

Local Control and Accountability Plan (LCAP)

Summary of Legal Requirements

Per California Education Code 52059.5-52077

Budget Overview for Parents

EC 52064.1

Must Include:

Projected General Fund Revenue for the 2025-26 School Year:

- Total LCFF Funds (includes supplemental and concentration grants)
- LCFF supplemental & concentration grants
- All other state funds
- All local funds
- All federal funds
- Total projected revenue

Total Budgeted Expenditures for the 2025-26 School Year:

- Total Budgeted General Fund Expenditures
- Total Budgeted Expenditures in the LCAP
- Total LCFF funds budgeted to implement actions identified as contributing to the increased or improved services for high needs students (English-learners, low-income, foster youth)
- Expenditures not in the LCAP

Expenditures for High Needs Students in the 2024-25 School Year:

- Total Budgeted Expenditures of LCFF funds for actions included in the LCAP identified as contributing to the increased or improved services for high needs students (English learners, low-income, foster youth) for the 2024-25 school year
- Total Estimated Actual Expenditures of LCFF funds for actions contributing to the increased or improved services for high needs students (English learners, low-income, foster youth) for the 2024-25 LCAP year

Narrative Responses:

- Description of the General Funds Budget Expenditures for the 2025-26 school year that are not included in the LCAP
- Description of the additional actions the LEA is taking to meet its requirement to increase or improve services for high needs students if amount budgeted to increase or improve services for high needs students (English learners, low-income, foster youth) is less than the projected revenue of LCFF supplemental and concentration grants
- Description of how any difference of LCFF funds between the expenditures in the budgeted actions/services and the estimated actual actions/services impacted the actions/services and overall increased or improved services for high needs students (English learners, low-income, foster youth) in the 2024-25 fiscal year

Must include:

- ❑ **General Information** – A description of the LEA, its school(s) and its students in grades TK-12 that provides information about the school district, county office of education, or charter school that enables a reader to more fully understand an LEA’s LCAP
- ❑ **Reflections: Annual Performance** –A description that reflects on the LEA’s annual performance on the Dashboard and local data and identifies the following on the 2024 Dashboard:
 - any school that received the lowest performance level on one or more state indicators
 - any student group within the LEA that received the lowest performance level on one or more state indicators
 - any student group within a school within the LEA that received the lowest performance level on one or more state indicators
- ❑ For the 2025-26, 2026-27 and 2027-28 LCAP, the response identifies whether or not the LEA will have unexpended Learning Recovery Emergency Block Grant (LREBG) fund for the applicable year. If the LEA identifies it has unexpended LREBG funds, the following is provided:
 - The goal and action number for each action funded, either fully or partially with LREBG funds
 - An explanation of the rationale for selecting each action includes:
 - How the action(s) is/are aligned with allowable use of LREBG fund EC 32536 (c)(2)
 - How the action(s) is/are expected to address the area(s) of need of students and schools identified in the needs assessment required by EC 32536(d)

***The LEA may provide these explanations as part of the action description rather than as part of the description in this section,*
- ❑ **Reflections: Technical Assistance** – A description identifies the reason the LEA is eligible for differentiated assistance or has requested technical assistance and includes a summary of the work underway as part of receiving technical assistance consistent with *EC sections 47607.3, 52071, 52071.5, 52072 or 52072.5*

If the LEA has schools identified for Comprehensive Support and Improvement (CSI), this section must include:

- ❑ **Schools Identified** – The schools within the LEA that have been identified as CSI
- ❑ **Support for Identified Schools** – A description of how the LEA has or will support the identified schools to develop CSI plans that include:
 - School-level needs assessment
 - Evidence-based interventions
 - Identification of any resource inequities to be addressed through the implementation of the CSI plan
- ❑ **Monitoring and Evaluating Effectiveness** – A description of how the LEA will monitor and evaluate implementation and effectiveness of the CSI plan to support student and school improvement

Engaging Educational Partners

EC 52060(g), 52062, 52063, 52064(b)(10),(e)(1), 52066(g), 52068, 64001(j), 47606.5(a)(d)(f)

Must include:

- ❑ A description of the engagement process used to involve all statutorily required educational partners in the development of the LCAP that includes general information about the timeline of the process and meetings or other engagement strategies with educational partners and how the LEA met its obligation to consult with **all** statutorily required educational partners.
- ❑ An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.
- ❑ A description of how the goals, metrics, actions, or budget expenditures in the adopted LCAP were influenced by or developed in response to feedback from educational partners

The descriptions above must address the following as applicable to the type of LEA:

Educational Partners Required for Consultation

- Teachers (*Districts and Charters*)
- Principals (*Districts and Charters*)
- Administrators (*Districts and Charters*)
- Other School Personnel (*Districts and Charters*)
- Parents (*Districts and Charters*)
- Pupils (*Districts and Charters*)
- Local Bargaining Units (*Districts only*)
- Educational Partners at schools generating LCFF Equity Multiplier Funds

Special Education Local Plan Area (SELPA):

- The superintendent of the school district shall consult with its special education local plan area administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

Written comments from the public*

- The public has been notified of the opportunity to submit written comments regarding the LCAP actions and expenditures, using the most efficient method of notification possible; does not require printed notice.
**Applicable to charter schools using the LCAP as their SPSA*

Public Hearing/Board Approval

- The governing board of a school holds at least one public hearing prior to or at the same meeting at which the LCAP and budget are adopted (EC 52062(b))
- The public hearing agenda is posted at least 72 hours prior to the hearing and includes the location where the LCAP is available for inspection. (*Districts and Charters*)
- The public hearing solicits recommendations and comments from the public regarding the LCAP and the budget. (*Districts*)
- The governing board reviews data to be publicly reported for the local indicators in conjunction with the adoption of the LCAP. (*Districts and Charters*)
- Charter schools must also hold a public hearing to solicit recommendations and comments from the public regarding the specific actions and expenditures proposed to be included in the LCAP (EC 47606.5(f)).
- The governing body of a charter school holds a public hearing to adopt the LCAP (EC 47606.5(a))

Must include:

- Goals** for all students and each student group addressing each state priority and any identified local priorities annually
 - For each type of goal, the following is included
 - a description of what the LEA plans to accomplish
 - the type of goal selected
 - the state priority area(s) addressed,
 - an explanation of why the LEA developed the goal

- Required Focus Goal(s)** for LEAs receiving Equity Multiplier Funding that address:
 - All student groups that have the lowest performance level on one or more state indicators on the Dashboard and
 - Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable

- Measuring and Reporting Results** for the term of the LCAP must include metrics, baseline data, target outcomes for year 3, actual outcomes for each year of the LCAP term, and current difference from baseline. The baseline data included for the 2024-25 LCAP must remain unchanged for the three-year LCAP cycle.

At a minimum, all of the state required metrics below are included in the LCAP:

State Priorities	Required Metrics/ Outcomes EC 52060, 52064
1. Basic	<p>Must address:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers: Fully credentialed & appropriately assigned <input type="checkbox"/> Instructional Materials: Every student has standards-aligned materials <input type="checkbox"/> School Facilities in “Good Repair”: Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria
2. Implementation of State Standards	<p>Must address:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementation of academic content and performance standards for all students, including how English learners will access the CCSS and ELD standards
3. Parent Involvement & Family Engagement	<p>Must address:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent input in decision-making <input type="checkbox"/> Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs
4. Pupil Achievement	<p>As measured by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Statewide CAASPP assessments (<i>ELA & Math-SBAC/CAA, Science-CAST/CAA</i>) <input type="checkbox"/> Percentage of pupils who have successfully completed a-g requirements <input type="checkbox"/> Percentage of pupils who have successfully completed CTE courses from approved pathways <input type="checkbox"/> Percentage of pupils who have successfully completed both a-g and CTE courses <input type="checkbox"/> Percentage of English learners who progress in English proficiency (<i>as measured by ELPAC</i>) <input type="checkbox"/> English learner reclassification rate <input type="checkbox"/> Percentage of pupils who pass AP exams with a score of 3 or higher <input type="checkbox"/> Pupils prepared for college by the Early Assessment Program (EAP)
5. Pupil Engagement	<p>As measured by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Chronic absenteeism rates <input type="checkbox"/> High school dropout rates <input type="checkbox"/> Middle school dropout rates <input type="checkbox"/> High school graduation rates
6. School Climate	<p>As measured by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension rates <input type="checkbox"/> Expulsion rates <input type="checkbox"/> Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
7. Course Access	<p>Must address:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have access and are enrolled in a broad course of study (i.e., social science, science, health, PE, VAPA, world language)
8. Other Pupil Outcomes	<p>Must address:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If available, outcomes for subjects listed in course access.

