

**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
Principals' Council	<ul style="list-style-type: none"> • Comprehensive Site Principals • Alternative Education Leaders • Cabinet 	2/6/18	<ul style="list-style-type: none"> • It should be celebrated that the District saw our socioeconomically disadvantaged students post the highest recorded percentage of A-G. • 10th grade students completing 120 w/ 2.5, more specifically SWDs. • Low SES improvement in CAASPP Math. • Graduation rate for AVID and ATI. • Evaluation process and focused goals. • Share with teachers what staff are doing differently. • Low dropout rate. • % passing AP exams. • Low cohort dropout rate. • Grade rate (overall). • Co-curricular went up, attention to connecting students. • Recruitment to all students. • Connections programs run at schools. • For a rural District, overall high extra-curricular involvement. Large footprint of opportunity. • Overall low expulsion rates due to alt to exp. programs. • Overall positive parent view of District – Maintain communication. • Student connectedness - # of students involved in a program.
Site Councils	<ul style="list-style-type: none"> • Parents • Students • Teachers • Classified • Management 	<p>March 5 & 7, 2018 EDHS</p> <p>March 5 & April 11, 2018 IHS</p> <p>April 9, 2018 UMHS</p> <p>February 7 & 26, 2018 ORHS</p>	<ul style="list-style-type: none"> • Bringing expulsion rates down. • EDHS BIP Program. • Positive response related to climate on the Healthy Kids Survey 87%. • High Percentage of students that believe they are treated respectfully by school staff, feel school staff treat parents respectfully, and they have adults who really care about students. • All sites have a community health nurse. • 53%-68% growth in students with disabilities. • 38%-60% growth in EL students. • Increase in the a-g rate. • Offer credit recovery opportunities. • Make recommendations for alternative education when students are severally credit deficient. • Offer a full schedule in 9th and 10th grade whenever possible to allow more room for error. • The 11th graders Math SBAC also showed increased performance from the socioeconomic group.

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		February 21, 2018 PHS	<ul style="list-style-type: none"> • High percentage of students believe that adults at this school encourage students to work hard so they can be successful after graduation. Specifically, the “NT” have an exceptionally high percentage. • Positive graduation rates (with exception of students with disabilities). Offer credit recovery opportunities, make recommendations for alternative education when students are severally credit deficient, or offer a full schedule in 9th and 10th grade whenever possible to allow more room for error. • Advanced Placement Exams. Pass rate is high. Continue to recruit LCAP students for advanced classes. • Percentage of 10th graders completing 120 credits with a 2.5 GPA. This standard is going up as a general rule, especially among students with IEP’s and EL students. This standard did go down among students with low socioeconomic background. • CSUS/UC Readiness rate going up aside from EL students. • Attendance rate is overall being met. • After high school 71.9% of students plan to attend college. • CAASPP – “Standard Met” or “Exceeded Standard” in math among low-socioeconomic students. • Parent school safety results seem positive. School safety is vital! • 80% of parents feel they are treated well. • I’m glad to see that students are comfortable asking for and receiving extra help by 64%. • The District seems to be giving extra help to students and scoring highly by being comfortable asking for help. Students also know how to get help they need to be successful. The District can add to this success by keeping students and teachers engaged with extracurricular activities. • Co-curricular and extracurricular offerings. • ROP Programs. • Career Center. • Technology – Chromebooks. • 4x4 School Schedule. • AP Programs. • VAPA and CTE Programs – Great balance regarding course offerings. • Career Expo / College Fair. • D-Back Opportunities. • AVID. • Students are motivated to do well in school. • The District made positive gains with EL students pertaining to discipline infractions and their school connectedness.

