



CAMPBELL UNION SCHOOL DISTRICT

❖ Strategic Plan, Parcel Tax and LCAP Matrix of Accountability

	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
STRATEGIC PLAN	Address The Academic, Social & Behavioral Needs Of All Students	Improve Student’s Academic Performance, Engagement & Involvement	Ensure That Every CUSD School Is A Place Where Students, Parents & Staff Thrive	Enhance Student, Staff, District & Community Communication, Participation & Engagement	Attract, Develop & Retain High Quality Staff At All Levels
PARCEL TAX	Support For Struggling & Advanced	Maintain Excellent Core Academic Programs	Safe, Clean & Well-Maintained Schools		Maintain & Ensure Training & Support
LCAP	All Students Will Receive High Quality Instruction In CC & NGSS Standards From Highly Qualified Teachers in 21 st Century Classrooms	Multiple Measures Will Be Used To Assess Individual Student Academic Growth Achievement For All Students	Students Will Receive Sufficient And Appropriate Tiered Supports That Promote & Sustain Their Positive Social/Emotional Development That Enable Them To Learn & Thrive in Their Classrooms	Parents Will Feel Encouraged & Invited To Participate In Their Child’s Learning Experiences Both At School & At Home.	
	Metrics	Metrics	Metrics	Metrics	Metrics
	School Linked Services Report	iReady Results	Increased Enrollment	Communication Survey Results	More Subs
	Co-Teach Co-Plan	Performance Tasks	Surveys	Parent University	Fewer Transfers
	PBIS Reports	SBAC Results		Website Use	Perception Survey Results
	Partnerships	STEAM Projects		Superintendent Coffees	Stable Admin
	Oversight: Whitney/Shelly	Oversight: Whitney	Oversight: Eric/Jim	Oversight: Eric	Oversight: Shelly

**STRATEGIC
PLAN**

GOAL 1

Address The Academic, Social & Behavioral Needs Of All Students

IS, Special Education and Student Services have worked on the Multi-Tiered Systems of Support (MTSS) for the district which encompasses supports for academic and behavioral needs, which often result from social emotional needs. They have worked with each site to identify the specific supports and services available at those sites. Site Tier 2 teams are continuing to identify any gaps of supports and services.

We are leveraging our partnerships of School Linked Services (SLS) which allows for MediCal eligible students and families to receive mental health counseling, food resources, medical and dental resources and parenting classes. We are providing at least 0.75 Community Liaisons at Blackford, Capri, Castlemont, Lynhaven, Rosemary, Sherman Oaks, Campbell Middle and Monroe Middle. These community liaisons link the appropriate students and families to the appropriate services. The District SLS Coordinator trains and supports these community liaisons in this work. Additionally, we have a Supervisor of Behavioral and Mental Health who supports Marriage and Family Therapist interns (MFTi) at Capri, Castlemont, Campbell Middle, Forest Hill, Lynhaven, Monroe, Rosemary, Rolling Hills, Sherman Oaks and Village. The Behavioral and Mental Health Supervisor also provides training to our counselors and teachers on strategies to support students demonstrating behavioral challenges in the classroom.

Additionally, we have received a Prevention and Early Intervention (PEI) grant from the Santa Clara County Office of Behavioral and Mental Health. This provides mental health counseling, parenting classes and other family supports through Uplift Family Services (formerly known as EMQ-Families First) for students and families at Campbell Middle School, Capri, Blackford and Rosemary. This extends to all students and families, not just to MediCal or Healthy Families recipients. We also received another grant from the County's Measure A fund to provide for a full time campus collaborative coordinator and the district must match the funds to provide full time

GOAL 2

Improve Student's Academic Performance, Engagement and Involvement

We are creating more opportunities to hear student voice. Students offered detailed feedback on the ELA curriculum adoption for grades 6-8 and will also offer feedback on the Math adoption materials for grades K-5. Instructional Service team members are talking to student groups to learn more about the student's schooling experience. Results will be shared with site leadership teams. Student perception survey results will be analyzed by site staff and LCAP goals will be added to plans to respond to parent and student data. Technology is supported in a 1:1 environment in grades 2-8 which increases student engagement. The Technology team is working with sites to create STEAM spaces at sites to engage students with hands-on learning experiences.

