



AGENDA

I. OPEN MEETING

Chair Tom Colett

- A. Roll Call
- B. Call to Order

II. STRATEGIC PLANNING

Dr. Gustavo Balderas, Dr. Tammy Campbell- The Scholar First

III. CLOSE MEETING

Chair Tom Colett

- A. Adjourn

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

BSD Strategic Planning Process: Draft Core Values

December 2022

Draft Core Values

- **Belonging and Respect**

We center equity in our relationships, actions and outcomes. We honor the voices and dignity of our scholars and the members of our community. Individual identities are visible, celebrated, valued, and nurtured.

- **Community Connections**

We build on the strengths of our scholars, families, staff, and community members to connect with our local and global communities. We show care and respect for our community through service and gratitude.

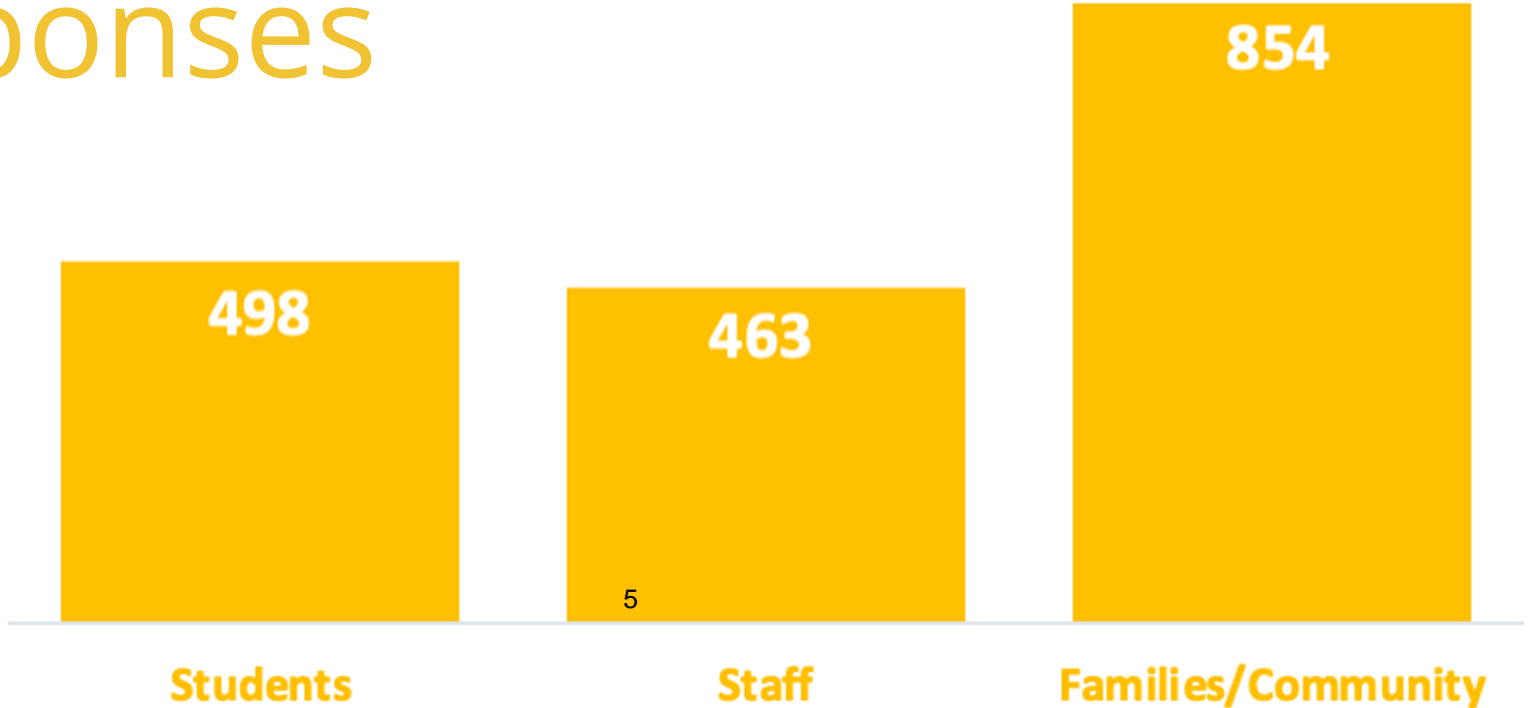
- **Academic Excellence**

We challenge each scholar with rigorous standards-based and relevant learning experiences. We provide quality feedback to each scholar that cultivates curiosity, engagement, critical thinking and a growth mindset. Together, we help each scholar envision and prepare for their future success.

