

Alternate Motion for Item 2

1. Approve a design for the LCFF evaluation rubrics that includes:
 - a. The following key indicators: (i) student test scores on English Language Arts and Math, including a measure of individual student growth for grades 3-8, when feasible, and results on the NGSS assessment, when available; (ii) progress of English learners toward English language proficiency; (iii) high school graduation rate; and (iv) measures of student engagement, including suspension rates by grade span and chronic absence, when available.
 - b. A methodology for calculating performance as a combination of outcome and improvement for the key indicators in order to differentiate performance at the LEA and school levels, and for student subgroups, as specified in Attachment 3.
 - c. A component that supports analysis of local data.
 - d. A summary data display for performance on all LCFF Priority Areas for LEAs and schools that prominently shows areas where there are significant disparities in performance for any student subgroups.

2. Direct staff to prepare a recommendation for the July 2016 Board meeting for establishing standards for the LCFF priority areas that are not addressed by the key indicators—Priority 1 (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities), Priority 2 (Implementation of State Academic Standards), Priority 3 (Parent Engagement), Priority 7 (Access to a Broad Course of Study), and Priority 8 (Outcomes in a Broad Course of Study)—and how those standards will be used to assess an LEA’s eligibility for technical assistance and intervention as required by LCFF.

3. Direct staff to provide an update at the July 2016 SBE meeting on the feasibility of incorporating the following indicators into the overall LCFF evaluation rubrics design:
 - a. College and career readiness measures; and
 - b. Local climate surveys, including identification of any items from the California Healthy Kids Survey and related surveys that could be adapted for use as part of the LCFF evaluation rubrics.

Alternate Motion (Compared to Staff Recommendation from Item 2)

1. Approve the proposed a design for the LCFF evaluation rubrics, which that includes:
 - a. The following key indicators: (i) student test scores **on English Language Arts and Math, including a measure of individual student growth for grades 3-8, when feasible, and results on the NGSS assessment, when available;** (ii) progress of English learners toward English language proficiency; (iii) high school graduation rate; **and** (iv) **Grade 3 English Language Arts/Grade 8 Math CAASPP scores;** and (v) **measures of student engagement, including** suspension rates by grade span **and chronic absence, when available.**
 - b. A methodology for calculating performance as a combination of outcome and improvement for the key indicators in order to differentiate performance at the LEA and school levels, and for student subgroups, as specified in Attachment 3.
 - c. A component that supports analysis of local data.
 - d. A top-level **summary** data display for performance on the key indicators **all LCFF Priority Areas** for LEAs and schools that prominently shows areas where there are significant disparities in performance for any student subgroups.

~~Approve the proposed annual process for the SBE to review the key indicators and determine whether newly available data and/or research support including a new key indicator or substituting an existing key indicator, as specified in Attachment 2.~~

2. **Direct staff to prepare a recommendation for the July 2016 Board meeting for establishing standards for the LCFF priority areas that are not addressed by the key indicators—Priority 1 (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities), Priority 2 (Implementation of State Academic Standards), Priority 3 (Parent Engagement), Priority 7 (Access to a Broad Course of Study), and Priority 8 (Outcomes in a Broad Course of Study)—and how those standards will be used to assess an LEA’s eligibility for technical assistance and intervention as required by LCFF.**
3. **Direct staff to provide an update at the July 2016 SBE meeting on the feasibility of incorporating the following indicators into the overall LCFF evaluation rubrics design:**
 - c. **College and career readiness measures; and**
 - d. **Local climate surveys, including identification of any items from the California Healthy Kids Survey and related surveys that could be adapted for use as part of the LCFF evaluation rubrics.**