



***Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014***

LEA: Campbell Union High School District

Contact: Patrick K. Gaffney, Superintendent

LCAP Year: 2014-2015

- Local Control Funding Formula – No New Funding for Campbell Union High School District
- State Priorities:
 - 1- Basic Services
 - 2- Implementation of State Standards
 - 3- Parent Involvement
 - 4- Pupil Achievement
 - 5- Pupil Engagement
 - 6- School Climate
 - 7- Course Access
 - 8- Other Pupil Outcomes
- Local Priorities:

COMMON CORE TRANSITION

ACCESS AND OPPORTUNITY

COLLEGE AND CAREER READINESS

COLLABORATION AND COLLECTIVE INQUIRY



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Local Control Funding Formula Funds Apportioned for Unduplicated Pupils
LCAP and Spending Requirements for Supplemental Grants

State Template and Appendices

§15497. Local Control and Accountability Plan and annual Update Template	1
Introduction	1
Section 1: Stakeholder Engagement	3
Table 1 Stakeholder Engagement	4
Section 2: Goals and Progress Indicators	8
Table 2 Goals, Metrics, Services and Priorities	10
Section 3: Actions, Services, and Expenditures.....	19
Table 3A Services and Actions for All Pupils	20
Table 3B Services and Actions for Unduplicated Pupils.....	23
3C. LEA's Increase in Funds- \$0.....	26
3D. LEA's Increase in Funds- \$0	26
Appendix 1 Identified Metrics: State Priority 1 - Basic Services	32
Appendix 2 Identified Metrics: State Priority 2 – CCSS Implementation Plan.....	34
Appendix 3 Identified Metrics: State Priority 3 – Parental Input.....	37
Appendix 4 District Smart Goals (Dashboard)	43
Appendix 5 – LEA Plan Excerpts	57
Appendix 6 Site Plan Example.....	77
Appendix 7 LCAP PowerPoint Summary Points	89



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

§15497. Local Control and Accountability Plan and annual Update Template

Introduction

LEA: Campbell Union High School District Contact: Patrick K. Gaffney, Superintendent, pgaffney@cuhsd.org, 408-558-3001 LCAP Year: 2014-15

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Campbell Union High School District (CUHSD) has met the requirement of meaningful engagement of parents, pupils, and other stakeholders pursuant to Education Code sections 52052, 52068 and 47606.5, including engagement with representative parents of pupils identified in Education code section 42238.01. The following template table below describes the process used engage parents, pupils, and community and how this engagement contributed to the development of the LCAP:

Table 1 Stakeholder Engagement

Involvement Process	Impact on LCAP
Site LCAP input meetings were held with the following stakeholder groups: <u>Parents- Home & School Club input Meetings*</u> : (10) Open meetings were held at various school sites and times- December through May 2014. <u>Fiscal Advisory Committee input meetings</u> : (5) Open meeting were held to discuss the fiscal impact of the LCFF.	Feedback from Stakeholder meetings created the foundation for CUHSD to develop goals for all pupils in the District: Input via the Community Survey had impact on the prioritization of goals for improved or additional services. Input via the Fiscal Advisory impacted the stakeholders in the realization that this District <u>will not</u> receive any new fund via the LCFF due because of Community Funded Status. Site Stakeholders were made aware of the LCAP



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Involvement Process	Impact on LCAP
<p>Oct. 16, Nov. 13, Dec. 11, Jan. 15, Feb. 15, Mar. 19, Apr. 16, May 20.</p> <p><u>Board Members/Meetings:</u></p> <p>(10) Open Board meetings to discuss; LCFF, LCAP, CCSS, Strategic Plan, LEA Plans and Site Plans. Public Hearing May 20, 2014.</p> <p><u>School Site Staff input Meetings*:</u></p> <p>(8) Site meeting for all certificated and classified staff during lunch hours and</p> <p><u>Student Leadership Input Meetings:</u></p> <p>(5) Each High School Site – During Leadership calss</p> <p><u>ENGLISH LEARNER STAKEHOLDERS*:</u></p> <p>A. Presentations at District English Learner Advisory Council (DELAC) and survey</p> <p>B. Presentations at site English Learner Advisory Councils (ELAC) and survey</p> <p>C. Spanish survey - hard copy mailing</p> <p><u>District-wide LCAP Forums:</u></p> <p>(2) LCAP Forums were held at Del Mar HS and Prospect HS where meaningful input was gathered as input into the LCAP.*</p>	<p>requirements for unduplicated students and provided input to possible services that could be improved or added.</p> <p>Students were made aware of the impact of the LCAP on their education and offered input on School Climate and School Scheduling services that could be improved or added.</p> <p><u>English Learner Stakeholders:</u></p> <ul style="list-style-type: none"> School resources for parents and students around college information, FAFSA, application process, dream act, transcript information, drug/alcohol abuse, gang prevention...is addressed through our addition of a resource counselor, school intervention team, school resource office. Concerns regarding translation services, translating parent communication and monitoring student placement were addressed through a community liaison and new bilingual resource teacher.



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Involvement Process	Impact on LCAP
<p><u>* Denotes Translators Available</u></p> <p><u>FOSTER YOUTH STAKEHOLDERS:</u></p> <ul style="list-style-type: none"> A. County child welfare agencies B. County office of education foster youth services program: C. Court-appointed special advocates (CASA) and volunteer education rights holders: D. Foster youth organizations (CYC, Foster Club, etc.) and individual foster youth: E. Foster parent and kinship care organizations 	<p><u>CUHSD LCAP Foster Youth and Homeless Support Overview</u> The Campbell Union High School District works actively to identify and support those students in our schools who are in foster care, or who have been identified as homeless youth. Below are some of the activities our district undertakes to meet the needs of these students.</p> <p><u>Identification:</u></p> <ul style="list-style-type: none"> • At the time of a new enrollment, or during a student’s enrollment during their high school career, information regarding a student’s foster care or homeless youth status comes to the district and school site administration from social services, foster care agencies, state and county sources, and self-declaration. <p><u>Communication:</u></p> <ul style="list-style-type: none"> • The school site and district administration work with appropriate state, county and community resources and to communicate and monitor student progress, needs and support particular to each case. <p><u>Placement and Academic Support</u></p> <ul style="list-style-type: none"> • Each student’s placement is coordinated and planned to offer the greatest opportunity for academic support toward completion of high school and post-secondary options. <p><u>District Coordination</u></p> <ul style="list-style-type: none"> • The Direct of Student Services is the Superintendent’s designee for foster youth and homeless youth support and programs with the SCCOE. <p>A new intervention counselor at each comprehensive site will work directly with a case load of foster youth to address</p>



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Involvement Process	Impact on LCAP
<p><u>FOSTER YOUTH CONTINUED</u></p>	<p>concerns about monitoring, outreach and socio-emotional counseling.</p>
<p>PARENT/COMMUNITY/STAFF ENGAGEMENT SURVEY:</p> <ul style="list-style-type: none"> A. All parents, staff, faculty, management and community groups were invited to participate in a survey regarding our LCAP goals and state priorities. B. We had over 1,700 respondents. 73% parents, 15% staff, 10% students, 8% community partners 35% community members. Of these respondents, 15.6% were parents of English Learners, .4% were foster parents, 5.2% were free/reduced lunch eligible C. Spanish survey - hard copy mailing 	<p>The information in these surveys helped strengthen our prioritization of the following areas that received top ranking in our survey:</p> <ul style="list-style-type: none"> 1. New teacher recruitment, selection & support 2. Class size 3. Teacher professional development 4. Graduation requirements consistent w/ UC/CSU entrance criteria 5. Academic supports that meet individual student needs (tutorial, SDAIE, differentiated instruction) 6. A safe school environment (drug/alcohol prevention, more adult supervision, school resource officers) 7. School-Family Communication 8. Advance Placement (AP/IB) courses (courses that provide student ability to get UC/CSU credit)



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

Table 2 Goals, Metrics, Services and Priorities

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
100% of CUHSD teachers & admin will be	CUHSD Goal #1: Crossing the Gap:	ALL	ALL	Review of annual training schedule w/	Students in all content areas will be familiar with the expectations of the	Students will be aware of CCSS daily outcomes w/ teacher posted	Students will be aware of CCSS daily outcomes w/ teacher posted	State Priority #2: <i>Implementation of CCSS for all students, including ELs</i>



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

trained sufficiently to transition to CCSS [METRIC: LEA/site plan goals – staff tally, evaluations from teacher participation in CCSS training/classroom observations]	Common Core Transition			compilation of total hours by area w/ staff summaries	CCSS through posted learning goals & CCSS embedded lessons in 50% of the classrooms	learning goals in 75% of classrooms	learning goals in 100% of classrooms	*****
100% of content areas will upgrade 100% of units & assessments to align to CCSS; adopt CCSS aligned textbooks, [METRIC: LEA/Site plan goals – tally grid of common assessments & upgraded units, curriculum guides, inquiry timelines,	CUHSD Goal #1: Crossing the Gap: Common Core Transition	ALL	ALL	department wide and district wide cycle of inquiry sessions; Data Director local assessment reports	students in core content areas will experience performance tasks & common local assessments aligned to CCSS in 50% of their classes; students will take a district wide local assessment in ELA at each grade level to use for reclassification purposes	students will be taught w/ CCSS upgraded units, assessed w/ CCSS aligned performance tasks in 75% of their classes students will take a district wide local assessment in ELA & math at each grade level to use for reclassification purposes & placement	CCSS upgraded units, assessed w/ CCSS aligned performance tasks in 100% of their classes students will take a district wide local assessment in ELA & math at each grade level to use for reclassification purposes & placement	State Priority #2: <i>instructional materials</i> ***** State Priority #2: <i>Implementation of CCSS for all students, including ELs</i> ***** ** State Priority #8: <i>Other pupil Outcomes - local assessments</i> State priority #1: <i>Basic – Instructional Materials</i>



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

instructional rounds]								
Increase ELA proficiency levels by 3% [METRIC: the 10th grade CAHSEE census exam, SBAC results]	CUHSD Goal #2: Bridging the Gap: Access & Opportunity for ALL students	ALL students; Latino & English Learner subgroups	ALL	Annual/seasonal CAHSEE results	Students will experience smaller class sizes. English Learner students will receive additional support in the form of strategic sections of “shadow ELD” support in the mainstream across all sites, blended learning for CAHSEE support, additional guidance counseling	All long term English Learners w/ CELDT level 4 & 5 will have access to mainstream college prep courses with SDAIE instruction & shadow support & blended learning environment for CAHSEE intervention	All long term English Learners CELDT w/ level 4 & 5 will have access to mainstream college prep courses with SDAIE instruction & shadow support & blended learning environment for CAHSEE intervention	State priority #4: <i>Student Achievement</i>
Increase MATH proficiency levels by 3% [METRIC:	CUHSD Goal #2: Bridging the Gap: Access &	ALL students; Latino & English Learner, Special	ALL	Annual/Seasonal CAHSEE reports	students will experience smaller class sizes. Students identified	students who do not pass the CAHSEE will have support classes embedded in their	students who do not pass the CAHSEE will have support classes embedded in their schedule;	State priority #5: <i>Student Achievement</i>



