

## LCAP Development Process Stakeholder Feedback

Topic 1:		What changes to goals, actions, services, and expenditures does your school site recommend be made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?	
GROUP	GROUP COMPOSITION	MEETING DATE	COMMENTS
Principals Council	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Principals</li> </ul>	2/3/15	<ul style="list-style-type: none"> <li>• Special Education Program Specialist</li> <li>• Explore and research how to more effectively utilize Academic Recovery time</li> <li>• Professional Development for faculty targeting research based practices to improve educational outcomes for economically disadvantaged youth</li> <li>• Professional Development to improve coordination and collaboration between special education staffing and general education faculty</li> <li>• Since ROP is unfunded and the statutory maintenance of effort funding requirements have sunset, this group advocates for district funding of ROP courses. Without district funding, CSROP would no longer exist</li> <li>• Creating Dean of Discipline Position for 0.2 FTE at each school site using a teacher with an administrative credential</li> <li>• Explore transportation options for CTE and after-school programs</li> <li>• Create a 9th grade AVID light program to help connect with at-risk students</li> <li>• embed advisory periods similar to the D-Back time</li> </ul>
MPLC	<ul style="list-style-type: none"> <li>• Administrative Management</li> </ul>	2/9/15	<ul style="list-style-type: none"> <li>• Special Education Program Specialist</li> <li>• Creating Dean of Discipline Position for .2 FTE at each school site using a teacher with an administrative credential</li> <li>• Explore and research how to more effectively utilize Academic Recovery time</li> <li>• Explore transportation options for CTE and after school programs</li> <li>• Create a 9<sup>th</sup> grade AVID light program to help connect with At-Risk Students</li> <li>• Embed advisory periods similar to the D-Back time</li> <li>• Since ROP is unfunded and the statutory maintenance of effort funding requirements have sunset, this group advocates for district funding of ROP courses. Without district funding, CSROP would no longer exist</li> </ul>
Site Council Independence and Community Day	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> <li>• Connections Coordinator</li> <li>• Lead Teacher</li> <li>• WASC Coordinator</li> <li>• Student Representative</li> </ul>	2/17/15	<ul style="list-style-type: none"> <li>• Restoration of a full-time counselor allocation at Independence High School. This position was cut several years ago during a time of economic uncertainty, and has not since been restored to what it was. The presence of a counselor who is not split between 2 sites would be huge in allowing total focus on student support, post high school transitions, and impactful program planning. There is currently LCAP allocation earmarked for "Academic and Guidance Counseling services," so it shouldn't be a big stretch to see how these funds would appropriately be allocated towards restoring the counselor FTE at Independence/CDS to best serve students in reaching our district LCAP and strategic goals of academic achievement and college and career guidance and support.</li> </ul>

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	<ul style="list-style-type: none"> <li>• ASB Student President</li> </ul>		<ul style="list-style-type: none"> <li>• The incorporation of a Career Center Technician. This was another student service that was eliminated, but students would certainly benefit from the return of this program. A Career Guidance Specialist was shared between IHS and EDHS, setting up and maintaining a Career Center that was highly successful in linking students to employment goals and local openings. The restoration of this role would be huge in seeing steady progress towards the college/career goals that define LCAP Goal #1.</li> <li>• A counselor has requested supplemental funds to support outside agency counseling services to students who do not qualify for county aid and insurance won't cover these counseling expenses.</li> </ul>
