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**
[link](http://www.cde.ca.gov/ci/cr/cf/imsurveyfrms.asp)

**Facilities in good repair**
[link](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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Possible Metric</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>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,</td>
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<tr>
<td>Mathematics</td>
<td>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</td>
</tr>
<tr>
<td>Social Science</td>
<td>District-wide end-of-unit exams/projects or end-of-course exams/projects</td>
</tr>
<tr>
<td>Science</td>
<td>District-wide end-of-unit exams/projects or end-of-course exams/projects</td>
</tr>
<tr>
<td>Health</td>
<td>District-wide end-of-unit exams/projects or end-of-course exams/projects</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Participation rates, feedback from local artists on student work</td>
</tr>
<tr>
<td>Applied Arts</td>
<td>Participation rates, feedback from local artists on student work</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Fitness Test results, District-wide end-of-year assessment</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>District-wide end-of-unit exams/projects or</td>
</tr>
<tr>
<td>Career Technical Education</td>
<td>District-wide end-of-unit exams/projects or end-of course exams/projects, feedback from local business, participation rates</td>
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<tr>
<td>Automobile Drive Education</td>
<td>Percent acquiring a driver’s license</td>
</tr>
<tr>
<td>Other Subjects as determined by the governing board</td>
<td>Depends on subject</td>
</tr>
</tbody>
</table>

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