

**2019 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
Site Councils	<ul style="list-style-type: none"> • Parents • Students • Teachers • Classified • Management 	February 6, 2019 ORHS	<ul style="list-style-type: none"> • Students lose motivation as they progress through grades. • Too many students experience chronic sadness/hopelessness. • Noticeably more females report harassment and/or bullying. • Female safety issues are too high.
		February 21, 2019 PHS Site Council	<ul style="list-style-type: none"> • School Safety: Harassment/bullying rate is too high. • Fewer than half of students agree or strongly believe that teachers go out of their way to help students. • Seem lacking on continuing education path/information.
		February 21, 2019 IHS Site Council	<ul style="list-style-type: none"> • More information regarding negative effects of use of electronic cigarettes. • Mental Health issues need to be front and center: education/awareness/resources. • Alcohol/Drug use is too high. • Rate of students who have considered suicide is too high.
		March 15, 2019 EDHS Site Council	<ul style="list-style-type: none"> • More adult support and counseling personnel on campus. If budget will not allow then investigate online therapy applications. • Anti-Bullying Education regarding social media use/abuse. • More teachers to help identify those students in need of support. • Empower student voices for change through active involvement in creating solutions and supports needed.
		March 21, 2019 UMHS Site Council	<ul style="list-style-type: none"> • Continued encouragement for students to use the "Stop!" app. • All-girl events to discuss depression, pressure and reasons for hopelessness. • Social/Emotional support/Wellness programs. • More drug abuse prevention education: connect students with previous users/make aware of consequences. • Teach empathy. • Ask "WHY" students are chronically sad; search for causes more effectively/efficiently. • Keep curriculum current/relevant: More mentoring by adults on campus. • Provide more accessible information and resources on mental health services: Continue to support/provide on campus adults w/info on recognizing mental health issues.
			<ul style="list-style-type: none"> • Chronic Sadness & Hopelessness. • Suicidal Consideration. • SPED, Homeless. • E-cigs. – Education beyond 9th grade.

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			<ul style="list-style-type: none"> 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 of and we need to change our structures. My students school seeks parent/guardian input and encourage parent guardian participation needs to be higher. CAASP – “Standard Met” or “Exceed Standards” in English/Language Arts went down among all students. Attendance rate was not maintained with an emphasis on students with disabilities, foster youth, low socioeconomic among the socio-disadvantage 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. Perhaps enroll more EL students to AVID or find other ways to help EL students find success in AVID. <ul style="list-style-type: none"> Electronic Cigarettes/Vaping is a huge concern. Site Council felt like the numbers are high and increase as students get older. They also felt that the reported numbers are lower than what actually is happening on campus. To work on improving this issue Site Council recommended EDHS get a more comprehensive program to teach kids about vaping and the dangers in health class and in other classes outside of the 9th grade year. Another concern was the high percentage of students who experienced chronic sadness. To reduce this percentage site council would like to see an increase in the use of Sierra Child and Family/New Morning services for students who are not just Special Education students. And additional school counselors/psychologists to meet with students. There are a lot of students who need more adult attention on campus and these students do not get to meet with adults due to the lack of staffing. The idea of bringing back an intervention counselor was also discussed. Site Council was concerned with the declining Mathematics and English CAASPP scores. There needs to be a focus of continued alignment with feeder schools and their benchmark expectations for their students. Subgroups of EL and Students with Disabilities is still a concern for English and Math CAASPP results. These students are also low scoring on the College and Career Indicator. Some ways of addressing improvement would be to create more awareness on the college and career indicator. Reduce the size of math classes and English classes at the lower grades.

