2024-2027 Local Performance Indicators

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

Number of Teacher Misassignments	
2024	0
2025	0
2026	0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.	
2024	0
2025	0
2026	0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	
2024	0
2025	0
2026	0

Implementation of State Academic Standards (LCFF Priority 2)

Rating Scale (lowest to highest):

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

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	2024	2025	2026
Common Core State Standards for ELA	5	5	5
Common Core State Standards for Math	5	5	5
ELD (Aligned to ELA Standards)	4	4	4
Next Generation Science Standards	5	5	5
History-Social Science	5	5	5

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.	2024	2025	2026
Common Core State Standards for ELA	5	5	5
Common Core State Standards for Math	5	5	5
ELD (Aligned to ELA Standards)	4	4	4
Next Generation Science Standards	5	5	5
History-Social Science	5	5	5

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).	2024	2025	2026
Common Core State Standards for ELA	5	5	5
Common Core State Standards for Math	5	5	5
ELD (Aligned to ELA Standards)	4	4	4
Next Generation Science Standards	5	5	5
History-Social Science	5	5	5

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.	2024	2025	2026
Career Technical Education	2	2	2
Health Education Content Standards	4	4	4
Physical Education Model Content Standards	5	5	5
Visual and Performing Arts	5	5	5
World Language	5	5	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).	2024	2025	2026
Identifying the professional learning needs of groups of teachers or staff as a whole	4	4	4
Identifying the professional learning needs of individual teachers	4	4	4
Providing support for teachers on the standards they have not yet mastered	4	4	4

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.	
2024	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 IABs since 2017, and we use it to monitor both our progress and performance. 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 observe 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 on staff input, centering on rigor and instruction of California Common Core Standards. Lastly, the administration provides consistent feedback on standard-based instruction to their staff.
2025	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 IABs since 2017, and we use it to monitor both our progress and performance. 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 observe 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 on staff input, centering on rigor and instruction of California Common Core Standards. Lastly, the administration provides consistent feedback on standard-based instruction to their staff.
2026	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 IABs since 2017, and we use it to monitor both our progress and performance. 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 observe 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 on staff input, centering on rigor and instruction of California Common Core Standards. Lastly, the administration provides consistent feedback on standard-based instruction to their staff.

Parental Involvement and Family Engagement (LCFF Priority 3)

Section 1: Building Relationships Between School Staff and 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*

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.	2024	2025	2026
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.	4	4	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4	4	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4	4	4
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.	4	4	4

Building Relationships 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 Building Relationships Between School Staff and Families	
2024	Leroy Greene Academy continues to have strong support from families for academic programs. 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. We are working as a school site to find more dynamic ways to engage all educational partners, including parents, which continues to be an area that needs improvement.
2025	Leroy Greene Academy continues to have strong support from families for academic programs. 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. We are working as a school site to find more dynamic ways to engage all educational partners, including parents, which continues to be an area that needs improvement.
2026	Leroy Greene Academy continues to have strong support from families for academic programs. 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. We are working as a school site to find more dynamic ways to engage all educational partners, including parents, which continues to be an area that needs improvement.

2. 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.	
2024	This area continues to be a challenge for LGA. The staff have plans to continue the new parent engagement opportunities created in 2023-2024. The use of technology for parent engagement continues to be a strong engagement effort, but more is still needed.
2025	This area continues to be a challenge for LGA. The staff have plans to continue the new parent engagement opportunities created in 2023-2024. The use of technology for parent engagement continues to be a strong engagement effort, but more is still needed.
2026	This area continues to be a challenge for LGA. The staff have plans to continue the new parent engagement opportunities created in 2023-2024. The use of technology for parent engagement continues to be a strong engagement effort, but more is still needed.

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 Building Relationships Between School Staff and Families.	
2024	According to a recent survey for all stakeholders, 94% of parents feel welcomed at school and 81% feel their ideas are valued and included in school plans. More than ⅔ feel their input is respected, valued, and reflected in school plans. A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important 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.
2025	A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important 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.
2026	A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important 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.

