



## Special Governing Board Meeting

# CABRILLO UNIFIED SCHOOL DISTRICT

Saturday, May 6, 2023 • Public Session: 9:00 AM • Closed Session: Immediately Following the Public Session

**District Office Board Room, 498 Kelly Avenue, Half Moon Bay, California 94019**

In compliance with the Americans with Disabilities Act, Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at [acostar@cabrillo.k12.ca.us](mailto:acostar@cabrillo.k12.ca.us). Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids, or services.

Documents provided to a majority of the Governing Board regarding an open session item on the agenda will be made available for public inspection in the District Office located at 498 Kelly Avenue, Half Moon Bay, California, during normal business hours. In addition, such writings and documents are posted on the District's website, [www.cabrillo.k12.ca.us](http://www.cabrillo.k12.ca.us).

### PUBLIC COMMENTS GUIDELINES

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. There are two ways in which members of the public may provide comments:

**1. Submit Written Comments in Advance:** Members of the public wishing to provide comments in advance of the meeting may submit a Public Comments form at: [bit.ly/cusdcomments](http://bit.ly/cusdcomments). Written comments will be accepted from when the agenda is posted up to 3:00 pm on Friday, March 24, 2023. Comments will be read out loud by the Board President or a Designee. Written comments should be limited to no more than 300 words; longer comments might not be shared publicly during the meeting. However, all comments received, whether or not they are shared publicly during the meeting, will be made available to all Board members and the public.

**2. Provide Comments In-Person During Meeting:** A person wishing to be heard by the Board during the meeting should submit a "Request to Address the Board" slip to the Administrative Assistant to the Superintendent prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the Board President, please proceed to the podium and comment as briefly as the subject permits.

Individual speakers will be allowed three (3) minutes to address the Board on each agenda or nonagenda item, and the Board will

limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances, when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint. The Administrative Assistant will keep the time and advise the speaker when there are 30 seconds left and again when the time is up. We ask speakers to keep within the time limits.

- Closed Session Items: may be addressed under Public Comment on Closed Session Topics.
- Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

## **IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS**

The Cabrillo Unified School District Governing Board does not act upon any matter that has not been agendaized except under limited circumstances as permitted by law. It is the policy of the Cabrillo Unified School District Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate.

### **1. OPENING BUSINESS**

- a. Call Public Session to Order - 9:00 AM - Welcome
- b. Roll Call / Quorum
- c. Pledge of Allegiance

### **2. APPROVAL OF AGENDA**

### **3. WORK STUDY SESSION**

- a. Steering Committee Update on Strategic Plan (Work Session)  
[3.a Board Memo Equity Audit and Strategic Plan Input.pdf \(p. 3\)](#)  
[3.a.1 Strategic Plan Slide Presentation May 6 2023.pdf \(p. 4\)](#)

### **4. CLOSED SESSION**

- a. Public Comments on Closed Session Topics
- b. Adjourn to Closed Session

Board Members will meet privately for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

#### **1. Conference with Legal Counsel – Anticipated Litigation Pursuant Government Code § 54956.9(d)(2)**

**Number of cases: One (1) case**

- c. Reconvene to Open Session
  1. Closed Session Action Report: If applicable

### **5. ADJOURNMENT**



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## SUPERINTENDENT

Sean McPhetridge, Ed.D.

## GOVERNING BOARD

Mary Beth Alexander  
Lizet Cortes  
Carmen Daniel  
Kimberly Hines  
Sophia Layne

## MEMORANDUM

**MEETING DATE:** May 6, 2023  
**TO:** Members of the Governing Board  
**FROM:** Sean McPhetridge, Ed.D., Superintendent  
Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction  
Aurora Lora, Insight Education Group Senior Associate  
**CATEGORY:** Work Session  
**ITEM TITLE:** Steering Committee Update on Strategic Plan

### BACKGROUND INFORMATION

Cabrillo Unified School District's Governing Board identified the need to engage in an equity audit that could help inform a renewed strategic plan for the district. An equity audit focuses on the fairness of district programs and the access provided to students and families through our current policies, programs, and practices. CUSD's strategic plan will ultimately support our organization in affirming, defining, and renewing a vision and mission while identifying goals and objectives that will help CUSD achieve that vision for all students and families.

