



Vision 2025



**Strategic Plan
Overview 2021-2025**

LLESD Strategic Vision 2021-2025

Inclusive.

Engaging.

VISION 2025 Build upon excellence in
our District to create a model public
education experience that is:

inclusive
engaging
inspiring

for all LLESD students as a foundation for
their lifelong learning & future success.

For more information or to view the
full plan, please visit: www.llesd.org

At the time of this report, the LLESD
DEI Working Group was still ongoing
and forming recommendations that will
be integrated into the Strategic Plan
during implementation 2021-2025.

GOAL 1. INSPIRATIONAL EDUCATION

Foster opportunities to enhance LLESD's educational offerings to increase engagement & inclusion for all students, teachers, staff.



GOAL 2. SEL & WELLNESS

Ensure equitable access to robust resources that promote social & emotional learning (SEL) and health for all students, teachers, staff.



GOAL 3. PROFESSIONAL DEVELOPMENT

Provide meaningful & effective professional development to support LLESD strategic vision.

GOAL 4. ENGAGEMENT & COMMUNICATIONS

Strengthen stakeholder engagement and strategic communications to support student success.

GOAL 5. FACILITIES & INFRASTRUCTURE

Invest in facilities and infrastructure to support strategic vision.



During 2020-2021 school year, Las Lomas Elementary School District (LLESD) completed a collaborative strategic planning process to build upon a tradition of excellence in the District and to guide its next chapter of growth and opportunities for the students it serves. The process included:

- 25-person task force, which met monthly to review stakeholder input, conduct research, and recommend ideas based on:
 - 3 rounds of community collaboration collected through 7 live input sessions at the beginning, middle, end of the process with:
 - Trustees
 - Administrative Leadership
 - Teachers & Staff
 - Parents & Community
 - 285+ responses to 3 community-wide surveys, which were distributed in English & Spanish during the 2020-2021 school year
 - Personal outreach by native-language speakers to gather input from 80+ families for whom English is a second language
- Trustees and community received more than 10 updates throughout the year at public school board meetings regarding planning process
- Task Force recommendations for goals and objectives were adopted by the LLESD Board of Trustees on June 10, 2021.

For more information and updates,
please visit: www.llesd.org.

Facilitation services provided by: LivingStrategy.net





Las Lomas Elementary School District Vision 2025 | Strategic Plan

Adopted by the LLESD Board of Trustees
June 10, 2021

Las Lomas Elementary School District | Strategic Planning Task Force 2020-2021

Dr. Beth Polito – Superintendent

Molly Finn – Trustee

Dana Nunn – Trustee

Olivia Betancourth – Payroll Specialist

Steve Fuentes – Chief Business Officer

Jeff Honda – Information Technology

Joyce Massaro – Operations

Shannon Potts – Assistant Superintendent

Monica Salas – Assistant to the Superintendent

Robin Spindler – Student Services

Tracey Weigand – Behavior Specialist / CSEA

Facilitators: Lana Guernsey & Gilbert Wai | Living Strategy

Las Lomas Elementary School

Anna Buxbaum – PTA

Alain Camou – Principal

Deanna Celis – Admin Assistant / CSEA

Nicole Lycett – Teacher

Linda McGhee – Teacher

Jean Shen – PTA

La Entrada Middle School

Rob Cardinale – Teacher / LLEA

Sonya Dineen – Assistant Principal

Heather Hopkins – PTA

Mark Jones – Principal

Adrienne Philippe – Assistant Principal

Tanya Rianda – Teacher / LLEA

Las Lomas Education Foundation

Kim Jacobson – Foundation Representative

Laurel Sevier – Foundation Representative



STRATEGIC GOALS

VISION 2025

Build upon excellence in our District to create a model public education experience that is:

**Inclusive
Engaging
Inspiring**

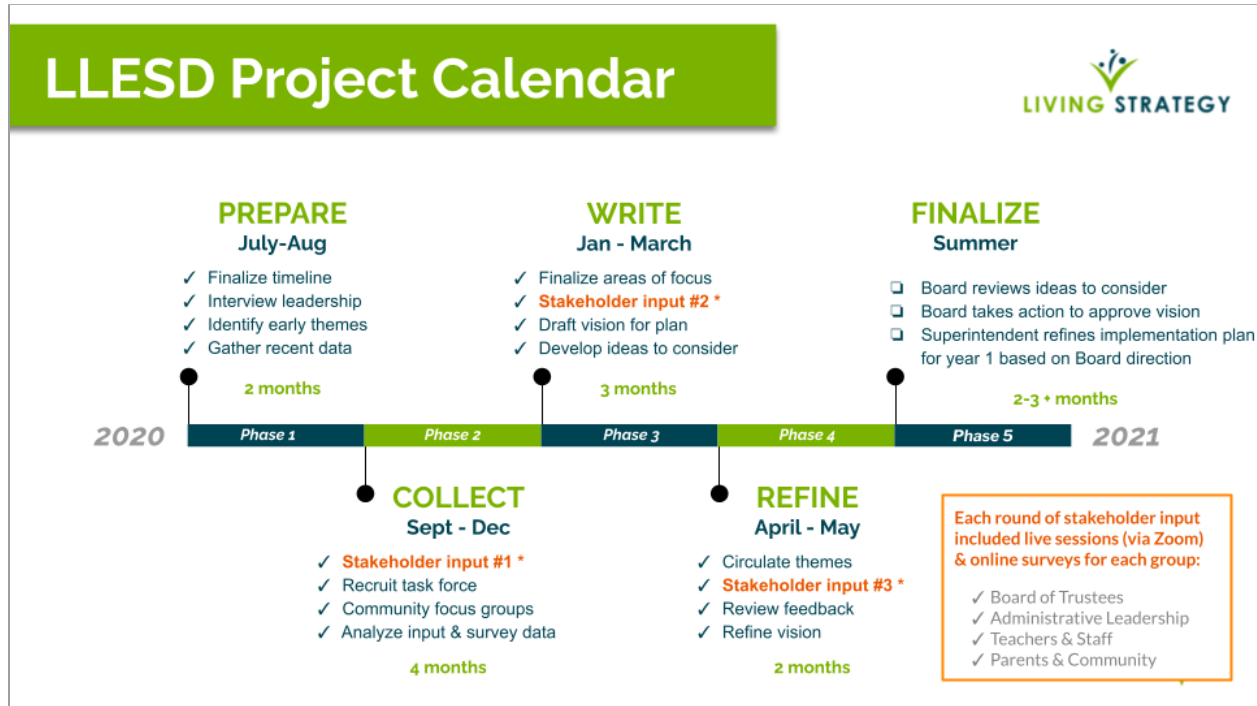
for all LLESD students as a foundation for their lifelong learning & future success.

1. Foster opportunities to enhance LLESD's educational offerings to increase engagement and inclusion for all students, teachers, and staff
2. Ensure equitable access to robust resources that promote social & emotional learning (SEL), mental health, and overall wellness for all students, teachers, and staff
3. Provide meaningful and effective professional development (PD) to support LLESD strategic vision
4. Strengthen stakeholder engagement and strategic communications to support student success
5. Invest in facilities and infrastructure to support LLESD strategic vision