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

the 10th grade CAHSEE census exam, SBAC results]	Opportunity for ALL students	Education subgroups			by MARS assessment will receive strategic academic support in support section, daily integrated math, after-school reboot	schedule; PLE online learning will support skill reboot & credit recovery	PLE online learning will support skill reboot & credit recovery	
Increase the % of English Learners reclassified annually by 3% [METRIC: title 3 reporting and CALPADS	CUHSD Goal #2: Bridging the Gap: Access & Opportunity for ALL students	English Learner subgroup; dual identified EL & SPED	ALL	CALPADS reporting system	Students will experience smaller class sizes. EL students will meet annually with EL resource team & family to review reclassification goals & 4-year personal learning plans. Resource teacher position & new guidance counselor position will form site-based EL resource teams will monitor & place students	Students will experience new CCSS aligned instructional materials & textbooks. All EL students will meet annually with EL resource team & family to review reclassification goals & 4-year personal learning plans Students and their families will receive more communication and support services. Students will experience new CCSS aligned instructional materials & textbooks.	CUHSD community will see a common EL program design at all comprehensive sites. All EL students will meet annually with EL resource team & family to review reclassification goals & 4-year personal learning plans Students and their families will receive more communication and support services. Students will experience new CCSS aligned instructional materials & textbooks.	State priority #4: <i>Student Achievement</i> State priority #3: <i>Parent Involvement</i>



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Increase % proficient for Latino subgroup in ELA & Math on the CA Exit Exam by 5% [METRIC: CAHSEE reports]	CUHSD Goal #2: Bridging the Gap: Access & Opportunity for ALL students	Latino subgroup	ALL	Annual /Seasonal CAHSEE reports	Students will experience more formative assessments and targeted instruction to address skill gaps	Students will experience daily learners objectives that have measurable targets aligned to the performance tasks	Students will experience common core aligned performance tasks embedded in project-based learning with standards based rubrics and grading	State priority #4: <i>Student Achievement</i>
Increase attendance rates [METRIC: CALPADS report]	CUHSD Goal #2: Bridging the Gap: Access & Opportunity for ALL students	ALL students; Latino & English Learner subgroups	ALL	AERIES reports	Students will experience more follow up and parent contact when truancy issues arise	Students will experience an improved school culture where they feel safe and accepted	Students will experience parents, teachers and administration working together to improve school climate and stakeholder communication	State priority #4: <i>Student Achievement</i> State Priority #5: <i>Student Engagement</i> State Priority #6: <i>School Climate</i>
Decrease low income [LI] & Latino failure rates by 3% [METRIC: D/F reports by site/ethnicity]	CUHSD GOAL #2: Bridging the Gap: Access & Opportunity for ALL students	LI & Latino	ALL	Regular grade reports that are produced by principals at each site and shared within dept's for reflection, teacher to teacher dialogue & action	Students will experience increased academic support: targeted instruction; embedded tutorial, embedded support sections, online & blended credit & skill	online/blended summer school will be added 10th & 11th graders & expanded in fall & spring	Students will experience more opportunity to achieve mastery of skills and more culturally relevant pedagogy that engages diverse interests	State priority #4: <i>Student Achievement</i> ; State Priority #6: <i>School Climate</i> State Priority #5: <i>Student Engagement</i>



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

				planning				
Decrease suspension & expulsion rates <i>[METRIC: CALPADS report & site/district tally by ethnicity]</i>	CUHSD Goal #2: Bridging the Gap: Access & Opportunity for ALL students	ALL students; Latino, LI, & English Learner subgroups	ALL	Regular reports that are produced by principals at each site and shared within dept's & deans for reflection, teacher to teacher dialogue & action planning	Students will experience more school/family contact to trouble shoot emergent behavior issues; more counselor preventative socio-emotional intervention	Site Intervention & Attendance Review Team at each lead by Director of Pupil Services to review at risk students and plan intervention steps monthly	Students will experience for preventative measures and restorative justice minded school personnel	State priority #4: <i>Student Achievement;</i> State Priority #6: <i>School Climate</i> State Priority #5: <i>Student Engagement</i>
Increased number of students completing all graduation requirements in four years <i>[METRIC: CALPADS report - the cohort graduation rate]</i>	CUHSD Goal #3: Bridging the Gap: Access & Opportunity for ALL students	ALL students; Latino & English Learner subgroups	ALL	CALPADS reporting system	Students will experience 9 th & 10 th grade intervention counselor at each site	Students will experience more standards-based grading and project-based learning	Students will experience more standards-based grading and project-based learning	State priority #4: <i>Student Achievement</i> State Priority #5: <i>Student Engagement</i>
Graduates completing at least 1 "completer"	CUHSD Goal #3: Linking the Gap: From	ALL students; Latino & English	ALL	Perkins E-1 report	Students will experience advanced CTE	Students will experience advanced and capstone courses	Students will experience expanded work place environment	State priority #4: <i>Student Achievement</i> State priority #3: <i>Course Access</i>



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

course in a CTE pathway [METRIC: the Perkins E-1 report & student transcripts]	graduates to college & career	Learner subgroups			courses at each site	that have CC articulation agreements at most sites	learning with internships, career mentors and summer job shadowing	State Priority #8: <i>Other pupil outcomes</i>
Increased share of students that pass AP/IB exams with a 3 or higher in proportion to the school's demographics [METRIC: AP/IB assessment reports]	CUHSD Goal #3: Linking the Gap: From graduates to college & career	ALL students; Latino & English Learner subgroups	ALL	College Board/IB exam results	Students & families will receive more information through parent nights and student outreach to understand more about all advanced courses and increased open access	Students will receive more support to be successful in honors/AP/IB courses and feel better prepared for college	More students will be enrolled and succeeding in college prep and advanced courses	State priority #4: <i>Student Achievement</i> State priority #7: <i>Course Access</i>
Increase graduates completing UC/CSU required courses - "a-g" [METRIC: a-g report on Dataquest; site tally report]	CUHSD Goal #3: Linking the Gap: From graduates to college & career	ALL students; Latino & English Learner subgroups	ALL	District a-g course tally grid; Dataquest reporting system	Students will see their course registration forms revised to indicate a-g qualifications for each course of study; parents will receive more information about a-g course requirements from the guidance department	Students will see more courses qualify for a-g designation; students will co-construct 4-year personal learning plans that map out their a-g pathway to college entrance	More students will meet and exceed UC/CSU a-g entrance requirements	State priority #4: <i>Student Achievement</i> State priority #7: <i>Course Access</i>
Increase the "college ready" designation in	CUHSD Goal #3: Linking the Gap: From	ALL students; Latino & English	ALL	CSU EAP reporting	Students will experience targeted instruction aligned	Seniors who do not receive "college ready or conditionally	More seniors will receive "college ready" status	State priority #4: <i>Student Achievement</i>



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Math & English [METRIC: EAP exam reports]	graduates to college & career	Learner subgroups		system	with CSU math & English placement standards	ready” status will be enrolled in ERWC & Senior math seminar to prepare for CSU placement exams		
Increase the % of CUHSD graduates entering postsecondary education by 3% [METRIC: the National Clearinghouse reporting system]	CUHSD Goal #3: Linking the Gap: From graduates to college & career	ALL students; Latino & English Learner subgroups	ALL	National Clearing House reporting system	Students will receive more college information & application assistance through our Naviance system	Students will receive more college information, application assistance and FAFSA assistance by our expanded guidance department	Students will experience more college visitations and more college recruiters through our guidance and expanded AVID programs	State priority #4: <i>Student Achievement</i>
Achieve 100% of CUHSD school with regular, frequent, common collaboration time for teachers; achieve 100% participation in department level subject area collaboration	CUHSD Goal #4: Closing the Gap: Via Collaboration and Collective Inquiry	ALL students; Latino, LI, foster youth and EL subgroups	ALL	Sign in sheets; curriculum office tally matrix	Student work will be analyzed and calibrated by collective inquiry, thus they will receive more effective feedback and Follow up, targeted instruction for skill intervention	Student work will be analyzed and calibrated by collective inquiry, thus they will receive more effective feedback and Follow up, targeted instruction for skill intervention	Student work will be analyzed and calibrated by collective inquiry, thus they will receive more effective feedback and Follow up, targeted instruction for skill intervention	State priority #4: <i>Student Achievement</i> State priority #5: <i>Pupil Engagement</i> State priority #2: <i>Implementation of State Standards</i>
CUHSD will continue to keep all sites maintained and in good	CUHSD Goal #5: Basic Conditions	ALL	ALL	The CDE’s Facility Inspection Tool (FIT)	All Deficient areas will be repaired by the beginning of the school year. On-	All Deficient areas will be repaired by the beginning of the school year. On-going	All Deficient areas will be repaired by the beginning of the school year. On-going maintenance	State priority #1: <i>Basic – Maintenance</i>



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

repair.				will be completed each school year for each campus.	going maintenance work orders will be completed daily.	maintenance work orders will be completed daily.	work orders will be completed daily.	
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Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Table 3A Services and Actions for All Pupils

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? LCAP Year		
					Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
Goal 1.1 Crossing the Gap to the CCSS Prof. Dev.	State Priority #2 Common Core Implementation	2 Paid Full Days of PD for all staff in August each year	LEA-Wide		Professional Development \$220,000	Professional Development \$225,000	Professional Development \$230,000
Goal 1.2 Crossing the Gap to the CCSS Prof. Dev	State Priority #2 Common Core Implementation	2 Full Release Days in each subject area each year	LEA-Wide		Professional Development \$61,200	Professional Development \$61,200	Professional Development \$61,200
Goal 1.3 Crossing the Gap to CCSS Curriculum Dev.	State Priority #2	Teachers on Special Assignment	LEA-Wide		Curriculum Development \$200,000	Curriculum Development \$200,000	Curriculum Development \$200,000
Goal 1.4 Crossing the Gap to CCSS Adoption of Materials	State Priority #2	Adoption of CCSS aligned textbooks for Math, ELA/ELD	LEA-Wide		Instructional Materials \$600,000	Instructional Materials \$600,000	Instructional Materials \$600,000



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Goal 1.5 Crossing the Gap to CCSS Adoption of Materials	State Priority #2	Classroom Technology for CCSS implementation	LEA- Wide		Instructional Technology \$400,000	Instructional Technology \$400,000	Instructional Technology \$400,000
Goal 1.6 Teacher Support	State Priority #1 Basic Services	BTSA New Teacher Support	LEA- Wide		New Teacher Support \$200,000	New Teacher Support \$200,000	New Teacher Support \$200,000
Goal 1.7 Course Access	State Priority #1	K-12 Consortium project with Partner Districts	LEA- Wide		Student Support \$60,000	Student Support \$60,000	Student Support \$60,000
Goal 2.1 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievem ent	Additional Math and English Support- Sections and Credit Recovery	LEA- Wide		Student Support \$100,000	Student Support \$100,000	Student Support \$100,000
Goal 2.2 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievem ent	ELD 1, 2, 3 sections & support long term EL's in the mainstream 9.60 FTE	LEA- Wide		EL Support \$931,890	EL Support \$931,890	EL Support \$931,890
Goal 2.3 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievem ent	Teacher on Special Assignment Bilingual Resource Teacher	LEA- Wide		EL Support \$110,000	EL Support \$110,000	EL Support \$110,000