On June 9, 2022, the CUSD governing board reviewed and approved a contract with the [Insight Education Group](#) to help CUSD facilitate and engage Board, community, and staff in an equity audit that will support the development of a strategic plan. Beginning Fall 2022, Insight Education engaged in an equity audit process to identify ways that will ensure our policies, practices, and outcomes are more equitable for all students and adults. Insight Education is currently unpacking CUSD data, inclusive of two types of data: quantitative data and qualitative data. Quantitative data included measures not limited to state and local assessment performance indicators, attendance indicators, engagement indicators, and student demographic data. Qualitative data included student, staff, and educational partner surveys and interviews. Starting in January of 2023, Insight Education and CUSD convened a cross-section of stakeholders to advise the development of CUSD's next Strategic Plan. The Steering Committee is responsible for analyzing feedback and providing suggestions for revisions based on trends in the equity audit feedback data.

This session will provide our Governing Board with an update on our steering committee Strategic Plan recommendations and will also obtain feedback related to our Strategic Plan draft.

### FISCAL ANALYSIS

There is no financial impact to the General Fund.

### RECOMMENDATION

This item is presented for information only.



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# Strategic Plan Board Work Session

Cabrillo Unified School District

May 6, 2023

# Agenda

- Draft Core Values
- Draft Vision
- Draft Mission
- Strategic Plan Survey Results & Proposed Priorities
- Next Steps



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# What is a Core Value?

**A value is a way of being or belief that we hold most important.** Living into our values means that we do more than profess our values, we practice them. We walk our talk – we are clear about what we believe and hold important, and **we take care that our intentions, words, thoughts, and behaviors align with those beliefs.**

- Brené Brown



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# What is a Core Value?



Accessed online from [Futures Without Violence](#)

Core values direct the behavior and decision-making of an organization's employees.



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# Jackson Public Schools (MS)



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## Core Values

At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.

### EQUITY

Our vision of equity, put simply, is "all means all." We ensure equity by celebrating each scholar's individuality, interests, abilities and talents; providing each scholar in each school with equitable access to high-quality instruction, courses, and resources; and holding high expectations for all scholars to graduate college-ready and career-minded. Similarly, we recognize and value the individual abilities, experiences and talents of our staff; providing all staff with equitable access to opportunities for development and growth; and ensuring that such opportunities are provided through clear and transparent processes.

### EXCELLENCE

High expectations for our scholars help to prepare them for college and career paths. High expectations from and for all adults foster ownership, consistency, and transparency. Every member of our district performs with an attention to detail and the quality that each task demands in order to achieve great outcomes.

### GROWTH MINDSET

Our leaders—scholars and staff—thrive in environments where belief in their abilities is affirmed. Everyone in the organization embraces the ideal that effort and perseverance lead to success.

### RELATIONSHIPS

It is essential to develop relationships through mutual respect of culture, social context, and community. This allows us to create a community of safety, trust, productive vulnerability, and genuine connection as we celebrate successes and value opportunities for constructive feedback.

### RELEVANCE

Scholars experience relevant education that is engaging, motivating, and inspiring, leading to a lifelong commitment to learning. Our scholars must learn to connect with each other, the larger community, and the 21st-century world, ultimately developing agency to contribute to positive change in Jackson, in Mississippi, and in the world.

### POSITIVE AND RESPECTFUL CULTURE

Scholars and staff thrive in learning environments where growth and achievement are the highest priorities and climates are safe, positive, and respectful. These environments engage and excite all scholars, leaving them hungry for more knowledge. All adults contribute to a positive and respectful culture allowing them to experience more productivity, increased retention, and joy at work.