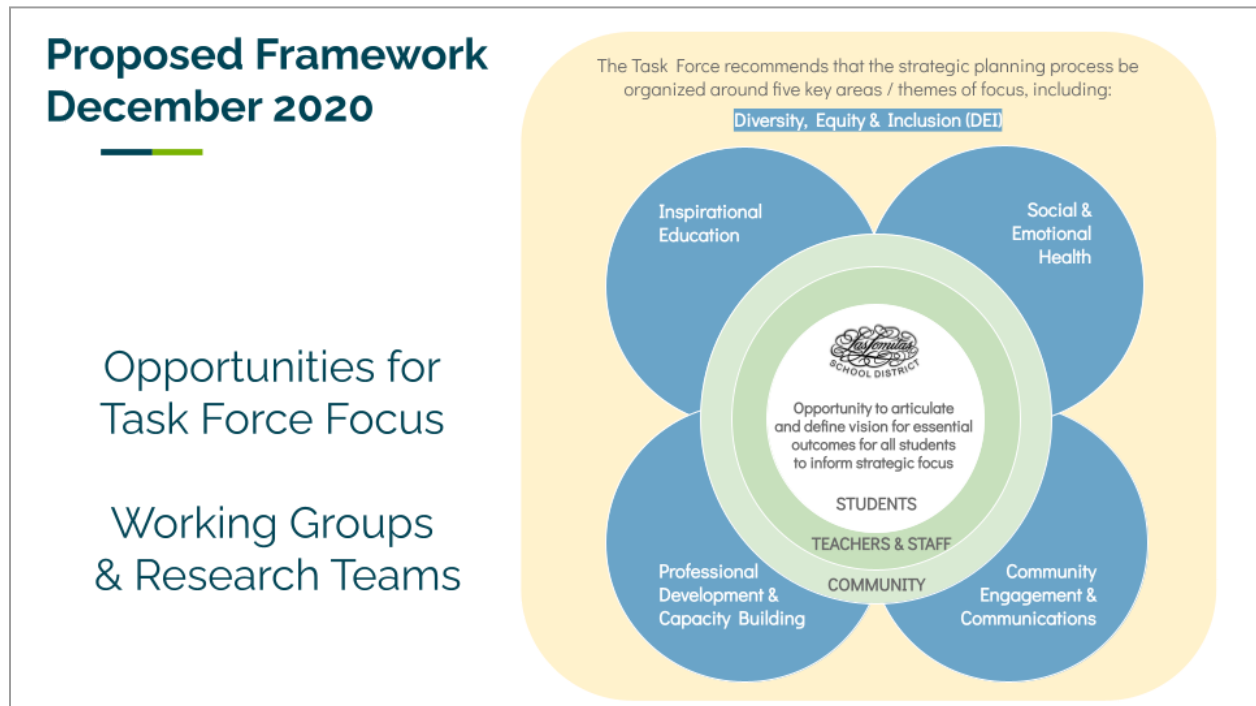
In addition, outcomes from the ongoing DEI Working Group will be integrated during implementation planning.

Introduction & Overview. During the 2020-2021 school year, the Las Lomitas Elementary School District (LLESD) completed a collaborative strategic planning process to build upon a tradition of excellence in the District and guide its next chapter of growth and opportunities for students:

- Engaged outside consultants to support and facilitate strategic planning process, as well as design and manage project calendar and collect initial input from Trustees & Leadership
- Formed 25-person task force, which met monthly to review stakeholder input, discuss ideas, conduct research, and recommend ideas
- Completed 3 rounds of community collaboration through 7 live input sessions at the beginning, middle, and end of the planning process during which all members of the following stakeholders were invited to participate: Trustees | Admin Leadership | Teachers & Staff | Parents & Community
- Received 285+ responses to 3 community-wide surveys distributed in English & Spanish
- Contacted more than 80 families for whom English is a second language with District leaders who were native speakers to ensure engagement across the LLESD community in planning input
- Provided 10+ updates and interactions with LLESD Trustees throughout the year at public school board meetings regarding planning process, progress, updates for iterative input & comment
- Supported Task Force teams to generate ideas to consider and synthesized final reports



Emerging Themes. During Phase 2, the Task Force team members identified 5 possible areas for research and development and formed sub-teams to explore these themes:



Working Groups Formed. Following Board review of the proposed framework, the Task Force divided into four working groups focused on the blue circles shown and the District formed an independent working group to focus on Diversity, Equity, and Inclusion (DEI). In addition to the DEI working group that will formulate ideas to consider, each Task Force research team identified and included opportunities to increase equity, access, and inclusion in each area of focus and in their reports.

DEI Working Group Ongoing. At the time of this report, the DEI Working Group was still ongoing and recommendations from their efforts will be presented for review and consideration when ready and integrated into the strategic plan during its implementation phases from 2021-2025.

Final Plan & Key Recommendations. The Task Force research efforts resulted in a proposed strategic vision that encourages LLESB to make strategic investments of time and resources over the next five years to accomplish the following strategic vision and goals. These goals and recommendations were presented for Board review and adopted on June 10, 2021.

Additional information regarding each goal, ideas to consider, and potential next steps were provided in reports from each Task Force Team (links to each team report appear at the end of this plan). To provide a high-level overview of key suggestions from each report, the facilitators have provided an index of ideas to consider on the following pages.

