



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Curtis Creek Elementary School District	Dr. Stephen Sweitzer Principal	ssweitzer@ccreekmustangs.com 209-533-1083

# Goals and Actions

## Goal

Goal #	Description
1	Academic Assurances: Increase academic achievement for all students, including homeless students, students with disabilities, and English learners, through solid instructional supports, such as technology, curriculum, and interventions in math and reading.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 8.7 points below standard	Due to COVID testing data is not available for last year on the dashboard. SBAC Data is available from Dataquest for 20-21- <ul style="list-style-type: none"> <li>• 39.1% met or exceeded standard.</li> <li>• 37.07% did not meet the standard.</li> </ul>	2021-2022 All: 49 points below standard <ul style="list-style-type: none"> <li>• 35.69% met or exceeded the standard.</li> <li>• 64.31% did not meet the standard.</li> </ul>	2022-2023 All: 34.83% met or exceeded the standard 65.17% did not meet the standard.	2022-2023 SBAC All: 5 points above standard
SBAC Math: Scale points distance from standard	2019 2018-2019 SBAC All: 46.9 points below standard	Due to COVID testing data is not available for last year on the dashboard. SBAC Data is available from Dataquest for 20-21- <ul style="list-style-type: none"> <li>• 28.57 met or exceeded</li> </ul>	2022 All: 45.6 points below standard <ul style="list-style-type: none"> <li>• 35.04% met or exceeded the standard.</li> <li>• 64.96% did not meet the standard.</li> </ul>	2022-2023 All: 29.75% met or exceeded the standard 70.25% did not meet the standard.	2022-2023 SBAC All: 5 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>40.77% did not meet the standard.</li> </ul>			
Device to Student Ratio-Chromebooks	232 new devices older working devices Current enrollment 446	80 Chromebooks were purchased this school year. 20 were purchased using the Emergency Connectivity Fund and 60 were purchased through the LCAP.	92 new Chromebook were purchased this school year. A replacement plan and inventory system has been implemented. Expired devices are available for students to keep and is offered as needed. This year we exceeded the goal of 60 devices purchased each year.	At this time we have not needed to purchase any new chrome books. We do anticipate purchasing additional Chromebooks before the end of the school year. In addition, we will use the remaining money to replace outdated smart boards and ViewSonic's.	Implement replacement plan Circulate devices and make expired devices available to students and families Purchase 60 devices each year (180)
Laptops upgraded and maintained for Curriculum and Instruction	21 Laptops (Baseline established 21-22 school year).	10 Laptops were purchased this school year. We will continue to maintain our TCSOS tech support into the next school year through our already approved MOU with the County and a different funding source.	7 laptops were purchased this school year. We will continue to maintain our TCSOS tech support into the next school year through our already approved MOU with the County and a different funding source	At this time we have not needed to purchase laptops due to declining enrollment. If needed additional laptops will be purchased before the end of this fiscal year.	Maintain TCSOS tech support and purchase 5 new laptops each year (15)
Student access to Standards Aligned Instructional Materials	100% of our student have sufficient access to instructional materials.	100% of our students have access to instructional materials that meet state adopted standards in the core subject areas of Language Arts,	100% of our students have access to instructional materials that meet state adopted standards in the core subject areas of Language Arts,	100% of our students have access to instructional materials that meet state adopted standards in the core subject areas of Language Arts,	100% of students have sufficient access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Math, Science, and Social Studies.	Math, Science, and Social Studies.	Math, Science, and Social Studies.	
Benchmarks	Districtwide Benchmarks do not exist	A technology based software and curriculum program was purchased, teachers received training, and students were administered the benchmarks three times this school year.	Students were administered the benchmarks three times this school year. Teachers have used data to inform instruction on an individual and grade level basis.	We have implemented a new benchmarking and intervention data system for our school. 100% of our teachers are using this platform and analyzing data on an ongoing basis.	100% of District Benchmarks will be completed and analyzed to enhance and improve instruction and learning each trimester.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Technology support and equipment were readily accessible for both students and teachers, ensuring seamless integration of digital tools into the learning environment. Utilizing iReady for benchmark assessments, we prioritized data-driven insights to tailor instruction effectively. Professional development sessions focused on benchmarking and small group instruction further equipped educators with strategies to address individual student needs.