Site Council Ponderosa HS	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of Guidance</li> <li>• Assistant Principal</li> <li>• Teacher</li> <li>• Student</li> <li>• Parents</li> </ul>	2/18/15	<p>The principal walked us through the plan. The plan shows districtwide data for each Strategic Goal, Indicators of Progress, Targets for 2013–14 which serves as the baseline for 2014–15 year targets and beyond. The principal prepared Ponderosa's LCAP response. Site council members suggested that the following items be added:</p> <ul style="list-style-type: none"> <li>• Continue to expand the usage of technology, i.e., pursue tablets for all students</li> <li>• Adding more technology classes</li> <li>• Ensure that Social Studies and English courses have access to same collateral at the same time</li> <li>• Considerations for addressing mental health (i.e., New Morning)</li> <li>• Explore services for Spanish speaking expertise (i.e., access of interpreter offered by the District)</li> <li>• Are there a sufficient number of course sections offered for CTE?</li> </ul>
Budget Advisory Committee	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Classified</li> <li>• Management</li> <li>• Parents</li> <li>• Community Members</li> <li>• Student</li> </ul>	2/19/15	<p>Group 1: How can we target interventions if we don't have the date of low socioeconomic students to identify? We need the data before we can identify</p> <ul style="list-style-type: none"> <li>• Look at data such as who's getting D's, F's, then we can identify what students need additional outreach</li> <li>• Supplemental: center-focused tutoring at the school, outreach in the community such as libraries</li> <li>• Survey students: What their digital access is at home?</li> </ul> <p>Group 2: Since we did not get a Bilingual Nurse the group wanted to look for a Bilingual Health Technician to float between school sites</p> <ul style="list-style-type: none"> <li>• Busing needs have increased, but some of the staffing has decreased. Decrease office staff, include another Driver Trainer, and Aide Dispatcher - safe transportation</li> </ul>

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			<ul style="list-style-type: none"> <li>• Tutoring - would like to see "Blue Latte" after school tutoring program with transportation to the population that needs the services</li> </ul> <p>Group 3: Not a lot of changes</p> <ul style="list-style-type: none"> <li>• Indicator number #5: with only 49% of students that are making it to 120 units. They need to be identified before they come to high school. Know who the students are prior to day one as they come to our high schools, middle schools know who these students are.</li> </ul> <p>Group 4: Would like to see the following:</p> <ul style="list-style-type: none"> <li>• Success of Blue Latte's is transportation because the kids with the greatest need lack transportation</li> <li>• Extend library hours</li> <li>• Survey the students and teachers in terms of what we can do</li> <li>• Survey "Focus Groups"</li> </ul>
<p>Management Team Oak Ridge HS</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Director of Guidance</li> <li>• Counselor</li> <li>• Athletic Director</li> <li>• Activities Director</li> </ul>	<p>2/23/15</p>	<ul style="list-style-type: none"> <li>• Funding for Special Education Program Specialist</li> <li>• Additional school Psychologist</li> <li>• Full time school Nurse</li> <li>• Increase funding for site based asset development models</li> <li>• Site based tutoring and funding for additional academic support for struggling students</li> <li>• Increase funding for special education clerical support</li> <li>• Increase Connections Coordinator staffing</li> <li>• Funding for tutoring service for all students</li> <li>• Remedy the traffic situation in front of the school</li> <li>• Expand professional development funding</li> <li>• Continue adding technology into the classroom</li> <li>• Expand Athletic Director to full time</li> <li>• Additional funding for educational technology in all classrooms</li> <li>• Increase teacher staffing to lower class sizes</li> </ul>
<p>Community Foundation Oak Ridge HS</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Community Members</li> </ul>	<p>2/25/15</p>	<ul style="list-style-type: none"> <li>• Additional college counseling services</li> <li>• Expand release sections for Athletic Director (make the position full time)</li> <li>• Funding for tutoring service for all students; with transportation</li> <li>• Expand professional development funding</li> <li>• Funding for continued facilities update and improvement</li> <li>• Funding for additional instructional technology all classrooms</li> </ul>

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			<ul style="list-style-type: none"> <li>• Additional funding for state of the industry equipment in STEM related classes</li> <li>• Provide ongoing professional development training funding for coaches</li> <li>• Funding for Visual and Performing Arts (VAPA) programs</li> </ul>
