



Examples of Well-Written Goals

Purpose

The Local Control and Accountability Plan (LCAP) Template and related instructions provide local educational agencies (LEAs) with the requirements to address each section of the LCAP.

The purpose of this document is to provide examples of how fictitious LEAs approached the development of goals, focusing on descriptions of the goal, why statement, metrics, baselines, yearly outcomes, desired outcomes, and actions. This resource includes a Broad Goal (English Language Arts [ELA]), a Focus Goal (Supporting English learners in ELA), a Broad Goal (School Connectedness), and a Focus Goal (School Connectedness). The Broad Goal (ELA) and the Focus Goal (School Connectedness) include actions that contribute towards the increased or improved services requirement.

Since each LEA is unique, the content from this resource is not intended to be copied and pasted into an LEA's LCAP.

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Broad Goal (English Language Arts)

A broad goal describes what the local educational agency (LEA) plans to achieve for all students 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. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. 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.

Goal

Below is an example of a broad goal.

TABLE 1.A - GOAL

Goal Description

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and English learners (ELs) will demonstrate progress in developing English language proficiency.



The above is a well-written broad goal because it:

- Describes what the LEA plans to achieve through the actions in the goal
- Is specific, measurable, attainable, and realistic

Additionally, the broad goal:

- Identifies 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
- Organizes the actions and expected outcomes in a cohesive and consistent manner



Why Statement

Below is an example of a why statement for the broad goal.

TABLE 1.B – AN EXPLANATION OF WHY THE LEA HAS DEVELOPED THIS GOAL

Why Statement

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA) and English language development (ELD). For example:

- » 45% of all students in grades 3–8 and 11 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 34% of low-income (LI) students, 30% of EL students and 6% of Foster Youth (FY) students met or exceeded standard.
- » 47% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level.

This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below.

During the LCAP development process, educational partners identified the need for:

- » Ongoing instructional support for ELA and ELD
- » Increased collaboration time for teachers
- » Assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home
- » Expanded learning opportunities for students who are low-income, English learners and foster youth
- » Access to reading materials for low-income students to be used at home
- » Supportive learning environments at home for foster youth

The district plans to improve ELA performance and English learner proficiency through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.

Notes:

- » The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
- » Unless otherwise noted, baseline data is from the 2020–21 School Year.



The above is a well-written why statement because it:

- Explains why the goal was developed
- Includes a description of the data that was used to develop the goal
- Includes a description of how input from educational partners led to the development of the goal
- Conveys how the actions and metrics included in the goal will support the achievement of the goal



Measuring and Reporting Results

Below are examples of metrics, baselines, Year 1 outcomes, and desired outcomes for the stated goal.

TABLE 1.C - MEASURING AND REPORTING RESULTS					
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percent of students in grades 3-8 and 11 who meet or exceed standard in ELA <i>Data Source: California Assessment of Student Performance and Progress (CAASPP)</i>	A. 45% of All B. 34% of LI C. 30% of EL D. 6% of FY	A. 48% of All B. 35% of LI C. 31% of EL D. 8% of FY			A. 51% of All B. 44% of LI C. 37% of EL D. 15% of FY
Points Below Standard in ELA <i>Data Source: Dashboard</i>	A. All: 33 Points B. LI: 100 Points C. EL: 105.2 Points D. FY: 78 Points	A. All: 30 Points B. LI: 90 Points C. EL: 85 Points D. FY: 70 Points			A. All: 21 Points B. LI: 80 Points C. EL: 68 Points D. FY: 60 Points
Percent of students performing at or above standard on ELA local formative assessment <i>Data Source: Formative ELA Assessment</i>	A. 63% of All B. 51% of LI C. 47% of EL D. 23% of FY	A. 65% of All B. 52% of LI C. 48% of EL D. 23% of FY			A. 69% of All B. 60% of LI C. 56% of EL D. 32% of FY
Percent of students who score proficient on the local writing assessment <i>Data Source: Local Benchmark Assessment in Writing</i>	A. 60% of All B. 41% of LI C. 38% of EL D. 20% of FY	A. 62% of All B. 45% of LI C. 43% of EL D. 21% of FY			A. 66% of All B. 51% of LI C. 50% of EL D. 28% of FY



