

BASIS FOR OPERATION

The main purpose of attendance accounting is to comply with compulsory attendance laws by accounting for pupils at all times when they are under school jurisdiction. [EC § 48200]

The State School Fund gives apportionments to California school districts and charter schools based upon the average daily attendance (ADA) each district or charter has reported during the school year. The state apportionments, which vary from district to district, depend upon the local tax revenue received by the district. Additional apportionments are based upon enrollment in various categorically funded programs, such as class size reduction. (See also Budgets.)

The governing board and administration should develop, maintain, and oversee accurate procedures and records for attendance accounting. These records are subject to a mandated state audit by independent auditors and review by representatives of the California Department of Education (CDE) and the State Controller's office. Employees responsible for supervising and conducting attendance accounting should understand the importance of keeping accurate attendance records that conform to existing state regulations, board policies, and administrative procedures.

LEGAL PROVISIONS

Rules and regulations should be formulated and adopted by the governing board, including, but not limited to, the following:

1. Responsibility for supervising attendance accounting activities and filing attendance reports.
2. Determination of the attendance accounting system used, including approval of the system and procedures by the California Department of Education.
3. Maintenance of complete attendance accounting records in accordance with all legal requirements, including the regulations of the State Board of Education, and support of all regular or special state and federal subventions for which the district qualifies. [EC §§ 46010-4; 5 CCR §§ 420-4]
4. Responsibility for verification of absences.

5. Procedure for obtaining prior approval from the California Department of Education for certain classes or programs, such as continuation high schools, adult education, regional occupational centers/programs, and 150-minute kindergarten.
6. Residency requirements. For districts that accept Title I funds and are subject to the requirements of the No Child Left Behind Act, alternative proofs of residency to be accepted from homeless students should be included. [EC § 48204, 42 USC 11432]

ATTENDANCE SYSTEMS

Separate records of attendance should be kept for each pupil, class, grade level, and program. Education Code section 44809 and Title 5, California Code of Regulations, section 401 require the use of a state school register in elementary schools unless an alternative system is approved by the California Department of Education. Any system(s) used to report attendance for high school, junior high school, and alternative programs (e.g., continuation high, adult education, summer school, etc.) also must be approved by the CDE.

In most districts, the state school register has been superseded by electronic records systems that include the necessary elements of a complete, clear audit trail of pupil attendance for apportionment and compulsory education purposes. Districts must obtain approval from the CDE if a new system is implemented or an existing system is substantially modified. Approval letter(s) should be retained as a permanent record for audit.

Charter schools shall maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. [EC § 47612.5]

Assistance in establishing and revising attendance accounting systems is available from the School Fiscal Services Division, California Department of Education (see Additional Resources).

ATTENDANCE CATEGORIES

The categories of pupil attendance discussed below earn base revenue limit ADA.

Kindergarten

Districts are required to establish and maintain a kindergarten at an elementary school unless there are nine or fewer applicants for kindergarten attendance, subject to the approval of the State Board of Education.

If a district has fewer than 40 pupils in kindergarten, it may request approval of the Superintendent of Public Instruction to maintain two classes. These classes shall be 150 minutes each and shall be taught by the same teacher on the same day. The ADA for such classes shall be adjusted by a factor of 0.500. [EC § 46119]

A separate register shall be used for each kindergarten class. No kindergarten pupil shall be kept in school in any day more than four hours, exclusive of recesses, except for pupils in Early Primary Programs. School districts may offer extended day kindergarten programs at some but not all of the schools in the district. School districts offering extended day kindergarten must have their governing boards adopt the Early Primary Program as defined. [EC §§ 8970-74, 37202, 46111]

A kindergarten pupil in a school operating on a multitrack year-round program may be kept in school on any day for 265 minutes of instruction, exclusive of recesses. This section shall not apply to the Pasadena or San Bernardino Unified School Districts or counties of the third class, as determined pursuant to Government Code section 28024. No ADA shall be credited for attendance in kindergarten if the minimum schoolday of such classes is less than 180 minutes, inclusive of recesses. [EC §§ 8970-74, 46111, 46117]

Existing law requires that a child be admitted to kindergarten at the beginning of a school year, or at any time later in the same year, if the child will have his or her fifth birthday on or before December 2 of that school year.

