

**LCAP Development Process  
Stakeholder Feedback**

Topic 2:		Identify any areas where the District needs significant improvement based on review of local performance indicators. What steps should the District take to address these areas with the greatest need for improvement?	
GROUP	GROUP COMPOSITION	MEETING DATE	COMMENTS
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>	1/18/17	<ul style="list-style-type: none"> <li>• EAP numbers are low in math. % of students who are completed college ready math (Algebra 2 or higher).</li> <li>• Students meeting or exceeding math SBAC standards.</li> <li>• Work on absences, particularly English learners.</li> <li>• Any chance you can make information clearer for non-math personnel? Can you color code decreases/increases in terms of gains or losses? Declined enrollment = lower %... what's the overall impact?!</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>	3/22/17	<ul style="list-style-type: none"> <li>• Continue to look at programs to support and improve math readiness in 9<sup>th</sup> and 10<sup>th</sup> grade. Are support opportunities available?</li> <li>• Math – Practical math.</li> <li>• Low socioeconomics – more connection mental health.</li> <li>• Math.</li> <li>• College readiness – low socioeconomic.</li> <li>• Suspension rates among low socioeconomic.</li> </ul>
Site Council - ORHS	<ul style="list-style-type: none"> <li>• Site Administration</li> <li>• Classified</li> <li>• Certificated</li> <li>• Parents</li> <li>• Student</li> </ul>	2/1/17 3/1/17 4/6/17	<ul style="list-style-type: none"> <li>• LCAP Goal #1: Improvement Needed               <ol style="list-style-type: none"> <li>1. The math SBAC scores need to be addressed.</li> <li>2. The UC/CSU readiness rate for LCAP students needs to be addressed because it's decreasing due to fewer LCAP students taking the required a-g classes.</li> <li>3. To continue to increase.</li> </ol> </li> <li>• LCAP Goal #2: Improvement Needed               <ol style="list-style-type: none"> <li>1. Data should not say 0% unless zero students actually met the requirement. Percentages should be &lt;1% if the percentage of students is between 0% and 1%.</li> <li>2. Ensuring that EL students are engaged in extra and co-curricular activities.</li> <li>3. We need to focus on lowering suspension rates for Foster Youth students.</li> <li>4. Economically disadvantaged students are missing too much school according to truancy letter data.</li> <li>5. Parent satisfaction decreased across the district in the key indicators.</li> </ol> </li> <li>• LCAP Goal #3: Improvement Needed               <ol style="list-style-type: none"> <li>1. We are not getting all of the great things happening on our campus communicated.</li> </ol> </li> <li>• More resources need to be allocated to ensuring special education students are achieving in math, especially Geometry.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Increase the number of counselors available to students to increase those with access to college and career planning.</li> <li>• District should research how to use technology to connect more LCAP students.</li> </ul>
MPLC ORHS	<ul style="list-style-type: none"> <li>• Administrative Management Oak Ridge High School</li> </ul>	1/30/17 5/3/17	<ul style="list-style-type: none"> <li>• Math rate for all.</li> <li>• Math SBAC.</li> <li>• Increase on asset development.</li> <li>• MTSS understanding by design.</li> <li>• Department streamline pathway. How we teach Algebra.</li> <li>• Increase funding and activities for asset development.</li> <li>• Math KTI (Int. D to C).</li> <li>• The number of LCAP students reaching a-g status is too low.</li> <li>• The a-g rate for all is too low.</li> <li>• We need to address the low math scores on the CAASPP for LCAP students.</li> <li>• We need to provide more leadership opportunities for students.</li> </ul>
Leadership Team - ORHS		5/8/17	<ul style="list-style-type: none"> <li>• The math scores for LCAP students.</li> <li>• The a-g rate is down for the economically disadvantaged.</li> <li>• Suspension rate is double for special education students.</li> <li>• Not enough LCAP students taking AP classes or exams.</li> <li>• EL students participation in activities is low.</li> </ul>