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			<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Number of students reporting drug/alcohol/vape use. • Mental Health of students. • Suicidal Ideation among students. • Students experiencing chronic sadness, hopelessness, anxiety. • Meaningful Participation. • Harassment/Bullying/Rumors. • Students feeling unsafe by race/ethnicity. <p>Action Steps:</p> <ul style="list-style-type: none"> • More Resources for Mental Health. • More intervention built into the school day. • No cell phone policy. • Wellness Center on campus – look at FLC’s mode. • More training for teachers on Trauma Informed Practices, Restorative Justice and difficult conversations regarding cultural issues/politics. • In lieu of suspension, restorative practices including drug/alcohol counseling and conflict resolution. • Develop Health/Living on Your Own curriculum for 11th graders including career exploration, internship opportunities, work experience, finance info, etc. • Improve access and opportunity for career pathways at UM. Trades & Industry. • Restructure beginning of school year to include more relationship building before academics. • More developed model Campus Watch and Grade Level Team meetings focused on student achievement and need. • More transparency regarding student backgrounds. Access in Aeries for teachers regarding Homeless/Foster, etc.
Site Leadership Teams	<ul style="list-style-type: none"> • Teacher • Classified • Counselor • Administrative Site Leaders • Department Chairs • Athletic Director • Activities Director 	<p>February 7, 2019 IHS</p> <p>February 4, 2019 PHS- Management Leadership Team</p>	<ul style="list-style-type: none"> • Members would like to see additional drug, alcohol, and tobacco counseling on campus. • Members would like to see the counselor sustained full time at I.H.S. to help keep the students social emotional wellbeing at the forefront. • Members would like to see a position created to support students with travel to job sites and work experience. Additionally, members would like to see job skills and CTE become a priority focus for I.H.S. • Members would like to find a process to better identify homeless youth and foster youth. • Members would like to see I.H.S. reduce the number of elective requirements for pupils. • Chronic Sadness and Hopelessness.

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		February 25, 2019 ORHS- Leadership March 11, 2019 EDHS- Leadership Team Mach 20, 2019 UMHS Dept. Chairs & UMLT	<ul style="list-style-type: none"> • Suicidal consideration. • Tobacco, marijuana. • Curriculum Relevance. • Rumors. • Math results by subgroups. • Suspension Rate. • Females are more likely to feel sad or hopeless. • Noticeably more females report harassment and/or bullying. • Harassment/bullying overall rate is too high. • Safety at school, or the perception of lack of safety at school. • Spread of rumors and lies via social media. • Support for social and emotional learning went down from 9th to 11th grade. • Suspension rate is too high. • Students with disabilities struggle in all areas. • EL academic performance. • Mental Health: Chronic sadness/hopelessness rate is too high for all students. • <u>Meaningful</u> participation. • Math status is decreasing, particularly with Special Education students. • Weapons on campus. • Support on all levels for Socioeconomically disadvantaged students. • Minority students more likely to experience harassment/bullying. • Provide students with more experiences to learn about cultures and life outside El Dorado County. • Need to get more parental involvement-our community team to support troubled students. • Increase socio-emotional learning. • More team teaching (History/English or Math/Science) to find a sense of “community” with students/classmates/teachers, be more aware of issue and provide specific supports. • Social/Emotional support/Wellness programs for students and staff. • Ask “WHY” students are chronically sad; search for causes more effectively/efficiently. • Provide more accessible information and resources on mental health services: Continue to support/provide on campus adults w/info n recognizing mental health issues. • The leadership team felt that the chronic sadness and hopelessness is a concern. The team said this is something that keeps coming up as a concern year after year. They

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			<p>recommend a full time school psychologist and more mental health services. There was also a concern that there was an increase in the female population of feeling safe and chronic sadness.</p> <ul style="list-style-type: none"> • The leadership team felt like the suspension rates due to drugs is an issue and low CAASPP test scores in math and English are a problem. Some ideas on how to address these problems was a class size reduction in math, particularly Algebra 1 and English 9 and 10. There was also a concern for EL students and reclassified students. <p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Decline in student connectedness. • Number of students reporting drug/alcohol/vape use. • Mental Health of Students. • Suicidal ideation among students. • Students experiencing chronic sadness, hopelessness, anxiety (Female rates are higher than male). • Meaningful Participation. • Harassment/Bullying/Rumors. • Students feeling unsafe by race/ethnicity. • Decline in College-Career Readiness numbers and CAASPP scores. • More access & improve acceleration in Algebra 2. • Improve suspension rates and find alternatives to suspension. <p>Action Steps:</p> <ul style="list-style-type: none"> • More Resources for Mental Health. • More Intervention built into the school day. • No cell phone policy. • Wellness Center on Campus – Look at FLC’s model. • More training on teachers on Trauma Informed Practices, Restorative Justice and difficult conversations regarding cultural issues/politics. • In lieu of suspension, restorative practices including drug/alcohol counseling and conflict resolution. • Health/Living on Your Own class/curriculum for 11th graders including career exploration, internship opportunities, work experience, finance info, etc. • Improve access and opportunities for career pathways at UM. Trades & Industry. • Restructure beginning of school year to include more relationship building before academics. • More developed model of Campus Watch and Grade Level Team meetings focused on student achievement and need.