Regular Day Classes

For apportionment purposes, the minimum schoolday for grades 1, 2, and 3 is 230 minutes, exclusive of recesses. For grades 4, 5, 6, 7, and 8 in elementary schools the minimum day is 240 minutes, exclusive of recesses. The minimum schoolday in any junior high school or regular high school is 240 minutes, including actual and necessary passing time between classes, which cannot exceed ten minutes. Charter schools do not have a minimum day requirement. [EC §§ 46112-3, 46141] (See also Charter Schools.)

Attendance for regular day students participating in a program for pregnant minors should be included with regular day classes.

Special Classes and Programs

For apportionment purposes, the minimum schoolday is 180 minutes for the following special programs:

1. Compulsory continuation schools and classes [EC § 46170]
2. Opportunity schools and classes [EC § 46180]
3. Classes for adults [EC § 46190]

Special Day Classes

For apportionment purposes, minimum day requirements for attendance in special education classes of students assigned by an Individualized Education Program (IEP) are the same as the requirements for regular day classes of the same grade level. However, an IEP may specify a shorter minimum day.

Nonpublic Schools

To qualify for ADA reimbursement, the attendance of individuals with exceptional needs who are placed in special classes in nonpublic schools shall be kept in the same manner as any other special day class. Registers must be maintained to receive entitlements for authorized services.

A local education agency (LEA) may be responsible for payment of services for days on which a pupil's attendance does not qualify for ADA reimbursement under California law, e.g., excused absences. [EC § 48205] Nonpublic school payment information is included in the master contract between the nonpublic school and the LEA.

Extended-Year Special Education Classes

Extended-year special education classes must be held for a minimum of 20 days. The attendance in extended-year special education classes must be kept in an attendance system approved by the California Department of Education. Extended-year attendance data are reported in the school year in which the extended session closes.

Independent Study

Independent study is an optional instructional strategy for achieving curriculum objectives and fulfilling graduation requirements in a setting other than the regular classroom program. Attendance is kept in a separate register. Attendance earned is reported as regular grade level attendance after work is evaluated by the supervising teacher. [EC §§ 46300, 51745 et seq.; 5 CCR § 11700 et seq.] Governing board policies and independent study agreements containing all required elements must be in place prior to commencement of independent study.

Apportionment credit can be claimed only for independent study contracts of five or more consecutive schooldays. If the participating pupil terminates the agreement prior to five days (i.e., returns to the classroom after one to four days), no ADA can be reported. However, if the pupil participates for five or more consecutive days but does not complete five or more days' worth of work, ADA can be claimed based on the value of the pupil's work as evaluated by the certificated teacher who signed the agreement and gave the assignment(s). The district may use independent study for fewer than five days for makeup work for compulsory education as long as no ADA credit is recorded. [EC §§ 46300(e)(1), 51747.5(b); 5 CCR §§ 11700, 11703(b)(3)]

Individual students' programs may consist of part classroom-based study and part independent study. Education Code sections 46110 and 46140 limit elementary and most secondary students to one day of apportionment credit in any calendar day. District procedures must prevent the claiming of any combination of classroom and independent study credits that would exceed one day of apportionment credit per day of instruction in the school's calendar. If a student is scheduled for at least the minimum day of classroom-based study or is assigned at least the minimum day's worth of instruction through independent study, the attendance accounting for apportionment purposes can be determined solely from that predominant instructional setting.

Districts that use independent study to serve pupils are advised to become familiar with the complex requirements of this educational alternative. District compliance is rigorously audited for funding purposes. [EC §§ 14503(a), 41020, 41341(a)(1)] Information on requirements is available from the Educational Options Office of the California Department of Education (see Additional Resources).

Nonclassroom-based Instruction

Charter schools may conduct nonclassroom-based instruction (e.g., independent study, home study, work study, and distance and computer-based education). Charter schools that provide nonclassroom instruction shall comply with Education Code section 51745 et seq. and implementing regulations. [EC §§ 47612.5, 51745; 5 CCR § 11700 et seq., 11963 et seq.] (See also Charter Schools.)