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Goal 2.4 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievem ent	Classroom para- professionals in ELD/SDAIE	LEA- Wide		LI/ELD Support \$364,515	LI/ELD Support \$364,515	LI/ELD Support \$364,515
Goal 2.5 Bridging the Gap: Access and Opportunity for All Students	State Priority #3 Course Access	1. AP/IB/pre-AP Prof. Dev.; 2. EOS contract costs; 3. AP/IB materials; 4. Add AVID Secs.; 5 AVID Coord	LEA- Wide		Additional Course Access for unduplicated pupils \$348,000	Additional Course Access for unduplicated pupils \$348,000	Additional Course Access for unduplicated pupils \$348,000
Goal 2.6 Bridging the Gap: Access and Opportunity for All Students	State Priorities: #7 Course Access; #8 School Climate; #5 Other Pupil Outcomes	1. Equity Training; 2. Student Attn. Rev.Team; 3. Sch./Dist. Climate Comm. 4.Fost Youth and M.V. Tracking	LEA- Wide		Training, Tracking, and Planning \$21,000	Training, Tracking, and Planning \$21,000	Training, Tracking, and Planning \$21,000
Goal 3.1 Linking the Gap: From Graduates to College and Career	State Priority #7 Course Access; #6 Parent Engageme nt; #5 Other Pupil Outcomes	1. Add 'I College & Career Guidance Couns.; 2. Community Liaison; 3. District EL Assessment & Translators	LEA- Wide		Counselors LI/EL Support \$605,000	Counselors LI/EL Support \$605,000	Counselors LI/EL Support \$605,000



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

Goal 3.2 Linking the Gap: From Graduates to College and Career	State Priority #7 Course Access; #4 Student Achievem ent	1. Expand and/or enhance CTE pathways 2) International Baccalaureate IB Coord.	Site		IB Program \$300,000	IB Program \$300,000	IB Program \$300,000
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Table 3B Services and Actions for Unduplicated Pupils

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? LCAP YEAR		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For Low Income Pupils:			Students will experience increased academic support: targeted instruction; embedded tutorial, embedded support sections, online & blended credit & skill; Additional Math and English Support-Sections and Credit		



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

					Recovery		
Goal 2.1 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievement	Additional Math and English Support- Sections and Credit Recovery	LEA- Wide		Student Support \$100,000	Student Support \$100,000	Student Support \$100,000
		For English Learners:			ELD 1, 2, 3 sections & support long term EL's in the mainstream 9.60 FTE; 1. Equity Training; 2. Student Attn. Rev.Team; 3. Sch./Dist. Climate Comm; Community Liaison; 3. District EL Assessment & Translators		
Goal 2.2 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievement	ELD 1, 2, 3 sections & support long term EL's in the mainstream 9.60 FTE	LEA- Wide		EL Support \$931,890	EL Support \$931,890	EL Support \$931,890
Goal 2.3 Bridging the Gap: Access	State Priority #4 Pupil Achievement	Teacher on Special Assignment Bilingual Resource Teacher	LEA- Wide		EL Support \$110,000	EL Support \$110,000	EL Support \$110,000



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

and Opportunity for All Students							
		For Foster Youth:			Foster Youth and M.V. Tracking, monitoring and student/family outreach		
Goal 3.1 Linking the Gap: From Graduates to College and Career	State Priority #7 Course Access; #6 Parent Engagement; #5 Other Pupil Outcomes	1. Add 'I College & Career Guidance Couns.; 2. Community Liaison; 3. District EL Assessment & Translators	LEA- Wide		Counselors LI/EL Support \$605,000	Counselors LI/EL Support \$605,000	Counselors LI/EL Support \$605,000
		For Redesignated fluent English proficient pupils:			1. Add 'I College & Career Guidance Counselors; . EOS contract costs		
Goal 2.3 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievement	Teacher on Special Assignment Bilingual Resource Teacher	LEA- Wide		EL Support \$110,000	EL Support \$110,000	EL Support \$110,000



Campbell Union High School District
Local Control Accountability Plan – Approved Template
Board Adoption: June 19, 2014

3C. LEA's Increase in Funds- \$0

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

As a Basic Aid district, we receive no new funds. We are required to spend at least as much on our services/interventions for LCAP subgroups as we did in 2013-14. Our prior year EIA expenditure are \$384,565. Using the FCMAT LCFF calculator our current year estimated supplemental grant funding in the LCAP year is \$928,132. Our Minimum Proportionality Percentage (MPP) is calculated at 1.71%. The LCAP year plan is concentration grant expenditures are anticipated to be \$2,265,890. The supplementary grant for improved/addition services for the unduplicated pupils which can be found in Table 3 above. Additional fiscal information can be found in the appendices.

3D. LEA's Increase in Funds- \$0

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

As a Basic Aid district, we receive no new funds. We are required to spend at least as much on our services/interventions for LCAP subgroups as we did in 2013-14. 1) Using the FCMAT LCFF calculator our current year estimated supplemental grant funding in the LCAP year is \$928,132. Our Minimum Proportionality Percentage (MPP) is calculated at 1.71%. 2) The LCAP year plan is concentration grant expenditures are anticipated to be \$2,265,890. The supplementary grant for improved/addition services for the unduplicated pupils which can be found in Table 3 above. Additional fiscal information can be found in the appendices.



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Goals	State & Local Priorities	Actions & Services	Funding Amount	Object Code	LCFF Base <i>Res. 0000</i>	LCFF Supplemental <i>Res. 0000</i>	Unrestricted GF <i>Res. 0000</i>	Common Core State Standards <i>Res. 7405</i>	Title III <i>Res. 4203</i>	Restricted General Fund	Combined GF
Goal 1.1 Crossing the Gap to the CCSS Prof. Dev.	State Priority #2 Common Core Implementation	2 Paid Full Days of PD for a all staff in August each year	\$222,000	1000				\$200,000			
				2000							
				3000				\$22,000			
				4000							
				5000							
				6000							
				7000							
				Total				\$222,000		\$222,000	\$222,000
Goal 1.2 Crossing the Gap to the CCSS Prof. Dev	State Priority #2	2 Full Release Days in each subject area each year	\$61,200	1000				\$48,000			
				2000							
				3000				\$13,200			
				4000							
				5000							
				6000							
				7000							
				Total				\$61,200		\$61,200	\$61,200
Goal 1.3 Crossing the Gap to CCSS Curriculum Dev.	State Priority #2	Teachers on Special Assignment	\$200,000	1000	\$160,000						
				2000							
				3000	\$40,000						
				4000							
				5000							
				6000							
				7000							
				Total	\$200,000	\$0					\$200,000



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Goals	State & Local Priorities	Actions & Services	Funding Amount	Object Code	LCFF Base <i>Res. 0000</i>	LCFF Supplemental <i>Res. 0000</i>	Unrestricted GF <i>Res. 0000</i>	Common Core State Standards <i>Res. 7405</i>	Title III <i>Res. 4203</i>	Restricted General Fund	Combined GF
Goal 1.4 Crossing the Gap to CCSS Adoption of Materials	State Priority #2	Adoption of CCSS aligned textbooks for Math, ELA/ELD	\$600,000	1000							
				2000							
				3000							
				4000	\$490,000			\$110,000			
				5000							
				6000							
				7000							
				Total	\$490,000	\$0		\$110,000.00			\$600,000
Goal 1.5 Crossing the Gap to CCSS Adoption of Materials	State Priority #2	Classroom Technology for CCSS implementation	\$400,000	1000							
				2000							
				3000							
				4000				\$400,000			
				5000							
				6000							
				7000							
				Total	\$0	\$0		\$400,000			\$400,000
Goal 1.6 Teacher Support	State Priority #1 Basic Services	BTSA New Teacher Support	\$200,000	1000	\$160,000						
				2000							
				3000	\$40,000						
				4000							
				5000							
				6000							
				7000							
				Total	\$200,000	\$0		\$0			\$200,000

Additional Fiscal Information



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Goals	State & Local Priorities	Actions & Services	Funding Amount	Object Code	LCFF Base <i>Res. 0000</i>	LCFF Supplemental <i>Res. 0000</i>	Unrestricted GF <i>Res. 0000</i>	Common Core State Standards <i>Res. 7405</i>	Title III <i>Res. 4203</i>	Restricted General Fund	Combined GF
Goal 1.7 Course Access	State Priority #1	K-12 Consortium project with Partner Districts	\$60,000	1000							
				2000							
				3000							
				4000							
				5000						\$60,000	
				6000							
				7000							
				Total	\$0	\$0		\$0		\$60,000	\$60,000
Goal 2.1 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievement	Additional Math and English Support-Sections and Credit Recovery	\$100,000	1000		\$80,000					
				2000							
				3000		\$20,000					
				4000							
				5000							
				6000							
				7000							
				Total	\$0	\$100,000		\$0		\$0	\$100,000
Goal 2.2 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievement	ELD 1, 2, 3 sections & support long term EL's in the mainstream 9.60 FTE	\$931,890	1000		\$687,542					
				2000							
				3000		\$244,348					
				4000							
				5000							
				6000							
				7000							
				Total	\$0	\$931,890		\$0		\$0	\$931,890



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Goals	State & Local Priorities	Actions & Services	Funding Amount	Object Code	LCFF Base <i>Res. 0000</i>	LCFF Supplemental <i>Res. 0000</i>	Unrestricted GF <i>Res. 0000</i>	Common Core State Standards <i>Res. 7405</i>	Title III <i>Res. 4203</i>	Restricted General Fund	Combined GF
Goal 2.3 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievement	Teacher on Special Assignment Bilingual Resource Teacher	\$110,000	1000		\$80,000					
				2000							
				3000		\$20,000					
				4000							
				5000		\$10,000					
				6000							
				7000							
				Total	\$0	\$110,000		\$0		\$0	\$110,000
Goal 2.4 Bridging the Gap: Access and Opportunity for All Students	State Priority #4 Pupil Achievement	Classroom para-professionals in ELD/SDAIE	\$364,515	1000						\$187,536	
				2000							
				3000						\$154,979	
				4000							
				5000						\$22,000	
				6000							
				7000							
				Total	\$0	\$0		\$0		\$364,515	\$364,515
Goal 2.5 Bridging the Gap: Access and Opportunity for All Students	State Priority #3 Course Access	1. AP/IB/pre-AP Prof. Dev.; 2. EOS contract costs; 3. AP/IB materials; 4. Add AVID Secs.; 5 AVID Coord	\$348,000	1000	\$80,000	\$80,000					
				2000							
				3000	\$20,000	\$20,000					
				4000		\$60,000					
				5000	\$50,000	\$38,000					
				6000							
				7000							
				Total	\$150,000	\$198,000		\$0		\$0	\$348,000

Additional Fiscal Information



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Goals	State & Local Priorities	Actions & Services	Funding Amount	Object Code	LCFF Base <i>Res. 0000</i>	LCFF Supplemental <i>Res. 0000</i>	Unrestricted GF <i>Res. 0000</i>	Common Core State Standards <i>Res.7405</i>	Title III <i>Res. 4203</i>	Restricted General Fund	Combined GF
Goal 2.6 Bridging the Gap: Access and Opportunity for All Students	State Priorities: #7 Course Access; #8 School Climate; #5 Other Pupil Outcomes	1. Equity Training; 2. Student Attn. Rev.Team; 3. Sch./Dist. Climate Comm. 4.Fost Youth and M.V. Tracking	\$21,000	1000							
				2000							
				3000							
				4000							
				5000		\$21,000					
				6000							
				7000							
				Total	\$0	\$21,000		\$0		\$0	\$21,000
Goal 3.1 Linking the Gap: From Graduates to College and Career	State Priority #7 Course Access; #6 Parent Engagement; #5 Other Pupil Outcomes	1. Add 'I College & Career Guidance Couns.; 2. Community Liaison; 3. District EL Assessment & Translators	\$605,000	1000		\$500,000					
				2000							
				3000		\$105,000					
				4000							
				5000							
				6000							
				7000							
				Total	\$0	\$605,000		\$0		\$0	\$605,000
Goal 3.2 Linking the Gap: From Graduates to College and Career	State Priority #7 Course Access; #4 Student Achievement	1. Expand and/or enhance CTE pathways 2) International Baccalaureate IB Coord.	\$500,000	1000	\$160,000	\$80,000					
				2000							
				3000	\$40,000	\$20,000					
				4000							
				5000		\$200,000					
				6000							
				7000							
				Total	\$200,000	\$300,000		\$0		\$0	\$500,000

GRAND TOTALS	\$1,240,000	\$2,265,890	\$0	\$793,200	\$0	\$707,715	\$4,723,605
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Additional Fiscal Information



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Appendix 1 Identified Metrics: State Priority 1 - Basic Services

Rate of Teacher Misassignments, Student Access to Standards-Aligned Instructional Materials, and Facilities Inspection Tool

Campbell Union High School District

Instructional Materials:

During the first four weeks of the 2013-14 school year, staff from the Office of the Santa Clara County Superintendent of Schools conducted a visit to one school in the district. No insufficiencies were identified.

