

LCAP Development Process Stakeholder Feedback

Topic 1: What changes to goals, actions, services, and expenditures does the stakeholder group 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
SILT	<ul style="list-style-type: none"> • District Management • Principal • Director Of Guidance • Teachers-Depart Chairs • Classified • CTA Rep • Parents • Student 	<p>1/27/16 2/17/16</p>	<ul style="list-style-type: none"> • A different support system for beginning EL students than the current mainstreaming system in place • More communication amongst counselors regarding scheduling EL students with translators • Students are not to be required to translate • Increase funding for paraprofessional training for EL and SPED • Add more counseling services – possibly bring in outside service • Add a credit recovery/cyber high/apex recovery class. Have the recovery class be a year-long class • More technology training, IT support, 21st century skills for teachers/staff so they can support and instruct students • Goal: Student connected/supported <ul style="list-style-type: none"> Students should be questioned and respond to the survey instead of parents The survey should be available to the entire population not just site council, etc. The goal should state “parent/student/staff connected/supported” • Goal: College and Career Readiness <ul style="list-style-type: none"> Overall improvement needed to help English language learners pass classes Completion of career exploration unit should be accomplished by 12th grade rather than 10th More encouragement to help EL students to complete CTE classes More information early on about a-g requirements Does “graduation rate” include students who get a certificate? • Goal: Developing school connectedness <ul style="list-style-type: none"> More opportunities to increase co-curricular involvement and leadership involvement Promote AVID to EL and foster students • Hire Science and Math specialist to help with remediation/standards for struggling learners • Special Education needs to hire a Science and Math Specialist. We envision this person as the “learning center subject area expert” • Social emotional support • After school transportation for extracurricular/asset development • A “place to be” after tutoring or after school activity • Designated interpreter for school-home communication • Some way for students to remediate a grade to more than a “D” • More professional development (paid) for all teachers to help implement the new EL

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			<p>framework with teaching strategies (scaffolding, SDAIE strategies)</p> <ul style="list-style-type: none"> • AVID light program – ex: Get focused, stay focused, Academic Innovations • Does the new version of the connections coordinator at each site reflect the needs of our LCAP? • Revisit ability to earn a “C” in intersession so that students can move to next level of subject (i.e. math)
Site Council - ORHS	<ul style="list-style-type: none"> • Site Administration • Classified • Certificated • Parents • Student 	2/8/16	<ul style="list-style-type: none"> • ORHS Site Council recommends the following after a review of strategic goals and the corresponding data: <ol style="list-style-type: none"> 1. In response to low numbers of EL students being connected with clubs and activities, the Site Council recommends the Connections Coordinator take an active role in getting students connected to clubs and activities 2. Although teachers report that students take advantage of Academic Recovery, the Site Council recommends a tutoring center be created for after-school use. This would allow students to circumvent the requirement needed to attend AR and would allow all students, especially those unable to afford after-school tutoring, to attend • ORHS Site Council would like data on the following: <ol style="list-style-type: none"> 1. What are the attendance and success rates of the PIQE program to justify its continuation? 2. Why are 10th grade students not included in the students taking and/or passing AP exams indicator? • ORHS Site Council felt the following items were to be celebrated: <ol style="list-style-type: none"> 1. Indicators 1 and 2: Data shows students from varied backgrounds have access to AP classes and the corresponding exams 2. Indicator 9: The group is excited about the opportunities provided through Naviance and look forward to the continued opportunities the program provides for students
Budget Advisory Committee	<ul style="list-style-type: none"> • Teachers • Classified • Management • Parents • Community Members • Student 	2/18/16	<ul style="list-style-type: none"> • Further develop AVID strategies throughout our schools • Ensure open access to all programs for LCAP identified students • Explore the possibility of a community liaison position to coordinator support for students in poverty by developing agency partnerships • Access to technology to students on campus but beyond the school day...expand library hours • Staff development for classified/paraprofessional on how to support students • Transportation to academic opportunities beyond the school...ROP, trade schools, El Dorado Center FLC, etc. • Staff development on the impact of poverty and how a student does in school • Evening educational meetings for families of poverty, EL, foster youth in relation to college and career readiness