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Percent of ELs who:</p> <ul style="list-style-type: none"> » decreased at least one ELPI level » maintained ELPI Levels 1, 2L, 2H, 3L and 3H » progressed at least one ELPI level » maintained ELPI Level 4 <p><i>Data Source: Dashboard</i></p>	<ul style="list-style-type: none"> » 22% of ELs decreased at least one ELPI level » 29% of ELs maintained ELPI Levels 1, 2L, 2H, 3L and 3H » 47% of ELs progressed at least one ELPI level » 2% of ELs maintained ELPI Level 4 <p><i>2019 California Dashboard data</i></p>	<ul style="list-style-type: none"> » 26% of ELs decreased at least one ELPAC level » 45% of ELs maintained current ELPAC level » 28% of ELs progressed at least one ELPAC level » 1% of ELs maintained ELPAC Level 4 <p><i>No 2021 Dashboard; Outcomes based on Summative ELPAC data</i></p>			<ul style="list-style-type: none"> » 15% of ELs will decrease at least one ELPI level » 20% of ELs will maintain ELPI Levels 1, 2L, 2H, 3L and 3H » 64% of ELs will progress at least one ELPI level » 1% of ELs will maintain ELPI Level 4
<p>Percent of families who report feeling welcomed by school staff</p> <p><i>Data Source: LEA Family Survey</i></p>	<p>A. 60% of All B. 41% of LI C. 38% of EL D. 20% of FY</p>	<p>A. 67% of All B. 57% of LI C. 53% of EL D. 37% of FY</p>			<p>A. 85% of All B. 60% of LI C. 60% of EL D. 75% of FY</p>
<p>Percent of families who report feeling prepared to support students at home.</p> <p><i>Data Source: LEA Family Survey</i></p>	<p>A. 47% of All B. 50% of LI C. 40% of EL D. 15% of FY</p>	<p>A. 57% of All B. 60% of LI C. 51% of EL D. 25% of FY</p>			<p>A. 72% of All B. 75% of LI C. 67% of EL D. 65% of FY</p>



The above is a well-written measurement and report of results because it:

- Includes metrics that align with the description of the goal, measure progress towards the stated goal, and are specific and measurable
- Provides the baseline data associated with each respective metric using the most recent data available and includes an indication of the school year to which the data applies (note: for the metric relating to EL progress, student outcomes were not reported in the 2021 Dashboard; however, the LEA used its summative ELPAC results to provide comparable data)
- Provides the Year 1 outcome for each metric
- Reflects the desired outcome the LEA hopes to achieve for each metric by the end of the three-year LCAP cycle
- Uses the same standard of measurement for the baseline, yearly outcome, and desired outcome for each metric



Actions

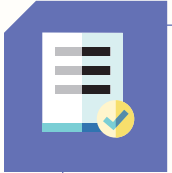
Below are examples of actions that support progress towards the goal.

TABLE 1.D - ACTIONS

Action #	Title	Description	Total Funds	Contributing
1	Extended Summer School Program	Provide the opportunity to attend a summer program to students in grades K-8 who are below grade level in ELA, prioritizing services for students who are EL, FY and LI. Target areas of ELA/ELD support will be identified through local assessments, and pre- and post-assessments will be administered to determine the progress and effectiveness of the summer program.	\$789,000.00	Y
2	Collaboration for Improved Instruction	Expand collaboration time by one half-hour within the contracted day to give teachers increased opportunities to monitor and support student performance in ELA and ELD, in response to feedback from staff. This will allow staff to review student data, share best practices and plan instructional strategies to better address student needs.	\$0	N
3	Professional Development (PD) and Coaching to support English Language Development (ELD)	In response to feedback from educational partners and a review of data, teachers and administrators will have the opportunity to participate in ongoing PD and coaching to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL students.	\$150,000.00	Y
4	After School Program	Provide an after school program for students below grade level in ELA that focuses on advancing literacy skills and/or language proficiency based on student need, prioritizing services for students who are English learners, foster youth and low-income.	\$337,000.00	Y



