Office of Attorney General
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BCJ
Bureau of Children's Justice

# 2015 Sample LCAP

As school districts and county office of education across the state build their 2015 LCAPs, the work to improve educational outcomes for all of our students continues. As Attorney General Harris emphasized in her most recent report on California's elementary school truancy and absenteeism epidemic, In School + On Track 2014, one of the most important factors in improving education outcomes is increasing student attendance. This sample LCAP provides districts and COEs with ideas on how to prioritize chronic absence and truancy in their LCAPs, which can be adopted and personalized according to local needs. On page 5, our LCAP starts with suggested stakeholders for the involvement process, followed by 3 central goals beginning on page 9:

1. Improve attendance overall and reduce attendance gaps between subgroups of students
2. Improve school site capacity to track and respond to attendance trends by engaging students and parents as early as possible
3. Understand and respond to the reasons behind student absences and common attendance barriers

The sample LCAP includes ideas for specific actions and services a district or school site can implement in order to achieve these goals. Among those services and actions, we have incorporated the following best practices:

- Know who is absent and why
- Include baseline data as a starting point for goal-setting
- Build capacity at the school site to improve attendance
- Connect attendance with other priorities

Our LCAP sample includes 3 appendices that address suggested district and school site infrastructure for improving attendance rates, including among LCFF subgroups like foster youth, English learners, and low-income students. Where possible, we include links to additional information and resources.

We hope that our sample LCAP facilitates and encourages the use of attendance measures as you work towards fostering educational success for all students in California. The Attorney General's Office is committed to being both a partner and resource for school districts across the state. We will include examples of districts' attendance-related LCAP goals in the 2015 In School + On Track report. If you decide to use any components of the sample LCAP, please let us know! Please contact Tiffany Woo with questions and feedback at Tiffany.Woo@doj.ca.gov.

Thank you!

**§ 15497.5. 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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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.*

*For each section of the template, LEAs shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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.*

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## *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 and English language development 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)*

***C. Engagement:***

***Parental involvement:*** *efforts to seek parent input in decision making at the district and each schoolsite, 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)*

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**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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies~~,~~; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

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| Involvement Process | Impact on LCAP |
|---|---|
| **I. ATTENDANCE STAKEHOLDERS FOR ALL STUDENTS:**<br>A. School or county health care personnel: *[contact persons, dates, how involved]*<br>B. Child Welfare and Attendance Personnel: *[contact persons, dates, how involved]*<br>C. Mental Health Personnel: *[contact persons, dates, how involved]*<br>D. Parent Advisory Committee: *[contact persons, dates, how involved]*<br>E. Law enforcement: *[contact persons, dates, how involved]*<br>F. Local District Attorney: *[contact persons, dates, how involved]*<br>G. County Probation Department: *[contact persons, dates, how involved]*<br>H. County Welfare Department: *[contact persons, dates, how involved]*<br>I. County Superintendent of Schools Representative: *[contact persons, dates, how involved]*<br>J. Teachers & Administrators: *[contact persons, dates, how involved]*<br>K. School District: *[contact persons, dates, how involved]*<br>L. Early Childhood Education providers: *[contact persons, dates, how involved]*<br>M. Community-based Youth Service Centers: *[contact persons, dates, how involved]*<br>N. School guidance personnel: *[contact persons, dates, how involved]*<br>O. Attendance-focused organizations: *[contact persons, dates, how involved]*<br>P. Community businesses & faith-based groups: *[contact persons, dates, how involved]*<br>**II. ATTENDANCE STAKEHOLDERS FOR FOSTER YOUTH:**<br>A. County child welfare agency: *[contact persons, dates, how involved]*<br>B. County Office of Education foster youth services program: *[contact persons, dates, how involved]*<br>C. County Foster Care Ombudsman: *[contact persons, dates, how involved]*<br>D. Court-appointed special advocates (CASA) and volunteer education rights holders: *[contact persons, dates, how involved]*<br>E. Foster youth organizations: *[contact persons, dates, how involved]*<br>F. Foster parent and kinship care organizations (FFAs, Grandparents as Parents, Community Coalition, etc.): *[contact persons, dates, how involved]*<br>G. Teachers & Administrators: *[contact persons, dates, how involved]*<br>H. Other foster care stakeholders, including minors' counsel: *[contact persons, dates, how involved]* | A: Comments/feedback received:<br>B: Changes made in LCAP:<br><br>*[Involving stakeholders can have a substantial impact on the breadth, quality, and precision of attendance improvement initiatives. Impacts may include:*<br>• *Building a culture of attendance/messaging*<br>• *Insight on unique barriers to attendance for students*<br>• *Insight about available resources in the community to resolve barriers*<br>• *Commitments from stakeholders to help fight absenteeism through incentive programs, outreach, and community accountability.*<br>• *Insight about community dynamics and trends not known to—or immediately available to—school districts or counties.*<br>• *Foster Youth—stakeholders who work closely with foster youth (and other pupil subgroups) can explain and assist with unique challenges to foster children that affect their attendance]* |
| **Annual Update:** | **Annual Update:** |

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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

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**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes**: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service**: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

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**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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes 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?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) 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?

