

**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
Principals' Council	<ul style="list-style-type: none"> • Comprehensive Site Principals • Alternative Education Leaders • Cabinet 	2/6/18	<ul style="list-style-type: none"> • SBAC Math results. • Graduation rates w/ disabilities. Need capacity (UDL) and conviction. • Academic achievement for SWD – UDL. • Suspension rates, restorative justice, counseling. Continue to look for proactive interventions. • Math achievement. • SBAC results for EL. • Focus on LC Model. • Student success lessons. • Challenge gate keeping (AVID helps). • Attitude – We are going to graduate students and it is okay with a 5th year. • # taking AP courses/reduce gatekeeping. • Meeting/exceeding English CAASP/ increase use of IAB. • SPED graduation rate – differentiation. • English CAASP. • Suspension rate rent up all around. Why? • Attendance rate among sub-groups. • Co-curricular participation for EL students. • Attendance – Gap between all vs. low SES/students with disabilities. • Extracurricular involvement among subgroups went up – outreach • 15.68% truant, 33.68% socio, 38.70 foster, 23.25% students w/ disabilities, 17.33% English learners.
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 HIS</p> <p>April 9, 2018 UMHS</p>	<ul style="list-style-type: none"> • Look at what we can do to improve social emotional health of students. • Drop in SBAC ELA and Math scores. We need to look at math score factors more critically. We are currently using PIVOT to explore strategies to improve this. • Improve a-g rate. All subgroups need more growth. Better use AVID to help with this goal. • Based on the Healthy Kids Survey, a high percentage of students strongly disagree or disagree when asked if they are motivated to learn. There is also a high percentage of students that neither agreed or disagreed. • A high percentage of students do not believe that classroom lessons are helpful to real life. • Increase connections to real life activities in the classroom. If students understand and make connections to real life, they will understand their purpose for learning and can lead to higher motivation to learn.

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		February 7 & 26, 2018 ORHS February 21, 2018 PHS	<ul style="list-style-type: none"> • Make more positive connections to students in classrooms and on campus. • Improve SBAC ELA and Math scores. English department aligns curriculum with state standards and utilizes the interim assessments. Provide more support in 9th grade for students taking Algebra I (Algebra I support class). • Improve a-g rate. Increase number of students taking Algebra 2. Students that struggle with math should take Botany with Algebra 2 and take Chemistry later. • Improve graduation rates for students with disabilities. Less students on certificate of completion. Understand and utilize modified grading more effectively. Research whether 5th year graduates get marked against graduation rates. Increased access to Learning Center and APEX curriculum. • Members felt that we should always try to do better in our school District. • Members felt that at the mainstream high schools, there are so many students and that is a challenge. At Independence, we are small and can make students feel connected. Our world and technology continues to race ahead and we need to change our structures. • “My student’s school seeks parent/guardian input and encourages parent/guardian participation” needs to be higher. • Attendance rate was not maintained with an emphasis on students with disabilities, foster youth, low socioeconomic among the socio-disadvantaged students and students with disabilities. • Several data points indicate that there may be a need to evaluate Academic Support Programs for our EL population. SBAC scores in English, AP exam participation and CSU/UC readiness reveal that our EL population may lack access to programs/curriculum. • Add more EL students to AVID or ensure EL students are finding success in AVID. • In general, it still shows that poverty and special education students have a harder time in high school, but it seems to be improving some. I would like to see teacher interaction better; it is very good at Independence. • Why should only 45% of students feel safe? Why is my student receives necessary help from teacher during class time, recovery only at 41% agree, strongly agree at 23.3% and somewhat agree at 23.7%? • The District needs to focus on increasing academic performance on CAASP for our students with disabilities. Gather stakeholders to disseminate the data and identify barriers to student success. • More access to online programs – not all families have Wi-Fi or internet access. Makes ParentSquare and Aeries difficult. • More before school tutoring (math). • Student Leadership – More inclusive activities on campus. • Increased stipends or support for Drama and Music teachers. • More Humanities options for students.

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			<ul style="list-style-type: none"> Continue to refine English literature selection. Continue to develop and provide opportunities for academic peer tutors. SRO on campus. Not enough students see a connection between their classroom lessons and real life. Not enough students find our schools to be supportive and inviting places to learn. Our students do not feel that teachers are available to help them when they return from an absence. Students do not feel that they get useful feedback on their work. The District needs to address the high rates of discipline with students with disabilities. We should measure sophomores by if they are on track to be a-g and not just at 120 credits with a 2.0. Continue to work on school culture to be empathetic. CTE – Where are those options? For students not planning on four year college.
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"> SBAC scores, especially Math, need to improve-offer more IAB's in both English and Math. Suspension rates of students with disabilities and low socio-economic high alternative consequences. Need to improve subgroups taking and passing AP exams-better recruitment and identification of students who could be successful. Students with IEP's – graduation rate not met. Overall CAASPP scores could be improved – especially in Math. Math scores declined with all subgroups besides low socioeconomic students. (IHS's math scores improved by 6%, so this might have helped this category). The District needs to focus on increasing academic performance on CAASP among our students with disabilities. Gather stakeholders to disseminate the data and identify barriers to student's success. Math and English scores went dramatically down among students with IEP's. Parents responses in regard to "My student's school is well-maintained and in good repair." Why is it only 48% (agree) plus 21.8% (strongly agree) = 69.8%? This reflects the perception of the school's being maintained, which was the goal of Measure Q, as well as reflects the school's image. The fact that the schools ARE well maintained, so why are only 69.8% of parents supporting this statement? Why should only 45% of student's feel safe? Why is "My student receives necessary help from teachers during class time/recovery" only at 41% agree, strongly agree at 23.3%, and somewhat agree at 25.7%? In general, it still shows that poverty and special education students have a harder time in high school, but it seems to be improving some. I would like to see teacher interaction ratings to become better at the overall District level. It is very good at IHS.

