



**1. *What actions, metrics, or expenditures are on track?***

- Basic services metrics are on track (facilities, textbooks)
- Annual update includes more disaggregated data than previous year
- ELD Trailblazer Professional Learning
- Middle Schools are on track with chronic absence rates
  - Are Middle Schools doing something different?
  - Are all segments reporting properly?

**2. *Clarifying questions***

- Look at LCAP and Annual Update together for full information
- What is the direct relationship between expenditures and metrics?
- How are dropout rates measured?
- Why is there a difference between graduation rate and drop-out rates (UCLA study)?
- Suspension Rate – Improvement in subgroups but decline in segment rates. Why did SCUSD go up?
- \$ has not been spent on Foster Youth Program Associate – what is the story?
  - There are 2 hired, money was allocated for 3 in the LCAP. The District is currently using a Per-Diem employee to serve students while the job description was re-written – so the funds for the 3<sup>rd</sup> position aren't encumbered in advance (though they are being spent)

**3. *Requests for further data for review – to be answered***

- Need more information about chronic absence rate
  - How is attendance reported?
  - Is it uniform?
- What is district response to school data for suspension/absence?
- Is Reclassification data by language group available?

**4. *Requests for further data for review – staff responses during meeting***

- School Resource Officers have been overspent on. Is this LCAP \$ or is there a separate funding source
  - Additional SRO was approved by BOE
- Goal 3 – Parent Resource Centers. Most of \$ has been allocated. Decline in # of PRC's due to class size reduction taking available rooms. Why are we overspending when there are fewer PRC's - Cathy says no relationship as Parent Resource Centers are not a cost item.



**5. Data requiring further research or unavailable**

- Research suggests more arts and music in the classroom contributes to increased attendance on Mondays and Fridays
- There is a need for absence by reason data – could help focus \$
- Professional Learning: funds spent on training – how is it being done
- What is CCSS \$ being used for?
- SEL books and materials – Way underspent – Why? Cathy will look into this
- Would like to see the gap in CAASPP scores and suspensions
  - Are we reducing the gap

**6. Additional/expanded metrics or expenditures that could be included in the current Annual Update (possible Committee recommendations for the Annual Update)**

- Clarify which years data is for each metric
- Include students with disabilities for all metrics
- Teacher mis-assignments rates: Don't show 0%. Show fraction.
- Expulsions: show number (not 0)
- Would like to see drop outs by grade
- Provide disaggregation of suspension rates by ethnicity and reason (especially willful defiance)
- Chronic Absence and Suspension Reporting: Provide real time or mid-year update for chronic absence and suspensions

**7. Additional/expanded metrics or expenditures that could be included in the LCAP for upcoming years (possible Committee recommendations for the LCAP out years)**

- Include students with disabilities for all metrics
- Professional learning:
  - Train the trainer is not effective
  - Is # of teachers trained the best metric to quantify impact?
  - Develop metrics of our own to look at # of hours/which schools/grade level/quality index – look at set of metrics that will feed into outcome (test scores)
- Test scores by ethnicity. Consider modifying LCAP reporting to just these grades with greater disaggregation:
  - 3<sup>rd</sup> grade – achievement gap
  - 6<sup>th</sup> grade
  - 8<sup>th</sup> grade – HS readiness/drop-out
- Need a reliable measure for school climate



## LCAP Parent Advisory Committee Review of Annual Update March 7, 2016

- Counselors – many of the indicators have a role for counselors to play
  - Add in metrics
  - Have new counselors been added?
- Report CAASPP as baseline now – want info disaggregated. Would like to compare to other districts.
- In addition to teacher mis-assignments rates – add teacher vacancy rates

### ***8. Questions relating to root causes and policies***

- Root cause of dropouts
- Root causes of absences: Why don't students want to come to school? Lack of engagement/inviting schools?
- How do you evaluate the effectiveness of teacher training?