

# Instructional Vision



# Leading for the Future

In Campbell Union School District we believe in educating each student and maximizing their potential in order to prepare them for a yet to be defined future. Campbell Union School District's vision is that we will be a model for innovative programs and instruction that engages, empowers, and inspires all children to feel safe and thrive. In order to achieve that vision it is important to understand innovation, empowerment and inspiration when it comes to educating our diverse population. To fully understand these terms we must begin by understanding our students. We place them at the center of our work and strive to co-create learning opportunities that spark curiosity and passion within them. Empowering them with voice, choice and pride in who they are is a district focus. Innovative practices allow students to see themselves as creators who will become the change-makers of the future. In Campbell, learning must be purposeful and authentic to take hold. Additionally, we must be realistic and strategic in our plan to close the identified achievement gap. Classroom instruction must be rigorous and aligned to standards so that students can compete at the highest level. We must be inherently focused on outcomes and committed to changing our instructional approach in order to remove barriers for learning.

Our work in Campbell starts with hiring the best and brightest and empowering them to be collaborative educators who joyfully embrace each student's unique perspective and background. We support staff to become the best they can be by offering a range of professional development in a variety of formats. It is expected that staff members are continuous learners and that instructional practices are refined or improved through the time allocated for collaboration within professional learning communities. We believe in our teachers and work closely with them to ensure that together we maintain our focus on creating healthy environments that lead to a sense of belonging for both students and adults alike.

The purpose of this guide is to create coherence throughout the organization. This document aims to clarify expectations and common purpose for the instructional program. It is intended to define our goals and practices as noted in all district plans, but most notably our Local Control Accountability Plan (LCAP). In California's new climate of local control we are committed to engaging all stakeholders to help us plan and create a top-notch instructional model that ensures we are meeting the needs of the students and families we serve. This defines our direction for instruction over the next three to five years in order to ensure all students learn at high levels.

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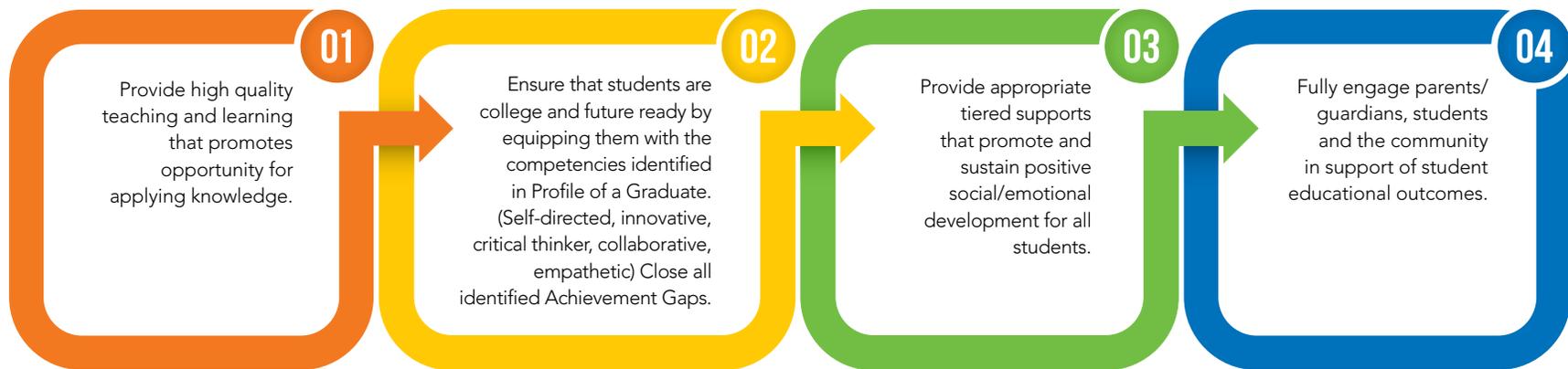
# Local Goals and Mission Defined

## Our Mission

*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.*

## Four Local Control and Accountability Plan (LCAP) Goals

With student readiness as our purpose, the LCAP serves as our strategic plan for outlining the actions and services that align to each goal. The goals, actions and services will lead to improved student growth and performance.