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			<ul style="list-style-type: none"> • Provide after school food service • Explore additional ways to connect kids to school • Provide a “donation store” at schools so kids without can get needed items • Build sustainable interventions. Get and track data • Develop one page reference sheet of services for students in need
MPLC ORHS	<ul style="list-style-type: none"> • Administrative Management Oak Ridge High School 	3/7/16	<ul style="list-style-type: none"> • School focus on differentiation in the classroom and the focus on using existing technology and tools to support classroom based intervention • Less focus on academic recovery as we focus on classroom based intervention • Use the Teacher Effectiveness Block Grant to improve department practices
MPLC UMHS	<ul style="list-style-type: none"> • Administrative Management Union Mine High School 	3/7/16	<ul style="list-style-type: none"> • School wide AVID – English AVID light, strategies in every subject area • D-Back – embedded intervention time • Assessment training institute • Common assessment/learning target – essential learnings • Get focused, stay focused – ASC Algebra • MTSS/PLC – systems alignment • Learning center every block • Differentiated instruction – VDL • Connections • Building a bridge between 9th and 10th • SPED Support • Student Wellness • Restructure – intersession (UMHS/EDHS combined effort), Academic recovery (build time into school day) • Social/emotional counseling (program specialist/school psychologist) split with EDHS and UMHS
MPLC PHS	<ul style="list-style-type: none"> • Administrative Management Ponderosa High School 	3/7/16	<ul style="list-style-type: none"> • Re-evaluate connections program – use as LCAP learning center • Advisory period built into the school day – use to support academics, connect students with staff, and to provide instruction on self-advocacy, transition, etc. • Re-evaluate reading improvement program/class for fidelity and positive outcomes • Re-evaluate A.R. effectiveness
MPLC EDHS	<ul style="list-style-type: none"> • Administrative Management El Dorado High School 	3/7/16	<ul style="list-style-type: none"> • Low SES males – biggest gap • ASC courses – AVID curriculum • ADAIE Social Studies • AFL and grading practices • Bridge program 8th to 9th grade

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			<ul style="list-style-type: none"> • Intervention counselor • Crisis management psychologist • Bridging 9th to 10th success • ASC focus on skill development (AVID lite) • Staff development on student health and wellbeing
Site Council & ASB – IHS/CDS	<ul style="list-style-type: none"> • Site Administration • Classified • Certificated • Parents • Student 	3/3/16	<ul style="list-style-type: none"> • Increase the number of students--esp. students with disabilities-- scoring “college-ready” in math and English. Strategically utilize Instructional Specialist and Teaching Assistant to work with students who need extra support. • Based on the Harvard Making Caring Common Survey – 35% of the students want more access to a one-on-one counselor. • Full time counselor on site to provide administrative support to students and staff. Current counselor is .75 at Indo/CDS. • Continue to offer high-interest, standards based field trips. Students and parents both agreed these were a unique offering of IHS and they have certainly enriched the program. • Plan and staff more extra-curricular programs. Successful ones so far have been Drama, Dance, and Garden. • Continue to bring in motivational guest speakers and programs designed to promote healthy lifestyles and enhance the school culture of Independence. • Continue to provide van transportation for students to ROP and Folsom Lake College, working towards an increase in the number of students successfully building a post-secondary career or college pathways. • Provide students with more college & career planning services, specifically with a career center specialist or a workplace learning coordinator. This person could provide direct support to students in exploring and selecting viable career pathways, securing job placement, and bring in Job 1 and other regional Youth Employment Services on a regular basis to the school to connect kids to these resources. This would be in line with the District's and school's college and career goals, specifically helping increase the number of students creating a post-secondary college and career plan. This need seems to be even more obvious in the absence of a full-time school counselor. • Continue to comprehensively staff faculty in all subject areas to ensure all students have access to courses that meet their learning and academic recovery needs.
EDHS Social Science Dept.	<ul style="list-style-type: none"> • 	2/22/16	<ul style="list-style-type: none"> • Allocate enough technology money to replace SMART hardware for modernization • SDAIE content classes to help students that were/are in EL program, but are not ready for regular education classes • Provide some staff and student training about cyber laws re: comments and/or photos in order to develop schools where individual students feel connected and supported to make responsible healthy decisions

