

CAMPBELL UNION SCHOOL DISTRICT
STRATEGIC PLANNING RETREAT
September 20, 2016 • Professional Learning Center

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MISSION STATEMENT

Campbell Union School District, a provider of education beyond the expected, educates individual students to their highest potential and ensures that they are prepared to succeed.

VISION STATEMENT

Campbell Union School District will be a model for innovative programs and instruction that engages, empowers and inspires all children to thrive.

CORE VALUES

not in priority order

Campbell Union School District values...

Growth mindset (believing that their most basic abilities can be developed through dedication and hard work)

Positive relationships

Equity

Respect

Kids first

Honesty and integrity

Collaboration

THREE-YEAR GOALS

2015 - 2018 * not in priority order

Address the academic, social and behavioral needs of all students

Improve students' academic performance, engagement and involvement

Ensure that every Campbell Union School District school is a place where students, parents and staff thrive

Enhance student, parent, staff, District and community communication, participation and engagement

Attract, develop and retain high-quality staff at all levels

S.W.O.T. ANALYSIS

Strengths – Weaknesses - Opportunities - Threats

WHAT ARE THE STRENGTHS AND ACCOMPLISHMENTS OF THE CAMPBELL UNION SCHOOL DISTRICT SINCE THE MARCH 2016 STRATEGIC PLANNING RETREAT?

Brainstormed List of Perceptions

- Focus on STEAM and the STEAM showcase
- Increased access to technology
- Community partnerships
- Further development of the Mesa Program
- Increase in District tech coaches at all sites
- Increased quality in school lunches
- Energy-saving Solar Project
- Construction of new buildings at school sites
- Community liaisons
- Mental health services
- 5th grade at Rosemary
- Improvement of wellness policies to promote walking and biking
- Twitter Tuesday
- Respect Institute work at Campbell Middle School
- Preschool growth
- Parent outreach regarding math
- Instructional Leadership Teams
- Strong fiscal accountability
- Instructional rounds at school sites
- Collective bargaining agreement between the teachers and administration
- Student focus groups to address climate survey
- Growth mindset work
- Parent University at some schools
- The District has a Home School Program
- Regular updates on the strategic planning process
- Continued our work with Montalvo
- District Communication Plan
- More students at Board meetings
- Online staff directory completed
- District Tech Plan
- PTA engagement and support of school programs
- School events to increase student and parent engagement
- Competitive salaries
- Parent involvement in choosing new curriculum
- Engaging staff members
- Our after school program
- Summer Enrichment Camp
- Rising Young Author Program
- A variety of electives
- Better lunch time schedule

- Shortened conference week
- Analysis of school of choice parent survey results
- Curriculum adoption pilot process
- Better participation by Board members at all sites
- Partnership with Kaiser on staff wellness
- Amplify curriculum and inclusion of parents in curriculum selection
- Student concerts
- District Marketing Plan
- Hiring of strong new people at the District level in key positions
- Access to Core content for all students
- Balanced budget
- Attention and support to the new hires
- Teacher retention
- Summer professional development
- District support of school gardens
- Strong welcome videos
- Collaboration across departments
- Genuine focus on differentiated learning for students
- Focus on Professional Learning Community (PLC) at all sites
- Implementation of new curriculum
- Project Cornerstone (social, emotional teaching lessons)
- Beginning to roll out our Next Generation Science Standards
- Updated school and District websites
- New Student Success Team (SST) process
- Engaging student voice
- Recognizing successes in the media and end of the year award ceremony
- A larger movement toward being paperless
- Parent trainings by in house staff
- Increased encouragement of extracurricular activities
- Partnership with Uplift mental health services

WHAT ARE THE DISTRICT'S CURRENT INTERNAL WEAKNESSES/CHALLENGES?