Section 2: Building Partnerships for Student Outcomes

Rating Scale (lowest to highest):

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

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.	2024	2025	2026
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.	4	4	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4	4	4
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.	4	4	4
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	3	3

Building Partnerships 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 Building Partnerships for Student Outcomes	
2024	According to a recent survey for all stakeholders, 94% of parents feel welcomed at school and 94% feel connected to school. More than ⅔ feel their input is respected, valued, and reflected in school plans. A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important 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.
2025	A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important 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.
2026	A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important 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.

2. 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.	
2024	Leroy Greene Academy continues to have strong support from families for academic programs. 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.
2025	Leroy Greene Academy continues to have strong support from families for academic programs. 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.
2026	Leroy Greene Academy continues to have strong support from families for academic programs. 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.

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 Building Partnerships for Student Outcomes.	
2024	We are working as a school site to find more dynamic ways to engage all educational partners, including parents, which continues to be an area that needs improvement.
2025	We are working as a school site to find more dynamic ways to engage all educational partners, including parents, which continues to be an area that needs improvement.
2026	We are working as a school site to find more dynamic ways to engage all educational partners, including parents, which continues to be an area that needs improvement.

Section 3: Seeking Input for 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*

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.	2024	2025	2026
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.	3	3	3
10. 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	3
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.	3	3	3
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.	4	4	4

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.	
2024	Parents have various opportunities to be involved with LGA's school site council, ELAC, PTSA, and Executive Council. Within these groups, parents can seek input and help with decision-making.
2025	Parents have various opportunities to be involved with LGA's school site council, ELAC, PTSA, and Executive Council. Within these groups, parents can seek input and help with decision-making.
2026	Parents have various opportunities to be involved with LGA's school site council, ELAC, PTSA, and Executive Council. Within these groups, parents can seek input and help with decision-making.

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.	
2024	Messaging goes out to all families during the summer, start of school, and throughout the school year regarding participation in parent groups at LGA. Even with consistent messaging, parent input is minimal.
2025	Messaging goes out to all families during the summer, start of school, and throughout the school year regarding participation in parent groups at LGA. Even with consistent messaging, parent input is minimal.

2026	Messaging goes out to all families during the summer, start of school, and throughout the school year regarding participation in parent groups at LGA. Even with consistent messaging, parent input is minimal.

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.	
2024	LGA will continue to find different avenues to seek parent input on decision-making that impacts the education of students at LGA.
2025	LGA will continue to find different avenues to seek parent input on decision-making that impacts the education of students at LGA.
2026	LGA will continue to find different avenues to seek parent input on decision-making that impacts the education of students at LGA.

School Climate (LCFF Priority 6)

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.	
2024	LGA administers parent and student surveys each year and uses the information to improve our school. The student and parent surveys cover topics on school outcomes, perceptions of school safety and connectedness, opportunities for parent engagement, and perceptions of LGA's effectiveness at preparing students for college/career. Some highlights or areas of strength include the following statements with very high levels of agreement: ● 98% - How safe is LGA... [Overall safety] ● 97% - As a member of the LGA community, I feel... [Our school has a welcoming environments for all families in the community] ● 94% - As a member of the LGA community, I feel... [Safe at school] ● 94% - LGA is effectively preparing students for college/career by developing the following skills in our students... [Thinking and Working Creatively] ● 94% - How strongly do you agree with each of the following statements? [It is easy for LGA families to communicate with their student's teachers] ● 92% - As a member of the LGA community, I feel... [Connected to LGA] ● 92% - LGA provides effective programs to help students ... [Achieve academically] ● 91% - LGA provides effective programs to help students ... [Participate in school activities] ● 91% - LGA is effectively preparing students for college/career by developing the following skills in our students... [Thinking Critically]
2025	A significant number of respondents indicated that their students or children participate in specialized support programs such as Special Education, English Learner services, counseling services, 504 plans, and school-based activities like athletics, clubs, and leadership. Most families were aware of LGA's consistently high graduation rate (100% over the past three years), and a majority acknowledged that over 80% of graduates meet UC/CSU eligibility criteria and nearly 70% demonstrate college/career readiness according to state standards. Survey results show that educational partners believe LGA is preparing students well for life after high school. Respondents expressed strong agreement that students are developing critical skills such as reading comprehension, writing, problem solving, collaborative teamwork, and communication. There was also strong recognition of LGA's efforts to prepare students for standardized assessments such as the CAASPP, AP, and SAT. LGA was highly rated for its support programs, particularly in serving students who are struggling academically, English Learners, high-achieving or GATE students, and those in need of mental health services. Respondents acknowledged that the school provides ample opportunities for students to engage in extracurricular activities and prepare for college and career pathways. However, there was a noted gap in awareness or confidence about student access to community-based mentoring, service-learning, and career exposure opportunities. The counseling team received high marks for their support with academic planning, personal wellbeing, and postsecondary advising. Families and staff generally agreed that