Leadership Team Oak Ridge HS	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Director of Guidance</li> <li>• Counselors</li> <li>• Teachers-Department Chairs</li> <li>• Classified personal</li> </ul>	3/2/15	<ul style="list-style-type: none"> <li>• Additional school Psychologist</li> <li>• Increase Connections Coordinator to full time</li> <li>• Expand release sections for Athletic Director</li> <li>• Funding for tutoring services for all students; with transportation</li> <li>• Expand professional development funding</li> <li>• Expand staffing for core intervention classes</li> <li>• Add SMART based technology in all classrooms</li> <li>• Additional funding for state of the industry equipment in STEM related classes</li> </ul>
Site Council El Dorado HS	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Teachers</li> <li>• Student</li> <li>• Parents</li> </ul>	3/4/15	<ul style="list-style-type: none"> <li>• What can we do to move forward and address the achievement gap that still exists.</li> <li>• Identifying the 10th grade group as a high need group since 9th grade has 20:1 English and Math and CARE.</li> </ul> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> <li>• Build in class-size reduction in 10th grade classes</li> <li>• Support for expanding Academic Recovery options/Blue Latte</li> <li>• Surveys/Focus groups of the <i>students</i> themselves</li> <li>• Allow opportunity for youth empowerment</li> <li>• Transition/Bridge Program—maybe use parental/retirement assistance for students who are falling behind</li> <li>• With revamping of ICT classes, can we include AVID skills, study skills, etc.?</li> <li>• Blended learning model for students in remote areas over the summer</li> <li>• Use our community resources to bring people in to assist</li> <li>• Still have students who are not connected to school. What can we do to help with them outside the academic piece?</li> <li>• Bilingual Nurse was identified as a need, but was not a successful hunt. Bilingual health tech was then discussed</li> <li>• Using the Health Academy as a resource for bilingual health tech, split the position with career technician</li> </ul>
Latino Club El Dorado HS	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Students</li> </ul>	3/5/15	<ul style="list-style-type: none"> <li>• Increased parent outreach in Spanish to include parent meetings conducted in Spanish</li> <li>• Increased student enrollment and participation in the Heritage Spanish program to connect Latino students with the school</li> <li>• Increase participation in AVID</li> <li>• Create and “AVID light” class for students who are not eligible for AVID but need help planning for the future</li> </ul>

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			<ul style="list-style-type: none"> <li>• Increased counseling support for completing FAFSA and college applications</li> <li>• Money for field trips to colleges and universities</li> <li>• Outreach activities to the middle schools to help Latino students better transition to high school</li> </ul>
ASB Leadership Class Oak Ridge HS	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• Students</li> </ul>	3/6/15	<ul style="list-style-type: none"> <li>• Funding for AP Chemistry</li> <li>• Additional SMART Board training for ORHS staff</li> <li>• Add SMART based technology in all classrooms</li> <li>• On campus tutoring program for ORHS students</li> <li>• Site professional development to support for "Bring Your Own Devices (BYOD)"</li> <li>• Additional student parking</li> <li>• Ability to do a video broadcast of the daily bulletin to all classes</li> <li>• Investigate having a 4x4 block schedule class</li> </ul>
Advanced Leadership Union Mine HS	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• Students</li> </ul>	3/6/15	<p>Goal 1: Areas of Strength</p> <ul style="list-style-type: none"> <li>• Naviance</li> <li>• College Fair</li> <li>• Four year planning &amp; meeting with counselors</li> <li>• Career Center</li> <li>• Academic rigor of classes</li> <li>• Career Day</li> </ul> <p>Goal 1: Areas for Improvement/Ideas</p> <ul style="list-style-type: none"> <li>• More access to ROP classes</li> <li>• Increased recognition for academic achievement (functions as motivation)</li> </ul> <p>Goal 2: Areas of Strength</p> <ul style="list-style-type: none"> <li>• UMHS clothing drive</li> <li>• Perfect attendance recognition</li> <li>• Campus clubs</li> <li>• Athletic teams</li> <li>• Counseling department</li> </ul> <p>Goal 2: Areas for Improvement/Ideas:</p> <ul style="list-style-type: none"> <li>• Volunteer tutoring program (pairing academically strong students with struggling students)</li> <li>• Recognize more students publicly (other than sports)</li> <li>• Commitment to getting every student in a club, activity, sport, etc...</li> </ul> <p>Goal 3: Areas of Strength</p> <ul style="list-style-type: none"> <li>• DBTV</li> </ul>