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| | | |
|---|---|---|
| GOAL #1: | Track truancy, chronic absence, and chronic truancy[1] rates for all students, as well as for all numerically significant pupil subgroups. Reduce the gap towards our goal truancy, chronic absence, and chronic truancy rates for all students by 33%.<br>Baseline Truancy, Chronic Absence, & Chronic Truancy Rates[2] (if available, use previous 1-3 years of data) for:<br>• **ALL Students** -- Truancy Rate (T): __% [Goal: __%] Chronic Absence Rate (CA): __% [Goal: __%] Chronic Truancy Rate (CT): __% [Goal: __%]<br>• **Numerically Significant Ethnic Subgroup** -- T: __% [Goal: __%] CA: __% [Goal: __%] CT: __% [Goal: __%]<br>• **Free and Reduced-Price Meal Eligible** -- T: __% [Goal: __%] CA: __% [Goal: __%] CT: __% [Goal: __%]<br>• **English Learner** -- T: __% [Goal: __%] CA: __% [Goal: __%] CT: __% [Goal: __%]<br>• **Students with Disabilities** -- T: __% [Goal: __%] CA: __% [Goal: __%] CT: __% [Goal: __%]<br>• **Foster Youth** -- T: __% [Goal: __%] CA: __% [Goal: __%] CT: __% [Goal: __%] | Related State and/or Local Priorities:<br>1__ 2__ 3_X 4_X 5_X 6_X[3] 7__ 8__<br>COE only: 9__ 10__<br><br>Local : Specify _____ |
| Identified Need: | District lacks complete truancy, chronic absence, and chronic truancy data for all students and numerically significant subgroups of students, providing an inaccurate/incomplete reading of district-wide attendance; District does not accurately or fully track and comply with requirements to notify and meet with parents according to truancy laws. Truancy and chronic absence rates are higher than ideal district-wide and/or among relevant subgroups, impacting student achievement, student and parent engagement, school climate, and dropout rates. | |
| Goal Applies to: | Schools: Elementary, Middle, and High Schools[4] | |
| | Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free/reduced-price meals, English learners, pupils with disabilities, and foster youth | |

1. A student is **truant** if they are absent or tardy by more than 30 minutes without a valid excuse on 3 occasions in a school year. A student is **chronically absent** if they are absent for any reason (excused or unexcused) for at least 10% of the school year. A student is considered **chronically truant** if they are absent without a valid excuse for at least 10% of the school year.
2. We recommend using these three measures because they represent an ascending scale of severity of attendance problems and are useful benchmarks for school and district intervention as a child's absences accumulate. They can also allow districts to leverage their current obligations under California law (such as the duty to engage with parents through notifications of truancy) to probe deeper into the reasons why a child is absent and ways in which the family may need help to improve the child's attendance. Thus, rather than using average daily attendance as the only measure of school attendance in your district, using truancy, chronic absence, and chronic truancy provides a more accurate picture of "pupil engagement."
3. Although attendance directly addresses state priority 5, a multi-dimensional approach to attendance can also address parental involvement (priority 3) and school climate (priority 6) while improving pupil achievement (priority 4).
4. Our research has demonstrated that there are significant differences between rates based on the grade level served. At least in the near term, we can't necessarily expect these differences to be entirely closed, so we recommend different target rates for Elementary, Middle, and High school students. Based on our research and the research of our partners, suggested target rates for chronic absence are less than 5% for Elementary Schools, less than 7.5% for Middle Schools, and less than 10% for High Schools. We also recommend districts examine rates of chronic absence by grade level. If particular grades, such as Kindergarten and 9th have the higher levels of chronic absence, this information can inform decisions about how to target resources.

