



# LGA Local Indicators for CA School Dashboard

Fall 2019

Self-Reflection

## Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (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 at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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<sup>1</sup> California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

# Self-Reflection Tool (Priority 1) – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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 California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education’s School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \*

0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \*

0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): \*

0

# Criteria:

*Optional:* Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

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Date taken to local governing board:

10/25/19
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# Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

## Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Leroy Greene Academy is utilizing various tools to track progress on state standards, ranging from formative assessments embedded in curriculum such as StudySync, GoMath, and other curriculum sources. We also proactively utilize IAB data as a formative benchmark to ensure



standards are taught to mastery. We have been utilizing IAB's since 2017, and we use it to monitor both our progress and performance. We also utilize a program named Read180 to provide information surrounding lexile level and reading scores. At the end of the year, we pull from CAASPP results to plan for the following year. We utilize "power assignments" in math which specifically addresses individual standards in math, and "Unit Assessments" from various curriculum sources to ensure students can synthesize standards. Our staff utilizes consistent Professional Learning Communities (PLCs) and teachers observing teachers to steal, borrow, and build from each other's teaching. Teachers can observe their peers, looking for specific actionable strategies and/or implementation of standards to reinforce in their own rooms. From this, we will create an instructional rounds model based off staff input, centering on rigor and instruction of California Common Core Standards. Lastly, administration provides consistent feedback on standard based instruction to their staff.

## Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full*

*Implementation and Sustainability*

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full*

*Implementation and Sustainability*

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

## Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 4 5

Physical Education Model Content Standards

1 2 3 4 5

Visual and Performing Arts

1 2 3 4 5

World Language

1 2 3 4 5

## Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 4 5

Identifying the professional learning needs of individual teachers

1 2 3 4 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 4 5

# Criteria:

*Optional:* Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

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Date taken to local governing board:

<b>10/25/19</b>
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# Self-Reflection Tool (Priority 3) – Parent Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (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 at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

- 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.  
 Rating Scale (lowest to highest):  
 --Select One--
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation**
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
- 2. Rate the LEA's progress in creating welcoming environments for all families in the community.  
 Rating Scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation**
  - 5 – Full Implementation and Sustainability
- 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.  
 Rating Scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation**
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
- 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.  
 Rating Scale (lowest to highest):
  - 1 – Exploration and Research Phase

- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation**
- 5 – Full Implementation and Sustainability

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. Text is limited to 3000 characters

Our strength lies in communication. According to an initial survey for all stakeholders, 94.6% of our families agree that the school communicates well with families, and 92.8% of families agree that our teachers communicate well with families. Our focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. The main vehicle for this push will be through our Advisory program, where each teacher has the opportunity to get to know a small group of families on a more personal level, and can team with families to provide the needed support. These groups are created purposefully, and will continuously and proactively reach out to all families, including underrepresented families, for support.

## Building Partnerships for Student Outcomes

- 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.  
Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation**
- 5 – Full Implementation and Sustainability

- 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation**
- 5 – Full Implementation and Sustainability

- 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation**
- 5 – Full Implementation and Sustainability

- 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation**
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. Text is limited to 3000 characters

Leroy Greene Academy has received generous scores surrounding providing information and resources to support our families with academics. We have an Advisory program, where teachers work with students and families surrounding academics, and setting up plans for the student to be successful. Advisory teachers also work to support the whole student and provide additional social emotional support when necessary. A growth area surrounds ensuring more families have the opportunity to meet with one of our counselors, with over 20% of parents explaining they had no personal knowledge of a counselor meeting on academics. Due to this, we hired an additional counselor for more academic support, who will help our high schoolers with goal setting, college information, course selection, and other academic measures. LGA is restructuring its Student Success Team meetings and working with its teachers to identify key data points as flags for students of need, which leads to clearer and concise communication with families. We are working as a school site to find more dynamic ways to engage our stakeholders.