Online Classes

Online curriculum may be presented either in a classroom setting or through independent study. The appropriate method of attendance accounting for such classes is dependent upon the instructional setting utilized, not on the curriculum itself. Many schools provide an online curriculum in a classroom setting similar to all other class periods except that, in some instances, the supervising certificated employee acts as a tutor or facilitator, rather than as an instructor. In this setting, a daily 'period' attendance

form identical to that used in other class periods is the appropriate attendance accounting document. If online curriculum is implemented exclusively through an independent study program, apportionment credit is made on the basis of the student's work or "product" assessed by a competent certificated employee of the district. [EC §§ 46300, 51747 et seq.] Further information and clarification regarding apportionment for online classes is available from CDE's School Fiscal Services Division (see Additional Resources).

Home or Hospital Instruction

Home or hospital instruction is used for students with temporary physical disabilities who will be returning to a regular class.

Attendance for home or hospital instruction shall be kept in a separate register using hourly positive attendance accounting.

Students earn one day of apportionment attendance for each hour of instruction. These students may be credited with as many as five hours of instruction per day, providing the total number of hours per week does not exceed the number of days of instruction in the regular school program.

Hourly Programs (Summer School/Intersessions/Saturday/Before-After School)

Funding is available for hourly programs offered before school, after school, weekends, intersession, and summer. Services must be in addition to the school's regular instructional day. There must be adopted board policies clearly specifying the goals of the programs and how students will be identified and progress evaluated. Students must be individually identified for each class, and the hours must be calculated separately due to different reporting requirements and funding levels.

Student hours for supplemental instruction are reported in the following hourly programs:

1. K-12 Core: An optional program for students in grades K-12 in mathematics, science and other core academic areas. There is a cap on fundable hours. [EC §§ 37253, 42239 et seq.]
2. Grade 2-6 At Risk of Retention or Low STAR Score: An optional program for students in grades 2-6 who have a deficiency in mathematics, reading, or written expression as shown by low STAR test scores or who have been identified as being at risk of retention. There is a cap on fundable hours. [EC §§ 37252.8, 48070.5]

3. Grade 2-9 Recommended for Retention: A mandated program for students in grades 2-9 who have been retained or recommended for retention. Low STAR test results or other evaluative criteria may be used to identify eligible pupils. There is no cap on fundable hours. [EC § 37252.2]
4. Grade 7-12 CAHSEE: A mandated program for students in grades 7-12 who fail to demonstrate sufficient progress toward passing the California High School Exit Exam. There is no cap on fundable hours. [EC §§ 37252, 42239]

A supplemental hourly program may be held during the regular schoolday for students who have failed one or both parts of the CAHSEE. [EC § 37252] Classes may count either toward minimum day offerings or supplemental hourly programs, but not both.

Year-round school intersessions must keep the same requirements as regular summer school sessions. The time intervals for intersessions, which can be used as summer session time, are the only distinctive differences in the year-round programs.

Adult Education

1. Adults Enrolled — An "adult" is a person 18 years of age or older or a person who is not concurrently enrolled in a regular high school program. [EC § 52610]
2. Concurrently Enrolled — A "concurrently enrolled" student is a student enrolled in an adult education class or in an ROC/P class and who is concurrently in attendance for at least the minimum day in a regular day public or nonpublic high school, in a continuation school, or in an opportunity school.

COMPUTATION OF ATTENDANCE

School Year, Day, Month

With specified exceptions, districts are required by law to operate all of their elementary and high schools for an equal length of time during the school year. However, the elementary and high school times do not have to be equal. [EC § 37202]

The governing board of each district has the responsibility to fix by resolution the length of the schoolday for all grades and classes maintained. [EC § 46100]

Minimum School Year and Instructional Minutes

The governing board should adopt a school calendar prior to July 1 of each school year. The San Diego County Office of Education provides a suggested school calendar for use by school districts. Calendars should have extra time built in for extreme weather conditions, e.g., snow days.

Education Code section 37220 specifies school holidays. The governing board, by resolution, may revise the date upon which the schools of the district close in observance of any of the identified holidays, except for Veteran's Day, which must be celebrated on November 11.