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| **LCAP Year 1:** xxxx-xx | |
|---|---|
| Expected Annual Measurable Outcomes: | **Truancy** reduced to __% (=33% of gap towards target [__%]) in first year for ALL Students[5]<br>• Numerically Significant Ethnic Subgroup truancy reduced to __% (=33% of gap towards target [__%]) in first year<br>• Free and Reduced-Price Meal Eligible truancy reduced to __% (=33% of gap towards target [__%]) in first year<br>• English Learner truancy reduced to __% (=33% of gap towards target [__%]) in first year<br>• Students with Disabilities truancy reduced to __% (=33% of gap towards target [__%]) in first year<br>• Foster Youth truancy reduced to __% (=33% of gap towards target [__%]) in first year<br><br>**Chronic Absence** reduced to __% (=33% of gap towards target [__%]) in first year for ALL Students<br>• Numerically Significant Ethnic Subgroup chronic absence reduced to __% (=33% of gap towards target [__%]) in first year<br>• Free and Reduced-Price Meal Eligible chronic absence reduced to __% (=33% of gap towards target [__%]) in first year<br>• English Learner chronic absence reduced to __% (=33% of gap towards target [__%]) in first year<br>• Students with Disabilities chronic absence reduced to __% (=33% of gap towards target [__%]) in first year<br>• Foster Youth chronic absence reduced to __% (=33% of gap towards target [__%]) in first year<br><br>**Chronic Truancy** reduced to __% (=33% of gap towards target [__%]) in first year for ALL Students<br>• Numerically Significant Ethnic Subgroup chronic truancy reduced to __% (=33% of gap towards target [__%]) in first year<br>• Free and Reduced-Price Meal Eligible chronic truancy reduced to __% (=33% of gap towards target [__%]) in first year<br>• English Learner chronic truancy reduced to __% (=33% of gap towards target [__%]) in first year<br>• Students with Disabilities chronic truancy reduced to __% (=33% of gap towards target [__%]) in first year<br>• Foster Youth chronic truancy reduced to __% (=33% of gap towards target [__%]) in first year<br><br>Increase Notice of Truancy to __% of qualifying students (third absence or tardy)[6]<br><br>Increase notifications to parents when their children have missed 10% of the school year beginning in the first month of school to __%[7]<br><br>Increase percentage of parents/guardians who complete a meeting with relevant staff after a third Notice of Truancy to __%[8] |

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5. In the beginning of an attendance improvement initiative, we recommend that Districts set modest truancy reduction goals and focus largely on accurately identifying and engaging with truant students and their families, especially at the elementary school level. In fact, districts may see a temporary *increase* in truancy once they start monitoring attendance more closely. Because 3 unexcused absences or tardies constitute truancy, districts can use truancy to identify students in need of early intervention to prevent more severe attendance problems. For example, districts could screen each truant student's attendance record to see if that student also has excessive excused absences, and can help identify the root causes of the student's attendance problems before the student has fallen too far behind.

6. California law requires school districts to notify the parent or guardian the first time that a student is designated as truant.

7. 10% of the school year would be after 2 days after month 1, 4 days after month 2, 8 days after 4 months, etc.

8. Upon a fifth unexcused absence or tardy in excess of 30 minutes in a school year, the district must give the parent or guardian a mandatory notification of the student's third truancy by making a conscientious effort to hold at least one meeting with the student and his or her parent or guardian. The requirement that the school district make a

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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| LEA will establish policy and data infrastructure to monitor student-level attendance, barriers to attendance, and school climate as listed in Appendix A "Regarding Attendance" | LEA-wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Achieve and document significant progress executing at least 4 of the 8 policy and data deliverables listed in Appendix A | LEA-wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Achieve and document significant progress executing at least 3 of the 5 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 | LEA-Wide | __ALL<br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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conscientious effort entails "attempting to communicate with the parents of the pupil at least once using the most cost-effective method possible, which may include electronic mail or a telephone call." Districts can leverage these meetings as an opportunity to engage families and identify ways to help solve the root causes of attendance problems.

