



San Juan Unified School District

Strategic Planning Engagement Report (Round 2)

April 15 2024

prepared by CESO Communications



Executive Summary •

Background

In the fall of 2023, San Juan Unified School District (San Juan Unified) launched a strategic planning initiative by inviting all members of the district community to provide insights for the future of the district. A variety of engagements were conducted, including focus groups, interviews, open sessions, community workshops and an online ThoughtExchange discussion, all centered around what the district should focus on in the next three to five years.

In late January to early February, a Core Planning Team, composed of over 65 students, staff, parents/families and community members came together to review [engagement insights](#) and a variety of other district data to begin to develop a draft strategic direction for San Juan Unified. The team met over two days, culminating in the development of draft directions and priority outcomes that serve as a framework for a new strategic plan.

This framework was then reviewed by an internal team of district leaders, called the Design Team, who were charged with refining the language of the plan to ensure that outcomes are kept at a high level rather than being too specific or predetermining specific actions and solutions.

In an effort to ensure the new strategic plan is truly developed in partnership with the entire San Juan Unified community, students, families, staff and residents were asked to share their feedback on the [draft strategic framework](#). Insights were collected via focus groups, online surveys, student pop-up sessions, community gallery walks and another ThoughtExchange. The findings from these engagements informed the work of the Core Planning Team and Design Team as they reconvened on April 17 and April 19, respectively, to revise the strategic framework.

Strategic Direction I

Overall, feedback on Strategic Direction I was largely positive, with respondents appreciating the clarity and understandability of the language and purpose. The direction was celebrated for its alignment with the district's objectives and its emphasis on inclusion and addressing educational gaps. The success of adult education classes and programs like the Certified Nursing Assistant (CNA) program were also highlighted as strengths.

However, challenges were identified, including limited progress in English Language (EL) support, weaknesses in the high school English Language Development (ELD) curriculum, and uncertainties surrounding the implementation of culturally responsive classrooms. Concerns were raised about potential conflicts between the district's vision of inclusion and Special Education (SpEd) provisions, as well as a lack of clarity and disclosure to SpEd parents regarding available options.

Despite these challenges, the majority of respondents expressed favorable views of Strategic Direction I. Specifically, 92% agreed that it helps sustain high academic achievement and 93% said it addresses current gaps in the San Juan Unified district. In addition, over 89% found the language and purpose of the direction clear and understandable, while a similar percentage understood how the priority outcomes would help meet identified goals. Suggestions for improvement included clarifying the purpose, strengthening community engagement, enhancing support for SpEd, prioritizing career technical pathways, and reordering and clarifying priorities within the strategic direction.

Additionally, there were calls to prioritize social and emotional support for students, expand capacity and bilingual staff, address behavioral issues, improve communication and clarity, and offer more professional development opportunities focused on the whole child approach and social-emotional learning (SEL).

In summary, while respondents largely appreciated the clarity and purpose of Strategic Direction I, there are areas for improvement to ensure that it effectively addresses the needs of all students and families within the district, particularly those in SpEd and English Language support programs.

Strategic Direction II

Feedback on Strategic Direction II reflected mixed opinions among respondents. While many participants appreciated the strong and well-written language of the direction, some challenges and areas for improvement were identified.

Strengths of Strategic Direction II included positive reception and treatment of refugees and foster youth, fair chances and supports provided to students, and recognition of the need for increased knowledge among counselors. However, challenges were noted, such as the need for improved dissemination of information about available supports, concerns about the specificity of the commitment to race over other areas like SpEd, and uncertainty about the application of the direction to SpEd.

In the survey results, it was evident that there were varied opinions regarding the effectiveness of the direction in sustaining high academic achievement and addressing current gaps in San Juan Unified. Only 41% of respondents expressed agreement that the goals would sustain high academic achievement, and 35% agreed that it would address gaps, with the majority of respondents seeming less convinced. In regard to understanding the language and purpose of the direction, responses were again mixed. While some found it clear and understandable, nearly 79% felt there was room for improvement in clarity. Similarly, understanding how the priority outcomes would contribute to meeting identified goals also saw a range of perspectives among the respondents, with less than 30% indicating agreement with the statement.

Suggestions for improvement included clarifying language and purpose, addressing economic mobility and comprehensive support, prioritizing mental health and well-being, explicitly



including SpEd, integrating with Strategic Direction I, and strengthening professional development with accountability.

Students who provided feedback about the language and purpose of Strategic Direction II identified it to be clear and understandable. Their insights were generally favorable, highlighting the purpose of creating a supportive learning environment, providing academic support and resources, preparing for the future, promoting inclusive and equitable education, and enhancing engagement and communication between staff and students.

In summary, while there were strengths to Strategic Direction II, such as its treatment of refugee and foster youth, there are areas for improvement to ensure it effectively addresses the needs of all students, including those in SpEd, and promotes equity and inclusivity throughout the district.