- ❑ **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- ❑ **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify: the specific metrics for each identified student group at each specific school site, as applicable, to measure the progress toward the goal, and/or the specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific school site. (EC 52064(e)(7))
- ❑ **Required metrics for actions supported by LREBG funds:** LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds in the goal. The metrics are not required to be new metrics; they may be metrics that are already being used to measure progress toward goals and actions included in the LCAP. (EC 52064.4)

Must include:

Goal Analysis

- ❑ A description of overall implementation of the actions to achieve the articulated goal, including a discussion of relevant challenges and successes and any instance where a planned action was not implemented or implemented in a manner that differs substantively from the description in the adopted LCAP
- ❑ An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable
- ❑ A description of the effectiveness or ineffectiveness of the specific actions in making progress toward the goal that addresses the degree to which that actions were successful in producing the target result or that the actions did not produce any significant or targeted result
 - Beginning with the development of the 2024-25 LCAP, the LEA must change actions that have not proven effective over a three-year period.
- ❑ A description of any changes made to the goal, metrics, target outcomes, or actions to achieve this goal as a result of this analysis & analysis of data in the Dashboard or other local data, as applicable

Actions

- ❑ A short title and description for each action
- ❑ Actions for all pupils to achieve the goals addressing state and locally identified priorities
- ❑ Additional specific actions to increase or improve services for low-income, foster youth, and English learners
- ❑ Total funds budgeted for each action
- ❑ Indication if actions are or are not contributing to meeting increased or improved services requirement for unduplicated pupils (Y/N)

English Learners and Long-Term English Learner

- ❑ Specific actions related to, at a minimum, the language acquisition programs, provided to pupils and professional development activities specific to English learners in LEAs with a numerically significant English learner student group (30 or more students is considered numerically significant).
- ❑ Specific actions related to, at a minimum, the language acquisition programs, provided to pupils and professional development activities specific to long term English learners (LTELs) in LEAs with a numerically significant LTEL student group (15 or more LTEL students is considered numerically significant).

Technical Assistance

- ❑ Required actions for LEAs eligible for Differentiated Assistance or Intensive Intervention that address the work underway as part of technical assistance.

Lowest Performing Dashboard Indicators

- ❑ Required actions for the three-year LCAP cycle directed to the lowest performing student groups and/or schools for LEAs with any of the following:
 - A school that receives the lowest performance level on one or more state indicators on the 2023 Dashboard
 - A student group within the LEA that receives the lowest performance level on one or more state indicators on the 2023 Dashboard
 - A student group within a school within the LEA that receives the lowest performance level on one or more state indicators on the 2023 Dashboard

LREBG

- ❑ One of more actions in the 2025-25, 2026-27, and 2027-28 LCAP supported with unexpended LREBG funds to implement one or more of the purposes articulated in EC 32536(c)(2).
 - One or more actions in the 2025-26, 2026-27, and 2027-28 LCAP supported with unexpended LREBG funds to implement one or more of the purposes articulated in EC 32536(c)(2). ○ LREBG funds may be used to establish learning recovery initiatives through the 2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Funds shall only be expended for any of the following: (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs. (B) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. (D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. (E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. (F) Conducting the needs assessment pursuant to subdivision (d).
- ❑ For each action the description must:
 - Identify the action as an LREBG action
 - Include an explanation of how research supports the selected action
 - Identify the metric(s) being used to monitor the impact of the action
 - Identify the amount of LREBG funds being used to support the action

Must include:

- The amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the 2025-26 LCAP year based on the number and concentration of low income, foster youth, and English learner students
- The amount of additional LCFF concentration grant add-on funding (15%), as described in EC Section 42238.02, that the LEA estimates it will receive in the 2025-26 LCAP year
- The projected percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).
- LCFF Carryover Percentage identified in the LCFF Carryover Table or 0% if a carryover percentage is not identified in the LCFF Carryover Table
- LCFF Carryover Dollar amount identified in the LCFF Carryover Table or an amount of zero if an amount is not identified in the LCFF Carryover Table
- Total Percentage to Increase or Improve Services for the 2025-26 school year that is equal to the sum of the Projected Percentage to Increase or Improve Services for the 2025-26 school year and the LCFF Required Carryover Percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).
- Descriptions are aligned to actions included in the Goals and Actions section marked as contributing
- LEA-wide and Schoolwide Actions** –A description is required for each action provided on an **LEA-wide or schoolwide** basis that is contributing to increased or improved services for unduplicated pupils. If the LEA provides the required description in the Action Descriptions, they may state that here. The description must:
 - 1) Describe how the action is principally directed toward an unduplicated student group(s) by explaining how the LEA identified the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them.
 - 2) Explain how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.
 - 3) Identify the metric(s) being used to measure the progress and effectiveness of the action(s).
 - ★ **If enrollment for unduplicated pupils is below 55% LEA-wide or below 40% schoolwide**, an additional description of how services provided on an LEA-wide or schoolwide basis are the most effective use of funds to meet the goals of the unduplicated pupils, this description provides the basis for this determination, including any alternatives considered, supporting research, experience or educational theory. (Applies only to school districts)
 - Conclusory statements or simply stating the LEA/school(s) has a high enrollment percentage of a specific student group does not meet the increased or improved standard.
- Limited Actions** A description is required for each action being solely provided to one or more unduplicated student group(s) that is contributing to increased or improved services for unduplicated pupils. The descriptions must:
 - (1) Explain the unique identified need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment,
 - (2) Explain how the action is designed to address the identified need(s), and
 - (3) Identify how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.
 - ★ As applicable, a description of the methodology that was used to determine the contribution of any contributing action provided on a Limited basis that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table **rather than an expenditure** of LCFF funds towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- ❑ **Additional Concentration Grant Funding:** A description to demonstrate how the LEA that receives additional concentration grant add-on funds is using these funds to increase the number of certificated and/or classified staff who provide direct services to students at schools with an enrollment of greater than 55% unduplicated students as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55%
 - The response identifies the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
 - An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
 - If an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.
 - An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- ❑ Staff-to-Student Ratio Table is completed by type of school and concentration of unduplicated students as applicable to the LEA (**Only to be completed if the LEA receives concentration grant funds and has comparison schools**)
 - Staff to student ratio of classified staff providing direct services to students at schools with 55% or less unduplicated students and greater than 55%
 - Staff to student ratio of certificated staff providing direct services to students at schools with 55% or less unduplicated students and greater than 55%

Action Tables

EC 52064(b)(3,4,7,8) CCR 15496(a)

Must include:

- ❑ **2025-26 Total Planned Expenditures Table**
- ❑ 1. Projected LCFF Base Grant: the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.
- ❑ 2. Projected LCFF Supplemental and/or Concentration Grants: the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- ❑ 3. Projected Percentage to Increase or Improve Services for the Coming School Year: This percentage is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- ❑ LCFF Carryover — Percentage: The Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, a percentage of zero (0.00%)
- ❑ Total Percentage to Increase or Improve Services for the Coming School Year: This percentage is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year
- ❑ This table lists and summarizes the total budgeted expenditures for the coming LCAP year for each specific action

included in the LCAP, including expenditures that will serve unduplicated pupils, as defined in Section 42238.02

- Totals of expenditures broken down into the following categories:
 - LCFF Funds
 - Other state funds
 - Local funds
 - Federal funds
 - Total overall expenditures broken down by personnel and non-personnel expenditures
- Goal #, Action # and Title for each action
- Student group(s) for each action
- Contributing to increased or improved services
 - Scope of the action indicates LEA-wide, schoolwide, or limited
 - Unduplicated student group(s) for whom services are being increased or improved as compared to what all students receive
 - Location where the contributing action will be provided. Individual schools or grade spans are identified for schoolwide actions provided only at specific schools
 - Time Span
 - Total Personnel
 - Total non-personnel
 - Amount of LCFF funds budgeted for each action
 - Amount of Other State Funds, if any, budgeted for each action
 - Amount of Local Funds, if any, budgeted for each action
 - Amount of Federal Funds, if any, budgeted for each action
 - Total Funds for each action
 - Planned percentage of Improved Services for each Limited action without funding

□ **2025-26 Contributing Actions Table**

The Contributing Actions Table contains information only for those actions that contribute to increased or improved services for unduplicated students, including actions using the additional concentration grant add-on funding (15%) and any additional actions needed due to an LEA having LCFF Carryover from the 2024-25 LCAP year.

