

**LCAP Development Process
Stakeholder Feedback**

Topic 1:		Based on a review of performance, what progress should the District be most proud of and how does your group recommend the District maintain or build upon that success?	
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 	1/18/17	<ul style="list-style-type: none"> • We are most impressed with the increase in our AP percentages. We increased in both the members of students taking AP tests and passing them. We should continue with our AP efforts. Teachers and Counselors are doing a great job. • Graduation rates for EL & Socioeconomic have gone up. • More students taking and passing AP Courses. • Students with Disabilities accessing AP courses. • More students accessing CTE courses. • % of 11th graders scoring “college ready” on EAP – ELA & Math. • At-Risk learners (passing rate/2.5 GPA) increased (10th grade).
Budget Advisory Committee	<ul style="list-style-type: none"> • Teachers • Classified • Management • Parents • Community Members • Student 	3/22/17	<ul style="list-style-type: none"> • Reaching low Socioeconomic students. • Graduation rate 98%. • CTE Courses & A thru G (stat that shows these). • 10th graders earning 120 credits, etc. • CTE – Growing pathways. • AVID increased. • Co-curricular – not a great disparity between District & low Socioeconomic. • Athletic Team increased in low-economic & students with disabilities.
Site Council - ORHS	<ul style="list-style-type: none"> • Site Administration • Classified • Certificated • Parents • Student 	2/1/17 3/1/17 4/6/17	<ul style="list-style-type: none"> • LCAP Goal #1: Progress Made <ol style="list-style-type: none"> 1. The 4-year plan at 100%. 2. Percentage of 10th graders getting a 120 credits and a 2.5 GPA was open for our LCAP students. 3. LCAP students participating well in the CTE program. 4. The graduation rate is very strong for our District. • LCAP Goal #2: Progress Made <ol style="list-style-type: none"> 1. Extra-curricular and co-curricular involvement should be celebrated. 2. AVID is increasing across the District. 3. The Spanish speaking parent results were high. • LCAP Goal #3: Progress Made <ol style="list-style-type: none"> 1. ParentSquare was implemented which streamlined communication. 2. The School Board is meeting with student leadership teams around the District. 3. Councils and committees are able to provide feedback to the District. • School and District should continue funding programs to support student and social emotional health.

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			<ul style="list-style-type: none"> • Graduation rate. • AP statistics for success.
MPLC ORHS	<ul style="list-style-type: none"> • Administrative Management Oak Ridge High School 	1/30/17 5/3/17	<ul style="list-style-type: none"> • Creating 4-year & secondary plans. • Students accessing & completing CTE. • Graduating. • Increase # in AVID. • Increase in attendance rate. • Communication & outreach improved. • Continue to promote the increase of Special Education and Economically Disadvantaged students in co and extracurricular activities. • The number of AP exams taken and passed. • Continue to grow AVID and the LCAP students stake in it. • College readiness indicators trending up for LCAP students.
Leadership Team - ORHS		5/8/17	<ul style="list-style-type: none"> • The number of LCAP students completing and passing AP exams. • The number of LCAP students completing a 4 year plan. • The number of EL students completing 100 credits by their junior year is increasing every year. • The graduation rate is increasing for LCAP students.
Student Leadership Team - ORHS		3/31/17	<ul style="list-style-type: none"> • The number of students taking and passing AP classes. • The graduation rate. • The number of students a-g ready.
MPLC UMHS	<ul style="list-style-type: none"> • Administrative Management Union Mine High School 	1/30/17	<ul style="list-style-type: none"> • Students with Disabilities increase academic achievement. • AP scores/takers. • AVID/CCR. • Link Crew.
MPLC PHS	<ul style="list-style-type: none"> • Administrative Management Ponderosa High School 	1/30/17	<ul style="list-style-type: none"> • AP exams passed/AP class enrolled. • Geometry support. • 10th grade improvement for Socioeconomic. • SBAC – English & Math - Increase practice. • Connection opportunities. • Expanding AP - AP Spanish, AP Physics, and AP Music. Limit gate-keeping. • Hiring – wanting to teach AP. Embed strategies. • PD – ATI training – MOU prep for SBAC (observation & goal setting – objectives for learning).