Strategic Direction III

Participants expressed favorable opinions regarding the language and content of Strategic Direction III, highlighting several strengths. These included appreciation for collaborative efforts and support provided to staff, as well as recognition of the importance of supporting staff to meet the diverse needs of learners. However, challenges were also identified, such as uncertainty surrounding the term "destination district" and concerns about providing adequate support and compensation to staff amidst negotiations and union interactions.

Despite these challenges, the majority of participants viewed Strategic Direction III favorably. Specifically, approximately 90% agreed that it helps sustain high academic achievement and addresses current gaps in the San Juan Unified district. Moreover, over 92% found the language and purpose of the direction clear and understandable, while a similar percentage understood how the priority outcomes would help meet identified goals.

Suggestions for improvement focused on enhancing clarity and academic focus within the strategic direction, highlighting the importance of administrative support for teachers, motivating participation in professional development, improving transparency and communication, and emphasizing employee safety and inclusivity. Additionally, students emphasized the importance of creating a supportive, respectful, and inclusive work environment for school employees, advocating for employee support and appreciation, a positive work environment, effective communication and collaboration, equitable treatment and support systems, and student involvement in supporting staff.

In conclusion, Strategic Direction III aims to create a supportive and inclusive work environment that empowers school employees to effectively meet the diverse needs of learners. By addressing identified challenges and implementing suggested improvements, the district can work towards fostering a positive and respectful workplace culture that benefits both staff and students alike.

Strategic Direction IV

Participants generally expressed favorable opinions regarding the language and content of Strategic Direction IV, highlighting several strengths. These included appreciation for language translations for parents, respectful treatment of cultural differences such as the Russian/Ukrainian separation, and efforts to include Afghan women in committees, demonstrating diversity and inclusivity. Moreover, the direction was praised for its focus on supporting families in navigating the educational system, implementing restorative practices for behavior change, and emphasizing the importance of field trips and experiences for all students.

However, challenges were also identified, including discrepancies in the welcome and support received at secondary sites compared to other levels, the need for proactive early interventions and monitoring of meaningful engagement, and the lack of availability of before/after school care, particularly for families without transportation or schools without Transitional Kindergarten (TK) classes.

While favorability toward Strategic Direction IV was strong (88% agreement) in terms of its potential impact on academic achievement, it received less favorable ratings (less than 30% agreement) on other factors. Notably, suggestions for improvement focused on enhancing clarity and academic focus, expanding listening sessions and partnerships, refining direction and purpose statements, emphasizing student empowerment and inclusive communication, providing parent learning opportunities, and improving communication and engagement.

Respondents emphasized the importance of creating a supportive, inclusive, and empowering school environment where all members of the community feel valued and supported. Key themes identified included family and community engagement, a supportive environment, equitable access to resources, communication and transparency, inclusivity and respect, and empowerment through education.

In conclusion, Strategic Direction IV aims to foster a supportive and inclusive environment that empowers students, families, and staff to achieve academic and personal success. By addressing the identified challenges and implementing suggested improvements, the district can work towards creating a more equitable and enriching educational experience for all stakeholders.

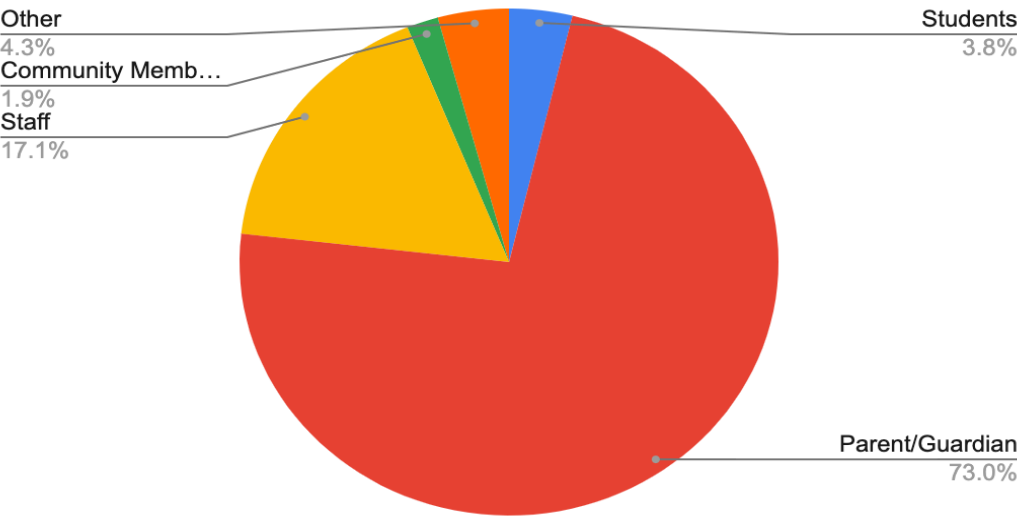
Engagement Data by Activity •

ThoughtExchange Insights

All members of the San Juan Unified School District community were invited to participate in an **online conversation** via the district’s ThoughtExchange platform. The conversation provided an opportunity for participants to share what they liked about the draft strategic framework, what concerns they had, and any suggestions for enhancement or improvement to the framework. The exchange was open from March 4-18. The majority (98%) of participants in the exchange did so in English, with 2% participating in Spanish.



