LCAP METRICS

Eight Areas of State Priority   ED CODE 52060

These eight areas of specified state priorities are intended to encompass the key ingredients of high quality programs.

1. Basic Services

(1) The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section

SARC DATA INDICATORS:

Teacher Assignments

A. Teacher Credentials

Teachers	2012-13	2013-14	2014-15
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence (with full credential)			

B. Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

C. Core Academic Classes Taught by Highly Qualified Teachers

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
School A: (duplicate rows for each school)		
District-wide:		

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year: _____)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts			
Mathematics			
Science			
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (Gr. 9-12)			

School Facilities

A. School Facility Good Repair Status (School Year _____)

Year and month in which data were collected with the Facility Inspection Tool:

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer			
Interior: Interior Surfaces			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			
Electrical: Electrical			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			
Safety: Fire Safety, Hazardous Materials			
Structural: Structural Damage, Roofs			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			

B. Overall Facility Rate

	Good	Fair	Poor
Overall Rating			

LOCAL METRIC Suggestions for State Priority 1:

- *Number/percentage of new teachers enrolled in an Induction Program*
- *Number/percentage of new administrators enrolled in an Induction Program*

2. Implementation of Content & Performance Standards

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.

ENGLISH LANGUAGE PROFICIENCY DATA

- California English Language Development Test (CELDT)

LOCAL METRIC SUGGESTIONS FOR STATE PRIORITY 2:

Professional Learning

- *Number/percentage of teachers and administrators trained in CCSS modules for ELA and Math, including the shifts in CCSS.*
- *Number/percentage of teachers and administrators trained in the CCSS ELA learning progressions of reading and how expository reading and text complexity develop by grade level and across content areas.*
- *Number/percentage of teachers and administrators trained in the CCSS ELA modes of writing.*
- *Number/percentage of teachers and administrators who have an understanding of disciplinary reading and writing strategies.*
- *Number/percentage of teachers who have implemented disciplinary reading and writing strategies.*
- *Number/percentage of grade levels/courses who have prioritized literacy strategies for use in all classrooms of that grade level/course.*
- *Percentage of classrooms where school-prioritized literacy practices are in use to increase students'' literacy skills across the curriculum.*
- *Number/percentage of teachers and administrators trained in the CCSS Math Practice Standards.*
- *Number/percentage of teachers and administrators trained in the CCSS Math Progressions.*
- *Number/percentage of teachers trained in the CCSS Math Content Domains for their grade level/course.*

- *Number/percentage of teachers incorporating the CCSS Math Practice Standards in daily lessons.*
- *Number/percentage of teachers incorporating digital learning experiences that assist students in making meaning and/or communicating understanding.*
- *Number/percentage of teachers and administrators who understand the construction, formats, and student demands of the SBAC.*
- *Number/percentage of teachers and administrators who understand the SBAC Achievement Level Descriptors for their grade level or grade span.*
- *Number/percentage of teachers and administrators who understand the claims, targets, standards, and Depth of Knowledge ratings for performance tasks.*

Classroom Instruction/Instructional Strategies

- *Number/percentage of teachers using performance tasks with students.*
- *Number/percentage of teachers implementing changes in classroom instruction that reflect the shifts within the CCSS.*
- *Number/percentage of teachers incorporating expository writing on a daily basis.*
- *Number/percentage of grade levels/courses that have agreed to common writing expectations.*
- *Number/percentage of grade levels/courses where students are given feedback toward the improvement of a writing assignment or performance task.*
- *Number/percentage of grade levels/courses where formative assessment is used to monitor student progress.*
- *Number/percentage of grade levels/courses where CCSS-identified digital skills are being taught to students.*
- *Number/percentage of grade levels/courses where varied Depth of Knowledge levels are incorporated.*
- *Number/percentage of grade levels/courses where discourse is included on a regular (to be defined) basis.*
- *Number/percentage of grade levels/courses where teachers are involved in Lesson Study.*
- *Number/percentage of grade levels/courses where teachers are collaboratively scoring student work (i.e., writing assignments, lab reports, performance tasks, etc.).*
- *Number/percentage of classrooms where students are engaged in speaking, small group discussions, problems, etc. at least 50% of the class time.*