# Guilford County Schools (NC)

## Diversity

We believe the different experiences individuals bring to our schools are strengths. Embracing diverse cultures, perspectives and abilities enables students and adults to feel valued and safe, a key prerequisite for learning and growth. We are committed to providing an environment where students and staff from all cultures and backgrounds can succeed.

## Empathy

We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents as well as their colleagues.

## Integrity

We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards, and dealing with everyone with respect.

## Innovation

We are committed to fostering a work environment where the goal is not to manage innovations, but to become innovative. Problems are identified, ownership of those problems is assumed by the adults in the district and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions found, and clear and compelling goals are established.

## Equity

We are committed to creating equitable and inclusive schools where adults take ownership for student learning outcomes and make sure students have what they need to succeed in school and in life. We will acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement. We will align resources to create equitable opportunities for students and employees. We will eradicate achievement gaps.



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## CORE VALUES

### We believe in **developing people.**

We know that we are only as strong as our team and that as each person develops as a learner and a leader, our district becomes stronger. We are committed to investing in the development of our people through coaching, feedback, and training, as well as by fostering an environment that encourages personal development and professional growth. We believe that by supporting the growth of our team members we will all achieve our maximum potential.

### We believe in **equity.**

We acknowledge that access to opportunities and success is not – and has not been – the same for all community members and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

### We believe in **keeping students our priority.**

We approach our work with an open, curious mindset, committed to learning and relentlessly focused on our students' needs and interests. We make decisions and measure progress based on how well we are supporting our staff and improving outcomes for our students. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

### We believe in **integrity.**

We strive to do the right thing, recognizing that what is right is not always what is easy. We operate with respect and kindness and are honest, transparent and responsive in our communication and actions. We collaborate openly and hold ourselves and each other accountable.

### We believe in **joy.**

We see our work as much more than a job and we are here because we love what we do. We take pride in doing great work and celebrate our collective and individual successes. We cultivate positive relationships, express gratitude, and support and uplift one another.

# Waukee Community School District (IA)



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# District of Columbia Public Schools (DC)



## **STUDENTS FIRST:**

We recognize students as whole children and put their needs first in everything we do.



## **EQUITY:**

We work proactively to eliminate opportunity gaps by interrupting institutional bias and investing in effective strategies to ensure every student succeeds.



## **EXCELLENCE:**

We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.



## **TEAMWORK:**

We recognize that our greatest asset is our collective vision and ability to work collaboratively and authentically.



## **COURAGE:**

We have the audacity to learn from our successes and failures, to try new things, and to lead the nation as a proof point of PK-12 success.



## **JOY:**

We enjoy our collective work and will enthusiastically celebrate our success and each other.



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# Alexandria City Public Schools (VA)



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## OUR CORE VALUES

**In all we do, the ACPS learning community strives to live these core values. We are...**

**Welcoming**  
We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.

**Equity-Focused**  
We actively work to remove barriers to educational access.

**Empowering**  
We inspire each student and staff member to thrive to their best abilities.

**Innovative**  
We take initiative to solve problems in the classroom and across the system.

**Results-Driven**  
We set ambitious goals to learn, grow and achieve at high levels.

# Current Cabrillo Core Beliefs

## *We believe that...*

*Education is a partnership between student, family, school, and community*

*Each individual deserves the opportunity to reach their potential*

*High expectations promote success*

*Knowledge creates opportunity*

*Learning is a lifelong process that enriches the quality of life*

*Flexibility provides opportunity and promotes innovation*

*The well-being of the individual is essential to learning*

*Everyone has the right to be treated with respect*

*Education is essential to our democratic society*

*Accountability guides continuous improvement*

*Leadership embraces responsible change*

*Excellence is worth the investment*

*Everyone has the right to be safe*

*Diversity enriches society*

*Everyone can learn*



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# Feedback from Steering Committee



# Draft Core Values

- Students First
- Inspiration
- Lifelong Learning
- Welcoming
- Teamwork



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# Students First - Draft Definition

- We believe that all students have the ability to succeed. We also believe that positive impacts on students should be at the center of decisions we make and actions we take. We also believe preparing everyone to adapt and thrive in a rapidly changing and globally connected world should inform our decisions.



