

LCAP PRIORITY 3: ADVISORY COMMITTEE MEETING INPUT

December 16; February 13

Priority 3: Other Student Outcomes

Program Access

IB programs (disadvantaged student access, availability of it)

HISP, 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