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			<ul style="list-style-type: none"> • Hire another bilingual tech for EL and RFEP students at the EDHS site • Hire an intervention counselor to monitor students that are failing or in danger of failing to prepare college ready and career ready students to successfully meet college entrance and performance • Hold a staff and student training for suicide prevention in order to develop schools where individual students are connected and supported to make healthy, responsible decisions • Create a student peer counselor program to help other students • Full-time School Psychologist • Anti-bullying and student connectivity trainings (e.g. breaking down the walls)
Site Council – EDHS	<ul style="list-style-type: none"> • Site Administration • Classified • Certificated • Parents • Student 	3/2/16	<ul style="list-style-type: none"> • District wide data shared with council regarding the whole district • Based on this data, are there things that we could be doing better? <ol style="list-style-type: none"> 1. Ex: SDAIE History class to assist struggling second language learners 2. Blue Latte – is it effective? We have not been very effective at getting students to stay after school. This has been discussed with leadership team. Teachers came up with the idea of dedicating 15 minutes at the end of class for assistance rather than after school AR. <ol style="list-style-type: none"> a) Proposed bell schedule extended periods provided b) Do we have a number we can look at for improvement? Data collection c) Staff have to train students to advocate for themselves so it doesn't become a social setting d) If we are going to do this, we need ways to assess the goal. We need measurable – how do we collect data to make sure it works? Tracking missing assignments, tracking grading units? e) We are changing a culture with this and it will take time • ATI training
Manos a la Obra (EDHS Latino Club)	<ul style="list-style-type: none"> • EDHS students 	3/16/16	<p>What has the school done to make connections with you and/or your family?</p> <ul style="list-style-type: none"> • Phone calls in Spanish • College fair in Spanish • PIQE • Senior meeting • New student orientation • Back to school night to set-up Aeries • Fiesta • 8th grade orientation • Community Fair-April 7 <p>What could the school do differently to connect with you and/or your family?</p> <ul style="list-style-type: none"> • More special events around the Spanish culture (Manos a la Obra)

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			<ul style="list-style-type: none"> • Invite more speakers • Bilingual tech • Promote through 8th grade program • Breaking down the walls • Feeder schools • La voz-evening meetings (Jen Coleman) What are your place after you graduate from El Dorado? <ul style="list-style-type: none"> • 4-year college – 19 • Military – 3 • Seniors accepted to college – 6 What school, organizations, teams, clubs, program, etc. are you a part of? <ul style="list-style-type: none"> • Manos, Soccer, Hands 4 Hope, Leadership, Basketball, Key Club, Volleyball, CSF, AVID
Site Council – UMHS	<ul style="list-style-type: none"> • Site Administration • Classified • Certificated • Parents • Student 	4/7/16	<ul style="list-style-type: none"> • Training • Professional training for athletic coaches/volunteers. More \$ spent on recruiting and training • After school academic recovery – evaluate current system. Intervention should be built into school day • Intersession – how many UM students benefit from program? • Communication Directors at each site (website, twitter, facebook. Etc.) • On site emotional/social counseling (group therapy, 1:1 crisis intervention counseling) • Healthy kid survey • Key Indicators <ol style="list-style-type: none"> 1. 3. CAASPP “college ready” 2. 1. % of 10th graders w/ 120 3. 2. A-G %
ASB – UMHS	<ul style="list-style-type: none"> • Students 	4/25/16	<ul style="list-style-type: none"> • After school academic recovery – not accessible for all students. Need intervention built into school day • On-site psychologist – groups and crisis intervention, stress counseling, mental health education • More technology (chromebooks, etc.) • D-Back – opportunities to connect with staff outside of classroom • Mentoring program • More 1:1 time with counselors • Better elective course offerings • Key indicators <ul style="list-style-type: none"> % of 11-12 taking AP % of students “college ready”

