The LCAP requires districts to describe specific annual goals, and then note actual progress toward those goals in annual updates. Progress must be based on identified metrics, which may be quantitative or qualitative. The state has also specified required elements for measuring progress within the eight priority areas.

The eight priority areas are listed below along suggested data sources.

1 | Basic Services

Rate of teacher miss-assignments
(link coming soon)

Student access to standards-aligned instructional materials
http://www.cde.ca.gov/ci/cr/cf/imsurveyfrms.asp

Facilities in good repair
http://www.sccoe.org/depts/esb/LCAP%20Doc%20Library/Facilities%20Review%20for%20Priority%201.pdf

2 | CCSS Implementation

Implementation of CCSS for all students, including ELs

Possible data sources include excerpted information from CCSS implementation plans, LEA Plan, site plans, sign-in sheets/agendas/evaluations from teacher participation in CCSS training, surveys about CCSS implementation from teachers, administrators, parents.

3 | Parental Involvement

Efforts to seek parent input

Possible data sources include flyers, web page postings, mass phone/text messaging, sign-in sheets /agendas/evaluations from district and school meetings, including school site councils, District Advisory Council, English Learner Advisory Committee, District English Learner Advisory Committee, PAC, and survey results.

Promotion of parent participation
Possible data sources include parent involvement in district/school activities (e.g., committees, student clubs, after school enrichment, fund raisers, carnivals, promotion activities, PTO membership). Other data sources include increased leadership in school committees and councils and increased parent participation in the classroom or when serving as a trained para-educator to support student learning.

4 | Student Achievement

Performance on standardized tests
Smarter Balanced Summative Assessment
CST/CMA Science Results
CAPA
CAHSEE
PBAC
District benchmark assessments: Fountas & Pinnell; STAR Reading, STAR Math, ADEPT
CELDT
DRA/Placement exam results
Writing samples, formative assessment based in ELD unit, assessments (systemic ELD)

Share of students that are college- and career-ready
Graduation Rate
Graduates Completing UC/CSU Required Courses
Graduates Completing CTE Pathways

Share of ELs that become English proficient
CELDT Results
Students Redesignated Fluent English Proficient
Title III Report (see AMOA 2)

EL reclassification rate

Share of students that pass AP exams with 3 or higher

5 | Student Engagement

School attendance rates
Chronic absenteeism rates
Middle school dropout rates
High school dropout rates
High school graduation rates
% of parent, student, staff surveys, % of solution teams implemented
Cornerstone survey results
PBIS – set surveys
Feedback for psychologist at school site
PBIS counselors, social worker intern survey

6 | School Climate

Student suspension rates
Student expulsion rates
California Healthy Kids Survey Results
School Climate Surveys (staff, students, parents)
Project Cornerstone Results
SWIS Reports
PBS Assessment Results

Possible qualitative data sources include such sources as LEA plans, school site plans, and parent advisory meeting agendas/minutes.

7 | Course Access

Student enrollment in all required areas of study (English, social science, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, and automobile driver education).

8 | Other Student Outcomes

Other indicators of student performance in required areas of study

Subject	Possible Metric
English	Smarter Balanced Interim Assessments, District Benchmarks, District-wide formative assessments (e.g. Running Record results, DRA, NWEA), District-wide end-of-unit exams/projects or end-of course exams projects,
Mathematics	Smarter Balanced Interim Assessments, District Benchmarks, District-wide formative assessments (e.g. NWEA, MARS), District-wide end-of-unit exams or end-of course exams
Social Science	District-wide end-of-unit exams/projects or end-of course exams/projects
Science	District-wide end-of-unit exams/projects or end-of course exams/projects
Health	District-wide end-of-unit exams/projects or end-of course exams/projects
Visual and Performing Arts	Participation rates, feedback from local artists on student work
Applied Arts	Participation rates, feedback from local artists on student work
Physical Education	Physical Fitness Test results, District-wide end-of-year assessment
Foreign Language	District-wide end-of-unit exams/projects or

	end-of course exams/projects
Career Technical Education	District-wide end-of-unit exams/projects or end-of course exams/projects, feedback from local business, participation rates
Automobile Drive Education	Percent acquiring a driver's license
Other Subjects as determined by the governing board	Depends on subject

Reading and math
STAR Enterprise
Fountas & Pinnell
STAR Reading
STAR Math
DIBELS
Fluency assessments
DRA
Math G.L. assessment
Inspect DRA
Rubrics – parent engagement, parent satisfaction survey
CAHSEE
Writing samples
Parent Surveys