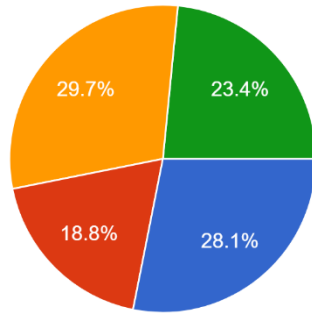


2023 LCAP Educational Partners Feedback Department Chairs/Leadership Teams

Select your site team.

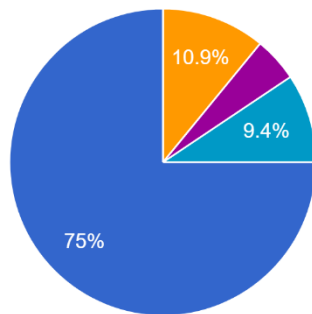
64 responses



- El Dorado High School Department Chairs
- Oak Ridge High School Department Chairs
- Ponderosa High School Department Chairs
- Union Mine High School Department Chairs
- Independence High School Department Chairs

What best describes your role?

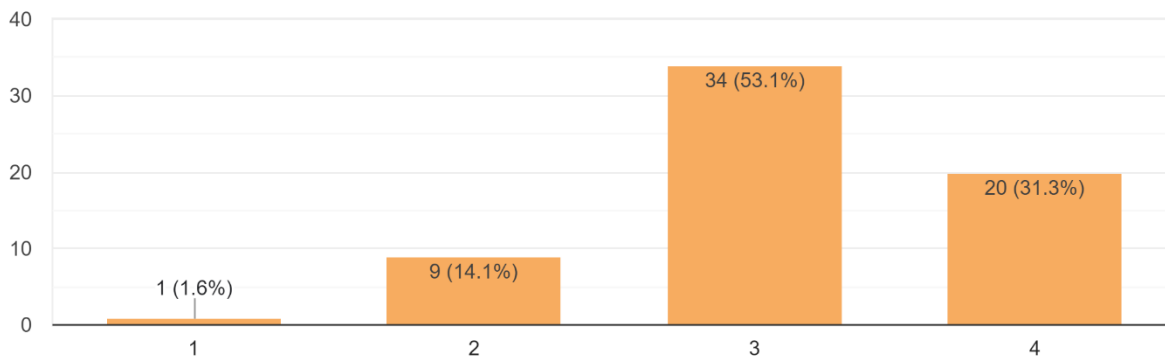
64 responses



- Teacher
- School/District Staff
- School/District Administrator
- Athletic Director
- Activities Director
- Other

Rate the Effectiveness of Goal #1: District shall prepare students to be college and/or career ready upon completion of high school

64 responses

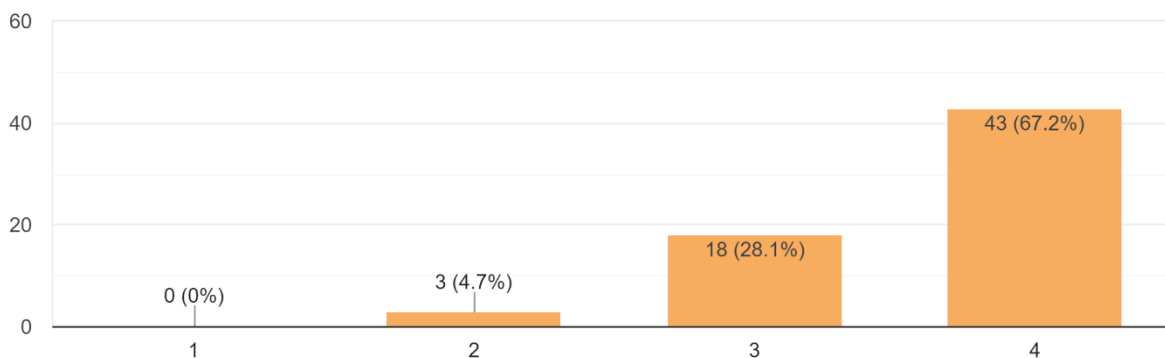


<p>96% of EDHS students earned a diploma, so I feel students are being prepared for college and careers. Having a diploma is the first step to success beyond high school.</p>
<p>A couple of schools in our district are lower than what I would expect in the A-G category which brings the overall district rating down in this category. I believe increasing the expectations for graduation within the district will help remedy this.</p>
<p>All courses a-g requirements are offered at UM + many AP courses.</p>
<p>As a whole, the district offers courses that prepare students for many different pathways after high school through the many college prep and career technical pathways. We continue to increase career awareness with career development lessons with counselors each year and lessons within classrooms connecting curriculum to real world experiences.</p>
<p>Courses continue to be offered and students are strongly encouraged to enroll in A-G courses. Many students and their families simply do not want to take those classes if they don't want to which has been a challenge to overcome.</p>
<p>CTE course participation has been good, and students are encouraged to take courses that will prepare them for college and careers.</p>
<p>Declining A-G rate, new "Pathway" requirement but no plan for tracking</p>
<p>differentiated curriculum, different pathways to the diploma, weaning off of excessive support, raising the educational standard bar and the support to bridge the gap</p>
<p>El Dorado High has one the largest graduation rate of CTE student in the district. We have a diverse spectrum of classes and yet not all students have the room to complete a pathway due to A-G requirements taking precedent for some of our students. Question: are all student successful if they meet a CTE pathway completion? OR is the "and or" really just and with A-G college prep more important.</p>
<p>English Learners, Homeless youth and Students with Disabilities are scoring very low on performance levels. Only 28% of Socioeconomically Disadvantaged Students are graduating meeting CSU/UC requirements which is below the state average.</p>
<p>For students with disabilities, it is very hard for them to be successful academically given the expectations of their core classes. There is a tremendous amount of pressure for them to perform at a high level and be college ready. Not all students are made for college and all post-secondary options should be supported and celebrated.</p>