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			<ul style="list-style-type: none"> <li>• Principal's Message - email</li> <li>• Connect Ed messages</li> <li>• Back-to-School Night</li> </ul> Goal 3: Areas for Improvement/Ideas: <ul style="list-style-type: none"> <li>• Parent/school Compact regarding student study/work habits</li> <li>• Target specific students/parents with more personal invitations to school functions (BTSN, Parents on Campus, workshops, etc...)</li> </ul>
School Site Council Oak Ridge HS	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• Classified</li> <li>• Certificated</li> <li>• Parents</li> <li>• Student</li> </ul>	3/11/15	<ul style="list-style-type: none"> <li>• Additional school counseling services, especially college planning</li> <li>• Funding for tutoring service for all students</li> <li>• Remedy the traffic situation in front of the school</li> <li>• Expand professional development funding</li> <li>• Continue adding technology into the classroom</li> <li>• Expand Athletic Director to full time</li> <li>• Additional funding for educational technology in all classrooms</li> <li>• Increase teacher staffing to lower class sizes</li> </ul>
Paraprofessional Professional Development Session EDUHSD	<ul style="list-style-type: none"> <li>• EDUHSD Para-professionals</li> <li>• Psychologists</li> </ul>	3/16/15	<ul style="list-style-type: none"> <li>• Additional educational psychologist time (specifically to address apparent increase of students with anxiety)</li> <li>• Coordination efforts within departments to increase cooperation and communication around due dates, projects, assignments, etc...</li> <li>• Library training for all</li> <li>• Training for all staff on cultural and socioeconomic sensitivity (some students don't have smart phones to use in class lessons or email or Turn it in or...)</li> <li>• Increase hours allocated for paraprofessionals</li> <li>• Teach students coping skills to manage anxiety</li> <li>• Increase offerings for those not pursuing college/university</li> <li>• Expand library hours and develop after school program with transportation</li> <li>• Provide all staff with summer time professional development</li> <li>• Lower the student-staff ratio</li> </ul>
Special Education Department	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• School Psychologist</li> <li>• Program Specialist</li> <li>• Crisis Counselor</li> <li>• Intervention Specialist</li> <li>• Social Worker</li> </ul>	3/18/15	<ul style="list-style-type: none"> <li>• After school support and transportation provided</li> <li>• Increase in hours allocated for paraprofessionals</li> <li>• Mental health/social skills group facilitation</li> <li>• Lower caseloads for Education Specialists</li> </ul>
Management	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	3/18/15	<ul style="list-style-type: none"> <li>• Identify strategies to bring teacher-leaders into the Andy Platt training field</li> </ul>

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Team Union Mine HS	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Department Chairs</li> </ul>		<ul style="list-style-type: none"> <li>• Develop strategies to more effectively connect our disenfranchised students and parents to our school</li> <li>• Identify strategies to utilize or current staff to connect with struggling students</li> <li>• Identify strategies, both during and outside of the school day, to better utilize student tutors to support struggling students</li> <li>• Make a concerted effort to recruit on-campus staff to serve as athletic coaches</li> <li>• Work to develop a more consistent, systematic plan to recognize the academic achievements of our struggling students</li> </ul>
School Site Council Union Mine HS	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• Classified</li> <li>• Certificated</li> <li>• Parents</li> <li>• Student</li> </ul>	3/18/15	<ul style="list-style-type: none"> <li>• Bring ROP Programs to UM, especially for boys who would benefit from training in the vocational arts</li> <li>• Make a concerted effort to implement AVID strategies school-wide</li> <li>• Develop more systematic ways to utilize students tutors to assist special education and EL students</li> <li>• Develop on the UM campus a writing/tutoring/student union type center</li> </ul>