Student Leadership Team - ORHS		3/31/17	<ul style="list-style-type: none"> <li>• All students need more access to their counselors in order to plan for college and career.</li> <li>• All students need more access to social emotional counseling.</li> <li>• Need more programs to engage students in poverty with school.</li> <li>• Need interventions for special education students.</li> </ul>
MPLC UMHS	<ul style="list-style-type: none"> <li>• Administrative Management Union Mine High School</li> </ul>	1/30/17	<ul style="list-style-type: none"> <li>• A-G CCR/Algebra. <ul style="list-style-type: none"> <li>○ Review of math skills test.</li> <li>○ Hope curve.</li> </ul> </li> <li>• Train Academic Tutors</li> <li>• Shifting math methodologies/strategies</li> <li>• Intersession – D to C</li> <li>• CCR/English – Shift to Algebra/Geometry Extension – Target Gaps/Individualize</li> <li>• D-Back – College Tutors – Academic Peer Tutors</li> </ul>
MPLC PHS	<ul style="list-style-type: none"> <li>• Administrative Management Ponderosa High School</li> </ul>	1/30/17	<ul style="list-style-type: none"> <li>• A-G rates – access to math</li> <li>• Attendance – Employ</li> <li>• Math support classes embedded in the day (layering pre-teach).</li> <li>• Maintain study hall section.</li> </ul>

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GROUP	GROUP COMPOSITION	MEETING DATE	COMMENTS
			<ul style="list-style-type: none"> <li>Continue math Algebra and Geometry support. 30 kids middle school gave up elective.</li> <li>D-C remediation in intersession.</li> <li>Probation officers/training.</li> </ul>
MPLC EDHS	<ul style="list-style-type: none"> <li>Administrative Management E1 Dorado High School</li> </ul>	1/30/17	<ul style="list-style-type: none"> <li>Getting more juniors into Algebra 2.               <ol style="list-style-type: none"> <li>Algebra found/Algebra 1 in same year (9<sup>th</sup> grade).</li> <li>Algebra 1/Geometry in same year (9<sup>th</sup> grade).</li> </ol> </li> <li>Create college going culture – school wide messages, college week activities, teacher mentors.</li> <li>Increase A-G rates.               <ol style="list-style-type: none"> <li>Teachers can incorporate Naviance Career Research into assignments.</li> <li>Intersession – remediate from D to C.</li> <li>More ELD support – offering SDAIE courses in other subjects (ex. History and Science).</li> </ol> </li> </ul>
MPLC Alt. Ed/Cabinet		1/30/17	<ul style="list-style-type: none"> <li>A-G math instruction went from 54% to 51% which is lower than the SBAC math (they should be the same %).</li> <li>A-G flat special education/low in poverty % went down.</li> </ul>
Site Council – EDHS	<ul style="list-style-type: none"> <li>Site Administration</li> <li>Classified</li> <li>Certificated</li> <li>Parents</li> <li>Student</li> </ul>	3/1/17	<ul style="list-style-type: none"> <li>LCAP Goal #1 – Improvement Needed:               <ol style="list-style-type: none"> <li>Where will the expected improvements show up, such as an increase in students finishing their A-G requirements?</li> <li>Goal to improve growth. It is surprising that there were improvements in sub-groups, but not in the “All Students” category. If we don’t take sub-groups into consideration, it does not take much of a drop in the “All Students’ category to see a drop overall.</li> <li>Concern was voiced that only around 50% of students are reaching the A-G requirements and that even if students are going to immediately attend a 4-year school, that they should still be striving – and we should still be pushing for – more students to complete A-G Requirements.                   <ul style="list-style-type: none"> <li>Students are not making as many gains as necessary, expected or hoped for in Math.</li> <li>CTE Pathways – concern that some courses only offer 2 courses in the pathway, or that there are challenges in that specific programs are only offered at one school. These two issues end up reducing the number of students who can practically participate in our CTE programs. Transportation to allow for movement among schools to access these programs is a major challenge.</li> <li>Additional challenge is that our district has a net shrinking number of students, so offering additional programs is an unlikely outcome.</li> <li>There are a couple of factors that limit the CTE opportunities, especially participation in special programs such as band, health academy, NR, etc.</li> </ul> </li> </ol> </li> </ul>