Annually we use student, parent/guardian, and teacher feedback along with performance data aligned to our success indicators to engage stakeholders in conversations around the effectiveness of our goals. We consistently monitor progress in order to improve the instructional program for our students. Our district is made up of 11 dependent charters and one non-charter school. Each school has different actions and services depending on their community feedback and special initiatives, however we all have the same overarching goals. All plans are listed on our district website but the district LCAP is listed [here](#).

To effectively monitor student progress we must have identified success Indicators. The following are listed in our LCAP:

- Attendance Rates
- Suspension/Expulsion Rates
- SBAC Math Scores
- SBAC English Language Arts Scores
- Every Child a Reader by 3rd grade assessments
- iReady growth and proficiency in Math and Reading
- English Learner Proficiency
- Student Engagement

# Overview of Six Steps of Fulfilling our Purpose

Clarity and coherence is necessary to ensure we understand the “what and how” of learning. We must be a learning organization first and foremost and realize that while change is difficult, it is also necessary in order to ensure we are keeping pace with our rapidly changing world. Understanding the steps to fulfilling our purpose of ensuring that **we educate individual students to their highest potential** is key to both students and adults alike.

01	<b>Step One:</b> Deepen learning through an effective instructional program which leverages high quality first instruction.	Aligned to LCAP Goal #1
02	<b>Step Two:</b> Ensure that every child is a reader by third grade.	Aligned to LCAP Goal #1
03	<b>Step Three:</b> Build the capacity of our teachers through collaboration and job embedded professional development in professional learning communities.	Aligned to LCAP Goal #1
04	<b>Step Four:</b> Define mastery of guaranteed learning through our Profile of a Graduate.	Aligned to LCAP Goal #2
05	<b>Step Five:</b> Provide strategic whole system engagement through multi-tiered systems of support.	Aligned to LCAP Goal #3
06	<b>Step Six:</b> Actively engage parents and the community in student learning and well being.	Aligned to LCAP Goal #4

## Step One: Deep Learning Through Quality First Instruction

To ensure ALL students in our classrooms achieve to their highest potential we must provide an instructional program that is strong and coherent. Instruction must be rigorous, purposeful and engaging for students. Since mastery of essential learning is a district goal we must provide a curriculum that is guaranteed and viable.

**Essential Learning Defined:** The critical skills, knowledge, and dispositions aligned to state standards that each student must acquire in order to move forward to higher levels of learning. In Campbell, teacher leaders defined the essential standards for all grade levels and created curriculum guides for every grade level.

**Guaranteed and Viable Defined:** The assurance that all students have an equal opportunity to learn. Each student will have access to an effective teacher and access to the same content, knowledge and skills in each section or class.

The instructional resources used are tools that lead to the learning, they do not drive the instructional program. Curriculum is used to teach the standards, however it is not expected that teachers “cover” all of the curriculum in a class. Identified essential standards drive the learning through the use of classroom learning targets where students are taught to own the learning. Educators in Campbell are encouraged to be lesson designers who co-create learning experiences with students.

A high quality instructional program at the district level means that there is articulation and alignment within schools and grade levels/ departments. There may be some differences between district schools due to various specialty programs and initiatives, however there should be alignment within a school site and even more so within a grade level. This is to ensure that the guaranteed and viable curriculum leads to guaranteed learning for all. District teachers identified the elements of high quality first instruction (Learning Targets, Assessments, Differentiation, and Responsive Teaching to All) which will evolve and change as we learn. Those can be accessed [here](#).

### Assessment Guides High Quality First Instruction

The classroom teacher is dedicated to monitoring student learning minute by minute, daily, weekly, unit by unit and quarterly. Teachers and students use assessment to inform the cycle of teaching and learning.

The purpose of assessment is to:

1. Gauge mastery/proficiency of state standards
2. Serve as an indicator for collaborative teams to determine the curricular and instructional modifications needed to grow learning

**State Assessments:** These are summative external assessments that provide a cumulative picture of student learning. Under the umbrella of the California Assessment of Student Performance and Progress (CAASPP) are the following assessments: English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessments (SBA), California Alternate Assessment (CAA), California Assessment Science Test (CAST) and Primary Language Test (PLT). Results from these tests are used to determine a students’ learning growth, improve instruction and as a reclassification measure for English Learners.

