Sample LCAP Metrics and Actions

Priority 1	Sample Metric	Sample Actions
1A - Fully credentialed and Appropriately Assigned Teachers	● # of fully credentialed and appropriately assigned teachers (Source: DataQuest TAMO by FTE report) ● Dashboard: Basics: Teachers, Instructional Materials, Facilities	● The district will provide professional development to all teachers and paraprofessionals focused on the core elements of in the area of Math, English Language Arts, and English Language Development for English Learners. Using the MTSS model of tiered support, this professional development will focus on providing Universal Design for Learning strategies and well-designed lessons that meet the needs of our Low-Income students, English Learners, and Students with Disabilities. ● There will be a focus on the vertical alignment of instruction based on essential standards, as well as follow-up and in-class coaching provided by the COE/LEA and instructional feedback provided throughout the year to support teachers with the implementation of instructional strategies and content. Included in this action are instructional stipends/incentives to support professional development activities.
1B - Sufficiency of Materials	● ___% of students have access to their own copies of standards-aligned instructional materials for use at school and at home ● ___% device checkout (if digital) ● ___% connectivity surveys	● Utilizing the available Williams Act tools, the district will annually monitor the selection, adoption, and utilization of all required standards-based materials. Teachers will receive focused supports for implementing this curriculum. ● Evaluate and adopt math curricula that align with state standards and support student learning. ● Implement targeted interventions and support programs for students who are struggling with math concepts. ● Develop a step-by-step plan for implementing a formal music program in grades TK through 5th grade. Implement the plan of hiring music teachers and implementing a systemic music program. ● To ensure students are receiving daily designated ELD instruction, school sites will build into their schedule targeted time for instruction that is supported through planned collaboration of teachers and professional development that builds the structures required to effectively implement designated instruction to our EL students. ● IEP teams will evaluate and provide access to all general education classes, as appropriate, appropriate support to students and teachers, through collaboration by all teachers and service providers.
1C – School Facilities in Good Repair	● ___ Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies) ● Maintain FIT report 2023-24 Status “Good Repair”	● The annual Facilities Inspection Tool will be given each year. Areas of identified needs will be addressed through the annual maintenance plan.

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Priority 2	Sample Metrics	Sample Actions
2A - Implementation of state standards for all students which are: ELA, Math, ELD, CTE, Health Ed, History-Social Science, School Library Standards, PE, Next Gen Science Standards, VAPA, World Language	● Create locally developed Common Formative Assessment (CFA) in science. ● Classroom teachers using classroom observation data to inform math information ● ____% of teachers indicate that professional development offerings supported them to engage students in using mathematical practices. (Source local survey) ● # of classrooms using classroom observation data to inform math instruction ● ___% of respondents indicated “Full Implementation” on Question #2 on local Indicator 2 Self Reflection Survey	● Ensure the effective implementation of the chosen curriculum across all grade levels. such as using block schedules and targeted interventions. ● Ensure effective implementation of the chosen science curriculum across all grade levels. ● Develop and support Science, Technology, Engineering, and Mathematics (STEM) programs and initiatives to encourage student interest and engagement in these fields. ● A comprehensive early literacy program that emphasizes phonics, designed to systematically teach students the relationship between letters and sounds. The program will employ evidence-based approaches to phonics, ensuring a structured and sequential learning path. It will involve explicit teaching of phonemic awareness, letter-sound correspondences, and decoding skills. Rigorous assessment tools may be integrated to monitor individual progress and tailor instruction to meet the diverse needs of young learners. ● This priority is very similar to Priority 1A actions
2B - EL access to the CCSS and ELD standards for purposes of gaining academic knowledge and English language proficiency	● # of K-8 classes using the CAASPP interim Assessment Block in ELD	● Implement strategies to promote equity and inclusivity in math classrooms. ● To ensure students are receiving daily designated ELD instruction, school sites will build into their schedule targeted time for instruction that is supported through planned collaboration of teachers and professional development that builds the structures required to effectively implement designated instruction to our EL students. ● Explicit, targeted and ongoing professional development activities will be provided to teachers, administrators, and counselors that will increase their knowledge toward an expert understanding of the CA ELD Standards.