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			<p>Additionally, students participating in A-G requirements sometimes keep them from participating in CTE courses qualified as A-G through the UC Articulation Process. How many CTE courses can we get to qualify as A-G?</p> <ul style="list-style-type: none"> <li>• LCAP Goal #2 – Attendance:               <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Attendance Issue – Sometimes parents don't realize (especially in low Socioeconomic sub-groups), that their children are legally required to be at school, and even parent excuses are no longer accepted. We can work with some families and some families are habitually in low attendance and SARB Meetings.                   <ul style="list-style-type: none"> <li>○ We have seen some overall improvements in attendance within subgroups.</li> <li>○ Asset Development: Activities such as Anti-Bullying and Breaking Down the walls seem to be effective, but it is difficult to identify data-based gains from this area.</li> <li>○ AVID – Showing improvement and growth.</li> <li>○ Healthy Kids' Survey – Marked increases, especially @ EDHS who feel that there is someone who they can count on to support them.</li> <li>○ Some concern was raised about the use of drugs, but data looked to have been inaccurately transposed.</li> <li>○ Mental Health Concerns – chronic sad or helpless feelings in the last 12 months – roughly 40% of our students, which seems very high. The district is quite high as well, seeing a huge amount of stressed expressed by students. Number of kids being raised by grandparents is quite high, and very often, grandparents may be ill-equipped to address the needs of 21<sup>st</sup> C. teens. There are LOTS of issues that students deal with when their grandparents are raising them vs. their parents.</li> </ul> </li> </ol> </li> <li>• LCAP Goal #3 – Promote and Support Environment in which staff communicates and work together:               <ol style="list-style-type: none"> <li>1. Parent survey indicates that their students feel safe.</li> <li>2. 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.</li> <li>3. Students still need more help in knowing where to get help and who to get help from.</li> <li>4. Two way parent interactions, ParentSquare has been helpful in terms of communication.</li> <li>5. 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.</li> </ol> </li> </ul>
Leadership Team		3/15/17	<ul style="list-style-type: none"> <li>• Need to focus more on low SES.</li> </ul>

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- UMHS			<ul style="list-style-type: none"> <li>• A-G % to low based on students meeting state standards (CAASPP).</li> <li>• Math needs more support articulation/placements strategies.</li> <li>• Leadership opportunities/asset development for students to increase connections.</li> <li>• More access to intervention during school hours.</li> <li>• Transportation to academic recovery.</li> <li>• School culture – SSA – Funding for coordination of SSA/respect for all.</li> <li>• Articulation with feeder schools.</li> <li>• More awareness regarding A-G for both staff/students.</li> <li>• Poverty training.</li> <li>• Social/emotional support for students – training for staff.</li> </ul>
Student Body Leadership - UMHS		3/22/17	<ul style="list-style-type: none"> <li>• Large gap between ASB students and students that are not connected. More focus on struggling students. AP scores high because that is focus.</li> <li>• Need to improve athletic transportation.</li> <li>• Communication – BBTv, newsletter, no PA system.</li> <li>• Teacher involvement at games, after school programs.</li> <li>• Need to improve academic recovery/intercession. More opportunities to reassess.</li> <li>• Homework alignment.</li> <li>• More school culture events during D-Back.</li> </ul>