2013 Campbell Union High School District Instructional Material Inspection Results		
School	Number of Textbooks Needed (initial inspection)	Number of Insufficiencies after 5 days of Initial Inspection
Del Mar (H)	0	0
District Totals	0	0



***Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014***

School Facilities:

During the first four weeks of the 2013-14 school year, staff from the Santa Clara County Office of Education conducted a visit to one school in the district. The facility inspection was conducted using the CDE Facility Inspection Tool (FIT), and the school was rated “Good”.

2013 Campbell Union High School District Facilities		
School	Facility Inspection Tool (FIT)	
	Score	School Rating
Del Mar (H)	96.7%	Good
District Average	96.7%	GOOD

Teacher Misassignments and Teacher Vacancies:

The SCCOE Credentials Department conducted a review of teacher credentials and assignments at Deciles 1-3 schools during the 2012-13 school year. No misassignments were identified.

The SCCOE Credentials Department collected information on teacher vacancies at schools subject to Williams monitoring at the beginning of the first semester of 2013-14. No vacancies were identified.

Complaints:

The required Williams Complaint Notices were posted in classrooms and public places inspected during our visits. The district has submitted the required quarterly reports on Williams Complaints received within the district. No complaints were filed in 2012-13.



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Appendix 2 Identified Metrics: State Priority 2 – CCSS Implementation Plan
Common Core State Standards Plan Excerpt



District Goals and Strategies
(For CCSS)

DISTRICT SMART GOALS

CUHSD will achieve

Common Core Transition

1. 100% of district faculty will be familiar with CCSS
2. 100% core content areas will upgrade 25% of course units to align with CCSS
3. 100% of core content areas will embed a minimum of 1 common assessment with CCSS aligned performance tasks
4. Math will explore program design models, articulate with partner districts to achieve 100% course alignment and common placement criteria and formulate a CCSS “phase in” plan

DISTRICT KEY STRATEGIES

- ❖ Embedded collaboration time and tutorial
- ❖ Common formative assessments in core areas aligned to Common Core
- ❖ PD for teachers on Common Core State Standards *focus on math& English*
- ❖ PD for teachers on aligning assessments & instruction with Smarter Balance



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014
Implementation Timeline

TIMELINE	ACTIVITY
Summer 2013	District Trainer of Trainers (TOT) for Common Core Literacy Modules
	Mathematics CCSS Unit Design
	Technology Purchase and Configuration of Teacher iPads for CCSS Integration
	August CCSS iPad Professional Development
	Workshops for alignment to CCSS
Fall 2013	iPad CCSS Follow Up Training
	Smarter Balance Assessment Consortium (SBAC) Site Testing
	SBAC Test Item Integration
	CCSS Parent Forums and Project Development
	Partner District (K-8) CCSS Integration Mapping
Spring 2013	Develop, Review and Purchase CCSS Bridge Materials
	CCSS Field Testing of SBAC
	Purchase CCSS Student Mobile Device Carts
	Pilot Test SBAC at a Site
	CCSS Supplementary Materials Purchase
Summer 2014	TOT Professional Development Sessions
	Design Common Core PD Modules
	CCSS Summer 2 Day Training
	Purchase additional CCSS mobile devices
	Purchase CCSS supplement materials
Fall 2014	Conduct CCSS Technology Training Modules
	Purchase Enhanced Technology Security Devices
	Purchase additional Network Bandwidth and Security Devices
	Administrator Leadership Workshops Regarding Implementing the CCSS
	Purchase additional CCSS Instructional Materials
Spring 2015	Additional Technology Purchases
	Professional Development on SBAC Clearinghouse
	Technology Training Modules
End of Fiscal Year 2015	CCSS Implementation Funds Audit Report Due to CDE



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CCSS Implementation Funds Plan Proposed Budget

Activity	2013-14	Budget	2014-15	Budget	Total
<u>Common Core Implementation</u>	Year 1		Year 2		
Professional and Curriculum Development (ELA & Literacy; Tech Skills for ELA & Literacy; Math)	Common Core Professional Development Workshops and Support	\$190,000	On-going CCSS Professional Development Workshops and Supports	\$190,000	
Instructional Materials, Bridge Materials, and Supplementary Materials	Acquisition of academic materials align to the CCSS	\$110,000	Additional Acquisition of academic materials align to the CCSS	\$110,000	
Technology Hardware, Software, Bandwidth Infrastructure and Security Devices	iPads, Laptops, Instructional Software, Security Devices, etc.	\$490,540	Classroom sets of mobile devices, Computers for SBAC Testing	\$400,000	
		\$790,540		\$700,000	\$1,490,540



***Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014***

Appendix 3 Identified Metrics: State Priority 3 – Parental Input

LCAP Breakdown: Out of 1,705 total respondents:

73% - Parent/Family/Guardian

15% - Staff

10% - Students

8% - Community Partners

.35% - Community Members

Out of 1,705 total respondents:

64% - White

11% - Asian

10% - Hispanic or Latino

7.6% - Declined to State

4% - Other

1.12% - Hawaiian or Pacific Islander

1% - African American



***Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014***

Out of 1,705 total respondents: What best describes your role?

70% - N/A - Not Applicable

11.7% - Other

10.8% - Certificated

3.4% - Classified

1.9% - Management/Unrepresented Management

Out of 1,705 total respondents: Is your child an English Learner?

51.4% - No

17 % - N/A Not Applicable

15.6% - Yes

15% - Skipped the question

1.2% - Declined to State

Out of 1,705 total respondents: Has your child been reclassified as English Proficient (RFEP)?

38% - No

34%- N/A - Not Applicable

16% - Skipped the question

7% - Not sure

5.5% - Yes



***Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014***

Out of 1,705 total respondents: Are you a foster parent?

71.6% - No

15% - Skipped the question

12.6% - N/A - Not Applicable

.4% - Yes

.3% - Declined to State

Out of 1,705 total respondents: Does your child qualify for free or reduced lunch services?

79.56% - No

14% - N/A - Not Applicable

5.02% - Yes

.78% - Declined to State

Please select any site you are most associated with:

28.2% - Leigh High School

17% - Westmont High School

15.6% - Branham High School

14% - Prospect High School

10% - Skipped the question

8.7% - Del Mar High School

3.8% - N/A - Not Applicable

1.6% - Boynton High School

1% - District Office

.7% - CACE

.3% - Camden Community Day School

.05% - Middle College



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Listed below are the 8 State Priorities. Participants were asked to give a forced ranking to each Priority. Listed are the top two from each Priority that were ranked as #1 by the most participants and the bottom 1 that was ranked as #5 by the most participants.

State Priority #1: Basic Services:

Top two ranked at #1:

1. Teacher recruitment, selection, and support
2. Access to instructional materials and textbooks

Bottom because of most #5 rankings:

1. Ongoing maintenance of district facilities

State Priority #2: Student Achievement

1. Class sizes
2. Support for students wishing to access Honors, AP, and IB (IB at Del Mar High School only)

Bottom because of most #5 rankings:

1. Career technical education options

State Priority #3: Implementation of Common Core State Standards [CCSS]:

Top two ranked at #1:

1. Teacher Professional development for new Common Core State Standards
2. Academic supports for students (e.g. summer online credit recovery, before/after - school tutoring, intervention class)

Bottom because of most #5 rankings:

1. Parent forums/meetings/newsletters

State Priority #4: Course Access:

Top two ranked at #1:

1. Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A-G)



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

2. Additional course offerings to make students more competitive for college entrance - consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A-G)

Bottom because of most #5 rankings:

1. More Counselors

State Priority #5: Student Engagement:

Top two ranked at #1:

1. Academic supports that meet individual student needs (e.g. tutorial, specially designed courses, differentiated instruction)
2. Extracurricular activities (e.g. clubs, sports, band, etc.)

Bottom because of most #5 rankings:

1. Classroom mobile devices for students (laptops, iPads, etc.)

State Priority #6: School Climate:

Top two ranked at #1:

1. A safe school environment (drug and alcohol prevention, more adult supervision and school resource officers)
2. Social and Emotional Learning Curriculum (recognizing and managing emotions, caring about others, making good decisions and developing positive relationships)

Bottom because of most #5 rankings:

1. Diversity, tolerance, and equity programs/curriculum

State Priority #7: Parental Involvement

Top two ranked at #1:

1. School - Family Communication (e.g. automated phone calls, newsletters, bulletins, and websites)
2. Connecting parents to community resources (e.g. parent resource centers, parent workshops, housing support, tutoring, mentoring, financial aid, drug and alcohol abuse centers)

Bottom because of most #5 rankings:

1. Support for parent focus groups and parent organizations (e.g. PTSA, Home and School clubs)



***Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014***

State Priority #8: Other Student Outcomes:

Top two ranked at #1:

1. Advance Placement (AP/IB) courses (courses that provide students the ability to get UC/CSU "A-G" credit)
2. Connecting classroom learning to real - world experiences (e.g. career technical education pathways, linked learning, internships)

Bottom because of most #5 rankings:

1. Programs for Global Competence (multilingualism - Seal of Bi literacy, International Baccalaureate...)



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Appendix 4 District Smart Goals (Dashboard)

CAMPBELL UNION HIGH SCHOOL DISTRICT	GOAL SHEET	2014-2015
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2014-2015 DISTRICT SMART GOALS

“Gaining Ground by Minding the Gaps”

CROSSING THE GAP: TO THE COMMON CORE STATE STANDARDS

1. 100% core content areas will upgrade 75% of course units to align with CCSS
2. 100% of electives will upgrade 25% of course units to align with CCSS
3. 100% of core content areas will develop 4 CCSS/SBAC aligned common assessments
4. 100% of sites will implement CCSS aligned HS IM1, dev. 4 common assessments
5. 100% of sites will develop CCSS aligned integrated math design model for HS IM 2 & 3