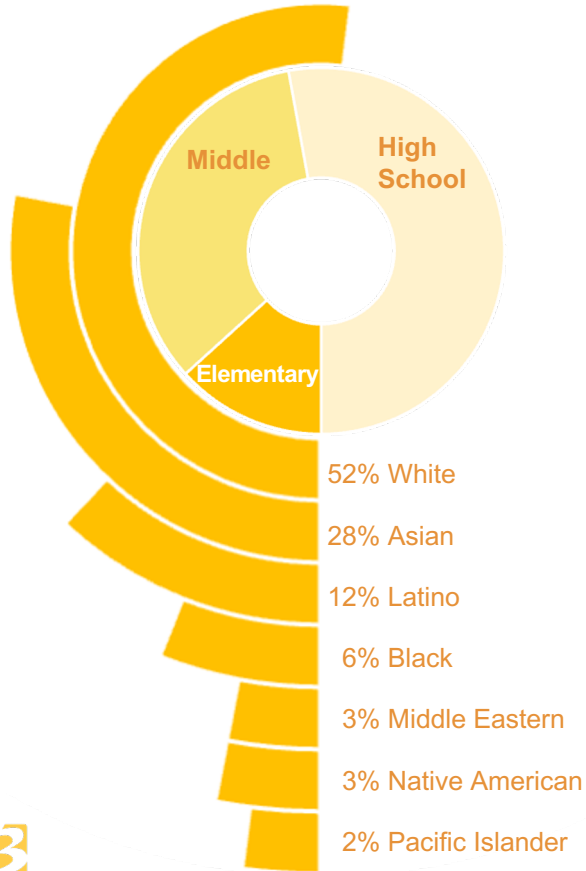
BSD Strategic Planning Process: Community Input & Preliminary Themes

December 2022

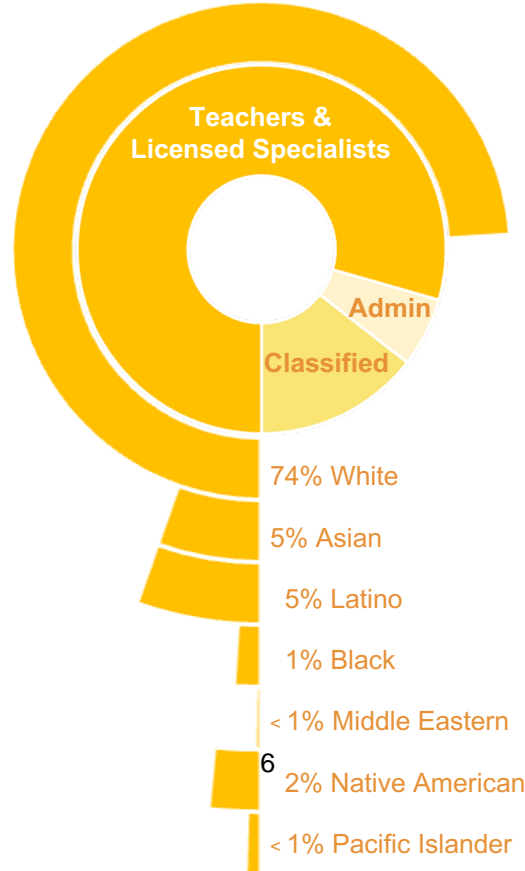
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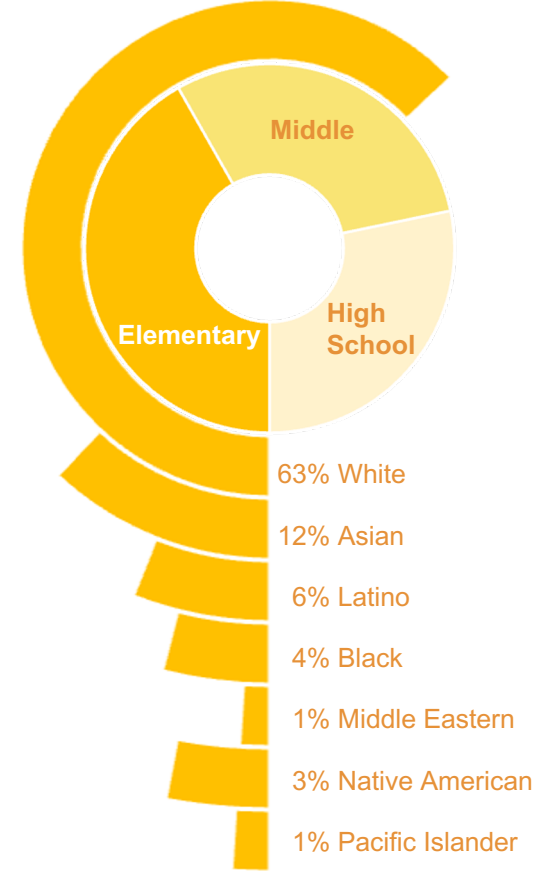
Students



