

# 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.

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# Goals and Actions

## Goal

Goal #	Description
1	Increase student achievement for all students

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA All Students	-41.9 DfS 2018-19	-26.9 DFfS 2021-22		DFS -63.7	-6.9 DfS
SBAC ELA African American	--31.2 DfS 2018-19	-16.2 DfS 2021-22		Data not displayed for privacy- less than 11 students.	-6.2 DfS
SBAC ELA English Learners	-54.8 DfS 2018-19	-34.8 DfS 2021-22		DFS -79.5	-14.8 DfS
SBAC ELA Latino	-58.3 DfS 2018-19	-38.3 DfS 2021-22		DFS -72.5	-8.3 DfS
SBAC ELA Socioeconomically Disadvantaged	-42.2 DfS 2018-19	-27.2 DfS 2021-22		DFS -67.9	-7.2 DfS
SBAC ELA Students with Disabilities	-53.9 Dfs 2018-19	-27.2 DfS 2021-22		DFS -72.3	-13.9 DfS
SBAC Math All Students	-63.6 DFS 2018-19	-48.6 DfS 2021-22		DFS -116.3	-25.0 DfS
SBAC Math African American	-55.3 DfS 2018-19	-40.3 DfS 2021-22		Data not displayed for privacy- less than 11 students.	-22.3 DfS
SBAC Math English Learners	-71.1 DfS 2018-19	-51.1 DfS 2021-22		DFS -121.4	-25.0 DfS
SBAC Math Latino	-82.0 DfS 2018-19	-62.0 DfS 2021-22		DFS -126.7	-32.0 DfS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math Socioeconomically Disadvantaged	-65.9 DfS 2018-19	-50.9 DfS 2021-22		DFS -121.4	-25.0 DfS
SBAC Math Students with Disabilities	-66.9 DfS 2018-19	-51.9 DfS 2021-22		DFS -131.3	-25.0 DfS
Suspension All Students	4.7% 2018-19	3.7% 2021-22		3.1% 2023 Dashboard	3.1%
Suspension African American	7.0% 2018-19	4.0% 2021-22		3.6% 2023 Dashboard	2.7%
Suspension Asian	0.0 2018-19	0.5% 2021-22		0%. 2023 Dashboard	0.5%
Suspension Latino	3.4% 2018-19	3.1% 2021-22		3% 2023 Dashboard	2.5%
Suspension Two or More Races	17.4% 2018-19	6.0% 2021-22		0% 2023 Dashboard	2.7%
Suspension Socioeconomically Disadvantaged	5.4% 2018-19	4.4% 2021-22		2.8% 2023 Dashboard	3.1%
Suspension Students with Disabilities	23.8% 2018-19	6.0% 2021-22		2.4% 2023 Dashboard	2.5%
Chronic Absenteeism All Students	23.2% 2018-19	17.2% 2021-22		48.6% 2023 Dashboard	11.2%
Chronic Absenteeism African American	37.3% 2018-19	20.0% 2021-22		66.7% 2023 Dashboard	11.0%
Chronic Absenteeism Asian	7.7% 2018-19	7.2% 2021-22		10.5% 2023 Dashboard	6.2%
Chronic Absenteeism English Learners	14.6% 2018-19	11.6% 2021-22		44.2% 2023 Dashboard	9.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Latino	20.2% 2018-19	14.2% 2021-22		48.9% 2023 Dashboard	9.5%
Chronic Absenteeism Two or More Races	33.3% 2018-19	20.0% 2021-22		50% 2023 Dashboard	11.0%
Chronic Absenteeism Socioeconomically Disadvantaged	25.6% 2018-19	19.6% 2021-22		51.2% 2023 Dashboard	13.6%
Students with Disabilities	24.4% 2018-19	18.4% 2021-22		56.4% 2023 Dashboard	12.4%
Suspensions English Learners	3.9%	3.6% 2021-22		3.5% 2023 Dashboard	3.0%

## 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 previous Local Control and Accountability Plan (LCAP), actions 1.1, 1.2, 1.3, 1.4, 1.5, and 1.7 were effectively implemented as intended. Action 1.1 saw the successful execution of guided reading groups. Similarly, action 1.2 witnessed the provision of a robust summer program, utilizing data-driven approaches to tailor instruction for students scoring below proficiency levels. Additionally, action 1.3 ensured the maintenance of accurate data through the acquisition of appropriate platforms and thorough staff training, facilitating informed decision-making processes.

While action 1.6, pertaining to staffing, encountered challenges in hiring all credentialed personnel in-house, the implementation was adapted by securing long-term substitutes to fulfill essential roles. Nevertheless, actions 1.4 and 1.5 were seamlessly executed, fostering curriculum alignment and providing professional development opportunities for educators.

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.

