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2024-25 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its 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 (EC) 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; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	68.1	58.3%	7.6%	8.8%	15.6%	5%	4%	0.7%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	2

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards		2			
History-Social Science		2			

2. Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

3. Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board 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

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards		2			
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language		2			

Support for Teachers and Administrators

5. 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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

This year we partnered with Instructional Partners to increase our impact on mathematics and English language arts instruction. All teachers in English Language Arts, Mathematics, and English Language Development received professional learning for implementing curriculum based on Common Core Standards. All teachers were provided with an instructional coach that observed and provided feedback on a bi-weekly basis. Additionally, teachers were required to complete Week-at-a-Glances (WaaGs, aka. lesson plans) outlining the standards, objectives and activities they intended to cover the upcoming week. Working together, the teacher and coach reviewed the state standards to intentionally support curriculum pacing. Teachers received feedback on their WaaGs from an instructional coach. Teachers were evaluated three times over the course of the year using a rubric based on the TNTP rubric, one domain of which looks at "Essential Content" and the degree to which all students are engaged in content aligned to the appropriate standards for their subject and grade.

Parental Involvement and Family Engagement (LCFF Priority 3)

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 30 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: ¹

- 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 LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their 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.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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.	2
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	2
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	2
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.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The departure and changes in long-tenured faculty/staff as well as re-organizational structuring have led to a weakening of connections with families, resulting in a reduced presence on campus thus limiting parental involvement. There was progress this year in organizing Parent Talk sessions, facilitating volunteering opportunities, involving parents in teacher appreciation week, and inviting parents to campus events, including athletic games. A cohort of families actively provided feedback and engaged in constructive dialogue, highlighting their high expectations and willingness to collaborate with the school.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The focus area for improvement in building relationships between school staff and families is to foster a more connected and supportive school community. Open communication between families and faculty/staff including emails, ParentSquare, and phone calls. Establishing trust through transparency and responsiveness; Recognizing contributions of faculty/staff, families, and school volunteers; Celebrating Diversity within the school community; Parent Education workshops and resources to help families support their children's academic and social-emotional development

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The engagement of underrepresented families will involve proactively reaching out through personalized communication; Cultural Sensitivity by providing cultural competence training for faculty/staff in order to understand and respect backgrounds and values; Feedback Mechanisms such as surveys and committees to include them in decision making process; Recognizing Diversity by celebrating cultural heritage, traditions, and contributions of underrepresented families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
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.	3
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.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The current strengths and progress include having a reputation for academic excellence. Progress towards consistent communication from the school and teachers regarding student learning/behavior. Continuing to effectively adhere to curriculum pacing and maintain high expectations for students while using data to guide instruction.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The focus areas include keeping the vision and mission at the forefront of our decisions. Create opportunities for reciprocal learning between school, families, and outside organizations. Offer resources and trainings to families to enhance their capacity to contribute to student outcomes. Implement strategies to involve families in decision making processes including surveys and parent committees.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Engagement of underrepresented families in order to improve student outcomes includes Culturally Responsive Communication as well as using culturally relevant examples and context; Parent Empowerment workshops that teach advocacy for their child's needs and understanding academic expectations; Flexible Engagement Opportunities that allow for meetings, events, and conferences to accommodate the diverse needs of underrepresented families by offering virtual options and various times/days for parental contact.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
1. 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.	3
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
3. 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.	2
4. 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.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The current strengths and progress for seeking input for decision making include multiple feedback mechanisms including surveys, Saturday Family Engagement Workshops, and Parent Talk Sessions. Regular engagement takes place with stakeholders, ensuring that their voices are heard throughout the decision making process. School leaders demonstrate responsiveness by actively addressing concerns raised by families, building trust and confidence in the decision making process.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The focus areas for improvement in seeking input for decision making include diverse representation that reflects the school's commitment to inclusivity and equity; Data-based decisions ensuring decisions are grounded in data and research-based evidence; Continuous improvement in seeking input for decision making, regularly evaluating the effectiveness of feedback and adjusting as needed to better meet the student and family needs.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The engagement of underrepresented families will take place by ensuring decision making committees include representation from underrepresented families, actively seeking out diverse voices making sure that all perspectives are considered in the decision making process. Following-up with underrepresented families to communicate how their input has been used to inform decisions and providing feedback on how their voices have made a difference helps build trust and encourage continued engagement.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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 February 2024 Climate Survey was given schoolwide, 837 students participated. American Indian/Native America-27; Asian-45; Black or African American-72; Latinx/Hispanic-682; Pacific Islander/Hawaiian-13; White/Non-Hispanic-29; Multi-racial-40; Other-54

(Note: this number totals to over 837 because the question that asks for race or ethnicity is a "select all that apply" question, meaning one student can make more than one selection depending on what best fits them.)