District Role



The participants' responses reveal a mix of concerns and suggestions. The most prominent topics revolve around the quality of education, safety in schools, social-emotional learning, inclusivity and resource allocation.

- 1. Enhancing Quality of Education**
 Participants expressed concerns about the quality and consistency of instruction across different levels and subjects. Some questioned the purpose of honors classes and suggested a need for more rigorous courses. Others highlighted the importance of teaching real-world skills and critical thinking. There were also calls for more support for English language learners and students with special needs.
- 2. Improving School Safety**
 Safety emerged as a significant concern, with participants citing issues such as

bullying, fights and drug use on campus. There were calls for stricter discipline, increased school security, and better training for staff to handle and de-escalate conflicts.

3. Integrating Social-Emotional Learning (SEL)

Opinions on SEL were divided. Some participants advocated for schools to play a more active role in teaching SEL, while others argued that this responsibility should fall on families. There were also concerns about teacher burnout and the need for more support for staff dealing with behavioral issues.

4. Promoting Inclusivity and Equity

Participants expressed a desire for more inclusivity and equity in the district. This included calls for more diverse representation among staff, more support for inclusive classrooms, and concerns about equitable grading practices. However, some participants felt that the focus on diversity and equity was detracting from academic achievement.

5. Optimizing Resource Allocation

There were numerous comments about the need for better resource allocation, including more support for intervention teachers, more funding for staff training, and improved school facilities. Participants also highlighted the need for more accessible school transportation and after-school tutoring programs.

Focus Group Insights

The district conducted focus groups with identified parent audiences, including Local Control and Accountability Plan (LCAP) priority group families, Early Childhood Education (ECE) families, SpEd families and Immigrant/Refugee/Newcomer families. Participants were asked to share their thoughts about the four strategic directions, focusing on the language used, strengths and challenges.

STRATEGIC DIRECTION I

Overall, feedback from parents felt the language used was positive, clear and concise.

Strengths

- Recognition of the need for improvement and alignment with the district's objectives
- Success of adult education classes and the effectiveness of the CNA program
- Thoughtful consideration and selection of language for outcomes, aligning well with strategic plan expectations
- Appreciation for the emphasis on inclusion and the need for a common understanding of its implementation



Challenges

- Limited progress in English Language (EL) support and lack of access to technology for homework assignments
- Weaknesses in the high school English Language Development (ELD) curriculum, particularly in modeling and conversational opportunities
- Uncertainty and questions surrounding the implementation of culturally responsive classrooms
- Discrepancies between the district's and SpEd vision of inclusion, potentially causing conflicts
- Concerns about the language's potential impact on SpEd parents' efforts and the perceived exclusion of SpEd in certain initiatives
- Lack of clarity and disclosure to SpEd parents regarding available options, especially in middle and high school
- Difficulty in accessing certain programs, such as Discover Club and ECE, for students with disabilities, and a lack of focus on SpEd in initiatives like the Rapid Learning program

STRATEGIC DIRECTION II

Again participants felt the language was strong and well-written.

Strengths

- Positive reception and treatment of refugee and foster youth, particularly at the Adult school
- Fair chances and supports provided to students, reflecting compassion and collaboration within the educational community
- Recognition of the need for increased knowledge among counselors and the importance of providing support to new refugee parents

Challenges

- Need for improved dissemination of information about available supports, especially for new refugee parents
- Lack of clarity on professional development opportunities and concerns about the specificity of the 8-point commitment to race over other areas like SpEd
- Uncertainty about the application of the strategic direction to SpEd and the need for educational justice for SpEd students
- Challenges in parental understanding of disabilities and the lack of transparency in how the district supports SpEd families

STRATEGIC DIRECTION III

Participants were favorable toward the language of this direction.

Strengths

- Appreciation for the collaborative efforts and thoughtful support provided to staff
- Recognition of the importance of supporting staff to meet the diverse needs of learners

Challenges

- Uncertainty regarding the term "destination district" and its implications for salaries, benefits, etc
- Concerns about providing adequate support and compensation to staff amidst the challenges of negotiations and working with various unions

STRATEGIC DIRECTION IV

Participants were generally favorable toward the language used in this strategic direction.