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| **LCAP Year 2**: xxxx-xx | |
|---|---|
| Expected Annual Measurable Outcomes: | **Truancy** reduced to __% (=66% of gap towards target [__%]) in first year for ALL Students<br>• Numerically Significant Ethnic Subgroup truancy reduced to __% (=66% of gap towards target [__%]) in first year<br>• Free and Reduced-Price Meal Eligible truancy reduced to __% (=66% of gap towards target [__%]) in first year<br>• English Learner truancy reduced to __% (=66% of gap towards target [__%]) in first year<br>• Students with Disabilities truancy reduced to __% (=66% of gap towards target [__%]) in first year<br>• Foster Youth truancy reduced to __% (=66% of gap towards target [__%]) in first year<br><br>**Chronic Absence** reduced to __% (=66% of gap towards target [__%]) in first year for ALL Students<br>• Numerically Significant Ethnic Subgroup chronic absence reduced to __% (=66% of gap towards target [__%]) in first year<br>• Free and Reduced-Price Meal Eligible chronic absence reduced to __% (=66% of gap towards target [__%]) in first year<br>• English Learner chronic absence reduced to __% (=66% of gap towards target [__%]) in first year<br>• Students with Disabilities chronic absence reduced to __% (=66% of gap towards target [__%]) in first year<br>• Foster Youth chronic absence reduced to __% (=66% of gap towards target [__%]) in first year<br><br>**Chronic Truancy** reduced to __% (=66% of gap towards target [__%]) in first year for ALL Students<br>• Numerically Significant Ethnic Subgroup chronic truancy reduced to __% (=66% of gap towards target [__%]) in first year<br>• Free and Reduced-Price Meal Eligible chronic truancy reduced to __% (=66% of gap towards target [__%]) in first year<br>• English Learner chronic truancy reduced to __% (=66% of gap towards target [__%]) in first year<br>• Students with Disabilities chronic truancy reduced to __% (=66% of gap towards target [__%]) in first year<br>• Foster Youth chronic truancy reduced to __% (=66% of gap towards target [__%]) in first year<br><br>Increase Notice of Truancy to __% of qualifying students (third absence or tardy)<br><br>Increase notifications to parents when their children have missed 10% of the school year beginning in the first month of school to __%<br><br>Increase percentage of parents/guardians who complete a meeting with relevant staff after a third Notice of Truancy to __% |

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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Achieve and document significant progress executing at least 6 of the 8 policy and data deliverables listed in Appendix A | LEA-wide | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Achieve and document significant progress executing at least 4 of the 5 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 | LEA-wide | __ALL<br>OR:<br>X__Low Income pupils X__English Learners<br>X__Foster Youth X__Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **LCAP Year 3**: xxxx-xx | |
|---|---|
| Expected Annual Measurable Outcomes: | **ALL Students:** Achieve inclusion of 100% of longitudinal student-level data in LEA-wide system.<br><br>**Truancy** reduced to __% (=100% of gap towards target [__%]) in first year for ALL Students<br>• Numerically Significant Ethnic Subgroup truancy reduced to __% (=100% of gap towards target [__%]) in first year<br>• Free and Reduced-Price Meal Eligible truancy reduced to __% (=100% of gap towards target [__%]) in first year<br>• English Learner truancy reduced to __% (=100% of gap towards target [__%]) in first year<br>• Students with Disabilities truancy reduced to __% (=100% of gap towards target [__%]) in first year<br>• Foster Youth truancy reduced to __% (=100% of gap towards target [__%]) in first year<br><br>**Chronic Absence** reduced to __% (=100% of gap towards target [__%]) in first year for ALL Students<br>• Numerically Significant Ethnic Subgroup chronic absence reduced to __% (=100% of gap towards target [__%]) in first year<br>• Free and Reduced-Price Meal Eligible chronic absence reduced to __% (=100% of gap towards target [__%]) in first year<br>• English Learner chronic absence reduced to __% (=100% of gap towards target [__%]) in first year<br>• Students with Disabilities chronic absence reduced to __% (=100% of gap towards target [__%]) in first year<br>• Foster Youth chronic absence reduced to __% (=100% of gap towards target [__%]) in first year<br><br>**Chronic Truancy** reduced to __% (=100% of gap towards target [__%]) in first year for ALL Students<br>• Numerically Significant Ethnic Subgroup chronic truancy reduced to __% (=100% of gap towards target [__%]) in first year<br>• Free and Reduced-Price Meal Eligible chronic truancy reduced to __% (=100% of gap towards target [__%]) in first year<br>• English Learner chronic truancy reduced to __% (=100% of gap towards target [__%]) in first year<br>• Students with Disabilities chronic truancy reduced to __% (=100% of gap towards target [__%]) in first year<br>• Foster Youth chronic truancy reduced to __% (=100% of gap towards target [__%]) in first year<br><br>Increase Notice of Truancy to __% of qualifying students (third absence or tardy)<br><br>Increase notifications to parents when their children have missed 10% of the school year beginning in the first month of school to __%<br><br>Increase percentage of parents/guardians who complete a meeting with relevant staff after a third Notice of Truancy to __% |

