

- 1 • The State Board of Education has illustrated changes to the original text in the
2 following manner: text originally proposed to be added is underlined; text proposed to
3 be deleted is displayed in ~~strikeout~~.
- 4 • The 15-day text proposed to be added is in "**bold underline**", deleted text is
5 displayed in "~~**bold strikeout**~~".

6 7 Title 5. EDUCATION

8 Division 1. California Department of Education

9 Chapter 14.5. Local Control Funding Formula

10 Subchapter 1. Local Control Funding Formula Spending Regulations for

11 Supplemental and Concentration Grants and Local Control and Accountability 12 Plan Template

13 Article 1. Local Control and Accountability Plan and Spending Requirements for 14 Supplemental and Concentration Grants

15 16 **§ 15494. Scope.**

17 (a) This chapter applies to all local educational agencies (LEAs) as defined in
18 section 15495(b)(d).

19 (b) Funding restrictions specified in Education Code section 42238.07 apply to local
20 control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils
21 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

22 (c) The local control and accountability plan (LCAP) shall demonstrate how services
23 are provided according to this chapter to meet the needs of unduplicated pupils and
24 improve the performance of all pupils in the state priority areas.

25 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
26 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
27 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
28 6312.

29 30 **§ 15495. Definitions.**

31 In addition to those found in Education Code sections 2574, 42238.01, and
32 42238.02, the following definitions are provided:

33 (a) **"Consult with pupils," as used in Education Code sections 52060, 52066,**

1 **and 47605.5, means a process for the presentation of the LCAP to pupils for**
2 **review and comment. This process may include, but is not limited to, surveys of**
3 **pupils, forums with pupils, or meetings with pupil government bodies or other**
4 **groups representing pupils.**

5 **(b) “English learner parent advisory committee,” as used in Education Code**
6 **sections 52063 and 52069 for those school districts or schools and programs**
7 **operated by county superintendents of schools whose enrollment includes at**
8 **least 15 percent English learners and at least 50 pupils who are English learners,**
9 **shall be composed of a majority of parents or legal guardians of pupils to whom**
10 **the definition of Education Code section 42238.01(c) apply. A governing board of**
11 **a school district or a county superintendent of schools shall not be required to**
12 **establish a new English learner parent advisory committee if a previously**
13 **established committee meets these requirements.**

14 **(a)(c) “Local control and accountability plan (LCAP)” means the plan created by an**
15 **LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in**
16 **conformance with the LCAP and annual update template found in section ~~15497~~15498.**

17 **(b)(d) “Local educational agency (LEA)” means a school district, county office of**
18 **education, or charter school.**

19 **(e) “Parent advisory committee,” as used in Education Code sections 52063**
20 **and 52069, shall be composed of a majority of parents or legal guardians of**
21 **pupils and include parents or legal guardians of pupils to whom one or more of**
22 **the definitions of Education Code section 42238.01 apply. A governing board of a**
23 **school district or a county superintendent of schools shall not be required to**
24 **establish a new parent advisory committee if a previously established committee**
25 **meets these requirements, including any committee established to meet the**
26 **requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110)**
27 **pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.**

28 **(f)(e) “Prior year” means one fiscal year immediately preceding the fiscal year for**
29 **which an LCAP is approved.**

1 **(g) “Required metric” means all of the specified measures and standards for**
2 **each state priority as set forth in Education Code sections 52060(d) and 52066(d),**
3 **as applicable.**

4 **(h)(e) “Services” as used in Education Code section 42238.07 may include, but are**
5 **not limited to, services associated with the delivery of instruction, administration,**
6 **facilities, pupil support services, technology, and other general infrastructure necessary**
7 **to operate and deliver educational instruction and related services.**

8 **(i)(e) “State priority areas” means the priorities identified in Education Code sections**
9 **52060 and 52066. For charter schools, “state priority areas” means the priorities**
10 **identified in Education Code section 52060 that apply for the grade levels served or the**
11 **nature of the program operated by the charter school.**

12 **(j) “Subgroup” means the numerically significant pupil subgroups identified**
13 **pursuant to Education Code section 52052.**

14 **(k)(f) “to improve services” means to grow services in quality.**

15 **(l)(g) “to increase services” means to grow services in quantity.**

16 **(m)(h) “unduplicated pupil” means any of those pupils to whom one or more of the**
17 **definitions included in Education Code section 42238.01 apply, including pupils eligible**
18 **for free or reduced price meals, foster youth, and English learners.**

19 **NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:**
20 **Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,**
21 **47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section**
22 **6312.**

