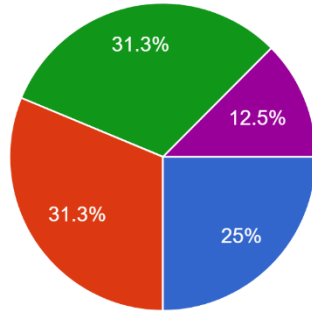


2023 LCAP Educational Partners Feedback SILT

Select your site.

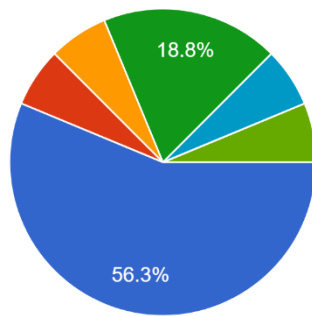
16 responses



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

What best describes your role?

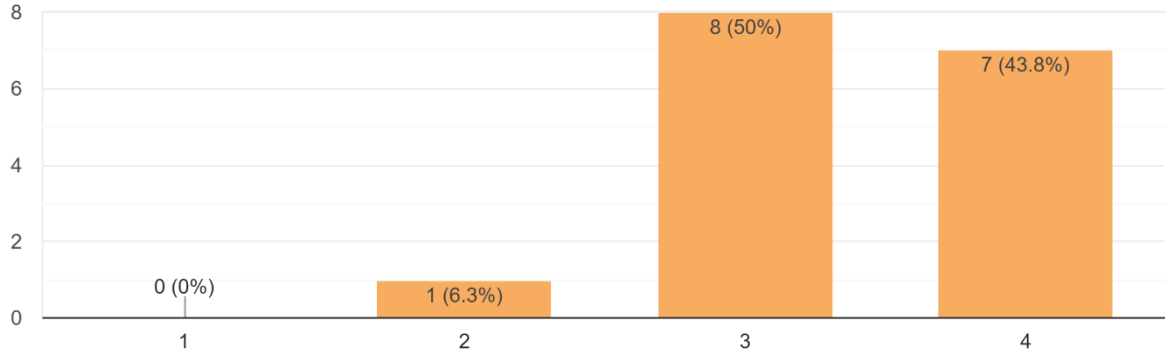
16 responses



- Teacher
- Department Chair
- CTA Reps
- Parent/Guardian
- Classified Staff
- Director of Guidance
- Principal
- District Management