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Priority 3	Sample Metric	Sample Actions
3A - Seek parent input in making decisions	● % of parents attending at least 1 parent conference a year ● % of parents who mark “agree” or “strongly agree” on the annual Parent Survey question “actively seeks the input of parents before making important decisions” ● _____average rating on Local Indicator Priority 3 Self-Reflection Tool for Sections 1, 2 and 3	● Qualified bilingual staff (e.g., office staff, community representatives, parent liaisons, and other classified or certificated personnel) will be hired to serve as liaisons between the school and families of our EL students. ● Provide training to staff for student led parent conferences ● Multiple forms of communication to parents i.e. social media, newsletters, calls home, teacher calls home, admin calls home, incentives for students to communicate home, school town hall meeting, annual surveys and continual survey on website ● District Family Engagement Liaisons will implement comprehensive parent education that builds parents’ understanding and involvement in matters that directly support unduplicated student achievement and wellness.
3B - Promoting parental participation in programs for unduplicated pupils	● % of parents of unduplicated students attending at least 1 parent conference a year ● % of parents of unduplicated students who mark “agree” or “strongly agree” on the annual Parent Survey question “actively seeks the input of parents before making important decisions”	● Provide resources and workshops to help parents if unduplicated students understand and reinforce math concepts at home. ● Plan, develop, and implement a Tiered Resiliency plan districtwide or at each school site that focuses on protective factors identified in resiliency research. The number one key to a Tier I school wide is promoting positive relationships with at least one adult at school. ● Purchase and distribute reading materials for low SES student's homes. Ensure parents are given resources to support their child and any younger age children in the home, by modeling story time and encouraging reading activities for parents. ● Establish policies to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school, extended learning time) and opportunities (such as AP and A-G enrollment) for youth in foster care.
3C - Promote parental participation in programs for individuals with students with disabilities	● % of parents of students with disabilities attending at least 1 parent conference a year ● % of parents of students with disabilities who mark “agree” or “strongly agree” on the annual Parent Survey question “actively seeks the input of parents before making important decisions”	● Provide resources and workshops to help parents of students with disabilities understand and reinforce math concepts at home. ● Parents are invited and accommodated to attend and participate in IEP development, with a focus on addressing parent concerns, and students mainstreaming opportunities. ● Increase parents of children in special education participation through invitations to join/participate in groups and committees such as School Site Council, SELPA Community Advisory Committee, parent information meetings/trainings/workshops/academies, attend school board meetings, governance council meetings, County board meetings, back to school night, school open house. parent teacher conferences, school parent organizations, parent surveys, volunteer programs, coffee with the principal/superintendent/sped director; provide daycare to participate and engage in above named activities.

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		• Develop and implement and provide training to staff in the use of scaffolding strategies that help students experience success with curriculum that addresses work avoidance and behaviors, while building students' confidence.

Priority 4	Sample Metrics	Sample Actions
4A - Statewide Assessments in ELA Statewide Assessments in Math	• 3-8th grade students meeting or exceeding standard in CAASPP ELA • 3-8th grade students meeting or exceeding standard in CAASPP Math	• Provide ongoing training and professional development opportunities for science instruction to enhance instructional skills and stay updated on best practices. • Provide ongoing professional development opportunities for math instruction to enhance their instructional skills and stay updated on best practices. • Evaluate and adopt math curricula that align with state standards and support student learning. • Similar to actions in Priorities 2A and 1B
4B - Students who have successfully completed courses that satisfy the requirements for entrance to UC and CSU	• % of students who have successfully completed courses that satisfy the requirements for entrance to UC and CSU	Priorities 4B, 4C, and 4D have similar actions • Plan, develop, and implement a Tiered Resiliency plan districtwide or at each school site that focuses on protective factors identified in resiliency research. The number one key to a Tier I school wide is promoting positive relationships with at least one adult at school. • Increase funding for students to access work-based-learning experiences and industry-aligned equipment and curriculum through annual grant writing, • Improve and increase internal systems to collect, monitor, and respond to student and program data on the College and Career Readiness Indicators • Provide professional learning for district staff (ex. course of study planning, CTE pathway requirements based on high quality rubric from CDE, learning about labor market trends, developing college and career awareness in the classroom setting) • Increase student and family education about accessing college and career (including information on A-G and CTE programs, post- secondary applications, financial aid) in partnership with the district's Family Engagement Unit, Language Access Unit, and the PEAC Program. • Provide relevant, trauma-informed training to all staff (teachers, administrators, foster youth liaison, central office, school site based) regarding the needs of youth in foster care. • Hire and train personnel necessary to provide educational case management including a comprehensive needs assessment and intensive specialized academic counseling for youth in foster care • Establish data infrastructure and metrics necessary to identify and monitor all relevant indicators for all youth in foster care in comparison to non-foster youth (e.g., state testing scores and participation, enrollment in academic supports, A-G completion, CTE participation). • Provide direct support to teams of teachers to expand Ethnic Studies course offerings and, through robust professional development, enhance the capacity of instructors to deliver Ethnic Studies courses in high school.
4C - Students who have successfully completed courses to satisfy the requirements for CTE sequences or programs of study that align with SBE-approved	• % of students who have successfully completed courses to satisfy the requirements for CTE sequences or programs of study that align with SBE-approved	
4D - Students who have successfully completed both types of courses from B and C	• % of students who have successfully completed both types of courses from B and C	