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			<ul style="list-style-type: none"> More transparency regarding student backgrounds. Access in Aeries for teachers regarding Homeless/Foster, etc. More ERWC based English curriculum at lower levels. Explore new CSU Expository for juniors. Possibly more ERWC to 11th grade. Diversity Training and Cultural Competency.
Associated Student Body/Student Council Two Additional Student Groups	<ul style="list-style-type: none"> ASB Officers Student Reps 	February 8, 2019 IHS-ASB February 6, 2019 PHS-ASB February 13, 2019 ORHS-ASB March 12, 2019 EDHS Student Leadership March 21, 2019 UMHS Student Leadership	<ul style="list-style-type: none"> ASB would like to see a variety of food served in the cafeteria. ASB would like to see additional clubs added to campus to help explore STEM and extracurricular activities like dances and martial arts, or a boxing club. ASB would like to see the gym open at student lunch for the health and wellbeing of students. ASB would like to see new basketball backboards installed for health and wellbeing of students. ASB would like to see a foreign language course added. Juuling/vaping happen in classrooms. <ul style="list-style-type: none"> Show after-effects, health consequences →in video bulletin. Alcohol effects speakers; something on off-years when we don't have EFM. More emphasis on alcohol / drug effects DURING class, not just Health. <ul style="list-style-type: none"> i.e. research project on alcohol effects. Nicotine sensors in the bathroom – students vape in the bathroom. 20% of students considering suicide. <ul style="list-style-type: none"> Involvement, keeping kids busy. Healthy relationships between students and staff so kids have a place to reach out. Make it easier to make an appointment with counselors!!! Move available places for those in need of mental health DURING school time- lunch is busy with other things. Limits on Social Media – kids use VPN to still access online. Middle school was more fun because of field trips – trips build camaraderie and support among students. A class or club with therapists/counselors – more people to help students. Hire or train teachers with counseling experience – equip teachers to support students' socioemotional health. Point Break. High percentage of Black and African American students have dealt with harassment. Zero tolerance policy for harassment.

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			<ul style="list-style-type: none"> • Rate of students who have considered suicide is too high. • Suspension rate is too high for socio-economically disadvantaged and minorities. • Students with disabilities continue to struggle in English and Math. • Drug/Marijuana usage is too high, particularly in lower grades. • Level of sadness and loneliness is too high across all groups. • E-cigarette usage is too high. • Too many students have experienced bullying or harassment. • Need better college/career readiness; improve programs: Make advisors more available. • Make all options known, not just college, for post high school life. • Females are harassed/bullied more than males. • Students do not feel strongly supported by teachers when seeking help. • Rumor control: more info on hazards of spreading false information on social media as well as in person. • Need classes that "Teach Real Life", readiness for leaving High School and entering the Adult World. • Weapons on campus. • Do more to publicize mental health awareness and the fact that there are adults on campus that can and will help/listen. • Emphasize and publicize school rules: remind students of expected behaviors. • Teachers should be more watchful of concerning student behaviors; be more in touch with them. • More drug abuse prevention education: connect students with previous users/make aware of consequences. • Reward good/positive behaviors. • Teach empathy. • Find ways to reduce student stress: less homework, fewer demands on time. • Make counselors more available: get more counselors? • Counseling office should not just focus on college but on overall student well-being. • Work on more inclusiveness for students with disabilities. • More transparency with school issues. Share more with the student body. • Continue to offer meaningful programs like "Point Break" to encourage empathy and understanding. • Bring in more motivational speakers. • Offer more professional pathways, not just college options. • More focus on incoming freshman and new students: LINK Crew activities. • More department coordination of testing dates to avoid "Test Overload". • Educate on the SCIENCE of drug abuse: what it does to the mind and body.