Action #	Title	Description	Total Funds	Contributing
5	Support for Learning at Home	<p>Hire a full-time family engagement coordinator to promote improved school family partnerships in support of student learning especially with LI, FY, and EL families. The coordinator will:</p> <ul style="list-style-type: none"> » Work collaboratively with families to develop a family engagement plan. » Provide training and support to educators and families that helps both groups work collaboratively to build trusting relationships and partnerships focused on supporting improved student outcomes. » Provide training for how to conduct phone visits that foster regular communication with families, build relationships, and identify ways to support student learning and development with a specific focus on ELA/ELD. » Provide assistance to families in understanding the online tools and student management system so that they can better support their student(s) at home. 	\$140,000.00	Y
6	Supplemental Reading Materials for Low-Income Students	Purchase supplemental reading materials for low-income students to use at home.	\$7,000.00	Y
7	Supports for Learning Environments for Foster Youth	<p>Provide foster youth with access to the following supports to address their unique needs for a learning environment at home:</p> <ul style="list-style-type: none"> » Noise canceling headphones » Desk and chair » Privacy screens to create a work area free of distractions » School supplies 	\$6,000.00	Y



The above are well-written actions because they:

- Convey what is being done
- Support the achievement of the goal
- Are succinct and easy to understand



Focus Goal (Supporting English Learners in English Language Arts)

A focus goal describes 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 as well as the time frame in which the local educational agency (LEA) expects to achieve the goal. The description provided for a focus goal must be specific, measurable, and time bound.

Goal

Below is an example of a focus goal.

TABLE 2.A - GOAL DESCRIPTION

Goal Description

By 2024, English learner (EL) students in grades 3-8 and 11 will:

- » Increase proficiency in English by 20% as measured by local assessments
- » Increase at least one achievement level within a specific area of English Language Arts (ELA) (e.g., reading, writing, listening, research/inquiry) as measured by the California Assessment of Student Performance and Progress (CAASPP)
- » Increase the percent of English learner students in grades 3-8 and 11 meeting or exceeding standard in ELA to 20%



The above is a well-written focus goal because it:

- Describes what the LEA plans to achieve through the actions in the goal
- Is specific, measurable, attainable, realistic, and timebound

Additionally, the focus goal:

- Addresses an area of need that may require or benefit from a more specific, data intensive approach
- Describes what will be implemented for a targeted group of students or a subset of schools
- 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



Why Statement

Below is an example of a why statement for the focus goal.

TABLE 2.B - AN EXPLANATION OF WHY THE LEA HAS DEVELOPED THIS GOAL

Why Statement

Twenty-six percent of the district's student population are English learners. The district is committed to supporting language acquisition and academic achievement for this population. While we have continued to make progress in ELA, the achievement gap persists between subgroups, with English learner students lagging behind the district average by 34 percentage points. LEA data indicates this gap is even wider for students designated as long-term English learners (LTEL students) and that additional supports are critical.

During the educational partner engagement process, English Learner Parent Advisory Committee members and administrators communicated that local assessment data for language proficiency demonstrates a lack of adequate progress for many of our English learners. Educational partners requested that the LEA further support teachers in the linguistic and ELA needs of English learner students.



The above is a well-written why statement because it:

- Explains why the goal was developed
- Includes a description of the data that was used to develop the goal
- Includes a description of how input from educational partners led to the development of the goal
- Conveys how the actions and metrics included in the goal will support the achievement of the goal

Additionally, a why statement for the focus goal:

- Explains why the LEA has chosen to prioritize this goal, based on California School Dashboard (Dashboard) data or other locally collected data
- Includes an explanation of how the LEA identified this goal for focused attention based on consultation with educational partners



Measuring and Reporting Results

Below are examples of metrics, baselines, and desired outcomes for the stated goal.