Staff



Families



Student Input

Preliminary Major Themes

Question 1:

What are two or three specific things that are working to support student success at your school or in the district?

STUDENTS Q1

What's working to support student success?

- **Human relationships are a key foundation for student success**
- **Innovative programming creates support and fosters engagement**
- **Structures to support student ownership of learning provide a roadmap for learners**

STUDENTS Q1

What's working to support student success?

- **Human relationships are a key foundation for student success.**

“Teachers who are understanding and flexible with deadlines, teachers teaching in both a lecture and hands on style.”

“I feel like I am seen here, If something Involves me my opinion is asked for.”

“Strong teacher/student connections, along with engaging lessons and well divided work time.”

STUDENTS Q1

What's working to support student success?

- **Innovative programming creates support and fosters engagement.**

"A huge support network for those who need it, and making sure we know all of the resources available to us."

"Access to technology, resources, and support."

"Many choices of electives and CTE courses, hands-on experiences."

STUDENTS Q1

What's working to support student success?

- **Structures to support student ownership of learning provide a roadmap for learners.**

"Access to resources, caring teachers, and classes that I am interested in."

"We get to have fun during classes, I get to spend time with friends, and my teachers are willing to work individually with me to get me the help I need. The culture here is great."

"Great teachers, a wide range of extracurriculars, and good staff who take student-focused feedback to heart."

Question 2:

What are two or three specific things that need to improve to ensure student success at your school or in the district?

STUDENTS Q2

What needs to improve to support student success?

- **Prioritize human relationships and respect learning styles**
- **The school environment creates a context for learning**
- **Teacher alignment and consistency of grading, performance expectations will enhance student success**

STUDENTS Q2

What needs to improve to support student success?

- **Prioritize human relationships and respect learning styles**

"Preferably more interactive learning and also have every teacher that will push me to be better."

"Ways to voice our opinion and staff/teachers who listen and act on kids' questions, knowing that they can also improve."

"Better accommodations for students with different learning needs (1 on 1, group work, partner, quiet/loud spaces)"

STUDENTS Q2

What needs to improve to support student success?

- **The school environment creates a context for learning**
 - **Disruptions, lack of respect for staff, bullying, racism, vandalism**
 - **Effectiveness of building environment, discipline**
 - **Start times, length of class periods, commute time, after-school activities**

"School start time—for high school students, starting school at 7:45 a.m. is not healthy...Shifting the start time would support students' mental well-being, academic performance, and attendance."

"We need longer class periods, which could lead to more in-class learning opportunities and less time spent on doing classwork at home, improving the quality of learning in school itself and it could also be more encouraging for the students."

"The bathrooms at our school are constantly being closed. Some students always need to have access to a bathroom for medical reasons. It would be so much better if the school stopped closing the bathrooms."

"Something needs to happen with the terrible bullying situation. Kids are using racial and homophobic slurs on my bus every day. Also, the bathroom situation makes it difficult during bathroom emergencies."

STUDENTS Q2

What needs to improve to support student success?

- **Teacher alignment and consistency of grading, performance expectations will enhance student success**

"I feel better communication between teachers when assigning projects would improve things. This way they can coordinate big projects so that they are not all clumped up together in the same week or day, making it easier to manage time."