BRIDGING THE GAP: ACCESS & OPPORTUNITY FOR ALL STUDENTS

1. Increase % proficient in ELA on the CA Exit Exam by 3%
2. Increase % proficient in Math on the CA Exit Exam by 3 %
3. Increase % of English Learners reclassified annually by 3%
4. Increase % proficient for Latino subgroup in ELA on the CA Exit Exam by 5%
5. Increase % proficient for Latino subgroup in Math on the CA Exit Exam by 5%
6. Increase proportional demographic representation in honors/AP/IB/Pre-AP courses by 3%
7. Decrease Low Income [LI] & Latino failure rate by 3%
8. Decrease Suspension & Expulsions by 3%

LINKING THE GAP: FROM GRADUATES TO COLLEGE AND CAREER

9. Increase in the cohort graduation rate by 3%
10. Increase in the % of graduates “college ready” w/ A-G completion by 3%
11. Increase in the EAP “Ready for College” in Math and ELA by 3%
12. Increase % of CUHSD graduates entering postsecondary education by 3%
13. Increase graduates completing at least one “completer” course in CTE pathway

CLOSING THE GAP: VIA COLLABORATION & COLLECTIVE INQUIRY

14. Achieve 100% of CUHSD schools with regular, frequent, common collaboration time for teachers
15. Achieve 100% participation in department level subject area collaboration
16. Achieve 75% participation in district level subject area collaboration
17. Achieve 100% participation in Campbell Consortium of Schools to improve MS to HS transition & CCSS alignment



*Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014*

CAMPBELL UNION HIGH SCHOOL DISTRICT

GOAL SHEET

2014-2015

DISTRICT KEY STRATEGIES

1. Regular, frequent, common collaboration time for teachers at all sites in the district
2. Common formative assessments in core areas aligned to Common Core & online SBAC formats
3. Cycle of inquiry protocol: collectively analyze student work at common intervals
4. Professional Development for teachers on Common Core State Standards & CCSS best practices in all subject areas
5. Utilize common reporting instrument for all sites in the district
6. Proportional demographic representation of students in Pre-AP, honors, AP & IB
7. Instructional Rounds – PD for district & site instructional leadership
8. District support for Career Technical Education pathways
9. District support for AVID at all sites
10. Campbell Consortium of Schools: Partner district articulation for Math placement/ CCSS PD
11. Multiple options for credit recovery and grade validation, including online, blended and unit “reboot” model

PROFESSIONAL DEVELOPMENT FOCUS AREAS

ACCESS & OPPORTUNITY FOR ALL STUDENTS via

RIGOR * RELATIVITY * RELEVANCE * RELATIONSHIPS

RIGOR:

- ☒ Recognizing, calibrating & EXPECTING rigorous instruction for ALL students

RELATIVITY:

- ☒ Connecting daily learning objectives to measurable outcomes for students to inform instruction

RELEVANCE:

- ☒ Performance-based, technology augmented, real-world/work-based & CCSS/SBAC aligned curriculum

RELATIONSHIPS:

- ☒ Developing highly collaborative, instructionally focused, caring environments: professionally & instructionally



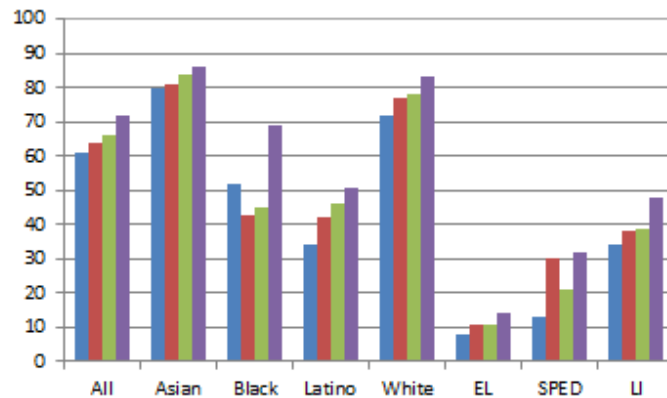
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Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT

GOAL SHEET

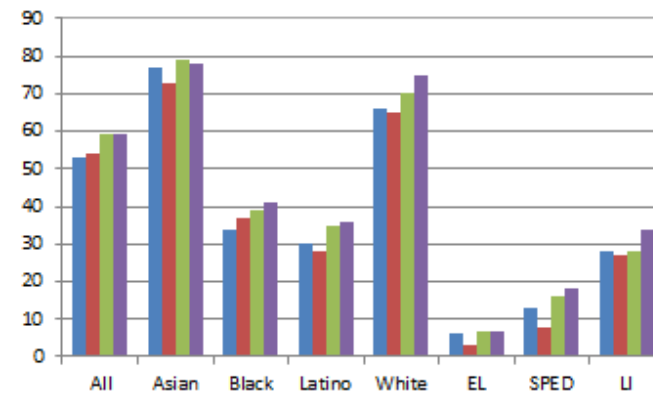
2014-2015

9th Grade CST ELA - Proficient or Above



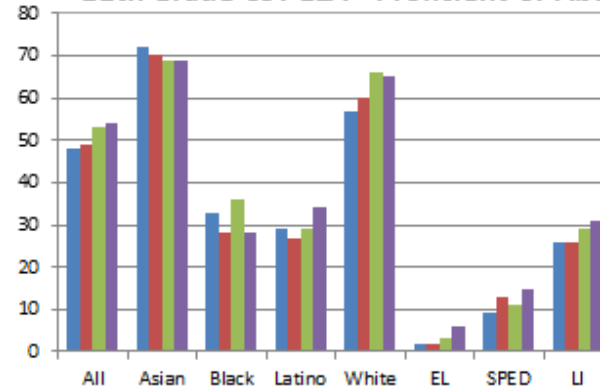
2009-2010	61%	80%	52%	34%	72%	8%	13%	34%
2010-2011	64%	81%	43%	42%	77%	11%	30%	38%
2011-2012	66%	84%	45%	46%	78%	11%	21%	39%
2012-2013	72%	86%	69%	51%	83%	14%	32%	46%

10th Grade CST ELA - Proficient or Above



2009-2010	53%	77%	34%	30%	66%	6%	13%	28%
2010-2011	54%	73%	37%	28%	65%	3%	8%	27%
2011-2012	59%	79%	39%	35%	70%	7%	16%	28%
2012-2013	59%	78%	41%	36%	75%	7%	18%	34%

11th Grade CST ELA - Proficient or Above



2009-2010	48%	72%	33%	29%	57%	2%	9%	26%
2010-2011	49%	70%	28%	27%	60%	2%	13%	26%
2011-2012	53%	69%	36%	29%	66%	3%	11%	29%
2012-2013	54%	69%	28%	34%	65%	6%	15%	31%



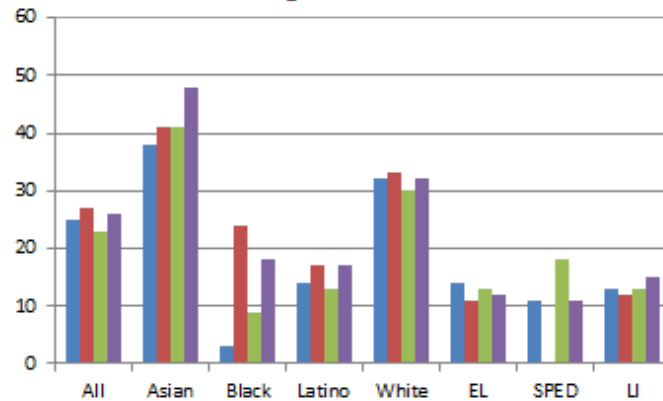
Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT

GOAL SHEET

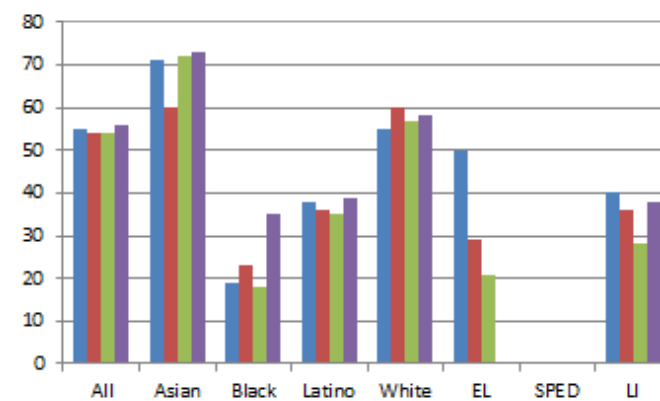
2014-2015

9th Grade CST Algebra 1 - Proficient or Above



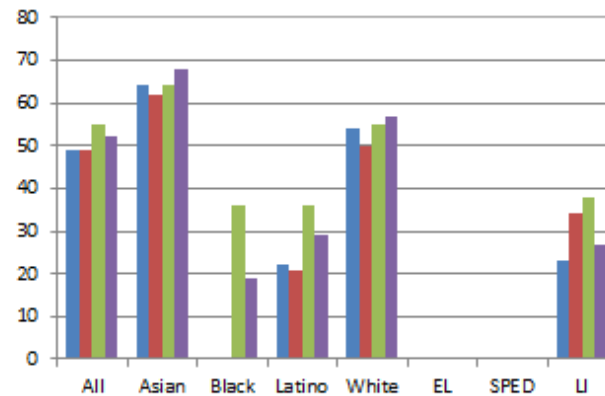
2009-2010	25%	38%	3%	14%	32%	14%	11%	13%
2010-2011	27%	41%	24%	17%	33%	11%	N/A	12%
2011-2012	23%	41%	9%	13%	30%	13%	18%	13%
2012-2013	26%	48%	18%	17%	32%	12%	11%	15%

9th Grade CST Geometry - Proficient or Above



2009-2010	55%	71%	19%	38%	55%	50%	N/A	40%
2010-2011	54%	60%	23%	36%	60%	29%	N/A	36%
2011-2012	54%	72%	18%	35%	57%	21%	N/A	28%
2012-2013	56%	73%	35%	39%	58%	N/A	N/A	38%

11th Grade CST Summative Math - Proficient or Above



2009-2010	49%	64%	N/A	22%	54%	N/A	N/A	23%
2010-2011	49%	62%	N/A	21%	50%	N/A	N/A	34%
2011-2012	55%	64%	36%	36%	55%	N/A	N/A	38%
2012-2013	52%	68%	19%	29%	57%	N/A	N/A	27%

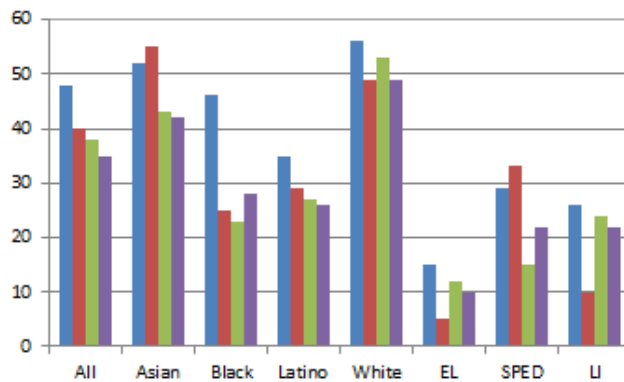
N/A = Number of students too small



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

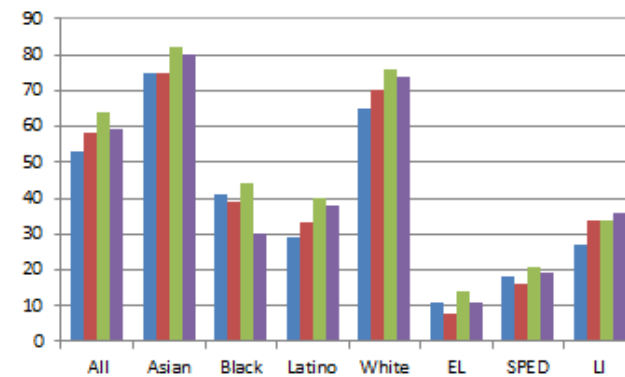
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9th-11th Grade CST Earth Science - Proficient or Above