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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Achieve and document significant progress on all 8 policy and data deliverables listed in Appendix A | LEA-wide | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Achieve and document significant progress executing all 5 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 | LEA-wide | __ALL<br>OR:<br>X__Low Income pupils X__English Learners<br>X__Foster Youth X__Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| | | |
|---|---|---|
| GOAL #2: | Provide school sites with accurate and timely student-level data on attendance, chronic absence, and school climate, disaggregated by numerically significant pupil subgroups, so they can use this data to inform school attendance improvement practices, update strategies to reinforce good and improved attendance, and find better ways to engage parents in the education process.[9]<br><br>Baseline frequency[10] of providing truancy, chronic absence, chronic truancy, and school climate data to each school site in district:<br>• **List of Individual Truant Students** _____ [*daily, weekly, monthly, etc.*] – [Goal: _____]<br>• **List of Individual Chronically Absent Students** _____ [*daily, weekly, monthly, etc.*] – [Goal: _____]<br>• **List of Individual Chronically Truant Students** _____ [*daily, weekly, monthly, etc.*] – [Goal: _____]<br>• **ALL Student Truancy/Chronic Absence Rates** _____ [*daily, weekly, monthly, etc.*] – [Goal: _____]<br>• **Numerically Significant Ethnic Subgroup Rates** _____ [*daily, weekly, monthly, etc.*] – [Goal: _____]<br>• **Free and Reduced-Price Meal Eligible Rates** _____ [*daily, weekly, monthly, etc.*] – [Goal: _____]<br>• **English Learner Rates** _____ [*daily, weekly, monthly, etc.*] – [Goal: _____]<br>• **Students with Disabilities Rates** _____ [*daily, weekly, monthly, etc.*] – [Goal: _____]<br>• **Foster Youth Rates** _____ [*daily, weekly, monthly, etc.*] – [Goal: _____]<br>• **School Climate Data [***Insert kinds of data disseminated, frequency of dissemination, and goals***]** | Related State and/or Local Priorities:<br>1__ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__<br>COE only: 9__ 10__<br><br>Local : Specify _____ |

| | | |
|---|---|---|
| Identified Need: | School site lacks complete data on indicators of pupil and parent engagement and school climate. Truancy and chronic absence rates are school-wide and/or among relevant subgroups, impacting student achievement, student and parent engagement, school climate, and dropout rates. | |
| Goal Applies to: | Schools: | All (school-level, student-level, Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster youth) |
| | Applicable Pupil Subgroups: | All |

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8. There are numerous ways to track, monitor, and analyze student attendance and chronic absence data. We encourage districts and counties to work with their Student Information Service (SIS) providers to determine the best ways to track and respond to this data. Attendance Works also provides a free attendance tracking tool that can be accessed here. Use of this data can help identify who needs assistance most and where to direct limited resources.

10. If school sites have access to timely information about who in their school is truant or chronically absent, principals, teachers, and staff can respond accordingly with the individual student and family before the attendance problem grows worse. We recommend disseminating student lists with attendance history to principals before each school year (e.g, who has a history of truancy and chronic absence and may need extra help as soon as the school year starts) and weekly during the school year to maximize the effectiveness of early interventions. Frequency is especially important at the beginning of the school year, when attendance patterns can be set that, if not disrupted, may continue throughout the school year. A study in Baltimore found that students who missed 2-4 days in September were 5 times more likely than those who missed fewer than 2 days to be chronically absent for the year.

