2021 LCAP and AB86 Listening Campaign
Analysis of Stakeholder Input

Our 2021 Thoughtexchange Listening Campaign

We used Thoughtexchange to hear from our parents and guardians, staff members, and high school students about what they considered to be the most important matters for us to consider as we developed our 3-Year LCAP. Each group was asked to share their thoughts - and then rate the thoughts of others - in response to this open-ended question:

> What are the most important things our district needs to think about in order to support all students over the next 3 years in the areas of academic achievement, physical & emotional health & safety, and parent & guardian engagement?

Thoughtexchange gathered input from our stakeholders and the rating process allowed us to learn their priorities. We used this information to inform our LCAP and our AB 86 plan.

LCAP Goals & Themes

Within Thoughtexchange, we were able to categorize thoughts into key themes that, together, provided us with input into each of our three LCAP goals.

- Goal #1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
  - Themes:
    - College & Career Readiness
    - Curriculum & Instruction
    - Distance Learning
    - Student Learning
    - Staff Support & PD

- Goal #2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.
  - Themes:

- - Diversity, Equity & Inclusion
    - Facilities
    - Mental Health & Social Emotional Wellbeing
    - Safety
    - Technology & Resources

- Goal #3: Parent & Community Engagement & Communication - Increase parent engagement in student learning by providing parent education opportunities, enabling parent involvement in schools, and delivering effective communication; and increase partnerships with community organizations to maximize student achievement.
    - Themes:
        - Parent Engagement
        - Student Engagement

Top Thoughts from Each Stakeholder Group

From their own experiences and visions, each group shared their thoughts on how our district can continue to improve to best meet the needs of our students. While Thoughtexchange was our primary way of seeking input from our stakeholders, we also listened to some groups via Zoom meetings. We captured the top three recommendations of each group.

Parent & Student Groups

- Elementary Parents/Guardians
    1. Provide enrichment and elective opportunities as part of the curriculum: art, music, STEM, PE.
    2. Improve consistent communication with parents.
    3. Provide social emotional and mental health support including counseling.

- Middle School Parents/Guardians
    1. Provide more elective options to balance academic core subjects.
    2. Provide timely academic feedback that will ensure students stay on track for success beyond middle school.
    3. Effective communication with parents/guardians from school and teachers.

- High School Parents/Guardians
    1. Ensure quality teachers who have subject-matter expertise and care about students so that students are prepared for success after graduation.
    2. Provide additional mental health support to students, through additional counselors and trained teachers.
    3. Effective communication between school and parents.

- High School Students
    1. Help alleviate student stress and mental health issues: structure the bell schedule to allow 10 minutes of passing time; assign less homework; and offer more counselors.
    2. Communicate directly with students, not only with their parents.
    3. Offer relevant courses, including both academically challenging courses and actual real-life skills classes.

- DELAC & Parents of English Learners (in-person meeting & Thoughtexchanges)
    1. Bilingual support and education for parents.
    2. Social Emotional Support for students.
    3. Enhance English Language Development (ELD) education.

- Special Needs Parents (including input from Parent Exchanges and in-person meeting)
    1. Social emotional health and safety for students.
    2. Improve math instruction to ensure academic success in math.
    3. Reexamine testing practices and address testing anxiety for students with special needs.

- Parents of Foster Youth (input from Parent Exchanges)
    1. Offer timely intervention during the school year and robust, academic summer school programs.
    2. Safe school climate.
    3. Offer a wider variety of non-academic clubs to engage students and develop their interests.

- Parent Club Information Council - PCIC
    1. Equity and inclusion to ensure academic success for all students.
    2. Intervention and individualized support to ensure academic success for all students.
    3. Continue parent education program, including online options for expanded access.

Staff Groups

- Counselors
    1. Prioritize and provide mental health supports across the District.
    2. Enhance partnerships and mentorship opportunities with community partners to support student career development.
    3. Enhance parent education to cultivate parents as partners in education.

- CSEA
    1. Provide professional development for all staff to ensure competency.

2. Educate parents so that they know how to make a difference in their child's academic success.
3. Have sufficient systems in place to support the mental, physical, and educational health of students.

- LEA
    1. Reliable and effective technology to support learning and communication.
    2. Additional counselors, especially at middle school.
    3. Enhance elementary curriculum by adding NGSS-based science and P.E.

- Leadership Team
    1. Accurate identification of English Learner needs, effective ELD instructional materials, and professional development to support teachers as they meet the needs of English Learners.
    2. Social emotional support for students at all levels.
    3. Culturally responsive teaching at all levels.