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MPLC EDHS	<ul style="list-style-type: none"> Administrative Management El Dorado High School 	1/30/17	<ul style="list-style-type: none"> Continued growth/increase in AP courses. <ol style="list-style-type: none"> Create AP committee to have unified practices. AP recruitment fairs. Utilize AP potential using PSAT. Growth in AVID – Offer an AVID Lite for all 9th grade students (CCR – College Career Readiness or ASC – Academic Support). Connectedness and involvement in extra-curricular activities. <ol style="list-style-type: none"> More recruitment by teachers and students to personally invite students. LINK Crew (like) program to create peer mentors.
MPLC Alt. Ed/Cabinet		1/30/17	<ul style="list-style-type: none"> Special Education 120 credits, SBAC English, SBC Math – Extra-curricular involved. EL Population – Grad rates 63% to 82%, EL Parents Perception 86% to 93%. Conviction & Capacity Building – PD MTSS across the board for alignment – Reoccurring Focus – Get what you coach.
Site Council – EDHS	<ul style="list-style-type: none"> Site Administration Classified Certificated Parents Student 	3/1/17	<ul style="list-style-type: none"> LCAP Goal #1 – Increase participation in academic and co-curricular activities: <ol style="list-style-type: none"> Increase of students participating in CTE and associated programs seems very strong. <ul style="list-style-type: none"> Question – Do we have any feedback from students as to how the students feel about the program? ELA – Strong improvements are showing in this area. LCAP Goal #2 – Attendance: <ol style="list-style-type: none"> Attendance Factor: One issue is to see how attendance is being accounted for – we keep close track of this at EDHS, but it is difficult to know how well all schools are keeping track of attendance for co-curricular activities. LCAP Goal #3 – Promote and Support Environment in which staff communicates and work together: <ol style="list-style-type: none"> Parent survey indicates that their students feel safe. 100% of Latin families felt that they were connected to the school. A lot of this data could be as a result of the huge effort from La Voz to make a difference in the interactivity between students, parents, and school. Students still need more help in knowing where to get help and who to get help from. Two way parent interactions, ParentSquare has been helpful in terms of communication. Some commentary ensued about Lockdown situation. Overall, the lockdown went well, and that the biggest challenge was related to the fact that we have a road going through campus.
Leadership Team – UMHS		3/15/17	<ul style="list-style-type: none"> Grad rate %. AP % of takers/passers. CAASPP improvement.

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			<ul style="list-style-type: none"> Professional development opportunities. SWD academic growth.
Student Body Leadership - UMHS		3/22/17	<ul style="list-style-type: none"> AP scores - # of courses – excited about AP Chemistry. CAASPP scores. Graduation rate. Students that are engaged are very connected and have great experiences. Student academic recognition.
Management - UMHS		3/20/17	<ul style="list-style-type: none"> Improvement in most indicators for Students with Disabilities. Advanced Placement exams taken and students passing. CAASPP scores continue to improve in both English and Math. CTE Pathway development and CTE student access. Graduation rate.
School Site Council - UMHS		2/9/17	<ul style="list-style-type: none"> Math XL – More student access. Training – Professional development. Number of graduates. Increased CTE Pathways
Site Council - PHS		2/15/17	<ul style="list-style-type: none"> CTE – Continues to grow – offers more opportunity for students. Big jump in % with students with disabilities. 10th graders completing a 4 year academic plan – setting goals that students participate in. Extra sections for math accelerated programs – working well. Continue math assessments. Percentages of AP exams being passed is excellent. Support of the AVID program supports this goal. All areas showing improvement in 120 w/ 2.5 GPA. For #8 10th graders completing a 4-year academic plan, the # of student of the low socioeconomic and foster youth class jumped for 90% to 100%. As did students with disabilities and EL move to 100% completing a 4-year academic plan. For the years 2015-16, #5 is pretty stellar.
Site Management Team - PHS		2/6/17	<ul style="list-style-type: none"> AP course enrollment and passed exams. Geometry support. Professional Development – ATI training. Connections. Expand (AP Spanish, AP Music, AP Physics) Accelerate math section – Alg and Geo in one year.
Leadership		2/6/17	<ul style="list-style-type: none"> AP exam pass rate.