| **LCAP Year 1:** xxxx-xx | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | ___% of Schools in District received attendance history lists (described in Goal section above) before the school year began<br>___% of Schools in District received student-level data (described in Goal section above) at least monthly<br>___% of Schools in District received student-level data (described in Goal section above) at least weekly<br>___% of Schools in District have school attendance teams<br>___% of Schools in District have attendance teams that developed plans to implement responsibilities listed in Appendix B<br>___% of Schools in District have attendance teams that use school climate data to identify barriers to attendance<br>___% of Schools in District with an increase in attendance personnel | | |
| **Actions/Services** | Scope of Service | **Pupils to be served within identified scope of service** | Budgeted Expenditures |
| Establish school attendance teams that meet regularly to review the school's attendance metrics, coordinate efforts to reduce truancy and chronic absence, and identify positive outliers | LEA-wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| LEA will hire/designate/assign, train, and supervise school attendance team to develop a plan for implementing all 6 of the responsibilities listed in Appendix B in all schools within the LEA | LEA-wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Achieve and document significant progress on updating 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 | LEA-wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **LCAP Year 2**: xxxx-xx | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | ___% of Schools in District received attendance history lists (described in Goal section above) before the school year began<br>___% of Schools in District received student-level data (described in Goal section above) at least monthly<br>___% of Schools in District received student-level data (described in Goal section above) at least weekly<br>___% of Schools in District have school attendance teams<br>___% of Schools in District have attendance teams that developed plans to implement responsibilities listed in Appendix B<br>___% of Schools in District have attendance teams that use school climate data to identify barriers to attendance<br>___% of Schools in District have attendance teams that use school climate data to achieve at least 3 of the 6 School Attendance Team responsibilities set forth in Appendix B.<br>___% of Schools in District with an increase in attendance personnel | | |
| **Actions/Services** | Scope of Service | **Pupils to be served within identified scope of service** | Budgeted Expenditures |
| 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-wide | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Revisit and update policies/practices to include best practices based on student-level data; provide necessary funds to ensure accurate and timely student-level data collection in all schools | LEA-wide | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **LCAP Year 3**: xxxx-xx | |
|---|---|
| Expected Annual Measurable Outcomes: | ___% of Schools in District received attendance history lists (described in Goal section above) before the school year began<br>___% of Schools in District received student-level data (described in Goal section above) at least monthly<br>___% of Schools in District received student-level data (described in Goal section above) at least weekly<br>___% of Schools in District have school attendance teams<br>___% of Schools in District have attendance teams that developed plans to implement responsibilities listed in Appendix B<br>___% of Schools in District have attendance teams that use school climate data to identify barriers to attendance<br>___% of Schools in District have attendance teams that use school climate data to achieve all 6 of the School Attendance Team responsibilities set forth in Appendix B.<br>___% of Schools in District with an increase in attendance personnel |

| **Actions/Services** | Scope of Service | **Pupils to be served within identified scope of service** | Budgeted Expenditures |
|---|---|---|---|
| LEA will achieve and document significant progress on all 6 of the responsibilities listed in Appendix B in all schools within the LEA | LEA-wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Revisit and update policies/practices to include best practices based on student-level data; provide necessary funds to ensure accurate and timely student-level data collection in all schools | LEA-wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| | | |
|---|---|---|
| GOAL #3: | Understand and respond to the reasons behind student absences and common attendance barriers, particularly for the groups experiencing the highest levels of chronic absence and truancy.<br><br>Baseline barriers identified in District: [*List any barriers identified*] | Related State and/or Local Priorities:<br>1__ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |

| | | |
|---|---|---|
| Identified Need: | Identify barriers to attendance | |
| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | All (school-level, student-level, Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster youth) |

**LCAP Year 1:** xxxx-xx

| | |
|---|---|
| Expected Annual Measurable Outcomes: | Connect barriers to attendance data with student-level attendance and school climate metrics<br>Increase training provided to school personnel by ___%<br>Number of events per month reinforcing improvement on attendance:___ |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Establish updated teacher, administrator, and staff training for attendance-related issues; Train teachers, administrators, and staff on best practices for providing positive reinforcement for good or improved attendance | LEA-wide | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Achieve and document significant progress on updating training curriculum for administrators and teachers on how to tackle truancy and chronic absence | LEA-wide | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **LCAP Year 2**: xxxx-xx | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | Connect barriers to attendance data with student-level attendance and school climate metrics<br>Design programs to address and resolve those barriers<br>Increase referrals for services to address causes of absenteeism by ___%<br>Increase training provided to school personnel by ___%<br>Number of events per month reinforcing improvement on attendance:___ | | |
| **Actions/Services** | Scope of Service | **Pupils to be served within identified scope of service** | Budgeted Expenditures |
| Revisit and update curriculum to include best practices based on student-level data, and achieve significant progress in training teachers, administrators, and staff on best practices | LEA-wide | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Reassess barriers to attendance to inform new program designs aimed at reducing common barriers; identify and implement first steps of programs | LEA-wide | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **LCAP Year 3**: xxxx-xx | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | Connect barriers to attendance data with student-level attendance and school climate metrics<br>Implement programs to address and resolve those barriers<br>Increase referrals for services to address causes of absenteeism by ___%<br>Increase training provided to school personnel by ___%<br>Number of events per month reinforcing improvement on attendance:___ | | |
| **Actions/Services** | Scope of Service | **Pupils to be served within identified scope of service** | Budgeted Expenditures |
| Revisit and update curriculum to include best practices based on student-level data, and achieve significant progress in training teachers, administrators, and staff on best practices | LEA-wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Reassess barriers to attendance to update program designs aimed at reducing common barriers; continue implementing and institutionalizing programs | LEA-wide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