"The grading system needs to be simplified significantly. It is frustrating to even look at the aspect of grades, because each teacher uses two completely different grading softwares, or doesn't use one or the other. It is twice the amount of necessary work for teachers, and they already do a lot of work outside their scheduled hours. Using two completely different programs is a struggle for teachers, parents, and students alike."

"I think curriculum that is more adaptive to students' different academic levels would be more helpful. For example, accounting for different math levels in grade-mandatory classes would improve how the class flows."

Question 3:

If you had a magic wand and could make one change at school that would improve students' learning, what would it be?

STUDENTS Q3

If you could make one change, what would it be?

- **An engaging, safe culture that allows students to explore learning and develop capability**
- **Teacher and staff quality and efficacy**
- **Accountability and support for students struggling to be safe and respectful**

STUDENTS Q3

If you could make one change, what would it be?

- **An engaging, safe culture that allows students to explore learning and develop capability**

“Working on our community, making it a fun and safe one, learning and having more activities in depth on culture and identity.”

“If I had a magic wand, I would make a program that would guide my mind to a place where I'm comfortable learning at a slower pace without feeling like I'm just not smart enough. It would tell me it's okay, and show me my potential, and what I could become if I try a little harder.”

“With more breaks throughout the day, we only have a 30-minute lunch and 5-minute passing periods which are pretty much entirely used up getting to your next class.”

STUDENTS Q3

If you could make one change, what would it be?

- **Teacher and staff quality and efficacy**

“I would want to see more diversity in educators. Having a teacher that is like you and is someone that you can relate to, makes a big impact in education.”

“Having people and teachers that can help me when I ask or when I look like I need help.”

“I really believe the teachers care. At least my teachers; they truly appreciate input and care for what the students want to do and what the students feel will best suit them as well.”

STUDENTS Q3

If you could make one change, what would it be?

- **Accountability and support for students struggling to be safe and respectful**

“Sometimes students can make it hard for others to focus. better discipline in the classroom.”

“I think that we need more openness regarding student behavior and how we should act in school.”

“Staff to be willing to help when I report racial bullying, staff to investigate concerns, staff to be willing to hear what’s happening without punishing me...It was extremely scary being put in a situation with no staff or having a friend I felt safe with and being laughed at because of my skin which I can’t change.”

Staff Input

Preliminary Major Themes

Question 1:

What are two or three specific things that are working to support student success at your school or in the district?

STAFF Q1

What's working to support student success?

- **Staff in buildings to support student needs** e.g. Social Workers, Counselors, Student Success Coaches, Student Support Specialists, Academic Coaches, Bilingual Facilitators, Grad Mentors, Counselors
- **Dedicated staff**
- **Small class sizes**
- **Options for students** e.g. Middle School Options, CTE Programs, FLEX, College Credit Classes, AVID, Credit Recovery
- **Quality curriculum and resources and standards-based learning**

STAFF Q1

What's working to support student success?

- "The staff here at BSD truly care about the students."
- "We have a district comprised of many incredible educators, administrators, and support staff."
- "Having more adults in the building, they have been making great connections with students."
- "Weighted formula for staffing allocation ensures resources are directed to schools with the most high impact populations."
- "Standards Based Learning System with guaranteed access to grade level learning targets regardless of where students live in the district."
- "BSD offers a variety of opportunities for students to access, engage in, and pursue as a pathway to post HS success."
- "Our approach to assessment - Standards-Based Learning - has really improved learning outcomes for our students. Teachers now teach and assess student learning rather than behavior, and they are able to consider student strengths more effectively."

Question 2:

What are two or three specific things that need to improve to ensure student success at your school or in the district?

STAFF Q2

What needs to improve to support student success?

- **Training and consistency with curriculum**
- **Decrease class sizes**
- **Improve accountability for students and staff**
- **Improve support to ELL students**

STAFF Q2

What needs to improve to support student success?

- **Training and consistency with curriculum**

“Prioritizing hiring of teachers of color, improve teacher training for curriculum we have chosen in all elementary subject areas”

“Purging out of date materials and/or curriculum that does not align with BSD goals/vision. We need a rigorous reading curriculum and intervention program.”

“New/inexperienced teachers need more mentoring and support and need more guidance as to how to implement (and what to implement) in the district curriculum.”