Facilitator Observations. It should be noted that this strategic planning process took place during a time of significant disruption due to the COVID-19 global pandemic. Task Force meetings, Focus Groups, and Teacher & Community input were all collected online and meetings were held virtually on Zoom via online video. The impact and exhaustion experienced globally as a result of the pandemic is not to be underestimated at the time of this report. And while many of these ideas are both inspirational and energizing, we also understand that there will be a period of time and adjustment recovery with transition as the world returns to in-person learning, events, and community building. Therefore, as your facilitators, we applaud LLESB for its commitment to the importance of long-term planning during this time and encourage the District to continue to collaborate with stakeholders and stage potential initiatives based on available time, energy and resources for new initiatives during pandemic recovery.

As with most strategic plans -- and especially so in high-performing school districts such as LLESB -- a long-term strategic plan does not represent a complete list of all activities and initiatives that will take place during the horizon of the strategic plan. Instead, the ideas contained in this report for strategic direction are meant to provide high-level, long-term guide posts to help focus, implement, and track opportunities aligned with student needs and stakeholder interests across multi-year initiatives and beyond any single year goals and objectives. For these reasons, the plan at this stage is intentionally broad and visionary with opportunities for refinement, iterations, and adjustments as implementation begins and internal or external contexts might change.

Accountability & Implementation Tracking. To help provide a framework for more detailed implementation planning and tracking, we have included a potential format for annual and / or quarterly review.

- **Annual Plans.** We recommend annual strategic action plans aligned with Board approved goals to be developed by the Superintendent and site leadership and shared with and collaboratively implemented across the District school sites and with teachers and staff.
- **Tracking Success.** We also recommend that as more specific annual goals and implementation plans are clarified that LLESD should collect and report accomplishments from across the District aligned with the key goals and areas of focus to track progress over time and adjust the plan accordingly, including review and consideration of realistic goals and availability of sufficient resources to start new projects or sustain progress.
- **Revising the Plan.** To ensure that plan remains current and relevant, we recommend a formal annual review of the plan at least once per year to review past accomplishments and guide next steps and action items.
- **Community Updates & Transparency.** We recommend an annual review and celebration of strategic planning accomplishments, including recognition of teachers, staff, and community leaders who make significant contributions toward helping the Board and the District achieve its goals. We suggest that formal opportunities to review the plan, acknowledge progress, and adjust when needed be formally incorporated into the governance calendar for discussion, recognition, goal setting, and stakeholder updates at public meetings.
- **Mission, Vision, Values & Student Outcomes.** Trustees have expressed interest in and have scheduled a 2021 summer discussion session to provide additional time for reflection and possible refinement of the LLESD mission, vision, values, and profile of a graduate. Once complete, these conversations might also help Board and Leadership to inform and refine implementation opportunities.

A more detailed list of implementation opportunities and potential timing brainstormed during the planning process has been shared and discussed with Superintendent Dr. Beth Polito to support her refinement and development of action plans following Board direction and adoption of the high-level strategic goals. We anticipate starting this work in collaboration with Trustees and administrative leadership during Summer 2021 and for continued conversation and collaboration with broader community stakeholders, including teachers, staff, and parents when school resumes Fall 2021.

Dr. Beth Polito, Superintendent

Recommendations from Team Reports to be Refined during Implementation

Team Report #1 | Ideas to Consider

To achieve the goals and objectives listed above for this initiative, we recommend the School Board, Administration, Teachers and Staff consider the following opportunities to improve LLESB:

Goal #1. Foster opportunities to enhance LLESB’s educational offerings to increase engagement and inclusion for all students, teachers & staff

Objectives to Achieve

- **Excite and inspire students and teachers** -- intellectually, culturally & emotionally, which we hope will lead to program changes and offerings that increase student collaboration, empathy, resourcefulness, and inventiveness
- **Identify and amplify inspiring and engaging practices** -- implemented by LLESB teachers and others outside LLESB for continuous improvement and to support student success, including but not limited to integration or prioritization of
 - **inquiry-based skills** (design and prototyping)
 - **science-focused content areas** (STEAM, computer science, robotics)
- **Increase subject-matter integration across the curriculum** -- and across grades using culturally responsive instruction
- **Create a more equitable & inspiring learning environment** -- based on the interests and needs of our students and teachers, to provide both appropriate support and challenge, while invoking a dynamic and stimulating educational approach and evoking a sense of belonging.

