

## **State Priorities**

**Priority 1: Basic Services** addresses the degree to which:

1. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
2. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
3. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

1. The implementation of state board adopted academic content and performance standards for all students, which are:
  1. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  2. Mathematics – CCSS for Mathematics
  3. English Language Development (ELD)
  4. Career Technical Education
  5. Health Education Content Standards
  6. History-Social Science
  7. Model School Library Standards
  8. Physical Education Model Content Standards
  9. Next Generation Science Standards
  10. Visual and Performing Arts
  11. World Language; and
2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

1. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
2. How the school district will promote parental participation in programs for unduplicated pupils; and
3. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

1. Statewide assessments;
2. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

3. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
4. The English learner reclassification rate;
5. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
6. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

1. School attendance rates;
2. Chronic absenteeism rates;
3. Middle school dropout rates;
4. High school dropout rates; and
5. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

1. Pupil suspension rates;
2. Pupil expulsion rates; and
3. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

1. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
2. Programs and services developed and provided to unduplicated pupils; and
3. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.