**For purposes of this example, the yearly outcomes are not included in this table.*

TABLE 2.C - MEASURING AND REPORTING RESULTS

Metric	Baseline	Desired Outcome in 3 years
<p>Percent of EL students making progress toward English language proficiency <i>Data Source: English Learner Progress Indicator (ELPI)</i></p>	38% of EL students increased one level or maintained one level on the ELPI	Increase the percentage of EL students moving up one level or maintaining one level on the ELPI to 42%
<p>Percent of EL students demonstrating growth on the local English proficiency assessment <i>Data Source: Local data on EL proficiency</i></p>	10% of EL students demonstrated growth on the local English proficiency assessment	20% of EL students will demonstrate growth on the local English proficiency assessment
<p>Percent of EL students who are reclassified <i>Data Source: Data Quest</i></p>	17% of EL students were reclassified	Increase the percentage of EL students being reclassified to 24%
<p>Percent of EL students in grades 3–8 and grade 11 who meet or exceed standard in ELA <i>Data Source: CAASPP</i></p>	8% of EL students in grades 3–8 and 11 met or exceeded standards in ELA	Increase the percentage of EL students in grades 3–8 and 11 meeting or exceeding standard in ELA to 20%
<p>Percent of “Ever-EL” students classified as LTEL students <i>Data Source: Data Quest</i></p>	10% of “Ever-EL” students were classified as LTEL	Reduce the percentage of “Ever-EL” students classified as LTEL to 8%
<p>Percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice <i>Data Source: Professional Development Feedback Forms</i></p>	80% of teachers who participated in professional development rated the trainings as having a positive impact on their instructional practice	90% of teachers who participate in professional development will rate the training as having a positive impact on their instructional practice
<p>Percent of EL students increasing at least one achievement level within a specific area of ELA (e.g., reading, writing, listening, research/inquiry) <i>Data Source: CAASPP</i></p>	30% percent of EL students increased at least one achievement level within a specific area of ELA (e.g., reading, writing, listening, research/inquiry)	40% percent of EL students will increase at least one achievement level within a specific area of ELA (e.g., reading, writing, listening, research/inquiry)



The above is a well-written measurement and report of results because it:

- Includes metrics that align with the description of the goal, measure progress towards the stated goal and are specific and measurable
- Provides the baseline data associated with each respective metric using the most recent data available (note: the school year to which the data applies has not been included in the example)
- Reflects the desired outcome the LEA hopes to achieve for each metric by the end of the three-year LCAP cycle
- Uses the same standard of measurement for the baseline and desired outcome for each metric



Actions

Below are examples of actions that support progress towards the goal.

TABLE 2.D - ACTIONS		
Action	Title	Description
1	Implementation of EL Roadmap	All schools will use the English Learner Roadmap Self-Reflection Rubric, to assess current status enacting the EL Roadmap Principles and to identify areas needing improvement.
2	Professional Development	<p>A. Develop teacher and leader capacity by conducting ongoing professional development sessions that enhance the knowledge and understanding of English Language Proficiency Assessments, reclassification procedures, ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD, and evidence-based practices to target the unique language needs of EL and LTEL students.</p> <p>B. Provide professional development opportunities for teachers to increase and improve academic achievement for EL students. The professional development will support teachers in implementing rigorous standards-aligned instruction principally designed to support EL and LTEL students. This includes providing interventions and addressing the differentiated language and academic needs of all groups of EL students.</p>
3	Instructional Coaching	<p>A. Provide site-based instructional coaches at all elementary school sites with the focus of supporting teachers in the primary grades (K-2) in integrated and designated ELD.</p> <p>B. Hire an EL Teacher on Special Assignment at each high school to:</p> <ul style="list-style-type: none"> » Analyze formative assessment data for all groups of EL students and provide information to teachers. » Provide coaching and professional development to teachers in the areas of assessment and monitoring, intervention, and best practices that focus on addressing the needs of EL students at various levels.



The above are well-written actions because they:

- Convey what is being done
- Support the achievement of the goal
- Are succinct and easy to understand



Broad Goal (School Connectedness)

A broad goal describes what the local educational agency (LEA), plans to achieve for all students 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. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. 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.

