

**§ 15497. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

LEA: \_\_\_\_\_ Contact (Name, Title, Email, Phone Number): \_\_\_\_\_ LCAP Year: \_\_\_\_\_

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*This sample LCAP is intended to provide information that the Attorney General's Office believes could be helpful in your district's preparation of the portion of its LCAP related to attendance and chronic absence. It is not intended to establish minimum requirements regarding attendance or chronic absence, nor is it intended to address required components of your LCAP unrelated to attendance or chronic absence.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### A. Conditions of Learning:

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### B. Pupil Outcomes:

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

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**C. Engagement:**

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

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- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>I. ATTENDANCE STAKEHOLDERS FOR ALL STUDENTS:</p> <ul style="list-style-type: none"> <li>A. School or county health care personnel: [contact persons, dates, how involved]</li> <li>B. Child Welfare and Attendance Personnel: [contact persons, dates, how involved]</li> <li>C. Mental Health Personnel: [contact persons, dates, how involved]</li> <li>D. Parent groups: [contact persons, dates, how involved]</li> <li>E. Law enforcement: [contact persons, dates, how involved]</li> <li>F. Local District Attorney: [contact persons, dates, how involved]</li> <li>G. County Probation Department: [contact persons, dates, how involved]</li> <li>H. County Welfare department: [contact persons, dates, how involved]</li> <li>I. County Superintendent of Schools Representative: [contact persons, dates, how involved]</li> <li>J. School District: [contact persons, dates, how involved]</li> <li>K. Community-based Youth Service Centers: [contact persons, dates, how involved]</li> <li>L. School guidance personnel: [contact persons, dates, how involved]</li> <li>M. Attendance-focused organizations: [contact persons, dates, how involved]</li> </ul> <p>II. ATTENDANCE STAKEHOLDERS FOR FOSTER YOUTH:</p> <ul style="list-style-type: none"> <li>A. County child welfare agency: [contact persons, dates, how involved]</li> <li>B. County Office of Education foster youth services program: [contact persons, dates, how involved]</li> <li>C. County Foster Care Ombudsman: [contact persons, dates, how</li> </ul>	<p>A: Comments/feedback received:</p> <p>B: Changes made in LCAP:</p>

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Involvement Process	Impact on LCAP
<p>involved]</p> <p>D. Court-appointed special advocates (CASA) and volunteer education rights holders: [contact persons, dates, how involved]</p> <p>E. Foster youth organizations: [contact persons, dates, how involved]</p> <p>F. Foster parent and kinship care organizations (FFAs, Grandparents as Parents, Community Coalition, etc.): [contact persons, dates, how involved]</p> <p>G. Other foster care stakeholders, including minors' counsel: [contact persons, dates, how involved]</p> <p>III. PARENT ADVISORY COMMITTEES:</p> <p>A. Parents of habitually truant, chronically truant, or chronically absent students were represented on parent advisory committees as follows:</p> <p>B. Foster youth stakeholders were represented on parent advisory committees as follows:</p>	

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and

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specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<p>Need: School lacks complete truancy and chronic absence data for all students and specific groups of students, providing an inaccurate/incomplete reading of school-wide attendance.</p> <p>Metrics: student-level data on excused and unexcused absences, chronic absence rates, truancy, habitual</p>	<p>Reduce truancy and chronic absences; enable school to have access to accurate student-level data on attendance and chronic absence and to use this data to inform school attendance improvement practices, update</p>	<p>All (school-level, student-level, Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster</p>	<p>All.</p>		<p>Chronic absence reduced by ___% in first year; achieve inclusion of ___% of student-level data in LEA-wide system.</p>	<p>Chronic absence reduced by ___% in second year; achieve inclusion of ___% of student-level data in LEA-wide system.</p>	<p>Chronic absence reduced by ___% in third year; achieve inclusion of 100% of student-level data in LEA-wide system.</p>	<p>Pupil engagement, school climate, and parental involvement.</p>