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			% of students A-G
Leadership Team – UMHS	•	3/9/16	<ul style="list-style-type: none"> • After school academic recovery – not effective • ELD/SDAIE instructional strategies?? \$45,000 • Intersession credit recovery – very little need at UM • Connections coordinator? Different way to address • Consulting services to analyze and recommend service model? • Continues paraprofessional development on instructional strategies to improve the use of technology • Are we still using \$144,000 for class size renovation? • Key indicators A-G % CAASPP “college ready” % of 10th graders w/ 120
EDHS English Dept.	• Faculty		<ul style="list-style-type: none"> • EL Students are performing at a much lower level than all other students in the district • We need to implement programs to close that gap • CAHSEE scores/GPA are not lining up with college readiness assessments • We need to avoid inflating grades so that pass rates are high while achievement rates plummet • Class size reduction? • Readers at all comprehensive high schools? • Training for every department on how to properly run a professional learning community? <p>Looking solely at the data from testing (AP Testing, 11th grade college readiness indicators for ELA and math and the first time pass rates on the CAHSEE for ELA and math) and the number of 10th graders who have completed 120 or more credits with a 2.5 GPA or above, it is evident that we must implement more programs to help EL students access the curriculum in order to attain the skillset required to find success (in the way that we currently measure success).¹ From the data, it is evident that the number of socioeconomically disadvantaged students improving their test scores seems to be on the rise; however, from the academic data provided our EL students are not performing or are performing at very low levels.</p> <p>For the goal to “prepare college-ready and career-ready students to successfully</p>

¹ One of our goals is to “develop schools where individual students are connected and supported to make healthy responsible decisions.” I think that part of student connectivity comes from academic success. If we are able to implement programs to help EL students find success the results of academic success will be connectivity. Perhaps we should work to re-word this specific goals to address specific underserved populations and distinctly define what “connected” means.

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			<p>meet entrance and performance requirements of postsecondary institutions,” we suggest adding a caveat that specifically addresses the needs of EL students or creating an independent goal that is more specific in terms of academic achievement for EL students (1). Specifically, we think that we need to add more programs for language acquisition so that students have the opportunity to master the language of instruction in the core curriculum. Without language mastery, we cannot expect students to perform at a high level.</p> <p>Additionally, we find it odd that we have 73-74% (2013-15)² of our 10th graders who have completed 120 or more credits with a 2.5 GPA or above; yet, district wide, we only have 38-40% of juniors who are deemed college ready in English and 20-23% of students who are college ready in math. The percent of college readiness is significantly lower for EL students who demonstrate 0% readiness in ELA and 20-23%⁶ for math. While the number of students passing the CAHSEE in both ELA and math far surpasses college readiness (73-74% in ELA and 95-97 in math for the district as a whole) there is a large discrepancy between the grades students receive and the skill set they have acquired. How is it possible that so many students are passing classes, yet only 38-40% of students are ready for college English and 20-23 % are ready for college math?</p> <p>These numbers speak for themselves. We have inflated grades to the point that our students are passing classes without the skills necessary to pursue collegiate course work. We do our students a disservice to allow them to believe they are performing well when in fact we have simply lowered our standards. We propose that in order to give our students the opportunity to achieve college readiness that we need to hold them accountable and use curriculum that both challenges and pushes our students.³ We also know that when students are connected to something and feel a sense of belonging they are more apt to put forth effort.</p> <p>In addition to looking at the curriculum one change that could be made to significantly increase student achievement in ELA and math is to reinstate class size reduction for freshmen English and math courses. We know that the money that it would cost is significant, but if our goal truly is <i>to do what is best for students</i>, then we need to start here. Freshmen students need the most attention as they are learning the building blocks for their future success. They need immediate feedback from instructors to improve their skills and avoid making the same mistakes to the point of memory (meaning that they would repetitively make the same mistake to the point that it is difficult to reverse). In an English classroom with upwards of 40 freshmen students, getting timely feedback to them is impossible. We cannot speak for the math department as we have never instructed 40 freshmen in that discipline—yet I’m guessing that it is quite taxing. Furthermore, for English (at least) we need to have</p>