I believe that we offer ample opportunities to be college ready, but struggle to get some students to take them. I think we can continue to develop career readiness programs for those that are not interested in college.
I feel that we could and should push students to be CSU/UC eligible as the graduation standard.
I think that all school staff really do their best to prepare students, and there are many students that end up prepared. However, I also think we kinda shoot ourselves in the foot with weak graduation requirements. If we want more students to be college ready (A-G), then we should mandate 3 years of science instead of two, etc.
I would like a higher A-G rate for EDHS. I would also like to see more students at the 11th grade year meet or exceed the standards for the CAASPP testing. I am not sure how many students are meeting the college and career indicator but that would change my opinion on this question.
I would like to see data on how many students are completing college and how many students have found gainful employment
Most, but not ALL, students are prepared.
Only 51% at EDHS are meeting A-G requirements.
Our A-G rate is low. We have over 50% of our students connected to a special program or in a CTE course. This bodes well for us. We need more engagement here and higher A-G rate.
Our A-G requirement is 51%
Our school's A-G rate has steadily decreased since COVID. We hope to have a 10% increase this year, and with 7 sections of AVID I expect the college/career preparation numbers to increase steadily over the next couple of years. I ranked 3 because there is still work to be done in this area.
Student choice gets in the way of A-G college readiness. We need to educate kids on taking higher math and science before attending Community College so that they are truly college ready.
Students are given the skill and knowledge required to be career or college ready
The decrease in graduation requirements are hurting student preparation (decrease in math requirements, etc).
The district has supported a wide range of upper division science and ap science opportunities for our students. However, the district has struggled to implement the New Generation of Sciences Standards. This is beginning to have impacts on WASC review, CAST scores, & possibly college admissions.
The school has a number of programs to prepare students for college or careers including the Career Center and the high academic expectations in classes. The school could work on celebrating non college options after high school and promoting more ROP programs in those areas.
We have high or very high graduation rates and medium overall test scores in both Math and English.
We have outstanding graduation rates for most students, but we are failing to prepare our students with disabilities at the same rate.
We lowered the graduation requirements and students followed the bar. Our A-G rates are lower. We also did not enforce attendance, which also doesn't prepare students for their futures. The shining star is our CTE, which has continued to prepare students.
We seem to be similar to statewide and county wide results
Yes, I believe we are succeeded at this task.

Rate the Effectiveness of Goal #2: Teachers in the District shall be fully credentialed and provided professional development on the implementation of academic content and performance standards.

64 responses



All Teacherâ€™s are fully credential.
All teachers are credentialed. Teachers have had the opportunity to attend conferences.
Conference opportunities provided
Due to staffing issues, not all teachers are fully credentialed. Professional development on the implementation of academic content and performance standards in the visual arts is limited.
Everyone is fully credentialed
I believe the district and HR are doing everything in their power to get the right people in the classrooms given this COVID rebound and difficulty finding great teachers.
I feel like all positions are filled with qualified and capable staff, who actively seek out professional development opportunities.
Professional development is reliably available to all staff. There are many teachers enrolled in teacher credentialing programs or are clearing their credentials while also working full-time.
Staffing data provided shows that There are teachers out of field, ineffective or incomplete in almost every subject area.
Teachers have been encouraged to attend professional development throughout the year.
Teachers have had many opportunities for professional development paid for by the district, and also have department funds to utilize.
The district and school paid for professional development in the form of two conferences Social Science teachers were sent to during this school year. Most teachers find their own professional development opportunities.
The district has always strongly supported opportunities for staff to attend professional development opportunities. However, without a comprehensive long term plan for implementing NGSS, there is no follow up or coordinated effort/plan to be sure all teachers fully understand the NGSS as well as the change in pedagogy required to implement these new standards.
The opportunities for development is very good in comparison to other districts
The support for PD off campus has been amazing but more built in time for teachers to collaborate organically, without a meeting agenda in place, is needed.
The turn over of teachers over the past few years has been challenging to keep up with new staff onboarding. Although we offer many professional development opportunities to support all staff

within the district, I think we can improve our new teacher onboarding for teachers in their first 1-3 years at each site.

To the best of my knowledge.

We are all fully credentialed.