Goal

Below is an example of a broad goal.

TABLE 3.A - GOAL

Goal Description

In our district, we will ensure that all students in grades 7-12 will feel connected at school as indicated in climate survey data, by conducting professional development in social and emotional learning (SEL) for all school staff and by increasing the number of counselors at school sites.



The above is a well-written broad goal because it:

- Describes what the LEA plans to achieve through the actions in the goal
- Is specific, measurable, attainable, and realistic

Additionally, the broad goal:

- Identifies 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
- Organizes the actions and expected outcomes in a cohesive and consistent manner



Why Statement

Below is an example of a why statement for the broad goal.

TABLE 3.B - AN EXPLANATION OF WHY THE LEA HAS DEVELOPED THIS GOAL

Why Statement

Local climate survey data indicate that 40% of students in grades 7-12 feel connected at school.

Our team conducted a root cause analysis to determine the root causes for higher rates of chronic absenteeism. It was determined that lack of school connectedness was one of the causes of chronic absenteeism.

During the district's educational partner engagement process, families suggested that the district expand our comprehensive counseling programs at school sites in order to provide social and emotional support for students.

To ensure that students grow and are prepared for college and careers, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through professional development in SEL for all school staff as well as increasing access to counselors, we expect students to feel more connected to school. (note: unless otherwise noted, baseline data is from the 2020-21 school year)



The above is a well-written why statement because it:

- Explains why the goal was developed
- Includes a description of the data that was used to develop the goal
- Includes a description of how input from educational partners led to the development of the goal
- Conveys how the actions and metrics included in the goal will support the achievement of the goal



Measuring and Reporting Results

Below are examples of metrics, baselines, and desired outcomes for the stated goal.

**For purposes of this example, the yearly outcome is not included in this table.*

TABLE 3.C - MEASURING AND REPORTING RESULTS

Metric	Baseline	Desired Outcome in 3 years
Percent of all students in grades 7-12 reporting they feel connected at school <i>Data Source: School Connectedness on Climate Survey</i>	40% of all students in grades 7-12 reported they felt connected at school	Increase the percentage of all students in grades 7-12 reporting they feel connected at school to 50%
Chronic Absenteeism Rate <i>DataQuest</i>	The LEA's chronic absenteeism rate was 14%	Reduce the LEA's chronic absenteeism rate to 8%
Attendance Rate <i>Data Source: Daily Attendance Reports</i>	The daily attendance rate was 80%	Increase the daily attendance rate to 90%
Graduation Rate <i>Data Source: Dashboard</i>	The graduation rate was 86% (Accessed from Graduation Rate Additional Report in Dashboard)	Increase the graduation rate to 90%
Percent of students in grades 7-12 who requested to see a counselor for social and emotional support <i>Data Source: Counseling Services Report</i>	35% of students in grades 7-12 requested to see a counselor for social and emotional support	The percentage of students in grades 7-12 who request to see a counselor for social and emotional support will decrease to 25%
Percent of students in grades 7-12 who requested and received counseling <i>Data Source: Student Surveys Regarding Access to Counseling</i>	70% of students in grades 7-12 requested and received counseling	90% of students in grades 7-12 that request counseling will report that they saw a counselor
Percent of students receiving counseling who reported an increased sense of connection and belonging <i>Data Source: Student Surveys</i>	No baseline data available (this data has not been previously collected)	70% of students who received counseling will report an increased sense of connection and belonging (Note: the desired outcome may be adjusted based on the Year 1 Outcome)



Metric	Baseline	Desired Outcome in 3 years
<p>Percent of educators (i.e. principals, teachers, counselors, and support staff) at each school site who report they feel prepared to implement the district-adopted SEL program</p> <p><i>Data Source: Educator Survey Data</i></p>	<p>60% of educators at each school site reported they felt prepared to implement the district-adopted SEL program</p>	<p>80% of educators at all school sites will report they feel prepared to implement the district-adopted SEL program</p>



The above is a well-written measurement and report of results because it:

- Includes metrics that align with the description of the goal, measure progress towards the stated goal, and are specific and measurable
- Provides the baseline data associated with each respective metric using the most recent data available (note: the school year to which the data applies has not been included in this example)
- Reflects the desired outcome the LEA hopes to achieve for each metric by the end of the three-year LCAP cycle
- Uses the same standard of measurement for the baseline and the desired outcome for each metric



Actions

Below are examples of actions that support progress towards the goal.