² For each percentage range, the years are 2013-2015.

³ In that vein, we will discuss curriculum in the next section.

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			<p>students writing, on a daily if not weekly basis. In order to provide timely feedback we really do need a full time reader. Bottom line: If class size reduction for freshman English and math courses is reinstated, we are confident that you will see benefits in both academic achievement and student connections. In smaller classes students get more one on one instruction, but more importantly, they get more one on one interaction with their instructor and that builds the connections that we so desperately want to foster. Furthermore, if each comprehensive high school has a full time reader, it will give instructors the ability to assign more writing and give feedback in a more timely manner which will in turn raise our students' writing abilities which will lead to higher scores on standardized tests that indicate college readiness.</p> <p>Finally, one item that we've implemented to help with the previous mentioned goal of preparing students for college is "leadership development designed to improve professional learning communities" (1). Who, specifically, has received this training? Each and every department needs to receive this training, but also time to thoughtfully work towards implementation of goals and later analysis of how those goals are being met rather than throwing things hastily together to fulfill a requirement. If we receive training and implement it as suggested, I think that we would see a rise in student achievement. Of course, we need to have a significant amount of time to collaborate and create grade level assessments, norm papers and compile data from the assessments to drive instruction. Forty minutes of collaboration time is just enough time to take care of the nuts and bolts; it is insufficient if we are looking at larger issues such as grade level assessments, norming, thoughtful implementation of ideas, technology, or training.</p>
EDHS Modern Languages Dept.	<ul style="list-style-type: none"> • Faculty 	February-March 2016	<ul style="list-style-type: none"> • Although the goals expressed are primarily as "Planned Based Expenditures," there were elements of instruction associated with several of these goals across which out concerns fell, including: 1. Positions supporting students meeting A-G Requirements and graduation requirements and 2. Counselor services at all school sites • Students entering Modern Language classes from the Middle School level are too often arriving un-prepared for a rigorous, academically-oriented program. When students are considered to have Below Basic English skills, their performance and success in a second language is often very low, resulting in the student either repeating the course or dropping out of the course. We strongly recommend that students entering first year language courses have demonstrated PROFICIENCY in English prior to enrolling in a second language. This addresses both supporting students in their A-G and Graduation Requirements, as well as counselor services at school sites, as these counselor services relate to student placement in the Modern Languages Program. • Although the goals expressed are primarily as "Planned Based Expenditures," there were elements of instruction associated with several of these goals across which out concerns