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4E - English learner pupils who have made progress toward English proficiency as measured by the CELDT	• % of English learner pupils who have made progress toward English proficiency as measured by the CELDT	Priorities 4E and 4F have similar actions • To ensure students are receiving daily designated ELD instruction, school sites will build into their schedule targeted time for instruction that is supported through planned collaboration of teachers and professional development that builds the structures required to effectively implement designated instruction to our EL students. • Explicit, targeted and ongoing professional development activities will be provided to teachers, administrators, and counselors that will increase their knowledge toward an expert understanding of the CA ELD Standards.
4F - English learner reclassification rate	• English learner reclassification rate	
4G - Students who have passed the AP exam with a score of # or higher	• % of students who have passed the AP exam with a score of # or higher	• Quarterly enrollment review of student group makeup in AP courses to ensure access • Provide additional tutoring and support for students in AP courses
4H - Pupils who participate in EAP or subsequent assessment of college preparedness	• % of pupils who participate in EAP or subsequent assessment of college preparedness	See actions for priorities 4B, 4C, 4D and 4G

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Priority 5	Sample Metrics	Sample Actions
5A - School Attendance Rates	Source: Local SIS or Dataquest	Priorities 5A-5E have similar actions ● Principles of Good Instruction for Students of Poverty with plan for systemic implementation school-wide. Engage whole staff with professional learning focused on creating supportive learning environments that treat all students respectfully and are specifically designed to teach desired behaviors and skills. ● Develop and implement and provide training to staff in the use of scaffolding strategies that help students experience success with curriculum that addresses work avoidance and behaviors, while building students' confidence. ● A focus on improving will focus on: Tier 1: Providing student recognition and incentives for maintaining good attendance. Increasing parent education in the importance of attendance and supporting parents. Utilizing forms and protocols identified as effective through Attendance Works. Tier 2: Establishing protocols for communicating with families and students with excused and unexcused absences. Tier 3: Creating Attendance Improvement Plans through the SST process that supports students and families in addressing barriers they are experiencing with attendance. Working in cooperation with the county SARB board to proactively support families. ● We will use an SEL Curriculum at all grade levels (i.e. Character Strong, Toolbox) that will build the self-awareness and self-management of our students allowing them to be more fully engaged and connected to the school setting. This will also help students build positive relationships with staff and students increasing their motivation to engage regularly within the school setting. ● Students will receive behavioral support from staff through SSTs, 504 and IEP processes, that provide evidence-based strategies for developing self-regulating skills through positive behavioral supports. ● Develop or increase opportunities for students to engage in extracurricular activities. (physical sports, dance, student government, chess club, robotics club, debate club, or e-sports are examples) If this involves after-school time, ensure transportation is provided and sufficient adult supervision. Strong collaboration with Expanded Learning teams is highly encouraged. ● Implement a school-wide PBIS program complete with training, leadership team, data monitoring, and monthly/bi-monthly meetings. ● Implement a systemic SEL program that teaches the crucial skills required to be successful in school and helps reduce cognitive load. The program should include improving the ability to focus, self-regulation, and include meditation and mindfulness training. Teachers should be able to train and model empathy.
5B - Chronic Absenteeism Rates	Source: Dashboard Additional Reports	
5C - Middle School Drop Out Rates	Source: Local SIS	
5D - High School Dropout Rates	Source: Local SIS	
5E - High School Graduation Rates	Source: Dashboard Additional Reports	