Academic performance indicators on the California Dashboard for ELA show in 2022 students were 49 points from meeting standards. In 2023, students were 46.7 points from meeting standards. Academic performance indicators on the California Dashboard for math show in 2022 students were 45.6 points from meeting standards. In 2023, students were 49.1 points from meeting standards.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2023-24, have expended \$251,103.95 of the budgeted expenditures on Goal 1. We purchased 90 new Chromebooks at a cost of \$39,969.70 for student use and 6 new laptops for staff use at a cost of \$6,247.61. We also purchased GATE tests and other academic instructional support materials.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

**Academic Instructional Support:**

We were effective in terms of implementation, selection, and professional development. As a staff we were able to finalize the choice of a benchmarking program (I-Ready), receive in depth training from the company for all teachers, and perform the benchmarks as scheduled. We were ineffective in the aspect of data analysis and school wide implementation of using the data to inform instruction.

**Technology Equipment/Supplies/Support:** We were effective with continuing our 1:1 device to student ratio as well as upgrading equipment for staff.

**English Language Development/Curriculum/Resources:** Due to ongoing negotiations and staffing limitations, we were unable to be fully effective with our ELD programming.

**Positive Behavior Intervention Supports:** Students earned Red Bucks and Mustang Leader cards throughout the year. The student store was opened for student Red Buck purchases every Friday. Mustang Leader cards were issued to acknowledge positive student behaviors.

Mustang Leader Luncheons were held each term.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Throughout the school year, we diligently tracked the effectiveness of our Positive Behavioral Interventions and Supports (PBIS) program in collaboration with our Board Certified Behavior Analyst (BCBA). To provide students with a structured environment for de-escalation and support, we introduced the Mustang Corral—a designated safe space for students to reset during moments of heightened emotions. The Corral serves a dual purpose by offering targeted assistance to at-risk and unduplicated students through behavior plan oversight, a reward system implementation, and academic support.