Management - UMHS		3/20/17	<ul style="list-style-type: none"> <li>• Significant improvement needed:               <ol style="list-style-type: none"> <li>1. A-G% needs to improve.</li> <li>2. Disconnect between CAASPP pass rate 80% ELA &amp; 58% math and A-G% -51%.</li> <li>3. Achievement gap for low SES students continues to exist.</li> <li>4. Drop in % of 10<sup>th</sup> graders completing 120 with 2.5 GPA.</li> <li>5. Sub-groups (EL, low SES, SWD) continuing to struggle in Math.</li> </ol> </li> <li>• Steps to Address Needs:               <ol style="list-style-type: none"> <li>1. Expand AVID district wide.</li> <li>2. Develop better strategies to address social and emotional well-being.</li> <li>3. Continue to implement programs that encourage asset development and leadership positions (FFA, Co-Curricular, etc.)</li> <li>4. Articulation with feeder schools regarding math placement and essential learnings for Algebra.</li> <li>5. Continue effort to identify and implement new instructional strategies for math.</li> </ol> </li> </ul>
School Site Council - UMHS		2/9/17	<ul style="list-style-type: none"> <li>• Expansion of online tools (positive – can we offer more?)</li> <li>• More asset development programs (connectedness)</li> <li>• A-G% improvement – Support for Algebra 2</li> <li>• Increased athletic transportation budget/safety.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Connections Coordinator – Clarity/focus.</li> <li>• More adult supervision on campus (campus monitors) – Connectedness/safety.</li> <li>• Social/emotional support.</li> </ul>
Site Council - PHS		2/15/17	<ul style="list-style-type: none"> <li>• % of 11<sup>th</sup> graders scoring “College Ready” on Math CSU assessments - % are low – not improving.</li> <li>• Improve on classroom management – making a better learning environment.</li> <li>• Need more involvement in co-curricular activity for EL and Foster Youth to foster community environment.</li> <li>• Need for summer school – going from “D” to “C” or intersession to improve grades.</li> <li>• It is clear that significant subgroups are struggling in math.</li> <li>• Suggestion – smaller class size and continuing to support intervention classes.</li> <li>• 0% of foster youth in the district are in AVID.</li> <li>• #3 and #4 could be improved.</li> <li>• Disciplinary actions need to be enforced by teachers to help improve student self motivation.</li> </ul>
Site Management Team - PHS		2/6/17	<ul style="list-style-type: none"> <li>• A-G rates – focus access to math.</li> <li>• Support “math support” classes (Alg. + Geo Support).</li> <li>• Maintain study skills section – by grade – “Connections” for 9<sup>th</sup> and 10<sup>th</sup> grades!!</li> </ul>
Leadership Team/Department Chairs - PHS		2/6/17	<ul style="list-style-type: none"> <li>• EL students proficiency in math and english #3 and #4.</li> <li>• Steps: <ol style="list-style-type: none"> <li>1. EL study skills period</li> <li>2. A late bus for after school programs</li> </ol> </li> <li>• Involvement in co-curricular activities should be increased.</li> <li>• Involvement in extra-curricular activities could be increased.</li> <li>• More students need to be involved in leadership roles.</li> <li>• D to C intersession option.</li> <li>• More intersession options in general.</li> <li>• EL support keep improving – specifically for newcomers.</li> <li>• Continue to offer during the school day intervention/support classes.</li> <li>• Recovery options.</li> <li>• SBAC – Math is a significant area of concern.</li> <li>• CSU/UC readiness slight decline.</li> <li>• Need to acknowledge CTE bridges the gap between the CSU/UC students – our emphasis and attitude need to improve concerning CTE students.</li> </ul>
Staff - PHS		3/8/17	<ul style="list-style-type: none"> <li>• Attendance - # of kids with disability getting ATT letters.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Get other students involved and be more involved with a late bus.</li> <li>• Completion of CTE pathways.</li> <li>• Low socioeconomic kids headed to college decreasing.</li> <li>• More support for math classes – build opportunity for lower socioeconomic students.</li> <li>• More support services.</li> <li>• EAP #s could be higher.</li> <li>• ELD program – recognition and support for students and communication with teachers.</li> <li>• Improve connectedness on campus for students and mental health services make outside resources available on campus.</li> <li>• More CTE classes for EL.</li> <li>• More tech classes offered.</li> <li>• Connected like FFA.</li> <li>• Homeroom to foster relationships.</li> <li>• Reading – Good behavior management skills.</li> <li>• To make responsible choices – follow through on discipline.</li> </ul>