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			<ul style="list-style-type: none"> It looks as though students with special needs scores and achievement have decreased over the past year. It also looks like our ELL students have decreased in their SBAC scores. More interaction with Special Ed students and ELL students in general education classrooms. 10th grade with 120 credits at 2.5 for low SES can improve from 53% compared to overall 81%. High number of low SES and SWD's suspended and expelled. Healthy Kids Survey – Number of responses “Neither Agree or Disagree” potentially indicates apathy or lack of seriousness. Increase parent participation. More cross-District department collaboration in content areas as well as school culture/safety forums. Expand student leadership and connectedness programs including SSA, Link Crew, etc. Offer childcare, food during school and parent events on campus. Increase communication with all stakeholders. ERMHS, Drug/Alcohol counseling, positive behavior intervention system, restorative justice program would help address suspension/expulsion rate. Increase positive peer group connections. Freshman transition programs such as CCR. A-g support classes (ASC Geometry). Exit survey for senior meetings to get more feedback. Incoming freshman entry survey to measure success over time. Help identify students before they start. Continue moving towards AVID District-wide to address low SES and SWD's. Targeted professional development focused on Universal Design for Learning. Shift resources and develop a formal Instructional Coaching model to improve student achievement. Full time SRO on every campus. Only 33% agree/strongly agree – lessons are helpful to real life. Teachers need to provide better/more feedback on assignments. Teachers need to develop online access for work that is missed. The only areas of improvement were within the schools in which there is not such a large Spanish speaking population to put more supports in place for communication: Have interpreters at large events (Back to School, Open House, etc.) and grade comments in Spanish on report cards.

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Associated Student Body/Student Council & Two Additional Student Groups	<ul style="list-style-type: none"> • ASB Officers • Student Reps 	April 4, 2018 UMHS	<ul style="list-style-type: none"> • More access to mental health. • Full time SRO. • More foreign language. • Lower coaching for sports. • More student involvement. • Life after high school – Class/life skills. • Accountable discipline, which focuses on change. • Access to transportation for extracurricular activities. • School safety – where do we go from here? • Suspension of special education students. • How do we reach middle level students? • Target sophomore classes academically – tutors, more effective peer tutoring, lower class sizes, job shadowing. • All your AP classes (ROP) – Career Day, study sessions prior to exams, create elections. • More school-wide AVID. • More all inclusion in activities and clubs. • How well do parents know/understand students? • High levels of anxiety/depression. • Accessibility of drugs and alcohol. • Mandatory 9th grade involvement. • Discipline and process. • Tardy/late policies. • Selectively enforced rules. • New rules without notice. • Car rules being kicked out. • Student rights. • Better understanding of rules/discipline. • Bullying/discrimination. • Unwelcoming campus. • Programs dying off, example Link Crew. • Apathy gives pushback to programs. • Treating younger siblings like their older siblings. • Welcome new students in a realistic way. Realistic views of campus. • More active student body for fun. • Rally spirit/pride. • Teachers having safety procedures in syllabus. • Home skills class-taxes, checks, etc.