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Team/Department Chairs - PHS			<ul style="list-style-type: none"> • AP exams taken. • SBAC scores – English and Math. • Low SES improved – Indicator #5. • The district should be proud that suspensions of low socioeconomic disadvantaged students continues to decrease. • We shall be proud that the AVID program is increasing. • We should be proud that spanish speaking students feel more safe and are treated with more respect. • AP pass rates and volume of students taking. • Increase/improvement across most areas for students with disabilities. • Subgroups improvement in 10th grade completing 120 untis with 2.5 GPA. • AP exam pass rate is similar with all students including low socioeconomic groups. • 10th grade graduation rate is increasing. • SBAC English is meeting and exceeding standards. • Meeting rigorous goals and staying at Ponderosa. • Improved district graduation rate of low socioeconomic students.
Staff - PHS		3/8/17	<ul style="list-style-type: none"> • The SES student group has experienced a significant improvement in many categories. Their rate of improvement is also notable. The AVID enrollment numbers for this group are also impressively growing. Keep growing AVID! • 10th graders with 2.5 and 120 credits. • Continue AR in math. • Intersession after 2nd semester. • Algebra found and Algebra 10th-12th grade and Geometry support. • Good prep college. • Study skills connections and remedial English. • % of AP scores. • English learners completing 120 or more with 2.5 GPA significantly up. • Study skills classes helping with LCAP kids/keep that class and add another study skills class. • CTE valuable to low socioeconomic status, success %'s increasing. Continue CTE courses/possibly add more. Great hands on work experience for them! • All CTE programs have certificates. • AP exam pass rate. • Offer most CTE classes and we have highest enrollment. • Naviance program. • AVID program growth.

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ASB Students - PHS		3/17/17	<ul style="list-style-type: none"> • 10th graders completing career exploration – positive – road map to success – they have an idea of what they want to do. • We are very impressed with our 95% graduation rate, not only A+ Ponderosa High Schools, but also district wide. This is a direct result of teacher, staff and counselor support and motivation. Action in the CCC and counseling center is crucial in order to maintain and boost these numbers. • Nightly encouraging underclassmen to make a 4-year class plan. • Recently, more AP classes have been passed. • Ethnic diversity. • The improvement with the AVID program and continued advances. Graduation rate is going up. • 10th graders creating a 4-year plan so they know what they're going to do as time progresses. • Dropout prevention 2014-15 improved. • Expulsion rate is low. • Juniors college readiness is growing in LA and Math category. • Junior SBAC scores improved. • % of CTE improve.
Principals' Council		1/17/17	<ul style="list-style-type: none"> • % of 10th graders completing 120 or more credits with 2.5 GPA and LCAP identified student groups. • Special Education indicates in multiple college & career readiness indicator improved. • % LCAP identified participation in extracurricular have gone up. • % of poverty and Special Education suspension rates drop.
Virtual Academy Charter Advisory Committee		9/28/16 3/8/17	<ul style="list-style-type: none"> • The committee expressed appreciation for the Charter and District's ongoing commitment to improving outcomes for students in mathematics, the focus on increasing opportunities for students to be better prepared for college and career, as well as the awareness of student behavioral/emotional health issues. The committee expressed that the Charter LCAP goals were adequate in addressing these needs. The committee further agreed that the proposed modifications to the 2017/18 schedule to create a 5 day/week option would be beneficial for students who needed additional assistance in mathematics specifically, as well as in other content areas.
El Dorado County Multi-Disciplinary Placement Committee		3/7/17	<ul style="list-style-type: none"> • % of 10th grade English Learners completing 120 or credits with 2.5 GPA % of low SES 10th grade students completion 120 or credits with 2.5 GPA. Decrease in amount of suspensions and expulsions with all populations excluding foster youth. • The District should continue implementing the strategies that have precipitated success/progress.