STAFF Q2

What needs to improve to support student success?

- **Decrease class sizes**

“Class size at the high school level continues to be challenging for dual language programs; supporting 36 students in each class fills like you do not serve students with interrupted education nor the ones that have grown up in our system.”

“Real class size at middle level is often 32-36 in Core classes - this is too many students in one room - bad for kids from a SEL vantage point and teachers cannot effectively differentiate with these numbers”

“Class sizes are far too great. It is impossible to serve all the needs of our students with 30+ students per class. Also teachers need help with accommodations and modifications with the number of IEPs per class.”

“Smaller class sizes and more paras in the school and at least 1 for our 3 kinder classes and 1 for our 3 first grade classes. K is at 26 and 1st is at 29 with no dedicated Para.”

“Middle schools are struggling. The behavior is out of control. Disruptive students are hijacking the learning environment. There needs to be smaller class sizes. Class sizes of 34+ is not acceptable.”

STAFF Q2

What needs to improve to support student success?

- **Improve accountability for students and staff**

“Accountability for students actions as these impact on repeated negative situations”

“Consistency in accountability (related to teacher and administrator performance)”

“Having clearer expectations and accountability with student learning (i.e. have higher expectations)”

“The District also needs to have better accountability for administrators both at the schools and centrally, so that the entire district can function better and be more focused on ensuring student success.”

“Stronger reading/math curriculum that is easier for teacher to prep/teach. Lucy and Fosnot are difficult and miss kids. Curriculum: Reading program/support for kids with reading difficulties/dyslexia - but that would support all students.”

STAFF Q2

What needs to improve to support student success?

- **Improve support to ELL students**

“There need to be better tools for assessing basic reading and phonological processing skills in our ELL population.”

“Schools need to be tracking rate of progress in the development of English skills for our ELLs so that language development problems can be identified sooner and so that multiple years don’t go by before the student is critically behind their peers.”

“More focus on ELL learners and inclusion of all of our diverse learners.”

“We are also not meeting the needs of the ELL students - we need more Spanish liaisons to help with these kids and their parents.”

Question 3:

If you had a magic wand and could make one change at school that would improve students' learning, what would it be?

STAFF Q3

If you could make one change, what would it be?

- **Reduce class size**
- **Schedules and start times**
- **Increase professional development opportunities**
- **More support personnel**
- **Addressing student behavior**

STAFF Q3

If you could make one change, what would it be?

- **Reduce class size**

“Reduce class sizes. The fact that classes of 40 students (at least in high school) is now a common occurrence is a problem. It makes relationship-building, interventions and meaningful support of students unachievable.”

“ *Significantly* reduce class sizes/caseloads across the district. Significantly. Reduce. Class sizes.”

STAFF Q3

If you could make one change, what would it be?

- **Schedules and start times**

“High school start time needs to be later.”

“I would like to see hybrid schools with a combination of on-line and in-person learning, especially for HS students”

“The middle school schedule does not support student success and its burning out highly skilled and caring teachers. It is not developmentally sound and creates inequitable outcomes that are predictable.”

“Year-round school”

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STAFF Q3

If you could make one change, what would it be?

- **Increase professional development opportunities**

“More time to provide professional development for teachers. Our current calendar does not work. More professional development time for staff during contracted hours. Early release days possibly, that allow staff to attend PD.”

“Return to Early Release Wednesday”

STAFF Q3

If you could make one change, what would it be?

- **More support personnel**

“Having one dedicated, full time social worker for each elementary building. We are not a title school, but we have a lot of needs and only get our social worker for 50% of the time. They play an integral part with some of our most impacted families.”

“Mental health supports for all, educators, staff, and students as a requirement. Or teachers/staff paid what we deserve for all that we do for free.”

“I would add more staff in buildings to support both behavior and academics. We are being spread too thin and cannot do all that is being asked of us - even though we want to.”

STAFF Q3

If you could make one change, what would it be?

- **Addressing student behavior**

“Have accountability for behaviors in the classroom that disrupt learning for the rest of the students and that jeopardize safety physically and emotionally for students and staff.”

“Removing disruptive students from the classroom. Working with those students so they can be productive in the classroom instead of hijacking the learning of others. The middle school schedule needs to be changed.”