23
24 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
25 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
26 **Supplemental and Concentration Grants.**

27 **(a) An LEA shall provide evidence in its LCAP to demonstrate how funding**
28 **apportioned on the basis of the number and concentration of unduplicated pupils,**
29 **pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to**
30 **support such pupils. This funding shall be used to increase or improve services for**
31 **unduplicated pupils as compared to the services provided to all pupils in proportion to**

1 the increase in funds apportioned on the basis of the number and concentration of
2 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
3 shall include in its LCAP an explanation of how expenditures of such funding meet the
4 LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall
5 determine the percentage by which services for unduplicated pupils must be increased
6 or improved above services provided to all pupils in the fiscal year as follows:

7 (1) Estimate the amount of the LCFF target attributed to the supplemental and
8 concentration grants for the LEA calculated pursuant to Education Code sections
9 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

10 (2) Estimate the amount of LCFF funds expended by the LEA on services for
11 unduplicated pupils in the prior year that is in addition to what was expended on
12 services provided for all pupils. The estimated amount of funds expended in 2013-14
13 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
14 the 2012-13 fiscal year.

15 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

16 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
17 calculated by the Department of Finance that represents how much of the statewide
18 funding gap between current funding and full implementation of LCFF is eliminated in
19 the fiscal year for which the LCAP is adopted.

20 (5) Add subdivision (a)(4) to subdivision (a)(2).

21 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
22 to Education Code sections 42238.02 and 2574, as implemented by Education Code
23 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
24 Instructional Improvement Grant program and the Home to School Transportation
25 program, in the fiscal year for which the LCAP is adopted.

26 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

27 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
28 or when LCFF is fully implemented statewide, then an LEA shall determine its
29 percentage for purposes of this section by dividing the amount of the LCFF target
30 attributed to the supplemental and concentration grant for the LEA calculated pursuant
31 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is

1 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
2 Targeted Instructional Improvement Grant program and the Home to School
3 Transportation program.

4 (b) This subdivision identifies the conditions under which an LEA may use funds
5 apportioned on the basis of the number and concentration of unduplicated pupils for
6 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
7 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
8 services for unduplicated pupils under subdivision (a) of this section by using funds to
9 upgrade the entire educational program of a school site, a school district, a charter
10 school, or a county office of education as follows:

11 (1) A school district that has an enrollment of unduplicated pupils ~~in excess~~ of 55
12 percent **or more** of the district's total enrollment in the fiscal year for which an LCAP is
13 adopted or in the prior year may expend supplemental and concentration grant funds on
14 a districtwide basis. A school district expending funds on a districtwide basis shall do all
15 of the following:

16 (A) Identify in the LCAP those services that are being **funded and** provided on a
17 districtwide basis.

18 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
19 **are effective in**, meeting the district's goals for its unduplicated pupils in the state
20 priority areas.

21 (2) A school district that has an enrollment of unduplicated pupils less than 55
22 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
23 ~~or in the prior year~~ may expend supplemental **and concentration** grant funds on a
24 districtwide basis. A school district expending funds on a districtwide basis shall do all of
25 the following:

26 (A) Identify in the LCAP those services that are being **funded and** provided on a
27 districtwide basis.

28 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
29 **are effective in**, meeting the district's goals for its unduplicated pupils in the state
30 priority areas.

1 (C) Describe how these services are the most effective use of the funds to meet the
2 district's goals for its unduplicated pupils in the state priority areas. **The description**
3 **shall include the basis for this determination, including, but not limited to, any**
4 **alternatives considered and any supporting research, experience, or educational**
5 **theory.**

6 (3) A school district that has an enrollment of unduplicated pupils at a school that is
7 ~~in excess of~~ 40 percent **or more** of the school's total enrollment in the fiscal year for
8 which an LCAP is adopted or in the prior year may expend supplemental and
9 concentration grant funds on a schoolwide basis. A school district expending funds on a
10 schoolwide basis shall do all of the following:

11 (A) Identify in the LCAP those services that are being **funded and** provided on a
12 schoolwide basis.

13 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
14 **are effective in**, meeting the district's goals for its unduplicated pupils in the state
15 priority areas.

16 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
17 percent of the school site's total enrollment in the fiscal year for which an LCAP is
18 adopted ~~or in the prior year~~ may expend supplemental and concentration grant funds
19 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
20 all of the following:

21 (A) Identify in the LCAP those services that are being **funded and** provided on a
22 schoolwide basis.

23 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
24 **are effective in**, meeting the district's goals for its unduplicated pupils in the state
25 priority areas.