SILT	<ul style="list-style-type: none"> <li>• District Management</li> <li>• Principal</li> <li>• Director Of Guidance</li> <li>• Teachers-Depart Chairs</li> <li>• Classified</li> <li>• CTA Rep</li> <li>• Parents</li> <li>• Student</li> </ul>	3/23/15	<ul style="list-style-type: none"> <li>• Increased classified tech support in classroom for students with special needs, EL's, and low socioeconomic</li> <li>• Limit the amount of times a student may be a teacher's assistant</li> <li>• Extend the AVID program down to ORHS</li> <li>• Broader options for ROP (locate at different sites) and add an Assistant Principal</li> <li>• Student Union (2 days per week) for tutoring (student help tutor their peers)</li> <li>• ROP - more access to the programs</li> <li>• Open libraries for tutoring</li> <li>• Addition of tutoring for students who are AP</li> <li>• Low socioeconomic and foster students, help educate these groups and the accessibility to AP courses and college</li> <li>• More AP classes</li> <li>• Offer the Parent Institute for Quality Education (PIQE) more than once a year</li> <li>• Outreach program for parents of EL students</li> <li>• Specially Designed Academic Instruction in English (SDAIE) classes</li> <li>• Better designed data system for the faculty to use for productive use</li> <li>• Writing Center</li> <li>• Classes that teach students how to take tests</li> <li>• Foreign Language students work with EL students</li> </ul>
CTA	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Faculty Association Representation</li> </ul>	3/23/15	<p>Meeting with CTA we looked at any changes to goals, actions, services, and expenditures that wished to be recommended.</p> <p>The following outcomes are in order of importance:</p>

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			<ul style="list-style-type: none"> <li>• Overall theme . . . .early intervention is the key</li> <li>• Suggested we have purposeful dialogue with our feeder schools Districtwide to pre-ID incoming freshman that will need added support. Also discussed was the desire to have a structured summer opportunity for identified incoming students to help with the transition to high school</li> <li>• A desire to fund, at the hourly rate, teacher/mentor after school intervention meetings to plan and then implement interventions for targeted students</li> <li>• Increased support for AVID. . . .early AVID trips to colleges and universities for students and parents. Work to increase commitment from parents and students to the AVID program</li> <li>• The 8 state priorities are embedded in the Strategic Goals</li> </ul>
El Dorado Multidisciplinary Placement Committee	<ul style="list-style-type: none"> <li>• Representatives from County Social Service Providers</li> </ul>	3/24/15	<ul style="list-style-type: none"> <li>• Partnerships among social service partners (Placement and MPLC)</li> <li>• Mandated Reporting Training for schools</li> <li>• Train CPS / Social Service agencies on school functioning</li> <li>• Mental Health (on-site, internal counseling services?)</li> <li>• Social Worker Interns on site (like Deputies and Probation)</li> <li>• Mental Health worker on site (like Deputies and Probation)</li> <li>• Develop points of contact for CPS / Schools</li> <li>• Training for CPS / Social Services about education / Special Education</li> <li>• Training in AB 167 (credits for foster youth)</li> </ul>
CSEA	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• CSEA Association Representation</li> </ul>	3/25/15	<p>CSEA in relation to our LCAP review. In looking at our goals, actions, services, and expenditures they recommended the following be considered:</p> <ul style="list-style-type: none"> <li>• A desire for ROP transportation throughout the District</li> <li>• Increase our communication efforts about AVID to our communities</li> <li>• Increase section allocation to the Connections Coordinators as well as clerical support</li> <li>• Develop effective/focused intervention strategies for targeted groups . . . bring resources to them</li> <li>• Early interventions for identified incoming 9th graders</li> <li>• Student tutorial centers</li> <li>• Provide data to the facilitators to help ensure quality and accountable experiences</li> </ul>
