

Secondary Education Breakout Session Notes for LCAP Community Meeting Feedback

Palo Alto Unified School District - SDC Room

December 14, 2017 5:00-7:00pm

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Team Leads: Sharon Ofek and Keith Wheeler

Secondary LCAP (6-12)

Predictions

Looking at data:

Showing equity report, local indicator #2, self rating rubric (preK-12), the summary and information that they put to support their work.

Question: What factors are embedded in the equity plan?

Predictions:

- There is a big gap in academic performance, suspension rates, and attendance in low income students.
- Big gap, disproportionate with CCI
- Make progress with reclassification
- Suspects that there are not many suspensions in secondary
- Academic performance declines with CCSS implementation
- Implementation of CCSS that is consistent???

Observations

Asking to make observations and note patterns in the tab: reports by race

- Surprised that a-g completion in only 67% LCAP
- Surprised that there is a spike in suspensions (5x5)
- Concern by a high achieving student that there is no information about this
- African American students are red in suspension and green in graduation rates vs Hispanics students (green in suspension and red in graduation rates)

Questions:

Is there a disproportionate number of students who are AA that are dropping out?

Is the data skewed because of students who are leaving the district? Or dropping out?

Graduation rates, there is a gap that is getting bigger. CC is low for Hispanics and African Americans.

Suggestions:

Drill down on a-g who's not meeting it? What areas in specific? How to report on it so we can measure how to improve.

Drill down on ethnicity, special ed, EL and SED. There is an overlap, we have to better understand student populations.

How do we disagree with in sub-groups. Every kid not in blue has an IEP that connects them to and adult to meet expectations. Personalize learning plan.

Everything starts in kinder—start giving supports at that early age.

Structure that could recognize and help students having a crisis or falling off so school can intervene. Track and monitor each student k-12 to see patterns. What are the critical points or early identifiers? Essential to catch them early

Share with other groups:

- Drill down see beyond high level statistics

- We should exceed minimum requirements

Group noticed disparities in achievement between SED and not; clear gap among ethnic groups