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## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) 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?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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***Please note that the following table is just an example of what the annual update could look like for an individual goal.***

| | | |
|---|---|---|
| Original GOAL from prior year LCAP: | Track truancy and chronic absence rates for all students, by grade and school, as well as for all numerically significant pupil subgroups. Reduce the gap towards goal truancy and chronic absence rates by 33%. | Related State and/or Local Priorities:<br>1__ 2__ 3_x 4_x 5_x 6_x 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Goal Applies to: | Schools: Elementary, Middle, and High Schools<br>Applicable Pupil Subgroups: All; Ethnic subgroups, pupils eligible for free and reduced-price meals, English learners, pupils with disabilities, and foster youth | |

| | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | **ALL Students** truancy reduced to **28%** (=33% of gap towards goal) in first year; chronic absence reduced to **14%** (=33% of gap towards goal) in first year.<br><br>**African American** truancy reduced to **31**% (=33% of gap towards goal) in first year; chronic absence reduced to **17**% (=33% of gap towards goal) in first year.<br><br>**Free and Reduced-Price Meal Eligible** truancy reduced to **35**% (=33% of gap towards goal) in first year; chronic absence reduced to **19**% (=33% of gap towards goal) in first year.<br><br>**English Learner** truancy reduced to **30**% (=33% of gap towards goal) in first year; chronic absence reduced to **16**% (=33% of gap towards goal) in first year.<br><br>**Students with Disabilities** truancy reduced to **37**% (=33% of gap towards goal) in first year; chronic absence reduced to **16**% (=33% of gap towards goal) in first year.<br><br>**Foster Youth** truancy reduced to **31**% (=33% of gap towards goal) in first year; chronic absence reduced to **19**% (=33% of gap towards goal) in first year. | Actual Annual Measurable Outcomes: | **ALL Students** truancy reduced to __% (=__% of gap towards goal) in first year; chronic absence reduced to __% (=__% of gap towards goal) in first year.<br><br>**African American** truancy reduced to __% (=__% of gap towards goal) in first year; chronic absence reduced to __% (=__% of gap towards goal) in first year.<br><br>**Free and Reduced-Price Meal Eligible** truancy reduced to __% (=__% of gap towards goal) in first year; chronic absence reduced to __% (=__% of gap towards goal) in first year.<br><br>**English Learner** truancy reduced to __% (=__% of gap towards goal) in first year; chronic absence reduced to __% (=__% of gap towards goal) in first year.<br><br>**Students with Disabilities** truancy reduced to __% (=__% of gap towards goal) in first year; chronic absence reduced to __% (=__% of gap towards goal) in first year.<br><br>**Foster Youth** truancy reduced to __% (=__% of gap towards goal) in first year; chronic absence reduced to __% (=__% of gap towards goal) in first year. |

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<table>
<tr><td colspan="4">LCAP Year: 2014-15</td></tr>
<tr><td colspan="2">Planned Actions/Services</td><td colspan="2">Actual Actions/Services</td></tr>
<tr><td colspan="2"></td><td>Budgeted Expenditures</td><td colspan="2"></td><td>Estimated Actual Annual Expenditures</td></tr>
<tr><td colspan="2">LEA will establish policy and data infrastructure to monitor student-level attendance, barriers to attendance, and school climate as listed in Appendix A "Regarding Attendance"</td><td>$ 200,000[11]</td><td colspan="2">LEA established data infrastructure to monitor student-level attendance, barriers to attendance and school climate; however a policy has not been officially adopted</td><td>$ 200,000</td></tr>
<tr><td>Scope of service:</td><td>LEA-wide<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td><td></td><td>Scope of service:</td><td>LEA-wide<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td colspan="2">Achieve and document significant progress executing at least 4 of the 8 policy and data deliverables listed in Appendix A</td><td>$ 75,000</td><td colspan="2">Achieved and documented significant progress executing 3 of the 8 policy and data deliverables listed in Appendix A.</td><td>$ 80,000</td></tr>
<tr><td>Scope of service:</td><td>LEA-wide<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td><td></td><td>Scope of service:</td><td>LEA-wide<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td colspan="2">What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td><td colspan="4">LEA will make a point to follow through on adopting an attendance tracking policy within the coming year so there are no more gaps in attendance tracking for numerically significant subgroups (including ethnic and Students with Disabilities subgroups).<br><br>More money will go toward implementing policy and data deliverables listed in Appendix A, as we have discovered more resources are needed to carry out each deliverable.</td></tr>
</table>

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10. Please note that these budget amounts are only examples. Adequate budgets for these types of attendance improvement initiatives can range widely depending on district size, location, and student population.