El Dorado County Child/Parent Resource Team	<ul style="list-style-type: none"> <li>• Social Service Agencies:               <ul style="list-style-type: none"> <li>- Law Enforcement</li> <li>- CPS</li> <li>-New Morning</li> </ul> </li> <li>• Foster Family Agencies:</li> </ul>	3/25/15	<ul style="list-style-type: none"> <li>• Expand role of Connections Coordinator with knowledge of shelter youth and McKinney Vento</li> <li>• Bullying Prevention Program (with part to teach bullies to learn to be nice)</li> <li>• Develop strategies for addressing truancy</li> <li>• Develop alternative discipline (instead of “housing them,” have them do something)</li> <li>• Increase articulation between junior and high school</li> <li>• Offer after-school art/enrichment class</li> </ul>

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	<ul style="list-style-type: none"> <li>- Big Brothers</li> <li>- Big Sisters</li> <li>• Foster Youth Liaison</li> <li>• Education:               <ul style="list-style-type: none"> <li>- EDUHSD</li> <li>- PUSD</li> <li>- SELPA</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Offer summer school enrichment (music, computer labs, lunch)</li> <li>• Offer parenting classes / parent education</li> </ul>
Leadership Team Union Mine HS	<ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• Administration</li> <li>• Counseling</li> <li>• Activities Directors</li> <li>• Athletic Director</li> <li>• Librarian</li> </ul>	3/25/15	<ul style="list-style-type: none"> <li>• Continue to meet with 9th grade students to create 4-year plans</li> <li>• Lower class sizes for AP classes so that at-risk students taking those classes have more individualized attention</li> <li>• Better communicate CTE options to students</li> <li>• More current and focused technology training for teachers</li> <li>• Explore opportunities for student internships and job shadowing</li> </ul>
1: Site Management Team Ponderosa HS	1: <ul style="list-style-type: none"> <li>• Site Administrators</li> <li>• Counseling</li> <li>• Psychologist</li> </ul>	1: 1/26/15	<p>The following courses at PHS qualify under LCAP funding, servicing the needs of all subgroups of pupils:</p> <ul style="list-style-type: none"> <li>• <u>AVID</u> (Advancement Via Individual Determination) is designed to increase school-wide learning and performance, ensuring underserved students in the academic middle complete a college pathway, encouraging students to seek a high school diploma and readiness for college or postsecondary study as a foundation for the future rather than an end.</li> <li>• A number of EL students in the AVID 1 class have responded well, earning above a 3.0 GPA for the first semester.</li> <li>• <u>EL Students</u> are also provided with assistance in accessing their education in the EL class and with peer tutors and work on English language acquisition</li> <li>• <u>Reading Support</u> provides targeted interventions to assist students on both fluency and comprehension through a variety of instructional methods, including close reading and technology.</li> <li>• <u>Study Skills</u> class provides students with an additional elective to assist with improving study skills to succeed in academic classes, such as organizational skills, note taking, researching, and writing reports, and test preparation.</li> <li>• <u>Geometry</u> support provides as an intervention strategy for students struggling to complete college prep geometry. Students receive a second hour of instruction to ensure mastery of the concepts</li> <li>• <u>Cyber High</u> provides a daily 50-minute class using an online accredited program to work on credits needed for graduation. Students are placed in the course based on need, with seniors having first option</li> <li>• <u>Career Comp</u> targets students who are not on track to attend college, who have expressed</li> </ul>
2: Leadership Team/ Department Chairs Ponderosa HS	2: <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Classified</li> <li>• Counselor</li> <li>• Administrative Site Leadership</li> </ul>	2: 2/2/15	
3: Site Council Ponderosa HS	3: <ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Teachers</li> <li>• Classified</li> <li>• Management</li> </ul>	3: 2/18/15	
4: Associated Student Body Ponderosa	4: <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Students</li> </ul>	4: 4/22/15	