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Site Leadership Teams	<ul style="list-style-type: none"> • Teacher • Classified • Counselor • Administrative Site Leaders • Department Chairs • Athletic Director • Activities Director 	<p>March 16, 2018 EDHS</p> <p>February 26, 2018 IHS</p> <p>March 14, 2018 UMHS</p> <p>February 26, 2018 ORHS</p> <p>March 5, 2018 PHS</p>	<ul style="list-style-type: none"> • Graduation rates high and dropout rates low. • A-g rates are increasing – intervention programs in place to help students earn diploma. • Number of students taking AP exams and passing high. • LCAP 10th grade students with 120 credits and 2.5 GPA improving. • Low socioeconomic students improved in CSU readiness/UC readiness rate. • SBAC scores in ELA overall among all students improved in 2015-16, but failed to improve in 2017-18. • The number of students in all subgroup categories that were participating in academic and athletic teams and co-curricular programs was either met or nearly met. • On page 7 AP passing of students with disabilities at 94%. • Parent survey in response to school safety: results seem positive. School safety is vital! • The District seems to be giving extra help to students and scoring highly by being comfortable asking for help. Students also know how to get help they need to be successful. The District can add to this success by keeping students and teachers engaged with extra curriculum activities. • Strong CTE Programs. • Healthy Kids Survey – Students feel connected, more safe. • AVID Program. More District support for AVID program. • Support classes such as Geometry support should continue to be offered. • Continue to fund support programs – connections, 504 study hall, etc. • We could build on that if we had more room for credit recovery (by lowering credit requirement) so students wouldn't need to leave their comprehensive school site for a continuation school or charter). • Teachers encourage students to be successful and are helpful with schoolwork. • Classes are not crowded. • The school promotes academic success for all. • The school is a supportive and inviting place for student to learn. • Over the past year, we have had important conversations around our LCAP goals and what sort of actions our Spanish speaking parents would like to see the District take in order to better serve our Spanish speaking population. Overall, the parents that came were very grateful of the changes we have made with the addition of the La Voz events and the translation services that we have employed to better communicate with them. They asked that we continue our informational meetings as they have greatly benefitted from the current schedule of events: First Semester – Grade level meetings and College & Financial Aid Fair. Second Semester – 8th grade registration night and LCAP meeting.

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Associated Student Body/Student Council & Two Additional Student Groups	<ul style="list-style-type: none"> • ASB Officers • Student Reps 	<p>April 4, 2018 UMHS</p> <p>March 21, 2018 ORHS</p> <p>March 15, 2018 PHS</p>	<ul style="list-style-type: none"> • Diverse clubs. • Stop It App. • Co-curricular / Extra-curricular activities. • AVID. • Facilities. • Quality staff. • VAPA. • Pride in small school. • Science. • Athletics. • Career Center. • Dress and Clothing Drive. • Student connections to staff (administration included). • Graduation rate. • Pushing students to take AP classes and exams. Workload of AP classes. • Teachers and students are actively engaged. • Parents believe schools have a good experience. • Freshman transition programs (C+CR+Link Crew) • Better than other schools regarding drugs. • College prep. Inspiration for college. Higher education awareness – keep promoting with AVID, College/Career Fairs, College Awareness Month. • A-g courses/CTE courses. Variety of courses. ROP Programs. • Quality staff. • Naviance. • Fee waivers for SES kids. • Technology – Chromebooks. • Safe Schools. • Positive School Culture. • 4x4 School Schedule. • Access for special needs for AP exams. • Class size is good. • Level of education provided is high; students are well prepared. • Passing rate for most student groups is very high. • Teacher assistance and encouragement is high. • Having easy access to student aid. • We should be proud of the improvement with our college readiness and students in 10th grade with a GPA above 2.5 with 120 credits.

