



## RESOURCES FOR DEVELOPING WELL-WRITTEN GOALS

The Region 15 Comprehensive Center (R15CC) partnered with the California Department of Education to create resources for local education agencies (LEAs) to guide the development of well-written goals for their Local Control and Accountability Plans (LCAPs).

The LCAP is a three-year plan that California LEAs use to set goals, plan actions, and leverage resources as part of their strategic planning process to improve student outcomes. It is required by the state of California for all LEAs and is focused on the following eight specific state priorities: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes. The LCAP is developed collaboratively by educational partners—teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and pupils—and is reviewed and updated annually as part of a process of continuous improvement.

Well-written goals are an important aspect of LCAPs and LEA strategic plans. To ensure that the goals set in the LCAP are specific, measurable, attainable, relevant, and time-bound (SMART), the following resources assist California LEAs in developing well-written LCAP goals:

- a high-level overview of the goals section, and
- a checklist that supports the development of well-written goals, why statements, metrics, baselines, yearly outcomes, desired outcomes, and actions.

While these resources were developed specifically for California LEAs, they can be used for any type of goal-setting process to help LEAs effectively set goals, plan actions, and leverage resources to improve student outcomes.

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# Local Control and Accountability Plan

## GOAL DEVELOPMENT RESOURCE



The following checklist is a tool that local educational agencies (LEAs) may use in conjunction with the Local Control and Accountability Plan (LCAP) Template instructions to support the development of well-written goals, why statements, metrics, baselines, yearly outcomes, desired outcomes, and actions.

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### Goal

#### For a **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?

#### For a **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?

#### For a **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?



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## 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?

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## Measuring and 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?

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?



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## 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?

*Please see the California Department of Education's Local Control and Accountability Plan web page at <https://www.cde.ca.gov/re/lc> for a copy of the LCAP Template and instructions.*

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# Local Control and Accountability Plan



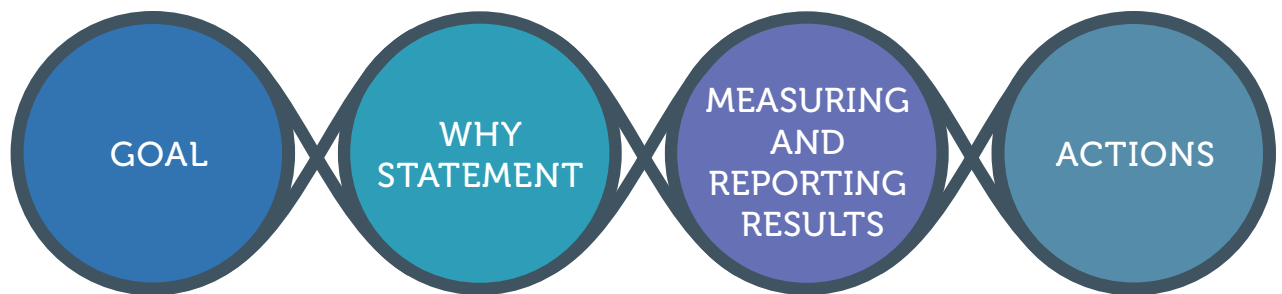
## Introduction

Each local educational agency (LEA) is required to develop a Local Control and Accountability Plan (LCAP). The LCAP development process serves three distinct, but related functions:

- **Meaningful engagement of educational partners**
- **Comprehensive strategic planning**
- **Accountability and compliance**

An LCAP includes five major sections (Plan Summary; Engaging Educational Partners; Goals and Actions; Increased or Improved Services for Foster Youth, English Learner and Low-Income Students; and Expenditure Tables).

This document provides a high-level overview of the Goals section, focusing on the required descriptions for each of the following interrelated subsections.



The development of goals, why statements, metrics, and actions are informed by an LEA's progress on each of the Local Control Funding Formula (LCFF) priorities, local priorities, educational partner input, local context/needs, the availability of resources to support actions, and the requirement to demonstrate increased/improved services for students who are low-income, foster youth, and English learners. LEA's are required to address each applicable LCFF priority within their LCAP. In general:

- Well developed goals clearly communicate to educational partners what the LEA plans to accomplish and are clearly aligned with the why statement, the measuring and reporting results subsection and the actions.