- SEIU (input from in-person meeting)
    1. Safety for students and staff.
    2. Student curriculum that includes real-life skills, career skills, vocational training.
   3. Professional development and training for both expertise and safety.

The LCAP Advisory Committee - Students, Parents, Guardians, Staff Representatives

- LCAP Advisory Committee (in-person meeting & Jamboard activities)
    The LCAP Advisory Committee identified the need for equity to be the foundation for all of our district's work. In addition:
    1. Social emotional learning and support.
    2. Timely academic intervention, including both during and after school hours, and over the summer, as needed, to meet student needs.
    3. Clear communication from District, schools, and teachers, including opportunities for involvement and information sharing with all parents so that they can better support their children.

Comparing Exchanges

Thoughtexchange enables us to analyze similarities and differences among our stakeholder groups. We discovered that, overall, priorities reflect a consistent path for our LCAP.

This comparison of thoughts shared by parents and guardians of elementary, middle, and high school students shows the similarities in priorities:
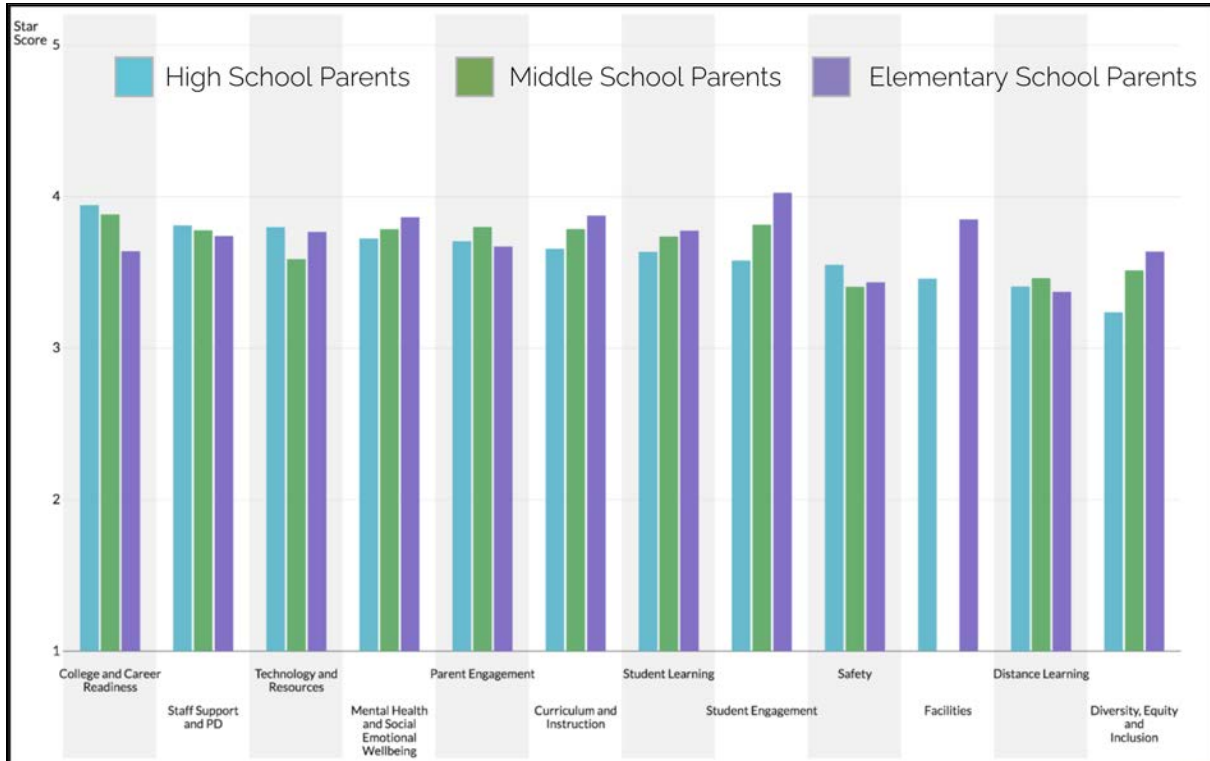
Key Thoughts for Each Theme

Thoughts shared by our stakeholders provided us with insight into their priorities. We studied their thoughts as we developed our 3-year plan. We heard similar messages from throughout our stakeholder groups that informed our goals.

It should be noted that even as the work of our district is not neatly divided into our three goals, there is also overlap in the thoughts and themes shared. Some thoughts categorized under certain themes may impact multiple LCAP goals.