	GOAL 1	GOAL 2
	<p>campus collaborative coordinators at Campbell Middle School and Rosemary Elementary. The grant includes \$149,000 for parent engagement at the two sites.</p> <p>Our partnership with El Camino Hospital funds two district nurses and many outreach events to support students' health, such as vision and dental exams, glasses and food resources.</p>	
PARCEL TAX	<p>Support For Struggling & Advanced</p> <p><u>For advanced learners:</u> Saturday GATE Classes and training on differentiation for extension learning activities and summer professional development planned.</p> <p><u>For struggling learners:</u> Saturday STEAM/Math Intervention Classes for 6-8th graders, regular data analysis of BAS data, iReady data and common formative assessments through PLC's and after each benchmark assessment cycle, after-school intervention support, summer school, Reading Intervention Teachers, training on differentiation, site-based interventions.</p>	<p>Maintain Excellent Core Academic Programs</p> <p>Adoption of Common Core aligned curriculum provides the guaranteed and viable curriculum necessary for strong core programs. English Language Development is a core program and we now have aligned curriculum that is integrated with what students are learning in their core classes. We are providing coaching and training to teachers in content areas and our district TOSAs plan with teachers as well as model lessons to improve practice.</p>
LCAP	<p>All Students Will Receive High Quality Instruction In CC & NGSS Standards From Highly Qualified Teachers in 21st Century Classrooms</p> <p>Instructional leadership teams are leading all staff members through a process to create a common understanding of the elements of high quality first instruction and are establishing agreed upon essential standards that they will use as the basis of their professional learning communities to answer question #1: What do we want our students to learn? The Professional Development offered will support further learning around the identified elements of high quality first instruction. The outcome of this work will be to have designated grade level curriculum guides and an understanding of what we can expect to see in all CUSD classrooms.</p>	<p>Ensure All Students Learn At High Levels And Close The Achievement Gap</p> <p><u>For advanced learners:</u> Saturday GATE Classes and training on differentiation for extension learning activities and summer professional development planned.</p> <p><u>For struggling learners:</u> Saturday STEAM/Math Intervention Classes for 6-8th graders, regular data analysis of BAS data, iReady data and common formative assessments through PLC's and after each benchmark assessment cycle, after-school intervention support, summer school, Reading Intervention Teachers, training on differentiation, site-based interventions.</p>

STRATEGIC PLAN

GOAL 3

Ensure That Every CUSD School Is A Place Where Students, Parents & Staff Thrive

The transformation process has begun. The Transformation Team (multi-constituents group) is selected and meeting monthly, the Transformation Leadership Team (Council, Outside Facilitators, site admin) meets to develop the agenda based on the timeline (June 9) and respond to Team needs/requests, and the guiding principles are under development.

Our district enrollment is in a slight decline and attendance at our Title I schools is declining more rapidly than the other sites. The economy forecast is a factor in the decline at the Title I schools. Perception survey results reveal the parents and students continue to support their neighborhood schools, with a few exceptions.

GOAL 4

Enhance Student, Staff, District & Community Communication, Participation & Engagement

We have conducted numerous surveys to gage parents' views regarding communication strategies. Most results reflect positive feedback for our efforts. Site and program visits, Coffee with the Sup, extensive parent meetings (LCAP, Transformation, DELAC, S-PAC, and other forms of opportunities continue to inform the community of district activities. We have made a concerted effort to improve media presence and bi-lateral communication formats to encourage parents to get involved.