**District Assessments:** District assessments are administered three times a year and include iReady Reading and Math, Benchmark Assessment System (BAS), and standards based writing assessments. In the future, we will implement assessments aligned to our profile of a graduate work to ensure that we are monitoring the impact of instruction. The purpose of these assessments are to understand how students are currently performing, identify students who are “at-risk” of falling behind in the essential skills or those who are advanced and may need additional challenges. Teachers commit to analyzing the results of district assessments to plan meaningful instructional responses.

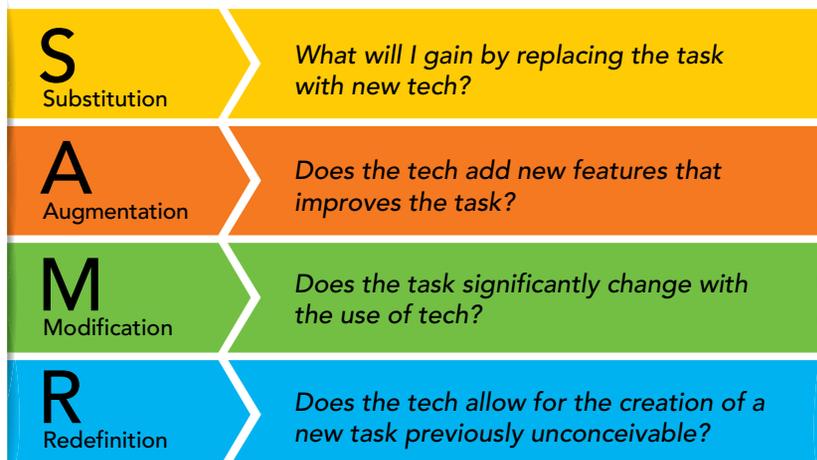
**Common Formative Assessments:** These are internal assessments that are developed collaboratively in teacher teams. They are short term formative assessments that measure the standards and skills that teachers are teaching within the units of study. Authentic formative assessments are used to directly assess what has been taught and inform the discussion of what teachers can do differently to meet the needs of students in a timely manner.

### High Quality Instruction Means that Technology Redefines Learning

In Campbell Union School District, technology is purposefully integrated throughout the day and across school sites to assist in individualizing learning and allow for more student choice and voice. We believe in establishing a culture that is grounded in a willingness to embrace new ideas and ways of learning, using technology to infuse local and global best practices, current trends, and future projections into all conversations about teaching and learning.

Thoughtful lesson design is the key to high quality instruction. Instructional technology is used to redefine a learning task in a way that transforms learning. Teachers enhance lessons using technology while always considering the SAMR Model.

### SAMR Model



### Technology Guiding Principles

- We provide reliable access to tools and internet
- Learning environments are flexible
- Integration of technology is seamless
- Students and staff model good digital citizenship
- We value student data and privacy
- Students take ownership over determining the right technology tool for the right learning target
- Technology is the vehicle used to provide enhanced opportunities for rich multi-media collaboration and communication within and beyond the classroom
- Teachers and administrators actively explore and implement emerging trends in the effective use of technology for their potential to improve student learning
- Technology Specialists support and propel staff and student use of technology in innovative and purposeful ways

### Science, Technology, Engineering, Arts and Math (STEAM)

Through STEAM, students discover meaningful, creative and innovative ways to expand and connect interdisciplinary learning through experimentation and imagination. This will help them apply their learning to succeed in real world settings. STEAM is integrated into our lesson design through three pathways. Mechanical Engineering Design, which includes practicing the engineering design process through problem solving and prototyping. Software Engineering to create a pathway for students to learn computer science, and Champions for Change, which offers students design opportunities to impact their world through environmental literacy lessons. CUSD is invested in building community partnerships that impact student learning both inside and outside of the classroom. We work to build community partnerships that provide STEAM related learning experiences for students that focus on the real world of work, helping students to apply and connect foundational skills to authentic tasks and careers.