Goal #1 Themes and Priorities

- College & Career Readiness
    - High school parents identify the need for more counselors and proactive counseling around college and career pathways and planning.
    - Middle and high school parents, as well as high school students, would like to see life skills classes (resume building, budgeting, filing taxes, sewing, cooking, etc.) available for students.
    - High school students ask for more direct guidance on graduation and college requirements, including additional counselors.

- ○ High school students express an interest in more career pathways offered in school.
  - ○ High school students seek information and guidance to provide opportunities for community involvement, including volunteer work and career information.

- ● Curriculum & Instruction
  - ○ Parents acknowledge the need for resources to support students that have fallen behind academically.
  - ○ Parents would like to see curricular resources and programs for academically advanced students to grow and be challenged.
  - ○ High school parents see a need for more rigorous and diverse course options, including single trimester electives as an alternative to taking periods off.
  - ○ Middle school parents, in particular, identify the need for elective options.
  - ○ Elementary and middle school parents would like to see less homework and more hands-on learning opportunities for students.
  - ○ High school students ask for diverse and equitable representation of race, gender, and ethnicity in curriculum and course materials to reflect the range of perspectives seen in real life.
  - ○ Teachers emphasize the need for current curricular materials. There is a strong need for NGSS-based elementary science materials.

- ● Distance Learning
  - ○ Parents would like the flexibility and adaptability around student learning that was developed during distance learning to continue.
  - ○ Students and teachers express the need for consistent wifi and internet access to access online learning.
  - ○ Students and parents lament the extensive amount of screen time required during distance learning and request alternate activities as options.
  - ○ All groups value the built-in support time that was part of the distance learning schedule.

- ● Student Learning
  - ○ Parents express a strong desire for student learning to focus on the development of critical thinking skills over rote memorization.
  - ○ Parents at every level want student learning to include preparing students for the next level of learning (i.e. elementary to middle school; middle to high school; high school to college)
  - ○ There is a recommendation to review our use of homework as a learning tool. Students indicate that the homework load is excessive, specifying that they feel much that is assigned to them is not essential or highly relevant, but is perceived as busywork. Parents also observe that their children seem to spend more time on homework than they feel is healthy for a balance.
  - ○ Staff identify the need for qualified intervention support at all levels.

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    - Parents request additional academic intervention and support both during the day and through extended school hours when needed to meet student needs.

- Staff Support & PD
    - All employee groups recognize the need for ongoing professional development in their specific areas.
    - SEIU members ask for computer literacy training as well as regular training on all new products.
    - Teachers request additional training in PBIS and in ways to provide academic support for struggling students.
    - Parents acknowledge the importance of attracting and retaining high quality teachers at all levels.
    - Elementary parents recognize a need to train yard supervisors on conflict resolution and strongly request the addition of certificated PE teachers.
    - Middle and high school parents express the need for additional teacher training for the continual development of course content expertise. They desire to understand how teachers are evaluated.
    - Middle school teachers indicate the need for an internal preparation period so that teachers have adequate planning time to ensure student achievement.

Goal #2 Themes and Priorities

- Diversity, Equity & Inclusion
    - Students recognize the need for equity in areas including race, gender, sexual orientation.
    - Students express the need to provide explicit education for students and parents about diversity, equity, and inclusion.
    - Parents would like to see a more culturally diverse staff that is consistently trained on the topics of diversity, equity, inclusion, implicit bias, and racism.
    - Parents want to see a more diverse, inclusive, and multicultural curriculum and activities that support cultural appreciation without being politically charged.
    - Parents support free lunches for all as an important equity measure.
    - Parents identify the benefit of staff knowing and understanding cultural differences among students.
    - Parents, in particular, identify the need for students to "see themselves" in adult role models at schools and in the community.

- Facilities
    - Students feel pride in their school when facilities are new and/or in excellent condition; similarly, they feel undervalued when their school facilities are below par.
    - Students request clean, maintained bathrooms with necessary supplies available.

- ○ Parents desire a proactive approach to school cleanliness and maintenance and would like to maintain the added attention to sanitization that has been provided during the pandemic.

- ● Mental Health & Social Emotional Wellbeing
  - ○ Elementary parents identify the importance of building a foundation of strong social emotional and coping skills from an early age.
  - ○ All stakeholder groups identify a need for strong mental health programs and supports, as they recognize that student achievement is directly tied to students' mental health and social emotional wellbeing.
  - ○ All parent groups see the need for (additional) counselors at all grade levels.
  - ○ All stakeholder groups comment on the need for a strong plan for mental health supports and social emotional learning as students transition back to a pre-pandemic school day structure.
  - ○ High school students cite homework load, concurrent test dates for different courses,and job demands, among other factors, as causing stress and lack of sleep.
  - ○ High school students value the 10-minute passing period between classes as a brief mental break, and request consideration of a later school start time.
  - ○ High school students express the need for additional mental health supports.