The table contains nine columns of information per action, along with a summary row that identifies the following:

- (1) Projected LCFF Base Grant: The total amount of LCFF funding the LEA estimates it will receive for the 2025-26 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program
- (2) Projected LCFF Supplemental and/or Concentration Grants: The total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the 2025-26 LCAP year, including the additional concentration grant add-on funding
- (3) Projected Percentage to Increase or Improve Services for the 2025-26 LCAP Year: This percentage is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, including the additional concentration grant add-on funding, pursuant to 5 CCR Section 15496(a)(8).
- LCFF Carryover-Percentage: the percentage identified in the LCFF Carryover Table from the 2024-25 LCAP year
- Total Percentage to Increase or Improve Services for the 2025-26 LCAP year: This is the percentage by which the LEA must increase or improve services for unduplicated students as compared to the services provided to all students in the 2025-26 LCAP year, including the LCFF carryover percentage.
- (4) Total Planned Contributing Expenditures (LCFF Funds): This amount is the total of the Planned Expenditures for Contributing Actions funded with LCFF Funds.
- (5) Total Planned Percentage of Improved Services: This is the total of any planned percentages of improved quality included for any Limited actions without LCFF funding.
- Planned Percentage to Increase or Improve Services for the 2025-26 LCAP Year: This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).
- Total LCFF funds budgeted overall for actions contributing to increased or improved services

- Total LCFF funds budgeted overall for actions identified as LEA-wide, limited, and schoolwide

This table lists and provides information for each contributing action that includes **LCFF** budgeted expenditures or for planned percentages of improved services for any limited actions without LCFF funds that contribute to the demonstration that the LEA will increase or improve services for unduplicated pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils, consistent with regulations adopted by the state board pursuant to Section 42238.07:

- Goal #, Action # and Title for each action marked *Yes* for Contributing to increased or improved services
- Scope of the action indicates LEA-wide, schoolwide, or limited
- Unduplicated student group(s) for whom services are being increased or improved as compared to what all students receive
- Location where the action will be provided. Individual schools or grade spans are identified for schoolwide actions provided only at specific schools
- Planned Expenditure for Contributing Actions (LCFF funds) budgeted for each action
- Planned Percentage of Improved Services for each Limited action without funding

□ **2024-25 Annual Update Table**

This table reports estimated actuals for specific actions included in the county approved LCAP for the 2024-25 LCAP year. The table includes the following:

- Total 2024-25 Planned Expenditures
- Total Estimated Actual Expenditures
- Goal #, Action # and Title, and the total planned expenditures for each action from the 2024-25 LCAP
- Indicates *yes* or *no* for Contributing to Increased or Improved Services for unduplicated pupils.
- Total estimated actuals for each action

□ **2024-25 Contributing Actions Annual Update Table**

This table reports estimated actuals for contributing actions included in the county approved LCAP in the 2024-25 LCAP year. It identifies the following:

- (6) Estimated Actual LCFF Supplemental and/or Concentration Grants: The total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the 2024-25 LCAP year, including the additional concentration grant add-on funding (15%)
- (4) Total Planned Contributing Expenditures (LCFF Funds): The total amount of LCFF funds for the 2024-25 Planned Expenditures for Contributing Actions
- (7) Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- (5) Total Planned Percentage of Improved Services: The total of the planned quality improvement anticipated for any Limited action(s) without funding that serve foster youth, English learners and/or low-income students identified as a percentage rounded to the nearest hundredth
- (8) Total Estimated Actual Percentage of Improved Services: The total estimated actual percentage of improved services for any Limited actions without funding that served foster youth English learners and/or low-income students identified as a percentage rounded to the nearest hundredth
- Difference Between Planned and Estimated Actual Percentage of Improved Services

