

C A M P B E L L U N I O N S C H O O L D I S T R I C T
STRATEGIC PLANNING RETREAT
March 7, 2017 • Professional Learning Center

Marilyn Snider, Facilitator – Snider and Associates (510) 531-2904
Michelle Snider Luna, Recorder – Snider Education & Communication (510) 610-8242

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 feel safe and 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 SEPTEMBER 2016 STRATEGIC PLANNING RETREAT?

Brainstormed List of Perceptions

- Great staffing
- Innovative
- Increased participation and input on the future of Campbell Middle School
- Increased use of STEAM (science, technology, engineering, art, math) and STEM
- Structured plan for communication with special education staff
- Opportunities for students to be recognized
- Increased STEAM spaces
- Rising Young Author Program
- Plan for Parent University
- New Adult Literacy and GED Program
- Thriving partnerships supporting education
- Increased use of Twitter to get our story out
- Academic and enriching field trips
- Improved Lunch Program
- Support for McKinney Bento homeless students and foster youth students
- There is a Safe Routes to School policy
- Collaboration with Change Scale for implementation of NGSS (Next Generation Science Standards) with an environmental science focus
- Implementing our new Language Arts Program
- Essential Standards work
- More emphasis on PLC (professional learning communities) work
- Variety of electives
- Use of digital tools for assessments
- New online curriculum adopted
- Partnership with Junior Achievement
- Successfully mentioned teacher and staff housing at every City meeting
- Student support through MFTIs (Marriage Family Therapy Interns) and counselors
- All our employees have greater capacity to use social media to communicate
- Partnerships with universities to recruit staff
- Improved Child Nutrition Program
- Collaboration with RAFT elementary schools
- Fantastic bond rating
- School gardens
- Full inclusion preschool
- Professional learning communities
- Passage of Measure CC – bond for facilities
- District Teachers on Special Assignment
- Videos for staff recruitment
- Training for parents to share engineering initiatives
- Support for families through our community liaisons

- We're a Sanctuary District
- Increased technology
- Many professional development courses
- Great choices for after-school classes
- Increased parent participation
- Improved employee communication
- Improved District writing prompts to help students measure their writing skills
- Support for Safe Routes to School
- All of our solar is online
- School breakfasts – free for some students
- Increased opportunities for student leadership
- Google Virtual Reality Tour going around to all the schools for students to experience virtual field trip
- District-supported field trip opportunities
- Wellness Committee is getting started
- Navigating middle school – parent program to help them navigate having an adolescent in school
- More support for community, parents and students for programs and classes
- New online professional development – anytime and anyplace
- Some fantastic, qualified classified staff

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

Brainstormed List of Perceptions

- High homework load
- Limited elective opportunities
- Lack of substitutes in all departments and positions
- High cost of after-school enrichment programs
- Future budget choices
- Lack of diverse seating opportunities (no extra seats or kinds of seats)
- Lack of respect between teachers and students
- Lack of professional development time for teachers
- Limited site-level decision-making
- Lack of consistency around digital citizenship
- Lack of middle school parent involvement
- Declining revenue and increased costs (e.g., retirement)
- Continued perception that the District lacks transparency
- Lack of flexible spaces to embrace learning needs
- Serious lack of consistency with the IEP process
- Lack of support for Tier 3 students
- Overwhelming amount of newness with programs, standards and accountability system
- School administration is stretched thin to the point that they don't have time to support community goals and programs
- Challenge of not safe enough walking and biking routes to all schools
- Limited after-school program options such as career tech (workshop, mechanics, arts) and programs that don't have a minimum requirement for attendance
- Constantly changing SST process
- Lack of systems of intervention

