

## Draft Local Control Funding Formula Evaluation Rubrics Data Metric Selection Tool

The following table includes possible local metric selection options for LEAs to consider when completing the Local Control Funding Formula (LCFF) evaluation rubrics. The proposed metrics apply at the LEA-level and in many cases also at the subgroup and school levels. These metrics are intended to complement the state defined and state collected metrics that will be pre-populated in the LCFF evaluation rubrics for select key and associated indicators. For most LEAs, these additional metrics could be voluntarily used at the local level for select associated metrics to provide a more comprehensive assessment of LEA performance relative to the LCFF state priorities as defined in *Education Code Section 52060* (d).

The inclusion of a “local data selection tool,” which is a drop-down menu of select metrics, such as the list below, has been discussed as part of the LCFF evaluation rubrics design. The design of such a tool is currently being considered. It is anticipated that over time, the evaluation rubrics may provide options that transition from local upload to pre-populated data capabilities.

Priority Area	
<b>Conditions of Learning</b>	
<b>Basic (Priority 1)</b>	<i>State Collected</i> <ul style="list-style-type: none"> <li>• % of teachers appropriately assigned*</li> <li>• % of teachers fully credentialed*</li> <li>• Sufficient instructional materials for all core subject areas for all students</li> <li>• School facilities are maintained in good repair</li> </ul>
	<i>Potential Options for Additional Local Measures</i> <ul style="list-style-type: none"> <li>• # or % of para educators that meet highly qualified standards</li> <li>• # or % of new teachers enrolled/participating in induction program</li> <li>• # or % of new administrators enrolled/participating in induction program</li> <li>• # or % of teachers retained</li> <li>• # or % of teachers with five or more years of experience</li> <li>• # or % of school site administrators retained</li> <li>• # or % of school site administrators with five or more years of experience</li> <li>• Demographics for teachers (by race/ethnicity) compared to student demographics</li> <li>• Progress to completing deferred maintenance and/or major maintenance or facility upgrades</li> <li>• # major repairs completed and outstanding by school site</li> <li>• Average days to respond to facility repair requests</li> <li>• # or % of administrators/ teachers trained in foster youth education entitlements</li> <li>• # or % of foster youth with identified education rights holders</li> <li>• # students per computer</li> <li>• Average age of computers/devices</li> </ul>

	<ul style="list-style-type: none"> <li>• Average age of instructional materials</li> <li>• # or % of classrooms with internet access</li> <li>• # and/or type of partnerships within the community that support student success</li> <li>• % of grade 6-12 students that participate or have access to science laboratory</li> </ul>
<b>Implementation of State Standards (Priority 2)</b>	<i>State Collected</i> <ul style="list-style-type: none"> <li>• See Pupil Achievement</li> </ul>
	<i>Potential Options for Additional Local Measures</i> <ul style="list-style-type: none"> <li>• # or % of teachers regularly participating in a professional learning community</li> <li>• # or % of teachers receiving and/or providing academic coaching support related to college and career readiness standards</li> <li>• # or % of teachers trained in CCSS modules for English/Language Arts, English Language Development, and Mathematics</li> <li>• # or percentage of administrators trained in CCSS modules for English/Language Arts and Mathematics</li> <li>• # or % of teachers training in Next Generation Science Standard modules</li> <li>• # or % of administrators training in Next Generation Science Standard modules</li> <li>• # or % of teachers using performance tasks with students</li> <li>• # or % of teachers where CCSS-identified digital skills are taught to students</li> <li>• # or % of grade levels/courses where formative assessment is used to monitor student progress</li> <li>• # or percentage of grade levels/courses where teachers are involved in Lesson Study</li> <li>• # or % of grade levels/courses where teachers are collaboratively scoring student work (i.e., writing assignments, laboratory reports, performance tasks, etc.)</li> <li>• # or % of teachers reporting that they feel prepared to teach to state academic content standards</li> <li>• # or % of teachers reporting that they received high quality training and support opportunities throughout the school year</li> <li>• # or % of administrators reporting that they feel prepared to support teachers to address state academic content standards</li> </ul>
<b>Course Access (Priority 7)</b>	<i>State Collected</i> <ul style="list-style-type: none"> <li>• For elementary/intermediate - % of students with weekly access to science and social science*</li> <li>• For secondary - % of graduates with UC/CSU required coursework (A-G requirements)*</li> </ul>
	<i>Potential Options for Additional Local Measures</i> <ul style="list-style-type: none"> <li>• # or % of kindergarten students exhibiting readiness for school (e.g., local assessment, preschool or TK participation, etc.)</li> <li>• # or % of students participating in CTE pathways</li> <li>• # or % students participating in visual and performing arts</li> <li>• # or % of students that met with counselor to develop individual academic plan to achieve college and career readiness</li> <li>• # or % of girls participating in science, mathematics, engineering, and computer science courses</li> </ul>

