



**TONY THURMOND**  
State Superintendent  
of Public Instruction

# Developing Broad Goals

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CALIFORNIA DEPARTMENT OF EDUCATION

FEBRUARY 4, 2021



# Webinar Series

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## TUESDAYS @ 2

- 2/9: Developing Focus Goals and Maintenance Goals for the LCAP

## THURSDAYS @ 3

- 2/4: Developing Broad Goals for the LCAP
- 2/11: The CA School Dashboard Local Indicator Process for 2021–22
- 2/18: Data and the LCAP, Part 2

# Availability of Templates

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- Approved LCAP Template:  
<https://www.cde.ca.gov/re/lc/documents/lcaptemplate2020rev.docx>
- LCAP Expenditure Tables Template:  
<https://www.cde.ca.gov/re/lc/documents/lcapexpendituretable.xlsx>
- Approved LCAP Annual Update Template:  
<https://www.cde.ca.gov/re/lc/documents/lcapannuupd2021rev.docx>
- eTemplate – anticipated launch by March 1, 2021

# Purpose

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- To review the requirements for goals in the Local Control and Accountability Plan (LCAP)
- To provide an overview of a broad goal
- To provide examples of broad goals

# Framing the LCAP

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A TOOL TO SET GOALS, PLAN ACTIONS, AND LEVERAGE RESOURCES TO IMPROVE STUDENT OUTCOMES

# The Local Control and Accountability Plan

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- School districts and county offices of education (COEs) are required to develop, adopt, and annually update a three-year LCAP using a template adopted by the California State Board of Education (SBE).
- Charter schools may complete the LCAP to align to the terms of the charter school's budget
- The LCAP must include a description of the annual goals to be achieved for each student group for each state priority and for any local priorities identified by the local governing board or body of the school district or COE, or in the charter school petition

# Functions of the LCAP

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The LCAP development process serves three distinct, but related functions:

- Comprehensive Strategic Planning
- Meaningful Stakeholder Engagement
- Accountability and Compliance

# Reminders

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- The prompts in the LCAP Template are required to be written in a way that is understandable and accessible to parents.
- The Instructions provide technical information for local educational agencies (LEAs) to complete the template properly.
  - Instructions have the full force of the law and supersede the prompts.

# What Data Do We Use?

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- In the absence of state and local indicators within the California School Dashboard (Dashboard), LEAs will need to use
  - available state data;
  - available local data; and
  - stakeholder input

# Requirements for Goals

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# Requirements for Goals (1)

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- The LCAP must include a description of the annual goals to be achieved for each student group for each state priority and for any local priorities identified by the local governing board or body of the school district or COE, or in the charter school petition

# Student Groups

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- Ethnic groups (A numerically significant subgroup is 30 or more students)
- Socioeconomically disadvantaged pupils (30 or more)
- English learners (30 or more)
- Pupils with disabilities (30 or more)
- Foster youth (15 or more)
- Homeless youth (15 or more)

# LCFF State Priorities

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- Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
- Priority 2: Implementation of academic content and performance standards adopted by SBE
- Priority 3: Parental Involvement and Family Engagement
- Priority 4: Pupil Achievement
- Priority 5: Pupil engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Other Pupil Outcomes
- Priority 9: Expelled Students (COEs only)
- Priority 10: Foster Youth (COEs only)

Plus any Local Priorities

# Prioritizing LCFF Priorities/Goals

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- LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities.
- LEAs should consider stakeholder input and available data in determining whether and how to prioritize its goals within the LCAP.
- In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:
  - Focus Goal
  - Broad Goal
  - Maintenance of Progress Goal

# Types of Goals

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- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

# Goal Description

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- Describe what the LEA plans to achieve through the actions included in the goal.
- When developing a goal description, LEAs should consider the guidance in the instructions, and may also consider best practices.
  - For example, LEAs may consider writing goal descriptions that are specific, measurable, attainable and realistic (SMART).

# “Why” Statement

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- An explanation of why the LEA has developed this goal.
  - As a best practice, the why statement for each type of goal could include a description of the data and stakeholder engagement that led to its development.

# Measuring and Reporting Results

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For 2021–22, complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22, consistent with the LCAP instructions
- **Year 1, Year 2, and Year 3 Outcomes:** Do not complete for 2021–22
- **Desired Outcome for 2023–24:** Enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year

# Metrics Versus Actions

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- A metric indicates the unit of measurement for an expected outcome.
- Example:
  - Metric: Suspension Rate as a Percentage
  - Expected Outcome: Reduce by 5%
  - Action: Staff Training in PBIS
- An action is something that is done to cause the expected outcome.

# Timeline for Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2022–23.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24.</b>

# A Word About Baselines

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- Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP
  - LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available data.
  - Using the most recent data available may involve reviewing data from California Longitudinal Pupil Achievement Data System (CALPADS)
- The most recent data available may include a point in time calculation taken each year on the same date for comparability purposes
- The baseline data must remain unchanged throughout the three-year LCAP

# Actions Table

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

# Actions Instructions

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- Enter the action number in the “Action #” column
- Provide a short title for the action in the “Title” column
  - This title will also appear in the expenditure tables
- Provide a description of the action in the “Description” column
- Enter the total amount of the budgeted expenditures associated with this action in the “Total Funds” column
  - Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables
- Using a “Y” for Yes or an “N” for No, indicate whether the action contributes to meeting the requirement to increase or improve services

# Increased or Improved Services

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- Determining if an action contributes to the requirement to increase or improve services
  - Starts with identifying the specific identified needs of students who are low income or English learners or foster youth
  - Ask
    - Does the action address one or more specific identified needs of students who are low income or English learners or foster youth?
    - Is the action over and above what is done for all students?
    - Does the action include LCFF funding?

# LEA-wide or schoolwide Actions

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- The determination to provide an action on an LEA-wide or schoolwide basis should be made after a determination of whether or not the action contributes to increasing or improving services is made
  - This determination should not be based solely on an LEA having a high enrollment percentage of unduplicated students
- Remember that for each “contributing” action being provided on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section

# English Learner Programs in the LCAP

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The instructions must specify that LEAs that have a numerically significant group of English Learners, must include actions/services related to, at a minimum, its EL language acquisition programs, and professional development activities related to English learners in the LCAP.

# Specifics for Broad Goals

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- **Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal.
  - The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
  - A goal description is specific enough to be measurable in either quantitative or qualitative terms.
  - 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.
- **“Why”:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

# Upcoming Webinars

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# Questions

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- If you have any questions, please contact the Local Agency Systems Support Office at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov)
- Tuesdays @ 2 webpage:  
<https://www.cde.ca.gov/fg/aa/lc/tuesdaysat2.asp>