TABLE 3.D - ACTIONS

Action	Title	Description
1	Counseling Support	Expand our comprehensive counseling programs at school sites to identify and address barriers to student attendance and school connectedness and strengthen relationships with students and families.
2	SEL Training	Provide all school staff, with professional learning on the district-adopted SEL program to strengthen SEL support for all students.
3	Coaching and Supervision of Staff	Provide all administrators with professional learning to improve knowledge and skills in coaching and supervision of teachers in the implementation of the district-adopted SEL program and creating a positive learning environment for all students.
4	Multi-Tiered System of Supports (MTSS)	As part of MTSS implementation, facilitate a districtwide community of practice to support counselors in the implementation of culturally responsive and trauma informed practices.
5	Partnership Program for At-Risk Students	Establish partnerships with organizations and businesses in the community to provide mentorship opportunities, and SEL supports for at-risk students.



The above are well-written actions because they:

- Convey what is being done
- Support the achievement of the goal
- Are succinct and easy to understand



Focus Goal (School Connectedness)

A focus goal describes 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 as well as the time frame in which the local educational agency (LEA) expects to achieve the goal. The description provided for a focus goal must be specific, measurable, and time bound.

Goal

Below is an example of a focus goal.

TABLE 4.A - GOAL

Goal Description

Within three years, the district will reduce rates of chronic absenteeism and suspension for low-income students by implementing actions that promote relationships and student connectedness.



The above is a well-written focus goal because it:

- Describes what the LEA plans to achieve through the actions in the goal
- Is specific, measurable, attainable, realistic, and timebound

Additionally, the focus goal:

- Addresses an area of need that may require or benefit from a more specific, data intensive approach
- Describes what will be implemented for a targeted group of students or a subset of schools
- 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



Why Statement

Below is an example of a why statement for the focus goal.

TABLE 4.B - AN EXPLANATION OF WHY THE LEA HAS DEVELOPED THIS GOAL

Why Statement

California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students.

Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups. When asked for reasons for not signing up in student group opportunities, students identified the following reasons: not feeling welcome, feeling a low sense of belonging, not feeling valued and in some cases, not having transportation to enable participation in such after school activities. Unless otherwise noted, baseline data is from the 2020-21 school year.

Notes: The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.



The above is a well-written why statement because it:

- Explains why the goal was developed
- Includes a description of the data that was used to develop the goal
- Includes a description of how input from educational partners led to the development of the goal
- Conveys how the actions and metrics included in the goal will support the achievement of the goal

Additionally, the why statement for the focus goal:

- Explains why the LEA has chosen to prioritize this goal based on Dashboard data or other locally collected data
- Includes an explanation of how the LEA identified this goal for focused attention based on consultation with educational partners



Measuring and Reporting Results

Below are examples of metrics, baselines, Year 1 outcomes and desired outcomes for the stated goal.

