

LAKE COUNTY OFFICE OF EDUCATION
Office of the Superintendent

Priority 7 – Broad Course of Study

ISSUE – LCFF statute requires that the new CA Accountability System include standards for all LCFF priorities. The criteria for state indicators include: (1) being valid and reliable measures, (2) having comparable, state-level data, and (3) the ability to disaggregate data by student groups. However, there are several LCFF priority areas that do not meet the criteria established for state indicators. These remaining priority areas are considered local indicators and will require LEAs to indicate Met, Not Met, or Not Met for Two or More Years for each applicable indicator. For each local indicator on the Equity Report, LEAs must complete the following steps to meet the approved standard:

1. Measure their progress using locally available information,
2. Report the results to the LEA’s local governing board at a regularly scheduled public meeting of the local governing board, and
3. Upload and publicly report the results through the Dashboard.

BACKGROUND/PREVIOUS BOARD ACTIVITY – In previous meetings we have presented the Local Indicators to the board. The Local Indicators include priority 1 - Basics (Teachers, Instructional Materials, Facilities), Priority 2 - Implementation of Academic Standards, Priority 3 - Parent Engagement, Priority 6 - Local Climate Survey and Priority 7 - Access to a Broad Course of Study.

DISCUSSION – The State Board of Education requires all districts, including County Offices of Education, to indicate if they have met each Local Indicator. This information must be reported by November for the 2019 CA School Dashboard. By reporting this information to our governing board, LCOE will qualify for the “Met” criteria.

FISCAL, STAFFING, AND FACILITIES – No impact on fiscal, staffing or facilities

SUPERINTENDENT’S RECOMMENDATION – None, information only

Report prepared by: Cynthia Lenners



Priority 7 – Access to a Broad Course of Study

LCFF statute requires that the new CA Accountability System include standards for all LCFF priorities. However, state-collected data is not available for every priority. For those priorities without indicator data collected by the state, the State Board has identified the data to be collected by the local education agency.

In order to meet the standard for the Local Indicators, LEAs must:

1. Measure their progress using locally available information
2. Report the results to the LEA's local governing board at a regularly scheduled public meeting of the local governing board, and
3. Upload and publicly report the results through the Dashboard.

Priority 7 – Broad Course of Study:

- 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... including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

Access to a Broad Course of Study

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.

We use the Master Schedules, listed in CALPADS, as our tool for identifying the extent to which all students have access to and are enrolled in a broad course of study.

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.

All students at Hance have access to an on-line platform that provides a wide variety of courses, including A-G courses and electives. All high school students at Hance and Creativity are being provided with college awareness courses and have access to dual enrollment if appropriate.

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.

Our very small enrollments is the biggest barrier to providing a more robust course offering.

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?

Both of our schools are investigating other options, both virtual and in-class, to provide a wider range of course offerings. They are also working with our College and Career Readiness specialist in order to provide a wider range of opportunities including dual enrollment and career preparation.