Student Results

School Connectedness

47% Whole School / 49% Middle School / 45% Upper School

Academic Motivation

60% Whole School / 64% Middle School / 53% Upper School

Caring Adult Relationships

56% Whole School / 58% Middle School / 61% Upper School

High Expectation

47% Whole School / 52% Middle School / 43% Upper School

School Safety

53% Whole School / 52% Middle School / 55% Upper School

We received 54 parent responses, representing parents of 81 students.

5th Grade- 6 parents

6th Grade- 10 parents

7th Grade- 13 parents

8th Grade- 0 parents

9th Grade- 16 parents

10th Grade- 13 parents

11th Grade- 13 parents

12th Grade- 11 parents

Parent Responses

14.8% of parents strongly agree that their child is safe at MWA

74% of parents agree that their child is safe at MWA

9.3% of parents disagree that their child is safe at MWA

1.9% of parents strongly disagree that their child is safe at MWA

87.5% of MWA parents feel MWA is responsive to needs

12.5% of MWA parents do not feel MWA is responsive to needs

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall our results are almost comparable to the results in February 2023 and October 2023's climate survey, though we see decreases in metrics around "high expectations" in both divisions and "school connectedness" in upper school.

Middle school students rated higher compared to upper school students in all categories except "school safely".

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In an effort to address caring adult relationships and high expectations concerns, includes fostering open communication, providing PD and class lessons on relationship-building skills, and creating a supportive environment where both students and adults feel valued and respected. Continue to collaborate with stakeholders to work together to find solutions that prioritize the well-being of everyone involved. MWA will be adding an additional Social Worker and prioritize the hiring of key staff. Consistently applying disciplinary actions with fidelity schoolwide. Implementing structures with more intensive classroom supports, and professional development in the area of positive behavior interventions.

Access to a Broad Course of Study (LCFF Priority 7)

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. (response limited to 1,500 characters)

All students continue to have access to A-G approved courses, which are part of our graduation requirements. Over 99.5% of our students are enrolled in courses that fulfill local requirements for high school graduation. Because our requirements are closely aligned with A-G Requirements, in 2022-23, 86% of cohort graduates were eligible for UC/ CSU entrance upon graduation. This year, of students who were designated as seniors at the beginning of the school-year, 72 out of 84 students applied and were accepted to at least one four-year university: 84/85 (98%) were CSU eligible and 49/85 (57%) were UC eligible. Our Career and College Center will continue to work closely with each student to ensure they are on track to graduate, to meet A-G requirements, and have developed a post-secondary plan. When creating students' schedules each year, students with disabilities, English Learners, and socio-economically disadvantaged students are given priority enrollment in courses. Our Advanced Placement (AP) classes are "open enrollment," so that all students with an interest in the course have potential to enroll, provided they have met any prerequisite courses with at least a C or better. This year 38% of students were enrolled in AP classes. We currently have one CTE pathway, and have seen an increase in the number of CTE pathway completers in the past year; we are exploring adding additional CTE pathways for our students in the future.

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, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students continue to have access to standards-aligned core classes. Our upper school (high school) courses and graduation requirements are A-G aligned. Students' advisors, along with the college and career counseling team, work with our upper school students and families directly to ensure that they are on a track to complete all A-G requirements. Because our requirements are closely aligned with A-G Requirements, in 2023-24, 85% of cohort graduates are eligible for UC/ CSU entrance upon graduation.

When creating students' schedules each year, students with disabilities, English Learners, and socio-economically disadvantaged students are given priority enrollment in courses. Our Advanced Placement (AP) classes are "open enrollment," so that all students with an interest in the course have potential to enroll, provided they have met any prerequisite courses with at least a C or better. Last year 42% of students passed their AP exams (scored a 3 or higher). We currently have one CTE pathway, and have seen an increase in the number of CTE pathway completers in the past year; we are exploring adding additional CTE pathways for our students in the future.

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. (response limited to 1,500 characters)

National teacher shortage and acute teacher shortage in Bay Area has made it challenging to expand our broad array of CTE courses and to have a visual and performing arts courses.

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? (response limited to 1,500 characters)

We continue our search to ensure highly qualified faculty and content experts are available to continue providing students with access to a broad course of study. Staff and student surveys were conducted to identify additional courses that staff are interested in and prepared to teach and courses that students are interested in taking. We will use this information to inform the creation of new courses for next year in the upper school, including ensuring that courses receive A-G and AP designation, where appropriate.