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			<p>fell, including: 1. After school academic recovery</p> <ul style="list-style-type: none"> • In general, we like the idea of students being able to complete work and/or get help so that they can catch up if and when they fall behind. The department felt that the extended class periods proposed, which would include time for tutoring within the context of the class, was a useful mechanism • There were specific concerns with reducing time allocated for lunch, since many students stand in line for a good part of lunch, and barely have time to finish lunch within the current schedule. Shortening this schedule by 5 minutes, we felt, could increase student tardiness, since students may not have enough time to eat and get to class • Reducing passing period lengths by 1 minute was an additional concern since many times students are running to class when they have to cross the campus, and barely arrive on time, even with 6 minutes to use. Those who just make it in time end up requesting to use the bathroom, and take up additional class time because they did not get enough time during passing, this is also an issue for teachers • We welcome the idea of finding ways to address student academic recovery, and understand that there will be some give and take with a new schedule. The reduced time allocated to lunch and passing, however, are concerning, and may reduce the value of the reduced class time we do have because students and teachers will still need to be able to use the restroom in this timeframe, and students are more likely to be late more often, and then use class time to get to the bathroom.
Leadership Team – ORHS	<ul style="list-style-type: none"> • 	12/7/15	<ul style="list-style-type: none"> • Data points from the indicators of progress that demonstrate our greatest success: <ol style="list-style-type: none"> 1. % 10th graders – 4 year academic plan 2. Post-secondary action plan. Disabilities – 96% 3. #6, 7, 10 – looking at <u>all</u> student not specifically disabilities or EL 4. 11-12th passing students with disabilities – AP exams 5. 1st time pass rate LSES – ELA CAHSEE 6. 1st time pass rate LSES – Math CAHSEE 7. AP 8. Pass rates on CAHSEE 9. 4 year plans • Growth areas: <ol style="list-style-type: none"> 1. CTE Pathways – Comp CTE courses 2. EL/Disabilities graduation rates. 60% vs 90% District all students 3. English Learners – not college ready or career path ready 4. SPED EL 11th -12th grade passing AP 5. College ready: % is up but still low 6. A-G

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Special Education Department	•	3/30/16	<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> • Provide more vocational options for all students (offer to younger students to “hook” into school). Different levels of CTE for students with learning challenges? Consider how and when we offer “vocational” experiences. • Infuse social-emotional and self-determination learning skills into curriculum and graduation requirements. • Prepare students prior to entrance into high school (“Readiness” class in the 9th grade year). • Better and earlier identification of needs • Explore the possibility of offering a “Tiered Diploma”.
El Dorado Multidisciplinary Placement Committee	•	3/8/16	<p><u>Success Areas:</u></p> <ul style="list-style-type: none"> • The #/% of LowSec/Foster Youth (FY) taking and passing AP exams nearly doubled between 2014-2015. • Students with disabilities improved by more than 10% from 2014 to 2015 in 2.5 gpa+, and on first time pass of CAHSEE Math and English Language arts. • Every noted category of students had a fairly high percentage of students completing a 4-year academic plan by the 10th grade. • With exception of English Learners, more than 90% of all twelfth graders have a post-secondary action plan • As a cohort, the district has an <u>excellent</u> (93%) graduation rate indicator. Also, the district and all categories have an <u>excellent</u> dropout prevention rate indicator (80-97%) • Foster youth have the lowest rate of absences leading to a 2nd and 3rd absent letter. <p><u>Growth Areas:</u></p> <ul style="list-style-type: none"> • Zero (0) % of English Learners took AP exams • Ranging from 38% to 54%, it would be good to see <u>an increase</u> in all categories of students completing a career exploration unit and identifying <u>at least one</u> career option. • Foster youth involved in extra-curricular and co-curricular activities are only 20-29% and this is an area needing better engagement • In 2015, Foster youth have the highest % rate of suspensions.
El Dorado County Child/Parent Resource Team	•	3/9/16	<ul style="list-style-type: none"> • Increase Job Placement for foster youth and students from low socio-economic backgrounds • Increase post-secondary planning • Develop a more effective way to market ROP course offerings • Provide transportation to alternative course offerings (where courses are not at school of residence)

