Priority 3: Other Student Outcomes

**Program Access**
- IB programs (disadvantaged student access, availability of it)
- HISPA, PACE, West Campus (criterion)
- Student Profile on pathways/program towards college
- Funding for AP classes at schools that are too small to fill classes
- GATE clusters (need to be more doable/feasible, number of applying and not receiving certification)
- Outreach to lower grades regarding school choice – pathways
- Provide funding for transportation to schools with pathways
- Identify academy and pathways data broken down by subgroup
- Disparity in number of enrolled students in AP classes and the number who take the test (is cost of taking the test a barrier?)
- College and career prep driven down to intermediate and elementary

**Data**
Data needed on for students in regards to college around:
1. Access
2. Completion
3. Participation
- Graduation Rates
- CTE student and job attainment rates
- How do you get the data into the hands of the students?
- What other exams are we looking at if not benchmarks for this district?
- Disaggregate SAT, PSAT by subgroups
- Outcomes for all specialized programs
- What is the data on credit deficient students who leave their home school?
- Data on extracurricular activities as it ties to graduation rates
- Tracking of internships
- Publish post-secondary data
- AP data broken down by feeder pattern
- Accountability for data entry into SIS system
- There may be other indicators we need to look at besides CAHSEE, SAT, PSAT, ACT; such as employment, civic engagement
- Milestones for graduation potential – benchmarked graduation profile

**Students**
Student experience
- Teachers should make sure that students demonstrate grade level mastery before moving to the next grade
- Encourage more students to take SAT
- Concerns with students' academic performance

**Teachers**
Areas of needed improvement for teachers (student feedback)
- Funding for more teachers to be qualified to teach AP classes
- Teacher feedback to parents (where students should be and where students are at)
What do you need in your classroom so your students can improve in outcomes (smaller class size; 30 kids are challenging because of behavior issues as well students who need additional directions)?
Do your kids understand all the subjects taught?

**School Structures**
School climate, sense of community, type of instruction (physically, emotionally safe environment for teachers/staff)
Social emotional development carried through from K-12
All principals/schools should partner up with colleges and universities to bring in interns for tutoring/mentorship programs
Too many students in class make it challenging to help all students

**Programs**
Community Service
Capture diversity of programs -- music, art, etc
Bring back summer programs
Computer classes for students
Engagement in other outcomes – band, orchestra, performing arts, Linked Learning Pathways
Examine existing programs looking for best practices
Examine efficacy of third party partners/providers. Hold accountable for failure and success
How does CAHSEE align with CCSS?

**Parents**
Parental involvement (requirement)
Program for parents on standards, with examples on what parents can do at home to help their child
Consistent communication with parents, not just when the child is failing (especially with school counselors)
Teacher accountability for parent communication
YPS parent: yes, class time is devoted to help those who need additional help
Sometimes student expresses pain/gives excuses that he does not want to go to school; parent is concerned why his child does not want to go to school; parent has other children in the household and only certain children experience not wanting to go to school (what motivates the child to want to go and what hinders the other child in the same family not want to go to school?)
Sometimes we don’t know our path after school, don’t know reasons relevant why we need to pass CAHSEE, AP classes; many of our parents do not understand the opportunities and the American education system
Provide community academic mentoring and resources to educate parents on resources available to students

**Support**
Remedial courses to increase college entrance
Wrap-around services for continuation schools
Tutoring should be compatible to what students are learning in class/ Separate by grade level and in small groups of students
When students are receiving extra support be sure to separate tutoring from homework help. Tutoring should only be focused on areas where needed
Provide funding for AP exams
Provide funding for test prep – teacher funding for after school classes
Identify groups struggling with content and provide intervention early and often (graduation profile – benchmarks)
Elementary/middle school collaboration around transition – targeted intervention
Well developed and multi-tiered system of support that crosses all segment levels
Need advisories
Greater counselor training around ensuring post-secondary options for students
More counselors
More seamless system of student supports during and after school
Provide additional practice testing opportunities (PSAT) and test prep opportunities
Provide intervention early and often
Student receives additional support in class (tutor) however students still struggle in school; parent not sure if student has special needs, learning issues

**ELs/SpEd/Foster Youth**

Wrap-around services for foster youth
Qualified bilingual instructional aides and teacher assistants (be able to work with all grade levels)
Digitize foster youth student files to ensure easy access and transfer of data to follow these students as they move from school to school
Data on students with disabilities regarding transition (partner with Department of Rehabilitation)
Which special education students are low income and foster youth?
We are missing foster youth in sample data
Want to see students who are identified proficient in English at a younger age as well as math