# Inspiration - Draft Definition

- We strive to create inclusive environments and engaging learning experiences that excite and empower everyone in our community to discover, solve problems, innovate, and grow as humans to become well-rounded lifelong learners and leaders.



# Lifelong Learning - Draft Definition

- We view young people and adults as lifelong learners who construct knowledge, seek answers, take risks, reflect on their own experiences, and approach learning with action and commitment. We honor where each learner is in their learning process, recognizing that our present learning is linked to both our past and future experiences. We equip young people with skills, attitudes, and understanding that will serve them in a lifetime of joyful learning, both in school and beyond.



# Welcoming - Draft Definition

- We embrace everyone who comes through our doors and respect our differences because we believe diversity and community are our greatest strengths. We believe in providing welcoming, safe, nurturing, and collaborative learning environments that allow everyone the opportunity to reach their full potential.

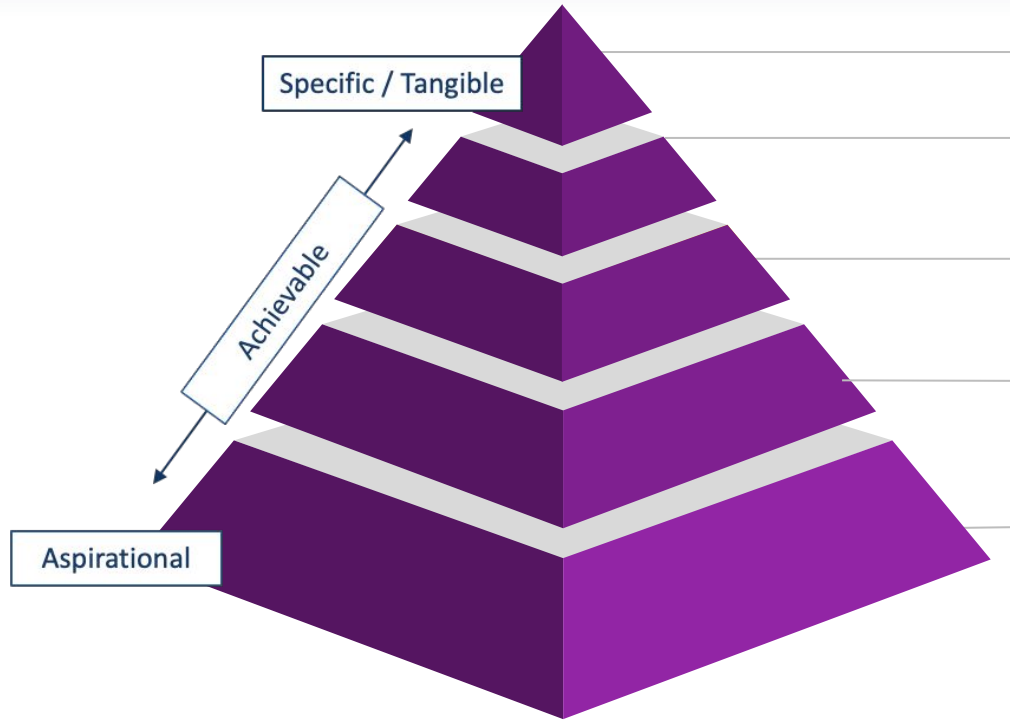


# Teamwork - Draft Definition

- We are focused on results, and we value our ability to work collaboratively. We are committed to collegiality, professionalism, and respect. We know we can only reach our shared goals for student success by working together.



# Building on Core Values



## Action

What do we have to do? How do we know?

## Strategic Plan

How are we going to progress?

## Mission

What do we do? Who do we do it for?

## Vision

Where are we going? What do we aspire to achieve?

## Core Values

What do we stand for?



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# Focus on Vision and Mission

## Vision

Describes what the organization hopes to achieve or be in the future

## Mission

Describes who the organization is, what it does, and who it serves



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# Sample Visions

"Making the best possible ice cream, in the nicest possible way."