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			<ul style="list-style-type: none"> • Transportation for McKinney Vento and foster (to reduce duration of bus ride) • Build job training into curriculum • Increase exposure to college experience • “Get their feet wet” in postsecondary opportunities (internships) • Facilitate student identification of job-related services and opportunities for postsecondary life • Provide assistance for students complete college applications and FAFSA • Mental Health Services / emotional well being services for students who have no other way to access it. • Address perceived problem of “drugs on campuses” • For students in need (McKinney Vento), provide targeted assistance when they are facing a recommendation for expulsion.
Site Council - PHS	•	3/16/16	<p>Areas of improvement:</p> <ol style="list-style-type: none"> 1. #5--continued work with keeping sophomores on track with 120 credits 2. #12--CTE pathway 3. #13--decline of a-g completion rates <p>Strength areas: Graduation Rate #14; high number of students passing AP EXams #2; the new Naviance Program and the ability to create 4-year plans and post-secondary goals - #8, #9, #10.</p>
Paraprofessional Professional Development Session EDUHSD	•	4/27/16	<ul style="list-style-type: none"> • Para-staffed lunchtime/early morning academic recovery sessions • Para-staffed study halls • Alternative, meaningful behavior interventions
CSEA	•	4/29/16	<p>Stakeholders Annual Update for Local Control and Accountability Plan (Gray): Add a "Budget Report"; What is the Local Control Funding Formula for our district by year? Annual beginning budget, expenditures, balance remaining for each year. Status of carryover funds? Include Classified employees in all training; Teacher training—including site classified employees. Include environmental worksite assessment.</p> <p>College and Career Rediness (Blue): Add a column--total student enrollment by year; by grade level; to help visualize the impact of progress.</p>

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			<p>Districtwide Indicator of 6770 students; 1500 are 11th Graders; 1000 are 12th Graders. Same for Low Socioeconomic Disadvantaged, Students w/Disabilities, English Learners, Foster Youth.</p> <p>Developing School Connectedness (Yellow): Add SARB section to visualize the impact of progress.</p> <p>Student Connected / Supported (Purple): Add a Student Survey and School Employee Survey; including Healthy Kids Survey, Fears, Bullying, Drugs, Alcohol, Domestic Abuse, Violents.</p> <p>Assessment of Planned Base Expenditures to meet LCAP Goals (Yellow): General Budget Base Funds and Expenditures for year. Add 2 columns with header listed below: "Based on the total "General Funds \$_____". "The District used \$_____; _____%".</p> <p>Assessment of Planned Supplemental Expenditures to Meet LCAP Goals (Green): LCAP Budget and Expenditures for year. Add 2 columns with header listed below: "Based on the total LCAP Funds \$_____" "The District used \$_____; _____%". Does the LCAP end of year balance roll into new year? Indicate if LCAP covering onetime expense? Indicate if LCAP covering General Fund Expenses; or other District Funds? Where did the General Fund or other District Funds get redirected?</p> <p>In light of the many challenges that our district has recently faced, both at the school sites and the district office, we suggest a training for all employees on preventing workplace abuse, avoiding violation of human rights, increasing positive communication and reviewing district policy and procedures.</p>
Site Management Team PHS	<ul style="list-style-type: none"> • 	3/7/16 and 5/1/16	<p>The Management Team recommends that the site focus on #5, #12 and #13:</p> <p>Funds have been allocated for sections that will assist in these three focus areas, including sections for AVID, Connections Study Skills and maintaining the number of CTE sections each year.</p> <p>AVID: growth to year 3 in 2016-17: cost addition of a third section</p>