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

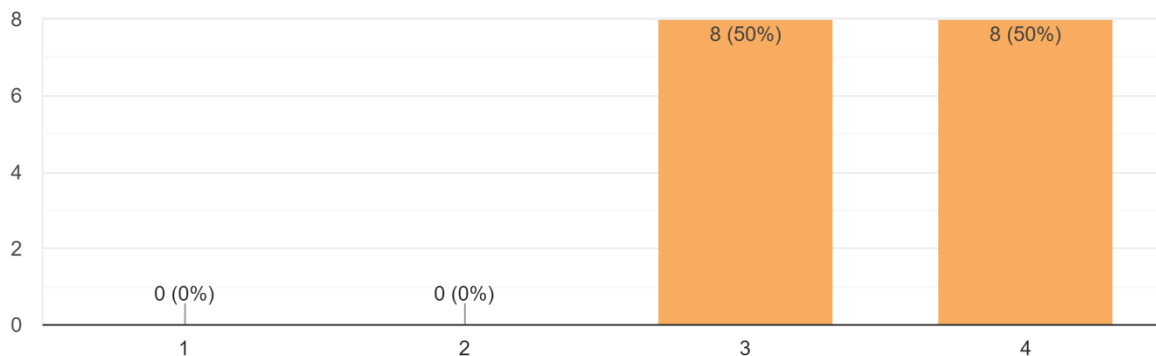
16 responses



I believe we are lacking in the career ready aspect.
seems to be a work in progress
I believe that a number of the ways that eliminate work loads for various reasons (IEP, anxiety...) could be leading to less affective humans in the long run. While these are good for a while there is no progression to get a student standing on their own for the real world where these items do not exist. They are hit with harsh realities that they do not know how to deal with b/c the were not given skills while in the less extreme environment of high school.
I'm not sure what the metric is to determine if all graduating students are actually college and/or career ready?
We offer a variety of programs and class choices so that kids can get the years they need of each requirement. Offering a 7th period matters!
It is challenging sometimes at our site to prepare students for college/career when we're focusing on credit completion. I wish we could better embed career prep with core classes.
As a whole, the district offers courses that prepare students for many different pathways after high school throught 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.
While our graduation rates are high, we can increase the percentage of graduates meeting UC/CSU requirements.
The vast majority of our students are well prepared for what they choose next, college or career.
We have a low percentage of students ready for college at our site even though as a district we are doing OK.

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.

16 responses



Not that it's easy... but seems better professional development is needed and in specific areas. Not everyone benefits when only 1 or 2 choices.

it appears that teachers in the district meet this goal

While most teachers are fully credentialed and provided some opportunity for professional development, we have limited opportunity to work on other standards outside of our content subject such as SPED modifications and accommodations and how best to help support ELLs. To be effective educators to this group of diverse learners, we need more opportunity to work with people who are credentialed in those subjects and more time to implement those best practices. This should not take place at the expense of giving teachers time in their classrooms to prep for the the beginning of year.

Teachers are reminded when their credentials are expiring and lately have been given options to attend lots of professional development opportunities.

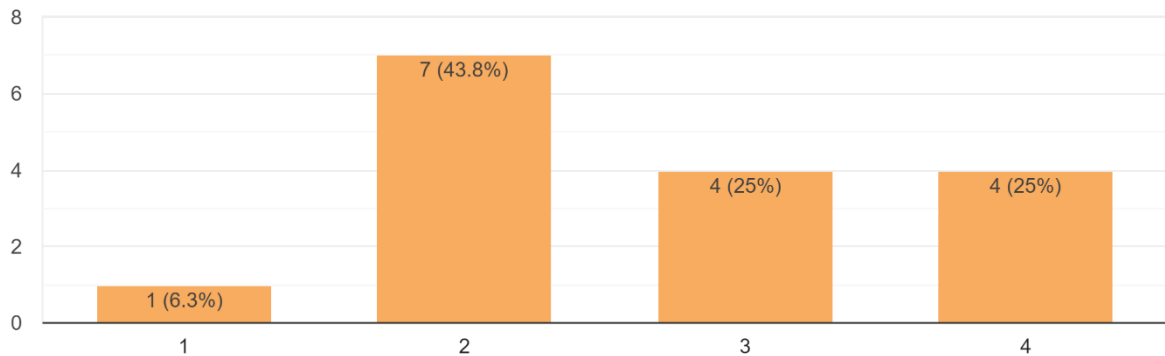
The turn over of teachers over the past few years has been challenging to keep up with new staff onboarding. Although we offer many professional development opportunities to support all staff within the district, I think we can improve our new teacher onboarding for teachers in their first 1-3 years at each site.

This is an ongoing process but one we have started with our work on PLCs.

Yes, our teachers are all credentialed and the district has offered opportunities for PD.

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.

16 responses



I believe it's hard to fully accomplish this with huge numbers of students in most classes. Additin of Dean of Students has been great in getting closer to this goal.

I believe that our district has moved away from suspensions, not because discipline has been reduced, but because teachers absorb negative behavior. There is no restorative justice or consequences at my site.

I feel like this is an area that has been prioritized for sure!

Student behavior is some of the worst that I have ever seen at any site I have worked at. While the system in place may work for some it is too slow to truly help the teachers and many have figured a way around. The most defiant of students just don't show up to detention and advertise to their peers that nothing happens to them.