- Ben & Jerry's

"To organize the world's information and make it universally accessible and useful."

- Google

"To make people happy."

- Disney

"To develop leaders who will one day make a global difference."

- Harvard

"We will help people live longer, healthier lives."

- CVS

"To reduce human trauma and economic costs associated with automobile accidents."

- Progressive



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# Sample District Visions

Inspiring learners who feel valued, challenged, and prepared to face tomorrow's opportunities.

We prepare scholars to achieve globally, contribute locally, and to be fulfilled individually.

Transforming learning and life outcomes for all students.

Every student feels loved, challenged, and prepared to positively influence society and thrive in life.

Empowering all students to thrive in a diverse and ever-changing world.



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# Statement from the CUSD Website

## A Place for Students to Dream and Achieve

Cabrillo Unified School District schools create a space where your students learn, find their passions, and achieve their dreams. School should be a place where students discover their dreams and believe their dreams can come true.

Helping students find their passions and prepare academically for each stage of their educational journey is the most important work we do in the Cabrillo Unified School District (CUSD), from instilling a love of learning in our youngest students to offering the classes and experiences our middle and high school students need to achieve their goals.



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# Steering Committee Feedback

- Should include the core values
- Should be short and inspirational
- Should reflect where we are headed
- Use active voice
- Make sure administrators are included
- Working hand-in-hand towards the same goal
- Instill a love of learning / create lifelong learners
- Be aware and responsive to all types of learning
- Thrive in a diverse and changing world



# Steering Committee Feedback

- Doing things with kindness
- Make students happy
- Develop leaders who will make a difference in the world
- Compelling words: valued, empowered, inspired, “every student”

## Possible ideas for CUSD Vision:

- Equip students to be lifelong learners.
- Empower learners to belong and contribute to a diverse and increasingly global society.
- Equip learners to belong and become empowered members of a diverse and increasingly global society.



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# Draft Vision

- We work together as a Coastsides community to create an environment where every person is seen, heard, valued, and prepared to thrive in life and reach their full potential in adulthood.



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# Focus on Vision and Mission

## Vision

Describes what the organization hopes to achieve or be in the future

## Mission

Describes who the organization is, what it does, and who it serves



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# Mission Statement

Describes  
what is unique  
about  
who we are

Describes  
what is unique  
about  
who we serve

Describes  
what is unique  
about  
what we do

How would you respond to these three prompts for Cabrillo Unified School District?



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# Sample Missions

**Sample 1:** We ensure success by inspiring students and addressing barriers to learning.

**Sample 2:** We develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

**Sample 3:** Ensure that every school guarantees that students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

How well does each mission describe what is unique about:

- Who the district is?
- Who they serve?
- What they do?



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# Sample Missions (continued)

How well does this mission describe what is unique about:

Who the district?

Who they serve?

What they do?

**Waukee Community Schools is a rapidly growing and increasingly diverse school district. We believe every individual's unique background and culture enhance our schools. By focusing on the joy of learning and growth for everyone, we create a dynamic work environment for our staff while engaging our students, families and the community through innovative educational experiences.**



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# Steering Committee Feedback

## Who We Are:

- Diverse community - culturally, racially, and economically
- Small community
- Resourceful
- Resilient
- Unique natural resources
- Athletic
- Bilingual
- True neighborhood community that works as a cohesive team with the district
- Unified
- Longevity / stability

## Who We Serve:

- Students preschool through adult school
- ELL students
- Students with learning differences
- Stable enrollment
- Advanced students
- Diverse cultures
- Diverse languages
- Families
- Everyone - if you come, we will serve you
- Legacy



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# Steering Committee Feedback

## What We Do:

- Try to make sure our diverse population is involved in all programs in our school
- Value unique backgrounds and cultures
- Academics
- SEL
- Mental health (direct service, targeted groups, crisis intervention)
- Medical services (eyes, ears, glasses, disease support)
- Special education
- Serve 2 meals per day
- Sports
- VAPA
- We try to do everything



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# Current Cabrillo Mission Statement

## Mission Statement

The mission of the Cabrillo Unified School District - an exemplary learning community committed to valuing our distinct cultural identities - is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge. We accomplish this by utilizing our unique natural resources and engaging the entire Coastside community and its partners in providing a rich and academically rigorous curriculum in a safe and nurturing environment.



