

Berkeley Unified School District LCAP State Evaluation Data Crosswalk

The LCAP requires districts to describe specific annual goals, 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 with links to data sources that Berkeley is using for the varied metrics within each area. As we receive data, the link will be updated.

1 | Basic Services

Rate of teacher mis-assignments

Student access to standards-aligned instructional materials

Facilities in good repair

- [School Accountability Report Cards \(see Teacher Assignments, Instructional Materials and Facilities\)](#)

2 | CCSS Implementation

Implementation of CCSS for all students, including ELs

- CCSS Training Evaluation from Teachers

3 | Parental Involvement

Efforts to seek parent input

- District / LCAP Survey
- Focus Group Meetings

Promotion of parent participation

- Parent involvement in district/school activities (e.g., SGC, DELAC / ELAC committees, student clubs, after school programs, fund raisers, carnivals, promotion activities, PTO/PTSA membership)

4 | Student Achievement

Performance on standardized tests

- [Adequate Yearly Progress \(AYP\) Percent Proficient, 2009-13 \(and as re-calculated in future years\)¹](#) (see p.2)
- [Academic Performance Index \(API\) Growth and Subgroup Performance by Race / Ethnicity, 2009 to13](#)
- [API Growth for English Learners and Socio-Economically Disadvantaged Students, 2009 to13](#)
- Smarter Balanced Assessment Results and Future AYP / API Re-Calculations
- [Third Grade Fluency as measured by the Teachers College Reading and Writing Project Reading Assessment](#)
- Eighth Grade Math Proficiency

Share of students that are college and career ready

- [Graduation Rate, Class of 2012](#) (see p.1)
- Graduates Completing UC/CSU Required Courses
- College / Career Plan for Class of 2018

Share of ELs that become English proficient

- Students Redesignated Fluent English Proficient
- [Title III Report \(see AMAO 2\)](#)

¹ The Smarter Balanced Assessment (SBA) will be counted as a measure of AYP and API reported to begin in 2016-2017.

EL reclassification rate

- Students redesignated Fluent English Proficient

Share of students that pass AP exams with 3 or higher

- [Annual AP Pass Rate, Berkeley High School Data Report](#)
- College Board Online Reports (login required)

Share of students determined to be prepared for college by the EAP

- [Early Assessment Program \(EAP\), 2013](#) Test Results and to be measured as part of the Smarter Balanced Assessment

5 | Student Engagement

School attendance rates

- [District Indicators Report \(See Chronic Absenteeism\)](#)

Chronic absenteeism rates

- [District Indicators Report \(See Chronic Absenteeism\)](#)

Middle school dropout rates report

- [Middle School dropout report](#)

High school Dropout and Graduation Rates

- [Cohort Graduation and Dropout Rates](#)

6 | School Climate

Student suspension rates

Student expulsion rates

- [Suspension, Expulsion, and Truancy Rates](#)

California Healthy Kids Survey Results

- [Healthy Kids Climate Report](#)

Other local measures

- Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
- [Recruit and Retain Teachers of Color as measured by the District Indicators Report](#)

7 | Course Access

Student access and enrollment in all required areas of study

- Illuminate Student Access / Enrollment Report

8 | Other Student Outcomes

Other indicators of student performance in required areas of study

- Grade K-5 Social-Emotional Domains as measured by the District Common-Core Standards Report Card