The Parent University subcommittee has met and are planning an exciting event that will combine the best practices of our College and Career event and other parent involvement activities. The final plan will be available for review in late February.

PARCEL TAX

Safe, Clean & Well-Maintained Schools

Safe: To improve security, we installed security cameras at Campbell Middle, Blackford, Castlemont, and Sherman Oaks. Rosemary and Lynhaven will be completed over the next 6-8 months.

Clean: With the new Parcel Tax, we have added two custodians to our district. One of the new custodians was supplied with a van and equipment to travel the district and concentrate on high traffic and frequent contact areas. Like; offices, kindergarten and preschools (where students have long periods of contact with the floors) and conference rooms.

Well Maintained: From a variety of sources, we look at ways to improve the quality of the buildings and grounds. With our new bond, we are planning to upgrade the areas between the buildings at Blackford and Marshall Lane this summer. New landscape, covered lunch areas, additional tables, water fountains, seating walls, along with other improvements. With our Parcel Tax, we are looking at updating the front of our campuses by installing new landscape, benches restriping curbs and parking lots.

LCAP**GOAL 3****Provide Tiered Systems Of Supports For Students To Promote Positive Social/Emotional Development**

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Our multi-tiered systems of support are resulting in more and more partnerships and services for our students and their families. We recently added two new services to for our students. We are involved in a pilot program that provides a more accurate vision screening process for students. We are also involved in a fluoride enhancement project that could improve the dental hygiene of our students.

GOAL 4**Parents Will Feel Encouraged & Invited To Participate In Their Child's Learning Experiences Both At School & At Home**

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**STRATEGIC
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GOAL 5

Attract, Develop & Retain High quality Staff At All Levels

We have provided extensive training for our classified support staff, such as strategies for working through challenging behaviors, writing and supporting Behavior Intervention Plans, effective rapport building with students and engaging strategies for working with EL students.

We have 138 “guest teachers” to provide consistent instruction when our teachers are out for illness or trainings. This is an almost 20% increase from previous years.

We continue to support our teachers through our new teacher induction program, formerly known as BTSA. This year we have 44 teachers receiving this support, which will also clear their preliminary credentials.

We actively participate with our local universities by serving on advisory boards and presenting to credential classes. These partnerships have led to a strong potential new teacher pipeline. We placed 39 student teachers this school year. We interview these teachers prior to the Santa Clara County job fairs in an effort to identify and secure the strongest new teacher candidates. We gather feedback from their mentor teachers and the administrators of the schools to determine those strong candidates.

We were able to add contract language to our collective bargaining agreement with the teachers’ union to allow for early identification of potential openings. We offered a \$1,000 incentive to CETA members to notify us of their intent to retire by January 22nd. Six teachers gave early notification. We are able to offer the positions internally until February 28 and as of March 1, we can hire from the outside or within the district. These changes have expedited our hiring practices and allow us to go to recruitment fairs able to hire for openings.

In an effort to support our special education teachers, we are providing academies to focus on specific areas of effective special education case management. The topics are developed by the teachers. Psychologists and Speech Therapists are having “casing” meetings in which they bring a challenging case to their colleagues and share best practices. Also in response to teachers wanting time to meet and plan with support staff, additional time has been added for instructional assistants to meet with the teachers they support.

Housing costs have been identified as a challenge for teachers working in CUSD. We are participating on a task force at the SCCOE to identify potential solutions. We are also working through ACSA to support legislation aimed at providing housing cost relief to educators. Additionally, there has been conversation with the cities of Campbell and Los Gatos.

We are currently working to extend our staff wellness focus to provide classes and supports for staff in the areas of physical, emotional and mental health. We have surveyed all staff and are working with Kaiser Community Health Benefits to develop a staff wellness plan.

We are working with a marketing team to update our recruitment collateral material. We have developed videos to share at recruitment fairs, send to potential applicants and use for University presentations.

PARCEL TAX

GOAL 5

Maintain & Ensure Training & Support

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