


Campbell Union School District
LCAP/Superintendent's Parent Advisory Committee
Meeting Notes for 2018-19 School Year

Notes for May 29, 2019	<p>Schools Represented: Campbell School of Innov., Capri, Castlemont, Forest Hill, Lynhaven, Marshall Lane, Sherman Oaks, Village (Not Represented: Blackford, Monroe, Rolling Hills, Rosemary)</p> <p>1. LCAP: Review of Actions and Services Update for 2019-20</p> <p>Whitney Holton explained that the district has one school that is not a charter school, so the LCAP for the district is the same as that of Rosemary School. (All other CUSD schools also produce LCAPs which include district-wide and site-specific priorities.)</p> <p>Updates to the district LCAP reflect a tighter alignment to the district's Instructional Vision, Profile of a Graduate and the goals given to the Superintendent by the Governing Board. The group reviewed the attached handout, "District LCAP Actions/Services for 2019-2020", which listed planned actions and services under each of the four LCAP goals.</p> <p>2. Political/Economic Landscape for Education and CUSD</p> <p>Superintendent Viramontez shared some basic information about how the district is funded. She added that:</p> <ul style="list-style-type: none">• When the State of California says Local Control Funding Formula (LCFF) is "fully funded", it means the funding has reached the levels of the year 2007.• The "reimbursement" that CUSD receives for mandated costs is approximately 20-cents for every dollar spent implementing programs and services mandated by state and federal governments.• California education funding experiences economic changes more intensely because it is tied to sources that fluctuate a lot (e.g. sales tax, income tax) unlike other states where it is tied mostly to property tax.• There has been more attention being directed to education funding, through news about strikes, whether districts are fiscally stable and more, but often complexities of the issues get glossed over. Districts must show that they can meet all fiscal obligations for three consecutive years or risk consequences from the State.• Our relationships with our two bargaining groups (CETA for teachers and CSEA for support staff) appear to be in good standing as we go forward in our negotiations process.• There is a state-wide effort to raise education funding to the national average through an organization called Full and Fair Funding (fullandfairfunding.org). <p>3. Student Results of State Testing – Online Access & Resources</p> <p>California Department of Education has determined that the individual student results reports will be delivered online between now and the end of June 2019. The district sent a letter to all families with information about how to view these reports using the PowerSchool Parent portal. The reports are added to the online system as the State completes them. The district will send a reminder to families when all reports are available and again after the start of school.</p>
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	<p>4. Announcements Updates from the S-PAC representatives about events, fundraisers and fieldtrips</p>
<p>Notes for December 19, 2018</p>	<p>Schools Represented: Blackford, Campbell School of Innov., Capri, Castlemont, Forest Hill, Lynhaven, Marshall Lane, Rolling Hills, Sherman Oaks (Not Represented: Monroe, Rosemary, Village)</p> <p>1) Monroe Middle School Web to One – Director Kami Thordarson The Web to 1 program will begin with MMS, issuing each student with an internet-accessible laptop to use for school/educational purposes. The students will be able to take the devices home, just as they would a text book, and teachers will incorporate their use into lessons and homework assignments. After the Winter Break, the program will expand to Rolling Hills Middle School.</p> <p>The program will save funds while promoting modern learning skills and reducing the “digital divide” among the student population.</p> <p>2) CA School Dashboard Update & Report Cards (Director April Mouton) The group reviewed key elements of the California School Dashboard. California's accountability system is based on multiple measures that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported on the California School Dashboard . A short video about the dashboard: is available at https://youtu.be/Pc_sW4S1HSI.</p> <p>3) District Update: Budget, Enrollment Facilities (Superintendent Shelly Viramontez) The district is anticipating significant budget reductions, as high as \$2.5million, for the 2019-20 school year due to a combination of declining enrollment, increased demand for special education services and State-imposed increases to pension costs. She explained that facility improvements funded by bond money cannot be used for other purposes.</p> <p>4) S-PAC Member Announcements Members shared general information about events, fundraisers, and other activities at the schools. Attendees agreed to have their email addresses posted on the S-PAC web page so they can share ideas and resources. (www.campbellusd.org/spac)</p> <p><u>Meeting Notes for March 20, 2019</u> Schools Represented: Campbell School of Innov., Castlemont, Forest Hill, Lynhaven, Marshall Lane, Monroe, Rolling Hills, Rosemary, Sherman Oaks, Village (Not Represented: Blackford, Capri)</p> <p>1. LCAP Input: Overview of 2018-19 ThoughtExchange Results (Superintendent Shelly Viramontez) The group saw a demonstration of how to access the results online and received a handout showing the Top Thoughts report for the Community exchange and the Student Voice exchange. The Superintendent and Assistant Superintendent Whitney</p>

