



Pasadena Unified School District

LCAP Performance Indicator Dashboard

Working Draft: Not all data for indicators currently available or measured.

**2015-16 targets reflect 2015-16 performance improvement goals.*

GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, especially those 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)	Expected Outcome (for 2016-17 to 2018-19 cycle)	Performance						
			2013-14	2014-15	2015-16	2015-16 Target +	Target Status	2016-17 Imp. Target	
State	1.1 Math Proficiency	Increase the % of students scoring meets or exceeds on the SBAC Math assessment by X%. Increase performance of targeted subgroups by X%, reducing the achievement gap. * reference group only	-	28.8%	30.2%				
			Low-Income	-	17.9%	19.4%			
			ELS	-	5.4%	6.9%			
			Foster Youth	-	9.0%	10.5%			
			Hispanic	-	19.2%	20.7%			
			African American	-	17.2%	18.7%			
			White*	-	55.7%	-			
			Increase the % of students scoring meets or exceeds on the SBAC ELA assessment by X%.		-	36.7%	38.5%		
			Low-Income	-	25.7%	30.3%			
			ELS	-	2.1%	4.0%			
State	1.2 ELA Proficiency	Increase performance of targeted subgroups by X%, reducing the achievement gap. * reference group only	-	15.3%	17.2%				
			Foster Youth	-	27.6%	29.5%			
			Hispanic	-	27.9%	29.8%			
			African American	-	27.9%	29.8%			
			White*	-	62.3%	-			
			Increase the % of students scoring "college ready" on EAP Math by X%.		-	8.7%	9.6%		
			Low-Income	-	4.8%	5.3%			
			ELS	-	1.4%	1.5%			
			Foster Youth	-	5.6%	6.2%			
			Hispanic	-	5.2%	5.7%			
State	1.3 EAP Readiness Math Rate	Increase performance of targeted subgroups by X%, reducing the achievement gap. * reference group only	-	1.9%	2.1%				
			African American	-	1.9%	2.1%			
			White*	-	23.5%	-			
			Source: SBAC SIS data		-				
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State/ Local Priority	Indicators (metrics)	Expected Outcome (for 2016-17 to 2018-19 cycle)	Performance							
			2013-14	2014-15	2015-16	2015-16 Target +	Target Status	2016-17 Imp. Target		
State	1.4 EAP Readiness ELA Rate Source: SBAC SIS data	Increase the % of students scoring "college ready" on EAP ELA by X%. Increase performance of targeted subgroups by X%, reducing the achievement gap. * reference group only	-	18.3%		20.1%				
			Low-income	-	13.3%		14.6%			
			ELs	-	0%		0.1%			
			Foster Youth	-	23.5%		25.9%			
			Hispanic	-	13.6%		15.0%			
			African American	-	13.2%		14.5%			
			White*	-	35.8%		-			
			Increase the % of students meeting A-G course requirements by X%		47.7%					
			Low-income							
			ELs							
State	1.5 A-G Completion Rate Source: SIS data	Increase performance of targeted subgroups by 15%, reducing the achievement gap. * reference group only	44.1%							
			Hispanic							
			African American	40.0%						
			White*	61.3%						
			Increase the # of students enrolling in AP courses by X%.							
Local	1.6 AP Course Participation Source: SIS data	Increase # enrolling in targeted subgroups by X%, reducing the achievement gap. * reference group only								
			Low-income							
			ELs							
			Foster Youth							
			Hispanic							
African American										
White										



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State/ Local Priority	Indicators (metrics)	Expected Outcome (for 2016-17 to 2018-19 cycle)	Performance						
			2013-14	2014-15	2015-16	2015-16 Target †	Target Status	2016-17 Imp. Target	
State	1.7 AP Exam Pass Rate Source: CollegeBoard	Increase the % of students scoring 3 or higher on AP exam by X% Increase % passing in targeted subgroups by X%, reducing the achievement gap. * reference group only	Low-Income	34%	38%				
			Els						
			Foster Youth						
			Hispanic						
			African American						
White*									
State	1.8 HS Graduation Rate Source: SIS data	Increase the % of cohort students who graduate by X%. Increase graduation in targeted subgroups by X%, reducing achievement gap. * reference group only	87.1%						
			Low-Income						
			Foster Youth						
			Hispanic						
State	1.9 Common Core Implementation Source:	Maintain 100% compliance for common-core standard aligned instructional materials.	African American						
			White*						
State	1.10 Enrollment in CTE courses Source: SIS data	Increase % of HS students enrolling in one or more CTE courses by X% each year until 100% enrollment.							



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State priority areas: 2,4,7,8

State/ Local Priority	Indicators (metrics)	Expected Outcome (for 2016-17 to 2018-19 cycle)	Performance					
			2013-14	2014-15	2015-16	2015-16 Target	Target Status +	2016-17 Imp. Target
State	1.11 English Proficiency Progress Rate Source: AMAO 1	Increase the % of EL students progressing at least one level or achieving proficiency by X%.	50.6%	54.8%		57.5%		
State	1.12 Reclassification Rate Source: SIS data	Increase the % of EL students achieving proficiency by X%.	50.6%	54.8%		57.5%		
Local	1.13 Long-Term EL Rate Source: AMAO 2	Decrease the % of EL students taking 5 or more years to achieve proficiency by X%.	34.0%	36.9%		35.1%		
Local	1.14 3 rd Grade Literacy Rate Source: Independent Reading Inventory	Increase the % of students reading at grade level at end of 3 rd grade by X%. Increase performance in targeted subgroups by X%, reducing achievement gap. * reference group only	Low-Income					
			ELs					
			Foster Youth					
			Hispanic					
			African American					
		White*						