ASB Students - PHS		3/17/17	<ul style="list-style-type: none"> <li>• Completed A-G requirements stayed the same.</li> <li>• Capture kids and make them WANT to come to school. Give them a purpose.</li> <li>• Academic/Athletic Team dropping. Sports have become too competitive and are a huge commitment so students aren't doing them. Could be useful to have study periods either during/after school.</li> <li>• We are most concerned with the 7% decrease in the students' feelings of connectedness and safety here on our campus. We feel that there is a surplus of clubs to be involved in; however, it would benefit these clubs to promote themselves and reach out to students more.</li> <li>• More spanish only classes for AP classes.</li> <li>• How are kids whose main language is not english keep up in regular classes?</li> <li>• If spanish is their #1 language, can't a spanish teacher teach these kids an AP level class? These students are smart, just trapped behind the idea that they're not good enough because they don't speak english very well.</li> <li>• Provide student with easier access to services that help with them staying in classes (not just main courses) also electives.</li> <li>• Get kids more involved with extra-curricular. 18% of students district wide in 10<sup>th</sup> grade have less than a 2.5 GPA. Teacher strictness needs improvement as well as motivation.</li> </ul>
Principals' Council		1/17/17	<ul style="list-style-type: none"> <li>• % completed UC/CSU A-G = flat or slight drop in all and LCAP identified student groups with exceptions of Foster Youth.</li> <li>• Poverty students miss school more than average.</li> </ul>

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			<ul style="list-style-type: none"> <li>Foster Youth % absenteeism/SOS/exp?</li> <li>Parent survey drops.</li> </ul>
Virtual Academy Charter Advisory Committee		9/28/16 3/8/17	<ul style="list-style-type: none"> <li>The Charter Advisory Committee expressed that each of the areas we identified in the LCAP proposed goals were the areas of most significant need at the Charter as well as throughout the district. The committee indicated that the proposed action steps and ongoing monitoring would be the best approach to addressing these needs. In both meetings, the committee focused a great deal of time on the behavioral and emotional needs that students are presenting with. The committee felt that the dedicated time set aside in next year's schedule for activities centered on growth mindset, 60 second fix, and Why Try would be good action steps to take to help improve in this area.</li> </ul>
Special Education Department Chairs School Psychologists School Nurses		3/23/17	<ul style="list-style-type: none"> <li>Low socioeconomic transition is an area of concern, complete to A-G and AP; suspension rates for students with disabilities</li> <li>Recommendations: Add support (ASC, Reading Improvement, ) classes to Master Schedule; develop broader course of study for career readiness for trades that are growing (e.g. hospitality); explicitly teach "soft skills"; offer Living on Your Own/Financial Analysis; transportation; more technology to access the curriculum (with more training for teachers, technology fair for teachers who work with struggling students e.g. "Inspiration", "Learning Ally")</li> </ul>
El Dorado County Multi-Disciplinary Placement Committee		3/7/17	<ul style="list-style-type: none"> <li>Low SES and foster youth need significant focus to enhance progress and success. The District can identify these minors early on and provide intensive oversight and early intervention that includes intensive collaboration and with minor and the important people in their lives. Stable housing/placement is key to success.</li> <li>District should evaluate potential efforts to assist with substance abuse among students.</li> </ul>