Strengths

- Appreciation for language translations for parents, particularly at the District English Learner Advisory Committee (DELAC)
- Respectful handling of the Russian/Ukrainian separation and appreciation for cultural sensitivity
- Inclusion of Afghan women in committees, showcasing diversity and inclusivity efforts
- Support provided to families in navigating the educational system and access to resources
- Focus on restorative practices for behavior change and the importance of field trips and experiences for all students

Challenges

- Discrepancies in the welcome and support received at secondary sites compared to other levels
 - Need for proactive early interventions and monitoring of meaningful engagement
 - Clarification needed on student-led interventions
 - Desire for better balancing of celebrations for students at different levels
 - Lack of availability of before/after school care, especially for families without access to transportation or schools without TK classes
 - Exploration of potential partnerships between schools and daycares to improve preschool education and transitions
-

District Committee Insights

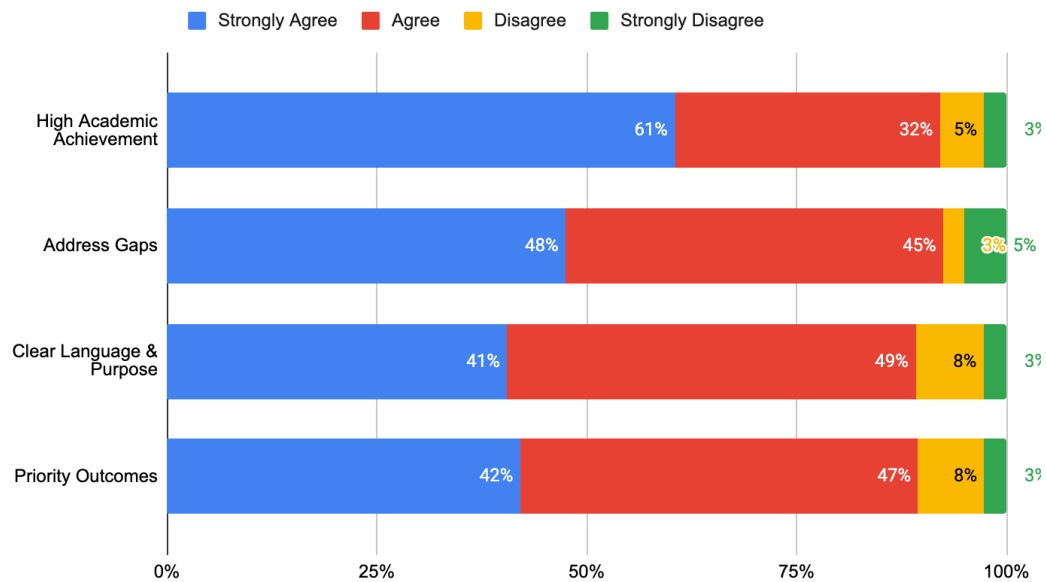
Members of district advisory committees were asked to provide feedback on the strategic directions, the purpose statements and priority outcomes via an online survey.

For each strategic direction, participants were asked to identify their level of agreement – *Strongly Agree, Agree, Disagree, Strongly Disagree* – with the following statements.

- This strategic direction will help the district sustain **high academic achievement** for the next three to five years
- This strategic direction **addresses current gaps** in San Juan Unified
- The language and purpose of this strategic direction are **clear and understandable**
- I understand how the **priority outcomes** will help meet the goal of this strategic direction

STRATEGIC DIRECTION I

DIRECTION I (Advance Student Success)



FAVORABILITY

The majority of respondents were favorable toward Strategic Direction I:

- More than 92% of respondents identify that they strongly agree or agree that the strategic direction helps sustain high academic achievement
- Nearly 93% agree that the strategic direction addresses current gaps in San Juan Unified
- Almost 89% identify the language and purpose of the strategic direction as clear and understandable
- Approximately 89% understand how the priority outcomes will help meet identified goals

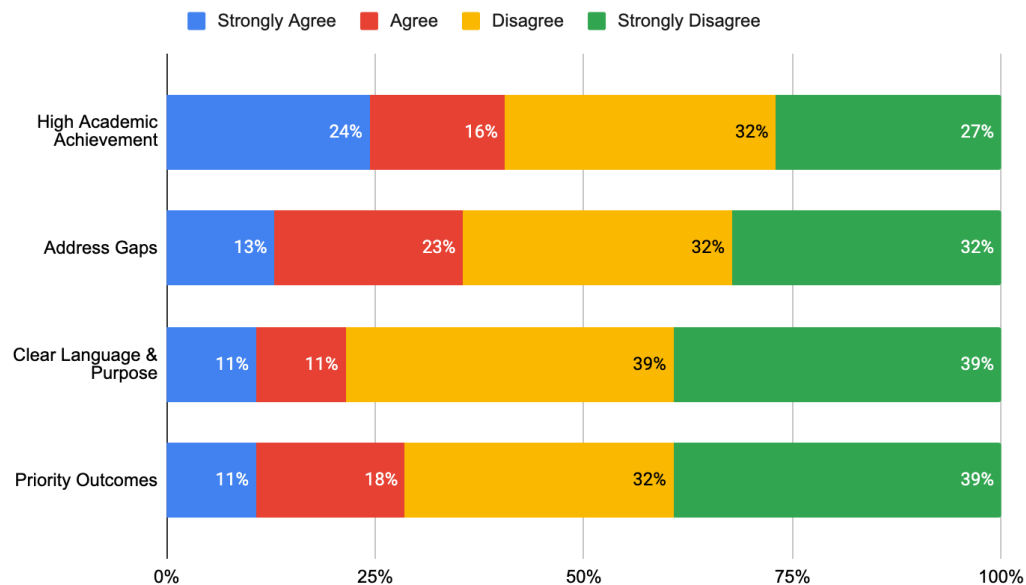
SUGGESTIONS FOR IMPROVEMENT

The following are the key themes of the 29 comments about improvements for Strategic Direction I:

1. **Clarify Language and Purpose** – Ensure clarity in language, especially regarding terms like "equitable," and tie the purpose more explicitly to addressing educational gaps within the district.
2. **Strengthen Community Engagement** – Include community, parent and stakeholder voices more effectively in the strategic direction planning process.
3. **Enhance Support for Special Education** – Ensure that the strategic direction includes specific provisions and training for SpEd students and staff, emphasizing inclusion and tailored support.
4. **Prioritize Career Technical Pathways** – Highlight career technical pathways and non-traditional career options, emphasizing their importance and celebrating their value.
5. **Reorder and Clarify Priorities** – Rearrange the strategic direction sections to prioritize equity, employee support, and family empowerment emphasizing the foundational importance of these elements to advance student success.

STRATEGIC DIRECTION II

DIRECTION II (Prioritize Equitable Practices)



FAVORABILITY

Respondents were more mixed about Strategic Direction II:

- Approximately 41% of respondents identify that they strongly agree or agree that the strategic direction helps sustain high academic achievement
- Less than 35% agree that the strategic direction addresses current gaps in San Juan Unified

- Almost 22% identify the language and purpose of the strategic direction as clear and understandable
- Approximately 29% understand how the priority outcomes will help meet identified goals

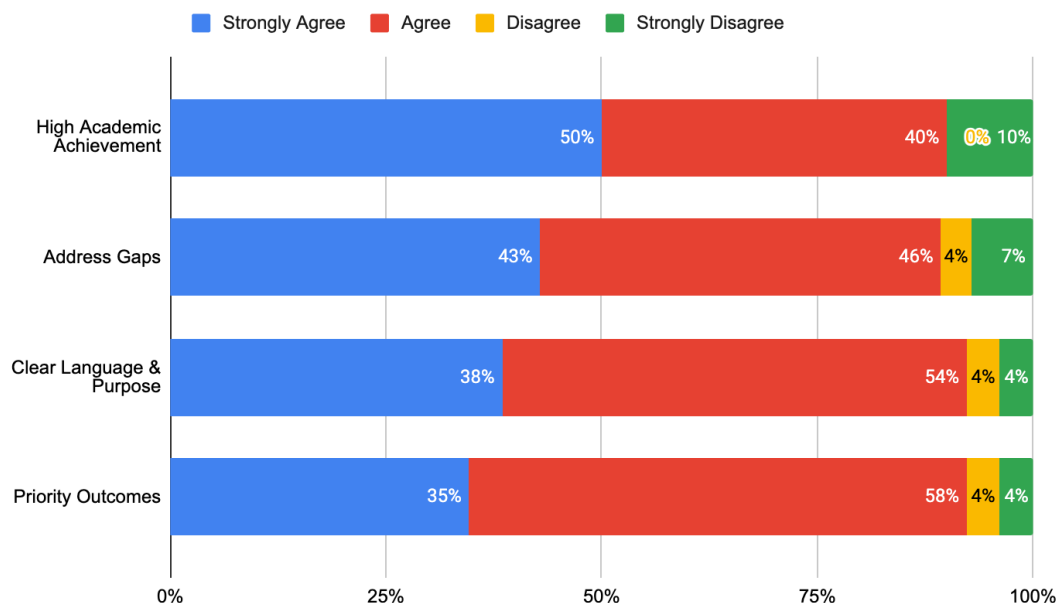
SUGGESTIONS FOR IMPROVEMENT

The following are the key themes of the 13 suggestions for improving Strategic Direction II:

1. **Clarify Language and Purpose** – Use clearer language in the purpose statement, such as "advance" instead of "integrate," to ensure understanding and alignment with the direction's objectives.
2. **Address Economic Mobility and Comprehensive Support** – Enhance efforts to support families with economic mobility, including job training and education opportunities, to address poverty and its effects on student success.
3. **Prioritize Mental Health and Well-Being** – Highlight mental health and emotional well-being as critical components within this direction, especially for adolescents facing increasing challenges.
4. **Inclusion of Special Education** – Address the needs of SpEd students explicitly within the direction, rather than lumping them into the general student population.
5. **Integration with Strategic Direction I** – Emphasize the integral connection between Strategic Direction I (advancing student success) and Direction II (prioritizing equitable practices) to ensure their mutual achievement.
6. **Strengthen Professional Development with Accountability** – Enhance professional development opportunities for all employees, with a focus on making participation mandatory where necessary to drive meaningful change.