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HS			<p>an interest in a technical education postsecondary and/or students who have struggled with completing their English graduation requirements</p> <ul style="list-style-type: none"> <li>• The newly added <u>Connections Program</u> has already had impacted several students through one-on-one meetings. Students receive assistance to select classes and to ensure that they are graduation eligible. Students are selected based on EL students, Foster youth, 9th–10th grade students with a GPA between 1.6 and 2.5</li> </ul> <p>Numerous other actions and services with intent to provide support to student subgroups are also available, among the many include: SDAIE training and professional development for teachers and administrators, PIQE Parent Institute for Quality Education, multiple options for academic recovery/intersession, IEPs and Student Study Teams, counseling services, tutoring</p> <p>The following information was examined to review progress toward goals:</p> <ul style="list-style-type: none"> <li>• Mark distribution/transcripts</li> <li>• Enrollments</li> <li>• At-risk Data: suspension, expulsions, dropouts</li> <li>• Teachers with SDAIE/CLAD training</li> </ul> <p>Progress Toward Goal and Measurable Outcomes include:</p> <ul style="list-style-type: none"> <li>• Creation of the Study Skills class was the direct result of the data examined. The need to provide students with focused, assisted support in the area of reading guided the placement of students in this class.</li> <li>• Data for language acquisition, foster care, and GPA were used to identify students for the Connections Program. The 130+ students identified met with the Connections Coordinator in either small-group settings or one-on-one with the specific goal of connecting these students to the greater PHS community</li> <li>• As of February 2015, students have completed 318 credits through Cyber High. These are credits that otherwise would have been completed at a campus other than PHS</li> </ul> <p>Effective actions and services in making progress toward the goals include:</p> <ul style="list-style-type: none"> <li>• While just beginning, the Connections program has already had an impact on several students through one-on-one meetings. Students received assistance to select classes and to ensure that they were graduation eligible. Students selected included EL students, Foster youth, 9th and 10th grade students with GPA between 1.6 and 2.5</li> </ul> <p>Future considerations/recommendations include:</p> <ul style="list-style-type: none"> <li>• Late bus transportation for after-school tutoring and academic recovery</li> <li>• <u>Site Council members</u> suggest continue expanding the use of technology, i.e., tablets for all</li> </ul>

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			<p>students; add more technology classes; ensure that Social Studies and English courses have access to same collateral at the same time; considerations for addressing mental health (i.e., New Morning); explore services for Spanish-speaking expertise (i.e., access of interpreter offered by the District); are there sufficient number of course sections offered for CTE</p> <ul style="list-style-type: none"> <li>• <u>ASB Council members</u> suggested that the following be considered to address the LCAP goal of closing the gap:               <ul style="list-style-type: none"> <li>– Hold informal Friday in the quad with music to draw out and entertain students</li> <li>– Sponsor and promote spirit days that are inclusive and possible for all groups</li> <li>– Encourage participation in house of reps</li> <li>– Social dinner dance for students with special needs</li> <li>– Host military days; increase CTE electives</li> <li>– Host a gathering at the other math quad</li> <li>– Clubs take turns hosting a quad activity</li> <li>– Pondo Twitter page shout-outs</li> <li>– Develop an APP for PHS</li> <li>– Arrange for after-school tutoring or access to the library</li> </ul> </li> </ul>
EDUHSD Virtual Academy Faculty	<ul style="list-style-type: none"> <li>• Faculty</li> </ul>	Date pending	<ul style="list-style-type: none"> <li>• For the goal of <u>academic readiness</u> the teachers felt that the district is doing all that is stated in the goals. They were surprised by the achievement gap shown in the district-wide data with these measures. The data empowered them to work harder as teachers to capture those segments of our population. They did not have any additional comments to be made on this goal</li> <li>• They also validated the district goal of <u>school connectedness</u>. They felt that the district does have extensive programs for connecting students to our schools</li> <li>• They were also impressed with our districts current push into <u>AVID</u> (Advancement Via Individual Determination) as well</li> <li>• The teachers also validated the district communication goal. They genuinely felt that the faculty had the ability to partake in the decision-making process in the district</li> <li>• Overall, they did not provide any additions or comments to the report other than to validate what the district stated was happening and that they were proud to work for the EDUHSD</li> </ul>