For each contributing action, the table lists:

- Goal #, Action # and Title, and the total LCFF budgeted expenditures for each contributing action from the 2024-25 LCAP
- Total estimated actual expenditure using LCFF funds for each action: LEAs input an amount for each action
- Planned Percentage of Improved Services: For each Limited action included without funding that serves foster youth, English learners and/or low-income students, the planned quality improvement anticipated identified

as a percentage rounded to the nearest hundredth. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- *Estimated Actual Percentage of Improved Services:* For each Limited action provided without funding that served foster youth, English learners and/or low-income students, the estimated actual quality improvement anticipated for the action identified as a percentage rounded to the nearest hundredth

☐ 2024-25 LCFF Carryover Table

This table calculates and displays the unmet portion of the Percentage to Increase or Improve Services and the equivalent dollar amount, if any, that the LEA must carry over into the 2025-26 LCAP year.

The Table identifies the following:

- *(9) Estimated Actual LCFF Base Grant:* the total amount of LCFF funding the LEA estimates it will receive for the 2024-25 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8)
- *(6) Estimated Actual LCFF Supplemental and/or Concentration Grants:* the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the 2024-25 school year
- *LCFF Carryover – Percentage* identified in the 2023-24 LCFF Carryover Table
- *(10) Total Percentage to Increase or Improve Services for the 2024-25 School Year:* The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the 2023-24 year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the 2024-25 LCAP year.
- *(7) Total amount of Estimated Actual Expenditures for Contributing Actions (LCFF Funds)*
- *(8) Total Estimated Actual Percentage of Improved Services* for any Limited actions included without funding
- *(11) Estimated Actual Percentage of Increased or Improved Services:* This percentage is the Total Estimated Actual Expenditures for Contributing Actions divided by the LCFF Funding and then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services.
- *(12) LCFF Carryover – Dollar Amount LCFF Carryover:* The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services from the Estimated Actual Percentage of Increased or Improved Services and then multiplying by the Estimated Actual LCFF Base Grant. This amount is the amount of LCFF funds that is required to be carried over to the 2025-26 LCAP year.
- *(13) LCFF Carryover – Percentage:* This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the 2025-26 LCAP year. The percentage is calculated by dividing the LCFF Carryover dollar amount by the total estimate for LCFF Funding for the 2024-25 school year.

LCAP Posting Requirements

EC 52064.1(a)(2); EC 52065(a); EC 47606.5(i); EC 52065(c)(1)(A)(C)

- ☐ The local control funding formula budget overview for parents, local control and accountability plan, and annual update to the local control and accountability plan shall comprise a single document for purposes of the posting requirements described in Section 52065.
- ☐ The superintendent of a **school district** shall do both of the following:
 - (1) Prominently post on the homepage of the internet website of the school district any local control and accountability plan approved by the governing board of the school district and the county superintendent of schools, and any updates, revisions, or addenda, including those to comply with federal law, to a local control and accountability plan approved by the governing board of the school district.

(2) Prominently post all local control and accountability plans submitted by charter schools that were authorized by the school district, or links to those plans, and any updates, revisions, or addenda, including those to comply with federal law, on the internet website of the school district.

- ❑ The **charter school** shall prominently post on the home page of the internet website of the charter school any local control and accountability plan adopted by the governing body of the charter school, and any updates, revisions, or addenda, including those to comply with federal law, to a local control and accountability plan approved by the governing body of the charter school.
- ❑ Each **charter school** shall post the current school year’s local control and accountability plan that has been adopted by the governing body of the charter school pursuant to Section 47606.5, and submitted to its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority, pursuant to Section 47606.5, **on the performance overview portion of the California School Dashboard**, established pursuant to subdivision (f) of Section 52064.5.

Mid-Year Update Report (This report is maintained locally.)

EC 47606.5, EC 52062, EC 52068

- ❑ LEAs shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district, governing body of the charter school or county board of education, as applicable.
 - The report shall include both of the following:
 - All available midyear **outcome** data related to metrics identified in the current year’s local control and accountability plan
 - All available midyear **expenditure** and **implementation** data on all actions identified in the current year’s local control and accountability plan