Through our ongoing assessment of the PBIS initiative, we identified a crucial need for additional disciplinary resources. Consequently, we recognized the necessity for a dedicated facility to facilitate detention and in-school suspension for students in need of disciplinary intervention.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Safety of Facility and Communication: Create a safe positive learning environment for all students, including homeless students, students with disabilities, and English learners, by providing mental health supports, trauma informed strategies while increasing student and parent engagement and connectedness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Chronic Absenteeism	2019 Dashboard Report All: 11% Students with Disabilities: 25% Homeless: 31%	In 20-21 Chronic absenteeism rates- <ul style="list-style-type: none"> <li>all students 31%</li> <li>students with disabilities 51.2%</li> <li>67.5% Homeless students</li> </ul>	2021-2022: All: 37.6% Students with Disabilities: 44.6% Homeless: 54.3% English Learners: 28.6% Socioeconomically Disadvantaged: 46.8% Hispanic: 37.4% White: 38.2%	2022-2023 All: 32.4% Hispanic or Latino: 26.3% White: 35.4%	8% or less for All
CA School Dashboard Suspension/ Expulsion Rate	2019 Dashboard Report All: 1.8% Hispanic: 3.4% Expulsion Rate 0.0%	20-21 Suspension Rate <ul style="list-style-type: none"> <li>4.0% All students</li> <li>2.0% Hispanic students</li> </ul> 20-21 Expulsion Rate <ul style="list-style-type: none"> <li>0.0%</li> </ul>	2021-2022: All: 4.7% Students with Disabilities: 12.9% Homeless: 2.8% Socioeconomically Disadvantaged: 6.2 % Hispanic: 1.9% White: 5.4% Expulsion Rate: 0.0%	2022-2023 All: 7.4% Hispanic: 5.9% White: 8.0% Expulsion Rate: 0.0%	Suspension Rate All: 0% Hispanic: 0% Expulsion Rate 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Climate Survey	2019 Student survey results: 78% Feel safe at school 83% Caring Adult Relationships 91% High expectations set 33% Experience sadness/hopelessness	This year we used several surveys with students, staff, and families. Leader in Me Survey and California Healthy Kids survey were offered and the data reviewed.  Data for Middle school is- <ul style="list-style-type: none"> <li>• 44% Feel Safe at school</li> <li>• 56% Caring Relationship</li> <li>• 61% High Expectations set</li> <li>• 37% Experienced chronic sadness/hopelessness</li> </ul> Data for Grade 5: <ul style="list-style-type: none"> <li>• 50% Feel Safe at school</li> <li>• 53% Caring Relationship</li> <li>• 72% High Expectations set</li> </ul>	This year we used several surveys with students, staff, and families. Leader in Me Survey and California Healthy Kids survey were offered and the data reviewed.  Data for Middle school is- <ul style="list-style-type: none"> <li>• 44% Feel Safe at school</li> <li>• 56% Caring Relationship</li> <li>• 61% High Expectations set</li> <li>• 37% Experienced chronic sadness/hopelessness</li> </ul> Data for Grade 5 is- <ul style="list-style-type: none"> <li>• 50% Feel Safe at school</li> <li>• 53% Caring Relationship</li> <li>• 72% High Expectations set</li> </ul>	2023 - 2024 CHKS Data for Middle school is- <ul style="list-style-type: none"> <li>• 32 - 41% Feel Safe at school</li> <li>• 58 - 43% Caring Relationship</li> <li>• 67 - 57% High Expectations set</li> <li>• 37 - 45% Experienced chronic sadness/hopelessness</li> </ul> 2023 - 2024 CHKS Data for Grade 5 is- <ul style="list-style-type: none"> <li>• 32 - 67% Feel Safe at school</li> <li>• 58 - 42% Caring Relationship</li> <li>• 67 - 56% High Expectations set</li> </ul>	Increase: Feeling safe at school to 85% or above Caring Adult to 90% or above High expectations to 95% or above Decrease: Experience sadness/hopelessness to 10% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Involvement	Results from survey results...65% participation rate recommend CCSD 71.3% need a counselor 66% yes safe at school 57.4%	At the time of this report 66 families replied to the family survey for baseline data from Leader in Me. 39 families responded to the Healthy kids survey- this was due to the survey being administered late and not enough time for families to participate. These questions were not explicitly asked in our surveys and so data is not available. Participation rate for parents was approximately 22%.	83 families replied to this years survey for Leader in me. The participation rate for parents was 28%. Last year the baseline rating for the Leader in Me Measurable Results Assessment was 66 which falls under needs improvement. This year we received an overall score of 74 which falls in the satisfactory range.	We anticipate sending out this survey in the next month.	Seeking 85% participation rate from parents on parent survey. An overall score of 80 or above in the Leader in Me survey.
Facilities Maintenance	FIT Report, last SARC overall rating was poor	FIT report our overall rating on the SARC was Fair	FIT report our overall rating on the SARC was Fair	FIT report overall rating on the SARC was Fair	All school facilities will be in good condition on the FIT report.
Attendance Rate	2019 Attendance Rate: 96.19% 2020 Attendance Rate: 90.10%	2021/22 Attendance Rate 89.7%	91.07% for the 22-23 school year	It is too early in the school year to calculate this data.	97% attendance rate
Middle School Drop Out Rate	2019 Drop Out Rate: 0% 2020 Drop Out Rate: 0%	0% Drop Out Rate for Middle School Students	0% Drop Out Rate for Middle School Students	Currently 0% for 23/24.	Maintaining a 0% drop out rate.

# Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Chronic absenteeism has remained relatively consistent over the past few years. In 2022, the chronic absenteeism rate was 37.6%, which slightly decreased to 32.5% in 2023.

The percentage of students suspended for at least one day increased from 4.7% in 2022 to 7.2% in 2023, marking both years as having "High" rates of suspension.

Results from the local climate survey yielded mixed findings. While a larger percentage of 5th and 7th-grade students reported feeling safe at school, data concerning caring relationships, high expectations, and instances of chronic sadness/hopelessness all worsened. Notably, Curtis Creek maintained a 0% dropout rate.

Curtis Creek took proactive measures by employing a full-time counselor during the 2022-2023 and 2023-2024 academic years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In Goal 2, we had a material difference between our budgeted and actual expenditures due to a variety of factors including, staff turnover; retention of current staff members and execution of our goals in relation to parental and family involvement. We budgeted for \$170,000 in Goal 2, and expended \$99,968.97, leaving a material difference of \$70,031.03.

2.1 - Counseling Services: Due to staff turnover, we did not expend this action fully on a counselor's salary.

2.2 - Parent and Family Engagement: We created a stipend for this goal, which was \$5,000.00. Due to lack of staff, we were unable to utilize this stipend fully, however, we plan on carrying this action and stipend over to 2024-25.

2.3 - PBIS Supports: We will exceed our budgeted expenditures for this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 - Counseling Services: Effective. We were able to hire a new pupil services credentialed counselor who provided services throughout the school year.

2.2- Parent and Family Engagement: This will be effective moving forward. Two parent nights were organized by school Action Teams. We were unable to hire our connectedness coordinator until March when negotiations with our certificated unit concluded. We will see a full implementation moving forward.

2.3 -PBIS Supports: Effective. The student store opened every Friday for "Red Buck" purchases. Teacher feedback indicated a need for more positive supports to be developed. The site leadership team is examining ways to improve PBIS efforts. The suspension rate increased 2.5% from 2022 to 2023.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The position of Parent Outreach Coordinator was internally advertised, and in the spring of 2024, a teacher accepted the role. With this new appointment, we anticipate an increase in parent outreach activities during the upcoming 2024-2025 school year. A Board Certified Behavioral Analyst (BCBA) was hired to provide support to students, particularly those identified as at-risk or unduplicated pupils. The BCBA also spearheaded Positive Behavioral Interventions and Supports (PBIS) initiatives among staff.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Building Human Capacity: Provide all students, including homeless students, students with disabilities, and English learners, access to a broad course of study and enrichment opportunities to prepare all students for a positive future.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule	Master schedule to indicate 100% of students receive art instruction Master schedule to indicate all primary classes receive music instruction	Art instruction was not offered specifically however instruction was provided in some general education classrooms by teachers this school year.	Art instruction was offered twice a month for grades TK-6th by an art consultant. 100 percent of students in TK-6th grade received art instruction. Grades 7th/8th were offered Drama as an elective.	Art consultant still providing art instruction for grades TK-6th grade. Drama is being offered as an elective for 7th and 8th graders. Before & after school music and choir is offered to grades 3-8. In the process of recruiting a Music teacher to provide instruction during the school day.	100% of students receive art/music instruction
Parent Survey	Agree/Strongly agree in support of art and music, STEAM activities and other enrichment opportunities	At the time of this report 66 families replied to the family survey for baseline data from Leader in Me. 39 families responded to the Healthy kids survey- this was due to the survey being	83 families replied to this years survey for Leader in me. Last year the baseline rating for the Leader in Me Measurable Results Assessment was 66 which falls under needs improvement. This	The parent survey will go out in the next month.	Support for programs 100%, Leader in Me results in the 80 or above range

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		administered late and not enough time for families to participate. This question was not included on the surveys however educational partners have shared that this is an ongoing desire and should be considered a priority.	year we received an overall score of 74 which falls in the satisfactory range.		