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Independence High School – All Faculty and Staff		3/21/17	<p><b><u>Strategic Goal: College &amp; Career Readiness:</u></b>  <b>Indicator:</b>  <b>3. % of 11<sup>th</sup> graders scoring "College Ready" on English CSU Early Assessment Program.</b>            The concern is that no English Learners have scored "College Ready" and although it is going up only 43% of total students are scoring "College Ready."  <b>4. % of 11<sup>th</sup> graders scoring "College Ready" on Math CSU Early Assessment Program</b>            The concern is that the percentage, though it is going up, is still only 26%, with socio-disadvantaged &amp; Foster Youth topping out at only 9% on the most current year and students with disabilities topping out at 7% on the most current year. English Learners still have yet to score "College Ready" and staff felt there was significant room for improvement.  <b>11. % of student's participation in Career Technical Education (CTE) course.</b>            Although this is on the rise, students at IHS continue to struggle with ROP course completion.  <b>12. % of students completing a pathway of CTE course.</b>            The percentage went down among most subgroups.</p> <p><b><u>Strategic Goal: Developing School Connectedness:</u></b>  <b>Indicator:</b>  <b>10. Parent Survey Results: Student Experience and Feelings About School.</b>            It is concerning that the percentages of parents reporting strongly agree on all 3 positive school climate indicators went down overall. Also, the percentage of Spanish-speaking parents dropped significantly in their reported belief that their student received the necessary help to be successful in school. Also, 75% of district wide parents felt their student is treated respectfully and in a positive constructive manner as compared to the previous year at 79%. The question was how come that percentage is not 100%? At Independence, our goal is to reach that 100% marker when dealing with our families, who often arrive with mistrust towards the school system and reports of negative experiences at the comprehensive school sites they are transferring from. We strive to change their mind and reignite their trust and believe in our district.</p>
Independence High School – Site Council		3/21/17	<p><b><u>Strategic Goal: Developing School Connectedness:</u></b>  <b>Indicator:</b></p> <hr/> <p><b>3: % of 11<sup>th</sup> graders scoring "College Ready" on English CSU early assessment program</b></p>

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			<p><b>4. % of 11<sup>th</sup> graders scoring "College Ready" on Math CSU early assessment program</b> The concern with these two is that the percentage, though it is going up, is still under 50%, with Foster Youth topping out at 9% on the most current year and students with disabilities topping out at 7% on the most current year. The Council thought that our district's students could do better and should be getting more targeted preparation and support to perform better on these tests.</p> <p><b>11. % of Students Participating in Career Technical Education (CTE) courses.</b> Numbers are rising; however, they are still under 40% for all district students.</p> <p><b>12. Percentage of Students Completing a Pathway of CTE courses.</b> The concern with this is that the data shows the enrollment/participation going up, but the student completion percentage is still staying low and does not reflect that a good percentage of CTE participants are successfully completing CTE courses and pathways.</p> <p><b><u>Strategic Goal # 2: Developing School Connectedness:</u></b> <b>Indicator:</b></p> <p><b>10. Parent Survey Results: Student Experience and Feelings about School.</b> It is concerning that only 72% of Spanish speaking parents strongly agreed that their student received the necessary help to be successful in school in 2014-15, and this percent went down to only 64% reporting positive feelings about the level of their student's support in terms of academic success. It was pointed out that the other points of data across the LCAP reinforce that perhaps the parents responses are accurate, as there were many indicators that showed EL students not achieving as well or being connected to school as much as other sub groups. Also, only 75% of district wide parents felt their student is treated respectfully and in a positive constructive manner. The Council wondered why that percentage was not higher.</p>

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GROUP	GROUP COMPOSITION	MEETING DATE	COMMENTS
