

**CAMPBELL UNION SCHOOL DISTRICT  
SIX-MONTH STRATEGIC OBJECTIVES**

**March 7, 2017 – September 1, 2017**

<b>THREE-YEAR GOAL: ADDRESS THE ACADEMIC, SOCIAL AND BEHAVIORAL NEEDS OF ALL STUDENTS</b>						
<b>WHEN</b>	<b>WHO</b>	<b>WHAT</b>	<b>STATUS</b>			<b>COMMENTS</b>
			DONE	ON TARGET	REVISED	
1. By August 15, 2017	Director of Student Services, working with the Assistant Principals	Revise the current discipline matrix to align practices across the District and present to the full administration the adjusted discipline matrix for implementation.		X		<p>6.1 The committee is still working on the draft discipline matrices and will present drafts to the admin team on 6-5-17 for their input and questions.. The matrices that are being created are related to Ed Code and suspension/expulsion. In addition, the team is working on templates for other documents, such as a, PBIS handbook, that Tier 1 teams at the sites can elicit teacher feedback and personalize for their school.</p> <p>4.20 The discipline committee has reviewed the current matrix along with 7 different matrices from school districts in CA. The committee's next working meeting is May 9th. The committee will be working on drafting 3 matrices: K-3rd,</p>

						4th-5th, 6th-8th. The matrices will be shared with all admin for feedback. The work around the matrices will coincide with PBIS best practices.
2. By August 15, 2017	Director of Extensions and Director of Instruction	Examine the feasibility of providing low-cost or no-cost after-school enrichment programs at every site and report the finds with recommendations to the Superintendent for action.	X			<p>6.1 Director of Extensions will continue to provide after school enrichment to all elementary school sites during the 17.18 school year. Due to the costs of out-side contractors, and employee fees it is not feasible to provide no-cost after school enrichment classes. Will provide a lower rate at sites when feasible.</p> <p>4.20 Due to the costs of out-side contractor fees, employee rates it is not feasible to provide no-cost after school enrichment classes. Director of Extensions will continue to look for ways to provide low-cost options at the sites. Director of Extensions will also provide after school enrichment options at all school sites as was done during the 16-17 school year.</p>
3. By August September 15, 2017	District School Link Services Coordinator and Assistant Supervisor of Child Nutrition (co-leads) and the Wellness Committee	Study and provide recommendations to the Superintendent for action on how to better promote healthy living before, during and after school and during recess and lunch periods (e.g., healthy a la carte options, lengthen recess).				<p>X 6.1 We have hired the District SLS coordinator and she will be full time next school year and will be working with the Wellness Committee to align services and goals.</p>

						4.20 The former District SLS coordinator resigned, we have filled the position, but she does not begin full time until 8.2.17
4. By September 1, 2017	Director of Special Education and Assistant Superintendent of Support Services, working with the Inclusion Committee	Investigate of the feasibility (advantages of disadvantages) of expanding the full inclusion model beyond preschool, and make a recommendation to the Superintendent for action.		x		6.1 The Director of Special Education has assessed the Special Education program continuum and plans to work with the Program Specialists and site administration to train teachers on effective case management. Case management is key in providing teachers with the tools necessary to support students on IEP's. Chaira has surveyed the Principals regarding district special education practices as well as inclusion practices. Next steps are for a taskforce to meet to explore what inclusion model CUSD should pilot. The taskforce will meet in early Fall. This will be an on-going goal all of next few years and therefore won't be complete by Sept. 1. We recommend that this goal be modified in the next Strategic planning session to allow for its' on-going planning needs. 4.20 The Director of Special Education is currently visiting all of the SpEd programs and assessing the continuum of placement options for TK-8 grade for all

