



Local Control and Accountability Plan

Goals and Actions Development Resource

Adapted from the CDE Goal Development Resource Handout



GOALS

Broad Goal:

- Does the description identify what the LEA plans to achieve for all students through the actions in the goal in a way that is clearly aligned with the expected measurable outcomes for the goal?
- Does the description organize the actions and expected outcomes in a cohesive and consistent manner?
- A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.
- Is the description of the goal specific, measurable, attainable, and realistic?

Focus Goal:

- Does the description identify what the LEA plans to achieve through the actions in the goal?
- Is the description specific, measurable, attainable, realistic, and time bound?
- Does the description address the area(s) of need that may require or benefit from a more specific and data intensive approach?
- Does the description identify what will be implemented for a targeted group of students or a subset of schools?
- Does the description explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame during which the LEA expects to achieve the goal?

Maintenance Goal:

- Does the goal describe how the LEA intends to maintain the progress made in the Local Control Funding Formula (LCFF) priorities not addressed by the other goals in the LCAP?

Focus Goals for Equity Multiplier School Site(s):

- LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding.
- Address focus goal requirements in general
- Also address the following:
 - 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.

An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student groups performing at the lowest performance level on one or more state indicators on the Dashboard, or experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators a) When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing, or b) The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

WHY STATEMENT

- Does the why statement explain why the goal was developed?
- Does the why statement include a description of the data that was used to develop the goal?
- Does the why statement include a description of how input from educational partners led to the development of the goal?
- Does the why statement convey how the actions and metrics included in the goal will support the achievement of the goal?

Additionally, For a focus goal:

- Does the why statement explain why the LEA has chosen to prioritize this goal based on California School Dashboard data or other locally collected data?
- Does the why statement include an explanation of how the LEA identified this goal for focused attention based on consultation with educational partners?

For a maintenance goal:

- Does the why statement explain how the actions will sustain the progress exemplified by the related metrics?

METRICS & REPORTING RESULTS

- Does each metric clearly align with the description of the goal?
- Does each metric measure progress towards the stated goal?
- Is each metric specific and measurable?
- Does each baseline entry provide the most recent data associated with each respective metric?
- Does each baseline entry include an indication of the school year to which the data applies?
- Do the metrics identify the Data Source?
- Does the yearly outcome for each metric identify the result obtained during the applicable year?
- Does each desired outcome reflect the outcome the LEA hopes to achieve for the related metric by the end of the three-year LCAP cycle?
- Are the baseline, the yearly outcome, and the desired outcome for each metric described using the same standard of measurement?

ACTIONS

- Does the description of each action convey what is being done?
- Does each action support the achievement of the goal?
- Is the description of each action succinct and easy to understand?
- Are there specific actions in response to a school, a student group, or a student group at the school level is in the lowest performance band on the Dashboard?

OTHER CONSIDERATIONS

- Can you follow the throughline of identified need and planning in the goal, why statement, metrics, and actions?
- Is the language used succinct and understandable for educational partners who are not housed in the education system?