STRATEGIC DIRECTION III

DIRECTION III (Enhance Employee Support Systems)



FAVORABILITY

The majority of participants were favorable toward Strategic Direction III

- About 90% of respondents identify that they strongly agree or agree that the strategic direction helps sustain high academic achievement
- Just under 90% agree that the strategic direction addresses current gaps in San Juan Unified
- Over 92% identify the language and purpose of the strategic direction as clear and understandable
- Over 92% understand how the priority outcomes will help meet identified goals

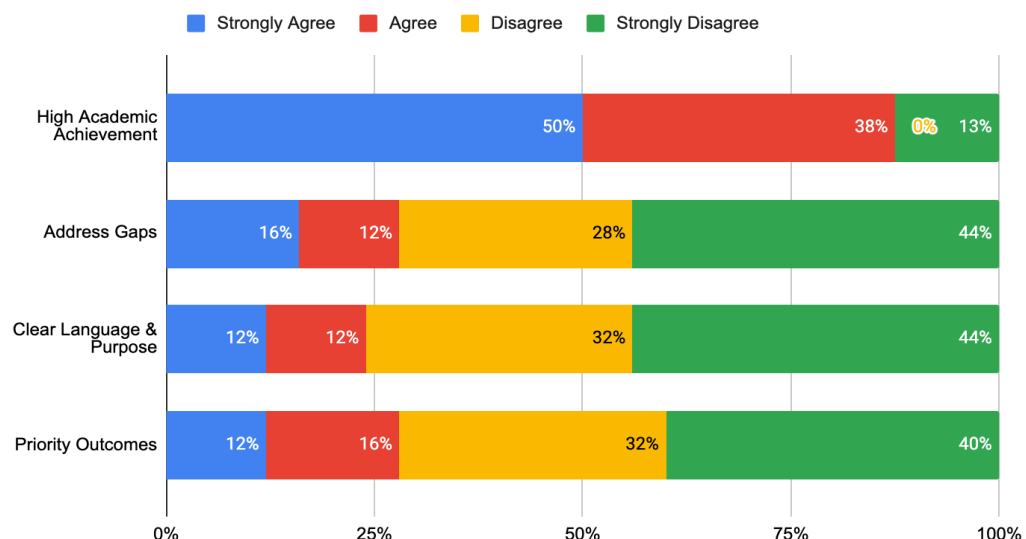
SUGGESTIONS FOR IMPROVEMENT

The following are the key themes of the 17 suggestions for improving Strategic Direction III:

1. **Clarity and Academic Focus** – Increase clarity within the direction, focus more on academic goals rather than emotional ones, and emphasize academic success through data, scores and student achievement.
2. **Administrative Support of Teachers** – Highlight the importance of administrative support for teachers, especially in handling unrealistic demands from parents and maintaining a conducive learning environment.
3. **Motivation and Participation in Professional Development** – Ensure that professional development opportunities are effectively utilized by motivating employees to participate, possibly through restructuring rewards or setting expectations for involvement.
4. **Transparency and Communication** – Enhance transparency and communication within the district through avenues like internal town halls or webinars to provide updates, successes, and opportunities for discussion and feedback.
5. **Emphasize Employee Safety and Inclusivity** – Include language addressing strategies to provide physical and emotional safety for staff, promoting an inclusive work environment, and upholding levels of privilege and confidentiality when hearing employee voices.

STRATEGIC DIRECTION IV

DIRECTION IV (Invest in Efforts to Assist Students and Families to Empower Themselves)



FAVORABILITY

Favorability was strong toward Strategic Direction IV in terms of academic achievement, but less than favorable about other factors.

- Nearly 88% of respondents identify that they strongly agree or agree that the strategic direction helps sustain high academic achievement
- Approximately 28% agree that the strategic direction addresses current gaps in San Juan Unified
- About 24% identify the language and purpose of the strategic direction as clear and understandable
- A little more than 28% understand how the priority outcomes will help meet identified goals

SUGGESTIONS FOR IMPROVEMENT

The following are the key themes of the 8 suggestions for improving Strategic Direction IV:

1. **Clarity and Academic Focus** – Increase clarity and emphasize academic goals throughout the direction, committing to academic excellence and improved outcomes for students.
2. **Expand Listening Sessions and Partnerships** – Improve the LCAP listening sessions by expanding participation to include large employee groups, community colleges, law enforcement, and chamber of commerce groups. Enhance the information provided in these sessions and broaden the vision of partners to include those not traditionally engaged with.
3. **Refine Direction and Purpose Statements** – Clarify the direction and purpose statements, ensuring that goals like empowering students and families are clearly defined and actionable.
4. **Student Empowerment and Inclusive Communication** – Emphasize student-led interventions and empowerment, possibly through initiatives like student-led conferences. Offer inclusive language options for communication to promote greater participation.
5. **Enhance Parent Learning Opportunities** – Provide parent learning opportunities, such as seminars or prerecorded Zoom sessions in native languages, to help immigrant parents understand the US K-12 education system and various career paths available for their children.

