32526(c)(2):

- A. 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.
- B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, such as:
 - i. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - ii. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
 - iii. Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
 - iv. Supporting expanded learning opportunity program services pursuant to EC Section 46120.
 - v. 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.
- C. 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
- D. Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
- E. Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

2. Do any supplement not supplant requirements apply to Learning Recovery Emergency Block Grant funds?

3. Is the CDE reviewing allowable expenditures?

The CDE is not approving or denying individual requests for allowable expenditures. If an LEA questions if an expenditure is a permissible use of Learning Recovery Emergency Block Grant funds, the CDE encourages LEAs to consult their agency's legal counsel. See FAQ #3 of this section and EC Section 32526(c), which specifies permissible types of expenditures that support activities within the Learning Recovery Emergency Block Grant.

CAPAY JOINT UNION ELEMENTARY SCHOOL DISTRICT

**EVALUATION OF SUPERINTENDENT
BY
INDIVIDUAL BOARD MEMBER**

This evaluation is based upon an appraisal period from July 1, 2001 to June 30, 2002

The evaluation areas are:

1. Relationship with community
2. Curriculum and Instructional leadership
3. Exploration of funding and fiscal educational resources
4. Facilities enhancement
5. Relationship with Governing Board
6. Staff and personnel development needs
7. Business and operations services leadership
8. Personal qualities and development

Check the appropriate box of each category appearing beneath an evaluation area based upon the following rating codes:

3 = MET

2 = PARTIALLY MET

1 = NOT MET

Prepared by: _____

Capay Elementary School Evaluation of Superintendent By Individual Board Member

WHAT		HOW	1	2	3
1. RELATIONSHIP WITH COMMUNITY			CHECK APPROPRIATE BOX		
1. Recognize efforts and successes made by students, parents, staff and community members in a variety of ways.					
2. Continue to seek staff/community involvement.					
3. Continue to gather input via appropriate assessment tools.					
4. Gains respect and support of community on conduct of school operations.					
5. Solicits and gives attention to problems/opinions of all groups and individuals.	The Superintendent will actively seek input from staff and the community on District issues.				
6. Develops friendly and cooperative relationships with news media.	Responds to all media requests. Provides tactful and accurate responses.				
ADDITIONAL COMMENTS: (Indicate category first; i.e., 1.2., then follow with comment)					

Capay Elementary School
Evaluation of Superintendent
By Individual Board Member

WHAT	HOW	1	2	3
2. CURRICULUM AND INSTRUCTIONAL LEADERSHIP		CHECK APPROPRIATE BOX		
1. Continue to encourage teacher/parent/guardian interactions to solve student concerns.				
2. Explore funding for additional student services.				
3. Continue to focus on using technology as means to gather and analyze data in order to drive instruction and increase student learning.				
4. Continue to provide and refine "Intervention Programs" for identified students.				
5. Continue to seek opportunities to enrich students' experiences in the area of art, music and drama.				
6. Explore ways to enhance physical education programs for all students.				
7. Keeps the Board informed of student academic performance and achievement.				
8. Provides the Board with current information about effective instructional practices.				
ADDITIONAL COMMENTS: (Indicate category first; i.e., 2.3., then follow with comment)				

Capay Elementary School
Evaluation of Superintendent
By Individual Board Member

WHAT	HOW	1	2	3
2. CURRICULUM AND INSTRUCTIONAL LEADERSHIP (Con't)		CHECK APPROPRIATE BOX		
9. Effectively utilizes staff members in developing and implementing curricular and instructional activities and programs.				
10. Encourages staff members to seek out ways for improving the District's educational programs.				
11. Assists the Board in developing and implementing educational goals and objectives.				
12. Aligns curriculum by subject area and grade level.				
13. Ensures that a key component of the instructional program focuses on student self-esteem.				
14. Communicates to the staff, Board and community the instructional goals and standards of expectation.				
15. Encourages parent and community participation in educational programs and activities.				
ADDITIONAL COMMENTS: (Indicate category first; i.e., 2.9., then follow with comment)				

Capay Elementary School
Evaluation of Superintendent
By Individual Board Member

WHAT	HOW	1	2	3
2. CURRICULUM AND INSTRUCTIONAL LEADERSHIP (Con't)		CHECK APPROPRIATE BOX		
16. Maintains effective, updated evaluation of educational programs.				
17. Reports assessment of academic achievement effectively to the Board and the community.				
18. Inspires academic excellence amongst staff, students and community.				
19. Determines academic issues which require focus and assists Board and Staff in understanding possibilities.				
20. Keeps informed of educational trends and refers Staff and Board to appropriate opportunities.				
21. Promotes accountability for educational results amongst management team.				
22. Ensures that evaluations of teachers done by Principal reflect effective assessment of teacher competence and plans to remedy deficient areas.				
23. Maintains management systems which ensure continuing compliance with mandates.				
ADDITIONAL COMMENTS: (Indicate category first; i.e., 2.16., then follow with comment)				