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			<ul style="list-style-type: none"> Students reported that the vaping percentages were higher than reported on the Healthy Kids Survey. When asked what needed to be done to address this area they said there needs to be outreach to parents because a lot of parents are vaping at home. The student group reported that marijuana is too easy to obtain and drug dogs could help deter students from bringing drugs to school. Students also enjoy focused presentations on identified topics that are of high interest. Students also requested additional time to talk to people when they are in need of social and emotional help, specifically a psychologist or counselor. Students commented that they would like to see higher CAASPP scores for both math and English. In order for this to happen, they need to be able to have time for remediation. <p>Areas of Improvement:</p> <ul style="list-style-type: none"> Substance Abuse. Freshman reporting feeling unsafe on campus. Suicidal Ideation among students. Students experiencing chronic sadness, hopelessness, anxiety. Bullying & Rumors being spread. <p>Action Steps:</p> <ul style="list-style-type: none"> More Resources for Mental Health. Wellness Center on Campus – Look at FLC’s model. More training for teachers on Trauma Informed Practices. Focused on what to look for and how to respond when students are struggling emotionally. In lieu of suspension, restorative practices including drug/alcohol counseling and conflict resolution. Develop Health/Living on Your Own curriculum for 11th graders including career exploration, internship opportunities, work experience, finance info, etc. More school wide AVID, specifically a class dedicated to college going students on how to navigate FAFSA, college entrance, etc. More career pathways at UM, more access. Trades & Industry building. Restructure beginning of school year to include more relationship building before academics. Talk with student groups on a regular basis to get their perspective.
Budget Advisory Committee	<ul style="list-style-type: none"> Teachers Classified Management 	EDUHSD Budget	<ul style="list-style-type: none"> Homeless, Socio-Economically Disadvantaged Students, and Students with Disabilities, are an area of concern. There is a decline in graduation rates of Students with Disabilities, and Hispanic students. Our Socio-Economically Disadvantaged Students

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	<ul style="list-style-type: none"> • Parents • Community Members 	Advisory Committee March 28, 2019	<p>struggle with CAASSP tests, and in general have declined significantly. Our district should address College and Career Readiness for Homeless Students and Students with Disabilities. We are increasing spending on Special-Ed by \$100,000/year, but this group is in the orange and red across the board.</p> <ul style="list-style-type: none"> • There are also concerns about discipline. Our suspension rate is still high and there are new issues facing discipline including vaping and defiance. We should consider student culture in terms of emotional well-being, drugs and vaping. • We should want and encourage parent input on these issues. To reduce suspension rates we should explore new interventions. Transportation challenges to Homeless and Socio-Economically Disadvantaged Students may play a role in their success. In regards to Special Ed, are current practices revised based on metrics based results?
Standards and Instructional Leadership Team (SILT)	<ul style="list-style-type: none"> • Teachers • Department chairs • CTA Rep • Parents • Classified Staff • Directors of Guidance • Principal • District Management 	January 16, 2019 February 20, 2019 March 21, 2019	<ul style="list-style-type: none"> • The suicide ideation and chronic sadness in girls is alarming. • 53% of females feeling sad or hopeless. It is believed that a lot of this is social media related. We need to do more to help in this world of social media. There is currently a requirement that technology goes with the Health class. An idea could be an optional "Mental Health" class. We have local control over what we put with the Health course. In the current Health course, the mental health topics are touched on very briefly and it was discussed that a year-long Health course for freshman with some deeper dives into mental health topics could have a positive impact on students. • Teachers are seeing more and more students that cannot handle being in a regular classroom due to anxiety, bullying, and/or mental health issues. Vaping and drugs play into this because students try to self-medicate but educators and support staff are still figuring out how to deal with this. • It is concerning that obtaining marijuana is not difficult at all. • Regarding the racial response. There seems to be an avoidance around talking about, embracing, and acknowledging race. Diversity training would be helpful to learn more about race and kids with disabilities. In the past when diversity training has been conducted for kids with disabilities, every kid that participated has given great feedback. • A few years ago, ORHS ran a "respect for all campaign" for 6 years and one area of focus was the race topic. It was then reported by students that it made a difference. Potentially this could also be a topic discussed in a year long Health class. Another idea brought up was perhaps a course could be taken as a Freshman and then another course as a Junior since students are at two different levels of maturity and at a different place in their education. • Include the political realm as a form of hate speech. People can have different political beliefs without being accosted or ridiculed. • More education is needed on vaping and technology as it relates to social media. Teachers would also like to find a way to more directly teach "being present" to students.