	communication between home and school is strong, and that families find it easy to connect with teachers when needed. Nevertheless, some parents and guardians suggested that LGA could do more to proactively seek input from families and provide meaningful roles for them in school governance and decision-making processes. Regarding school climate, most participants reported feeling safe at school and welcomed by the school community. Families and students described LGA as a respectful and inclusive environment, citing its advisory program, school psychologist, and emphasis on student voice as assets. Still, several respondents emphasized the need for broader cultural representation, including increased visibility and support for African American students and staff. Safety remains a priority, with feedback highlighting the need for increased supervision and intervention in specific areas like locker rooms and bathrooms. Additionally, some respondents advocated for clearer academic accountability for student-athletes and called for greater equity in extracurricular recognition and resources. Open-ended responses consistently pointed to LGA's strengths in emotional support services, academic recovery opportunities (e.g., office hours), and counselor availability. Stakeholders expressed a desire for LGA to expand student motivation strategies, address digital distractions more assertively, and deepen partnerships with mentors and professionals aligned to student career interests.
2026	Based on the LGA Annual School Survey, local climate data indicate that school stakeholders generally perceive the school as safe, welcoming, and supportive. Survey responses were disaggregated by race/ethnicity and stakeholder groups (students, teachers, family members, and other staff), providing insight into the experiences of different populations. A total of 211 respondents participated in the survey, including 158 students, 27 teachers, 23 family members, and 5 other staff members. School safety emerged as a significant strength. Ninety-six percent of respondents reported feeling safe overall at LGA, with similarly high ratings for safety during passing periods (95%), before school (93%), during lunch (93%), and in classrooms (93%). Most student groups reported safety ratings above 90%, although perceptions of after-school safety were somewhat lower (89% overall), particularly among Filipino students (73%). School connectedness and family engagement were also viewed positively. Ninety-one percent of respondents agreed that LGA provides a welcoming environment for families and that staff build trusting and respectful relationships with families. Eighty-eight percent reported feeling safe at school, and 87% reported feeling welcomed at school. Communication with families was another area of strength, with 87% agreeing that LGA communicates effectively with families and 86% indicating it is easy for families to communicate with teachers. The survey also identified areas for growth. While overall ratings remained positive, lower levels of agreement were reported regarding multilingual resources (75%), support for students needing mental health services (74%), connections to community partnerships (70%), support for high-achieving/GATE students (67%), mentoring opportunities (67%), and opportunities for students to volunteer in the community (67%). Respondents also expressed less confidence that their input is reflected in school plans (78%) and that the school effectively seeks input from underrepresented groups (81%).

	Disaggregated results revealed some variation among student groups. Asian and Hispanic/Latinx respondents generally reported more positive perceptions across many measures, while American Indian respondents often reported lower levels of agreement, particularly regarding feeling welcomed at school (63%), ease of communication with teachers (50%), counselors supporting student mental health (50%), and feeling that their input is respected and reflected in school plans (38%). African American respondents generally reported positive perceptions, though ratings for multilingual resources (65%) and connectedness to LGA (78%) were somewhat lower than the overall average. Overall, the climate survey data suggest that LGA maintains a strong school climate characterized by high levels of safety, belonging, family engagement, and positive relationships. The results also provide valuable information for continuous improvement efforts focused on expanding mental health supports, strengthening multilingual resources, increasing student voice and representation, and enhancing programs that connect students to mentors, community partnerships, and enrichment opportunities.