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Priority 6	Sample Metric	Sample Actions
6A - Pupil Suspension Rates	Source: Dashboard	• Develop and implement and provide training to staff in the use of scaffolding strategies that help students experience success with curriculum that addresses work avoidance and behaviors, while building students' confidence. • Students will receive behavioral support from staff through SSTs, 504 and IEP processes, that provide evidence-based strategies for developing self-regulating skills through positive behavioral supports. • All staff will be trained in providing nurturing caring support to students. Every student will have an adult assigned to them, especially those most at risk. • Implement a school-wide PBIS program complete with training, leadership team, data monitoring, and monthly/bi-monthly meetings. • Implementing a Tiered School-Wide Positive Behavior Intervention System, to directly teach and positively reinforce desired student behaviors in all areas of the school. • Implementation of Tier 2 interventions (i.e. Check in/Check Out) for identified groups of students who are having difficulty with Tier I PBIS structures. • Implementation of Tier 3 interventions (i.e. PTR: Plan Teach Reinforce) for individual students who are having difficulty with both Tier I and Tier 2 PBIS structures. • Staff will receive professional development in using a variety of strategies to reduce or avoid triggering behaviors. • Improve the mental and social-emotional health of TK-12 unduplicated students by providing professional mental health services by both District staff and outsider providers.
6B - Pupils Expulsion Rates	Source: Local SIS	
6C - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	• Student survey on students reporting that school engages and supports school connectedness • Student survey on School perceived as very safe or safe • Teacher Survey on the question: *"School supports staff collegiality"* • Teacher Survey on the question: *"school is safe for staff"*	• Develop student safety advisory group • Using MTSS data, ensure at-risk students are assigned a mentor adult • The development of student voice and leadership by providing increased support of projects, workshops, learning experiences, community engagement and partnerships

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Priority 7	Sample Metrics	Sample Actions
7A - A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable	● Enrollment in Computer Science Courses for 11th and 12th grade students Source: District SIS ● Enrollment in Computer Science Course enrollment for 3-8th grade students Source: District SIS	● Partner with COE to provide Computer Science to all middle school students once a week
7B - Programs and services developed and provided to unduplicated pupils;	● Enrollment of unduplicated students in Chorus and/or Instrumental music programs Source: District SIS	● Provide direct Tier II and III instructional support to elementary unduplicated students to increase language and literacy achievement for TK - 6th grade. ● Increase targeted intervention by providing unduplicated students Tier III academic support for literacy using data decisions with evidence-based solutions aligned to MTSS. ● Increase targeted English Language Arts and math tutoring and after-school interventions to unduplicated students, providing individualized, accelerated learning recovery to improve College and Career Readiness. ● Provide high-quality language access through translation and interpretation services from the Language Access Unit (LAU) for unduplicated students, families, and schools. Expenditures include District Interpreter Translators, support staff, and contracted services for translation and interpretation. ● For Whom: Low-Income Students Purpose: Provide 3 days (out of 186 work days) of professional development for all certificated staff. Each school site will determine the focus of professional development based on academic and social-emotional data and low-income student needs to close the achievement gap. Certificated staff, including certificated subs, will receive ongoing training throughout the year to include tier 2 and 3 interventions, ELD, Science of Reading elements (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension), and other evidence-based strategies.
7C - Programs and services developed and provided to individuals with exceptional needs.	● Enrollment of students with exceptional needs in STEAM Programs Source: Local Data	● Provide STEAM enrichment program as an elective twice per week. ● Provide additional outreach efforts to support students with exceptional needs and families who are experiencing difficulties to increase student wellness and full engagement in school.

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Priority 8	Sample Metrics	Sample Actions
8 - Addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.	● % of graduates awarded the state Seal of Biliteracy Source: CA Dashboard College/Career Levels and Measures Report ● % of students meeting benchmark on ELA quarterly assessments Grades 6-8 Source: iReady ● % of students meeting Early literacy Benchmarks in grade 2 Source: DIBELS	● Arrange and support field trips, guest speakers, and external learning opportunities that expose students to real-world applications of scientific principles. ● School Site leaders will engage in a community of practice that builds their awareness and implementation of effective leadership practices. These practices will support effectively leading staff and students as well as facility and educational management. ● Students will be provided a technology device that will be used to fully engage in the curriculum in a manner that allows them to access meaningful content, access site adopted online curriculum, and learn to use technology interact with curriculum through word processing, spreadsheets and desktop publishing programs.