TABLE 4.C - MEASURING AND REPORTING RESULTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic Absenteeism Rate <i>Data Source: DataQuest</i>	<ul style="list-style-type: none"> » 4% of all students were chronically absent » 27% of low-income students were chronically absent 	<ul style="list-style-type: none"> » 3% of all students were chronically absent » 21% of low-income students were chronically absent 			<ul style="list-style-type: none"> » Reduce chronic absenteeism rate for all students to 2% » Reduce chronic absenteeism rate for low-income students to 18%
Attendance Rate <i>Data Source: Local Attendance Reports</i>	<ul style="list-style-type: none"> » The attendance rate for all students was 96% » The attendance rate for low-income students was 70% 	<ul style="list-style-type: none"> » The attendance rate for all students was 98% » The attendance rate for low-income students was 75% 			<ul style="list-style-type: none"> » Increase the attendance rate for all students to 99% » Increase attendance rate for low-income students to 90%
Suspension Rate <i>Data Source: Dashboard</i>	<ul style="list-style-type: none"> » 3% of all students were suspended » 12% of low-income students were suspended 	<ul style="list-style-type: none"> » 3% of all students were suspended » 7% of low-income students were suspended 			<ul style="list-style-type: none"> » Reduce suspension rate of all students to 2% » Reduce suspension rate of low-income students to 6%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Discipline Referral Rate <i>Data Source: Local Discipline Referral Report</i>	10% of low-income students were sent out of classrooms for disciplinary reasons	7% of low-income students were sent out of classrooms for disciplinary reasons			Reduce the percentage of low-income students who are sent out of classrooms for disciplinary reasons to 5%
Percent of Students Participating in a Student Club or Leadership Group <i>Data Source: Student clubs or leadership group rosters</i>	» 15% of all students participated in a student club or leadership group » 2% of low-income students participated in a student club or leadership group	» 16% of all students participated in a student club or leadership group » 5% of low-income students participated in a student club or leadership group			» 18% of all students will participate in a student club or leadership group » 10% of low-income students will participate in a student club or leadership group



The above is a well-written measurement and report of results because it:

- Includes metrics that align with the description of the goal, measure progress towards the stated goal, and are specific and measurable
- Provides the baseline data associated with each respective metric using the most recent data available and includes an indication of the school year to which the data applies (note: baseline data is from the 2020-21 school year)
- Provides the Year 1 outcome obtained for each metric
- Reflects the desired outcome the LEA hopes to achieve for each metric by the end of the three-year LCAP cycle
- Uses the same standard of measurement for the baseline, yearly outcome, and desired outcome for each metric



Actions

Below are examples of actions that support progress towards the goal.

TABLE 4.D - ACTIONS

Action #	Title	Description	Total Funds	Contributing
1	Expansion of Multi-Tiered System of Support (MTSS)	Expand existing MTSS initiatives to the two remaining middle schools (Sapphire School and Garnet School)	\$17,000.00	N
2	Home Visits	Conduct home visits with families of all low-income elementary, middle and high school students experiencing chronic absenteeism or suspensions. The purpose of the home visits is to build trusting relationships with families, to partner in the identification of student needs and to provide targeted support for these areas.	\$30,000.00	Y
3	Case Management	By October, attendance and administrative staff will collaborate with teachers and family liaisons to identify all students at risk for chronic absenteeism and utilize a case management system involving regular two-way communication with the student and their family.	\$0	N
4	Restorative Justice	Hire a restorative justice coordinator to provide all middle and high school staff with professional learning and monthly coaching on restorative justice principles and practices, including implementing classroom meetings, management strategies to reduce referrals, and alternatives to suspensions.	\$150,000.00	Y
5	Student Leadership Program	Implement a new student leadership program to address the needs of low-income students. Through this program, mentors and student leaders will work with teachers to foster participation of low-income students in student clubs and leadership groups, build relationships, and develop leadership skills. . Students will receive 1:1 mentoring to support engagement in such opportunities.	\$80,000.00	Y



Action #	Title	Description	Total Funds	Contributing
6	Social and Emotional Learning (SEL) Support	Provide school staff (including teachers, instructional assistants, administrators, front office staff, and school safety personnel) with professional development to incorporate SEL strategies into instruction and daily interactions with students to address the needs of low-income students.	\$40,000.00	Y
7	Family Resource Center	In order to address the increased need for wrap-around services for low-income students, the district will partner with local community agencies to establish a family resource center that provides families with access to community-based services related to social and emotional development, mental health, physical health, student engagement, as well as housing and food insecurities.	\$200,000.00	Y



The above are well-written actions because they:

- Convey what is being done
- Support the achievement of the goal
- Are 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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