Brainstormed List of Perceptions

- Lack of speech help with kids entering the district
- Lack of time for professional development
- Student and teacher matching survey regarding teaching styles
- Lack of substitutes
- Lack of summer programs at all sites
- Lack of transparency around perception survey results
- Lack of Intranet
- Lack of elective options
- Traffic around schools and set up of parking lots
- Lack of alignment of facility improvement to student needs and outcomes
- Lack of study hall and additional help options after school
- Lack of accessibility of extracurricular activities due to cost
- Lack of community input into ongoing construction
- Lack of enrichment field trips for students

- Lack of music program in all elementary schools
- Lack of a training procedure for new hires
- Lack of collaboration with student groups
- Lack of classified salaries
- Negative communication over positive to the Board
- Suspension rates too high
- Lack of parking for staff and community members
- Lack of support for highly impacted departments
- Lack of opportunities for students to own their learning
- Negative talk about sense of community at Title I school
- Lack of translations and support for families that speak other than English
- Inconsistent communication on school website
- Lack of coordination between school calendars
- Lack of positive ratings on rateschools.com
- Increase of students dealing with trauma
- Concern that technology is taking away from teacher instruction
- Castlemont has a reputation of being unwelcoming to Spanish speakers
- Lack of strategic communication of key issues
- Lack of communication with non-school-based communication
- Losing students to other school districts after 5th grade
- Too many robocalls
- Challenge to personalized learning
- Lack of information to parents of special needs students (e.g., SST process, defined and/or contact information)
- Jumping into Next Generation Science Standards without curriculum
- Large school sizes
- Paper towel dispensers are hard for kids to use
- Misuse of the growth mindset
- Mixing assignments between social media and paper
- Gym is not adequate at CMS
- Lack of allowing teacher autonomy with curriculum
- Lack of reading specialists
- Insufficient communication about hiring, especially new positions as they are created
- Losing teachers (e.g., cost of living, housing, lack of communication to certain languages)
- Achievement gap
- Lack of options for special needs children
- Schedule of classes at Rolling Hills Elementary isn't set and known by students soon enough and has too many changes within trimester
- Too much disparity between schools in the district (e.g., quality and test scores)
- Technology not always up in the classroom
- Too many programs, pilots and activities throughout the district
- Lack of clarity of the meaning of the term, "school of choice"

EXTERNAL FACTORS/TRENDS THAT WILL/MIGHT HAVE A POSITIVE IMPACT ON THE CAMPBELL UNION SCHOOL DISTRICT IN THE COMING YEAR

Brainstormed List of Perceptions

- Tech companies (e.g., Google, Apple, Microsoft, eBay) willingness to help with student achievement
- Affordable housing project coming up in Campbell
- Education effectiveness funds from the State until 2019
- Movement toward community wifi
- Local businesses supporting PTA fundraising efforts
- Parent volunteers
- Opportunities for Title I schools in the community (e.g., field trips, in-school assemblies featuring community resources)
- New accountability system from the State
- Academic grade level standards are not currently changing
- Donations of backpacks and school supplies for students
- Free helmets and bike repairs for students
- County Health Department Task Force for Safe Routes to School
- Continued involvement of Kids Clubs/X Clubs
- Better library access (e.g., better hours, fewer fees, online access)
- CTA resources and support for teachers
- El Camino Hospital, Kaiser, school-linked services and other health facilities
- Increased resources for LGBTQ
- Silicon Valley Education Foundation
- Community service organizations (e.g., Rotary, Kiwanis)
- Grants
- Additional potential funding from Prop 55 and the bond
- Street improvement projects in school zones
- Measure A funds to support campus collaboratives
- Stronger collaboration with our surrounding cities
- Virtual field trips
- Community partnerships
- LCAP local control funding formula (LCFF)
- Increased awareness and demand for early childhood education programs
- Exploring increased accessibility to community colleges and costs at low or no cost
- Reauthorization of Elementary Secondary Education Act (ESEA)
- University partnerships for teachers and not-yet teachers
- External entities seek Campbell as partners in educating students
- Increasing diversity in our attendance area
- Stronger collaboration with our high school district
- Local bookstores facilitating guest author visits