## Seeking Input for Decision Making

- 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.  
Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development**
- 3 – Initial Implementation
- 4 – Full Implementation

## 5 – Full Implementation and Sustainability

- 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

**2 – Beginning Development**

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

- 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

**2 – Beginning Development**

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

- 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

**3 – Initial Implementation**

4 – Full Implementation

5 – Full Implementation and Sustainability

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Text is limited to 3000 characters

This area consists of some of the lowest scores we have identified. While we do reach out to families, overwhelmingly, we need to engage them more often. We began doing "Pride and Pastries" as an avenue to bring families into the fold with all decision making, and have begun working well with our PTSA to begin looking at implementing family engagement activities at our school level. Different family engagement activities that we have created include our Powderpuff Football game, our cultural celebrations such as Dia de los Muertos, and our Multicultural Night -

all of which are free events to attend. While we spend a decent amount of time advertising our policies and with our stakeholders, we don't spend enough time seeking input from the groups to ensure that we can make growth with our stakeholders. We plan to create parent focus groups to engage families on the progress and direction of our site.

Date taken to local governing board:

10/25/19

## Self-Reflection Tool (Priority 6) – School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The 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 at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard. Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

In the Natomas Unified School District School Climate and Culture Student Survey, our site has shown growth in the areas of Climate of Support for Academic Areas; Knowledge and Fairness of Discipline, Rules & Norms; Safety; Safety, Sense of Belonging (School Connectedness); Sense of Belonging (School Connectedness). Our areas of growth are surrounding teachers working with and for their students, students knowing expectations, and feeling a sense of belonging and connectedness with other students. While our survey results were overwhelmingly positive, if we had to identify an area for growth it would around the area of campus behavior such as bullying and interpersonal relationships. Due to this, we are launching an anti-bullying campaign that will continue throughout the immediate future. We launched restorative practices with phase one of community circles, and we will continue to enrich and train our staff on these practices. We have begun implementing restorative conversations as well. We also have trained a small contingent of our staff surrounding PBIS strategies, and are preparing for an initial rollout of PBIS. We have brought in outside organizations, such as Learning for Living with Breaking down the Walls, and are using cyberbullying lessons within our Advisory class. The goal of all of these systems is to reduce bullying and gossip and sexual harassment or jokes on our campus. Administration is also aligning our progressive discipline model with our tiered interventions in such a way as to ensure students understand our campus is a bully free zone.

## Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Date taken to local governing board:

10/25/19



# Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

**Standard:** Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

**Evidence:** The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

## Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Leroy Greene Academy focuses on improving student access as well as readiness for college and career. Leroy Greene provides a Course Catalog with descriptions of course options and sequences aligned to Board and Executive Council approved graduation requirements and a-g completion. Students have access to similar courses of study as measured by our increasing A-G rate. Additionally, the Principal monitors the master schedule at the beginning of the school year to ensure students from all student groups have access to broad courses of study using data reports from our student information system and data warehouse. Students also have the ability to create a Multi Year Academic Plan where they work with counselors and their parents to sign up for their own classes and project their academic plan four years out.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

Leroy Greene Academy operates on a four by four block schedule. This schedule provides more access to courses and ensures all students are on track to graduate. Our graduation rate remains 100% and our A-G graduation rate remains spectacularly high, around 97%.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

LGA offers two unique pathways to its students: Business Entrepreneurship and Visual Arts . These pathways make up a portion of LGA's graduation requirements. Also, with our block schedule our graduation/credit requirements are higher than most schools. Students who transfer to LGA can, at times, struggle to meet LGA's graduation requirements.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Almost every course at Leroy Greene Academy is A-G compliant. Leroy Greene is increasing support to students with disabilities by increasing inclusive practices, including providing additional opportunities for training of staff. Additionally, Leroy Greene Academy staff has worked to increase achievement for English Learner students. LGA continues to monitor student course enrollment each year. Also, twice a year, each family with a high school student is sent a personalized letter about their student's progress toward graduation and college. This additional tool not only provides information to encourage students to strive toward college access, but also informs them and their families if they are off track for completing any coursework required to graduate or attend a CSU or UC college.

Text is limited to 3000 characters

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](#).

## Criteria:

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.**

Text is limited to 1500 characters

**Date taken to local governing board:**