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the 2023-2024 academic year, a full-time art instructor was hired to work with all classes from Transitional Kindergarten (TK) to 6th grade on a regular basis. Additionally, before and after-school music programs were conducted, featuring concerts and recitals. The band and choir programs served approximately 24 students.

Furthermore, after-school tutoring was available during both the 2022-2023 and 2023-2024 school years, with a focus on providing support to unduplicated pupils

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In Goal 3, we will have a material difference between the budgeted expenditures and the estimated actual expenditures due to staff turnover with regards to expansion and implementation of our STEAM room, and enrichment programs. We will meet our budgeted expenditures for

our Art and Music program and our consultant's stipends. We had a budgeted expenditure amount of \$96,000, and we will expend \$62,907.44 with a material difference of \$33,092.56.

3.1 - Music and Art: We will expend the budgeted amounts for this action by the end of the school year.

3.2 - STEAM Materials and Activities: on this action, we have a material difference of \$6,000.00 due to space limitations for expansion of the existing STEAM room and staff shortage and not able to utilize the existing staff stipend.

3.3 - Enrichment Programs:

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Art and Music Program: We were effective with this goal in hiring three consultants to implement this goal. Under the supervision of administration and credentialed teachers, our Guitar/Music Production consultant led lessons before and after school. Our choir consultant held two performances and held lessons after school. Our art consultant held lessons with individualized classrooms three times a week throughout the school year.

3.2 STEAM Materials and Activities: We were not effective with this goal due to staffing limitations and ongoing negotiations.

3.3 After School/Before School and during school Enrichment Programs: We were able to expand our after school activities, tutoring programs and after school sports programs to reach more students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2023-2024 academic year, the full-time credentialed positions for art and music teaching remained vacant. The district remains committed to actively seeking qualified teachers to fill these roles.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Closing the Achievement GAP: Provide wrap around supports and align activities beyond the school day such as before school support to ensure student success. Include all students and families by providing translation and liaison services as needed.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Survey	Results % strongly agree to continue extra activities	Two surveys were distributed to staff but neither asked this question specifically. Meetings were held with staff and families indicating a strong desire to increase and improve extra supports and activities for students.	Staff continue to share the need for extra supports and services for students.	Nothing to report at this time.	100% participation in extended learning
CA School Dashboard Access to a Broad Course of Study	All classes have access to some form of extra curriculum	All classrooms have access to extra curriculum and supports.	All classrooms have access to extra curriculum and supports.	All classrooms continue to have access to extra curriculum & supports.	100% of all classes will participate

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Before and after school band and choir were added in 2023-2024. Translation services were utilized as needed. The room devoted for STEAM was not utilized in 2023-2024.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In Goal 4, we will have a material difference between our budgeted expenditures and estimated actuals in the following actions:

4.1: We have expended 13,714.29 of the budgeted expenditures of \$30,000.00 for extended activities, such as field trips, sporting events and tournaments and afterschool tutoring activities.

4.2: Our EL students who require translation services has decreased to under 5 which utilize the translation services, that is why there is a material difference of 1,500.00 on this action.

4.3: We were unable to fill the STEAM stipend with our certificated staff due to labor negotiations and impasse. These stipends were not utilized and the STEAM room was not utilized for the 23-24 School Year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

4.1: Extended Activities: After school tutoring was provided. Staff would like to offer tutoring all year. Before school band and choir programs were offered. The performances drew significant audiences.

4.2: Translation/Interpretation Services: We hired translation services as needed for student meetings. Minimal need existed for translation services.

4.3: STEAM Room Implementation: We were not effective in goal due to space limitations and ongoing negotiations with staff.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2023-2024 academic year, the school board established a goal for every grade level to partake in two field trips. Moving forward, Curtis Creek staff remains committed to enhancing enrichment opportunities for students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

---

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

**Instructions**

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

**Goals and Actions**

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

**Goal Analysis**

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain 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. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - 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 planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023