

Appendix B: Indicators for the Local Control Funding Formula / Every Student Succeeds Act and Internal Outcomes

Outcomes / metrics highlighted in grey were those prioritized by staff as demonstrated growth areas. Those areas that are italicized are BUSD's internal measures.

8 Local Control Funding Formula Priorities	Every Student Succeeds Act	
<p><i>Basic (Priority 1)</i></p> <ul style="list-style-type: none"> Qualified teachers: Recruitment and Retention of Teachers of Color Sufficient instructional materials Facilities in good repair <p><i>Implementation of State Standards (Priority 2)</i></p> <ul style="list-style-type: none"> Implementation of content standards, including ELD <p><i>Parental involvement (Priority 3)</i></p> <p><i>Pupil achievement (Priority 4)</i></p> <ul style="list-style-type: none"> performance on the Smarter Balanced Assessment (SBA) in ELA and Math score on API share of pupils that are college and career ready share of English learners that become English proficient English learner reclassification rate AP exam passage rate Rates of college readiness on EAP Progress on the K-8 Reading and Writing Assessments: TCRWP, ASOU, ASOR and Accelerated Reader <p><i>Pupil engagement (Priority 5)</i></p> <ul style="list-style-type: none"> attendance rates as per ADA chronic absenteeism rates middle school dropout rates high school dropout rates high school graduations rates <p><i>School climate (Priority 6)</i></p> <ul style="list-style-type: none"> pupil suspension rates pupil expulsion rates other local measures: Secondary Alternative Means of Correction <p><i>Course access (Priority 7)</i></p> <ul style="list-style-type: none"> enrollment of pupils in a broad course of study <p><i>Other pupil outcomes (Priority 8)</i></p> <ul style="list-style-type: none"> pupil outcomes in the broad course of study 	<p>Elementary and Middle Schools</p> <p><i>Academic Achievement</i></p> <ul style="list-style-type: none"> Performance on the SBA English language arts and mathematics in grades 3 and 8, <p><i>English Proficiency</i></p> <ul style="list-style-type: none"> Progress of English learners in achieving English proficiency <p><i>Another Academic Indicator</i></p> <ul style="list-style-type: none"> Other academic factor that can be broken out by subgroup (this could include growth on assessments) <p><i>At Least One Other Indicator</i></p> <ul style="list-style-type: none"> Additional indicator (e.g., student engagement and school climate/safety) <p><i>Attendance rates as per ADA</i></p> <p><i>Chronic absenteeism rates</i></p>	<p>High Schools</p> <p><i>Academic Achievement</i></p> <ul style="list-style-type: none"> Performance on the SBA English language arts and mathematics assessed in Grade 11 (See EAP) <p><i>English Proficiency</i></p> <ul style="list-style-type: none"> Progress of English Learners in achieving English proficiency <p><i>Another Academic Indicator</i></p> <ul style="list-style-type: none"> 4-year adjusted cohort graduation rate <p><i>At Least One Other Indicator</i></p> <ul style="list-style-type: none"> Additional indicator (e.g., opportunity to learn and readiness for post-secondary) <p><i>Rates of college readiness on EAP</i></p> <p><i>Secondary African-American Suspension Rate</i></p> <p><i>Secondary Alternative Means of Correction</i></p>