For attendance accounting purposes, a school month is 20 days, or four weeks of five days each, including legal holidays but excluding specified weekend makeup classes. For purposes of counting attendance only, in providing a school calendar, the winter recess or any portion thereof may be excluded in the definition of a school month. Any other break scheduled by the district, such as spring recess or an intersession period, must be included in the appropriate four-week school month. A school week is five consecutive days. It begins Monday and ends Friday. [EC § 37201]

Districts must operate 180 days of actual instruction and meet the state minimum required number of annual instructional minutes (or the annual instructional minutes offered for the 1982-1983 school year if greater). The annual instructional minutes must be equal for each grade level at all school sites. [EC §§ 46200-1]

Charter schools must operate 175 days of actual instruction and meet the state minimum required number of annual instructional minutes. [EC §§ 41420, 47612.5-2.6; 5 CCR §§ 11960, 19854]

<u>State Minimum Requirement</u>	
Kindergarten	36,000 minutes
Grades 1-3	50,400 minutes
Grades 4-8	54,000 minutes
Grades 9-12	64,800 minutes

Under limited conditions, districts may operate a multitrack year-round program at one or more schools for as few as 163 days. [EC §§ 37670 et seq., 37680 et seq.] (See also Charter Schools.)

Conditions for Counting Attendance

Absences must be verified for compulsory education purposes. The governing board of a district establishes the method of verifying pupil absences. [EC § 46010 et seq.; 5 CCR §§ 420-4]

The governing board of a school district shall exclude any pupil who has not been immunized properly. The district shall notify the parent or guardian of the pupil that he/she has two weeks to supply evidence that the pupil has been properly immunized, or that the pupil is exempted from the immunization requirement. [EC § 48216; H&SC § 120335 et seq.; 17 CCR § 6000-75]

Attendance shall be counted only while pupils are engaged in educational activities and under the immediate supervision and control of a certificated employee. Attendance is also allowed for independent study programs under the coordination, evaluation, and general, but not immediate, supervision of a certificated teacher employed by the school district. [5 CCR §§ 402, 11700-3]

ADA Computation for Regular Classes

Attendance reported for apportionment purposes in a regular day class from kindergarten through grade 12 is taken daily. Average daily attendance (ADA) is computed by dividing the total number of days of actual pupil attendance by the number of days school was taught.

No pupil may be credited with more than one day of attendance in any one day except for certain programs. No pupil attending kindergarten for more than one year shall be credited with attendance unless a California Department of Education approved form is signed by the parent or guardian and is on file with the district. [EC §§ 46110, 46140, 46300(g)]

Pupils Participating in Special Programs Part of a Day

Some pupils are excused from regular day or special day classes during a part of the schoolday in order to receive supplemental special education, such as Designated Instructional Service and Resource Specialist programs. This attendance may be kept in a J-32R register. The special education teacher records the length of time worked with the pupil. The regular teacher records the attendance of the pupils in regular classes and does not indicate any absence for time spent with the special education teacher. [EC §§ 56362, 56363(a)]

Staff Development Provisions

Under the Instructional Time and Staff Development Reform Program, districts cannot count staff development days for apportionment purposes. Districts are funded per participant for staff development activities for up to three days outside the 180-day (or equivalent) instructional year for certificated classroom teachers and for one day for instructional aides. [5 CCR §§ 6000-1]

Interdistrict Attendance

The governing boards of any two school districts may enter into an agreement, for a term not to exceed five school years, for the interdistrict attendance of pupils who are residents of the districts. An interdistrict attendance agreement defines the terms and conditions of attendance by pupils who reside outside the district. A request for an interdistrict attendance agreement may be appealed to the county board of education within 30 days of the failure or refusal to issue a permit. [EC §§ 46600-1]

If at least one parent or legal guardian of a pupil is physically employed by an employer situated within the boundaries of a school district, that pupil may be deemed to have complied with residency requirements for school attendance in that district without an interdistrict attendance agreement. However, a pupil currently attending a school may not involuntarily be displaced to accommodate another pupil. While the district is not required to admit the pupil, it may not discriminate or arbitrarily deny the request. Once admitted, the pupil does not need to reapply in subsequent school years and shall be allowed to attend through the 12th grade, subject to the continued employment in the district of at least one parent or legal guardian. [EC § 48204]

Governing boards that elected to become “districts of choice” may admit pupils residing in other districts without the approval of the sending district or an interdistrict attendance agreement. However, under specified circumstances, the district of residence may prohibit the transfer. The governing board in a district of choice must determine and adopt the number of transfers it is willing to accept and must select students under a random, unbiased process without regard to academic or athletic abilities. [EC §§ 48300-1, 48314.5]

Average daily attendance for pupils admitted under interdistrict attendance agreements is claimed by the district providing the instruction. The attendance report for a district of choice will include an identification of pupils’ districts of residence. [EC § 48310]