Capay Elementary School
Evaluation of Superintendent
By Individual Board Member

WHAT	HOW	1	2	3
3. EXPLORATION OF FUNDING AND FISCAL RESOURCES		CHECK APPROPRIATE BOX		
1. Explore "shared services" with Lake Elementary and Plaza Elementary.				
2. Explore funding for upgrading technology component.				
3. Continue to explore alternative funding sources.				
4. Continue to explore community as a resource.				
5. Continue working with Glenn County Office of Education to increase student services.				
6. Explore the advantages of purchasing timesaving attendance and student database software.				
ADDITIONAL COMMENTS: (Indicate category first; i.e., 3.2., then follow with comment)				

Capay Elementary School
Evaluation of Superintendent
By Individual Board Member

WHAT	HOW	1	2	3
4. FACILITIES ENHANCEMENT		CHECK APPROPRIATE BOX		
1. Work towards complete implementation of components of School Safety Plan.				
2. Seek outside agencies to work with administration and Board on site improvements, including funding of such projects.				
ADDITIONAL COMMENTS: (Indicate category first; i.e., 4.2., then follow with comment)				

Capay Elementary School
Evaluation of Superintendent
By Individual Board Member

WHAT		HOW	1	2	3
5. RELATIONSHIP WITH GOVERNING BOARD			CHECK APPROPRIATE BOX		
1. Keeps the Board informed of issues and operation of the school system.	The Superintendent will keep the Board updated on a regular basis.				
2. Offers professional advice to Board on items requiring Board action, with appropriate recommendations based upon thorough study and analysis.	Board presentations by staff will provide the Board with well developed alternatives for action.				
3. Interprets and executes the intent of Board policy.	The Superintendent will update policies when necessary and make staff and the public aware of policies.				
4. Seeks and accepts constructive criticism of his work.	On a periodic basis, the Superintendent solicits input from the Board through Board meeting evaluation sessions.				
5. Supports Board policy in actions with public and staff.					
6. Has harmonious working relationships with the Board.					
7. Understands role of policy administration versus policy making.	The Superintendent will coordinate annual goals with Board direction. Review of policies as to intent and administration.				
8. Keeps Board informed of concerns about the District as expressed by the public.	The Superintendent will be proactive in presenting information to the Board relative to District issues.				
ADDITIONAL COMMENTS: (Indicate category first; i.e., 5.2., then follow with comment)					

Capay Elementary School
Evaluation of Superintendent
By Individual Board Member

WHAT	HOW	1	2	3
6. STAFF AND PERSONNEL DEVELOPMENT		CHECK APPROPRIATE BOX		
1. Continue to encourage teacher/parent/guardian interactions to solve student concerns.				
2. Continue to focus on using technology as a means to gather and analyze data in order to drive instruction and increase student learning				
3. Move towards creating Individual Learning Plans for all staff members.				
4. Continue to provide and refine "Intervention Programs" for identified students.				
5. Work with staff to develop optimum ways of reporting student standard-aligned progress to all stakeholders.				
6. Continue articulation between Corning Union High School, Hamilton Union High School, and Orland High School in the areas of Reading/Language Arts and Math.				
ADDITIONAL COMMENTS: (Indicate category first; i.e., 6.2., then follow with comment)				

Capay Elementary School
Evaluation of Superintendent
By Individual Board Member

WHAT		HOW	1	2	3
7. BUSINESS AND OPERATIONS SERVICES LEADERSHIP			CHECK APPROPRIATE BOX		
1. Ensures competent and efficient performance in the administration of the Maintenance and Operations functions.	Periodic reports to the Board.				
2. Audits District budgets for fiscal efficiency.	Careful review of budget by Board and staff.				
3. Monitors expenditures and ensures that adequate fiscal/accounting controls are maintained.	Work with business office to ensure compliance with established accounting procedures.				
4. Encourages early involvement in the yearly line item spending process.					
5. Makes recommendations to Board concerning areas of program project improvements including related cost analysis.					
6. Makes recommendations to Board concerning the reserving of funds for areas of focus expenditures.					
ADDITIONAL COMMENTS: (Indicate category first; i.e., 7.2., then follow with comment)					

Capay Elementary School
Evaluation of Superintendent
By Individual Board Member

WHAT		HOW	1	2	3
8. PERSONAL QUALITIES AND DEVELOPMENT			CHECK APPROPRIATE BOX		
1. Defends principles and convictions in the face of pressure and partisan influence.	With understanding of other's viewpoints and with District good in mind.				
2. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.	Understanding other's viewpoints and working for mutual interest based resolutions.				
3. Earns respect and standing among professional colleagues.	Through the decision-making process and ultimate decisions reached.				
4. Devotes time and energy actively to the job.					
5. Demonstrates ability to work well with individuals and in groups.					
6. Exercises good judgment and democratic procedures in arriving at decisions.	Individuals affected by a decision, when appropriate, will be included in decision-making.				
7. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.					
8. Attends conferences and keeps abreast on information through reading and study.					
ADDITIONAL COMMENTS: (Indicate category first; i.e., 8.2., then follow with comment)					