Ideas to Consider	Opportunities for Implementation
<p>1.1 Build in Subject Matter Team Time</p>	<ul style="list-style-type: none"> ● Build in subject matter team time to plan beyond the curriculum and to coordinate within grades and across grades, then connect to District Professional Development plans for staff. ● Integrate across grade levels during weekly team meetings and create time and space during the school year for coordination and integration of insights. ● Explore ideas within a grade level outside of regular grade level meetings.

<p>1.2 Integrate Subjects Across Curriculum</p>	<ul style="list-style-type: none"> ● Increase subject-matter integration across the curriculum, grades & campuses to encourage collaboration, inspire innovation, and connect students, teachers and community members ● Integrate art, science, and social studies as more of an issues- / inquiry- based instruction and consider potential for integration in any future curriculum adoptions / vertical articulation across grades. ● Identify and introduce District-wide, multi-disciplinary theme(s) for curricular focus (thematic education) to be driven by students. <ul style="list-style-type: none"> ○ Examples: DNA, space, culture, water... ○ Short- / near-term: Create mechanism and structure for thematic learning in Year 1 to be implemented and launched in Year 2 with plan for student-centered / student-driven exploration of initial theme(s) ● Look beyond standards to engage students and teachers in conversations about current events and modern problems relevant and engaging to them. For example: <ul style="list-style-type: none"> ○ School sustainability programs ○ Social justice ○ Feelings of belonging and inclusion
<p>1.3 Explore “Design & Prototyping”</p>	<ul style="list-style-type: none"> ● Design and implement “Technology and Design for Creative Thinking” course (Play-Think Lab) at La Entrada (grades 4-5) and build upon / expand into other classrooms / grades / sites. ● Create an inspiring learning environment by increasing hands-on, inquiry-based learning & “Design & Prototyping” opportunities across the curriculum and at every grade level to increase making, resourcefulness and inventiveness. ● Incorporate “Design & Prototyping” time into the school day at all grade levels to increase subject engagement, inspire creativity, encourage innovation, and ignite community, teacher & student passions. ● Create a program for “Design & Prototyping” as a way to engage students and teachers across subjects (see Appendix 1B).
<p>1.4 Build a more inclusive and culturally responsive learning environment</p>	<ul style="list-style-type: none"> ● Design and implement “Global Citizenship” program at Las Lomitas (K-3); build upon / expand into other classrooms / grades / sites. ● As described in the District’s Board Policy, review California Content Standards and History Social Science Frameworks to inform evaluation and adoption of instructional materials. ● Review the District’s currently adopted history / social science materials through a Diversity, Equity, and Inclusion lens to establish the mindset for materials review. ● Explore, pilot, and recommend for adoption history / social studies instructional materials that consider multiple perspectives and celebrate various points of view to spur the evoking of a positive sense of self, belonging, and empathy among students, staff, and community members.

<p>1.5 Expand Science / STEAM offerings</p>	<ul style="list-style-type: none"> • Continue to support implementation of recently adopted science curriculum and instructional materials. • Add, support, and expand programs for students to accelerate their journey as scientific problem solvers. • Explore and recommend fun and rigorous science, computational thinking, and technology programs, such as: Computer Science, and / or robotics to provide more depth and choice in STEAM learning.
<p>1.6 Create pop-up experiences / workshop opportunities for student & staff exploration</p>	<ul style="list-style-type: none"> • Create “pop-up” experiences to provide opportunities for additional voice and choice, and exploration of new skills, materials, and areas of interest. • Pop-up experiences are short extracurricular workshops, special sessions, offerings that could take place during special times in the school day or the school year, or even as extracurricular offerings on campus after school. • In pop-ups, interactivity is key: they are not about formal instruction, they are about discovery and hands-on learning and would be designed to offer: <ul style="list-style-type: none"> ○ students an opportunity to engage in new material or activities not typically covered in the traditional curriculum ○ teachers / staff / community members space to develop, prototype, and explore areas of interest and personal passions as well as new approaches to teaching & learning • To begin, identify opportunities for short-term pop-up pilots in years 1-2 and formalize the program in later years.