Emergency Conditions - Allowance for Attendance

When one or more schools must be closed because of emergency conditions, a district or charter school shall submit Form J-13A, Request for Allowance of Attendance Because of Emergency Conditions, to the Superintendent of Public Instruction. The form must be submitted through the county superintendent of schools. [EC § 41422]

The district/charter school deducts emergency school closure days from the days in the reporting period divisor. This ensures that the days that school was closed will not reduce the average daily attendance. Approval of the J-13A waiver ensures that the district/charter school will not be penalized for failing to meet the minimum school year and instructional minutes requirements. If different schools are closed for different days, the average daily attendance should be calculated on a school by school basis (using an appropriate divisor for each school). The ADA of all schools is then summed to obtain the district total to be reported to the state. Charter schools must add the approved days to actual days when reporting “days of operation” in the California Department of Education’s Principal Apportionment Attendance Software (see Additional Resources).

A school may have a material decrease in attendance due to extraordinary conditions, such as an epidemic, flood, or declared state of emergency. The average daily attendance for the school month of October or May of the same school year is used as the normal attendance of the school for purposes of calculating material decrease credit. A qualifying district shall file Form J-13A for approval to receive the material decrease allowance. [EC §§ 41422, 46392; 5 CCR § 428] The district is not required to make up instructional time losses, although districts should make every effort to replace instructional time losses and to restore the instructional program as soon as possible.

REPORTS

State Reports

Each school district must submit the following attendance reports to the San Diego County Office of Education using the California Department of Education’s Principal Apportionment Attendance Software (see Additional Resources):

1. Report of Attendance for Pupils Residing in the District [EC §§ 44817, 44818]
2. Report for the Gifted and Talented (GATE) Program (if participating)
3. Report of Regular Day Classes and Enrollment for Kindergarten and Elementary Grades (Class Size Penalties)

For more information regarding this report refer to the discussion of class size averages in this section.

Charter schools must submit the following attendance reports to their chartering agencies and the San Diego County Office of Education using the California Department of Education's Principal Apportionment Attendance Software: (See also Charter Schools.)

1. Attendance Charter School Block Grant
2. Economic Impact Aid Pupil Data (if applicable)

Each school district and charter school participating in the K-3 Class Size Reduction Program must submit the following report to the San Diego County Office of Education: Report of Enrollment for Kindergarten and Grades 1 through 3 for School Districts and Charter Schools Participating in the K-3 Class Size Reduction Program (Form J-7CSR) (see Additional Resources).

The president of each community college must submit the Community College Report of Attendance, Annual (Form CCFS-320) to the district superintendent. The superintendent submits the original Form CCFS-320 to Sacramento; one copy is sent to the San Diego County Office of Education.

Attendance Reporting Periods

First Period Attendance Reports are filed in January for the attendance of the pupils in the district or charter school from the start of the school year through the last full school month ending on or before December 31. An apportionment is made by the California Department of Education by February 20.

Second Period Attendance Reports are filed in May for attendance of the pupils in the district or charter school from the start of the school year through the last full school month ending on or before April 15. An apportionment is made by the California Department of Education in July.

Annual Period Attendance Reports are filed in July for attendance of the pupils in the district or charter school from the start of the school year through June 30. An apportionment is made by the California Department of Education by February 20 of the following year.

Residency

Only the attendance of students who are valid residents of the state is eligible for apportionment purposes. This requirement applies only to the residency status of the student. A student's legal status (citizenship, legality of residence) has no bearing on his/her eligibility for a free public school education in California.

A charter school's attendance boundaries are the entire state. An independent study (nonclassroom-based) charter school may receive funding only for pupils who are residents of the county in which the apportionment is claimed or an immediately adjacent county. [EC §§ 47605, 47612, 51747.3] (See also Charter Schools.)

The federal McKinney-Vento Homeless Assistance Act requires districts to immediately enroll homeless children, including those made homeless by natural disaster, without the normally accepted documentation of residency, immunization records, school records, or legal guardianship papers. [42 USC §§ 11431-5] Alternative proofs of residency that a district may choose to accept from homeless students include a letter from a social service agency, hotel or motel receipts, or an affidavit from the pupil's parent or guardian.

