CHARTER IMPACT

EVERY DAY COUNTS

Creative, Compliant Ways to Maximize ADA



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NETWORK: CSDC Attendee
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SPEAKERS

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WHO'S IN THE ROOM?

ABOUT SCHOLARSHIP PREP

- 5 school network
  - Orange County (2016)
  - Oceanside (2017)
  - South Bay (2019)
  - Upland (2025)
  - Riverside (2025)
- Combined ADA of 1,912 in FY25-26
  - IS ADA of 73.61
- 81.46% weighted UPP
- FY25-26 Revenue of $46.9M
- Current staff over 280







2025–26 ENROLLMENT AND STUDENT GROUPS

School	Total Enrollment	English Learners	Homeless	Students with Disabilities	Socioeconomically Disadvantaged	FRPM Eligible	UPP%
Oceanside	632	89	91	72	398	396	64.90%
Orange County	571	223	154	96	477	475	86.90%
Riverside	181	21	9	28	139	139	79.60%
South Bay	417	51	50	54	352	350	85.40%
Upland	198	10	15	32	129	129	65.70%

HOW INDEPENDENT STUDY SUPPORTS OUR STUDENTS

- Short-term Independent Study provides a way to support continued learning during qualifying absences.
- The process requires coordination among families, teachers, school staff, and back-office support.
- Our work includes both the learning experience and the documentation that supports it.



KEEPING THE PROCESS MOVING

- Clear expectations: Staff and families know what needs to be completed and returned.
- Shared tracking: Monitor outstanding work and documentation across sites.
- Targeted follow-up: Identify whether work is missing or records need updating.
- Ongoing support: Help staff resolve outstanding items throughout the year.



LESSONS LEARNED & QUESTIONS

- Make responsibilities clear.
- Build follow-up into the process.
- Use tracking to identify the next action.
- Keep communication ongoing.







WHICH FUNDS MATTER?

Included

LCFF
State Special Education
State Lottery
One-Time Funding (Likely)

Excluded

ELOP
SB740 Facility Grant
Child Nutrition

Neutral

Federal Special Education
Title Funding
Mandate Block Grant

INFORMATION TABLE

Funding Type	Amount (Per ADA)	Included
LCFF	$11K - $18K	✅
State Special Education	$1,400	✅
State Lottery	~$274	✅
One-Time Funding (Likely)	TBD (Not Guaranteed)	✅
ELOP	Up to $2,750	❌
SB740 Facility Grant	Up to $1,550	❌
Child Nutrition	Depends	❌

THE MATH

	OC	OS	SB	UP	RS
IS ADA	22.45	17.73	12.42	11.14	9.87
LCFF	353,990	247,085	191,255	163,063	146,988
State SPED	20,599	16,268	11,396	10,221	9,056
Lottery	6,637	5,241	3,672	3,293	2,918
SSPDBG (FY27)	20,991	16,578	11,613	10,416	9,228
Total	**$402,217**	**$285,172**	**$217,936**	**$186,993**	**$168,190**

OTHER BENEFITS

- Reduces chronic absenteeism
- Maintains learning continuity
- Supports stronger academic performance
- Improves school accountability outcomes (Dashboard)
- Increases student engagement
- Promotes educational equity
- Strengthens family engagement



CONSIDERATIONS

- What is the potential ADA opportunity?
- Can existing staff support the program, or are additional resources needed?
- Does the school have a culture that supports Independent Study?
- Do staff and families understand the educational and financial costs of absenteeism?
- Are the necessary compliance processes and accountability measures in place?
- Who will own implementation and monitor the program's success?



ATTENDANCE RECOVERY

ATTENDANCE RECOVERY RECAP

PURPOSE

Education Code sections 46210 and 46211 established Attendance Recovery to accomplish two goals:

- Provide students with additional opportunities to make up instruction missed due to absences.
- Allow LEAs to recover funding lost due to absences.

Eligibility and Frequency

Classroom-based students, TK - 12;
Schools that offer AR must provide at least one opportunity during each term.

Supervision

Students must be under the immediate supervision and control of a certificated employee, receiving grade-level instruction/content.

Ratios

TK and Kindergarten- 10:1
Gr. 1-12- 20:1

Maximum Days

Each student may recover up to 10 days of absences per year, or their total number of absences if that is lower. *Note: Absences due to suspension are excluded.*

AR Accrual

Students may accrue AR hours at any time during the school year. The hours are applied once an absence is recorded.

ELOP and AR

Programs may be offered concurrently, but each has different documentation requirements, and a student cannot earn credit for both at the same time.

INSTRUCTIONAL HOUR REQUIREMENTS

Grade Span	Minimum Day	AR Hours Needed
TK/K	180 minutes	3 hours
Grades 1-3	230 minutes	4 hours
Grades 4-8	240 minutes	4 hours
Grades 9-12	240 minutes	4 hours

Accrual

Record attendance in hourly increments; not by minutes. Anything documented in an increment of less than one hour does not count.

Daily Maximum

Maximum of one day of recovered attendance per calendar day of participation; however, additional hours can roll to the next day of AR participation.

