

# LCAP PRIORITY 1: ADVISORY COMMITTEE MEETING INPUT

December 16; January 22

## Priority 1: Student Achievement

### Common Core

How does Common Core affect API and what's the transition between the two?

Expand on the core curriculum.

Parents need more resources for Common Core readiness.

Materials aligned to Common Core Standards

### Tracking

Is there a tracking system for students for their entire K-12 education?

Can an inter-district tracking system be put in place?

Track and monitor multiple measures of student success.

How are we promoting students? Age? Achievement?

### Assessment

A lot of focus on testing; we may need to address the amount of testing.

If we're not using the California Standards Tests, what will we be using?

Not every school is using benchmarks/assessments.

Can we add foster youth benchmarks?

Make sure 2013-14 is not a lost year due to assessment and accountability systems change.

Are students ready to take computerized test?

At what grade level does measuring student achievement start?

### Student Support

Support the programs that are needed.

Support student achievement for all students – not just low-performing students.

Money follows the student.

Triage the supports and services.

Encourage wrap-around engagement.

Whole goes up, groups go down; indicates that some students are not being helped by programs.

More specialists on staff to provide interventions to students, especially if they are not EL or Special Education.

What are we doing for students who are not in significant groups, but who are also not achieving?

What are we doing for students who are not college-bound?

As intervention support -- co-teaching and resource specialists

Coaches and extra staff for under-performing students

Data-driven systematic interventions; multi-tiered

Supports for middle and high performing

How do we keep student to support and show growth?

Tutoring to support struggling students in specific content areas (example: MT-Math, WTH-Science)

Tutoring in libraries

Bring summer school back.

More support for students with special needs.

Target specific needs of students when tutoring is provided.

Have teachers align testing to what is being taught in class.

Can parents request tutoring services for students from principals and not have parents pay for them out of their pocket?

## **ELs/SpEd/Foster Youth**

Professional development for culturally responsive instruction and EL strategic Intervention for ELs in extended day and note pulling them from the core  
Make ELD more consistent and effective  
ELL had decrease in API 2013-13  
ELL significant drop – 2010-11 significant increase and then a drop (what happened?)  
Have we had an increase in EL students; what are current CELDT scores and what is growth?  
Can we ensure foster youths know their rights?  
Overall SCUSD went up; low-income students went down; EL made a more significant dive than other groups

## **Special Education**

What type of training do teachers in regular education receive to be able to differentiate the difference between regular education students who need additional help compared to someone who needs to be evaluated for Special Ed?

## **Achievement Gap**

Important to address achievement gap but also don't forget about additional supports for other students (high achieving)

## **High Achieving Students**

Focus on high performing schools too, please.  
What are high performing schools getting? They have different learners as well.  
Are higher expectations vs. lower expectation tied to income level?  
How to change culture of low expectations

## **School Structures**

Align programs throughout the day  
Increase parent involvement and teacher relationships  
Determine best practices at effective schools and grow them everywhere  
How to pair students effectively  
Reduce class size or provide instructional aides to reduce class size or use alternative scheduling (Early/Late)  
More support of and alignment with off-campus non-school after school programs  
Focus on low-income student achievement  
Class-size reduction to address a wide variety of learning levels/classroom management issues due to larger numbers of students in class.  
Add helpers/aides in classrooms  
Train parents on a curriculum program on what students are learning throughout the school year. (Course outline)  
Have programs available for over active students who are below grade level  
Teacher assistant in every class  
Split grades (i.e. low performing 4<sup>th</sup> graders with high performing 3<sup>rd</sup> graders)  
Orientation for students when moving from elementary-middle-high school-college-career awareness

## **SEL/NonAcademic**

Character Ed and SEL need to be focused on teaching success in life, not just academics  
Add social emotional indicators  
Are suspension rates tied to income level?  
Access to healthcare and counseling

## **Systems**

Question around our process and system of achievement and growth  
Student achievement will increase with better collaboration between schools, parents and teachers

Bring parties together to account for what's in place  
This plan does not look different from the single plan for student achievement  
Communication can be improved (data, systems, and processes)  
This plan should be similar to what school site councils have always looked at  
Do cross-walking between the LCAP and the Guide to Success  
Maximize programs like AmeriCorps and City Year.  
How do we prevent transiency?  
Use of partnering agencies  
District provided and not school's responsibility (for volunteers)  
Alternative pathways to graduation (i.e. online credit recovery)  
School site flexibility in spending  
Train site administrators and parents on how to spend money  
Greater site autonomy  
Focus on population disparities before focusing on overall gains  
Better and more training for teachers

### **Data**

Better input of information needed and accountability for those inputting information is needed  
Include raw data in data sets  
Utilize multiple measurements  
Allow access to data (parents, School Site Councils, etc.)  
Include attendance data  
What assurances do we have in place that the LCAP will reflect our data?  
There is a big disconnect between our data and using data to inform our work  
Look at real time data too  
Better student information system needed  
Do a gap analysis  
Need more data  
Need data on successful college completion for SCUSD grads  
Ethnic/racial data; gender; need more data  
Data not changing fast enough  
Show a 5-10 year trend line in data

### **Funding**

Can we establish funding via feeder patterns?  
Adequate funding is needed  
Access to intervention funds for students who do not qualify for federal funds (i.e. Title 1)

### **Technology**

How can we compete with other districts in technological literacy?  
Technology and student behaviors; accuracy in measurement  
Veteran staff needs technology training

### **LCAP Questions**

What do the eight areas mean across the board?  
How can we support the students who are not in the EL, Foster Youth, and Title I categories?