

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

**Meeting Notes for October 17, 2018**

Schools Represented: Blackford, Campbell School of Innov., Castlemont, Forest Hill, Lynhaven, Marshall Lane, Rolling Hills, Village (Not Represented: Capri, Monroe, Rosemary, Sherman Oaks)

**1. Local Control & Accountability Plan (LCAP) – Assistant Superintendent, Whitney Holton**

**a. Review district goals**

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 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 3<sup>rd</sup> 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.

### **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](http://www.campbellusd.org/spac))

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