						IEP students. Currently, we have a preschool teacher position open and would like to expand the preschool inclusion for our Mild/Moderate students. Next steps are to survey the teachers and staff, identify stakeholders for a inclusion taskforce.
5. By September 1, 2017	Assistant Superintendent of Support Services and Assistant Superintendent of Instruction	Identify the behavioral and learning needs of students with non-identified academic, social and behavioral challenges, determine the gaps in services, and recommend to the Superintendent additional support (e.g., professional development) to address the gaps.		x		6.1 The district received the grant for \$150,000. We will now develop an MTSS team to be trained. The MTSS team will discuss how to roll out training for site team members and begin our work on creating a strong MTSS system that will support the behavioral and learning needs of students who don't qualify for special Ed., but who still need explicit targeted support. This will be an on-going goal all of next year and therefore won't be complete by Sept. 1. We recommend that this goal be modified in the next Strategic planning session to allow for its' on-going planning needs.  4.20 A district-wide MTSS request for funding has been written that if received will provide \$25,000 per school for three years to provide Universal Design for Learning teacher training as well as training in how to

						<p>establish effective MTSS systems within the district. A UDL course has been set up for all Equity TOSAs beginning in the fall. The SST process will be refined at a DLT meeting before the end of the year and we will discuss the steps needed for students who don't qualify for services and how we can provide additional support for non-identified learning needs for students.</p>
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**THREE-YEAR GOAL: *IMPROVE STUDENTS' ACADEMIC PERFORMANCE, ENGAGEMENT AND INVOLVEMENT***

WHEN	WHO	WHAT	STATUS			COMMENTS
			DONE	ON TARGET	REVISED	
1. By May 15, 2017	Assistant Superintendent of Instruction	Complete the first cycle of gathering student feedback by convening at least one student focus group at every school (including discussing how students feel about homework) and present the focus group outcomes to the Superintendent and Council.	X			<p>6.22 The surveys have been given at all sites and the results were given to the sites to present to both parent and student groups at their first LCAP meeting in the fall.</p> <p>6.1 Surveys have been created and are being completed now. The data will be shared with Administrators when complete and used as part of LCAP feedback to support their planning for next year.</p> <p>4.20 District TOSAs will develop a homework survey and will do focus groups at each school site by the end of the school year. Additionally the perception survey for students was re-written to ask questions that give us real feedback that we can use for improvement. That survey will be done in May.</p>
2. By August 1, 2017	Director of Instructional Services, in collaboration with the Essential	Identify, communicate and publish the District's Essential Standards for every grade level in English Language Arts and math.	X			<p>6.22 Groups of CUSD teachers completed identification of the district's essential standards for all</p>

	Standards Team of Teachers				<p>content areas. Time was spent articulating the standards across all grade levels. This summer we will put all of the essential standards into grade level documents that will be posted online and shared with all staff in August.</p> <p>6.1 Essential Standards in ELA will be completed week of May 15h. Math will be completed week of May 22nd. All others will be identified by week of May 29th. Instructional Services will send out completed list to teachers before end of school year for planning purposes.</p> <p>4.20 Teacher teams have been recruited and dates have been determined to look at the essential standard list from each site. Those will be made into one district list. Additionally Kami is working with the Technology Teacher leaders to determine web literacy standards aligned to our district scope and sequence that will be a part of the document. The final document will be put together this summer and rolled out to all teachers at the beginning of the year on one of the professional development days.</p>
3.				X	6.1 Projects and units have

<p>By September 1, 2017</p>	<p>Director of Instructional Technology, in collaboration with the Essential Standards Team</p>	<p>Develop and publish a list of recommended project-based learning and STEAM-based learning experiences tied to Essential Standards in English Language Arts and math.</p>			<p>been created and will be tied to essential standards work that is wrapping up shortly. Once aligned, projects and units will be continually added to and made available via our curriculum guides and resources for teachers.</p> <p>4.20</p> <p>The team is in the process of developing inquiry units based on three areas: design thinking, robotics/computer science/passion projects along with STEAM projects that align with Benchmark units. All units will be aligned with essential standards once they are identified.</p>
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**THREE-YEAR GOAL: *ENSURE THAT EVERY CAMPBELL UNION SCHOOL DISTRICT SCHOOL IS A PLACE WHERE STUDENTS, PARENTS AND STAFF FEEL SAFE AND THRIVE***