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## CALIFORNIA ATTORNEY GENERAL'S SAMPLE LCAP

<p>truancy, and chronic truancy rates, attendance rates by class period, academic achievement merits, race/ethnicity, gender, English learner status, special needs status, free and reduced price lunch status, foster status, zip code and suspension and expulsion information.</p>	<p>behavioral practices, and find better ways to engage parents in the education process; decrease the attendance gap for all at-risk subgroups, including foster youth, English learners, redesignated fluent English proficient, and pupils eligible for free and reduced-price meals.</p>	<p>youth).</p>						
<p>Need: School does not accurately or fully track and comply with requirements to notify and meet with parents according to truancy laws.</p> <p>Metrics: rates of compliance with state statutory requirements for parental truancy notification letters and follow-up.</p>	<p>Improve school attendance practices; Reduce truancy and chronic absences; increase compliance with state law.</p>	<p>All (school-level, student-level, Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster youth).</p>	<p>All.</p>		<p>Increase Notification of Truancy to ___% of qualifying students (third unexcused absence or tardy); increase the percentage of parents who complete a meeting with relevant staff regarding a</p>	<p>Increase Notification of Truancy to ___% of qualifying students (third unexcused absence or tardy); increase the percentage of parents who complete a meeting with relevant staff regarding a student's truancy to</p>	<p>Increase Notification of Truancy to 100% of qualifying students (third unexcused absence or tardy); 100% of parents complete a meeting with relevant staff regarding a student's truancy.</p>	<p>Pupil engagement, school climate, and parental involvement.</p>

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					student's truancy to ___%.	___%.		
<p>Need: Identify barriers to attendance</p> <p>Metrics: rates of students in foster care, students receiving inadequate medical, mental health, or dental care; students receiving inadequate transportation, students living in poverty, students exposed to violence.</p>	<p>Understand and respond to the reasons behind student absences and common attendance barriers.</p>	<p>All (school-level, student-level, Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster youth).</p>	<p>All</p>		<p>Attendance teams will use school climate data and surveys to identify barriers to attendance; connect barriers to attendance data with student-level attendance and school climate metrics.</p>	<p>School climate data will be used to achieve at least 3 of the 6 School Attendance Team responsibilities set forth in Appendix B.; design programs to address metrics data regarding barriers to attendance.</p>	<p>School climate data will be used to achieve all 6 of the School Attendance Team responsibilities set forth in Appendix B.; implement programs to address metrics data regarding barriers to attendance.</p>	<p>Pupil engagement, school climate, and parental involvement.</p>

**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions

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and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

<b>Goal</b> (Include and identify all goals from Section 2)	<b>Related State and Local Priorities</b> (from Section 2)	<b>Actions and Services</b>	<b>Level of Service</b> (Indicate if school-wide or LEA-wide)	<b>Annual Update: Review of actions/services</b>	<b>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</b>
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CALIFORNIA ATTORNEY GENERAL'S SAMPLE LCAP

					<b>LCAP YEAR Year 1: 20XX- XX</b>	<b>Year 2: 20XX-XX</b>	<b>Year 3: 20XX-XX</b>
Reduce truancy and chronic absences; enable school to have access to accurate student-level data on attendance and chronic absence and to use this data to inform school attendance improvement practices, update behavioral practices, and find better ways to engage parents in the education process; decrease the attendance gap for all at-risk subgroups, including foster youth, English	Pupil engagement, school climate, and parental Involvement.	Ensure that upon full implementation of LCFF, LEA establishes policy and data infrastructure to monitor student-level attendance, barriers to attendance, and school climate, as listed in Appendix A.	LEA-wide		Achieve and document significant progress executing at least 5 of the 9 policy and data deliverables listed in Appendix A.	Achieve and document significant progress executing at least 7 of the 9 policy and data deliverables listed in Appendix A.	Achieve and document significant progress on all 9 policy and data deliverables listed in Appendix A.

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learners, redesignated fluent English proficient, and pupils eligible for free and reduced-price meals.							
Enable school to have access to accurate student-level data on attendance and chronic absence and to use this data to inform school attendance improvement practices, update behavioral practices, and find better ways to engage parents in the education process; decrease the attendance gap for all at-risk subgroups, including foster youth, English learners,	Pupil engagement, school climate, and parental Involvement.	Establish attendance teams within schools that meet regularly to review the school's attendance metrics, coordinate efforts to reduce truancy and chronic absence, and identify positive outliers, or students who have low levels of truancy/chronic absence even though they are from a sub-group that is statistically expected to have a higher rate of chronic absence.	LEA-wide		LEA will hire or assign, train, and supervise attendance team to develop a plan for achieving all 6 of the responsibilities listed in Appendix B in all schools within the LEA.	LEA will achieve and document significant progress in executing at least 3 of the 6 responsibilities listed in Appendix B in all schools within the LEA.	LEA will achieve and document significant progress on all 6 of the responsibilities listed in Appendix B in all schools within the LEA.