- Lack of administration and teacher follow through regarding school safety and bullying
- Not enough collaboration time for teachers
- Lack of full inclusion program beyond PreK
- Short recess and lunch times
- Lack of long-term planning for facilities and classrooms
- Lack of timely communication
- Lack of Intranet
- Lack of skill-based classes at multiple levels (more like high school choices)
- Lack of art
- Lack of planning to increase school population to the point that it negatively affects school, students, teachers and community
- Lack of equity of resources between CUSD school sites
- Negative effect of Campbell Middle School transition on the District as a whole
- Lack of communication regarding strategic planning progress (e.g., to Summer Enrichment Program)
- Time consuming report card process for elementary school
- Lack of qualified, classified staff
- Problem of choosing one school for another school
- Lack of support for slow learners or students that do not meet criteria for special education – no discrepancy between ability and achievement
- Lack of support for gray area of learning issues (e.g., ADHD or things that go under the radar)
- Not enough field trips
- Not enough training and retention of special education teachers
- Lack of real life experiences and application for young students
- Lack of transparency for parents for IEP process
- Lack of extension opportunities for high achieving students
- Not enough space or activities for rainy day recess and lunch
- Lack of training for new staff members
- Lack of control of temperature in classrooms
- Lack of vision for PreK-8th school
- Lack of support from administrators of programs outside the school day
- Students who want to choose another school over their home school because of the perception that the other school is better
- Lack of training for special education staff

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

Brainstormed List of Perceptions

- Governor Brown
- Los Gatos Assistance League
- Many grants
- Nicely organized City of Campbell events
- Kaiser working with the Wellness Committee
- Shir Hadash provides Project Cornerstone Readers for Blackford School
- Support by outside agencies for college readiness programs
- State voters are very supportive of education
- Tynker Cad provides professional development

- People are becoming more politically knowledgeable
- Villa Montalvo partnership
- Support from community churches
- Drought has been resolved
- Google applications available
- Increased development in Campbell attracting more people
- Parent support
- Representative is in this meeting from the City of Campbell
- City support
- Many community partners
- Relationship with Society of Hispanic Engineers
- Housing Program
- Voter support for the facilities bond
- RAFT relationships with elementary sites
- Improved library resources to give more students access
- YMCA and Project Cornerstone
- Increased teacher online curriculum support
- Junior Achievement partnerships, especially with Microsoft
- Funding for Parent Engagement Coordinator
- Positive relations with local and State legislators
- El Camino Hospital partnerships and grants
- PlayWorks support of recess interactions
- Silicon Valley economic vitality
- SF Opera
- Hope organization between the Police Department and neighbors
- County Public Health community resources
- City is making crosswalks safer

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

Brainstormed List of Perceptions

- Immigration polices
- Bond not keeping up with facility needs
- HUD funding not increasing with rent increases
- Vouchers
- High cost of living
- High anxiety of students
- Decaying of roads
- Increased traffic
- Losing Federal funding
- Inflation
- Artificial intelligence
- Parents, students and teachers are afraid, especially regarding deportation
- Decreasing legislative support for underrepresented population
- Impact of marijuana legalization on our schools
- Societal push for college readiness as the only avenue for success/achievement
- Increased racist, negative speech

- Social media taking over face-to-face communication
- Gangs and crime in school neighborhoods
- Additional strain on teachers and lack of time to address political and social issues
- De Vos—Secretary of Education
- Declining enrollment
- STRS and PERS
- Biking and walking routes to school not safe enough
- Safe Routes to School funding sunset
- Growing number of children experiencing trauma
- Convincing of the American public that schools are failing
- 50% of all jobs will be automated by 2033—challenge preparing students
- New Federal administration
- Students held out of school based on rumors and protest days
- Fake news
- Interpersonal communication skills of students is lacking
- Ongoing evictions
- Gentrification of neighborhoods
- Parents' economic situation impacting students and parent participation
- Dangerous neighborhoods
- Changing LGBTQ legislation
- Digital divide
- Increased requirement for schools to implement new legislation
- Lack of local emergency preparedness (e.g., recent floods)
- Uncertainty of legal changes and how that will affect students
- Children's exposure to political issues
- "Alternative facts"

NEXT STEPS/FOLLOW-UP PROCESS

WHEN	WHO	WHAT
March 8, 2017	Assistant to the Superintendent	Distribute the retreat record to all invitees.
Within 48 hours of receipt	All recipients	Read the retreat record.
By March 10, 2017	Marketing & Communication Specialist	Post “Accomplishments” on the website.
At the March 16, 2017 School Board meeting	School Board	Present the Strategic Plan to the public.
March 27, 2017	Leadership Team (Superintendent – lead)	Review the “Current Internal Weaknesses” list for possible action items.
April 2017	Leadership Team	Share and discuss the Strategic Plan with all staff face-to-face.
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.
September 19, 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

Marilyn Snider, Strategic Planning Facilitator * Snider and Associates (510) 531-2904

"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