



Pasadena Unified School District

LCAP Performance Indicator Definitions

GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. (1,2,3,4,10)

State priority areas: 2,4,7,8

State/ Local Priority	Indicators (metrics)	Indicator Definition
State	1.1 Math Proficiency	# of students scoring “met” or “exceeded” divided by the # of students tested.
State	1.2 ELA Proficiency	# of students scoring “met” or “exceeded” divided by the # of students tested.
State	1.3 Science Proficiency	# of students scoring “proficient” or “advanced” divided by the # of students tested.
State	1.4 EAP Readiness Math Rate	# of 11 th grade students scoring “college ready” (“exceeded”) on SBAC Math divided by the # of 11 th grade students tested.
State	1.5 EAP Readiness ELA Rate	# of 11 th grade students scoring “college ready” (“exceeded”) on SBAC ELA divided by the # of 11 th grade students tested.
State	1.6 A-G Completion Rate	# of graduates meeting A-G divided by the total number of graduates.
Local	1.7 AP Course Participation	# of 12 th grade students of 4-year cohort (first-time 9 th grade students from 4 years prior) who enrolled in one or more AP courses between grades 9-12 divided by total number in cohort.
State	1.8 AP Exam Pass Rate	# of exams scored 3, 4, or 5 divided by total # of exams taken.
Local	1.9 Dual-Enrollment Rate	# of HS (9-12 grade) students enrolled at Pasadena City College through dual-enrollment program divided by total number of HS students.
State	1.10 HS Graduation Rate	# of 12 th grade students of 4-year cohort (first-time 9 th grade students from 4 years prior) who earn HS diploma, adult education diploma or pass CA HS Proficiency Exam divided by total # of students in the cohort (at grade 9 four years prior) minus those who transfer out, emigrate, or die during school years 1, 2, 3, or 4.
State	1.11 Enrollment in CTE courses	# of 12 th grade students in current academic year (9 th grade students from 4 years prior) who enrolled in one or more CTE courses between grades 9-12 divided by total # in current years cohort.



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State	1.12 Common Core Implementation	# of English, math, and science classrooms determined to be implementing CCSS through combination of instructional rounds and SBAC results divided by total number of English, math, and science classrooms.
State	1.13 Sufficient Instructional Materials	# of classrooms with sufficient materials determined by combination of Williams data, Destiny textbook data, and instructional materials requests divided by total # of classrooms.
State	1.14 English Proficiency Progress Rate	AMAO 1: # of ELs improving one or more level(s) on CELDT divided by the total # of ELs with required prior CELDT score.
State	1.15 Reclassification Rate	# of previously identified ELs reclassified as proficient during academic year divided by total # of current year students identified as EL by end of prior year.
Local	1.16 Long-Term EL Rate	AMAO 2: # of LTELs (students enrolled in language instruction programs for 5 or more years) reclassified as proficient divided by total number of LTELs.
Local	1.17 3 rd Grade Literacy Rate	# 3 rd grade students scoring at or above grade-level on Independent Reading Inventory divided by total # of 3 rd grade students.

GOAL 2: A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.

State priority areas: 1

State/ Local Priority	Indicators (metrics)	Indicator Definition
State	2.1 Credentialed Teacher/Staff Assignment Rate	# of teachers credentialed for course and students assigned divided by total # of classroom teachers.
Local	2.2 Substitute Teaching Rate	Average of substitution rate for all classroom teachers (days covered by a substitute teacher divided by total instructional days).
Local	2.3 Professional Development Quality	TBD (will need to be cumulative measure of all post-PD survey data)
Local	2.4 Positive Working Environment	# surveyed teaching staff answering “strongly agree,” “agree,” or “nearly all staff,” “most staff” on the following survey items divided by total # of surveyed teaching staff: Q12: School is supportive/inviting place to work. Q13: School promotes trust and collegiality among staff. Q14: School provides resources and training to do job effectively. Q41: How many staff support and treat each other with respect. Q42: How many staff feel responsibility to improve the school. Q71: School encourages participation in decision making that affects school practices and policies.