- The why statement conveys to educational partners why the LEA developed the goal.
- The measuring and reporting results subsection describes how an LEA will determine progress toward the goal.
- The actions support the accomplishment of the goal.

## Goal Description

The LCAP Template provides LEAs with the option of developing three different kinds of goals (focus, broad, and maintenance). Note: LEAs are not required to include all three types of goals in their LCAP. The decision of which type of goals to include is made locally based on the needs of the LEA, feedback from educational partners, and the priorities being addressed.

The goal description will vary according to the type of goal that is being written.

### Focus Goals

Describe what will be implemented for a targeted group of students or for a subset of schools. This type of goal also identifies an area of need that will likely need a more specific, data intensive approach, and explicitly references the metric(s) by which achievement of the goal will be measured and the time frame in which the LEA expects to achieve the goal.

### Broad Goals

Describe what the LEA plans to achieve for all students through the actions included in the goal.

### Maintenance Goals

Describe what will continue for all students or a group of students, or what will continue to be implemented from previous years.

When developing a goal description, LEAs should consider the guidance in the LCAP Template instructions, and may also consider best practices such as those provided in the Well-Written Goals Checklist which accompanies this document. For example, LEAs may consider writing goal descriptions that are specific, measurable, attainable, realistic, and time-bound (SMART).



## Why Statement

In general, the **Why** statement explains why the goal was developed. The information included in the why statement will vary according to the type of goal that is being written.

- In a **focus goal**: The why needs to explain *the reason the LEA has chosen to prioritize this goal and how the LEA identified it for focused attention* based on California School Dashboard (Dashboard) and locally collected data as well as input from educational partners.
- In a **broad goal**: The why needs to explain why the goal was developed *and how the actions and metrics grouped together will help achieve the goal*.
- In a **maintenance goal**: The why needs to explain *how the actions will sustain the progress exemplified by the related metrics*.

As a best practice, the why statement for each type of goal should include a description of the data and feedback from educational partners that led to its development.

## Measuring and Reporting Results

The **measuring and reporting results** subsection identifies the metrics, baselines, and desired outcomes that will be used to determine whether progress was made towards achieving the goal as well as the yearly outcomes attained for each of the three LCAP years. For each metric entered, an LEA provides the corresponding baseline, yearly outcome, and desired outcome information.

- **In the metrics column**, the LEA identifies the metrics to be used in measuring progress towards the articulated goal.
  - » A metric is the specific standard of measurement used to measure progress and may be quantitative or qualitative. The baseline, the yearly outcomes, and the desired outcomes for each metric must all be described using the same standard of measurement. Additional specifics about metrics may be found in the LCAP Template instructions.
- **In the baseline column**, the LEA provides the baseline data associated with each respective metric using the most recent data available and indicates the school year to which the data applies.
- **In the yearly outcome column**, the LEA identifies the yearly outcome attained for each metric based on the most recent data available for the applicable year.
- **In the desired outcome column**, the LEA identifies the outcome the LEA hopes to achieve (i.e. desired outcome) for each related metric.



## Actions

The actions subsection identifies the actions planned to achieve the articulated goal. For each action, LEAs provide a specific **description** of the action, a short **title** for the action, an action **number**, the **total funds** to carry out the action, and an indication of whether the action is **contributing** towards the increased or improved services requirement.

The **description of the action** must convey what the LEA plans to do to achieve the articulated goal and how the action contributes to achieving the goal, but should do so in a succinct way. The description may also include an explanation of how the action is contributing to increasing or improving services.

LEAs have the flexibility to include actions for specific student groups based on locally identified needs. The development of actions, planned related expenditures, and determination of whether an action is contributing is informed by:

- Progress on each of the LCFF priorities and local priorities, if applicable
- Input from educational partners
- Identified needs
- Requirement to demonstrate increased/improved services for students who are low-income, foster youth, and English learners
- Availability of resources to support actions

As a reminder:

- LEAs that have a numerically significant English learner student group must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *Education Code* Section 306, provided to students and professional development activities specific to English learners.
- LEAs that have a numerically significant foster youth student group are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth.

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