- ● Safety
  - ○ Students and staff appreciate the cleanliness and sanitation focus during COVID and request that it continues.
  - ○ Students ask for continuing attention to end drugs, alcohol, and vaping on campus.
  - ○ Parents acknowledge that student safety encompasses both physical safety and emotional safety. They want secure and safe campus facilities and they want students to feel safe in sharing concerns and issues without fear of retribution from teachers, coaches, and administrators.
  - ○ Parents identify the need for students to have safe spaces on campus that can serve as a refuge or regrouping place during stressful times.

- ● Technology & Resources
  - ○ Teachers emphasize and parents concur that there is a need for reliable internet access, current devices, and updated software for instructional success.
  - ○ There are varying opinions of the effectiveness of Schoology, with an overall mandate by teachers, parents, and students to reevaluate the implementation of the system to streamline communication and efficiency within the program.
  - ○ High school students indicate that Chromebooks are slow and the internet is unreliable.
  - ○ Parents view access to technology as an equity issue.

<u>Goal #3 Themes and Priorities</u>

- Parent Engagement
  - Parents expect clear, transparent, and consistent communication from their schools and district and appreciate virtual tools that have made parent engagement easier and more accessible.
  - Parents indicate a strong desire for communication from teachers about student progress, especially if falling behind, before formal meetings or conferences.
  - Parents and staff identify a need for additional bilingual staff to communicate with and engage Spanish-speaking parents.
  - Staff indicate a need for clear and consistent communication among District, school administrators, staff, and families.
  - Parents express the need for increased engagement opportunities that meet the diverse schedules of working families.
  - Parents want additional information about their children's curriculum and the school system so that they can provide support.
  - Parents request opportunities for parents to engage with other parents around school-related and child development topics.
  - Parents and students would like to see more robust and updated school websites.

- Student Engagement
  - Students want to be communicated with directly, by teachers, administrators, and the District.
  - Students express the need for communication and support outside of class time, both by teachers and counselors, to support academics and wellbeing.
  - Students want to be invited to the table for decision-making that impacts their lives. Students want to know their voice is heard.
  - Students suggest implementing teacher/course evaluation opportunities.
  - Students and parents value extracurricular activities and want to see time for those activities preserved (impacted by homework load).
  - Parents want students to be included in conversations and have their voices heard.
  - All parents want to maintain low teacher-to-student ratios to foster student engagement and connection, especially at the elementary level.
  - Elementary teachers advocate for smaller class sizes.
  - Middle school parents see a particular need for more social engagement, clubs and other extracurricular opportunities for students to build connections with one another.
  - Parents want their children engaged with adult mentors, both at school and in the community.