Independence High School – Leadership Team		3/21/17	<p><b><u>Strategic Goal #1: College &amp; Career Readiness:</u></b>  <b>Indicator:</b>  <b>1. % of 11th- 12th Graders Taking Advanced Placement Exams</b>            Going up, esp. among English Learners, which went up from 0% to 5%, however.....indicator  <b>2. % of Exam Takers Passing Advanced Placement Exams</b>            Reveals that an English Learner has yet to pass and Advanced Placement Exam. There is work to be done in this area.  <b>4. % of 11th graders scoring "College Ready" on Math CSU Early Assessment Program</b>            The concern is that the percentage, though it is going up, is still under 30%, with low socioeconomic including foster youth topping out at on 9% on the most current year and students with disabilities topping out at only 7% on the most current year.  <b>11. % of Students Participating in career technical education (CTE) courses &amp; 12. % of Students Completing a pathway of CTE Courses</b>            The concern with these two is that it shows the enrollment going up, but that the student completion percentage is still staying dramatically low in comparison.</p> <p><b><u>Strategic Goal # 2: Developing School Connectedness:</u></b>  <b>Indicator:</b>  <b>6. Student Expulsions</b>            The percentage of Foster Youth being expelled went up 7%.</p>
Independence High School - ASB		3/21/17	<p><b><u>Strategic Goal #1: College &amp; Career Readiness:</u></b>  <b>Indicator:</b>  <b>3: % of 11th Graders Scoring "College Ready" on English CSU Early Assessment Program</b>            The students wanted to know why there were no English Learners passing the CSU Early Assessment Program to become college ready. Also, students requested more opportunities to make them college ready.  <b>4: % of 11th Graders Scoring College Ready on Math CSU Early Assessment Program</b>            Students again were concerned that 0% of English Learners scored "College Ready " for the CSU Early Assessment Program. They requested that English Learners received more targeted assistance ASAP in order to be better prepared on these exams.  <b>9: % of 10th Graders Completing a Career Exploration Unit and Identified at Least One Career Option</b>            Students questioned the validity of this data. They stated that the numbers are showing 100% of the District's students achieving these marks, however, many Independence</p>

Topic 2:		Identify any areas where the District needs significant improvement based on review of local performance indicators. What steps should the District take to address these areas with the greatest need for improvement?	
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			<p>students don't remember completing these Units on Naviance at Independence or at their home comprehensive sites.</p> <p><b>Strategic Goal # 2: Developing School Connectedness:</b>  <b>Indicator:</b>  <b>3: Students Involved in Leadership Role in Asset Development Activity</b>            Students were concerned that this percentage throughout the district was relatively low. They would like to see this number go up.  <b>4: Students Involved in AVID</b>            Students noted that although the percentage has gone up, the District should be striving for a higher percentage, as the entire district was below 5%. They also noticed that a startling 0% of Foster Youth was involved in AVID and they said that was not acceptable and unequitable. They stated that AVID was a valuable tool and the District should make a focused effort to recruit Foster Youth into AVID programs.</p>
CSEA		4/6/17	Focus on CTE offerings. More programs for none college bound students.
EDUHSD Faculty Association		4/4/17	<ul style="list-style-type: none"> <li>The district could improve support of CTE courses and pathways.</li> <li>The district could improve the environment of communication and transparency with staff at all levels.</li> </ul>
Special Education Local Plan Area (SELPA)		4/9/17	<p>For the future LCAP, we should include the following activities in which we participate:</p> <p><b>Goal 1:</b> EDUHSD Transition Information Night</p> <p><b>Goal #2:</b> "5th Psychologist" added to our Team            Staff training with Non-Public Agency partners regarding issues relating to the emotional well-being and mental health needs and of students</p> <p><b>Goal #3:</b> Special Education Department Chair Meetings (1 time per month) Training with Assistant Principals and Guidance Counselors El Dorado County SELPA Meetings with local Directors of Special Education (quarterly) El Dorado County SELPA Steering Committee Meetings (monthly) El Dorado County Multidisciplinary Placement Committee (twice/month) El Dorado County SELPA Community Advisory Committee (monthly).</p>