26 (C) Describe how these services are the most effective use of the funds to meet the
27 district's goals for its unduplicated pupils in the state priority areas. **The description**
28 **shall include the basis for this determination, including, but not limited to, any**
29 **alternatives considered and any supporting research, experience, or educational**
30 **theory.**

1 (5) A county office of education expending supplemental and concentration grant
2 funds on a countywide basis or a charter school expending supplemental and
3 concentration grant funds on a charterwide basis shall do all of the following:

4 (A) Identify in the LCAP those services that are being **funded and** provided on a
5 countywide or charterwide basis.

6 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
7 **are effective in**, meeting the county office of education's or charter school's goals for its
8 unduplicated pupils in the state **and any local** priority areas, **as applicable**.

9 ~~(c) County superintendent of schools oversight of demonstration of~~
10 ~~proportionality: In making the determinations required under Education Code~~
11 ~~section 52070(d)(3), the county superintendent of schools shall review any~~
12 ~~descriptions provided under subdivisions (b)(2)(B) and (b)(2)(C) or subdivisions~~
13 ~~(b)(4)(B) and (b)(4)(C) when determining whether the LEA has fully demonstrated~~
14 ~~that it will increase or improve services for unduplicated pupils under subdivision~~
15 ~~(a). If a county superintendent of schools does not approve an LCAP because the~~
16 ~~LEA has failed to meet its proportionality requirement as specified in this section,~~
17 ~~it shall provide technical assistance to the LEA in meeting that requirement~~
18 ~~pursuant to Education Code section 52071.~~

19 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
20 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
21 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
22 6312.

23
24 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
25 **Proportionality.**

26 In making the determinations required under Education Code section
27 52070(d)(3), the county superintendent of schools shall include review of any
28 descriptions of districtwide services provided pursuant to section 15496(b)(2) or
29 descriptions of schoolwide services provided pursuant to section 15496(b)(4)
30 when determining whether the school district has fully demonstrated that it will
31 increase or improve services for unduplicated pupils pursuant to section

1 **15496(a). If a county superintendent of schools does not approve an LCAP**
2 **because the school district has failed to meet its requirement to increase or**
3 **improve services for unduplicated pupils as specified in this section, it shall**
4 **provide technical assistance to the school district in meeting that requirement**
5 **pursuant to Education Code section 52071.**

6 **NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:**
7 **Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,**
8 **47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C.**
9 **Section 6312.**

10

11

12 6-25-14 [California Department of Education]

~~§ 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.

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)**~~

~~**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?~~
- ~~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

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 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?

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 Subgroup(s) (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	

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 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.~~

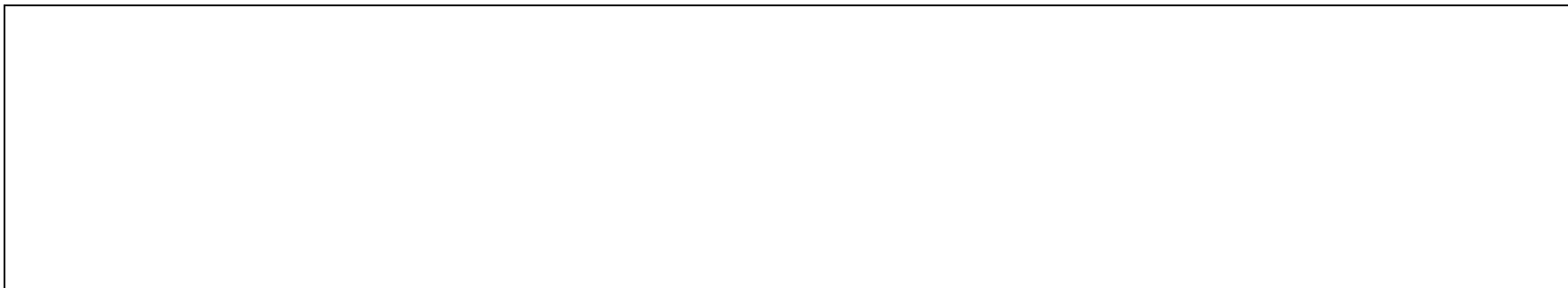
Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX

~~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.~~

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	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)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For low-income pupils:					
		For English learners:					
		For foster youth:					
		For redesignated fluent English proficient pupils:					

~~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.~~



§ 15498. 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. 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.

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 school site, 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 consult with parents, pupils, school personnel, local bargaining units and the community and how this engagement 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 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 learners, English learner parents, community organizations representing English learners, low income youth, 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?