Purposeful plans are updated and communicated with stakeholders annually:

- [Technology Plan](#)
- [STEAM plan](#)

## Step Two: Ensure that Every Child Is a Reader by Third Grade

In order for all children to be able to access a rigorous curriculum and own their learning, they must be able to read successfully. In Campbell, we are committed to ensuring this by fully understanding the keys to reading and providing a coherent and systematic approach in teaching students in grades TK-2. There are five essential components to teaching reading, as outlined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Knowing that students must have strong foundational skills in order to become fluent readers, we use CKLA/Amplify to provide students with systematic instruction in phonemic awareness and phonics. The reading code in CKLA presents the sound/spelling patterns in a sequential way with pausing points to allow time for assessing students

abilities in order to determine and address skill gaps. We use the Benchmark program as our vehicle to address vocabulary and text comprehension standards. Both elements are essential for student success in reading.

In addition to a strong and coherent curriculum, we have additional mechanisms in place to support students who struggle. For students needing intensive intervention we offer a variety of supports including:

- Support from a Reading Intervention teacher
- After school and summer programs
- Small group reading support



## Step Three: Build Capacity of Teachers Through PLCs

In Campbell, we function as professional learning communities who regularly meet in teams to have focused collaboration around evidence of learning. The student learning results from implementation of highly engaging instruction, mastery of guaranteed learning, and collective teacher efficacy. The role of the teacher is to participate in all steps of the cycle. The role of the principal (as the lead learner) is to model learning, shape culture, and garner resources to maximize the collective focus on learning.

**Collaboration is defined as a systematic process, in which people work together, interdependently, to analyze and impact professional practice in order to improve student learning.**

In collaborative teams teachers answer the four PLC questions:

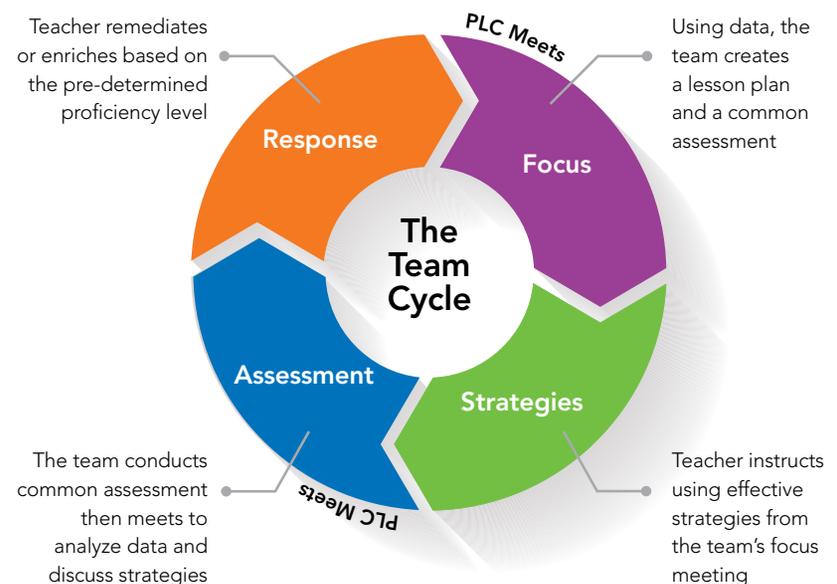
1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

### Elements of an Effective Inquiry meeting

**Preparation:** Each PLC has an identified facilitator with the understanding that there is an agreement of shared leadership responsibilities. The facilitator prepares in advance for the meetings by communicating with the other members the types of data or work samples that will be brought to meetings. Agendas include time to analyze the data, adjust lesson design to address the variability of learners, select learning resources and plan responsive intervention/extension.

**Meeting Content:** An informative inquiry meeting first involves a review of student learning outcomes. Teachers work together to create shared learning targets aligned to essential standards. Meetings include reviewing data reports at the class and team level. Data is reviewed by student and demographic groups to ensure that we are responsive to each learner. Teams identify and discuss student successes and error patterns they see in student responses.

**Meeting Outcome:** Collaborative decisions are made in response to students' data to regroup, reteach or extend students' learning. Teachers determine which common formative assessments will be used to assess future learning. Notes are taken and shared with the administrator using the format agreed upon by the school site.



