

# LCAP Listening Campaign 2021: Thoughtexchange Analysis Report

Spring 2021



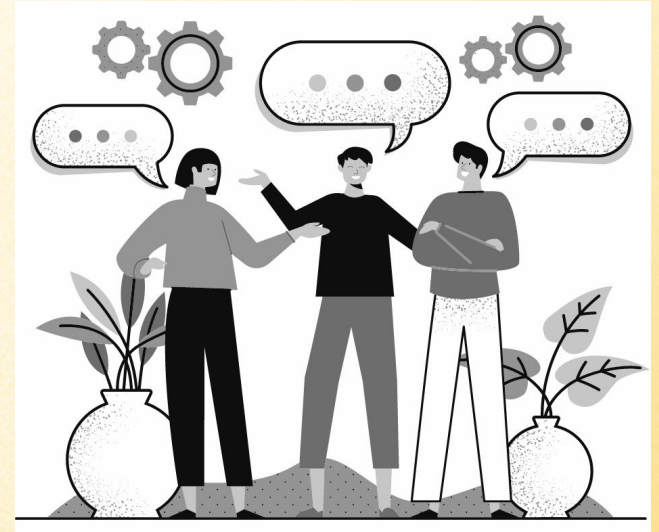
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# Staff, Parents and High School Students were asked:

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?



# LCAP Goals



- #1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
- #2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.
- #3:** 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.

# Stakeholder Groups



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Each group shared their experiences and visions for how our district can continue to improve to best meet the needs of our students.

## PARENT & STUDENT GROUPS

- Elementary Parents/Guardians
- Middle School Parents/Guardians
- High School Parents/Guardians
- High School Students
- DELAC & Parents of English Learners
- Special Needs Parents
- Parents of Foster Youth
- PCIC
- LCAP Advisory Committee

## STAFF GROUPS

- Counselors
- CSEA
- LEA
- Leadership Team
- SEIU

# Top Thoughts:

## Elementary Parents & Guardians



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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 supports including counseling.

**What Matters  
Most to  
Elementary  
Parents &  
Guardians**



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Word cloud containing the following terms: help, health, reading, challenged, communication, sizes, art, physical, time, learning, science, interaction, smaller, curriculum, activities, teach, support, education, safety, music, mental, class, emotional, social, academic.



# Top Thoughts: 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 schools/teachers.

# What Matters Most to Middle School Parents & Guardians



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# Top Thoughts: 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.

# What Matters Most to High School Parents & Guardians



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achievement  
schedule  
parents  
social  
kids  
health college  
opportunities  
safety  
staff career help person  
course  
teaching  
quality  
counselors  
academic  
learning  
emotional  
planning support  
communication mental education  
class homework time  
sports



# Top Thoughts: High School Students

1. Help alleviate student stress and mental health issues: structure the bell schedule to have 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.

# What Matters Most to High School Students



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change schedule  
history district less teach start  
homework support  
help time  
sports sleep listen work class  
later assignments online  
mental stress health  
parents learning



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# Top Thoughts: DELAC and Parents of English Learners

1. Bilingual support and education for parents.
2. Social-Emotional support.
3. Enhance English Language Development (ELD) education.



# Top Thoughts: Special Needs Parents

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.

# Top Thoughts: Parents of Foster Youth



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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.



# Top Thoughts: 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.



# What Matters Most to PCIC

technology equal parents  
emotional support social  
equity help health teaching counselors  
families learning mental  
diversity academic curriculum  
time education program inclusive  
opportunities



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# Top Thoughts: 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.

# What Matters Most to Counselors

attendance health goals  
opportunities racially intervention  
collegecareer development support  
curriculum social mental  
families emotional resources  
leaders education program  
parents relevant  
training academic  
community  
counselors