There were no material differences between the budgeted and actual expenditures.

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

Analysis of Specific Actions:

Guided Reading Groups (Action 1.1)

Effectiveness: Effective

Metric: Individual reading level improvements as measured by Fountas & Pinnell, ELPAC, NWEA MAP, and SBAC scores.

Outcome: Effective in identifying student needs and providing tailored instruction, which helped improve individual reading levels. However, the overall SBAC scores did not show significant improvement.

Conclusion: While individual improvements were noted, the overall impact on SBAC scores indicates a need for more comprehensive strategies.

Summer Learning Program (Action 1.2)

Effectiveness: Effective

Metric: Pre- and post-assessment scores in literacy and math.

Outcome: Effective for participating students, with measurable improvements in literacy and math skills. However, the low attendance limited the program's overall impact.

Conclusion: Effective for those who attended, but broader engagement strategies are needed to increase participation and impact.

Data Management (Action 1.3)

Effectiveness: Effective

Metric: Accuracy and accessibility of student data, and timely data-driven decisions.

Outcome: Improved data accuracy and accessibility, but technical issues and partial implementation delayed full utilization.

Conclusion: Full implementation and smoother technical execution are needed for maximum impact.

Standards Alignment (Action 1.4)

Effectiveness: Effective

Metric: Teacher integration of Waldorf methods with ELA, math, and science curricula; student performance in these subjects.

Outcome: Progress was made in curriculum integration, but it required more time and adjustment than anticipated. Student performance improvements were inconsistent.

Conclusion: The integration shows promise, but further refinement and time are needed for significant student performance improvements.

Curriculum Framework (Action 1.5)

Effectiveness:Effective  
Metric: Development and implementation of Waldorf-inspired curricular blocks aligned with Common Core and NGSS standards.  
Outcome: Initiated development with positive feedback from teachers, but the initial stages required significant adjustments.  
Conclusion: Continued support and refinement are needed to fully realize the benefits of the new curricular blocks.

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.

Planned Adjustments  
As a result of these findings, we are breaking this goal into smaller sections and creating distinct steps to support academics in our 2024-2025 Local Control and Accountability Plan (LCAP) goals and action steps:

Goal 2: Comprehensive Support Strategies for Diverse Learner Achievement  
Focus: Providing targeted support for our most vulnerable students to increase academic growth.  
Actions: Implementing specific, data-driven interventions tailored to the needs of diverse learners.

Goal 1: Maintain a Safe, Nurturing Learning Environment  
Focus: Ensuring that there are qualified teachers and providing them with coaching to improve instruction and academic performance.  
Actions: Enhancing teacher support through more personalized coaching, professional development, and robust data management systems.

Adjustments in training, data management, and program execution will also be crucial components to better align actual implementation with planned actions and achieve the desired outcomes in the future. These changes are aimed at addressing the specific areas of ineffectiveness identified during the analysis, with the ultimate goal of improving academic growth and overall student performance.

**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	Increase school/community connectedness by promoting a safe and welcoming school environment for all families and students so that all students are in their classes ready to learn on time.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism All Students	23.2% 2018-19	17.2% 2021-22		DFS 48.6% 2023 Dashboard	9.5%
Chronic Absenteeism African American	37.3% 2018-19	20.0% 2021-22		DFS 66.7% 2023 Dashboard	9.3%
Chronic Absenteeism Asian	7.7% 2018-19	7.2% 2021-22		DFS 10.5% 2023 Dashboard	5.7%
Chronic Absenteeism English Learners	14.6% 2018-19	11.6% 2021-22		DFS 44.2% 2023 Dashboard	8.9%
Chronic Absenteeism Latino	20.2% 2018-19	14.2% 2021-22		DFS 48.9% 2023 Dashboard	9.0%
Chronic Absenteeism Two or More Races	33.3% 2018-19	20.0% 2021-22		DFS 50% 2023 Dashboard	9.3%
Socioeconomically Disadvantaged	25.6% 2018-19	19.6% 2021-22		DFS 51.2% 2023 Dashboard	10.6%
Students with Disabilities	24.4% 2018-19	18.4% 2021-22		DFS 56.4% 2023 Dashboard	10.7%

### 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.

The implemented actions under Goal 2 were largely executed as planned, reflecting our commitment to fostering a supportive educational ecosystem. Partnerships with organizations such as Faith in Action East Bay were sustained, contributing to heightened parent engagement and a burgeoning volunteer culture within the school community, albeit with varied impacts on attendance and overall connectedness. Similarly, efforts to enhance parent engagement through leadership summits and community activities were conducted according to plan, though some barriers such as language and scheduling conflicts may have tempered their effectiveness in bolstering school-community ties. Additionally, initiatives like the Waldorf-Inspired MBSS Plan and the Food Safety and Dignity program were implemented as intended, albeit with varying degrees of success in directly impacting attendance rates. While the actions undertaken demonstrated a concerted effort to enhance school and community connectedness, the analysis underscores the need for continued refinement and targeted strategies to achieve our overarching goals effectively.