The lack of accountability for students is growing, it seems like the district and administration are more interested in keeping parents from complaining than student and teacher safety. Students receive almost no consequences for their actions in class and out of it. So are our expulsion rates lower this year? Probably- but at what expense? Teachers are being expected to tolerate more and more in the classroom and student behavior is pushing teachers out of this profession.

There's only so much the school can do, so many different factors influence this.

We need to have discipline committees on each school site so that discipline is not managed by one source. We need to be fair, but also need to create plans for students that keep them accountable and also keep kids safe. I don't feel that we are equitable on this yet at Oak Ridge, but it's a work in progress. I also feel that if a teacher sends a student to administration for disciplinary action, admin needs to back up the teacher so it doesn't undermine their authority and decision making for their own classroom. I would also like to have more training on positive behavior interventions in the classroom. More Capturing Kids Hearts Trainings, as I found those super effective and helpful for my own classroom management.

While our site has solid intentions of limiting the need for disciplinary consequences, we need better frameworks that are more proactive. We try to not suspend students, yet we don't have the frameworks to prevent negative behaviors or the restorative justice program so the students don't repeat. Most of the time teachers/staff absorb negative behavior without much actual intervention to prevent it from happening again.

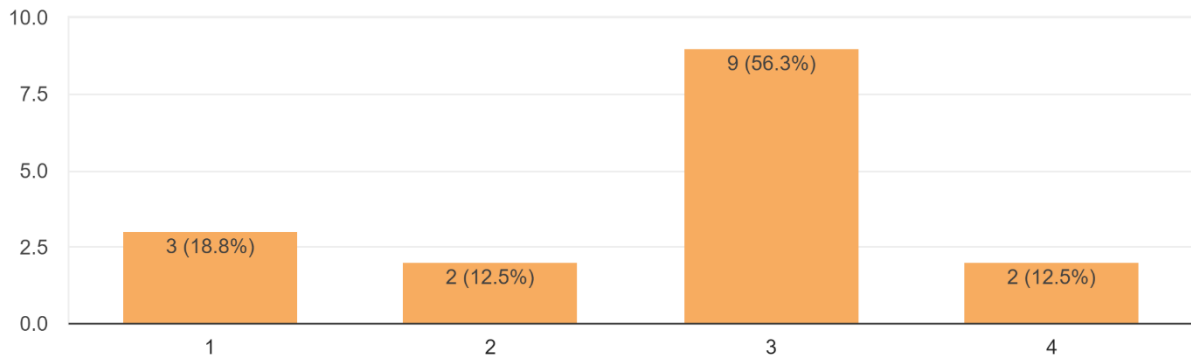
With the addition of the Dean of Students at each comprehensive site, I believe we are making improvements in reinforcing positive behavior and school culture.

With the implementation of deans, this work is just commencing.

Yes, and we have improved in this area in recent years. At EDHS, we now have a schoolwide program to send home positive postcards about students to parents, and also to nominate students to be recognized for exemplifying Cougar Core Values. Staff can be recognized with a PAW Award. In our classrooms, teachers have a variety of other ways to reward students for the positives we see too.

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.

16 responses



Again, not an easy solution but I still believe many are getting needed help.

Severely underserved. Services need to be streamlined and agencies need to communicate.

There is a system that has caring and great teachers. Students, however, are exiting the HS world to find that the real world is not like this. There needs to be a system to that will prepare and wean them from these supports before they exit.

Please see answer to Goal #2.

I am on teams for students in these categories and I see it working well.

