
Strategic Planning Update on Stakeholder Engagement

May 18, 2021



Strategic Planning Overview

Dr. John Malloy, Superintendent



3 Key Areas of Emphasis

1. Equity
2. Deep Learning and Innovation
3. Social Emotional Well-Being



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Six Phases and Timing of Strategic Plan

1. Needs Assessment and Preliminary Priorities - *March*
2. Input from the Board of Education (link to meeting) – *March*
3. **Stakeholder Engagement – *Focus of this information item- April, May***
4. Refine Priorities based on Board and Stakeholder Input - *May*
5. Develop District (3-5 year) Strategic Plan - *June*
6. Site Specific Strategic Plans Developed –*school year 2021*

Tonight We Will Cover

- **Who** Was Engaged
- **How** Our Community Was Engaged
- **When** Our Community Was Engaged
- **What** We Learned



How: Methods to Gather Input



ThoughtExchange

Purpose: To solicit feedback using an online forum in order for stakeholders to input their thoughts, but also so they could see and rate the thoughts of others

- All certificated and classified staff asked to complete during a staff meeting
- Accessible to anyone in the community via the website

Focus Groups

Purpose: To solicit feedback in a small group setting

- Wide range of community members, staff, and students participated

Website

Purpose: To provide overview of strategic plan to all stakeholders

- Hyperlinks to ThoughtExchange questions

Superintendent's Task Force

Who: Stakeholder Groups -- Staff, Students, Community

Three essential questions posed:

1. What do our students need to be successful in school and life from the perspective of **equity and equitable access for all**?
2. What do our students need to be successful in school and life from the perspective of **deep learning and innovation**?
3. What do our students need to be successful in school and life from the perspective of **social emotional well-being**?

Site Level Engagement

Principals to Staff

- Principals at all school sites gave a presentation on the strategic plan and provided time to staff to complete ThoughtExchange.

Principals to Students

- Teachers asked students (grades 6-12) to provide time during student support to complete ThoughtExchange.
- Principals engaged small groups of diverse students in focus groups.



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External Engagement

We reached out to community leaders involved in key stakeholder groups within our community.

We asked them to get us in front of groups with which they have influence.

Executed thoughtfully, quickly from the inside out.

In addition - we employed other strategies (that were not in-person) to bring attention to the work and that allowed us to gather feedback:

- ThoughtExchange
- Newsletters
- Postcard Distribution in all Grab n Go Meals & in Breakfast Bags of high school students

External Groups Engaged In-person:

DVSR Rotary

San Ramon Chamber

Danville Chamber

Discovery Counseling Center Board

SRV Mental Health Coalition

PFLAG

Apapa

Equity Committee

PTA Executive Board

PTA Presidents

Ed Fund Affiliates, Endowment and Executive Board

Inclusion and Diversity Committee

Exceptional Education Committee

Parent Engagement Committee



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Participation Information - ThoughtExchange

Students	Unique Participants	Thoughts	Ratings
...be successful in the areas of equity, instruction, and social emotional health?	1,531	1,488	23,418
...how should the things we learned impact school for the 2021 school year...?	<u>2,683</u>	<u>2,703</u>	<u>48,277</u>
Subtotal	4,214	4,191	71,695
Community			
... a smooth transition to the 2021-22 school year?	698	850	30,504
... to be successful from the perspective of social emotional well-being?	661	773	12,088
... to be successful from the perspective of deep learning?	664	722	11,145
... from the perspective of equity and equitable access for all students?	1,145	1,144	25,344
... input on how you think this money should be prioritized...	<u>663</u>	<u>815</u>	<u>19,479</u>
Subtotal	3,831	4,304	98,560
Total	8,045	8,495	170,255



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Participation Information - Focus Groups

Focus Groups	Community	Staff	Students	Totals
Groups	14	8	39	61
Participants	180	200	585	965

Focus Group Conversations:

- Smaller
- Face to Face
- Input recorded manually and entered into a form
- Spoke with people we do not typically reach
- Comments were candid and heartfelt

Other Information:

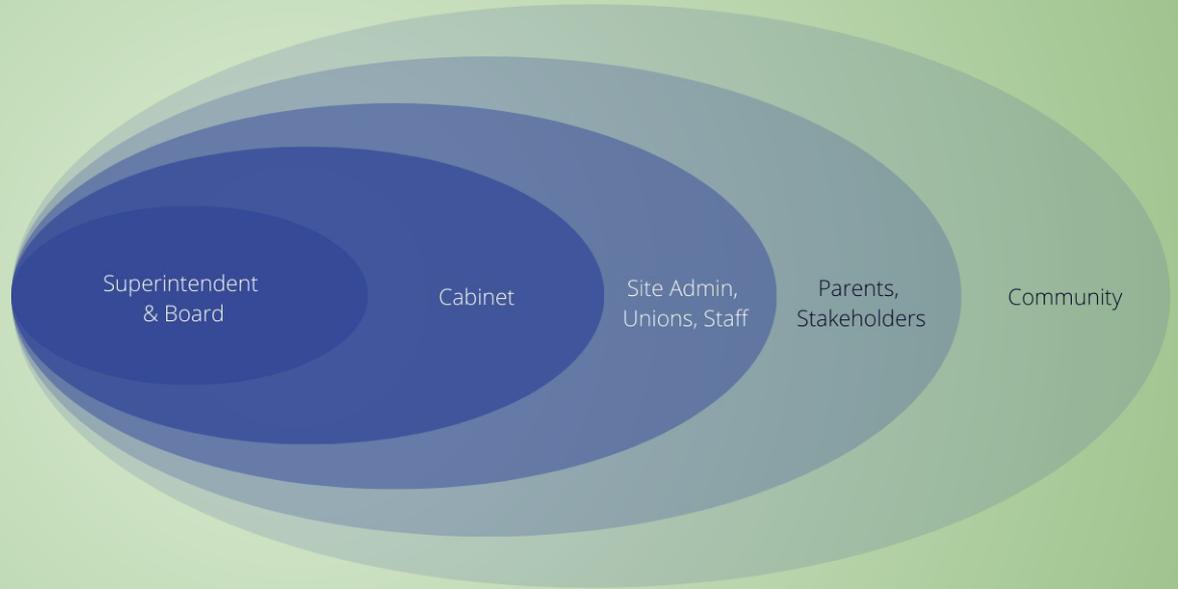
- Everyone who wanted to participate was given an opportunity
- Some people did not want to attend a group, but reached out for a one-on-one conversation

When

April and May

Inside → Out Approach

- Began with staff
- Finished with community groups



What We Heard



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Student Feedback

Students in grades 6 - 12



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Accommodate a variety of learning styles

More **choice and flexibility** within the school day

Sense of belonging: **connection** to campus e.g.
race, on campus

More time for informal **social** interactions and
breaks

Kind and respectful **interactions** with fellow
students and staff

Equity with respect to race, religion, LGBTQ+ and
gender identity

Equitable **access to resources** such as technology

Emotional **support**/mental health services

More **arts** instruction

Staff Feedback

District-facilitated opportunities through union groups, site meetings & other small group options



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Smaller **class sizes**

More **diversity in the curriculum**

Hiring practices to recruit **diverse staff**

Access to a consistent, high quality **curriculum**

Additional **supports** (counselors, psychologists, etc.)

More time for high quality professional learning and authentic **collaboration w/colleagues**

Strategies to address **equity** - specifically race, religion, LGBTQ+

Equitable access to **resources**

More **arts** instruction

More emphasis on **student learning**

More support for **struggling readers**

Community Feedback

Outreach and facilitation to groups outside of the education community.



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Social emotional support of students including resiliency and stress management

Create **campus cultures** where all students feel respected, included and heard - specifically addressing race, religion and LGBTQ+

Updated **course offerings** (e.g. life skills, financial classes)

Focus on **skills** such as resiliency, career building, etc.

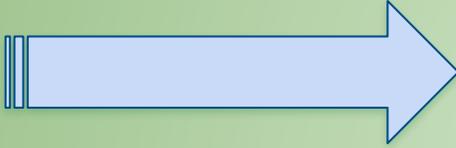
Smaller **class sizes**

Employ and retain **high quality teachers**

Increased **consistency** across instruction and assessment

Time and space for **students to interact**

More **arts** instruction



Phase 4

Tonight:

Discuss and set common themes from input and engagement.

Next:

Refine priorities for moving forward.

Refining Priorities Defining Goals



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Common Themes - Lots of Passion

Themes like art and counselors speak to the “how.”

Question for the Board of Education is “What?”

“What we seek to accomplish and why.”

When we address the what and why, we can identify clear goals and desired outcomes and we can evaluate our progress.

Increased Clarity- **Equity**

Stakeholder input increased our clarity around the importance of **Equity** and what it means to people.

- Equity is a **way of being** and not something that we “do.”
- We need to look across our system to identify potential **causes of inequities**.

Increased Clarity- Deep Learning and Innovation

Stakeholder input increased our clarity around the importance of **Deep Learning** and what it means to people.

- Deep Learning means helping students **own their learning** and **find their purpose** in their learning.
- When students have **ownership** and **purpose** in their learning, we see they are more invested in the process of learning.

Increased Clarity- **Social Emotional Well-Being**

Stakeholder input increased our clarity around the importance of **Social Emotional Well-Being** and what it means to people.

- Social Emotional Well-Being means creating a culture where **wellness is at the center** of what we do and who we are.
- Creating learning environments where all **students feel they belong and are respected** is key to social emotional well-being.

Next Steps (August 2021 - January 2022)

Organizing Input

- Align input with 3 areas of priority: Equity, Deep Learning and Innovation and Social Emotional Well-being.

Goal Statements

- Measurable
- Clear
- Articulate what we want to accomplish and why

Site/Community Plans

- Professionals closest to the students develop plans to meet these goals
- Evaluate and evolve with a focus on continuous improvement



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For Example...

Social Emotional Well-being

Recognizing that post-COVID student needs will present increased challenges that all staff should be prepared to meet.

Goal Statement: Create safe, equitable and caring instructional environments to ensure all students can achieve success and find pride and enjoyment in their learning, because when students enjoy learning, they explore, create, innovate and apply their skills.

- Counselors and support staff
- Access to tech
- Small Group
- Sense of belonging on campus
- More emphasis on student learning
- Resiliency and stress management
- Art



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Summary