Community Gallery Walks

Members of the community were invited to provide feedback about the strategic directions at open house gallery walks.

STRATEGIC DIRECTION I

All of the 17 people who provided feedback on Strategic Direction I felt the language and purpose were clear and understandable.

SUGGESTIONS FOR IMPROVEMENT

- **Social and Emotional Support** – Prioritize the provision of social and emotional support for students, recognizing the importance of addressing their well-being alongside academic growth.
- **Capacity Expansion and Bilingual Staff** – Explore ways to expand school enrollment capacity to accommodate more students and consider hiring additional bilingual staff to better serve diverse student populations.
- **Behavioral Support and Hands-on Learning** – Focus on addressing behavioral issues within schools and provide more hands-on and visual learning opportunities for students to enhance engagement and understanding.
- **Improved Communication and Clarity** – Enhance communication about available programs and ensure consistency in promotion across all schools. Clarify language and provide examples to explain jargon and keywords used in the strategic direction.
- **Professional Development and Whole Child Approach** – Offer more professional development opportunities for staff, particularly on teaching the whole child and implementing social-emotional learning (SEL) practices effectively. Additionally, prioritize frequent check-ins with students to address their personal needs and mental health.

STRATEGIC DIRECTION II

All of the 15 people who provided feedback on Strategic Direction II felt the language and purpose were clear and understandable.

SUGGESTIONS FOR IMPROVEMENT

- **Professional Development and Growth Opportunities** – Prioritize providing professional development opportunities for all staff members to foster their growth and enhance their skills.
- **Equity Department Work** – Expand the work of the equity department to focus on all identity groups and involve staff and families in the design of equity plans. Consider designating staff members at each school site to lead equity efforts while maintaining shared responsibility among all staff.
- **Staff Engagement** – Implement regular engagements to ensure staff feel heard and valued.

STRATEGIC DIRECTION III

All 13 respondents felt the language and purpose of Strategic Direction III were clear and understandable.

SUGGESTIONS FOR IMPROVEMENT

- **Professional Development and Growth** – Prioritize more professional development opportunities for employees to support their growth and skill enhancement.
- **Cultural Awareness and Support** – Focus on increasing cultural awareness among staff to enable them to help them foster inclusivity and understanding.
- **Support Staff Needs** – Address the need for more support for teachers and staff, including additional aides to alleviate workload and provide assistance.
- **Enhance Communication and Collaboration** – Increase communication between departments to ensure effective teamwork and collaboration, facilitating smoother operations and support for staff.
- **Address Burnout and Flexibility** – Develop strategies to address staff burnout, which they indicate is prevalent across all departments, and provide more flexibility for employees who may have constraints such as financial limitations or caregiving responsibilities.

STRATEGIC DIRECTION IV

All 17 respondents felt the language and purpose of Strategic Direction IV were clear and understandable.

SUGGESTIONS FOR IMPROVEMENT

- **Enhanced Communication and Engagement** – Communicate the importance of school and district meetings to parents to increase attendance and participation. Ensure that meetings are accessible and inclusive, with support available in multiple languages.
- **Support for Students and Families** – Provide more comprehensive support for students and families, including increasing the presence of bilingual staff to create welcoming environments and ensuring resources are accessible in various languages.
- **Student Involvement and Education** – Increase student input in decision-making processes and educational initiatives.
- **Expansion of Restorative Practices** – Broaden restorative practices at each school site, emphasizing the importance of maintaining these practices with every student.
- **Career Exploration and Life Skills Education** – Expand career exploration and life skills education, offering courses and workshops on topics such as cooking, sewing, budgeting and vocational programs.

Student Pop-Ups

Pop-up sessions were held at 19 schools throughout the district, including elementary, K-8, middle school, high school, alternative and SpEd programs, to ensure a broad representation of student voices.

STRATEGIC DIRECTION I

Overall, students emphasize the importance of creating a supportive, inclusive and engaging learning environment that *equips them with the skills and knowledge they need for success in school and beyond*.

The following themes highlight what students feel Strategic Direction I means to them and ideas for how the district can make it happen:

- **Supportive Learning Environment** – Students emphasize the importance of feeling supported, respected and welcomed in school. They suggest measures such as having a safe space to talk to teachers, providing individual attention, and promoting positive interactions among students.
- **Academic Support and Resources** – Many students highlight the need for additional academic support, including help with homework, tutoring and access to learning materials like technology, textbooks and art supplies. They also express a desire for more hands-on learning opportunities and diverse elective options.
- **Preparation for the Future** – Students want schools to prepare them for life after graduation by teaching practical life skills such as financial literacy, career exploration, and job interview preparation. They suggest integrating lessons on taxes, budgeting and real-world decision-making into the curriculum.
- **Inclusive and Equitable Education** – There's a call for inclusivity and equity in education, with students advocating for fair access to resources, support for students with disabilities, and cultural awareness training for staff. They also stress the importance of diversity within schools and promoting respect for all identities.
- **Engagement and Communication** – Students want to be more involved in decision-making processes and have their voices heard. They suggest regular check-ins with teachers, opportunities for peer support, and more transparent communication between staff and students.