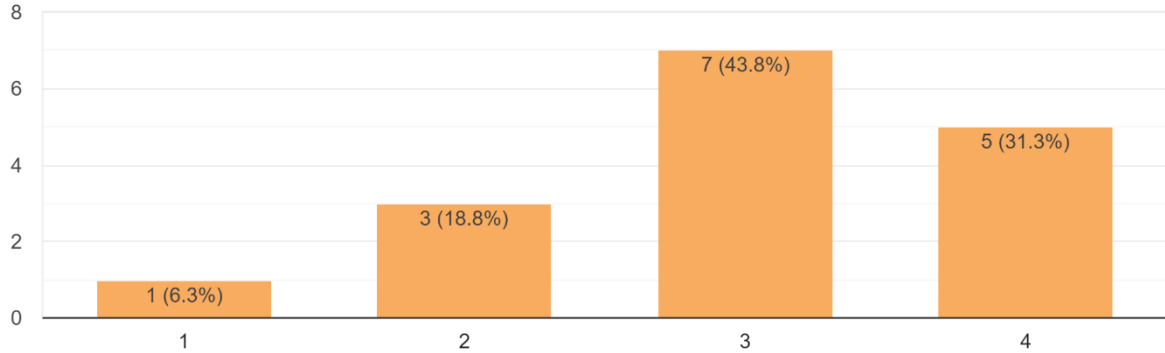
This is a challenge for a small school district. I think we are supporting many students in these demographics, but more support is necessary.

I think communication is the biggest hurdle to running these programs more smoothly for students. It has been difficult for teachers to find out in a timely manner if their student is in a position, for example, to qualify for McKinney Vento -- it takes someone to be close to that student to find out if they are couch surfing, or staying with other family members. It would be good to identify where we could make the procedure run more smoothly and get the services to those who need them.

based on the dashboard data, we are definitely falling short of this goal

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

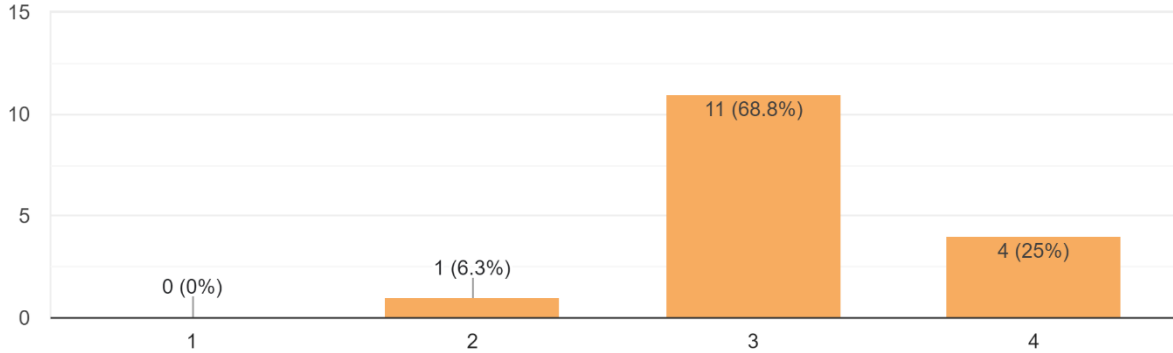
16 responses



It's my opinion the bare minimum is getting done. part of a step has broken away on one of the stairways and nothing has been done for weeks except to clean up the debris and more look like are about to break.
not aware of much of the specifics around this...
site is well maintained
Bathrooms continue to be a problem area. Locking them is not the answer.
Our performing arts facilities are not adequate for the number of students who are served by the department.
In general, facilities are well maintained but as schools age 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.
Aging buildings, old furnaces and A/C systems sometimes make it hard to hold class at EDHS. Our staff works hard but often can't keep systems operational on a reliable basis.
Many classrooms on EDHS campus are still original and have not been updated with the rest to match a 21st century classroom.

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

16 responses



As a parent of 2 students in this district... I have seen no such policy
appreciate the opportunities to provide feedback
the students that we need input from do not often participate or feel their voice matters
8th grade night/open house was very poorly attended at Oak Ridge. Many students didn't even know it was happening.
There are several opportunities for family engagement, but I think we need to continue to explore other opportunities to gain input from families and students. Meetings during the school day or shortly after school, such as Site Council or Meetings w/ the Principal are not always available to working parents. How can we gather information from families on a broader scale? Such as parent surveys, etc
There are many opportunities for families and parents to get involved at EDUHSD and all sites.