EXTERNAL FACTORS/TRENDS THAT WILL/MIGHT HAVE A NEGATIVE IMPACT ON THE CAMPBELL UNION SCHOOL DISTRICT IN THE COMING YEAR

Brainstormed List of Perceptions

- Cyber bullying
- Educational decisions being made by lawmakers who aren't educators
- Abductions
- Intense lack of special education teachers and psychologists

- Overdevelopment everywhere
- Traffic
- Increased air pollution
- Inappropriate use of school grounds after hours
- Declining enrollment
- Lack of housing resources to support homeless
- Continued widening gap of income disparity
- Hunger
- Lack of students going into education
- Earthquake
- Potential interest rate rise by the Feds
- Kids buying into vicious propaganda they hear on TV
- Lack of resources for undocumented families
- Gangs and homeless activities near the schools
- Easier access to drugs
- Lack of parks
- Negative perception of public schools
- Losing sense of community due to people moving around
- Youth underemployment
- Inequitable access from home of online curriculum
- Drought
- Inappropriate use of social media
- Mass evictions
- Presidential election
- Students impacted by trauma
- Lack of a pipeline for the teaching profession
- Cost of living in this area
- Upcoming ballot measures
- High rents our district can get on properties we own – means we won't get to use them again
- Cost of health care
- Increase in charter and private schools
- Higher paying districts poaching our teachers
- Climate change
- Lack of support from San Jose Police
- Tech company layoffs
- Higher paying districts poaching our classified staff
- Act of terrorism
- Increased vandalism and tagging
- Racial tensions across the nation
- Lack of training and preparation for emergencies of parents and students
- Lack of public transportation
- Lack of planning for Winchester Blvd
- Lack of adequate and timely response of social service

NEXT STEPS/FOLLOW-UP PROCESS

| WHEN | WHO | WHAT |
|---|---|---|
| September 21, 2016 | Assistant to the Superintendent | Distribute the retreat record to all invitees. |
| Within 48 hours of receipt | All recipients | Read the retreat record. |
| September 28, 2016 | Marketing & Communication Specialist | Post “Accomplishments” on the website. |
| At the October 6, 2016 School Board meeting | School Board | Present the Strategic Plan to the public. |
| By October 15, 2016 | Leadership Team | Share and discuss the Strategic Plan with all staff. |
| October 17, 2016 | Leadership Team (Superintendent – lead) | Review the “Current Internal Weaknesses” list for possible action items. |
| Monthly | Leadership Team & School Board | Monitor progress on the goals and objectives and revise objectives (add, amend and/or delete), as needed. |
| Monthly | Assistant to the Superintendent | Prepare and distribute the updated Strategic Plan Monitoring Matrix to all staff. |
| March 7, 2017 8:30am – 3:30pm | School Board & Council | Strategic Planning Retreat to: - more thoroughly assess progress on the Goals and Strategic Objectives. - develop objectives for the next six months. |

STRATEGIC PLANNING ELEMENTS

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"SWOT" ANALYSIS

Assess the organization's:

- Internal Strengths - Internal Weaknesses
- External Opportunities - External Threats

MISSION/PURPOSE STATEMENT

States WHY the organization exists and WHOM it serves

VISION STATEMENT

A vivid, descriptive image of the future – what the organization will BECOME

CORE VALUES

What the organization values, recognizes and rewards – strongly held beliefs that are freely chosen, publicly affirmed, and acted upon with consistency and repetition

THREE YEAR GOALS

WHAT the organization needs to accomplish (consistent with the Mission and moving the organization towards its Vision) – usually limited to 4 or 5 key areas

KEY PERFORMANCE MEASURES

What success will look like upon achievement of the goal

SIX MONTH STRATEGIC OBJECTIVES

HOW the Goals will be addressed: By when, who is accountable to do what for each of the Goals

FOLLOW-UP PROCESS

Regular, timely monitoring of progress on the goals and objectives; includes setting new objectives every six months