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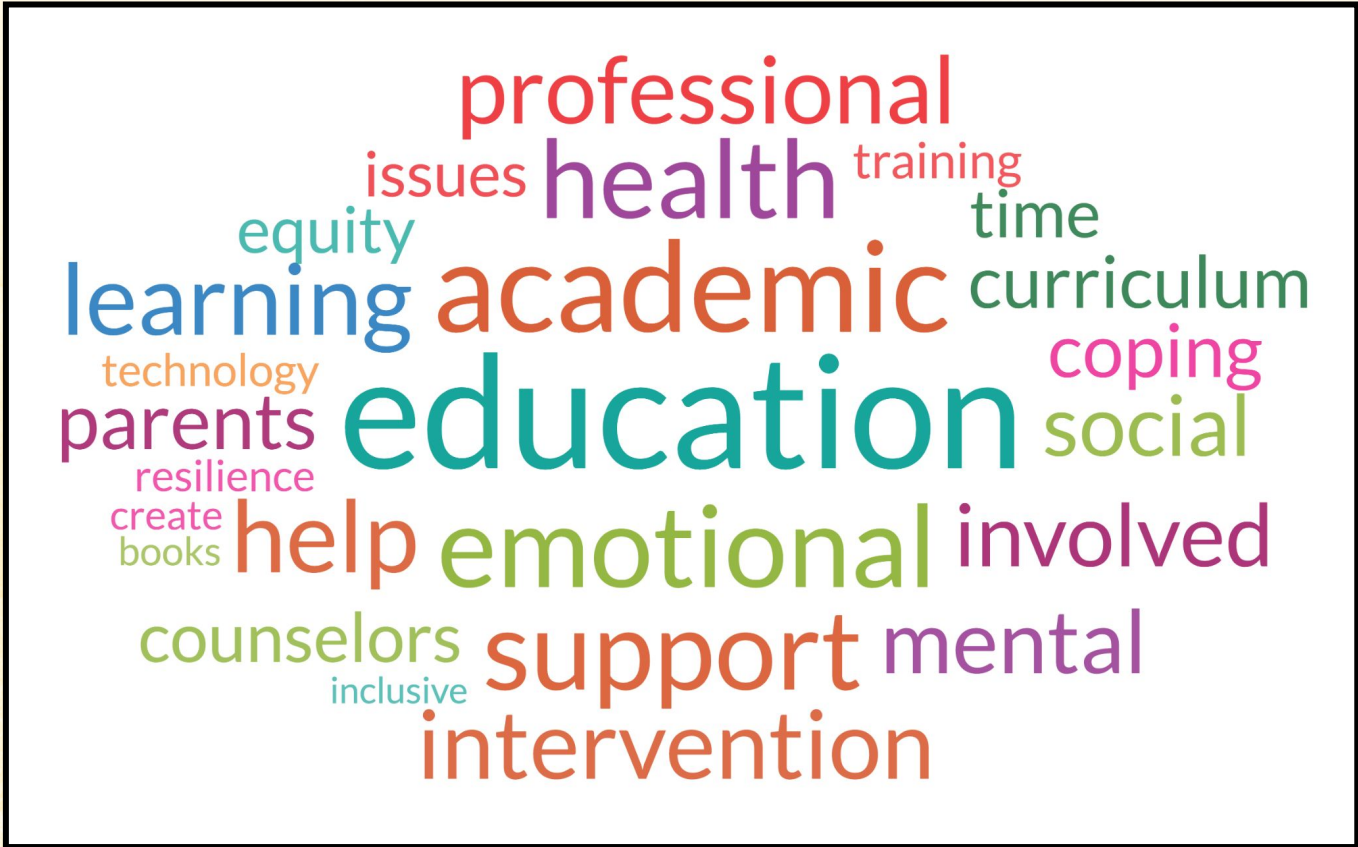
# Top Thoughts: CSEA

1. Provide professional development to 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 supports in place to support the mental, physical and educational health of students.

# What Matters Most to CSEA



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# Top Thoughts: 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.

**What Matters  
Most to  
LEA**



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classrooms  
intervention **pe** curriculum  
consistency **counselors** schoology  
parents  
prep **science** mental  
learning health  
teaching  
individual **technology** support  
training  
services **smaller** instruction  
class



# Top Thoughts: 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.



# What Matters Most to the Leadership Team



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support parents  
mental academic math  
early elementary equity  
counselors el english coping  
specialists reading emotional  
learning intervention health  
teaching social technology

# Top Thoughts: SEIU



1. Safety for students and staff.
2. Student curriculum that includes real-life skills, career skills and vocational training.
3. Professional development and training for both expertise and safety.