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.

There were no material differences between Budgeted Expenditures and Estimated Expenditures.

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

Attendance Policy (Action 2.1)

Effectiveness: Effective

Metric: Attendance rate compared to the target of 93% for the 2023-2024 school year.

Outcome: Despite efforts to reinforce the existing attendance policy, the target attendance rate was not achieved.

Conclusion: While the policy remained consistent, additional strategies may be necessary to address attendance challenges effectively.

Partnership with Faith in Action East Bay (Action 2.2)

Effectiveness: Effective

Metric: Parent engagement levels and volunteer culture within the school community.

Outcome: Increased parent engagement, but the overall impact on attendance and community connectedness varied.

Conclusion: While fostering parent leadership and volunteerism, further efforts may be required to fully realize its potential in enhancing overall school/community connectedness.

Parent Engagement (Action 2.3)

Effectiveness: Effective

Metric: Participation in leadership summits, trainings, and community activities.

Outcome: Improved parent engagement, though without significant impact on overall student attendance.



Conclusion: Barriers such as language and scheduling conflicts may have hindered the effectiveness of these efforts in promoting school/community connectedness.

#### Waldorf-Inspired MBSS Plan (Action 2.4)

Effectiveness: Effective

Metric: Reduction in chronic absenteeism rates and behavioral improvements.

Outcome: Some positive behavioral changes observed, but no significant improvement in attendance.

Conclusion: Further evaluation and adjustments may be necessary to better address attendance challenges within the framework of this plan.

#### Food Safety and Dignity (Action 2.5)

Effectiveness: Effective

Metric: Reduction in food insecurity within the community.

Outcome: Successfully supported food security, though with limited direct impact on attendance.

Conclusion: While addressing a critical need, additional strategies may be required to effectively address attendance issues.

#### Waldorf Strategies (Action 2.6)

Effectiveness: Effective

Metric: Student engagement levels.

Outcome: Increased student engagement, but no significant improvements in attendance.

Conclusion: While positively received, these strategies may need to be augmented with targeted attendance initiatives.

#### MTSS Pyramid Data Analysis (Action 2.7)

Effectiveness: Partially Effective

Metric: Identification of student growth and subgroup progress.

Outcome: Provided valuable insights, but did not directly address chronic absenteeism or improve attendance.

Conclusion: While tracking student growth is important, additional measures may be necessary to address attendance effectively.

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.

Reflecting on the previous year's practices and outcomes, we have identified the need to modify our approach to better achieve our goals of increasing school/community connectedness and improving student attendance. Based on this reflection, we have restructured our goals, metrics, desired outcomes, and actions for the upcoming year to ensure more effective engagement with all stakeholders.

#### Modified Goal for the Coming Year:

Goal 3: Maximize engagement in our school's mission and vision by encouraging active participation from students, parents, and community members.

#### Updated Actions and Metrics

##### Action 1: Student Engagement and Attendance

Objective: Increase student attendance and engagement through targeted strategies and support.

##### Changes:

Implement additional support measures and interventions aimed specifically at improving attendance.

Introduce new programs and activities that encourage regular attendance and active participation in school.

##### Action 2: Educational Partner Surveys

Objective: Gather comprehensive feedback from students, parents, and community members to inform decision-making and improve school practices.

##### Changes:

Increase the frequency and variety of surveys to gather more detailed and actionable feedback.

Utilize survey results to make timely adjustments to school policies and practices.

##### Action 3: Translation Services

Objective: Ensure effective communication with all stakeholders, regardless of language barriers.

##### Changes:

Expand translation services to cover more languages and provide more comprehensive support.

Ensure all communications, including surveys and updates, are available in multiple languages.

##### Action 4: Communications

Objective: Improve communication channels and strategies to keep all stakeholders informed and engaged.

##### Changes:

Develop a more robust communication plan that includes regular updates through various channels such as newsletters, social media, and school meetings.

Implement new tools and platforms to facilitate better communication between the school and families.

##### Action 5: Families Updates and Supports

Objective: Provide continuous updates and support to families to foster a stronger school community.

##### Changes:

Increase the frequency of family updates and ensure they are informative and actionable.

Offer more support resources and workshops to help families engage more effectively with the school and support their children's education.

#### Addition of Goal 4:

Goal 4: Supporting the Intensive Needs of Special Populations to Foster Resilience and Community

Action 1: Respectfully identify foster youth and connect them to services.

Action 2: Respectfully identify unhoused families and connect them to services.

Action 3: Support food insecurity in the community.