“Speedy and appropriate placement of students into special education programs or to receive special education support. To be clear, I am emphasizing APPROPRIATE placements and supports, in the context of "what's best for students".”

Family & Community Input

Preliminary Major Themes

Question 1:

What are two or three specific things that are working to support student success at your school or in the district?

FAMILIES / COMMUNITY Q1

What's working to support student success?

- **Teachers and school staff are genuinely invested in students' academic growth and social and emotional well-being**
- **Clear, consistent and frequent communication from teachers, principals and the district**
- **Increased focus on social-emotional learning**
- **Variety of options that allow for differentiated student learning**
- **Focus on equity and inclusion and its manifestation in classrooms**

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FAMILIES / COMMUNITY Q1

What's working to support student success?

- **Teachers and school staff are genuinely invested in the academic growth and social and emotional well-being of my child. They are committed to creating a supportive school climate that values all students, differentiates for their needs and embraces students as they are.**

“I am pleased with the welcoming attitude and environment at my elementary school. I feel that staff know me and my kids.”

“My children have very inspiring classroom teachers who work tirelessly to ensure their academic growth and social emotional well-being. They motivate them, celebrate their successes and challenge them to continue learning. During conferences it was obvious how deeply each teacher understood each of my children and that is such a huge blessing.”

“Teachers genuinely want to teach. My kids feel comfortable⁴³ and safe at school.”

FAMILIES / COMMUNITY Q1

What's working to support student success?

- **Parents appreciate the clear, consistent and frequent communication from teachers, school principals and the district via school newsletters, ParentSquare, ParentVue and Canvas. Knowing what's going on in schools encourages increased parent involvement and volunteering.**

“I appreciate communication from the teacher. I love the ParentSquare app for quick communication and notifications.”

“I appreciate the regular communication and newsletters from teachers and administrators. I love knowing what they're doing.”

FAMILIES / COMMUNITY Q1

What's working to support student success?

- **Parents recognize and appreciate the increased focus on social- emotional learning.**

“Thank you for all the work being done to try to navigate the dramatically changing world of screen-raised kids and pandemic socialization challenges.”

“My daughter's teacher and guidance counselor have been excellent in providing a strong foundation of support for her mental health as she has overcome multiple changes and challenges the last two years.”

FAMILIES / COMMUNITY Q1

What's working to support student success?

- **The district offers a variety of options that allows for differentiated student learning. (Examples: Option schools, dual credit, AP/IB, FLEX, CTE, SUMMA, TAG, AVID) Parents also appreciate the wide range of clubs, arts and athletic opportunities.**

“My student is not bored going to school when he has to attend his AP, dual credit and CTE classes.”

FAMILIES / COMMUNITY Q1

What's working to support student success?

- **Parents recognize and appreciate the focus on equity and inclusion and its manifestation in the classrooms through more ethnically inclusive lessons and resources (books, etc.)**

“I appreciate that the district is always striving for inclusion and equity, especially in these times when many districts are moving in the opposite direction. Even though the end result is larger class sizes for my kids, I still approve of this allocation of resources.”

Question 2:

What are two or three specific things that need to improve to ensure student success at your school or in the district?

FAMILIES / COMMUNITY Q2

What needs to improve to support student success?

- **Student behavior / disruption / lack of discipline (bullying / harassment)**
- **Move high school start times later**
- **Improve reading instruction**
- **Improve math supports**
- **Improve parent / teacher communication and parent engagement**
- **Increase mental health supports**

FAMILIES / COMMUNITY Q2

What needs to improve to support student success?

- **Student behavior / disruption / lack of discipline (bullying / harassment)**

“...My middle school student often complains about the behavior of other students in the class who are very distracting.”

FAMILIES / COMMUNITY Q2

What needs to improve to support student success?

- **Move high school start times later**

“This is supported by reams of empirical, peer-reviewed science in regards to multiple types of outcomes (health, academic, safety, and more).”

FAMILIES / COMMUNITY Q2

What needs to improve to support student success?

- **Improve reading instruction**

“Use a phonics first approach in early elementary, and stop using Units of Study...”

FAMILIES / COMMUNITY Q2

What needs to improve to support student success?