Team Report #2 | Ideas to Consider

To achieve the goals and objectives listed above for this initiative, we recommend the School Board, Administration, Teachers and Staff consider the following opportunities to improve LLESB:

Goal #2. Ensure equitable access to robust resources that promote social & emotional learning (SEL), mental health, and overall wellness for all students, teachers, and staff	
<u>Objectives to Achieve.</u>	
<ul style="list-style-type: none"> ● Implement programs, systems, structures, curriculum & community-building practices that foster social-emotional learning (SEL), mental health, and overall wellness for all students, teachers, and staff. ● Identify ways to reduce disparities and increase equity around wellness and supportive resources. ● Reduce stress, improve mental health, enhance emotional well-being. ● Increase the toolkits of our teachers, staff, and families to address these concerns and maximize learning in classrooms and beyond. 	
Ideas to Consider (First Priority)	Opportunities for Initial Implementation (Years 1-2)
2.1 Expand and enhance access to counseling services at each campus	<ul style="list-style-type: none"> ● Expand mental health, counseling and support services to ensure both school sites have access to professional services and resources, including when possible access to full-time counselors on-site (including coffee chats with specific groups).
2.2 Support identification and implementation of SEL curriculum at each site and coordinated across the District with strong link to DEI	<ul style="list-style-type: none"> ● Support ongoing LLESB efforts to identify, evaluate, and implement consistent, long-term SEL curriculum offerings, programs, and supports. ● Host Roundtable discussions among District staff & conduct needs assessment to identify best approach to identify and implement curriculum and shared language with a strong SEL link to support and increase diversity, equity, and inclusion.
2.3 Support students where they are to meet individual needs, thrive in their classrooms, reduce disparities, and provide early intervention in general education classrooms	<ul style="list-style-type: none"> ● Reduce disproportionality for students in identified groups to ensure that all students receive as much support as possible in general education classrooms. ● Reduce unnecessary referrals to special education and increase time and resources for additional supports and early interventions in the general education setting. ● Incorporate curriculum and training to support English language learners in the classroom to increase inclusion and effective learning.

Other Ideas	Opportunities for Longer-Term Implementation
<p>2.4 Provide training and create time during school day to implement wellness & mindfulness practices for personal wellness and mental health</p>	<ul style="list-style-type: none"> ● Create shared language for SEL, mental health and wellness that is common and consistent across classroom levels and District-wide (with students, staff, families). ● Provide professional development for teachers, staff, students and community on mindfulness and wellness. ● Wellness -- For students and staff: offer training and practice time to support wellness, mindfulness, community connections, mental health, emotional health, physical health and post-trauma support for COVID-19 recovery. <ul style="list-style-type: none"> ○ Consider opportunities to increase access to movement & physical activities for all students & staff at all fitness levels during school day or after school. ● Mindfulness -- Create opportunities to integrate mindfulness practice, wellness moments and movement into curriculum, classroom practices, and school day for all students and staff.
<p>2.5 Improve climate and culture to increase feelings of safety, inclusion, and connection for all</p>	<ul style="list-style-type: none"> ● Assess and review CA Healthy Kids Survey and others to identify action items. ● Offer education on cultural differences to create a more inclusive culture. ● Consider what “Courageous Conversations” might look like in 3rd and 5th grade classrooms to create a culturally sensitive environment and integrate into District programs. ● Identify and implement educator resources to create safe and inclusive environments for all students. <i>For example: honor and support all types of diversity, including: cultural, ethnic, socio-economic, learning differences, living environments, and geographic areas of origin.</i>
<p>2.6 Develop Parent Education Program focused on Social-Emotional Learning and Health</p>	<ul style="list-style-type: none"> ● Create shared language, and other tools to support what happens at school (SEL, mindfulness). ● Explore parent education to engage with parents on diversity, inclusion, and SEL support.

Team Report #3 | Ideas to Consider

Goal #3. Provide meaningful & effective professional development (PD) to support LLESD strategic vision

Objectives to Achieve.