LCAP GOAL 2: ENSURE THAT STUDENTS ARE COLLEGE AND FUTURE READY BY EQUIPPING THEM WITH THE COMPETENCIES IDENTIFIED IN PROFILE OF A GRADUATE. (SELF-DIRECTED, INNOVATIVE, CRITICAL THINKER, COLLABORATIVE, EMPATHETIC) CLOSE ALL IDENTIFIED ACHIEVEMENT GAPS.

## Step Four: Mastery of Guaranteed Learning/Profile of a Graduate

The Profile of a Graduate work is CUSD's commitment to our community to prepare students to navigate a complex world where they are prepared to contribute, learn and be successful. The profile lists the competencies that a team of teachers, administrators, students, parents, Board and community members determined were essential for each and every CUSD graduate. Over time, we will determine what proficiency looks like and the indicators to be used to determine mastery for each of the competencies. Instructional practices will be identified and implemented to promote the learning needs for each graduate to attain these competencies. Collaborative teams will have common agreements on the indicators for success and learning. Both adults and students alike are expected to practice and master these proficiencies.

### Master Foundational Learning Skills Across Disciplines

CUSD graduates will demonstrate deep knowledge across all academic disciplines and independently own their learning.

- Reading
- Writing
- Math
- Science
- Social studies
- Awareness in one or more non-core areas (arts, music, foreign language)
- Digital literacy

### CUSD Profile of a Graduate Competencies



1. **Self Direct:** Own the learning, set goals and practice persistence to become curious learners for life.



2. **Innovate:** Embrace a growth mindset as a way of thinking that leads to the creation of something new and better.



3. **Think Critically:** Ask questions to solve problems, evaluate and analyze and make informed decisions.



4. **Collaborate:** Listen and communicate effectively with an open mind, give and receive feedback, adapt and compromise.



5. **Empathize:** Be kind and caring to others, consider multiple perspectives and contribute to have a lasting impact on our world.

## Step Five: Whole System Engagement through a Multi-Tiered System of Support (MTSS)

When considering the success of all students within our classrooms, throughout our schools and across our district we must ensure that the instructional program is strong and coherent. The program is aligned with two key tenets: student learning and student well-being. Step one outlines the elements of high quality first instruction which provide a strong instruction foundation for all learners. Best first instruction serves as the foundation to a MTSS that includes:

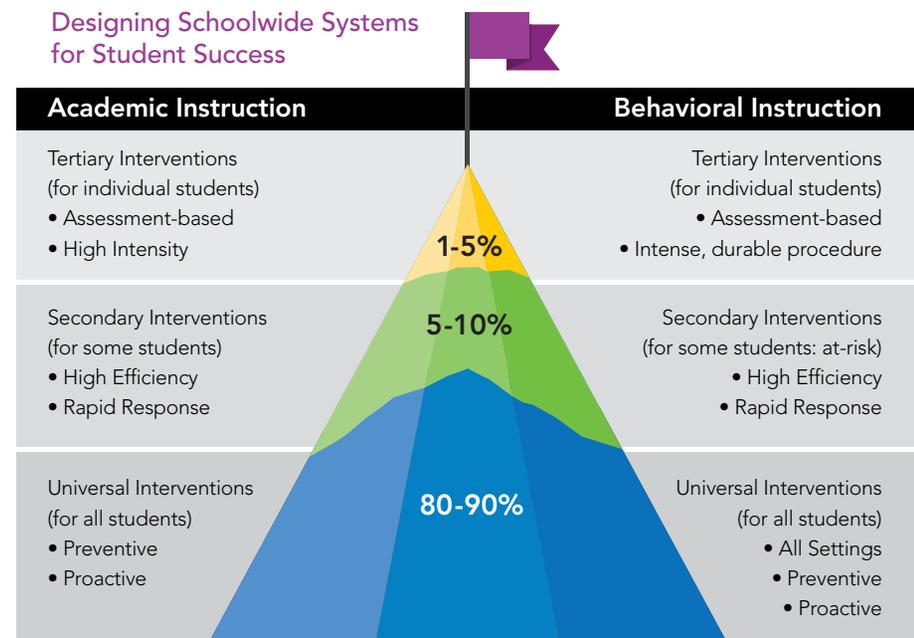
- Use of universal screeners to identify learners who may need additional support or intervention
- Deliberate lesson planning of high quality, differentiated core instruction which ensures that all students are able to access and demonstrate mastery of essential learning
- Identification of, and connection with students to provide real time intervention and acceleration
- Small group and/or individualized support to maximize access to the core curriculum as well as enrich and extend learning
- Regular, ongoing progress monitoring using multiple data points
- Access to counselors and other mental health staff to provide for social-emotional and behavior support