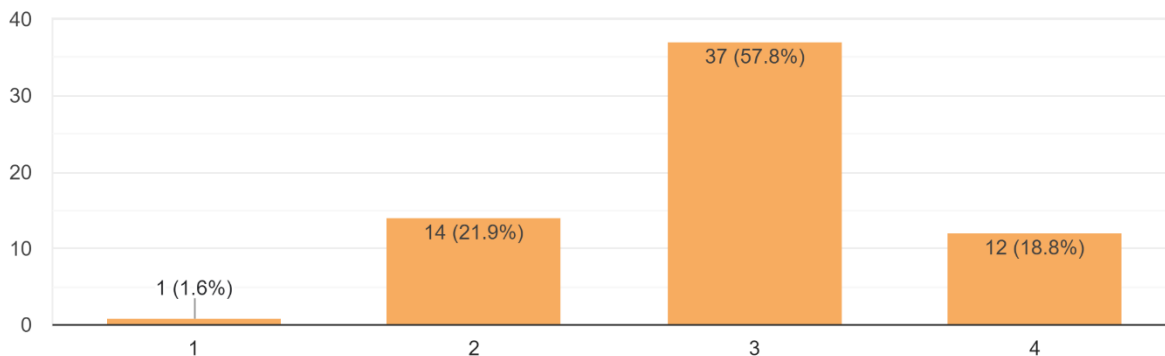
We have amazing teachers who are HQT in their subject area. We also have many state and national conferences that teachers have been able to attend. Additionally, we are meeting in PLC groups at the site level and at the district level.

We need more collaboration time with our department.

We try hard to make sure this happens, but there is a shortage out there.

Rate the Effectiveness of Goal #3: The District shall promote positive behaviors and behavior interventions which limit the need for disciplinary ...uding, but not limited to, suspension and expulsion.

64 responses

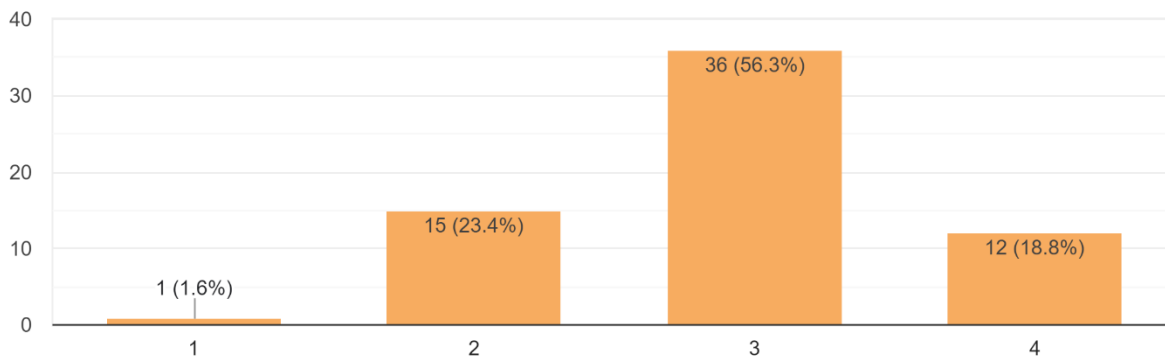


Addition of Dean on campus has been beneficial and effective.
addition of new Dean 2022/2023
Additional Dean in 2022-2023
At least at Pondo, I think we are moving in the right direction. The introduction of the Dean of Students, who also highlights good behavior, was an excellent addition. Personally, as Activities Director, I think I can improve how student leadership focuses on aiding admin in creating a positive campus culture.
Based on last year's data, no. We have hired Deans to help. I think we are actively working on bettering for this current year with Freshman and Sophomore programs. However, we are very high with our at-risk students and that is an indicator that we need to provide them with more support. Right now our support is focused campus wide. Maybe we need more programs with support for homeless, foster, students with disabilities and students of color.
Dean of Student Services has been great, but new. Needs to be continued and more resources and support for Sarah to continue to do an excellent job.
Each school site has been provided a dean to help handle low-level discipline, implement PBIS-type programs, and help improve school culture.
EDHS has been doing Core Value Awards and sending positive post cards home. We are also providing alternative means of correction/restorative justice options.
Having a Dean of Students on campus has been a lifeline. She is available and very helpful when it comes to needing support for student behaviors.
I feel like given the situation of students not being on campus for 2 years, we did very well. But I feel that we need to be harsher with discipline when it comes to vaping/smoking/setting off fire alarms.
I know this is a work in progress. We are waiting to see that data the new Dean's position generates. Hope its affects are positive. We do need more of something in our restorative practices to promote positive school/social culture with this post-COVID groups - I personally am lost at what that looks like.
I think our district could be doing a more robust job promoting inclusion of all races, genders, and sexual orientations. When an incident happens, we'll put out a statement saying, "This isn't who we are." But we're not taking any kind of stance to promote inclusion, just being reactionary when something awful happens. We can do better.
I think the fact that we have been given a Dean of Students position has really helped!
Looking at the Social Emotional Health statistics, the Wellness Center should be kept in place. More should be done to change the culture of bullying on campus.