Education Code section 48200 generally requires a student to attend the school district in which the residence of either the parent or legal guardian is located. Section 48204 specifies that the residency requirement has been met by a student who resides in the home of a caregiving adult that is located within the boundaries of a school district. Construing these two sections together in the case of a student residing on property that straddles school district boundary lines, the courts concluded that the student may attend either school district.

All school districts are required to conduct an annual verification of the name and address of parents and the residence of pupils. [5 CCR § 432(b)(1)(F) 2] Verification includes, but is not limited to, reviewing certain documentation such as property tax payment receipts, rent payment receipts, utility service payment receipts or a declaration of residency executed by the parent or guardian of the pupil. [EC §§ 48204.5, 48204.6]

Costs incurred by international border districts to conduct the verification are reimbursable annually through Budget Act funding by submitting a claim under the mandated cost program.

Enrollment Reports

Prior to fiscal year 2006-07, enrollment data was collected by the California Basic Educational Data System (CBEDS). Beginning in fiscal year 2006-07, the CDE is calculating school-level student enrollment counts using data collected through the Annual Statewide Student Identifier (SSID) Maintenance submission. Each local educational agency is required to submit to the California School Information Services (CSIS) an Annual SSID Maintenance, which is a specific set of student-level data for students enrolled within its jurisdiction, and certification.

Data collected from the Annual SSID Maintenance data collection is used as the basis for funding for a number of categorical programs, as well as for enrollment projections used by the Department of Finance for state education funding. Student-level enrollment data will also be used to meet the increasingly complex enrollment reporting requirements of No Child Left Behind (NCLB). Information is available online from CSIS and from the Data and Statistics Office of the California Department of Education (see Additional Resources). [EC §§ 49084, 60900-1]

Class Size Averages

The Report of Regular Day Classes and Enrollment for Kindergarten and Elementary Grades (Class Size Penalties) is filed with the Second Period Reports of Attendance. This report computes the average class size of pupils in the regular school program in kindergarten and grades 1, 2, and 3. It also computes the ratio of pupils to teachers in the regular school programs in grades 4, 5, 6, 7, and 8. This form is used to determine whether penalties will be assessed for excess class enrollment. [EC § 41376]

Class Size Reduction (CSR)

The Report of Enrollment for Kindergarten and Grades 1 through 3 for School Districts and Charter Schools Participating in the K-3 Class Size Reduction Program (Form J-7CSR) is filed in May (see Additional Resources). Districts and charter schools must report CSR counts using daily averages. The calculation should not include students during the time they are absent from the classroom due to independent study.

The J-7CSR is used by the California Department of Education to compute the final apportionment of CSR funds for participating LEAs. A class is eligible for CSR funding if the class average from the first teaching day of the school year through April 15 does not exceed 20.44. Classes that range in size from 20.45 to 21.84 will be funded at a reduced rate. Qualifying small school districts may have class sizes up to 22.4 provided the district-wide average enrollment in all CSR classes does not exceed 20.4. To qualify, a district must have only one school that serves kindergarten through third

grade students and no more than two classes per participating grade level. The governing board must also make a public declaration that all possible alternatives have been exhausted and the district is unable to achieve the 20:1 ratio in a way that is educationally acceptable. [EC § 52120 et seq.; 5 CCR § 15130-3]

The Morgan-Hart Class Size Reduction Program for grade 9 or a continuing program that includes classes in grades 10 to 12 uses “full year equivalent enrollment” to determine funding. Applications and certification documents are filed with the California Department of Education (see Additional Resources). [EC § 52080 et seq.; 5 CCR §§ 15140-1]

REPORTS FILED BY COUNTY OFFICES OF EDUCATION

The county office of education must submit state required attendance reports using the Principal Apportionment Attendance Software (see Additional Resources).

1. County Superintendent's Report of Schools and Classes Maintained
2. Report of Attendance for County Superintendent of Schools for Education of Students in County Operated Community Schools and Special Education Programs
3. Report of Handicapped Pupils attending a Regional Occupational Center/Program

Pupil Count for Federal Impact Aid

Federal Impact Aid, Title VIII of the Elementary and Secondary Education Act of 1965, provides financial assistance to local educational agencies in areas affected by federal activity. A synopsis of Title VIII is available online along with forms for filing applications electronically (see Additional Resources).