- Provide staff, students, and community with opportunities that will be forward-thinking, address District needs, help to retain top-quality staff, and enhance professional and personal skills and knowledge.
- Professional Development efforts will be designed to be inclusive of all LLESD stakeholders and will include thoughtful exploration of diversity, equity, and inclusion frameworks.
- The format and content will include personalized training options that align with staff goals, thoughtfully implemented programs that consider best practices, and take adult development into consideration (timing and format), focusing on DEI needs and response to crisis / trauma in Year 1.

Ideas to Consider	Opportunities for Implementation
<p>3.1 Explore best practices in 21st Century PD and leadership training</p>	<ul style="list-style-type: none"> ● Explore best practices in 21st Century PD and leadership training to enhance our teachers’ and staff’s personal and professional skills and knowledge. Craft professional learning calendar with assigned time and resources based on best practices (District Leadership team with craft draft calendar to be shared with site leadership teams prior to publishing). ● Create a Professional Learning manifesto, including mission, components, formats, and pathways (District Leadership team will craft PD manifesto to be shared with site leadership teams prior to publishing). ● Establish and market Summer Institute of professional learning organized like university offerings with requirements / options.
<p>3.2 Develop pathways plan for cross-training and position transitions</p>	<ul style="list-style-type: none"> ● Develop a staff survey to gather interest in cross-training and position interests. ● Investigate flexible and easily accessed credentialing opportunities for hard-to-hire-for positions. ● ABA training for key staff.

<p>3.3 Review key practices informed by DEI</p>	<ul style="list-style-type: none"> ● Complete DEI informed review of key practices — such as homework, assessment, course assignment, retention, SST, behavior intervention — to inform professional learning needs. ● Continued support for district DEI team and associated movie / book club activities open to all district staff. ● Select and implement anti-racist training / cultural awareness / child development training for all staff and parent education opportunities.
<p>3.4 Link evaluation and professional learning with an annual learning plan</p>	<ul style="list-style-type: none"> ● Link evaluation and professional learning explicitly with an individual, annual learning plan that outlines all mandatory / optional professional learning. ● Organize topics and identify times for which staff may be more self-directed (time management, leadership skill development...) in their development efforts.
<p>3.5 Implement Leadership Development Program</p>	<ul style="list-style-type: none"> ● Implement Leadership Development program established in 2021 with Stanford Graduate School of Education and local school district partners in order to provide leadership skill development, mentorship, capacity building, and cross-district collaboration with an emphasis on learning recovery and equity. ● Explore various leadership development programs with Stanford, ACSA, and LMU. ● Review and consider changes in the admin coaching model.

Team Report #4 | Ideas to Consider

To achieve the goals and objectives listed above for this initiative, we recommend the School Board, Administration, Teachers and Staff consider the following opportunities to improve LLESD:

Goal #4. Strengthen stakeholder engagement and strategic communications to support student success	
<u>Objectives to Achieve.</u>	
<ul style="list-style-type: none"> ● Enhance students’ academic achievement, social-emotional well-being & role as productive global citizens <ul style="list-style-type: none"> ○ Deliver consistent, timely, culturally responsive communications that promote family & staff engagement ○ Foster relationships, trust, and collaboration among all district stakeholder groups. 	
Ideas to Consider	Opportunities for Implementation
4.1 Create and implement LLESD communications plan, including actionable initiatives for Year 1	<ul style="list-style-type: none"> ● Identify dedicated resources to support communications & engagement. ● Determine the overarching messages that should be present in all site / district / board communications. ● Evaluate and coordinate LLESD’s systems of communications (including intra-district communications) for content management, learning management, student information, mobile apps, notifications. ● Determine the types of technology LLESD stakeholders use in order to reach everyone / hear all voices. ● Focus on making communications personal through the inclusion of stories, photos, etc. in order to build: <ul style="list-style-type: none"> ○ Student belonging, success, and ownership ○ Community connections. ● Update and improve the website (make bilingual). ● Assess success / outcomes through stakeholder feedback.

<p>4.2 Foster relationships, trust, and collaboration among all district stakeholders.</p>	<ul style="list-style-type: none"> ● Organize events that engage families from diverse geographies and backgrounds. ● Increase the sense of belonging and provide visibility to the many cultures in our community by organizing student, community, and family opportunities that are inclusive of our entire community. ● Explore a multilingual family liaison / coordinator or program (like those at SUHSD and MPCSD). Consider supporting this initiative through classified staff, shared resources with neighboring districts, and parent volunteers. ● Engage volunteers as cultural ambassadors to orient international families and provide ongoing support. ● Work with PTA's at each school site to increase opportunities for connections between students and the community as part of the communications and community engagement plan (i.e., service learning, etc.).
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Goal #5. Invest in facilities and infrastructure to support LLESD strategic vision

Objectives to Achieve.