Need more data
New dean position at Ponderosa
Seems to be better communication between teacher and admin when problems arise or need follow-through).
Teachers are good at discipline management within their classrooms. Teachers receive inconsistent support when issues rise above basic class management. Consequences for violating school rules are rarely communicated to teachers.
The Dean of Students has been an amazing and effective position and resource.
The Dean's position is helpful but so far the on boarding has not occurred so the follow through and handling issues in a timely manner has not been effective. There are many behaviors and attendance issues that are not being handled unless we write the referral. Previously, before Covid, attendance concerns were generated and reported so that teachers did not have to write a referral to get attention to the attendance issues.
The promotion of positive behaviors needs more publicity or explanation.
The response to a greater demand for behavior interventions has been overall good. Administration tries very hard to stay on top of situations and the introduction of our new dean has helped connect more students with help or support they need.
The suspension rates data shows very high status level for several subgroups and an overall medium status level for suspensions.
There are areas for growth, but it seems we are getting on track as a campus.
There is always room for improvement, but we are making progress.
This has been a great improvement between last year and this year by improving school culture, especially among this year's freshman class.
This has proven to be challenging given the volume of student behavioral misconduct being reported by classroom staff. A significant portion of the incidences requiring a disciplinary consequence are occurring among freshman and sophomores.
UM has implemented positive behavior strategies this year. Data needs to be studied to determine efficacy
We are certainly making progress in this area, but student discipline is an ongoing challenge.
We have a high rate of suspensions.
We have a new dean, our connections plan, our wellness center with TUPE and other offerings. We have our freshman culture team and sophomore support group that meet to discuss our most at-risk kids in those grades.
We have continued the postcards, 9th grade culture, guest speaker with small group work with targeted students and core value raffle. The addition of our dean of students has helped enforce the tardy and attendance issues. But we continue to have students that see detentions and Saturday schools as no consequence at all. We don't have a step beyond the assignment of the SS and detentions.
We have Students at EDHS who do not want to be here and would be better served at Independence H.S. and/or Charter instead of a larger public high school setting.
We still feel that some students are not buying in to positive behavior interventions. Overall behavior is improving on campus.
We're trying, but there is always room for improvement. Lunch group intervention from our AP Team is having a positive impact on small numbers of our high flyers.
With the addition of the Dean of Students at each comprehensive site, I believe we are making improvements in reinforcing positive behavior and school culture.

Rate the Effectiveness of Goal #4: The District shall implement a multi-tiered system of support for English learners, homeless youth, students with disabilities and foster youth.

64 responses

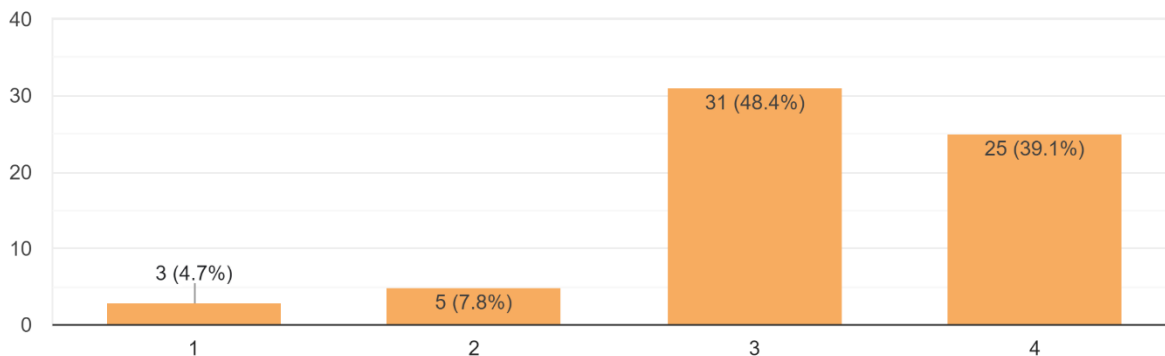


Additional EL support and mandatory training for teachers is needed
Agencies are not talking to one another.
I am not sure what is done on this beyond educational accommodations.
I feel like we are doing much better with this. We are an acting force to help these students in our area.
I have been to trainings for MTSS but the district still has not followed through with a multi-tiered system. When parents ask us for more help for their students, we do not have anything to offer. We desperately need an intervention period in our schedule. We also need to create teams to address struggling students.
I see a lot of support systems in place at EDHS to help this population of students.
It is great that we have the wellness center, bilingual aides and so many PARAs.
More differentiated instruction, alternate assignments/assessments, really looking at the essential standards. Often times, there are accommodations that students may have "Reduced assignments while still showing mastery", but assignments are rarely altered.
Our EL population is inadequately supported with a lack of EL aides and pull out classrooms for the EL population.
Our ELL tech we just got *this year* has been a GAME CHANGER for these students. We should have had this a long long time ago.
Peer tutors, Priority Period, EL class
Programs have been implemented to support all students learning, but have not been in use for long enough to show positive gains.
Students with disabilities are not fully immersed within the school culture.
Support for English learners, homeless youth, and foster youth lacks in comparison with support for students with disabilities.
The implementation of Priority/Flex Periods has helped create a space in which MTSS pieces can be implemented. There is still a lot of programming that needs to be done but creating a space within the bell schedule has helped set the framework.
The school has targeted interventions at all Tiers, especially with the introduction of an intervention period.

<p>This is a challenge for a small school district. I think we are supporting many students in these demographics, but more support is necessary.</p>
<p>This is still in the beginning stages. Flex time has been a positive shift and more students are accessing the support.</p>
<p>We are missing a much needed intervention schedule at our school but I believe we will have one by next year. Otherwise, the support systems seem to be in place.</p>
<p>We continue to strive toward serving ELL, homeless students, foster youth and disabled students although there are many challenges with communicating which students fit into some of these categories in order to get them what they each need to be more successful.</p>
<p>We feel this will always need to be worked and the target is always moving.</p>
<p>We have added additional resources this year for English Learners and have a multi-tiered system in place. Students with disabilities have an extensive array of support,</p>
<p>We have implemented some support for certain students that are listed here, but obviously with the data from last year we need to work on this</p>
<p>We have many supports in place and excellent professionals who implement them, but judging by the graduation rate, UC/CSU acceptance rate, and suspension rate, we are not doing enough to support these populations.</p>
<p>We need work more with EL, homeless youth, SPED students, and foster students to increase all data in all areas we are really suffering in these areas.</p>
<p>Wellness Center is a positive. More EL support could be beneficial. Some students don't speak any English, or very little English, so they will struggle in the classroom.</p>
<p>With the hiring of additional EL support Para's this has improved.</p>

Rate the Effectiveness of Goal #5: All school facilities shall be well maintained to help create an environment conducive to achievement and learning.

