

District Preschool–Eighth Grade Program: Transformation Team Update

Campbell Union School District
Governing Board Presentation • April 20, 2017

Transformation Team's Message to the Community

April 13, 2017:

The Transformation Team has met for the last several months exploring various transition models. After this lengthy process, the team has agreed upon a recommendation pertaining to the grade level transition. It will be presented for approval at the April 20th District Board meeting, and the decision will be announced to the public. If approved, we will notify students, families and staff of the next steps.

Working Drafts: Guiding Principles, Successful Students

GUIDING PRINCIPLES

Full-sentence version
and
Condensed “Carnegie” version

REVISED DRAFT - SUCCESSFUL STUDENTS of NEW SCHOOL will...

NOTE: these are intentions of outcomes for our students, which guide the design and curricular content

be a kind, respectful, diverse group of leaders who are able to perform at or above grade level in all disciplines and are fully prepared for high school curriculum.

Creative problem solvers who think critically and communicate respectfully and effectively

Curious and connected learners who are able to persist through adversity and are able to perform at or above grade level in all disciplines

confident and caring individuals who see themselves and others as positive contributors to the community in which they live and learn

develop a lifelong love and curiosity for learnings, pursuing their interests and developing their talents.

understand safe and responsible cyber citizenship and how to effectively integrate the use of technology, especially for basic educational use

be flexible thinkers and problem-solvers, thinking critically and creatively

be strong mathematicians, ready for high school math

understand how subjects can be integrated and how they are applicable in the world, being innovative designers' students will be college-ready, having strong reading, writing and math skills.

be strong writers, able to fluently communicate their ideas, write a cohesive and organized essay

be able to communicate effectively and speak their minds in respectful ways

take responsibility for their actions

be patient, curious, resilient leaders with a growth mindset

have a commitment to and appreciation for the positive impact kindness has in all interactions and have respect, empathy, and appreciation for diversity and the views of others

see themselves as part of the school and Campbell community as involved citizens, respecting varied cultures and understanding social issues in society

be confident - being comfortable in their own skin and developing self-awareness of their own thoughts, feelings, and biases

work collaboratively

“CARNEGIE Version”
REVISED DRAFT - Guiding Principles for NEW SCHOOL
NOTE: GP are acceptable in list form in order to guide priorities in school design

At our New School, students are at the center.
high expectations are held for all
equity is valued and modeled
meaningful relationships are fostered
learning is personalized
curriculum is relevant and rigorous
concepts and skills are applied in a real-world context
learning is authentic and relevant
curriculum has quality design and delivery
the home and community connection is valued

SUCCESSFUL “NEW SCHOOL” STUDENTS WILL...

REVISED DRAFT - Guiding Principles for NEW SCHOOL

NOTE: GP are acceptable in list form in order to guide priorities in school design

At our New School, students are at the center.

NEW SCHOOL is a place where high expectations are held for all students, diversity is celebrated, and student voice is valued, listened to, and acted upon. Everyone has a shared responsibility in the care and safety of our school.

Equity is valued, communicated, and modeled by all levels of campus leadership.

We foster meaningful relationships by building trust with students and supporting them to achieve high standards.

We value students receiving meaningful feedback to move students forward as empowered learners. Students are responsible and accountable for their own learning and input about when, where, and how they learn.

We aim to personalize learning to reflect the diverse needs of today's learners so that the interests and aptitudes of students expand opportunities for learning in both choice and career learning paths.

With a focus on rigorous and relevant curriculum, assignments focus on the application of concepts and skills in a real-world context and teachers support and encourage students to meet high standards set for them.

We value relevant and authentic learning that students can apply in a variety of settings, including portfolios, applied projects, and performance assessments.

Structures are created to support new types of learning relationships and teachers work together to execute high quality design and delivery of curriculum that focuses on cross-curricular learning.

Our school values the home and community connection where parents are more actively involved in learning, understanding it's intent and value, the school is more available to the community, and students get out into the community to learn on a regular basis.

Models Overview Considerations

Model A: 7th and 8th grade only in 2017/2018

- No 6th grade students enrolled in 2017/2018
- Current 5th graders (61) transferred to Monroe or Rolling Hills starting 2017/2018
- 7th & 8th grade with enrollment of ~390
- 1 or 2 year transition

Models Overview Considerations

Model B: 6th, 7th and 8th grade enrolled in 2017/2018

- Current 5th graders move up to 6th grade
- ~160 new students brought in to complete 6th grade
- 6th, 7th and 8th with enrollment of ~620
- 1, 2, or 3 year transition

Transformation Team Recommendation

Model A: 7th and 8th grade only in 2017/2018

- No 6th grade students enrolled in 2017/2018
- Current 5th graders (61) transferred to Monroe or Rolling Hills starting 2017/2018
- 7th (223) & 8th (168) grade with enrollment of ~391
- 1-year transition

Immediate Next Steps

- ▶ Present new middle school boundaries options to the Board and community
- ▶ Present facility and capacity plans to the Board and community
- ▶ Send notifications of the decision to Campbell Middle School families
 - ▶ Modified to include general info, current 5th grade families, those with siblings
- ▶ Send notification of decision to Rolling Hills and Monroe Middle School families
- ▶ Send notification to all Campbell families
- ▶ Meet with staff members at the three middle schools
- ▶ Convene parent meetings at each middle school site

Boundary Considerations

- ▶ Determining new TK-8 residents boundary
- ▶ Reducing the enrollment at our large elementary schools
- ▶ Recreating middle school feeder elementary groups
- ▶ Encouraging more walking access routes
- ▶ Shifting bus routes
- ▶ Changing school start and dismissal times

Other Considerations

- ▶ Projected Temporary Increased Enrollment

Rolling Hills (~1090)

Monroe (~1187)

- ▶ Sibling factor
- ▶ Busing Route/School Start Time Shifts
- ▶ Boundary Shifts
- ▶ Enrollment Capacity Shifts