WHEN	WHO	WHAT	STATUS			COMMENTS
			DONE	ON TARGET	REVISED	
1. By June 1, 2017	Superintendent, working with support staff	Develop and present to the Board, staff and community a proposed plan for implementation of the K-8 school at Campbell Middle School, including Transformation Team members and the proposed timeline.		X		<p>6.22 Final proposed plan presented to Board for approval</p> <p>6.1 Draft proposed plan for the TK-8 program presented to the Board</p> <p>4.20 Recommendation for grade level transition presented to Board</p>
2. By September 1, 2017	Director of Student Services and the Superintendent, working with each school's PBIS Team and at least two student representatives	Establish a conflict resolution process for use by students and teachers when there is a conflict.		X		<p>6.1 We have sent school counselors to the Restorative Practices training where participants learned to conduct "circles" in which those participating (students &amp; staff) can resolve conflicts with the assistance of a mediator. The counselors who participated in the training are interested in becoming trainers to help train other school members. We have also requested information from two</p> <p>4.20 Researching conflict resolution programs/recommendations</p>

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**THREE-YEAR GOAL: *ENHANCE STUDENT, PARENT, STAFF, DISTRICT AND COMMUNITY COMMUNICATION, PARTICIPATION AND ENGAGEMENT***

WHEN	WHO	WHAT	STATUS			COMMENTS
			DONE	ON TARGET	REVISED	
1. By June 1, 2017	Director of Student Services	Report to the Board on the use of Language Interpretive Services and its effectiveness and the need for follow up.		X		6.1 All 12 schools have been trained. 1 school has utilized the service to interpret with a Vietnamese family. 4.20 The 8 schools with the highest language needs have all been trained. We will be seeking feedback from sites as they use the services
2. By <del>June 1, 2017</del> Sept - Nov 2017	Deputy Superintendent of Administrative Services	Coordinate training for school organizations (e.g., School Site Councils, PTAs, ELAC, ASB) on their legal and financial processes and responsibilities.			X	6.1 Training will be planned for Sept-Nov 2017 4.20 Since the members of these group change every year, training should be at the start of the year. All training will be planned between Sept-Nov.
3. By August 1, 2017	Director of Student Services and the Marketing and Communication Specialist	Compile a list of community resources for parents and families and make it available in multiple formats.		X		6.1 Information has been collected and is now being formatted. The Marketing/Communication Specialist will create a section/pg on the website that can be accessed by the public. It will also include the names of all the community

						<p>liaisons and their assigned schools.</p> <p>4.20</p> <p>Currently compiling information, such as identifying community liaisons, current community partnerships, available resource, and the process for ensuring web content remains current/reliable.</p>
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**THREE-YEAR GOAL: *ATTRACT, DEVELOP AND RETAIN HIGH-QUALITY STAFF AT ALL LEVELS***

WHEN	WHO	WHAT	STATUS			COMMENTS
			DONE	ON TARGET	REVISED	
1. By June 15, 2017	Staff Wellness Committee (CSEA President, CETA President and Associate Superintendent of HR)	Investigate and make a recommendation to the Superintendent and his Council on a Staff Wellness Program.		X		<p>6.1 The Back to School Breakfast will feature a launch of the employee wellness focus - BE Well. There will be resources provided for all staff. The new hire orientations will feature the staff wellness resources.</p> <p>4.20 Scheduling a meeting with the presidents to determine our committee</p>
2. By September 1, 2017	Associate Superintendent of HR	Develop and present to the Council a plan for an online resource library that includes instructional videos of key components of job responsibilities in each department.		X	X	<p>6.1 We are seeking to have the resources link roll out with the intranet to allow employees to have easy access to the wellness library, referral options and Concern EAP</p> <p>4.20 Conducting a study of the various trainings currently provided for new staff orientation. Will work with Supervisors and Department leads to determine potential videos</p>