64 responses

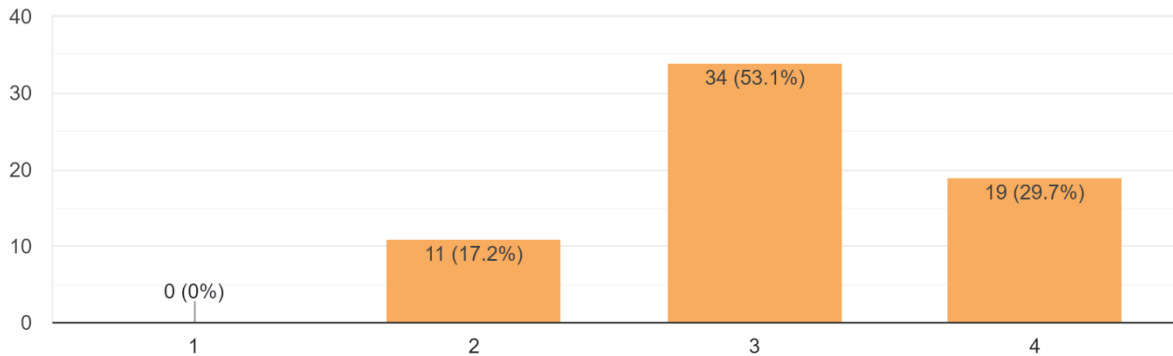


All looks great except classroom floors need cleaned more often
At Oak Ridge we are fortunate enough to have a beautiful campus. Classrooms are cleaned once a week if we are lucky.
Classroom walls are crumbling in places and chairs are warped, broken, and stained. It is embarrassing when parents see the condition of the room.
General upkeep could be more timely (work orders some times take months to complete). In emergencies though, admin and maintenance is fantastic about getting to the situation fast.
If a blind breaks in a classroom it takes a very long time to replace. Lunch areas could be kept cleaner.
In general, facilities are well maintained, but as schools age the buildings require improvements that require more time. These may need to occur over the summer, so it could appear that the campus is not being maintained during the school year.
Most facilities are well-maintained. However, some difficulties with finding enough custodial staff have resulted in dirtier than normal classrooms.
No. Our facilities are the worst in our district. Our maintenance dept do an amazing job with what our district gives us money wise, but the entire south side of the campus is awful.
Older buildings need upgrading. There should be a continual supply of heat during the winter months.
Other than a full coat of paint inside and outside everything works and gets fixed in a timely manner.
Our custodial and ground facility team is fantastic!
Our Facilities are no where near the same standards as the rest of the District. We are the only school (EDHS) with a Gym that has no AC. We are also the oldest campus in the District and it needs the most TLC, we could use paint in a lot of spots
Our facilities seem up to date. I think the biggest issues with our facilities is access to the bathrooms. Students regularly say that they don't want to go to the bathroom because they don't want to be around smoke, don't know who is going to be in there hanging out, or if the bathrooms will be open.
Our maintenance staff is awesome, and they keep the school functioning. There can always be improvements (though I know this costs money and that is hard to come by).
Students have stated that they are afraid to use the restroom. I know this is not specific to facilities, but we might need more cameras outside restrooms to help with security.

<p>The district needs to do a better job holding companies we contract out with (AmeriGas, those that put in the clocks, etc.) accountable when they screw up. It's absolutely NOT okay for AmeriGas to leave us without power during the winter.</p>
<p>The district sites are aging faster than the ability or funds to keep up.</p>
<p>There are many cosmetic things that would benefit from some attention such as painting, fencing, power-washing, etc. For the most part, however, each campus presents very nicely.</p>
<p>Usually yes, but our facility is aging. Heating/cooling often does not function properly, which is a basic need. Custodial has been understaffed, which makes it tough to have classrooms and other spaces look their best when there is little time to get to everywhere they need.</p>
<p>We don't have air conditioning in our large gym. We also do not have adequate pool covers.</p>
<p>We feel the school is well maintained especially with how old some of the buildings are on our campus.</p>
<p>We have an amazing and dedicated facilities team that takes care of our school. It is apparent that they care and work hard. I feel that they take pride in keeping our school looking nice and that we have working equipment to do our job.</p>
<p>We have great facilities and a clean campus. Ongoing bathroom closures are a big issue.</p>
<p>Wifi on parts of campus could be better for chromebook use</p>

Rate the Effectiveness of Goal #6: The District shall implement a family engagement policy that establishes processes for input in decision making ...icipation in the education process for all students