### Social-Emotional & Behavior Support

Positive Behavior Interventions and Support (PBIS) structures are in place at our schools. We are recognizing a need to understand and provide focus on Restorative Practices and of Culturally Responsive Teaching to support and engage our students in their well-being.

### Academic Support

Classroom teachers, working collaboratively as a PLC, provide the first level of intervention for students who are showing signs of struggle. As data determines students need more support after receiving timely classroom supports they may receive more intensive support from Reading Specialists, Teachers on Special Assignment (TOSAs), Resource Teachers, and/or out-of-school time programs. Additionally specialized instruction and Universal Design for Learning strategies are some research proven supports used to provide academic intervention. Each school has an identified structure for ensuring that student academic needs are met. There is a district process for holding Student Study Teams ([SST Flowchart](#)).



The tiered intervention model demonstrates the extent to which we provide additional support to meet individual needs.

## Step Five: Whole System Engagement through MTSS

### Universal Design for Learning (UDL)

UDL is thoroughly knowing the concept you're going to teach and presenting that concept in different ways to engage students and allow them to express their knowledge in different ways. UDL requires that teachers shift their thinking about teaching and learning — to eliminate barriers to learning by proactively and deliberately planning curriculum that all students can access.

In Campbell we are striving to personalize learning for students in order to provide them with inspiring and lasting learning. With a diverse population there is a need to plan specifically for each group of learners.

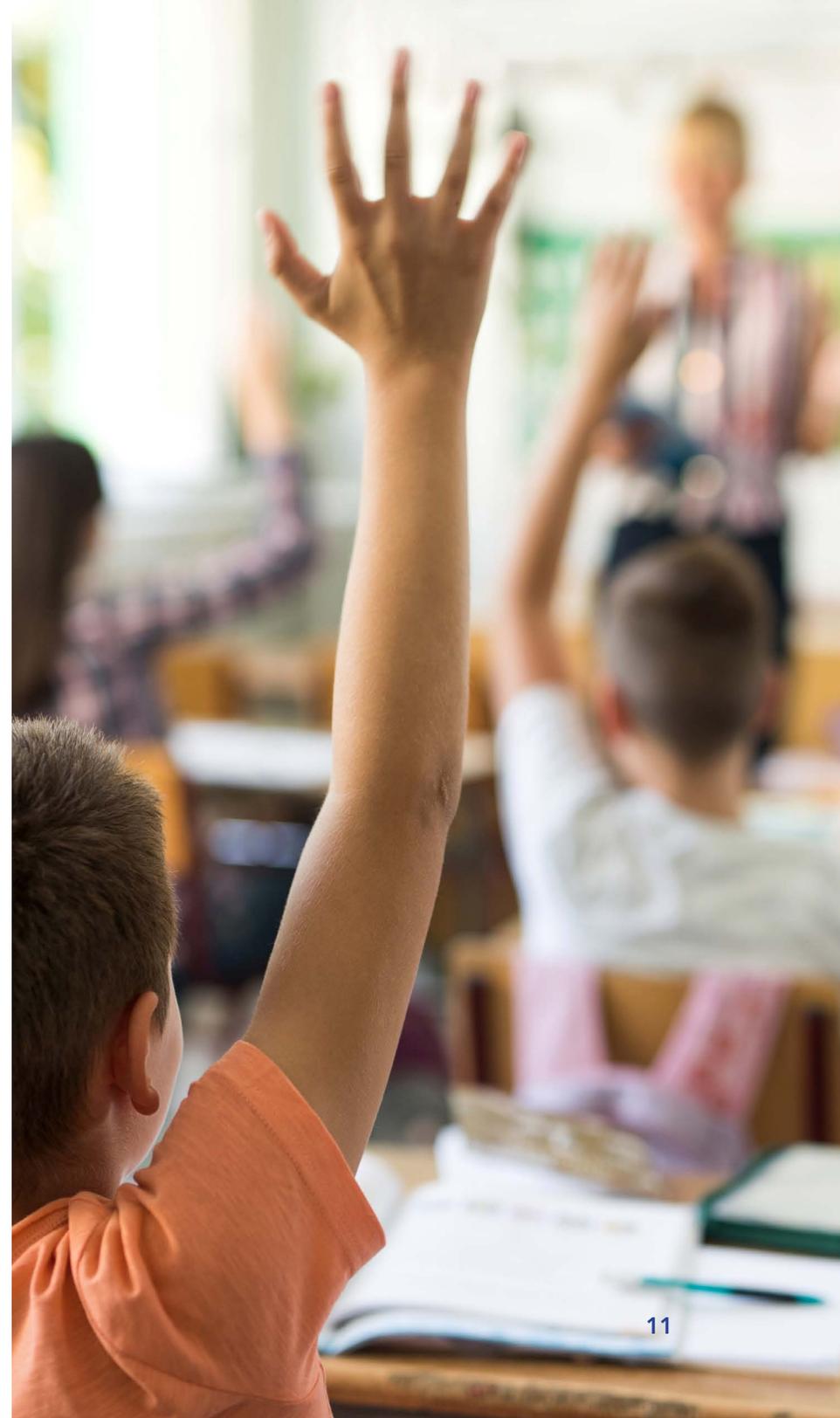
- [GATE Plan](#)
- [Title III \(ELD\) Plan](#)