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			<p>Need to provide students with the negative effects of vaping and the damage it causes, maybe via a video.</p> <ul style="list-style-type: none"> • We should also have mental health professionals that are designated to each campus. We really need a mental health professional there all of the time to talk to students who is separate from counselors and teachers. Behind a closed door with a professional could be really great for students. • Having a counselor on campus all the time would be huge. The school counselors do not have the skills that a therapist has. • Perhaps as part of the Health Class, they could have the counselor come in and introduce themselves to the 9th graders to make them aware that they are there if they ever need someone to talk to. • Peer counselors- a safe place for students to go talk amongst themselves. • Mathematics Department Representative- The goal is to get students through Algebra 1, 2 and Geometry with at least a C. They feel supported and want to continue the support with that. • World Language Department Representative- Focusing on reading, writing and comprehension for students that are already weak in English. They are not ready for another language course because they are already unprepared with their primary language. Many times this makes the students frustrated and so they quit halfway through. • VAPA Department Representative- Focused on improving the facilities of their performing arts. (the District has contracted with a consultant to look at a 2020 bond with a signature focus on the facility improvements for the VAPA department). • Alternative Education Department Representative- It would be ideal to have a school counselor present all the time vs. the instability of being split between campuses. Also looking into drug/alcohol and vaping issues. Not solely the education, but the tools and support to help students stop using these substances. • Student Success Department Representative- Technology for SPED kids is really important. Many of them do not currently have access to Chromebooks. It would also be important to provide these students with some sort of touch screen computer and dyslexia apps. Lastly is having a focus on helping more SPED kids access CTE/ROP programs. • Assistant Principal Representative- Would like to see funds put toward restorative justice, aside from suspension. Apply funds toward wellness centers and counseling services because it's difficult to keep up with the anxiety and depression needs on our campuses. Additional, a financial analysis course should be a requirement every student should take before exiting high school so they can learn how to budget, the importance of maintaining and building good credit, etc.

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			<ul style="list-style-type: none"> • Parent Representatives- Support from counseling services is weak. There is not enough available to students in need. Also, before the District spends money on implementing new programs, they would like to make sure what we are already doing is truly strong and working. If there are current programs that aren't effective, they need to be let go. • Student Representative- The College and Career Readiness class is really helpful for Freshman to learn skills at a young age. Having a professional counselor full time at each campus would be super helpful for students to access when they are going through something. We also need someone (separate from the academic counselor) who can help educate students on drugs and alcohol. • Independent Study Program Representative- Would like to have more time together as faculty to collaborate. Due to time constraints, right when they start to get into things, people have to go. Maybe a day twice a year to collaborate to try to get everyone on the same page. Also would like to be able to check out a Chromebook for ISP students instead of them using their phones to access their curriculum like APEX. • Director of Guidance Representative- Aside from the mental health issue interfering with academic issues, there are a lot of kids without health problems that need academic recovery support throughout the day. Would love to see more co-teaching using all the strategies available to them when we have a massive number of students who could accelerate with added support. • Teacher Librarian Representative- Reading is the key to kids doing well in school. Would like to see cell phones go away and encourage more reading across curriculum and staff across the entire District. • Physical Education Representative- Would like to see upgraded PE equipment and some facilities need improvements. We should also increase the duration of the Health course. There is so much to tackle with the students with the vaping and mental health aspect; it's too hard to cover it all in such a short amount of time. • Faculty Association Representative- Key to making all of this work is having teachers who feel valued and strongly about wanting to do their best work for students. We need to retain the great teachers we have, and get them engaged in our community. To lose people is very discouraging and disheartening. • English Department Representative- The English department can always use more money to keep books current (novels). From a more holistic perspective, we need more mental health support. A student is unable learn if they have so many things they are going through and do not have someone they can go talk to.