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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| Total amount of Supplemental and Concentration grant funds calculated: | $_____ |
|---|---|
| | |

B. In the box below, 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).

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). 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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**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
(2) The total number of cohort members.
(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
(2) The total number of cohort members.
(3) Divide (1) by (2).

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(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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## APPENDIX A: Recommended LEA Infrastructure For Increasing Attendance Rates

1. 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; update system if necessary with capability to disaggregate the data by student subgroup.[12]

2. Comprehensive student information system (SIS) that allows for:
   - Accurate identification of absent students, with data also disaggregated by numerically significant pupil subgroups, including ethnic subgroups.
   - Weekly updating of school information system with information based on student-level "barriers to attendance" metrics, truancy metrics, chronic truancy metrics, chronic absence metrics, and school climate metrics, academic achievement metrics, zip code, and tracking of previous interventions.
   - Connections between all student-level data to provide a comprehensive picture of barriers to attendance.

3. Full compliance with truancy mandates and use of mandates to trigger proactive, supportive interventions and engagement with families. These engagements may include, but not be limited to, the sending of Notification of Truancy letters, a comprehensive review of a student's attendance history (including history from prior years and prior schools in the case of a transfer), conducting a home visit, counseling regarding barriers to attendance, and referral to additional resources to help families resolve barriers to attendance.

4. Updated training curriculum for administrators 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.

12. There are numerous ways to track, monitor, and analyze student attendance and chronic absence data. We encourage districts and counties to work with their Student Information Service (SIS) providers to determine the best ways to track and respond to this data. Attendance Works also provides a free attendance tracking tool that can be accessed here. Use of this data can help identify who needs assistance most and where to direct limited resources. If school sites have access to timely information about who in their school is truant or chronically absent, principals, teachers, and staff can respond accordingly with the individual student and family before the attendance problem grows worse. We recommend disseminating student lists with attendance history to principals before each school year (e.g, who has a history of truancy and chronic absence and may need extra help as soon as the school year starts) and weekly during the school year to maximize the effectiveness of early interventions. Frequency is especially important at the beginning of the school year, when attendance patterns can be set that, if not disrupted, may continue throughout the school year.

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5. Establish LEA-wide program to communicate the importance of school attendance and to provide positive reinforcement for good or improved attendance; begin communication about attendance at the Early Childhood Education level and offer training and information to parents.

6. Tiered system of attendance reduction efforts that begin with prevention and early outreach and include the following response components:
    - Using notices of truancy that incorporate messaging about the importance of attendance;
    - Implementing in-person outreach (e.g. personal phone calls and home visits);
    - Hiring social workers and/or counselors to meet with students and families struggling with attendance;
    - Creating a local SART and/or SARB with robust services;
    - If a SART or SARB already exists, improving/increasing the services offered by the SART/SARB and establishing a collaborative relationship with the county District Attorney's office;
    - Ensuring all truancy interventions are exhausted prior to referring a parent or youth to a SARB hearing, and prior to referring a parent or youth to the District Attorney's office.

7. Formal collaboration channels between district and government agencies, as well as local nonprofit partners, related to foster care, health provisions, and schools to better address the root causes of attendance issues.

8. 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.

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## APPENDIX B: Responsibilities of School Attendance Team

1. Use comprehensive student-level data, disaggregated by numerically significant pupil subgroups, and by grade, 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 for individual pupils and groups. 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 lower attendance, to offer insights into what works locally to improve student attendance.

5. Ensure that attendance programs are tailored to 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 as early as Pre-K to inform parents that absences, even if they are excused, can cause academic challenges in the future.

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

1. The district—with special attention to 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 student information system that allows for accurate identification of foster youth; weekly updating of student information system with information from the CDE 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. Foster Youth Liaisons develop and implement a plan to prioritize foster youth for assignment to foster youth counselors, supervise and support foster youth counselors, and systematically increase the availability of foster youth counselors each year of LCFF implementation until every foster youth is receiving adequate educational counseling.

5. Foster Youth Counselors regularly communicate, collaborate with, and be responsive to requests for information from the teachers, county child welfare agency social worker, caregiver, education rights holder, court appointed special advocate, and other entities providing care, support or services for each foster youth on the counselor's caseload; review and monitor attendance records for each foster youth on a weekly basis.

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