Word Cloud Summaries - What Matters Most

Within Thoughtexchange, we are able to extract word clouds that highlight the most significant topics shared in each exchange. The size of the word conveys its importance. Experiencing these graphics allows us to hear the voices of our stakeholders in a unique way. (Note, word clouds were available for exchanges dedicated to one group.)
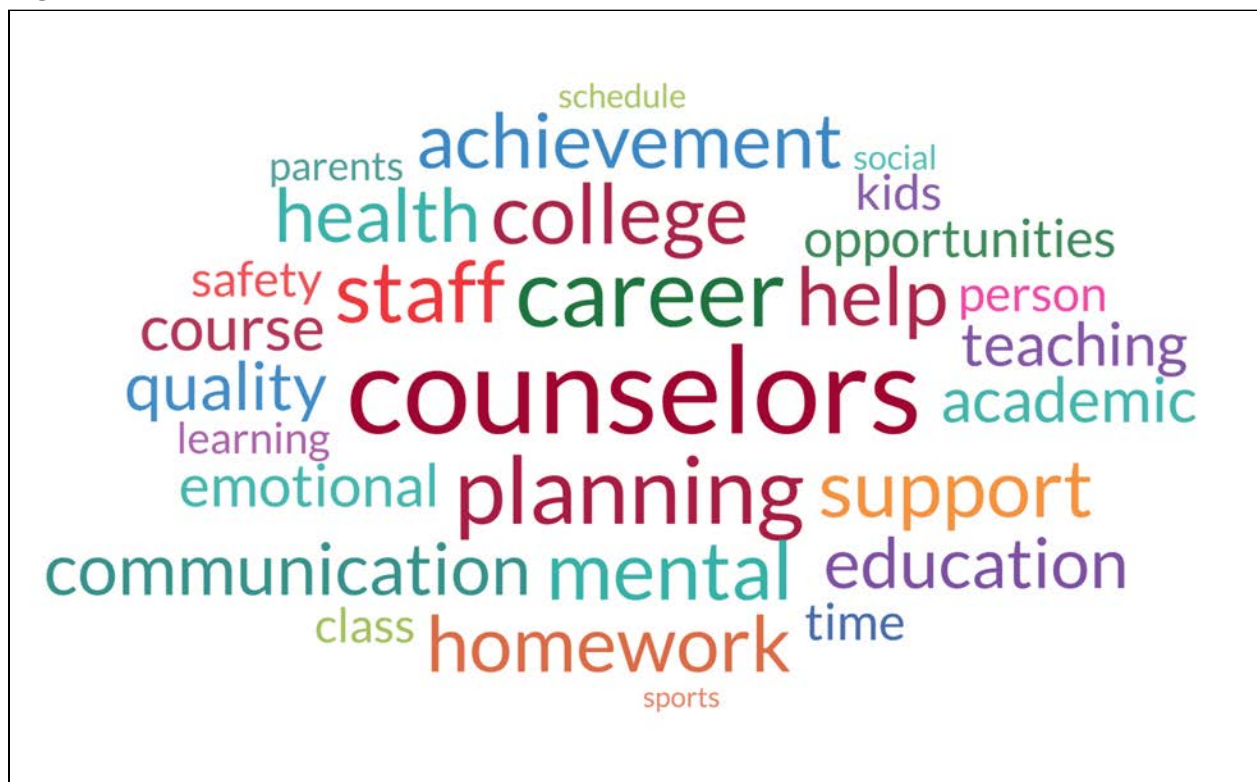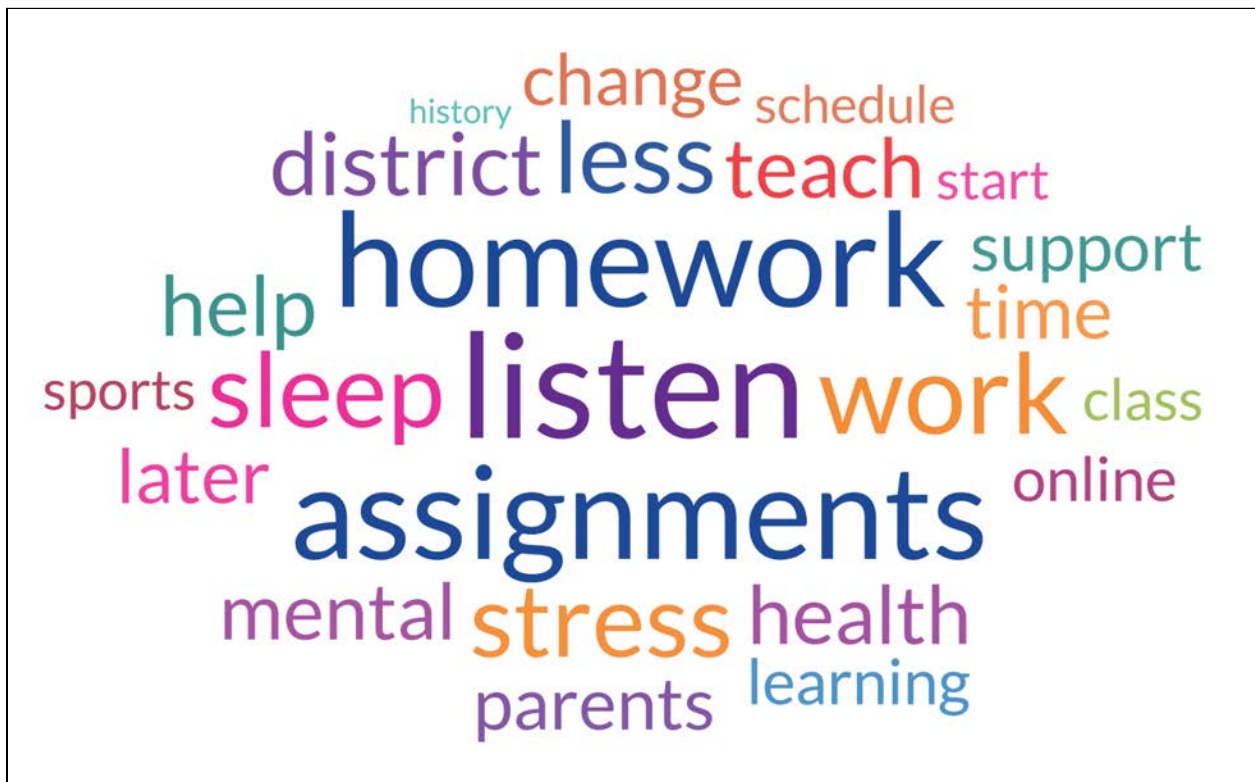
Elementary Parents/Guardians