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?
Hard to say... proud of the district for having such goals but it takes time to achieve them so I feel more time and input from all stakeholders is still needed.
I think our district employs some amazing teachers, and I appreciate the amount of funding we've been given this year for professional development. I was raised, currently live and teach in this community and I am proud that our community continues to grow and open our minds to all students.
student success programs--really appreciate new Dean position at EDHS! Martha has been FABULOUS to work with!
I do not have an answer for this
Give teachers TIME to implement successful strategies. Please see below answer.
I have not been part of SILT long enough to be able to answer this.
Commitment to elective programs and arts education is obvious. I am proud to work in a place where students have so many ways to learn and be proud of their work.
I am proud of the district's awareness of our students' academic AND SEL needs. We are teaching more holistically then we have ever before.
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.
The PLC work is a massive lift but one that has the potential to drastically impact student learning. Increased accountability for teachers would help ensure this process moves forward.
I know our district has worked hard to be equitable and is sensitive to the growing diversity of students in El Dorado County.
graduation rates
We have well qualified teachers and the district encourages professional growth.
Aides for SPED & EL students has increased to meet the demand.
collaboration

What steps do you recommend the District take to address areas of low performance and performance gaps for different student groups?
Smaller class sizes. After school busing to allow students to stay after school for further support and paying teachers to provide such support.
Foster / Homeless Youth Coordinator at each site. Pay a teacher to do this as a section.
Incorporating Tier 1 and 2 supports available to all
we need to re-think the wheel and re-invent
Teachers are more than willing to accommodate and differentiate to help address the needs of diverse students, but we need to be given the time to do so. Teachers who teach multiple preps or advanced, writing intensive courses do not have the time in our contractual work week to prep, grade, and modify every assignment. The list of tasks expected of teachers has grown exponentially over the last decade with the new technology that has demanded more and more of our time, including updating electronic grades, submitting grades, emailing parents, learning new technology such as ChatGPT and it's negative impact in the classroom and all the other new technology being implemented in the classroom such as Minga, updating Google Classroom, GradeCam, etc. All of these time consuming tasks were not expected of teachers just a few years ago. Again, I, and my peers, are more than willing to implement these strategies that benefit our students, but some acknowledgement from the district about how much MORE teachers are being asked to do, and even better to be given more TIME to do these things, would help close the performance gaps between different students groups that sometimes slip through the cracks because of the ever growing list of expectations placed on educators in the 21st century.
Would it be possible to engage more parent volunteers?
Students who are involved do better. Keep working towards each kid having a place on our campuses that make them excited to be here; a place where they know they will be missed if they don't come. That matters.
Smaller class sizes or pods of students
Continue to support opportunities such as advisory or remediation models at the sites.
Work to fully develop our MTSS model to support students, including behavioral options.
We need to recognize that students are pulled in too many directions. For those who struggle academically, READING is often the base skill they are lacking; once they fall behind in reading, it is difficult to catch up in academic classes when the gap in learning just seems to accelerate once they get to middle school. READING (and BASIC MATH) need more attention and we need faculty with SPECIALIST credentials to teach classes designed to really catch them up.
I think some parenting support classes might be positive as well. If that could be an option for parents to take classes through the district that were geared to instruct them on basic parenting information (kids need a place to do homework without distraction, kids need these basic supplies, kids should be working on homework X minutes a day...), but also things like teens and mental health, how to deal with an unruly teen positively, time management for the family. Those programs could make a more profound impact than we are giving them in the 7 hours we have kids in seats at school. I think Buckeye District has offered "Love and Logic" courses to teachers/staff/parents that may be worth checking out.
a multi-pronged effort is needed that includes collaboration with school, family, community resources,
Increasing the high school graduation standards in English and Math will help at our site.
Additional support and peer mentoring.
Strengthen CTE and other pathways for students who are not college-bound.
before or after school tutoring