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 rasiers, 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

EL reclassification rate

Students redesignated Fluent English Proficient