This document identifies the State Board of Education approved standard for each local performance indicator.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)
- *Standard*: LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence*: LEA would use locally available information, including data currently reported through the School Accountability Report Card (SARC), and determine whether it reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria*: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of measures that could be included within the local data selection option in the evaluation rubrics to support LEAs in reporting progress are:
- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies).

The examples above are all data elements that are currently required as part of the SARC. The web-based user interface system for the evaluation rubrics is being developed based on the same data system that supports the California Department of Education's SARC template. Accordingly, the evaluation rubrics system could auto-populate this data for LEAs that use the SARC template by aggregating the information from all schools within the LEA.

Implementation of State Academic Standards (Priority 2)
- *Standard*: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence*: LEA would determine whether it annually measured its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria*: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of prompts that could be included in a self-assessment instrument for this LCFF priority are included below:
- How would you rate the strength of your district's progress in implementing California's new standards in the following areas?
- How would you rate the preparedness of the following district and school staff to implement California's English Language Arts, English language development, mathematics, and science standards?

Parent Engagement (Priority 3)
- *Standard:* LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs, and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence*: LEA would determine whether it annually measured its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria*: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of measures that could be included in a self-assessment tool or tracked and reported through the local data selection option of the evaluation rubrics include:
- Schools and districts have systems and structures in place to provide parents/caregivers with the interpretation and translation services they need to be full partners and participants.
- Percent of teachers and administrators who have participated in one or more professional development opportunities related to engaging parents/caregivers in decision making.
- Percent of parents/caregivers serving on school/district committees who report feeling that their input is respected and valued and reflected in school/district plans.

School Climate – Local Climate Surveys (Priority 6)
- *Standard*: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

- *Evidence*: LEA would determine whether it administered a survey as specified and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria*: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of the type of information that LEAs could provide through the local data selection option in the evaluation rubrics include:
- Brief narrative description of key findings, including differences in results among student groups.
- For surveys that provide an overall score, such as the School Climate Index for the California Healthy Kids Survey, report of overall score for all student and student groups.
- Analysis of a subset of specific items on survey that are particularly relevant to student safety and connectedness.