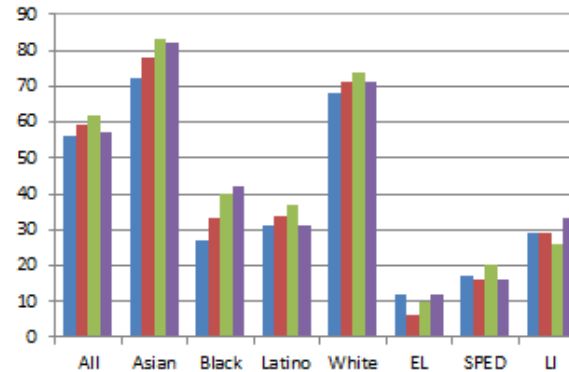
2009-2010	48%	52%	46%	35%	56%	15%	29%	26%
2010-2011	40%	55%	25%	29%	49%	5%	33%	10%
2011-2012	38%	43%	23%	27%	53%	12%	15%	24%
2012-2013	35%	42%	28%	26%	49%	10%	22%	22%

10th Grade CST Life Science - Proficient or Above



2009-2010	53%	75%	41%	29%	65%	11%	18%	27%
2010-2011	58%	75%	39%	33%	70%	8%	16%	34%
2011-2012	64%	82%	44%	40%	76%	14%	21%	34%
2012-2013	59%	80%	30%	38%	74%	11%	19%	36%

9th-11th Grade CST Biology - Proficient or Above



2009-2010	56%	72%	27%	31%	68%	12%	17%	29%
2010-2011	59%	78%	33%	34%	71%	6%	16%	29%
2011-2012	62%	83%	40%	37%	74%	10%	20%	26%
2012-2013	57%	82%	42%	31%	71%	12%	16%	33%



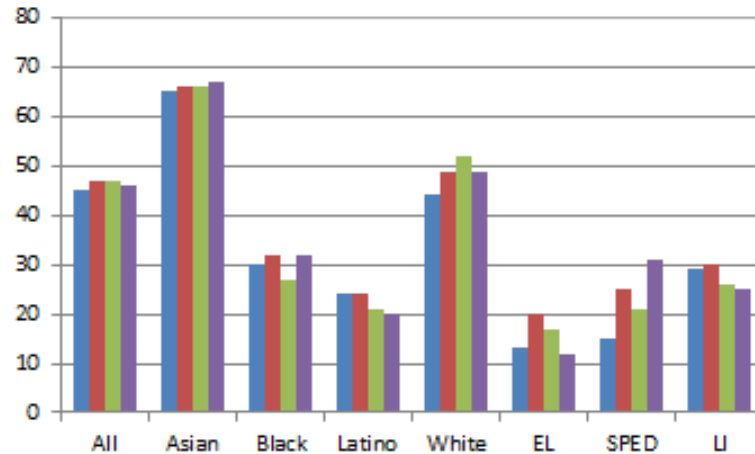
Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT

GOAL SHEET

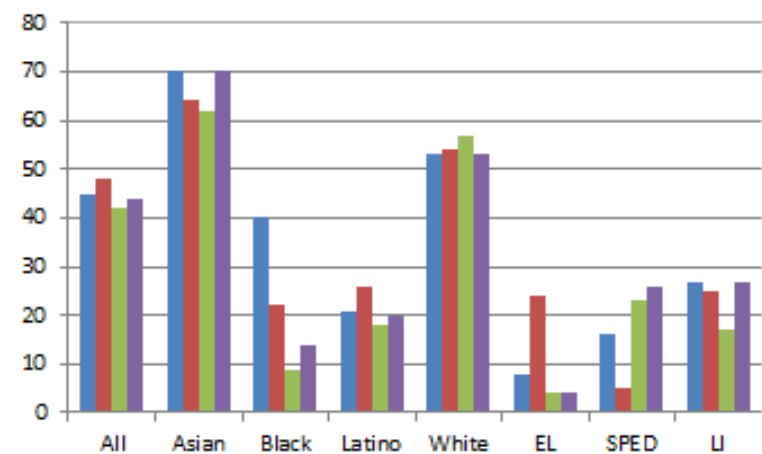
2014-2015

10th-11th Grade CST Chemistry - Proficient or Above



	All	Asian	Black	Latino	White	EL	SPED	LI
2009-2010	45%	65%	30%	24%	44%	13%	15%	29%
2010-2011	47%	66%	32%	24%	49%	20%	25%	30%
2011-2012	47%	66%	27%	21%	52%	17%	21%	26%
2012-2013	46%	67%	32%	20%	49%	12%	31%	25%

10th-11th Grade CST Physics - Proficient or Above



	All	Asian	Black	Latino	White	EL	SPED	LI
2009-2010	45%	70%	40%	21%	53%	8%	16%	27%
2010-2011	48%	64%	22%	26%	54%	24%	5%	25%
2011-2012	42%	62%	9%	18%	57%	4%	23%	17%
2012-2013	44%	70%	14%	20%	53%	4%	26%	27%



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT	GOAL SHEET	2014-2015
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Measureable GOALS AND OBJECTIVES for API, AYP, EL										
Measurable goals for 2012-13, 2013-14: District has continued to maintain a 3 % growth target in all areas.										
SUMMARY: DISTRICT MET 10 OF the 14	CAHSEE ELA		CAHSEE Math		Growth API	AYP (AMO) ELA		AYP (AMO) Math		
All students in the district/ EL students	% Passed All / EL	% Proficient All / EL	% Passed All / EL	% Proficient All / EL	Total	% Target FIXED	% District All / EL	% Target FIXED	% District All / EL	
Spring 2012-13	87 / 76	67 / 46	88 / 77	69 / 47	784	88.9	67.2 / 47.4	88.7	69.1 / 47.6	
2011-12	89 / 77	70 / 47	88 / 75	70 / 46	778	77.8	70.8 / 48.3	77.4	70.3 / 48.8	
2010-11	88 / 77	72 / 51	89 / 78	68 / 46	772	66.7	73.1 / 51.8	66.1	68.7 / 47.1	
2009-10	86 / 73	64 / 42	86 / 71	65 / 39	761	55.6	64.6 / 42.7	54.8	65.5 / 40.2	
AMAO 1- reflects the percentage of ELs making annual progress on the CELDT.	2013-14 Annual growth target 59%		2012-13 Annual growth target 57.5%		2011-12 Annual growth target 56%	2010-11 Annual growth target 54.6%		2009-10 Annual growth target 53.1%		
			65.8% TARGET MET		District growth 72%	District growth 56.8%		District growth 63.8%		
AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT)	2013-14		2012-13		2011-12		2010-11		2009-10	
	Less than 5 years Annual target 22.8%	Five years or more Annual Target 49.0%	Less than 5 years Annual target 21.4%	Five years or more Annual Target 47.0%	Less than 5 years Annual target 20.1%	Five years or more Annual Target 45.1%	Less than 5 years Annual target 18.7%	Five years or more Annual Target 43.2%	Less than 5 years Annual target 17.4%	Five years or more Annual target 41.3%
			38.0% Target Met		38%	53%	25.8%	41.3%	27.4%	51%
AMAO 3 – Meeting AYP requirements for the EL subgroup at the LEA or Consortia Level CST, CAPA, CMA, CAHSEE	Participation Rate			Percent Proficient English-language Arts (ELA)			Percent Proficient Mathematics			
	Target % 95.0% MET			Target % Proficient District % percent			Target % Proficient District % percent			
				88.9 47.4 NOT MET			88.7 47.6 NOT MET			
				77.8 42.3			77.4 46.6			
				66.7 38.3			66.1 40.3			
				55.6 36.8			54.8 42.0			



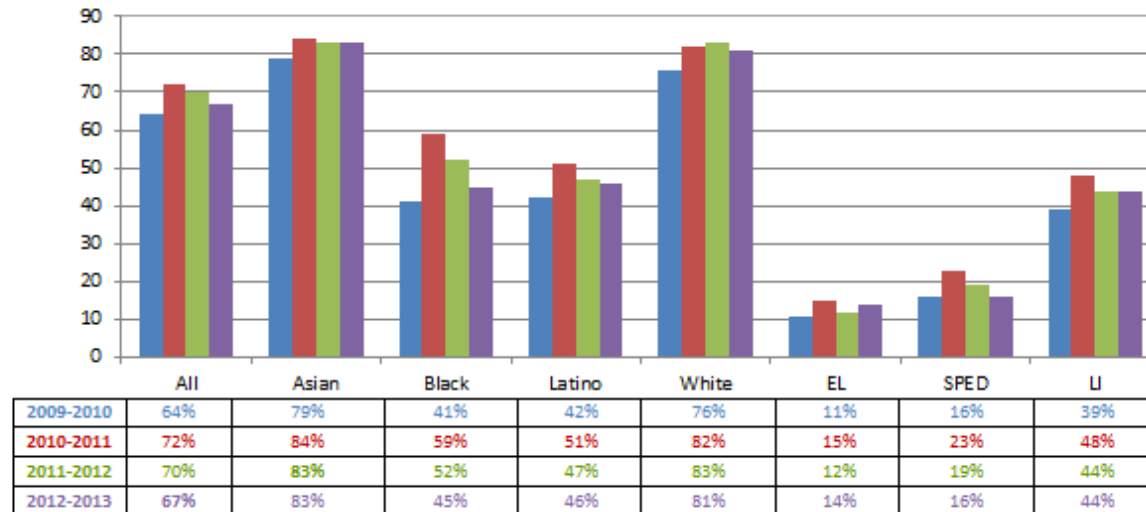
Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT

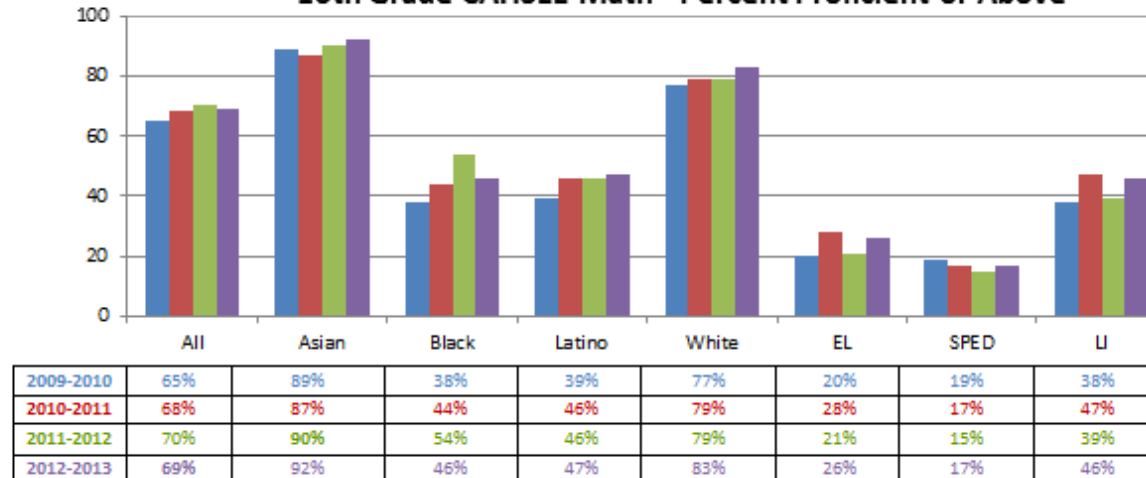
GOAL SHEET

2014-2015

10th Grade CAHSEE ELA - Percent Proficient or Above



10th Grade CAHSEE Math - Percent Proficient or Above

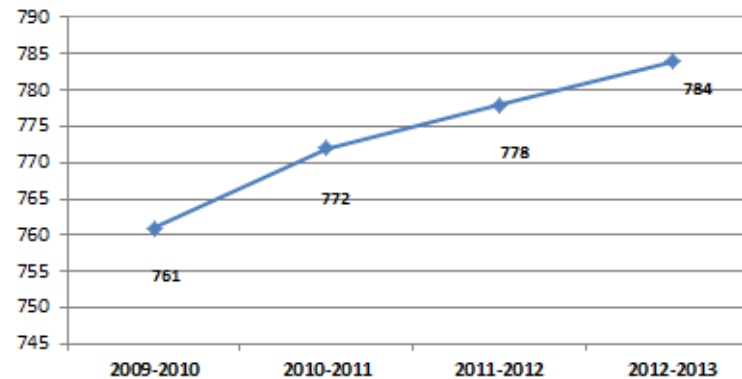




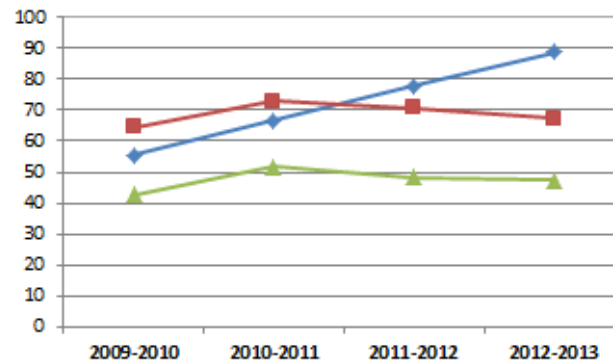
Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT	GOAL SHEET	2014-2015
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API Growth Total

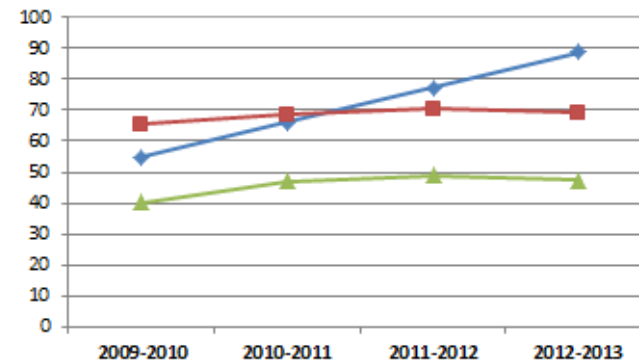


AYP ELA Rates



Fixed Target	55.6%	66.7%	77.8%	88.9%
All Students	64.6%	73.1%	70.8%	67.2%
EL Students	42.7%	51.8%	48.3%	47.4%

AYP Math Rates



Fixed Target	54.8%	66.1%	77.4%	88.7%
All Students	65.5%	68.7%	70.3%	69.1%
EL Students	40.2%	47.1%	48.8%	47.6%



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

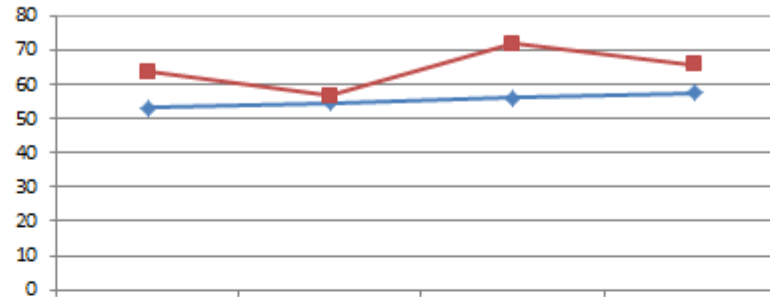
CAMPBELL UNION HIGH SCHOOL DISTRICT

GOAL SHEET

2014-2015

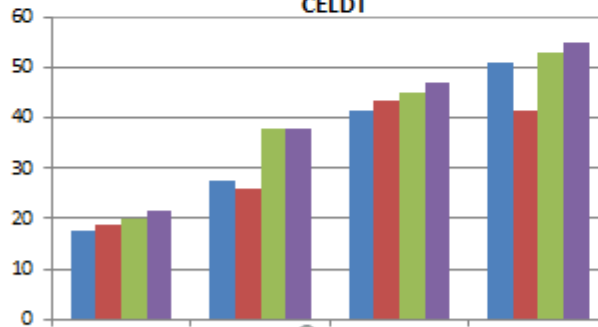
Charts on this page represent EL students only and their CELDT results

AMAO 1 - Reflects % of EL's making progress on CELDT



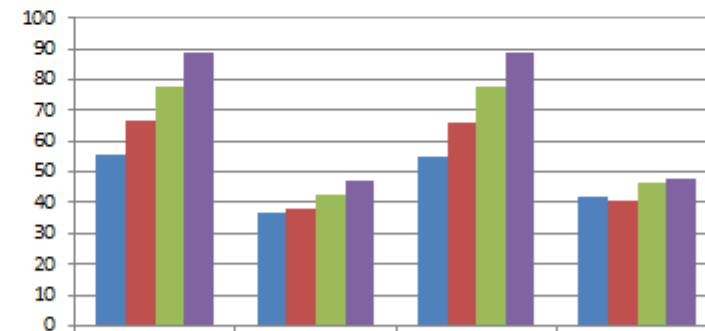
	2009-2010	2010-2011	2011-2012	2012-2013
Annual Growth Target	53.1%	54.6%	56.0%	57.5%
District Growth	63.8%	56.8%	72.0%	65.8%

AMAO 2 - Attaining English proficient level on CELDT



	Less than 5 yrs. Annual Target	Less than 5 yrs. District Rate	5 yrs. or more Annual Target	5 yrs. or more District Rate
2009-2010	17.4%	27.4%	41.3%	51.0%
2010-2011	18.7%	25.8%	43.2%	41.3%
2011-2012	20.1%	38.0%	45.0%	53.0%
2012-2013	21.4%	38.0%	47.0%	54.7%

AMAO 3 - Meeting AYP Requirements for EL at LEA



	Target % Proficient ELA	District % Proficient ELA	Target % Proficient Math	District % Proficient Math
2009-2010	55.6%	36.8%	54.8%	42.0%
2010-2011	66.7%	38.3%	66.1%	40.3%
2011-2012	77.8%	42.3%	77.4%	46.6%
2012-2013	88.9%	47.4%	88.7%	47.6%



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT	GOAL SHEET	2014-2015
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CAMPBELL DASHBOARD

	Graduation % Rate								Graduates with A-G Completion % Rate							
	All	Asian	Black	Latino	White	EL	SPED	LI	All	Asian	Black	Latino	White	EL	SPED	LI
2012-13	91.3	94.7	92.5	85.5	94.2	83.3	80.3	84.6	43.9	67.0	26.5	24.7	50.7	26.5	N/A	26.5
2011-12	87.8	93.9	92.0	80.1	90.6	68.5	77.8	80.0	42.5	67.7	29.8	23.2	47.2	18.7	N/A	24.3
2010-11	79.3	90.1	75.4	66.6	85.6	56.7	63.1	63.0	40.2	61.6	26.0	26.1	24.7	18.7	N/A	16.1
2009-10	80.4	87.5	80.3	68.9	84.5	54.4	63.0	66.1	44.7	67.9	30.2	31.4	48.5	19.1	N/A	27.9

	EAP % "Ready for College"								College Attendance % Rate							
	All	Asian	Black	Latino	White	EL	SPED	LI	All	Asian	Black	Latino	White	EL	SPED	LI
2012-13	60	78	31	42	60	28	9	42	77.0	85.7	76.6	65.7	80.5	N/D	N/D	N/D
2011-12	54.0	85.0	29.0	31.0	53.0	35.0	18.0	39.0	No Date yet for previous years							
2010-11	55.0	80.0	50.0	40.0	53.0	28.0	54.0	41.0								
2009-10	54.0	74.0	35.0	40.0	51.0	44.0	N/D	48.0								

	Attendance % Rate								Students with D's or F's					
	All	Asian	Black	Latino	White	EL	SPED	LI		All	Asian	Black	Latino	White
2012-13	96	98	97	95	96	95	94	95	2013-2014 year only					
2011-12	96	98	97	95	96	95	94	95	# of Students w/ D's or F's	2,765	165	131	1,407	950
2010-11	96	98	96	94	96	94	94	95	# of students enrolled by sub-group	7,137	1,016	265	2,460	3,084
2009-10	95	98	95	94	96	94	93	94	% of students W/D's or F's	39%	16%	49%	57%	31%

	Suspensions & Expulsions % Rates							
	All	Asian	Black	Latino	White	EL	SPED	LI
2012-13	4.9 & 1.0	6.2 & 3.9	7.2 & 2.5	56.4 & 59.3	26.6 & 29.1	4.6 & N/A	23.7 & N/A	N/D
2011-12	8.0 & 1.2	3.9 & 5.5	7.1 & 7.7	55.0 & 50.5	31.6 & 30.8	4.1 & N/A	20.4 & N/A	N/D
2010-11	7.6 & 0.8	3.3 & 6.7	9.8 & 1.5	50.4 & 51.7	34.0 & 26.7	4.9 & N/A	17.7 & N/A	N/D
2009-10	8.2 & 0.9	3.3 & 1.6	7.6 & 4.8	50.0 & 58.0	36.5 & 33.9	N/D	17.2 & N/A	N/D



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT	GOAL SHEET	2014-2015
-------------------------------------	------------	-----------

CAMPBELL DASHBOARD

CTE Core Indicators – Secondary and ROCP Combined							
	Total 12 th Grade CTE Concentrators	Students Scoring Proficient or above on CAHSEE ELA	Percentage Meeting State Requirements	Students Scoring Proficient or above on CAHSEE Math	Percentage Meeting State Requirements	12 th Graders Earned HS Diploma	Percentage Meeting State Requirements
2012-13	643	420	65.32%	396	61.59%	643	100%