Middle School Parents/Guardians
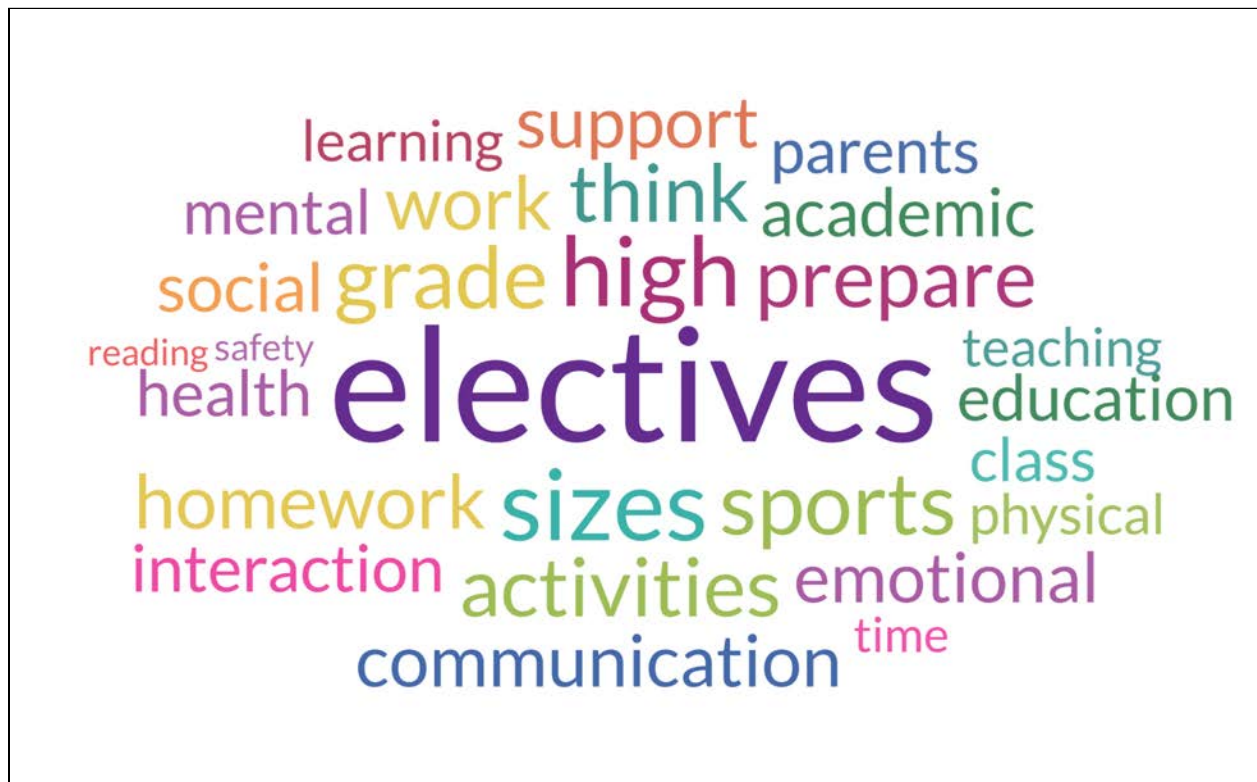
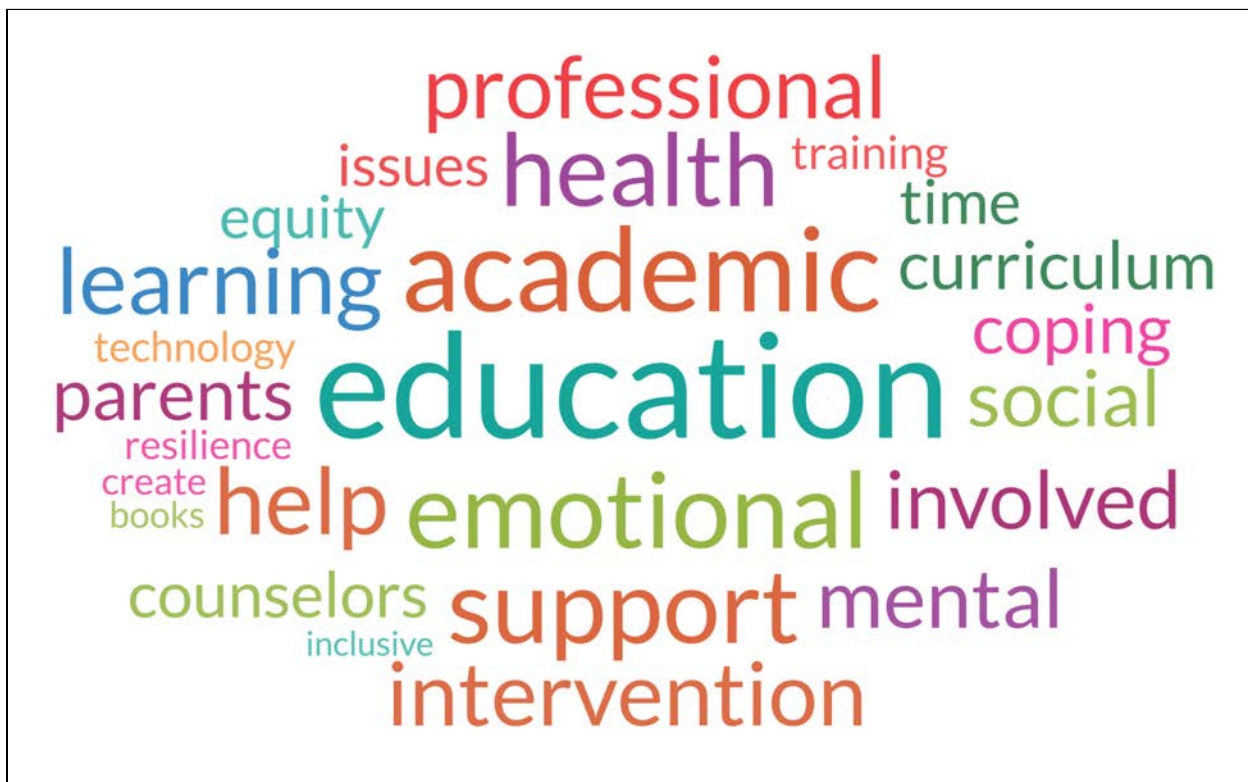