64 responses



A small group of the same parents are engaged, so measures need to be taken to reach a more diverse group.
B2SN, 8th grade orientation
I don't feel qualified to answer this question.
I think our board needs help with this. They do have an open forum, but I don't believe they actually listen to our community.
I think that parent square is an effective tool and parents are even over informed... Parents have lots of options to weigh in. Whether or not they do or don't is another issue.
I think we do very well encouraging parents to take part in school site and district committees such as Site Council, SILT, and so on.
I think we provide information and times for getting information and for attending events to gain information - but they aren't always attended well. Do we need to come up with other ways to engage families.
It was hard to connect with parents through COVID, but there has been different efforts to increase parent engagement on campus this year. Data should reflect an improvement during the 2023-2024 school year.
No knowledge of efforts on this
Parent Square is making a positive difference here.
Parent square,
Parents are engaged on different levels. I think EDHS provides parents to be part of the school in many ways. I also know that parents are on different committees and provide input there.
Parents are not asked for input.
The district has a process for input from families, but most families do not engage unless there is a major problem.
There are several opportunities for family engagement, but I think we continue to explore other opportunities to gain input from families and students. Meetings during the school day or shortly after school are not always available to working parents. How can we gather information from families on a broader scale, such as parent surveys, etc?
There has been a lack of parent connection outside of athletics. Even in athletics, there is a struggle to get parents to help programs.
Unsure of this goal.
We always need to continue to engage parents and the community as a whole in the decision making on our campus
We seems to be soliciting more feedback from the community. Our ELAC meeting this year was more successful from past years. This is the area that I have the most understanding of when it comes to this question.

What progress of the District are you most proud of and how do you recommend the District plan to maintain or build upon that success?
Allowing teachers to teach. Trust in those you hire to do their jobs.
coming soon
Continue to promote PD for district wide PLCs through funding. Keeping the addition of the Wellness Center. Continued support for visual and performing arts.
Establishment of new graduation requirements in certain subjects in addition to the mandatory PLC work within departments. Continuing with that building in departments I believe is crucial for our student success and support.
Expulsion of extremely disruptive/dangerous students seems to be increasing, which in our opinion is a good thing for the overall health of the school environment. Lots of options for high-achieving students (new AP classes, clubs, etc).
Finding personnel/staff who are passionate about teaching
Graduation rate, Wellness Centers are an amazing resource to our students/families
Graduation rates remain high, which speaks to district and school wide efforts to make sure all students find success and earn a diploma.
Hiring Copy person and In-House person. Access to Parent Square and Aeries.
I am most proud of the expansion of support for the EL students. The addition of a second EL Paraprofessional has been critical to the success of the EL students. Additionally, an Academic Support Class was added for EL students which has been extremely helpful.
I am most proud of the resources that the district is investing in staff to train us in the PLC process and pay us to create guaranteed and viable curriculum. I like this path that we are working towards to create more alignment within the district.
I am proud of our graduation rates. The district could build upon this success by better aligning graduation requirements with UC/CSU requirements.
I am proud of our school traditions and the community that rallies around EDHS.
I am proud of the implementation of the flex period. I feel that this has had a positive impact on all learners and educators. I believe that can build build on this success by planning more targeted interventions during this time period.
I am proud of the progress we are making with PLCs and the focus on professional collaboration and professional development. If we continue to be thoughtful about how we utilize our professional development days and strategic about implementing best practices during our collaboration time we will continue to build success.
I am proud of the support I have gotten as Activities Director to restart activities at Pondo since COVID has really killed a lot of school spirit. I am also really proud of the emphasis of encouraging and celebrating positive behaviors.
I am still new here but I am most proud of our community and how we take care of our homeless youth.
I appreciate the support of Chris Moore for my department. His continual leadership has created districtwide collaboration and respect. I am proud to be a math teacher in our District and continually encourage others apply and be part of the District.
I believe the district is doing a great job hiring credentialed teachers and providing opportunities for professional development and also focusing on building school culture in a more positive direction by implementing PLC's and focusing on helping freshmen connect to the school.
I can only speak to the school that I work at. I appreciate the Flex time for students to access their teachers for extra support. I hope that this program continues.

What progress of the District are you most proud of and how do you recommend the District plan to maintain or build upon that success?
I do like the steps that have been taken this year with the Dean of Students position. Continuing to build positive relationships and reward good behavior is important. On the flip side, getting in-house back has also been helpful.
I feel our district has really improved the communication coming from teachers, site administration, and district administration. ParentSquare by email/text, teachers using Remind, and so on, have made it more possible for everyone to know more of what is happening on each campus and district-wide.
I have not been in the district long enough to really answer this question genuinely.
I honestly don't have anything to comment on this. I believe that we are functioning at the bare minimum as a district. I wish there was more collab between schools.
I like our graduation rate. It is something we should be proud of. However, too many of our students are not CSU eligible at graduation. Even if they decide to attend a JR college they will have to take multiple makeup classes until they are eligible for English 1 and math 1.
I love how the departments at our site are using collaboration time to work together to create lessons and assessments to help students learn and show what they have learned.
I think we take the time to get to know students/families and thier concerns. I encourage us to continue to make staff feel welcomed and model self-care. The Wellness Center has been an amazing resource for everyone! SRO's on campus have been amazing as well. Again, the Dean of Students has been a great addition.
I would love to see the district keep our Dean of Students position
I'm most proud of the progress the District has made in making sure all teachers are fully credentialed and provided professional development opportunities. It seems that the District is willing to support many PD opportunities for teachers and I hope they continue to do that.
Implementing a districtwide goal of PLC's. This is often a slow process, but well worth it in the end. I hope we continue to offer course lead support and training to ensure this work moves forward.
Intervention built into the school day. Right now, we need time to refine our processes and continue our PLC work.
Math support and understanding that kids are behind with COVID. Efforts with the PLCs and that they are teacher driven. Lots of opportunity to do professional development.
Most EDHS teachers comply with the no cell phones policy. The 9th grade intervention team has helped students make positive connections at school. Both of these have resulted in dramatic positive improvements in time on task in classes.
Moving towards PLC's and working on getting same subject classes to be aligned with one another
Our district has focused on struggling students and does a great job supporting, implementing, and evaluating the progression of these interventions to see students succeed.
Our graduation rate is very high across the board.
PLC and professional development opportunities
Professional development and PLC work has been an inflection point for bringing department teams together so they can focus on further developing their structure in the classroom. More training and time to collaborate across school sites would help carry this work forward.
Professional development opportunities.
Providing funding for professional development and making PD a priority
Providing professional development for all staff. Adding and restoring staffing for sites.
Quality of teachers
Site autonomy.
Student centered and supported education.