Curricular Resources & Instructional Materials

- *Number/percentage of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS.*
- *Number/percentage of grade levels/courses where units have been developed that align to the CCSS in ELA, Math, and Literacy in the Content Areas.*
- *Number/percentage of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA, Math, and Literacy in the Content Areas.*
- *Number/percentage of grade levels/courses where success criteria (rubrics, student exemplars, writing samples, etc.) has been created to share with students as assignments, writing, and performance tasks are given.*

- *Number/percentage of grade levels/courses for which new instructional materials that are aligned to the CCSS in ELA and Math have been purchased.*

Administrators

- *Number/percentage of administrators who recognize the shifts in teaching practice that reflect CCSS ELA, Math, and Literacy in the Content Areas.*
- *Number/percentage of administrators who understand the changes in the student learning experience as a result of the CCSS.*
- *Number/percentage of administrators who are able to provide effective feedback to teachers about observations of student learning that assist teachers in the transition to full implementation of the CCSS.*

Student Learning

- *Number/percentage of schools who have developed a process for monitoring and assessing student learning.*
- *Number/percentage of grade levels/courses that have developed rubrics and student exemplars that show learning/mastery and reflect the Depth of Knowledge and Achievement Level Descriptors.*
- *Number/percentage of grade levels/courses that have developed grading practices that show students' progression toward mastery of the CCSS.*
- *Number/percentage of grade levels/courses that have developed/refined standards-based report cards.*
- *Number/percentage of grade levels/courses that have developed a process for continuous monitoring of student growth and achievement that includes end-of-year targets.*
- *Number/percentage of students who use technology tools as an ongoing part of instruction.*
- *Number/percentage of grade levels/courses that have agreed to common tools for students to track their learning progress and growth.*
- *Number/percentage of grade levels/courses that have developed/determined supports for English Learners.*
- *Number/percentage of grade levels/courses that have developed/determined supports for Students with Disabilities.*

Communication

- *Number/percentage of students who understand the changes in expectations with the CCSS.*
- *Number/percentage of parents who have participated in opportunities to learn about the CCSS and the changes in expectations for students.*
- *Various types of communication resources and tools are provided to help clarify the CCSS to various stakeholder groups.*

3. Parental Involvement

(3) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

LOCAL METRIC SUGGESTIONS FOR STATE PRIORITY 3:

- *Number/percentage of unduplicated parents participating in parent informational nights (i.e., Math night, reading night, college preparedness, college/career information, Kindergarten preparedness, "helping your child at home," parenting classes, etc.)*
- *Number/percentage of parents involved in school/district opportunities (i.e., Parent Club, Booster Club, library, etc.).*
- *Number/percentage of schools with proper use and formation of School Site Councils.*

4. Student Achievement

(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The Academic Performance Index, as described in Section 52052.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or clusters of courses that satisfy the requirements of subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692, and align with state board-approved career technical education standards and frameworks.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

(E) The English learner reclassification rate.

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

SARC DATA INDICATORS:

A. California Assessment of Student Performance and Progress (CASPP)

CASPP Results by Student Group – Most Recent Year

Group	Percent of Students		
	English-Language Arts Level 3-4 SBAC	Mathematics Level 3-4 SBAC	Science Proficient/Advanced
All Students in the LEA			
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Low Income			
English Learners			
Redesignated Fluent English Proficient			
Students with Disabilities			
Foster Youth			

California High School Exit Examination Results for All Grade Ten Students: 3-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced					
	District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English-Language Arts						
Mathematics						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Foster Youth						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

B. Academic Performance Index – Not this year

C. A-G Completion and/or Career Education Participation

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012–13 Students Enrolled in Courses Required for UC/CSU Admission	
2011–12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation (School Year: _____)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

D. English Learners: Progress toward English Proficiency

CELDT Results

E. English Learners: Reclassification Rate

Data

F. Advanced Placement Results

AP Exams: Percent of pupils who have passed an AP exam with a score of 3 or higher.

Advanced Placement Courses (School Year: _____)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

Where there are student course enrollments.