High School Parents/Guardians

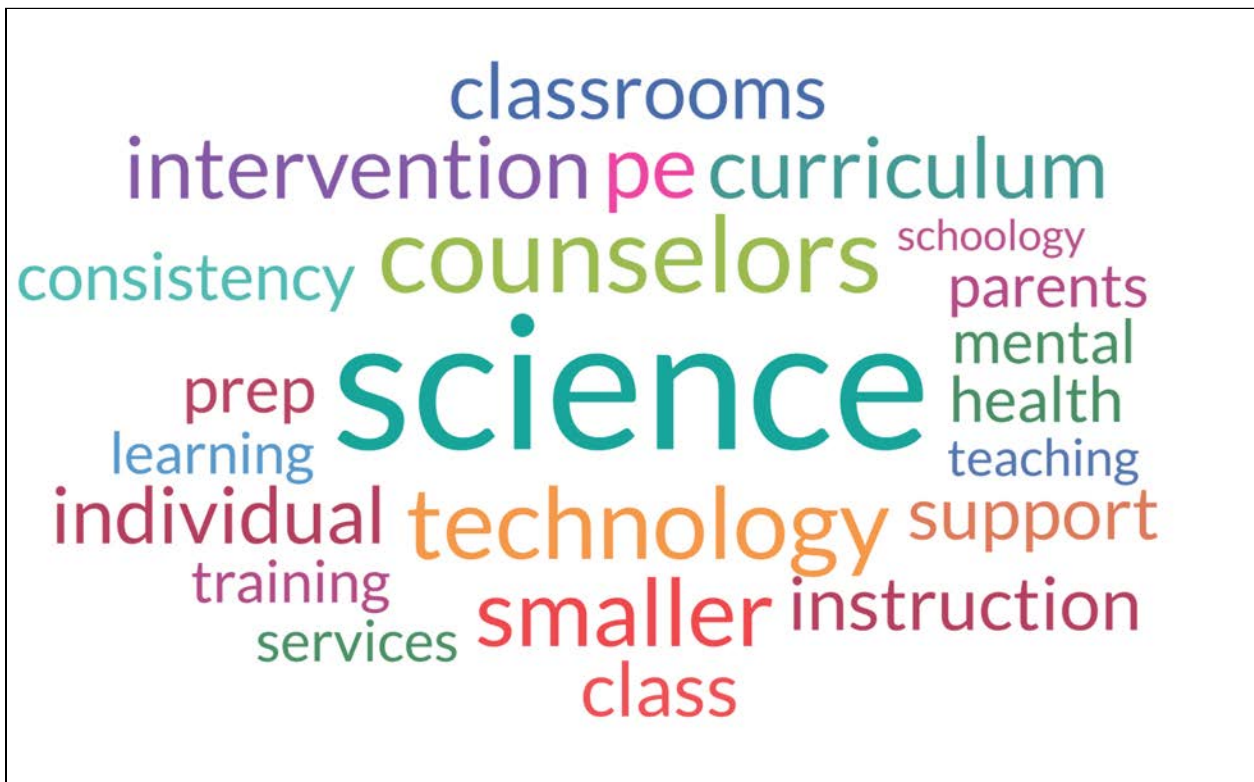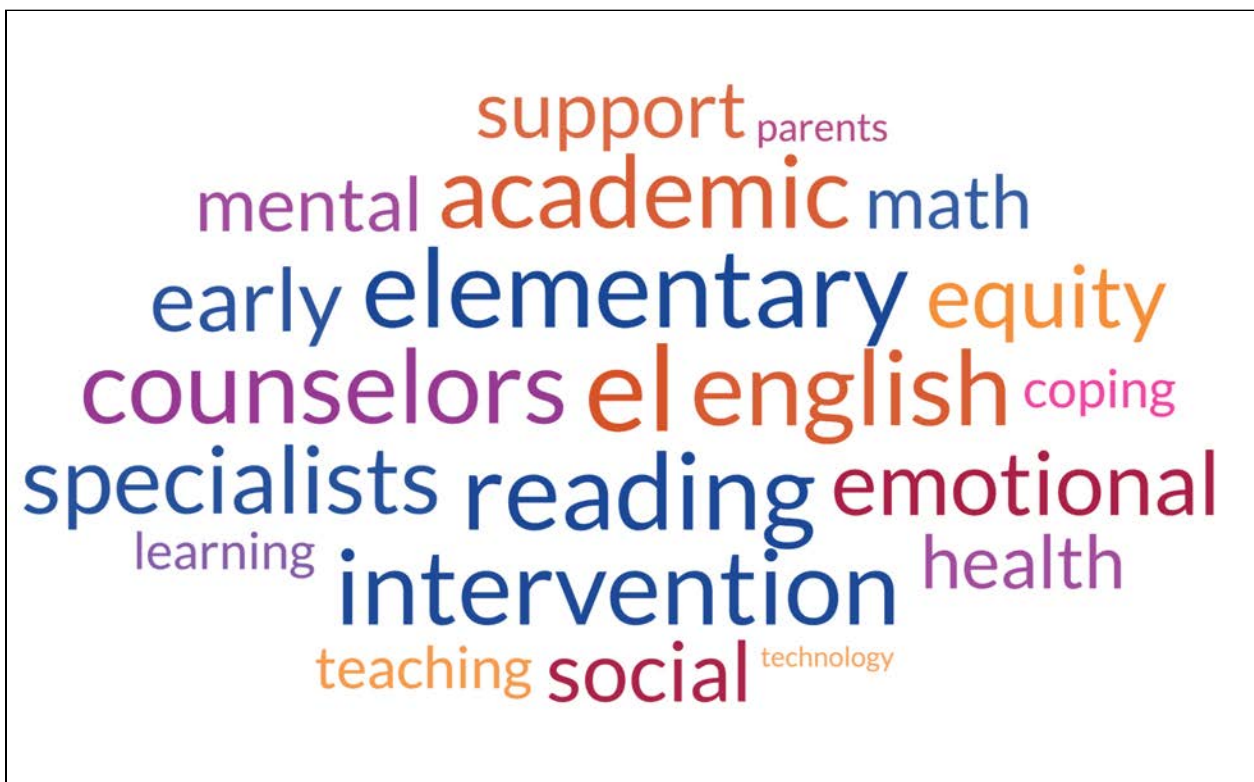**High School Students**

PCIC

Counselors

CSEA

LEA

Leadership Team

Thoughtexchange Reports

For more in-depth information about each of the exchanges, please visit the reports:

- Elementary Parents & Guardians Listening Campaign Report
- Middle School Parents & Guardians Listening Campaign Report
- High School Parents & Guardians LIstening Campaign Report
- High School Students Listening Campaign Report
- LEA Listening Campaign Report
- Participant Groups Listening Campaign Report

For a slide presentation sharing the information in this report, please view LCAP Listening Campaign 2021:Thoughtexchange Analysis.