Topic 1: What changes to goals, actions, services, and expenditures does the stakeholder group 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
			<p>Connections: Addition of a section of Study Skills: same cost as previous year CTE: Continue to maintain course offerings even as overall school enrollment dips:</p> <p>Management recognizes achievements in the areas of #3,4, 8,9 and 10: #3-4: CASSPP - testing is going well. We continue to evaluate each year's testing environment to produce the optimum learning environment during the test. Currently testing over two weeks - may consider testing in one week. #8,9,10: Naviance has provided tools and access for students to build/understand 4 year plan, complete a career exploration unit and complete a post-secondary plan. Counseling continues to need the time to adequately review the material and plan for the continuall use of program with parent information nights included.</p> <p>Management recognizes the following three areas for focus: #5: Completing credits by 10th grade with a 2.5 GPA. Focus of Connections, AVID #13: A-G completion: data needs to be fully understood as to when and where students cease to be A-G ready - time needed for this collection and reflection. #12: CTE Pathway: Outside of Ag, students at PHS take indiviudal CTE courses, however, they do not complete a CTE Pathway at the level recommended. Explore barriers to this completion, including the roadblock of scheduling.</p>
Leadership Team/Department Chairs PHS	•	5/1/16	<p>The Leadership Team recommends that the site focus on #5--120 credits/2.5 GPA, #8--EL students only; #9--10th graders completing a career exploration unity; #11-12--CTE pathways.</p> <p>Funds have been allocated for sections that will assist in these three focus areas, including sections for AVID, Connections Study Skills and maintaining the number of CTE sections each year.</p> <p>AVID: growth to year 3 in 2016-17: cost addition of a third section Connections: Addition of a section of Study Skills: same cost as previous year CTE: Continue to maintain course offerings even as overall school enrollment dips:</p> <p>Leadership recognizes achievements in the areas of # 5--with continued effort needed; 8,9 and 10--work within Naviance, post secondary plans:</p> <p>#8,9,10: Naviance has provided tools and access for students to build/understand 4 year plan, complete a career exploration unit and complete a post-secondary plan. Counseling continues to need the time to adequately review the material and plan for the continuall use of program with parent information nights included.</p>

Topic 1:		What changes to goals, actions, services, and expenditures does the stakeholder group 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
			<p>Management recognizes the following two areas for focus:</p> <p>#5: Completing credits by 10th grade with a 2.5 GPA. Focus of Connections, AVID</p> <p>#12: CTE Pathway: Outside of Ag, students at PHS take individual CTE courses, however, they do not complete a CTE Pathway at the level recommended. Explore barriers to this completion, including the roadblock of scheduling.</p>
ASB PHS	<ul style="list-style-type: none"> • 	3/16/16 and 5/1/16	<p>ASB had the following insights with regards to Indicators of Progress:</p> <p>Areas of improvement:</p> <p>A. ASB felt that more students should be challenged to take AP courses - INDICATOR #1 B. The % of students scoring as "College Ready" on state exams should be addressed to determine why that is not higher - INDICATOR # 3 and #4 C. ASB Felt that 73% of sophomores on track with 120 credits is too low and should be higher - INDICATOR # 5 D. ASB was concerned about the decline in A-G completion rates - INDICATOR #13.</p> <p>ASB was pleased with the Drop out Prevention Numbers (#15) and the Graduation Rate (#14). ASB recognized the high number of students passing AP EXams. (#2)</p> <p>Additionally, ASB was pleased with the new Naviance Program and the ability to create 4-year plans and post-secondary goals (#8, #9, #10)</p>
Faculty Association	<ul style="list-style-type: none"> • 	4/11/16	<ul style="list-style-type: none"> • We agree that there should be a reduction in measurements used in order to make the data more manageable. At this time we cannot make any specific recommendations. We would like to suggest an LCAP goal of paring down the measurements within this next year - using feedback from all stakeholders, and we would like to be a part of this process. • The Faculty Association (FA) would like to be engaged and a part of the LCAP process throughout the year in order to have time to understand, absorb and participate intelligently and effectively moving forward. The FA represents all teachers, the "ground troops," those who have daily interaction and experience with LCAP goals and services in practice. Because of this we feel teachers should be a more integral part of the LCAP process from multiple levels. We do not believe site council and an annual meeting with the FA is sufficient. Therefore, we would like to request the following: <ul style="list-style-type: none"> a. A quarterly meeting between the District and the Faculty Association on LCAP b. A process put in place in each school site, by department – for a dialogue on

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GROUP	GROUP COMPOSITION	MEETING DATE	COMMENTS
			LCAP goals, expenditures, actions and services. We feel this would reach more teachers and develop more collaboration with all levels in order to best serve our students.
Principals' Council	•		•
Community Foundation – ORHS	•		•
Latino Club – EDHS	•		•
ASB – ORHS	•		•
Advanced Leadership – UMHS	•		•
CTA	•		•