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redesignated fluent English proficient, and pupils eligible for free and reduced-price meals; improve school attendance practices; reduce truancy and chronic absences; increase compliance with state law							
Understand and respond to the reasons behind student absences and common attendance barriers; improve school attendance practices; reduce truancy and chronic absences; increase compliance with state law	Pupil engagement, school climate, and parental Involvement.	Establish updated teacher/staff/administrator training for attendance-related issues; Train teachers/staff/administrators on best practices for providing positive reinforcement for good or improved attendance.	LEA-wide		Achieve and document significant progress on updating training curriculum on how to tackle truancy and chronic absence.	Revisit and update curriculum to include best practices based on student-level data, and achieve significant progress in training on best practices.	Revisit and update curriculum to include best practices based on student-level data, and achieve significant progress in training on best practices.
Enable school to have access to accurate student-level data on	Pupil engagement, school climate, and parental Involvement.	Ensure that administration staff has the necessary resources to collect accurate and up-to-	LEA-wide		Achieve and document significant progress on updating	Revisit and update policies/practices to include best practices based	Revisit and update policies/practices to include best practices based

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<p>attendance and chronic absence and to use this data to inform school attendance improvement practices, update behavioral programs, and find better ways to engage parents in the education process.</p>		<p>date attendance data</p>			<p>attendance training to reflect LEA's improvement in data collection and usage; Identify school attendance personnel who were eliminated due to decreased funding and restore personnel to provide support for attendance counselors and SART and SARB prevention services</p>	<p>on student-level data; provide necessary funds to ensure accurate and timely student-level data collection in all schools..</p>	<p>on student-level data; provide necessary funds to ensure accurate and timely student-level data collection in all schools.</p>
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

<p><b>Goal</b> (Include and identify all goals from Section 2)</p>	<p><b>Related State and Local Priorities</b> (from Section 2)</p>	<p><b>Actions and Services</b></p>	<p><b>Level of Service</b> (Indicate if school-wide or LEA-wide)</p>	<p><b>Annual Update: Review of actions/ services</b></p>	<p><b>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</b></p>
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CALIFORNIA ATTORNEY GENERAL'S SAMPLE LCAP

					<b>LCAP YEAR Year 1: 20XX- XX</b>	<b>Year 2: 20XX-XX</b>	<b>Year 3: 20XX- XX</b>
Reduce truancy and chronic absences; enable school to have access to accurate student-level data on attendance and chronic absence and to use this data to inform school attendance improvement practices, update behavioral practices, and find better ways to engage parents in the education process; decrease the	Pupil engagement, school climate, and parental Involvement.	Allocate resources for programs specifically geared toward removing barriers to attendance for foster youth, English learners, redesignated fluent English proficient, and pupils eligible for free and reduced-price meals and allocate resources for monitoring their attendance metrics.	LEA-Wide		Achieve and document significant progress executing at least 2 of the 4 policy and data deliverables listed in Appendix C; LEA will allocate funds sufficient to support programs specifically geared toward foster youth, English learners, redesignated fluent English proficient, and pupils eligible for free and reduced-price meals and will vigilantly monitor absences for these students.	Achieve and document significant progress executing at least 3 of the 4 policy and data deliverables listed in Appendix C; LEA will allocate funds sufficient to support programs specifically geared toward foster youth, English learners, redesignated fluent English proficient, and pupils eligible for free and reduced-price meals and will vigilantly monitor absences for these students.	Achieve and document significant progress executing all 4 of the policy and data deliverables listed in Appendix C; LEA will allocate funds sufficient to support programs specifically geared toward foster youth, English learners, redesignated fluent English proficient, and pupils eligible for free and reduced-price meals and will vigilantly monitor absences for these students.

This sample LCAP is intended to provide information that the Attorney General's Office believes could be helpful in your district's preparation of the portion of its LCAP related to attendance and chronic absence. It is not intended to establish minimum requirements regarding attendance or chronic absence, nor is it intended to address required components of your LCAP unrelated to attendance or chronic absence.