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# Steering Committee Feedback

## What Resonates:

- Values
- Cultural identities
- Cultural differences
- Last sentence is strong.

## Ideas for Strengthening:

- Unique natural resources should be first in a list of how we accomplish the mission
- The first sentence is clunky. It should start with our mission.
- Relook at “next challenge”. Perhaps use “preparing students for an ever changing world or 21st or 22nd century learner”.
- Working together to...
- Would like to see ownership from the district.
- Working collaboratively – community, schools, district, families, students
- Citizens - maybe change to people



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# Draft Mission

We are a caring Coastside community that works together to provide everyone with meaningful and joyful learning experiences. We work together to provide a well-rounded, student-centered program that focuses on rigorous academics and supportive social-emotional learning.



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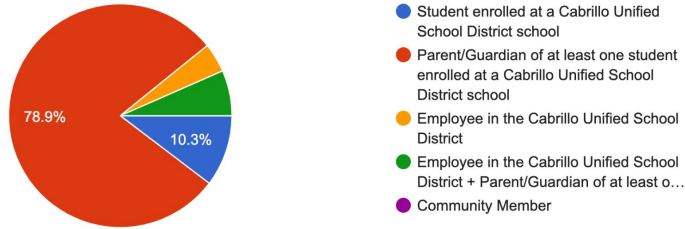
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# Survey Responses

How are you connected to Cabrillo Unified School District? Please choose the one option that best describes your connection to Cabrillo Unified School District. I am a...

213 responses



¿Cuál es su conexión con el Distrito Escolar Unificado de Cabrillo? Elija la opción que mejor describa su conexión con el Distrito Escolar Unificado de Cabrillo. Soy...

17 responses



230 total responses (213 in English, 17 in Spanish)

- 184 parents
- 9 employees
- 15 employees + parents
- 22 students
- At least one response for each location (schools + district office)



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# Key Priorities

## Top Rankings

1. Mental health/social emotional wellness (112 - 53%)
2. Employee recruitment and retention (102 - 48%)
3. Age & maintenance of facilities (90 - 43%)
4. High school readiness, graduation, and post-graduate success (87 - 41%)
5. School safety (84 - 40%)
6. Academic outcomes in reading (70 - 33%)
7. Educational equity for all students (67 - 32%)
8. Accelerating student learning (60 - 28%)
9. Academic outcomes in math (55 - 26%)
10. Expanding school choice, career programs, and access to advanced courses (55 - 26%)

## Top Rankings

1. Seguridad escolar (10 - 59%)
  2. Equidad educativa para todos los estudiantes (9 - 53%)
  3. Salud mental/bienestar socioemocional (5 - 29%)
  4. Resultados académicos en lectura (4 - 24%)
  5. Resultados académicos en matemáticas (4 - 24%)
  6. Desarrollo profesional y de carrera y capacitación para maestros y personal (4 - 24%)
  7. Preparación para la escuela secundaria, graduación y éxito de posgrado (3 - 18%)
  8. Reclutamiento y retención de empleados (3 - 18%)
- No votes for Fiscal priorities and Graduate profile. Others received 1-2.



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# Next Steps

- Mid-May - Focus Groups
- Steering Committee Meeting #5 - Wednesday, 5/17/23
  - Review and provide feedback on draft priorities and goals
- Steering Committee Meeting #6 - Wednesday, 6/7/23
  - Review and provide feedback on outcome measures and strategies
- Mid June - Final revisions and graphic design
- Late June - Draft strategic plan presented to the board for feedback



# Questions?

*Thank you!*



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