	<p>Holton described the ways in which the information is used and incorporated into planning and budgeting decisions at schools and district-wide.</p> <p>For example, last year's results showed that more experiential learning was a priority for students and their parents. Schools directed funds toward more field trips and hands-on learning opportunities. In response to other feedback, some schools added art programs, support staff, and ways to provide after school homework support.</p> <p>The two administrators answered questions from the group, noting that, in addition to providing the results online, the District is sharing this year's results with stakeholders in a variety of ways, including conversations with advisory groups, such as S-PAC, PTAs, School Site Councils, Faculty Senate, Student Advisory Council, Instructional Leadership Teams, and others.</p> <p>The feedback is one of several data sources that are used in developing each school's Local Control & Accountability Plan (LCAP).</p> <p>LCAPs and ThoughtExchange results can be found online at www.campbellusd.org/lcap</p> <p>2. District Budget Development (Superintendent Shelly Viramontez)</p> <p>The Superintendent gave a presentation of current budget conditions and challenges for 2019-20. The district faces budget reductions of \$2million for next year due to flattening revenue and external forces that are raising costs (declining enrollment as families move to more affordable regions, State-imposed increases to pension costs, and more).</p> <p>With the goal of keeping reductions away from the learning environment as much as possible, the district has been identifying additional cost-saving measures and sources of income, such as:</p> <ul style="list-style-type: none"> • Increase efficiency in transportation, water & energy use, etc. • Continue to identify potential revenue sources, such as leases, Campbell Care, Food Services, grants • Asking stakeholders to engage in advocacy – fullandfairfunding.org <p>3. S-PAC Member Announcements</p> <p>Members shared general information about events, fundraisers, and other activities at the schools. Attendees agreed to have their email addresses posted on the S-PAC web page so they can share ideas and resources. (www.campbellusd.org/spac)</p>
<p>Notes for October 17, 2018</p>	<p>Schools Represented: Blackford, Campbell School of Innov., Castlemont, Forest Hill, Lynhaven, Marshall Lane, Rolling Hills, Village (Not Represented: Capri, Monroe, Rosemary, Sherman Oaks)</p> <p>1. Local Control & Accountability Plan (LCAP) – Assistant Superintendent, Whitney Holton</p> <p>a. Review district goals</p> <p>Ms. Holton shared a handout of CUSD's Instructional Vision. It is an internal document distributed to and for staff to articulate the key initiatives within the district to meet our overarching commitment of ensuring all students learn at</p>

their highest potential. The Instructional Vision also aligns to our four Local Control Accountability Plan (LCAP) Goals that guide our decisions about programs and resources in the district. Each school has an LCAP that describes the goals for the school and how those goals are supported and monitored.

She described how the district is addressing each of the LCAP goals, and noted that each school uses data to determine how to leverage site resources aimed at specific needs.

Example: High Quality First Instruction: Learning to read for comprehension is complex. For every child a reader by 3rd grade requires professional development to learn effective literacy instruction techniques that work for ALL students. The District provides staff and resources to all schools. Instructional leadership teams at each school create a plan that advances the overall goal and is tailored to its students' needs.

b. How to give input at schools

Ms. Holton explained how schools and the district obtain input about LCAP goals from families, students, staff and the general community. In addition to face-to-face meetings and committee feedback, CUSD uses the online ThoughtExchange program to encourage stakeholders to share thoughts and conversations about district goals and needs. The results are reported on the LCAP web page, at Board meetings, and on the school websites.

Example: Through ThoughtExchange, parents/guardians indicated that they wanted students to have more hands-on learning as well as more music instruction. Students said they wanted more hands-on learning and field trips. School leadership teams looked at the feedback and adjusted their school budgets and programs accordingly.

FEEDBACK: The Committee asked that schools and district communications do more to communicate the results of the ThoughtExchange, connecting the results to what changes were made because of the data. (e.g. MMS offers a different kind of music class)

2. District Data Review – Assistant superintendent Whitney Holton

Ms. Holton explained the State-required data and local indicators reporting and the connection to California's Smarter Balanced Assessments given each spring to students in grades 3-8. Committee members participated in a "data walk"—several charts of CUSD student achievement data were placed around the room, groups of committee members viewed and discussed what they noticed about each chart, then they shared their observations and questions with the whole group.

a) Question/discussion about Math and English Learners (ELs): Is Common Core a factor?

[It is one of several factors: There are more word problems on the math assessments, students who are reclassified (RFEP) are no longer represented in the EL sub-group, meaning your most linguistically capable ELs are not included in the subgroup, and another consideration was that schools began a new math curriculum last year.]

b) Question/discussion about steady decline of Hispanic student achievement?

[This is one of our biggest challenges. Large percentage of ELs are also Hispanic, and they are taking an English only assessment. CUSD is addressing it in several ways: Looking at our system to see where we need to change practice and/or build capacity, especially around discipline and suspensions; also digging deeper into the data to know, student-by-student, what the specific learning needs and challenges are that need to be addressed.]

3. Profile of a Graduate – Superintendent Shelly Viramontez

Dr. Viramontez explained that the Profile of a Graduate emerged through the Strategic Planning process. Participants in the process were comprised of school and district stakeholders, and local high-tech employers and deans from local universities. Discussions about what skills employers seek and what skills will be needed in the 2030 workforce lead to identifying our 5 key competencies: self-directed, innovative, critical thinker, collaborative, empathic.

She invited members to visit the [district's website](#) and [youtube channel](#) to see the Profile of a Graduate video as well as the Travis Allen video that was shown at the 10/13 Parent University.

(District website: <https://www.campbellusd.org/news/parent-univ-2018-post> and Youtube playlist: <https://www.youtube.com/playlist?list=PLeG6Lx-t9wAuTRMeZrY36eWCGI0pFJoVO>)

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NEXT MEETING: Wednesday, Dec. 19, 2018 at 9 a.m., at the District administration office