G. College Readiness: Early Assessment Program Results

LOCAL METRIC SUGGESTIONS FOR STATE PRIORITY #4:

- *Number/percentage of students by grade level who are on grade level in reading fluency and/or comprehension as measured by DIBELS.*
- *Number/percentage of students by grade level who have mastered the technology skills identified within the CCSS.*
- *Number/percentage of students by grade level who have given an oral presentation as identified in the CCSS ELA standards.*
- *Number/percentage of students who are able to complete Depth of Knowledge 4 performance tasks at proficient levels.*

Existing Evidence:

- School Quality Snapshots
- Single Plan for Student Achievement
- FPM Results
- Program Improvement Corrective Action Plans*

5. Student Engagement

(5) Pupil engagement, as measured by all of the following, as applicable:
  (A) School attendance rates.
  (B) Chronic absenteeism rates.
  (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.
  (D) High school dropout rates.
  (E) High school graduation rates.

DATA INDICATORS:

A. School Attendance Rates

B. Chronic Absenteeism Rates

C. Middle School Dropout Rates

D. High School Dropout Rates

E. High School Graduation Rates

Dropout Rate and Graduation Rate

Indicator	District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate						
Graduation Rate						

Graduating Class of: _____

Group	District	State
All Students		

Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged		
English Learners		
Redesignated Fluent English Proficient		
Students with Disabilities		
Foster Youth		

LOCAL METRIC SUGGESTIONS FOR STATE PRIORITY #5:

- *Number/percentage of students by subgroup that are receiving support (i.e., peer mentoring, peer tutoring, after school tutoring, adult mentoring, etc.)*
- *Number/percentage of students by grade level and subgroup that are involved in leadership opportunities (i.e., WEB, Link Crew, Student Council, Student Leadership, Friday Nigh Live, Character Ed, etc.)*
- *Number/percentage of students by grade level/course and subgroup that consistently respond in complete sentences.*

6. School Climate

(6) School climate, as measured by all of the following, as applicable:
- (A) Pupil suspension rates.
- (B) Pupil expulsion rates.
- (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

SARC DATA INDICATORS:

Suspensions and Expulsions

Rate*	District 2012–13	District 2013–14	District 2014–15
Suspensions			
Expulsions			

The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Student Enrollment by Grade Level (School Year: _____)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	

Grade 6	
Grade 7	
Grade 8	
Ungraded Elementary	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded Secondary	

Total Enrollment	

Student Enrollment by Student Group (School Year: _____)

Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Redesignated Fluent English Proficient	
Students with Disabilities	
Foster Youth	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year: _____)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

LOCAL METRIC SUGGESTIONS FOR STATE PRIORITY #6:

- *Survey results from parents, students, teachers, and staff on sense of safety and school connectedness.*
- *Number/percentage of students by subgroup involved in clubs or sports.*
- *Number/percentage of students by subgroup who are receiving counseling services (i.e., anger management, Boys'/Girls' Circle, etc.)*

Existing Evidence:

- Consolidated Application
- Healthy Kids Survey

7. Course Access

(7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (h), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the

DATA INDICATORS:

- *Number/percentage of students by grade level and subgroup who have full access to courses described in Ed Code 51210 or 51220.*

LOCAL METRIC SUGGESTIONS FOR STATE PRIORITY #7:

8. Other Student Outcomes

(8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

LOCAL METRIC SUGGESTIONS FOR STATE PRIORITY #8:

- *Number/percentage of students by subgroup meeting the district goal (end-of-year target) for English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition.*
- *Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Mathematics, including concepts, operational skills, and problem solving.*
- *Number/percentage of students by subgroup meeting the district goal (end-of-year target) for History/Social science.*
- *Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.*
- *Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.*
- *Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Physical education.*
- *K-6 ONLY: Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Health, including instruction in the principles and practices of individual, family, and community health.*
- *7-12 ONLY: Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Foreign Language.*
- *7-12 ONLY: Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Applied Arts.*
- *7-12 ONLY: Number/percentage of students by subgroup meeting the district goal (end-of-year target) for Career Technical Education.*

Existing Evidence:

- WASC Report