<p>attendance gap for all at-risk subgroups, including foster youth, English learners, redesignated fluent English proficient, and pupils eligible for free and reduced-price meals; Understand and respond to the reasons behind student absences and common attendance barriers; improve school attendance practices; increase compliance with state</p>							
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- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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**APPENDIX A: Necessary LEA Infrastructure For Increasing Attendance Rates**

1. Comprehensive school information system that allows for accurate identification of absent students; weekly updating of school information system with information based on student-level “barriers to attendance” metrics, truancy, habitual truancy, and chronic truancy metrics, chronic absence metrics, and school climate metrics, academic achievement metrics, zip code, and tracking of previous interventions. Connect all student-level data to provide a comprehensive picture of barriers to attendance.
2. Full compliance with truancy mandates and use of mandates to trigger proactive interventions and engagement with families. These engagements may include, but should not be limited to, the sending of Notification of Truancy letters, a comprehensive review of a student’s attendance history (including history from prior schools in the case of a transfer), making a conscientious effort to hold at least one conference with the student’s guardian and the student, conducting a home visit, and counseling regarding or referral to additional resources.
3. Data system that allows for tracking and monitoring of attendance-based LCAP metrics; ensure proper use and access to such data system by district and school site personnel.
4. Emphasis on school climate and student engagement including monitoring through surveys of parents, students and teachers along with the comprehensive training and implementation of schoolwide behavioral support and intervention systems.

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5. Updated training curriculum for administrators, staff and teachers on best practices for increasing student attendance including but not limited to: data input, attendance program implementation, intervention tracking, and positive reinforcement for good or improved attendance.
6. Tiered system of attendance reduction efforts that begin with prevention and early outreach and include the following response components: creating a local SARB which emphasizes robust services and prevention; if a SARB already exists, improving/increasing the services offered by the SARB; and establishing a collaborative relationship with the county District Attorney's office. Ensure all truancy interventions are exhausted prior to referring a youth to a SARB hearing, and prior to referring a youth to the District Attorney's office.
7. Formal collaboration channels between district and government agencies related to foster care, health services, and schools to better address the root cause of attendance or truancy issues.
8. Establish LEA-wide program to communicate about the importance of school attendance and to provide positive reinforcement for good or improved attendance.
9. Identify school attendance personnel and/or positions which were eliminated due to decreased funding and restore personnel and/or positions to provide support for attendance counselors and SART and SARB prevention services.

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**APPENDIX B: Responsibilities of School Attendance Team**

1. Use comprehensive student-level data to identify barriers to attendance on a regular basis. Once barriers have been identified, develop programs tailored to specific subgroups to remove barriers to attendance.
2. Use comprehensive student-level data to inform early outreach and prevention strategies. Inform districts and schools about existing practices that work.
3. Coordinate efforts with teachers, healthcare providers, and administrators tasked with intervening to prevent truancy and chronic absence, and other stakeholders to remove barriers to attendance in school and specific subgroups.
4. Identify positive outliers, or students who have low levels of truancy and chronic absence even though they are from a sub-group that has traditionally low attendance, to offer insights into what works locally to improve student attendance.<sup>i</sup>
5. Ensure that attendance programs are tailored for the most at-risk students, including but not limited to foster youth, pupils eligible for free and reduced-price meals, and English learners.
6. Establish channels of communication to inform parents that absences, even if they are excused, can cause academic challenges in the future.

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**APPENDIX C: Necessary LEA Infrastructure (Attendance issues of foster youth, English learners, redesignated fluent English proficient, and low-income students.)**

1. The SARB process and discipline, suspension and expulsion policies and procedures should take into account the unique needs and challenges of foster youth, English learners, redesignated fluent English proficient, and pupils eligible for free and reduced-price meals.
2. Create a school information system that allows for accurate identification of foster youth; weekly updating of school information system with information identifying which students are in foster care; communication with stakeholders regarding attendance issues and any classroom behavior issues; and development and provision of trainings on the rights of foster youth, English learners, redesignated fluent English proficient, and pupils eligible for free and reduced-price meals.
3. Enter into and implement MOU with county child welfare agency that specifies how data is to be exchanged and how agencies will collaboratively minimize school changes and delays in appropriate enrollment; foster youth data policy passed by LEA school board detailing which district employees are to know the identity of those students in foster care; how district employees are to be informed; appropriate uses of such information; and the substance and frequency of training such employees should receive.
4. Review and monitor attendance records for each foster youth on a weekly basis, and regularly communicate, collaborate with, and be responsive to requests for information from the teachers, county child welfare agency social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services for each foster youth in the LEA.

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