KEY LEARNINGS FROM YEAR 1



The date of the absence, not the date of the session, determines where recovered ADA is reported.

Recovered ADA is credited to the attendance month in which the absence occurred. Students may bank hours in advance, but ADA can only be claimed after an absence has been recorded.

TIMING SCENARIOS

Absence	AR Session	Reporting
October 14	August 11	The banked hours are applied to the October absence, and the day is reported at each apportionment cycle.
February 10	March 13	The day is recovered before P-2 is submitted and is included in the original P-2 report.
February 10	May 22	The day still belongs to the P-2 period, so the school may submit a P-2 revision.
April 28	August 11	The absence falls after the P-2 period, so the day counts only at Annual.
May 9	July 10	The day cannot be recovered, because AR ADA belongs to the fiscal year in which the program operated.

KEY LEARNINGS FROM YEAR 1



Plan for tracking and reporting ahead of time and audit it regularly for accuracy.

Each SIS has a different method for tracking AR; be sure that you understand the methods and reports. If you use a different system, maintain careful documentation that is clearly linked to the student, and have a process to check against the official records reported to the state.

REPORTING CONNECTIONS

PADC

Recovered AR ADA is included in classroom-based ADA totals at P-1, P-2, and Annual.

AR ADA is also reported on a separate line for informational purposes.

CALPADS

AR days are reported in EOY 1 CALPADS submission.

The original absence is not changed in the SIS or on the STAS file (CALPADS).

California School Dashboard

AR does not change the chronic absenteeism rate on the Dashboard or in DataQuest.

CDE uses the CALPADS AR data to publish a separate alternative chronic absenteeism rate.

KEY LEARNINGS FROM YEAR 1



Maintain additional documentation in an organized manner for an easier audit later.

In addition to tracking the student's attendance, maintain supporting documentation that evidences you have adhered to the requirements specified.

DOCUMENTATION

Session Records

Session dates and times

Student roster, sign-in sheet, or other attendance documentation

Lesson content showing standards-aligned, substantially equivalent instruction

Student Records

Specific absences applied to each recovered day

Running total of recovered days, capped at 10 or total absences

Student enrollment

Program Records

Schedule showing sessions offered each term

Credential and employment records for the supervising teacher

KEY LEARNINGS FROM YEAR 1



Evaluate the cost of operating the program versus the amount of ADA that may be recovered

Consider your student population, likelihood of participation in the program, regular attendance rates, and other contributing factors.

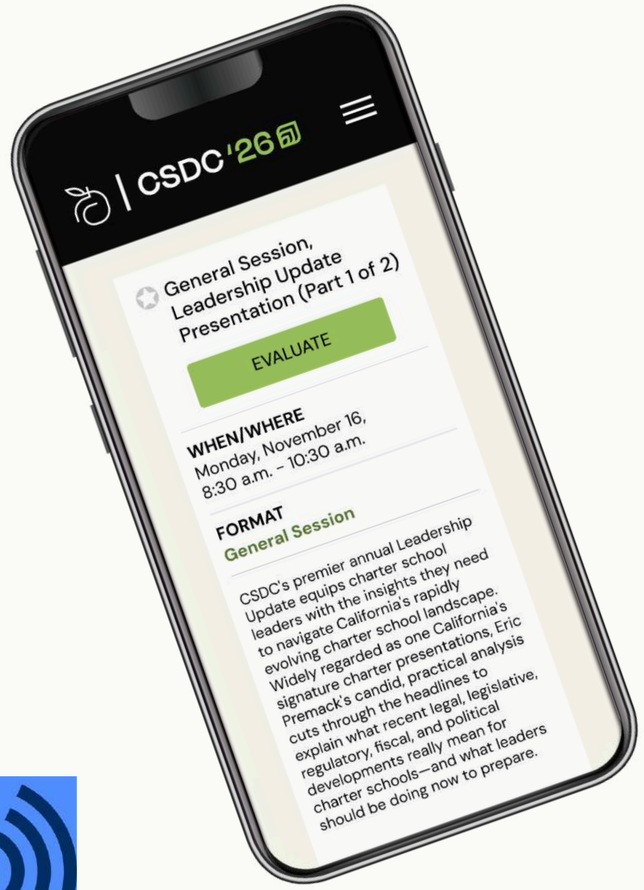
COST ANALYSIS

School	Population	UPP	ADA Recovered	$$$
A	470	66%	0.85	14,097
B	360	49%	2.65	39,824
C	390	88%	9.01	168,522

Program Costs: Program costs may include teacher compensation, meals, staff time, materials, planning, etc.

THANK YOU!
QUESTIONS?

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RESOURCES

CDE Attendance Recovery FAQs
cde.ca.gov/fg/it/aarecovery.asp

CDE Guidance for High-Quality AR Programs
cde.ca.gov/fg/it/aarecoveryguide.asp

CDE Attendance Recovery Webinar (March 2025)
cde.ca.gov/fg/it/documents/arwebinar25.pdf

Guide for Annual Audits (EAAP)
eaap.ca.gov