What progress of the District are you most proud of and how do you recommend the District plan to maintain or build upon that success?

Students at EDHS are graduating at higher rates than the state average.

Maintain: Continue to offer a schedule that allows students to make up failed classes as needed.

Build Upon: Allow more students to take 7 period schedules. Do not tell students that they cannot take a class because it is full - find the money to run the sections needed for students to get the classes that they want and need.

Students seem college and career ready but there is always room for improvement. An emphasis on critical thinking skills is needed, not just skills to pass an AP exam. The counseling department does a great job preparing students to think about their college plans. I think all students should have to create a college/career capstone project or research paper before their graduate. Suzanne Everett did this research paper before COVID. Students take personality surveys to help point them in the right direction. Then they research a career. Then they meet with professions in the community to talk about their career pick. They use all this info for a research paper. The students did this in 11th grade which helped them the following year when they had to start thinking about their college major. This project also emphasized many research skills and the use of library sources.

The 9th grade culture meeting has made school wide standards for the conduct of our freshmen. These have helped transition our youngest students into positive behaviors expected at school.

The addition of the dean position and the movement towards restorative practices at the school sites.

The availability of Chrome carts has been very import to our department

The district and site PLC work and a drive back to best first instruction it really going to make an impact moving forward.

The district does a very good job of including and involving the community/parents in decision making processes.

The district has always provided necessary training and encouraged teachers to attend workshops/seminars. The district continues to provide necessary technology to keep teachers and students current with technology in education.

The District has committed time and resources to collaboration. Numerous professional development opportunities and funding for books to support common assessment. Continuing the Wellness Center at each site.

The District has developed a vision for the direction of the District over the next few years, and it is promising.

The district has done a wonderful job with providing professional development opportunities with ever-changing legislation and policies.

The essential standards work

The increase in Para professionals is very impressive since there are so many sp ed students on our campus

The increase of SPED & EL paras for the increase in those populations

The mobilization of PLC teams and an increase of collaboration.

We are given a lot of time to collaborate and work with our peers. Professional development and funding opportunities are available in all subject areas.

We would like to see more transparency on how budget decisions are made.

Wellness centers staffed 5 days a week

What steps do you recommend the District take to address areas of low performance and performance gaps for different student groups?
60% of Black or African American students say they have experienced harassment due to five reasons or bullying. Again, we can do a better job at making these students feel like we see them, we celebrate them, and they are a part of this school community.
Additional EL support
Alignment over district and/or school wide policies. Alignment of curriculum across the district. District wide access to College and Career planning platform. Identify or develop curriculum more user friendly for our EL learners.
Be patient and flexible as we process through all of the loss and damage that the Covid Lockdown has affected our students. Do not give teachers too much extra work to combat the issues so that we do not burnout. Be careful on how things are passed down to each site.
Behavioral support and programs that reduce suspension rates and disciplinary infractions are most welcome. Training or the development of programs that allow students to work on attending and regulation skills would help drive this work.
Better communication between SPED and other departments. Common wording on accommodations.
Better support for students experiencing mental health issues
coming soon
Continue to develop and refine the PLC work happening at each site.
Continue to improve our intervention process (aka Flex).
Continue to keep achievement data and appropriate responses at the forefront of our efforts.
continue to promote and utilize the Wellness Center. We need to evaluate the effectiveness of Flex- look at data to see if student performance has changed or improved.
Continue to push and support A-G completion by aligning board policy to practice.
Continue to support opportunities such as advisory or remediation models at the sites.
Evaluate the effectiveness of remediation programs Set and maintain high standards for all students
Facility improvements to EDHS
Focused support for students in this area rather than implementing programs that are school/site wide.
For goal #2, I'm excited that we're bringing back the district symposium. That's wonderful but more time each month is needed for teachers to meeting on their own terms. Usually there is an agenda in place and teachers still have to spend their own time collaborating on additional lessons and goals besides the PLC goal the department decided on.
For goal #3, there needs to be strict consequences for behavior that causes students to feel unsafe because of their race or identity. This needs to come from the district level so that schools aren't struggling to solve these problems on their own with little support or guidance.
Get parents/guardians more involved with student's academic performance
Graduation credit requirements need to be ramped up (more math required, etc). Earth & Space Science should NOT be considered a lab science. More students seem to not be pushing themselves to advanced classes (comfortable with just going to a JC).
Higher promotion standards and expectations at the middle and elementary schools (homework, learned helplessness, placement) - First couple weeks of school being about school culture/executive functioning; Bring back geometry support; Get Go Guardian
I am a believer in and champion of for our subgroups. The best program in our district based on data is AVID. While some schools have chosen to abandon this option to close the achievement gap, others are

What steps do you recommend the District take to address areas of low performance and performance gaps for different student groups?

flourishing. I recommend the district continue to support schools who have AVID and push sites to grow AVID populations to serve more students.