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GOAL 3: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.
State priority areas: 5,6

State/ Local Priority	Indicators (metrics)	Indicator Definition
State	3.1 Average Daily Attendance	Average of daily attendance for all students (days attended divided by days enrolled).
State	3.2 Chronic Absenteeism Rate	Number of students with daily absence (days absent divided by days enrolled) equal or greater than 10% divided by total number of students.
State	3.3 Suspension Rate	# of unduplicated students suspended divided by total number of students.
State	3.4 Expulsion Rate	# of students expelled divided by total number of students.
State	3.5 Middle School Dropouts	# of 8 th grade students who drop out excluding students who transfer out, emigrate, or die.
State	3.6 HS Dropout Rate	# of 9 th grade entering cohort students who drop out in grades 9, 10, 11, or 12 divided by total # of 9 th grade students (students who transfer in added to cohort and students who transfer out, emigrate, or die subtracted from cohort).
State	3.7 School Connectedness	# surveyed students scoring “high” on Calif. Healthy Kids Survey item “School Connectedness” divided by total # students surveyed. <i>Scale Questions:</i> <ul style="list-style-type: none"> ◦ <i>I feel close to people in this school.</i> ◦ <i>I am happy to be at this school.</i> ◦ <i>I feel like I am part of this school.</i> ◦ <i>The teachers at this school treat students fairly.</i> ◦ <i>I feel safe in my school.</i>
State	3.8 Quality of Facilities	# of facilities in good or better conditions as measured by Williams (where applicable) or Facilities Inspection Tool divided by total # of facilities in district.



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GOAL 4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

State priority area: 3

State/ Local Priority	Indicators (metrics)	Indicator Definition
State	4.1 Parent Involvement Scale	<p># surveyed parents reporting “strongly agree” or “agree” on custom Calif. Parent Climate Survey scale item “Parent Involvement” divided by total number of parents surveyed.</p> <p><i>Scale Questions:</i></p> <ul style="list-style-type: none"> ◦ <i>This school allows input and welcomes parents’ contributions.</i> ◦ <i>This school keeps me well-informed about school activities.</i> ◦ <i>This school keeps me well-informed about my child’s progress in school.</i> ◦ <i>This school encourages me to be an active partner with the school in educating my child.</i> ◦ <i>This school promptly responds to my phone calls, messages, or emails.</i> ◦ <i>This school actively seeks the input of parents before making important decisions.</i>
Local	4.2 Parent Committee Training	# of parents who participated in training divided by total # of parents serving on committees. (committees requiring training and monitoring TBD)
Local	4.3 Parent training/workshop participation	# of parents who participated in at least one training and/or workshop.

GOAL 5: Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites.

State/ Local Priority	Indicators (metrics)	Indicator Definition
State	5.1 Program Review Implementation	<ol style="list-style-type: none"> 1. Qualitative Indicator – define a program review or process (Y/N) 2. Program/Division participation indicator TBD following completion of part 1.
Local	5.2 Data-Driven improvement	<p># of surveyed staff reporting “strongly agree” or “agree” on Calif. Staff Climate Survey item divided by total # of staff surveyed who answered the item.</p> <p><i>Item: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.</i></p>
Local	5.3 Operational Key Performance Indicators (KPI)	# of non-academic divisions reporting minimum KPIs divided by total # of non-academic divisions.



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Glossary of acronyms and terms	
A-G Requirements	A sequence of high school courses students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU).
AMAO	Annual Measurable Achievement Objectives are performance objectives for Local Education Agencies (LEAs) receiving Title III funds to support English Learners.
AP	Advanced Placement courses offer college-level curricula and examinations to high school students. High scores (3 or higher) on AP exams may grant course placement and credit to students in college.
CELDT	California English Language Development Test assesses English language proficiency in students whose home language is not English, allowing schools to identify students who need to improve their skills in listening, speaking, reading, and writing in English.
CHKS	California Healthy Kids Survey is administered to students grades 5-12 spanning a range of key learning and health-related indicators related to school and learning including school connectedness, developmental supports and opportunities, safety, violence and harassment, school climate, and more.
CTE	Career and Technical Education courses integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.
EAP	Early Assessment Program (part of 11 th grade SBAC) which measures students' readiness for college-level English and mathematics.
ELA	English Language Arts
SBAC	Standards Balanced Assessment Consortium; part of the California Assessment of Student Performance and Progress (CAASPP)