<b>Pupil Outcomes</b>	
<b>Pupil Achievement (Priority 4)</b>	<p><i>State Collected</i></p> <ul style="list-style-type: none"> <li>• For elementary - % grade 3 student reading at or above grade level*</li> <li>• For intermediate - % grade 8 students at or above grade level for mathematics*</li> <li>• For high school - % of grade 11 students passing Early Education Assessment *</li> <li>• % of 11<sup>th</sup> and 12<sup>th</sup> grade students enrolled in at least one Advanced Placement, International Baccalaureate, or dual credit course*</li> <li>• % of students with a score of 3 or higher on an AP exam*</li> </ul> <p>For all LEAs -</p> <ul style="list-style-type: none"> <li>• % of English learners making progress towards English proficiency (AMAO 2)*</li> <li>• % of English learners reclassified as English proficient (AMAO 3)*</li> </ul>
	<p><i>Potential Options for Additional Local Measures</i></p> <ul style="list-style-type: none"> <li>• # or % of low income students in A-G and AP courses</li> <li>• # or % of long-term English learners in middle school</li> <li>• # or % of long-term English learners in high school</li> <li>• Reclassification rate for all ELs and Long-Term English Learners (LTELs)</li> <li>• # or % of students performing at or above grade level based on local assessments in specific academic content areas</li> <li>• # or % of students in need (e.g., low-income, foster youth, English learners, etc.) receiving additional learning time/opportunities (e.g., before/afterschool, summer, etc.)</li> <li>• Grade point average by subgroup including language ability and foster youth</li> </ul>
<b>Other Pupil Outcomes (Priority 8)</b>	<p><i>State Collected</i></p> <ul style="list-style-type: none"> <li>• % of students enrolled in alternative or non-public school*</li> </ul>
	<p><i>Potential Options for Additional Local Measures</i></p> <ul style="list-style-type: none"> <li>• # or % of low-income, English learners, foster youth that transferred schools within school year</li> <li>• Number of ELs and those reclassified as fluent English proficient (RFEPs) receiving seal of biliteracy</li> <li>• Special education identification rates by race/ethnicity</li> <li>• PSAT/SAT/ACT participation and results</li> <li>• # or % of grade 12 students completing and submitting a Free Application for Federal Student Aid (FAFSA)</li> <li>• Physical fitness outcomes</li> <li>• # or % of grade 12 going on to postsecondary learning opportunity (e.g., college, career/technical vocation learning)</li> <li>• Post-graduate outcomes</li> </ul>

<b>Engagement</b>	
<b>Parental Involvement (Priority 3)</b>	<i>State Collected</i> <ul style="list-style-type: none"> <li>• % of parents or caregivers reporting that their input is welcomed*</li> <li>• % of schools with full parent membership and participation on English Learner Advisory Councils*</li> <li>• % of schools with full parent membership and participation on School Site Councils*</li> </ul>
	<i>Potential Options for Additional Local Measures</i> <ul style="list-style-type: none"> <li>• # or % of sites providing parents with training related to engagement</li> <li>• # or % of parents participating in key parent and community involvement events/activities</li> <li>• # or % of teachers receiving training on parent engagement strategies</li> <li>• # or % of materials sent to families are available translated</li> <li>• Parent survey results including sense of satisfaction, connection, awareness, etc. – sources include WASC, Cal-SCHLS, etc.</li> </ul>
<b>Pupil Engagement (Priority 5)</b>	<i>State Collected</i> <ul style="list-style-type: none"> <li>• % attendance/attendance rate *</li> <li>• % of students chronically absent from school*</li> <li>• % of middle school students dropping out*</li> <li>• % of high school students dropping out (cohort)*</li> <li>• % of high school students graduating (cohort)*</li> </ul>
	<i>Potential Options for Additional Local Measures</i> <ul style="list-style-type: none"> <li>• # or % of students receiving peer or adult mentoring support</li> <li>• # or % of students by grade level and subgroup involved in leadership opportunities</li> <li>• Locally defined definitions and observations of deeper learning</li> </ul>
<b>School Climate (Priority 6)</b>	<i>State Collected</i> <ul style="list-style-type: none"> <li>• % of students reporting feeling engaged and interested in school*</li> <li>• Expulsion rate</li> <li>• Suspension rate</li> </ul>
	<i>Potential Options for Additional Local Measures</i> School climate index score or items from the Healthy Kids survey, or other survey of school connectedness, health, and climate