This area did not have a specific Task Force research team dedicated to it given that there are District resources allocated to these areas. It is recommended that project plans in these areas be updated when next revised to align with and support the District's strategic plan goals, where possible and within reason.

Implementation Tracking & Potential Year 1 Initiatives. The following Task Force recommendations have been identified for potential near-term action and/or Year 1 initiatives. It is recommended that items from the following lists be the first initiatives to be further defined and presented for funding, if and when needed, and that additional recommendations in the report be tracked and implemented in later years and/or given resources.

Ideas for Year 1 and Implementation Tracking Grid shown on next page.

VISION 2025 | LLESD Strategic Plan

Goals & Initiatives Tracking Grid with Examples for Year 1 to be Refined during Summer 2021 & Implementation

LLESD VISION 2025	Quick Focus Action Options Summer 2021	Year 1 2021-2022	Year 2 2022-2023 TBD	Year 3 2023-2024 TBD
#1 Engaging & Inclusive Educational Program	<ul style="list-style-type: none"> Envision and staff global citizenship (K-3) Offer summer professional development in Design Launch DEI student team 	<ul style="list-style-type: none"> Create vision for Design-Prototyping Program Grade-level content integration Develop global citizen program (K-8) and determine integration Adopt social-science / DEI program Explore integration of computer science Assess current science curriculum for STEAM integration opportunities 		
#2 Social & Emotional Health for All Students & Staff	<ul style="list-style-type: none"> Offer summer training in K-5 SEL and MS advisory Analyze health data for supports needed Increase counseling resources 	<ul style="list-style-type: none"> Research & pilot SEL curriculum and deliver trauma-informed supports Study instructional benchmarks system and designation for support pathways Create designated time for mindfulness and wellness Provide resources & PD training to support English language learners in the classroom 		
#3 Meaningful Professional Development	<ul style="list-style-type: none"> Provide outcomes-driven coaching via the Stanford Leadership Development Program Pilot goals-driven PD plan for admin Work with association to identify timeline for goal setting Create parent ed strategic initiatives learning & plan Research ways to support program and fill hard-to-hire positions Develop draft 2021-22 PD calendar for Leadership and Site Leadership review 	<ul style="list-style-type: none"> Implement Stanford Leadership Development Program Survey staff regarding cross-training and development interests Conduct review of DEI and disproportionality related practices for review; homework, assessment, course assignment etc. Provide anti-racist training Provide trauma informed training Work with associations to align goal setting timeline with professional learning plan 		
#4 Stakeholder Engagement & Communication	<ul style="list-style-type: none"> Assess opportunities for communications consultant & clarify desired outcomes from resource Assess current communications and COVID-driven changes for options 	<ul style="list-style-type: none"> Create communications plan, update website and branding Create editorial guidelines & calendar Explore increased translation services 		
#5 Operations: Facilities, IT HR & Infrastructure	<ul style="list-style-type: none"> Create plan for operational excellence: HR, tech, transit, food... Update tech consistent with vision Continue to implement modernization plans, adjust for strategy when / if possible 	<ul style="list-style-type: none"> Program review during post-pandemic transition year (return to in-person) Study K-8 schedule 		
ADDITIONAL AREA OF FOCUS DEI Working Group (ongoing)	<ul style="list-style-type: none"> DEI student teams formed DEI-focused K-3 global citizenship 	<i>incorporate additional ideas based on recommendations from ongoing DEI working Group</i>		

VISION 2025 | Strategic Plan Reference Documents
www.llesd.org

[Link to Summary Brochure Handout for Public Communication](#)

For More Information Regarding These Recommendations,
Please See the Following Links to Individual Team Reports

- [Team Report #1 - Inspirational Education](#)
- [Team Report #2 - Social & Emotional Learning & Health](#)
- [Team Report #3 - Professional Development](#)
- [Team Report #4 - Community Engagement & Communications](#)