EDUHSD Virtual Academy Student Leadership Team	<ul style="list-style-type: none"> <li>• Students from each grade level</li> <li>• ASB President</li> <li>• ASB Treasurer</li> <li>• ASB Secretary</li> </ul>	Date pending	<ul style="list-style-type: none"> <li>• The group noted the achievement gap between low socioeconomic youth, foster youth, students with disabilities and English learners and the district norm as pertained to our district goal of <u>academic readiness</u>. They felt this was an area that needed more attention</li> <li>• This group spoke highly of our district's attempts to <u>connect with students</u> outside of just the classroom. Many of them had experienced district programs such as Point Break and Safe School Ambassador.</li> </ul>

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			<ul style="list-style-type: none"> <li>• They also spoke about the increase of <u>student activities</u> at the Virtual Academy this year and the power of our Internship program</li> <li>• They felt that the district was accurately reporting and the academic readiness goal, student connectedness goal and our communication goal.</li> <li>• They were also happy to hear about all of the different ways that students and parents are a part of the decision-making in our district</li> </ul>
EDUHSD Virtual Academy Charter Advisory Committee	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Staff</li> <li>• Community Members</li> <li>• District Representation</li> </ul>	Date pending	<ul style="list-style-type: none"> <li>• This group felt that the district had good strategies in place for addressing strategic goal number one of <u>college and career readiness</u>.</li> <li>• Parents did note that they were impressed with the technology roll-out in our district and student access to career technical training.</li> <li>• This group did note that the <u>achievement gap</u> between low socioeconomic youth, foster youth, students with disabilities and English learners and the district norm was an area of concern that needed to be addressed for goal number one.</li> <li>• The students in the committee felt that the district goal of <u>connecting students</u> was accurate and happening.</li> <li>• For the district goal around <u>communication</u> the parents felt that there is never enough communication, but they appreciate the fact that our district was holding these LCAP meetings, that there was a Charter Advisory Committee, and that the district has a budget committee and SILT committee with parents. They felt the EDUHSD was more transparent than most.</li> </ul>
Latino Student/ Parent Workshop El Dorado HS	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Students</li> <li>• Parents</li> </ul>	4/28/15	<p>Parents expressed the following issues:</p> <ul style="list-style-type: none"> <li>• They believe poor enrollment rate for Latinos is due to lack of money, support and information provided to them in Spanish</li> <li>• Attribute Latino students graduating in more than 4 years may be due to lack of communication from their school counselor and miscommunication between student and parent</li> <li>• Not well informed on number of years it takes to graduate from high school</li> <li>• Want more information in Spanish re scholarship opportunities and financial aid</li> <li>• Language is a huge barrier for parents, and they would like more counselors or staff fluent in Spanish</li> <li>• Access to Aeries in Spanish</li> <li>• Want to be directly contacted while school is in session if their student has skipped school, so they are able to take the phone call</li> <li>• Overall, would like to be more informed of what goes on at school and receive more support from the school</li> <li>• One-on-one with teacher and student and want teachers to be involved more with their student's education and making their making correct decisions</li> </ul>

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			<ul style="list-style-type: none"><li>• Would like to be informed ahead of time about whether their students is about to fail a class or not pass the school year</li><li>• Would like their students more involved in sports and exposed to art more</li><li>• Have a program that supports Latino students doing badly in school to actually motivate them to reach a higher education. Parents feel they don't have the information they need for their child to get a higher education</li><li>• More workshops for Spanish-speaking parents</li></ul>