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Budget Advisory Committee	<ul style="list-style-type: none"> • Teachers • Classified • Management • Parents • Community Members 	4/4/18	<ul style="list-style-type: none"> • Overall graduation rates. Continue opportunities that foster success. • Growth in % earning A-G status. Poverty % went up. 12%. Continue A-G communication. • Overall growth in students completing 120 credit w/ 2.50 GPA. • Strong AP exam participation and pass rate. Maintain. • CTE opportunities/pathways. Continue to use CTEIG effectively. • SBAC Math growth up 7%. • Teacher engagement and support CHKS. Continue to engage in programs/ideas that support teacher and student relationships.
Standards and Instructional Leadership Team (SILT)	<ul style="list-style-type: none"> • Teachers – Department Chairs • CTA Rep • Parents • Classified Staff • Director of Guidance • Principal • District Management 	2/21/18 3/21/18	<ul style="list-style-type: none"> • Graduation rates – team teacher approach to certain classes like Algebra 10-12 and remediation options (wide variety); room in schedule to take a course again; having some students with disabilities stay for a fifth year to ensure that when they enter the general population they are productive; as an incentive for students with a 2.0 or 2.5 GPA, grocery cards or gas cards could be given (which would also help kids in poverty) (IHS donated food from the food bank). • Increase in SBAC math scores for low socioeconomic status students. • Progress of low socioeconomic graduates meeting A-G requirements. • Percentage of 10th grade students with disabilities and 10th grade English learners completing 120 credits. • Percent of AP exams passed – support for professional development or collaboration for those who teach AP courses. • Our CTE and career education programs are very healthy and have many offerings. In addition, the District allows students to spend time on other campuses to take ROP classes that are not offered at their own site. • All campuses offer an academic support program like the career and college readiness paired with English at Union Mine and an academic readiness program at El Dorado to assist students with gaining an academic mindset. • Even smaller schools like Union Mine offer a plethora of AP and advanced classes like Honors Human Anatomy.
EDUHSD Special Education Department	<ul style="list-style-type: none"> • Department Chair • School Psychologist • Program Specialist • Crisis Counselor • Intervention Specialist • Nurses • Parents 	March 22, 2018	<ul style="list-style-type: none"> • Overall graduation rate. • 10 grade students earning 120 credits with 2.5 GPA. • Rate of students taking and passing the AP exams.

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District Advisory and English Language Learner Parent Committees	<ul style="list-style-type: none"> • Parent Representatives from Title I Schools • Parents of English Learners 	May 3, 2018	<ul style="list-style-type: none"> • When it comes to the SPSAs, they look at the plan and the data that supports the plan. They look at how the Title I students are performing. After looking at key indicators, they try to identify if they are meeting all their needs. For example in classes such as Science, the curriculum is not geared to their vocabulary level. One of the teachers helped by providing materials to those students so they can stay with the class, but have materials that are more at their level. • A direct outcome of the site council analyzing their results is the request for class size reduction. They looked at some academic support for Title I students, and looked at class size reduction. They are proud to say the parents have a lot of detailed input on the site council when it comes to spending and helping write and meet the school's goals.
Classified Association	<ul style="list-style-type: none"> • Members selected by local CSEA Leadership 	May 3, 2018	<ul style="list-style-type: none"> • Graduation rate – great. • English learner progress. • CSU/UC readiness rate. • Advanced Placement exam passed. • Adults at school – healthy kids. • My student's teachers provide high quality instruction. • Students know how to get help. • Student's school is well maintained and in good repair. • All of page 18.
El Dorado County Multidisciplinary Placement Committee	<ul style="list-style-type: none"> • Representatives from County Social Service Providers 	March 23, 2018	<ul style="list-style-type: none"> • Overall graduation rate. • 10th graders earning 120 credits with 2.5 GPA. • U.C. readiness.
LCAP Parent Advisory	<ul style="list-style-type: none"> • Parent Leadership within EDUHSD 	May 23, 2018	<ul style="list-style-type: none"> • High quality textbooks and instructional materials (including technology). • Broad course of study including college preparation and environment offerings. • Students receive necessary academic help/assistance. • Students and parents are treated with respect. • Caring adults in the school system. • Communication systems.