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			<ul style="list-style-type: none"> • More fee waivers. • Need more team building activities built into the school year. • Develop new discipline system instead of suspension/expulsion. Therapy/Counseling, Community Service, Restorative Justice. • New Student Welcoming Committee – Improve Link Crew. • More life skills curriculum (taxes, insurance, credit cards, etc.) built into school day. • More safety drills, review of student handbook. • Gap between low-income student success and average student success. • Scheduling: cannot accommodate AP class scheduling (too many AP classes). • Special needs students are failing to meet UC and CSU requirements – we need to change this. • Teacher support for students is lacking. • Need more encouragement for special needs and low income student to take AP classes. • English learners need extra assistance in not only English, but Math. • Consistent policies on make-up work. • Percentage of graduates meeting CSU/UC a-g requirements is only at 57%. This should be focused on to encourage students furthering their education. • The District needs significant improvement on the expected annual measurable outcome of increasing the percentage of students who achieve standard met or exceeded on California assessments seeing that the test scores declined in all groups; improvements need to be made. Standard testing preparation classes can be established. Study sessions run by staff can be available to students and test preparation booklets can be made available. • Students are often lacking CSU/UC requirements and therefore less likely to get into these colleges. We could increase this readiness by educating the students better on the requirements. • Be more informative with parents – send out more emails/reminders, have events for parents, send out personal opinion surveys to parents to say what maybe to improve on. Have teachers inform parents on what their children need specifically. • Teacher-student relationships could be better.
Budget Advisory Committee	<ul style="list-style-type: none"> • Teachers • Classified • Management • Parents • Community Members 	4/4/18	<ul style="list-style-type: none"> • Students with special needs. Low graduation rate. High suspension rate. Active participation in DTA. Implement protocol for diploma/certificate conversation. • Overall achievement gap. Students coming from poverty. Build in advisory/tutorial into the school day. Adjust bell schedules to better-fit student needs. • Suspension rates. Build in alternatives to be available to admin and students. Brief intervention program at each school. • Motivation rates of students CHKS. Student connections programs. Communicate about programs.

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			<ul style="list-style-type: none"> • Student makeup when absent. Continue to work with teachers on effective/user friendly protocol.
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"> • Suspension rate. • Low socioeconomic students completing 120 credits with a 2.5 GPA. • Graduation rates for students with disabilities are low. • College readiness (especially for students with special needs) – flexibility to create smaller classes for team teaching scenarios (or paraprofessional) to serve students who need extra remediation to stay college ready; counseling to put students into a pathway to go along with passing either English or math SBAC (at least). • Title 1 College and Career Readiness Program – The academic support class needs to be redesigned to be more uniform and train the teachers in tried and true effective teaching and goal-setting strategies. • More encouragement for students to take AP courses. • Offering APEX in the summer for students who need to make up credits (which would require pay for teachers to facilitate (APEX would not be an additional cost, just the labor cost would be). • Upgrading technology (computers, smart boards). • Use of aides in math and English classes where students are struggling (the need for an English I equivalent to Algebra Foundations); English lasts the whole year (with AVID skills). Every freshman not in advanced English is getting additional support. • Safety upgrades for facilities built 10 years ago, for example, fencing, glass, doors, locks, or security systems to mitigate threats (the use of bulletproof rather than shatterproof glass, for instance). Possibly removing the large expenses of glass in areas such as the cafeterias, which would be less of an issue if there were an SRO on campus. • A safety pre-evaluation could be done, with a report prepared; our Superintendent is putting together a committee to make suggestions to the Board.
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"> • Support for students with behavior challenges resulting in disciplinary consequences. • After school tutoring/supports. • Explicit and ongoing training regarding effective behavior prevention and intervention. • ELL a-g. • Transition classes for students moving from high school to adulthood. • Add data point regarding the number of students taking college courses. • Develop credit recovery/options for earning math credit. • Evaluate “What Works.” • Develop strategies for skill development. • Develop strategies to address the increased rigor of the 10th grade (seen with the addition of Geometry and Foreign Language).

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			<ul style="list-style-type: none"> • Develop strategies for assisting students with Geometry. • Develop method for communicating school-wide expectations. • Evaluate possibility of tiered diploma.
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"> • Working on the connectedness to the schools. They'd like to find a solution for students that can't make a sports team because of the sheer amount of kids trying out for teams and the limited spots available. • Transportation for lower income kids can be a challenge to get them to extra-curricular activities and programs. • Finding new ways to connect with their parents. Thinking outside of the box to communicate on their level and to help make parents aware of "access to academic support activities". • Also in terms of connect with parents so they feel they are encouraged for parent input. The standard meeting in the gym isn't working anymore. They'd like to see some new ideas on how to reach parents and get them involved.
Classified Association	<ul style="list-style-type: none"> • Members selected by local CSEA Leadership 	May 3, 2018	<ul style="list-style-type: none"> • Suspension rate – bad. • 10th grade students completing 120/2.5 GPA CDW socioeconomic. • SBAC – bad. • School promotes academic success – healthy kids. • Student receives accurate, clear, and timely.
EI Dorado County Multidisciplinary Placement Committee	Representatives from County Social Service Providers	March 23, 2018	<ul style="list-style-type: none"> • Professional development regarding disability awareness and increased skill development in working with students with disabilities. • PBIS/Social-emotional curriculum. • Tiered Intervention Systems. • More options in career prep. • Additional options for credit recovery. • Additional opportunities (systematic) for Community Based Instruction. • Careers experience/exploration for all students. • UDL, increased articulation with feeder schools. • Training/education/resources for foster parents.
LCAP Parent Advisory	Parent Leadership within EDUHSD		<ul style="list-style-type: none"> • Increase bilingual support within the school day. • Develop intersession so students can improve a "D" grade to a "C" grade. • Use multiple platforms and times to communicate about a-g. • Parent participation – develop new ways to invite parents to participate. • Develop a 90 second video on items of importance.