I believe changing the graduation requirements in English and Math as well as adopting some of the motivational practices of schools successful on the CAASP will help to improve the areas of low performance.

I believe that until the district develops a comprehensive, collaborative, multiyear plan to adequately implement NGSS across our science curriculum, we will continue to have issues with WASC, CAST scores, providing equal access for all students to our science course offerings, and possibly college admissions.

I believe that we need better support for our EL students especially our spanish speakers.

I feel this year, we are taking steps in the right direction.

I have no recommendation but It is clearly an issue that the district is always concerned about.

I think elevating our PLCs is the answer. I believe we are moving in the right direction with the addition of Course Team Facilitators and we just need to continue to improve on how we use collaboration time. I also think teachers could benefit from more time with their PLCs. We have had a lot of school-wide meetings recently and it's difficult to get in a rhythm with other team members when our meetings don't happen on a regular schedule.

I think Priority period is good for these students. But I also think that there has been some social promotion from the middle schools to high school and I don't think students are prepared for high school when they enter from some of the middle schools.

I wish there was some way we could get more parent involvement with all of our students, but especially those that are struggling. In order to truly close the achievement gap there has to be a partnership between home and school.

I would like to see consideration and discussion about graduation requirements and school day schedule to best support all students.

If I had this answer, I'd be rich... I don't really have any suggestions at the moment that we are not already doing.

Implement more training for new teachers! This will help as teachers are in the trenches with kids every day. We have a ton of new teachers who have no idea what they are doing on several levels!

Implementing an intervention schedule at EDHS will help us to better serve all students.

Increase A-G. Encourage students to take challenging courses. Schedule all 9-10 grade student to 7 classes.

Individual needs need to be addressed rather than just grouping student groups. More mental health issues need to be addressed. Some students are struggling in school and have psychological issues that often prevent them from doing and completing work. Just providing intervention time does not address the root of some of the problems as to why these students refuse to their school work. Some students are often absent from school as well and miss so much school- patterns of absences and not much seems to be done about this since Covid

Inform teachers of which students are struggling and create a multi-tiered school-community support team.

Is there a Healthy Kids Survey for parents? Can we host it in campus and provide childcare and food for families?

Looking at the Social Emotional Health statistics, the Wellness Center should be kept in place. More should be done to change the culture of bullying on campus and to create a psychologically safe learning environment. Suggest more community engagement opportunities for real world experience. Small group support for ELL students.

Make more creative approaches to attendance to curb the large amount of absentism

More collaboration between feeder middle schools would be appreciated. Because we don't have say in what happens to students prior to coming to our District, we often have to deal with unprepared students.

What steps do you recommend the District take to address areas of low performance and performance gaps for different student groups?
MTSS in action for real.
None.
Offer more sections so that students have more opportunities to make up failed classes.
Only consider adopting curricular materials that have robust Spanish language materials. Although our EL students have other native languages, the majority of those struggling to be college & career ready are native Spanish speakers. In the past we have adopted materials without Spanish ancillaries.
Possibly think about running a summer intervention program for incoming freshman to try and fill some of the gaps before students enter high school.
Programs such as AVID are life-changing for many struggling students. The district's push for PLCs is also quite promising, but the district MUST HAVE A CLEAR VISION and expectation for teachers or else the intention will fall flat.
Reduce classes sizes!!
school attendance seems to be a concern for these groups; SARB does not seem as effective for these groups
Small groups with peer tutoring.
Smaller class numbers
Stick with a plan, provide needed support, and listen to the stakeholders.
Struggling students are always at the top of the list for what needs to be improved. Maybe they aren't struggling and they are just trying to fit in a box that doesn't work for them. There should be pathways for various career paths for students who want to work in a trade or be trained in a specific skill. This should be a viable option for all students and should be encouraged and celebrated. In the end, we are trying to develop competent and well-adjusted young adults. That should be our goal and not how many students have been accepted into a four year college.
support classes for student to get help and get instruction again
Take a look at graduation requirements to make sure that they are truly meeting out goals.
Talk to the sites. Maybe actually get out of the DO and visit! They disconnect is that. We are working hard nut yet the "top down" strategy is a business idea, not educational.
Targeted interventions during flex period
Implement a co-teaching model for our struggling learners
Teacher collaboration is key!
The district should allocate sufficient funds for additional resources for those low performing areas.
There needs to be systematic feedback from the staff/teachers that work with these groups.
This is a difficult question. There may be a need for different levels of instructional scaffolding based on sites' individual needs. Each site should look where the deficits are and research how those deficits have been remediated in other districts (which the district is partially doing now).
We need to address students future goals and make sure we are academically meeting their needs
What steps do you recommend the District take to address areas of low performance and performance gaps for different student groups?
Work together to discuss areas of need. Flex time has been amazing. The district should implement it district wide.