Districts must complete an annual survey of their students by January 31 to be eligible for Impact Aid. The required survey shall not be taken prior to the fourth day of the regular school year and must be taken sufficiently in advance of the January 31 deadline to ensure adequate processing time. Only one survey is required during the regular school year. Districts experiencing a large increase in student population after the original survey is conducted may take a second survey by May 14. Applicants having year-round schools with one or more tracks on intersession at the time the survey is conducted should survey those tracks as soon as possible after they are back in session.

Under current law, pupils eligible to be counted include those in kindergarten through grade 12 who reside with a parent either employed and/or living on federal property or with a parent on active duty in the uniformed services. Other eligible pupils are children residing on Indian lands or reservations, children residing in qualified low-rent housing, and handicapped children residing with a parent employed and/or living on federal property. Children of families who have been relocated from residing on federal property due to the construction of military facilities are also eligible to be counted.

The majority of California school districts that are eligible for Impact Aid apply under Section 8003(b), basic support payments. To qualify under this section, districts must have at least 400 federally connected students or at least three percent of the district's average daily attendance (ADA). To receive payments for children who live on federal property or who do not live on federal property but have a parent employed on federal property, districts must have at least 1,000 qualifying children, or at least 10 percent of the district's ADA. [20 USC § 7703]

Regulations governing Impact Aid payments can be found in the Code of Federal Regulations (see Additional Resources). [34 CFR § 222 et seq.] Increased allowances to be used in accordance with IDEA for special education are available for Indian land and military students with disabilities. The U.S. Department of Education provides a payment estimation calculator for basic payments and children with disabilities payments (see Additional Resources). (See also Budget.)

ADDITIONAL RESOURCES

1. California Department of Education:

Attendance accounting for online classes. Available:
<<http://www.cde.ca.gov/fg/sf/aa/onlineclasses.asp>>

California Basic Educational Data System. Available:
<<http://www.cde.ca.gov/ds/sd/cb/>>

Class Size Reduction grades K-3 and high school information and forms.
Available: <<http://www.cde.ca.gov/ls/cs/>>

Data and Statistics Office. Available: <<http://www.cde.ca.gov/ds/>>

Educational Options Office for information on alternative schools and programs, including independent study. Available: <<http://www.cde.ca.gov/sp/eo>>

Fact Book 2008: Handbook of Education Information. Available:
<<http://www.cde.ca.gov/re/pn/fb/documents/factbook2008.pdf>>

Independent Study Operations Manual, 2000, excerpts, order form, and program information. Available: <<http://www.cde.ca.gov/sp/eo/is/>>

Intradistrict and interdistrict transfers, including district of choice programs. Available: <<http://www.cde.ca.gov/re/lr/sa/>>

Principal Apportionment Attendance Software, documentation, and correspondence. Available: <<http://www.cde.ca.gov/fg/sf/aa/>>

School Attendance Improvement Handbook, 2000. Available:
<<http://www.cde.ca.gov/ls/ai/cw/documents/schoolattendance.pdf>>

School Fiscal Services Division for information related to attendance accounting systems. Available: <<http://www.cde.ca.gov/re/di/or/division.asp?id=sfsd>>

2. California School Information Services (CSIS) for information on Statewide Student Identifier Project.
Available: <<http://www.csis.k12.ca.us/library/statewide-identifier/default.asp>>

3. Impact Aid information:

California Department of Education for letters, notices, and payment schedules. Available: <<http://www.cde.ca.gov/fg/aa/ca/eia.asp>>

Code of Federal Regulations, Title 34, Part 222 – Impact Aid Programs. Available:
<http://www.access.gpo.gov/nara/cfr/waisidx_00/34cfr222_00.html>

Impact Aid Office, U.S. Department of Education, for links to section 8003 program and application information, including eligibility, e-application process, funding status, and FAQs. Available: <<http://www.ed.gov/programs/8003/index.html>>

National Association of Federally Impacted Schools (NAFIS). Available:
<<http://www.nafisdc.org/>>

Office of Elementary and Secondary Education, U.S. Department of Education, for program overview, contact information, and listserv subscription. Available:
<<http://www.ed.gov/about/offices/list/oese/impactaid/index.html>>

Section 8003 resources, including payment estimation calculator and sample survey form, U.S. Department of Education. Available: <<http://www.ed.gov/programs/8003/resources.html>>

4. School Success Begins with Attendance, San Diego County Office of Education. Available: <<http://www.sdcoe.net/attendance.asp>>