### Supports and Services for Students with Disabilities

In Campbell, our vision for all students, including those with disabilities, is for each to reach his or her highest potential of achievement, graduate high school, and become contributing members of our community. Campbell staff support students with disabilities and assist them in becoming self-advocates, understanding their talents, skills, rights, abilities and unique learning styles, thus allowing them to make choices and decisions to improve their quality of life. Our goal for CUSD educators is to foster an educational setting that embraces an inclusive culture while continuing to work to close the achievement gap.

Special educators strive for excellence by learning, modeling and collaborating on curriculum, instructional and procedural practices to ensure student success to meet the identified needs of each student. All special education staff employ well-developed systems for implementing services and monitoring student performance and progress on IEP goals.

Parents are informed of special education procedures and resources and are actively involved in the education of their child. Positive partnerships exist among parents, staff and community organizations to provide support services for our students with disabilities. In Campbell we believe all students can learn and education is a team effort.



## Step Six: Engage Parents, Students and Community

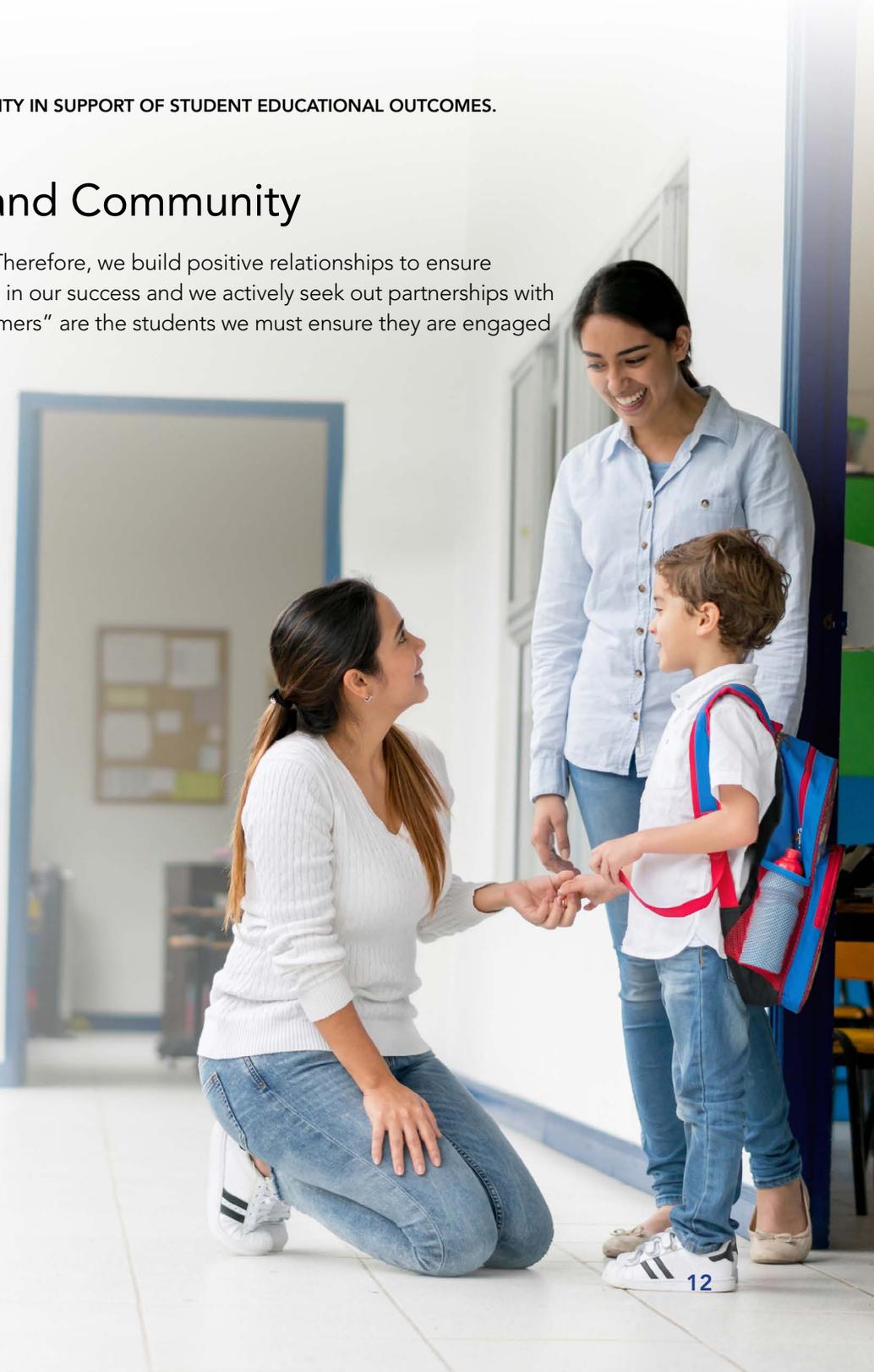
We understand relationships are the cornerstone of healthy organizations. Therefore, we build positive relationships to ensure learning in the classroom. Parents and the community have a vested interest in our success and we actively seek out partnerships with families and community based organizations. Realizing that our main “customers” are the students we must ensure they are engaged and ready to learn deeply. We have defined engagement at each level.

**Student Engagement:** Learning is fueled by curiosity and connection to the real world, characterized by a strong “need to know” attitude in the learner. There is a high level of student commitment to the learning. Without commitment students cannot be engaged in the learning process.

**Parent/Family Engagement:** Parents are a child’s first teacher. We seek to involve parents/guardians to their individual comfort level. As a learning organization we are committed to offering a wide variety of parent engagement classes and experiences that provide personal growth, parenting strategies and ways to support their student’s learning success.

**Community Engagement:** Partnerships with the community and various agencies assist us in the engagement and coordination of needs for students and families, allowing us to connect families with services beyond what the school and district can provide. Additionally, we seek community support for opportunities allowing students to be involved in the world of work so that they can make relevant life connections.

In support of students and families the district has multiple Community Liaisons and an extensive School Linked Services (SLS) program to support families. We offer counseling, parent education programs, attendance support, bilingual translation and a variety of methods for communication. Additionally we offer a variety of ways for stakeholders to get involved and offer feedback throughout the year.



## Collective Commitments

As employees of CUSD we will continually strive to live out this Instructional Vision. Our instructional leadership teams will work together to lead the work of our individual schools and teams to achieve our mission of **“educating each student to their highest potential.”**



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