- **Improve math supports**

“Access to math support. 6th grade was structured as college - lecture, only email access to teacher, homework not reviewed by teacher and then tested. 7th grade has been better, but only 1 day of after school help offered. Classes feel too busy to ask questions - need more structured time open for students to ask questions.”

FAMILIES / COMMUNITY Q2

What needs to improve to support student success?

- **Improve parent / teacher communication and parent engagement**

“Assignments need to be graded promptly and the work returned with comments either on paper or electronically. Often work takes weeks to be graded and/or is not returned, so I cannot coach my student on how to improve. Consistent use of the electronic tools is needed, so I can know what tasks my student has outstanding.”

FAMILIES / COMMUNITY Q2

What needs to improve to support student success?

- **Increase mental health supports**

“My child had three different counselors in her four years. Kids are struggling and need more mental health attention.”

Question 3:

If you had a magic wand and could make one change at school that would improve students' learning, what would it be?

FAMILIES / COMMUNITY Q3

If you could make one change, what would it be?

- **Decrease class size**
- **Focus on learning**
- **Later start times**
- **Strong discipline**
- **Improve reading curriculum**
- **Improve teacher quality**

FAMILIES / COMMUNITY Q3

If you could make one change, what would it be?

- **Decrease class size**

“Smaller class sizes. I really feel that when teachers can connect and get to know students, those important relationships are built and are able to better support student needs.”

FAMILIES / COMMUNITY Q3

If you could make one change, what would it be?

- **Focus on learning**

“Academics, accountability and higher expectations for the kids. The new wave of ‘no right or wrong answer’ makes me worried that we’re not challenging students and are robbing them of the change to feel empowered and able minded.”

FAMILIES / COMMUNITY Q3

If you could make one change, what would it be?

- **Later start times**

“All teens should start school no earlier than 8:30 AM.”

FAMILIES / COMMUNITY Q3

If you could make one change, what would it be?

- **Strong discipline**

“My kids come home daily and talk about all of the disruptions that happen in their classes, in the hallways, etc. due to poor behavior. This is really affecting the quality of their education.”

FAMILIES / COMMUNITY Q3

If you could make one change, what would it be?

- **Improve reading curriculum**

“The most important thing is that we need to switch to scientifically proven methods of teaching our kids to read and write.”

FAMILIES / COMMUNITY Q3

If you could make one change, what would it be?

- **Improve teacher quality**

“Make teachers more accountable for engaging kids to learn. There are some REALLY great teachers; however, there are some really bad teachers.”

Q1 ALL GROUPS

What's working to support student success?

STUDENTS

- Human relationships are a key foundation for student success
- Innovative programming creates support and fosters engagement
- Structures to support student ownership of learning provide a roadmap for learners

STAFF

- Staff in buildings to support student needs
- Dedicated staff
- Small class sizes
- Options for students
- Quality curriculum and resources and standards-based learning

FAMILIES & COMMUNITY

- Teachers and school staff are genuinely invested in students' academic growth and social and emotional well-being
- Clear, consistent and frequent communication from teachers, principals and the district
- Increased focus on social-emotional learning
- Variety of options that allow for differentiated student learning
- Focus on equity and inclusion and its manifestation in classrooms

Q2 ALL GROUPS

What needs to improve to support student success?

STUDENTS

- Prioritize human relationships and respect learning styles
- The school environment creates a context for learning
- Teacher alignment and consistency of grading, performance expectations will enhance student success

STAFF

- Training and consistency with curriculum
- Decrease class sizes
- Improve accountability for students and staff
- Improve support to ELL students

FAMILIES & COMMUNITY

- Student behavior / disruption / lack of discipline (bullying / harassment)
- Move high school start times later
- Improve reading instruction
- Improve math supports
- Improve parent / teacher communication and parent engagement
- Increase mental health supports

Q3 ALL GROUPS

If you could make one change, what would it be?

STUDENTS

- An engaging, safe culture that allows students to explore learning and develop capability
- Teacher and staff quality and efficacy
- Accountability and support for students struggling to be safe and respectful

STAFF

- Reduce class size
- Schedules and start times
- Increase professional development opportunities
- More support personnel
- Addressing student behavior

FAMILIES & COMMUNITY

- Decrease class size
- Focus on learning
- Later start times
- Strong discipline
- Improve reading curriculum
- Improve teacher quality