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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)	Expected Outcome (for 2016-17 to 2018-19 cycle)	Performance					
			2013-14	2014-15	2015-16	2015-16 Target +	Target Status	2016-17 Imp. Target
State	2.1 Credentialed Teacher Assignment Rate Source: HR data	Maintain 100% of teachers who are appropriately credentialed for their teaching assignments.		100%	100%	100%		
Local	2.2 Professional Development Quality Source: PD survey data	Increase % of staff who rate PD activities as valuable for performing job duties.						
Local	2.3 Positive Working Environment Source: CHKS Staff Climate Survey Custom Scale Item*	Increase % of staff who rate school/district working environment as positive by X%. Items address: supportive and inviting, promoting collegiality, promoting participation in decision making, providing training, etc.						



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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)	Expected Outcome (for 2016-17 to 2018-19 cycle)	Performance							
			2013-14	2014-15	2015-16	2015-16 Target †	Target Status	2016-17 Imp. Target		
State	3.1 Average Daily Attendance	Increase average daily attendance rate by X% until achieve 96% or better. Increase attendance in targeted subgroups by X%, reducing the equity gap.	Low-Income							
			ELS							
			Foster Youth							
			Hispanic							
			African American							
			White*							
	Source: SIS data	* reference group only								
State	3.2 Chronic Absenteeism Rate	Decrease % of students who are absent 10% or more of enrolled days per academic year by X%. Decrease chronic absenteeism in targeted subgroups by X%, reducing the equity gap.	Low-Income	10.0%	10.4%	10.2%				
			ELS	10.5%	11.7%	11.5%				
			Foster Youth	-	22.9%	22.4%				
			Hispanic	9.6%	10.0%	9.8%				
			African American	11.4%	11.2%	11.0%				
			White*	4.7%	5.7%	-				
	Source: SIS data	* reference group only								



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State priority areas: 5,6

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			2013-14	2014-15	2015-16	2015-16 Target +	Target Status	2016-17 Imp. Target	
State	3.3 Suspension Rate	Decrease % of enrolled students suspended by X%. Decrease students suspended in targeted groups by X%.	Low-Income						
			Els						
			Foster Youth						
			Hispanic						
			African American						
			White*						
State	3.4 Expulsion Count	Reduce number of 8 th grade students who expulsions		2					
State	3.5 Middle School Dropout Rate	Decrease annually the number of dropouts in targeted subgroups, reducing the equity gap. * reference group only	Low-Income						
			Els						
			Foster Youth						
			Hispanic						
			African American						
	Source: CALPADS								



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State priority areas: 5,6

State/ Local Priority	Indicators (metrics)	Expected Outcome (for 2016-17 to 2018-19 cycle)	Performance					
			2013-14	2014-15	2015-16	2015-16 Target +	Target Status	2016-17 Imp. Target
State	3.6 HS Dropout Rate Source: CALPADS	Decrease % of HS cohort who drop out during HS until 0% dropout rate achieved. Decrease annually the number of in targeted subgroups, reducing the equity gap.	7.5%					
			Low-Income					
			Els					
			Foster Youth					
			Hispanic					
			African American					
		* reference group only						
		White*						
State	3.7 School Connectedness Source: CHKS Scale Item	Increase % of students scoring high on school connectedness (measured by CHKS) by X%. Grade-level scores	-	44.1%	-	48.5%		
				61.6%	-	67.8%		
				40.4%	-	44.4%		
				39.8%	-	43.8%		
		Grade 11	-	36.9%	-	40.6%		
State	3.8 Quality of Facilities Source: Williams & Facilities Inspection Tool (FIT)	Maintain 100% of facilities in good condition.	100%	100%				



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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)	Expected Outcome (for 2016-17 to 2018-19 cycle)	Performance					
			2013-14	2014-15	2015-16	2015-16 Target +	Target Status	2016-17 Imp. Target
State	4.1 Parent Involvement Scale Source: CHKS Custom Scale Item	Increase % of parents agreeing that school/district encourages parent involvement by X%.	-	83.8%	-	92.2%		
Local	4.2 Parent Committee Training Source: Committee Records	75% or more of parents on parent committees received training on their duties.						
Local	4.3 Parent training/workshop participation Source: Training/workshop sign-in data.	Increase number of parents who participate in one or more trainings and/or workshops per academic year by X%.						



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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)	Expected Outcome (for 2016-17 to 2018-19 cycle)	Performance					
			2013-14	2014-15	2015-16	2015-16 Target +	Target Status	2016-17 Imp. Target
Local	5.1 Program Review Implementation <ul style="list-style-type: none"> Emphasize efficient responsive systems across all departments 	(1) Establish data-driven program review process focused on effectiveness and improvement* and (2) increase % of departments/programs participating in review process until 100%. *Requires establishing district-wide program review process and framework.						
Local	5.2 Data-Driven improvement Source: CHKS Staff Climate Survey	Increase % of staff who agrees that school/district uses objective data in making school improvement decisions.						
Local	5.3 Operational Key Performance Indicators (KPI) Source: ACTPoint	Increase % of non-academic divisions that report KPI data each year.						