STRATEGIC DIRECTION II

Students emphasize the importance of creating an inclusive, supportive, and engaging school environment that *provides equal opportunities for all students to succeed academically and personally*.

The following themes highlight what students feel Strategic Direction II means to them and ideas for how the district can make it happen:

- **Supportive School Environment** – Students emphasize the importance of feeling supported, respected and safe in school. They appreciate the efforts made by staff to create a positive atmosphere where everyone is treated equally and has access to resources.
- **Academic Opportunities** – Many students express a desire for more academic challenges, such as more rigorous classes or additional learning opportunities. They

also suggest providing more access to sports, language classes, and diverse extracurricular activities.

- **Inclusivity and Equity** – Students advocate for inclusivity and equity in education, highlighting the need for fair treatment regardless of background, identity or abilities. They suggest measures such as hiring bilingual staff, providing translators and ensuring equal access to resources like Chromebooks and tutoring.
- **Community Engagement** – Students stress the importance of community engagement and communication. They suggest involving parents in decision-making processes, conducting surveys to assess educational justice, and promoting respectful interactions among students.
- **Support for Well-Being** – Students emphasize the importance of mental health support and well-being. They suggest providing resources for dealing with anxiety, bullying and other challenges, as well as promoting positive reinforcement and encouragement from staff and peers.

STRATEGIC DIRECTION III

For Strategic Direction III, students emphasize the importance of *creating a supportive, respectful, and inclusive work environment for school employees, which they believe will ultimately benefit both staff and students alike.*

The following themes highlight what students feel Strategic Direction III means to them and ideas for how the district can make it happen:

- **Employee Support and Appreciation** – Students emphasize the importance of supporting and appreciating school employees, including teachers, staff and administrators. Suggestions include additional training, recognition events like Teacher Appreciation Week, therapy or counseling services, and opportunities for self-care.
- **Creating a Positive Work Environment** – Students advocate for creating a positive and respectful work environment for employees. This includes addressing issues such as classroom management, discipline, workload and providing resources and supplies to support teachers in their work.
- **Communication and Collaboration** – Students stress the importance of communication and collaboration among staff members, administrators and students. They suggest holding meetings to discuss the well-being of everyone in the school community, promoting teamwork, and encouraging respectful interactions.
- **Equitable Treatment and Support Systems** – Students highlight the need for equitable treatment and support systems for all employees, regardless of their role or background. This includes advocating for fair pay, access to resources, opportunities for professional development, and addressing issues such as mental health and stress.
- **Student Involvement in Supporting Staff** – Students express a desire to be involved in supporting school staff, whether through helping with tasks like cleaning, showing



respect and kindness, participating in fundraising efforts for supplies, or assisting teachers in various ways.

STRATEGIC DIRECTION IV

Students emphasize the importance of creating a supportive, inclusive, and empowering environment *where all members of the school community feel valued and supported in their educational journey.*

The following themes highlight what students feel Strategic Direction IV means to them and ideas for how the district can make it happen:

- **Family and Community Engagement** – Students emphasize the importance of involving families and communities in school activities and decisions. Suggestions include more communication with parents about events and academics, creating welcoming environments for families, organizing family events and workshops, and providing resources and support for parents.
- **Supportive Environment** – Students value the supportive environment created by teachers and staff. They suggest providing resources such as technology, school supplies, and access to information, as well as offering support for academic subjects like math and writing. Additionally, they highlight the importance of recognizing students' efforts and providing positive reinforcement.
- **Equitable Access to Resources** – Students express the need for equitable access to resources for all students and families. This includes providing technology at home, offering more field trips and hands-on learning opportunities, supporting students with disabilities, and ensuring access to college and career preparation resources.
- **Communication and Transparency** – Students stress the importance of clear communication and transparency between school staff, students and families. Suggestions include regular updates on academics and events, providing information in multiple languages, and creating opportunities for feedback and input from all stakeholders.
- **Inclusivity and Respect** – Students advocate for inclusivity and respect for all members of the school community. This includes respecting students' and families' cultural, religious and personal backgrounds, promoting kindness and respect among peers, and addressing issues such as bullying and discrimination.
- **Empowerment through Education** – Students believe in empowering themselves and their families through education. They suggest providing information and resources to help parents support their children's learning, offering classes or workshops for parents, and encouraging students to take ownership of their education by staying in school, working hard, and seeking help when needed.