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Independence High School – All Faculty and Staff		3/21/17	<p><u>Strategic Goal: College & Career Readiness:</u> Indicator: 1. % of 11-12th Graders Taking Advanced Placement Exams 2. % of AP Exam Takers Passing Advanced Placement Exams This was especially positive where students with disabilities were concerned. 14. Graduation Rate This number went up 20% with students who had disabilities! 15. Dropout Prevention Rate Positive results all around, esp. among students with disabilities.</p> <p><u>Strategic Goal: Developing School Connectedness:</u> Indicator: 4. Students involved in AVID went up, esp. with English Learners 5. Student suspensions went down among all sub groups 6. Student expulsions continues to be very positive data, although all expulsions over the last 3 years seem to be generated from a subgroup.</p>
Independence High School – Site Council		3/21/17	<p><u>Strategic Goal: College & Career Readiness:</u> Indicator: 5: % of 10th Graders Completing 120 or More Credits with 2.5 GPA. Numbers are going up! 6: % of 11th Graders Meeting or Exceeding English Language Arts Standards on the SBAC Assessment. Numbers show great improvement, especially with the English Learners. 8. % of 10th Graders Completing a 4-Year Academic Plan. Council was impressed with the major growth in all categories. 9. % of 10th Graders Completing a Career Exploration Unit and Identified at Least One Career Option. The Council was again happy to see that all categories have reached 100%. "Impressive." 10. 12th Grade Students with Post-Secondary Action Plan. The Council was impressed that the numbers have reached 100%. 11. % of Students Participating in Career Technical Education (CTE) Course. Numbers are on the rise. 14. Graduation Rate. Numbers are going up! Council is curious about the February 2017 data and what will show. 15. Dropout Prevention Rate: • Numbers going up! Council curious about the February 2017 data and what it will show.</p>
Independence High School –		3/21/17	<p><u>Strategic Goal: College & Career Readiness:</u> Indicator:</p>

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Leadership Team			<p>5. % of 10th graders completing 120 or more credits with 2.5 GPA Although the overall percentage of all district students when down from 74% to 72%, the percentage of students in all subgroups went up dramatically, as much as 12% among students with disabilities and 10% among English Learners. The groups felt this was tremendously positive growth.</p> <p><u>Strategic Goal: Developing School Connectedness:</u> Indicator</p> <p>2. Students involved in Co-Curricular Activity Although the overall percentage stayed the same (25%), the number of students with disabilities went up from 14% to 19%, and the number of foster youth went up from 20% to 26%.</p> <p>3. Students involved in a Leadership Role in Asset Development Activity The number of foster youth involved under this indicator went dramatically up from 20% to 26%.</p>
Independence High School - ASB		3/21/17	<p><u>Strategic Goal: College & Career Readiness:</u> Indicator:</p> <p>2: Percentage of AP exam Takers Passing Advanced Placement Exams Students were impressed with the growth among students with disabilities. It went up from 71% to 92%.</p> <p>6: Percentage of 11th Graders Meeting or Exceeding English Language Arts Standards on the SBAC Assessment. Students were happy to see that the percentage of students in the low socioeconomic group, including Foster Youth, went up from 57% to 63%!</p> <p><u>Strategic Goal: Developing School Connectedness:</u> Indicator</p> <p>3: Students involved in Leadership Role in Asset Development Activity Students stated that they were happy with the improvement with Foster Youth from 20% to 26%; however they would like to see that number grow even more.</p> <p>5: Student Suspensions The students were very happy to see that this number has declined in all categories over the last 2 years.</p>
CSEA		4/6/17	Maintain support staff at current levels to ensure quality education for all students.
EDUHSD Faculty Association		4/4/17	<ul style="list-style-type: none"> • The district has done well in the goals related to AP courses. • The district and all staff members have done well in helping students feel connected. • The district offers many Professional Development opportunities to teaching staff.

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Special Education Local Plan Area (SELPA)		4/9/17	<p>In reviewing our update for our LCAP, we found that our expenditures for Goal 1, Action 1 should show:</p> <p>Training for Education Specialists et al: \$9,700.00 Training for Paraprofessionals: \$1,000.00</p> <p>As for the explanation of the material difference between the budgeted amount and the expenditures, we used other funding sources and/ or were funded for activities by SELPA.</p>