

## Questions from LCAP Meeting on 11-14-18

Goal 2: Improve student learning and achievement for all students

**1. Question: What percentage of GATE students are Socio-Economically Disadvantaged?**

- There are 1680 students identified as GATE in the district. Of the 1680 GATE students, 140 are Socio Economically Disadvantaged, which is 8.33% of the total number.

**2. Question: How many teachers have been trained in Kagan Strategies?**

Workshop	Number of Sessions Offered	Number of Teachers/Admin Trained
Day 1	14	578
Day 2	9	402
Day 3	7	240
Day 4	3	143
Day 5	3	100

These numbers do not reflect the scheduled Day 2, 3, 4, and 5 workshops for second semester.

**3. It was suggested at the LCAP meeting that the district do a needs assessment with teachers to ensure the professional development the district provides is what teachers want.**

- Over the last 4 years, the district TOSAs have done a needs assessment of teachers every other year. They used Survey Monkey both times and used the responses to build PD offerings for the year. As professional development became more focused around district goals and LCAP priorities, the TOSAs attempted to blend those original offerings with professional development around targeted subgroups. As funding became more limited, and no funding was available to pay for professional development, the TOSAs “pushed in” and only offered on site professional development, individual workshops, and professional development specifically necessary for induction. Additionally, the TOSAs did the back to school conference and EdCamp each year.

**4. Why does the district not provide leveled math class in the elementary?**

- At some school sites math is departmentalized which allows for more flexibility in grouping students. However, it is not a leveled math program. Most sites are not departmentalizing math. Instead, gaps in math concepts are met through: individual help from teachers, interventions, and the use of online programs like Kahn Academy and I-ready. Leveled math classes have not been initiated because the districts who are leveling math classes are not producing data that indicates students are moving up in levels. For example, the high achieving students continue to perform high and the low performing students are not advancing.