<u>Involvement Process</u>	<u>Impact on LCAP</u>
<u>Annual Update:</u>	<u>Annual Update:</u>

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 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.

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, school site-level advisory groups, as applicable (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.

Goals and Expected Annual Outcomes: Describe goals and expected annual outcomes toward meeting those goals. This section must include specific projected outcomes for the applicable term of the LCAP. Include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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. Describe expected outcomes for all pupils and where applicable include specific outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level. The metrics used to describe the expected outcomes may be quantitative or qualitative, although LEAs must, at minimum, use the required metrics pursuant to 5 CCR 15495(g) for measuring progress within a particular state priority area each year. 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 described in the Appendix, sections (a) through (d).

Identified Need: Describe the need(s) identified, including a description of the supporting data, to develop each goal.

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.

Schools Affected: Identify the schools sites 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).

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal. Section 2 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.

Actions/Services and Related Expenditures:

Left Column: Identify annual actions to be performed and services provided to all pupils or any subgroups other than low-income, English learner, foster youth pupils, and pupils redesignated English proficient to meet the described goal.

Right Column: Identify annual actions to be performed and services provided, to low-income, English learner and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient, above what is provided to all pupils, to meet the described goal.

For both columns: Actions may describe a group of services that are implemented to achieve the identified goal. 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 actions and expenditures must reflect details for any identified subgroups, and for specific school sites. If supplemental and concentration funds are used, the LEA must identify if the level of service is districtwide, schoolwide, countywide, or charterwide. 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.

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 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 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 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?**
- 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) **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?**
- 12) **How do these actions/services link to identified goals and performance indicators?**
- 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?**

GOAL:			
Expected Annual Outcomes (In each year, must include all metrics as applicable, pursuant to Education Code sections 52060 and 52066):			
<u>LCAP Year 1: xxxx-xx</u>	<u>Year 2: xxxx-xx</u>	<u>Year 3: xxxx-xx</u>	
Describe the need(s) identified, including a description of the supporting data, to develop the goal:			
Applicable Pupil Subgroups:			
Schools Affected:			
Related State and/or Local Priorities:			
<u>Action/Services and Related Expenditures</u>			
<u>LCAP Year 1: xxxx-xx: Indicate any subgroups, schools, or level of service</u>	<u>Budgeted Expenditures</u>	<u>LCAP Year 1: xxxx-xx: Indicate schools or level of service</u>	<u>Budgeted Expenditures</u>
		<u>Low Income pupils:</u>	
		<u>English Learners:</u>	
		<u>Foster Youth:</u>	
		<u>Redesignated fluent English proficient:</u>	
<u>LCAP Year 2: xxxx-xx: Indicate any subgroups, schools, or level of service</u>	<u>Budgeted Expenditures</u>	<u>LCAP Year 2: xxxx-xx: Indicate schools or level of service</u>	<u>Budgeted Expenditures</u>
		<u>Low Income pupils:</u>	
		<u>English Learners:</u>	
		<u>Foster Youth:</u>	
		<u>Redesignated fluent English proficient:</u>	
<u>LCAP Year 3: xxxx-xx: Indicate any subgroups, schools, or level of service</u>	<u>Budgeted Expenditures</u>	<u>LCAP Year 3: xxxx-xx: Indicate schools or level of service</u>	<u>Budgeted Expenditures</u>
		<u>Low Income pupils:</u>	
		<u>English Learners:</u>	
		<u>Foster Youth:</u>	
		<u>Redesignated fluent English proficient:</u>	

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

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 school sites 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 changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? 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?**

Original GOAL from prior year LCAP:			
Expected outcomes (Must include all metrics, as applicable, pursuant to Education Code sections 52060 and 52066):			
Anticipated Outcomes:		Actual Outcomes:	
Planned Action/Services and Related Expenditures		Actual Action/Services and Related Expenditures	
LCAP Year xxxx-xx: Indicate any subgroups, schools, or level of service	Budgeted Expenditures	LCAP Year xxxx-xx: Indicate any subgroups, schools, or level of service	Actual Expenditures
LCAP Year xxxx-xx: Indicate schools or level of service	Budgeted Expenditures	LCAP Year xxxx-xx: Indicate schools or level of service	Actual Expenditures
Low Income pupils:		Low Income pupils:	
English Learners:		English Learners:	
Foster Youth:		Foster Youth:	
Redesignated fluent English proficient:		Redesignated fluent English proficient:	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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. 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 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.)**

- B. 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.

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).

(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).