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.	
2024	A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important 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.
2025	A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important 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.
2026	A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important 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.

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.	
2024	Through an analysis of student data and stakeholder engagement, a number of areas of need

	have emerged for LGA moving forward, including areas such as: expanding supports to prepare students for college/career, adding advanced coursework to provide rigorous challenging college-level classes, improving math performance, expanding course taking and intervention opportunities for students, increasing the A-G completion/pass rates, improving campus climate/culture and increasing authentic communication with families.
2025	Through an analysis of student data and stakeholder engagement, a number of areas of need have emerged for LGA moving forward, including areas such as: expanding supports to prepare students for college/career, adding advanced coursework to provide rigorous challenging college-level classes, improving math performance, expanding course taking and intervention opportunities for students, increasing the A-G completion/pass rates, improving campus climate/culture and increasing authentic communication with families.
2026	Through an analysis of student data and stakeholder engagement, a number of areas of need have emerged for LGA moving forward, including areas such as: expanding supports to prepare students for college/career, adding advanced coursework to provide rigorous challenging college-level classes, improving math performance, expanding course taking and intervention opportunities for students, increasing the A-G completion/pass rates, improving campus climate/culture and increasing authentic communication with families.

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

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)	
2024	Leroy Greene Academy focuses on improving student access and 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. Students also have access to Dual Enrollment classes on-site during the school day, allowing them to receive college credit in high school. Additionally, the Principal monitors the master schedule at the beginning of the school year to ensure students from all student groups can access broad courses of study using data reports from our student information system and data warehouse. Students can also create a Multi-Year Academic Plan where they work with counselors and their parents to sign up for their classes and project their academic plan four years out.
2025	Leroy Greene Academy focuses on improving student access and 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. Students also have access to Dual Enrollment classes on-site during the school day, allowing them to receive college credit in high school. Additionally, the Principal monitors the master schedule at the beginning of the school year to ensure students from all student groups can access broad courses of study using data reports from our student information system and data warehouse. Students can also create a Multi-Year Academic Plan where they work with counselors and their parents to sign up for their classes and project their academic plan four years out.
2026	Leroy Greene Academy focuses on improving student access and 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. Students also have access to Dual Enrollment classes on-site during the school day, allowing them to receive college credit in high school. Additionally, the Principal monitors the master schedule at the beginning of the school year to ensure students from all student groups can access broad courses of study using data reports from our student information system and data warehouse. Students can also create a Multi-Year Academic Plan where they work with counselors and their parents to sign up for their classes and project their academic plan four years out.

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)	
2024	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 high, around 87%.
2025	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 high, around 86%.
2026	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 high, around 85%.

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)	
2024	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 sometimes struggle to meet LGA's graduation requirements.
2025	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 sometimes struggle to meet LGA's graduation requirements.
2026	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 sometimes struggle to meet LGA's graduation requirements.

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)	
2024	Almost every course at Leroy Greene Academy is A-G compliant. Leroy Greene is increasing support for students with disabilities by increasing inclusive practices, including providing additional opportunities for staff training. Additionally, Leroy Greene Academy staff has worked to increase achievement for English Learners. LGA continues to monitor student course enrollment each year.
2025	Almost every course at Leroy Greene Academy is A-G compliant. Leroy Greene is increasing support for students with disabilities by increasing inclusive practices, including providing additional opportunities for staff training. Additionally, Leroy Greene Academy staff has worked to increase achievement for English Learners. LGA continues to monitor student course enrollment each year.
2026	Almost every course at Leroy Greene Academy is A-G compliant. Leroy Greene is increasing support for students with disabilities by increasing inclusive practices, including providing additional opportunities for staff training. Additionally, Leroy Greene Academy staff has worked to increase achievement for English Learners. LGA continues to monitor student course enrollment each year.