Action 4: Connecting families facing transportation difficulties to services.

#### Desired Outcomes

Increased Touchpoints: By increasing the touchpoints we have with stakeholders, we aim to build a stronger connection with the school community, resulting in higher engagement and participation.

Improved Attendance: Targeted interventions and support measures are expected to result in a significant improvement in student attendance.

Enhanced Communication: Better communication strategies and expanded translation services will ensure that all stakeholders are well-informed and able to participate actively in school activities and decision-making processes.

Stronger Community Engagement: More frequent and effective updates and supports for families will foster a stronger sense of community and collaboration.

#### Conclusion

The changes made to the planned goal, metrics, desired outcomes, and actions are a direct result of reflections on prior practice. By focusing on increasing engagement and improving communication, we aim to create a more connected and supportive school environment that encourages active participation from all stakeholders. Additionally, the addition of Goal 4 underscores our commitment to addressing the intensive needs of special populations within our community, further fostering resilience and community cohesion.

**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	Conditions of learning: (1) Maintain a highly qualified teacher in every classroom;(2) Strengthen our outcome-based plan and regularly monitor its implementation; (3) Maintain all necessary instructional materials aligned to Common Core and our Waldorf inspired Standards-aligned program; (4) Maintain clean facilities.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal 3.1 Count of highly qualified Teachers	100% 2020-21	100% 2021-22		0% Clear FTE	100%
Goal 3.4 Norcal Cleaning Check Register Inventory	100% 2020-21	100% 2021-22		100%	100%
Goal 3.3 2022-23 Williams Act Monitoring Process	NA	High Ranking		High ranking achieved for 23-24.	High Ranking
Goal 3.2 2022-22 Instruction Partners CSCE Walk Through Tool - Focus Student Engagement	Rating of 2.5 on Instruction Partners CSCE Walk Through Observation Rubric Tool Focus Student Engagement - Scale 1-5	Rating of 3.5 on Instruction Partners CSCE Walk Through Observation Rubric Tool Focus Student Engagement - Scale 1-5		Goal was met in 2023, shifted to standard alignment goal- Scale 1-5 in Fall of 2023	Rating of 4.5 on Instruction Partners CSCE Walk Through Observation Rubric Tool Focus Student Engagement - Scale 1-5

### 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.

All actions outlined for Goal 3 in the 2023 LCAP were carried out as planned. These actions planned on ensuring students received instruction from appropriately certified and licensed teachers (Action 3.1), strengthening plans to support academic needs with a focus on economically disadvantaged and English learner students (Action 3.2), and providing required instructional materials to students (Action 3.3).

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.

There were no material differences observed between the budgeted expenditures and the actual expenditures for the previous year. The budgeted funds were allocated as planned, and the actual expenditures aligned closely with the budget allocations.

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

Action 3.1: Ensuring Teachers with Appropriate State Certification

Planned Outcome: Students receive instruction from teachers with appropriate State certification and licensure.

Effectiveness: Partially successful. While the action aimed to ensure teachers had the necessary certification and licensure, it faced challenges in achieving this goal fully.

Action 3.2: Strengthening Academic Support Plans

Planned Outcome: Strengthen the plan to support the academic needs of all students, with a focus on Economically Disadvantaged students and English Learners.

Effectiveness: Successful. Regular review and strengthening of academic support plans, particularly for targeted student groups, led to improved academic support and progress monitoring.

Action 3.3: Providing Required Instructional Materials

Planned Outcome: Students receive required instructional materials.

Effectiveness: Successful. Allocation of funds for instructional materials ensured that students had access to the necessary resources for learning, enhancing the quality of education provided.

Action 3.4: Maintaining Clean and Safe Facilities

Planned Outcome: Facilities are clean, safe, and well-maintained (Williams Act).

Effectiveness: Successful. Allocation of funds for facility maintenance resulted in clean, safe, and well-maintained facilities, providing conducive learning environments for students and staff.

Overall Assessment

While most specific actions outlined in Goal 3 were effective in achieving their intended outcomes, Action 3.1 faced challenges in ensuring teachers had appropriate state certification. As a result, more actions around coaching and structured support were created for 2024-2025. Nonetheless, the other actions were successful, collectively contributing to creating a supportive learning environment conducive to student success.

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 addition of coaching support from Instruction Partners to Goal 1 reflects a reflective approach to enhancing instructional practices based on insights from prior practices. By integrating coaching into the goal, the school aims to provide targeted support to teachers, ultimately improving instructional quality and increasing student achievement. This adjustment acknowledges the importance of ongoing professional development and personalized support to meet the diverse needs of students effectively. Through these refinements, the school is poised to further its commitment to providing high-quality instruction within a safe and nurturing learning environment.

**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
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## 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.

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**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