# Top Thoughts: LCAP Advisory Committee

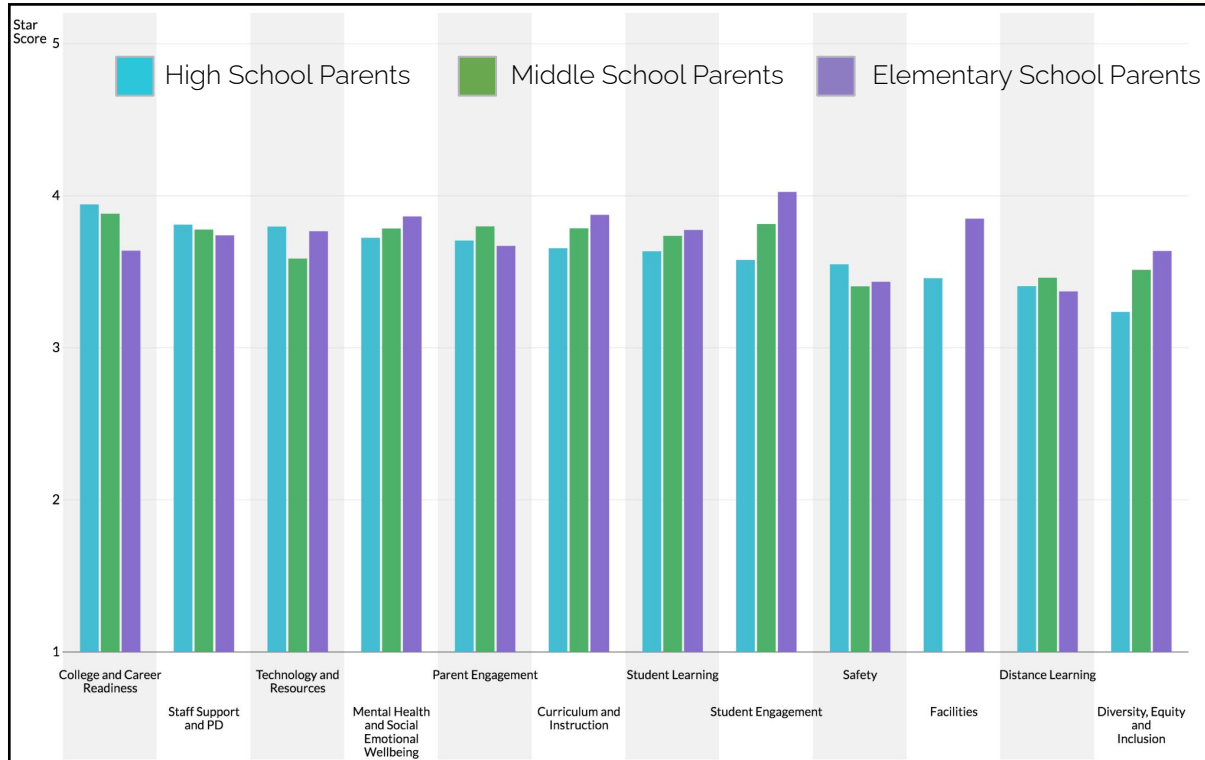
*The LCAP Advisory Committee identified the need for equity to be the foundation for all of our district's work.*

1. Social-emotional learning and support.
2. Timely academic intervention, including both during and after school hours, and during 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: Elementary, Middle and High School Parents



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# **LCAP Goal #1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

## Themes and Priorities:

- College & Career Readiness
- Curriculum & Instruction
- Distance Learning
- Student Learning
- Staff Support & PD

# LCAP Goal #1 - Themes and Priorities -

## *College & Career Readiness*



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- High school parents identified 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.



# LCAP Goal #1 - Themes and Priorities - *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.
- Elementary and middle school parents would like to see less homework and more hands-on learning opportunities for students.



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# LCAP Goal #1 - Themes and Priorities - *Curriculum & Instruction*

- Middle school parents, in particular, identified the need for elective options.
- 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.





# LCAP Goal #1 - Themes and Priorities - *Distance Learning*

- Parents would like to see the flexibility and adaptability around student learning that was developed during distance learning continue.
- Students and teachers expressed 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.



# LCAP Goal #1 - Themes and Priorities - *Student Learning*

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



# LCAP Goal #1 - Themes and Priorities - *Student Learning*

- 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 identified the need for qualified intervention support at all levels.

# LCAP Goal #1 - Themes and Priorities -

## ***Staff Support & Professional Development***



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- 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.



# LCAP Goal #1 - Themes and Priorities - *Staff Support & PD*

- Elementary parents recognized 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.

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

### Themes and Priorities:

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



# LCAP 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.



# LCAP Goal #2- Themes and Priorities - *Diversity, Equity & Inclusion*

- 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.



# LCAP Goal #2- Themes and Priorities - *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 see the added attention to sanitization during the pandemic maintained.

# LCAP Goal #2- Themes and Priorities -

## ***Mental Health & Social Emotional Wellbeing***



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- 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 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.

# LCAP Goal #2- Themes and Priorities -

# *Mental Health & Social Emotional Wellbeing*



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- All parent groups see the need for (additional) counselors at all grade levels.
- 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.



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# LCAP Goal #2- Themes and Priorities - *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 identify the need for students to have safe spaces on campus that can serve as a refuge or regrouping place during stressful times.



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# LCAP Goal #2- Themes and Priorities - *Safety*

- 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.



# LCAP Goal #2- Themes and Priorities - *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.

**LCAP Goal #3:** 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 and Priorities:

- Parent Engagement
- Student Engagement



# LCAP Goal #3 - Themes and Priorities - *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.





# LCAP Goal #3 - Themes and Priorities - *Parent Engagement*

- 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.



# LCAP Goal #3 - Themes and Priorities - *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.



# LCAP Goal #3 - Themes and Priorities - *Student Engagement*

- 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.
- Parents want to maintain low teacher-to-student ratios to foster student engagement and connection, especially at the elementary level.



# LCAP Goal #3 - Themes and Priorities - *Student Engagement*

- 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.

# Thoughtexchange Reports

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

- [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](#)

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