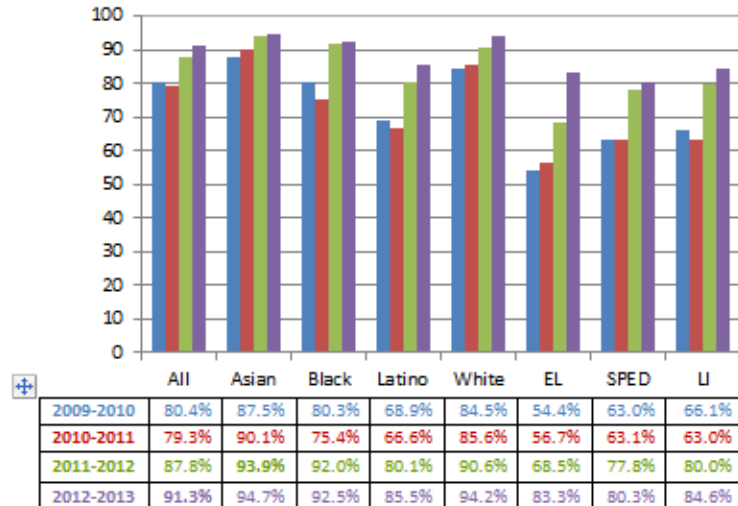
English Learner Data							
	Total Enrollment	Number of English Learner Students	Percentage English Learners	Number of Fluent-English-Proficient Students	Percentage Fluent-English-Proficient	Number of Redesignated FEP Students	Percentage Redesignated FEP
2012-13	7,417	737	9.9%	1,666	22.5%	65	8.3%



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT GOAL SHEET 2014-2015

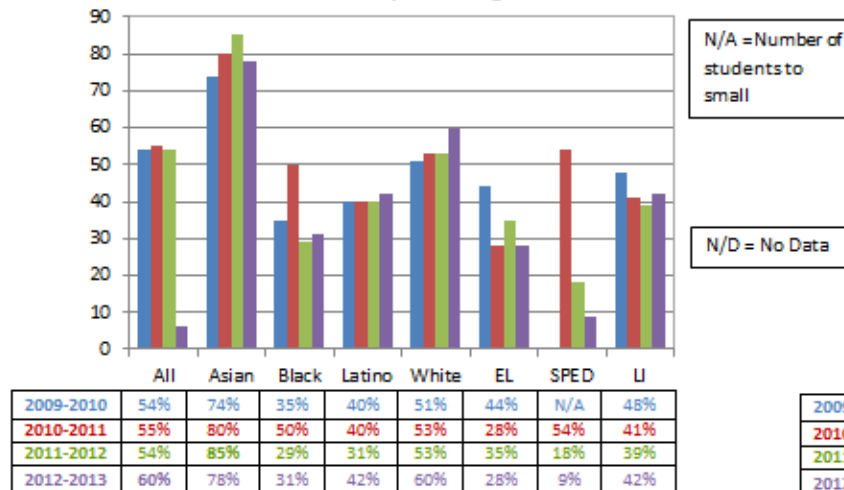
Graduation Rate



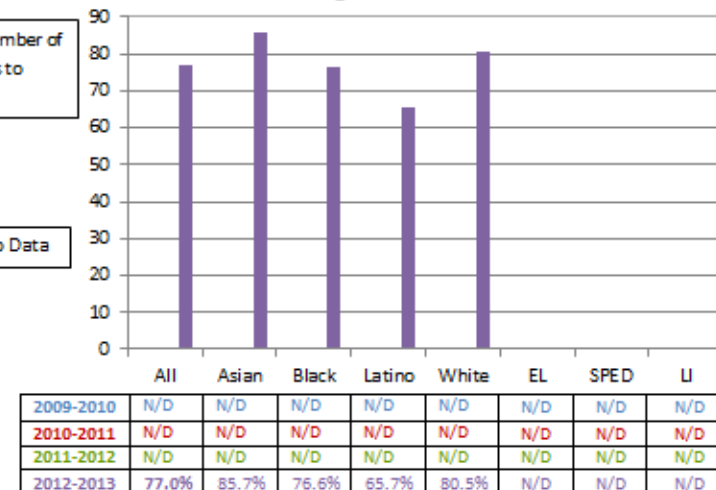
Graduates with A-G Completion



EAP "Ready for College"



College Attendance Rate





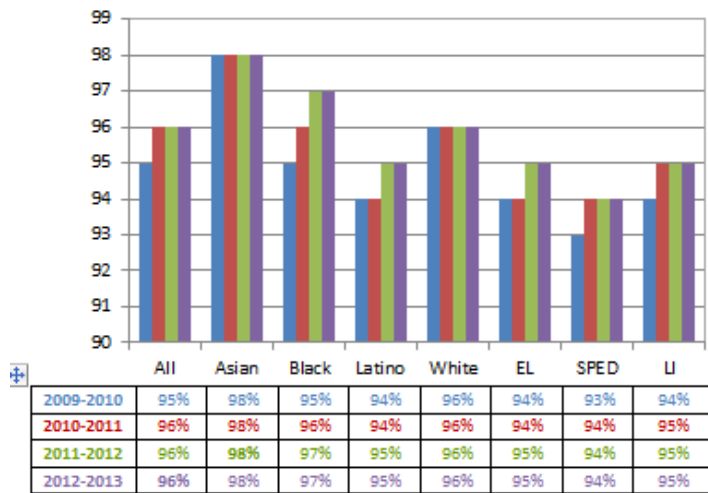
Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CAMPBELL UNION HIGH SCHOOL DISTRICT

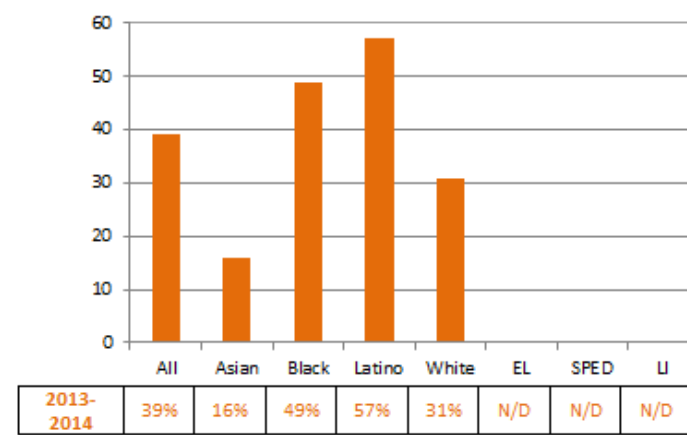
GOAL SHEET

2014-2015

Attendance Rate



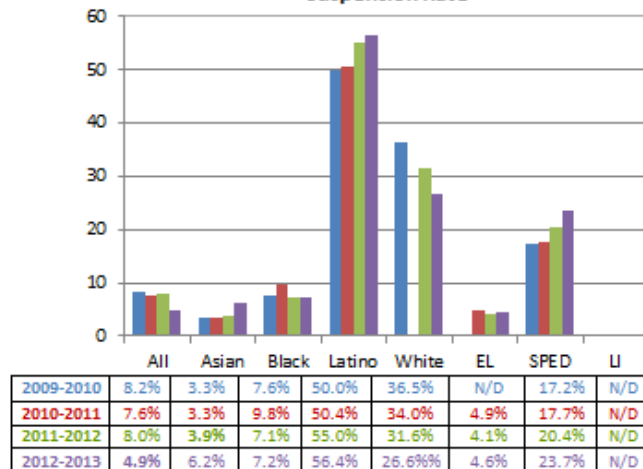
Students with D's or F's



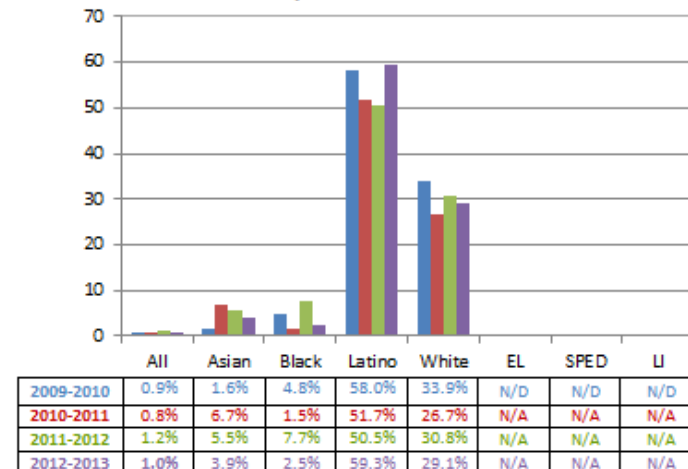
N/D = No Data

N/A = Number of students too small

Suspension Rate



Expulsion Rate





Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Appendix 5 – LEA Plan Excerpts



LOCAL EDUCATIONAL AGENCY PLAN
2014-2015 UPDATE

Name of Local Educational Agency (LEA): CAMPBELL UNION HIGH SCHOOL DISTRICT

County/District Code: Santa Clara County

Dates of Plan Duration 2014-2015

Date of Local Governing Board Approval: May 15, 2014

District Superintendent: Patrick K. Gaffney

Address: 3235 Union Avenue

San Jose CA 95124

Phone: (408) 371-0960

Fax: (408) 558-3006



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan

Patrick K Gaffney, Superintendent

Matthew Dean, Board President

Part I
Background and Overview

Located in the heart of Silicon Valley, The Campbell Union High School District has served our community with distinction for over 100 years. Our focus is on making education personal – acknowledging the individuality of each student, and preparing each for the unique future he or she will choose. We serve over 7,300 students at five campuses: Branham, Del Mar, Leigh, Prospect and Westmont High Schools. Our sixth site, Boynton High School, is an alternative school serving a variety of special needs in our community and was awarded the California Model School award. Camden Community Day School is our newest site, focusing on at-risk youth. Lastly, our 7th site, Campbell Adult and Community Education, CACE, strives to advance our community's economic and workforce development by raising all forms of literacy and preparing adult learners for careers, college and civic responsibility. Our student population is approximately 3% African-American, 12% Asian, 41% Caucasian, 35% Hispanic, reflecting the well-known diversity of our community. Approximately 10% of our students are English Learners and 10% are identified as Students With Disabilities. 25% of the total population is in the Free and Reduced Lunch program. The Campbell Union High School District boasts a long-standing record of excellence. All five of our comprehensive sites are Distinguished Schools, and one has earned the highly acclaimed National Blue Ribbon honor. All six sites are fully accredited by the Western Association of Schools and Colleges (WASC). Our 600 committed employees are committed to the furtherance of this



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

achievement; we make a significant investment each year in the professional growth and development of teachers and instructional service personnel to continue to raise the bar.

CAMPBELL UNION HIGH SCHOOL DISTRICT

STRATEGIC PLAN

2014 – 2017

Mission

Campbell Union High School District prepares high school and adult education students for success in college, careers and democratic citizenship by providing an engaging, relevant and rigorous curriculum in a safe learning environment while integrating technology and a growth mindset into learning process. CUHSD enhances each student's life skills by promoting critical thinking, problem solving and innovation so that each student can achieve his or her maximum potential.

Vision

Every student who attends CUHSD will graduate ready for college and career and will be equipped with the skills, knowledge and aptitude necessary for 21st century success.

Values & Beliefs

We believe all students can learn and be successful.

We value and encourage:

- Moral and ethical behavior
- Respect, understanding and acceptance of others
- Sound decision-making and acceptance of personal responsibility
- Active citizenship and global awareness





***Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014***

- The expression of each student's potential

Focus Areas

Common Core Implementation

CUHSD will ensure a successful implementation of Common Core standards through:

- Commitment of time, resources and professional development
- Support of collaborative curriculum development and assessment processes
- Integration of 21st century literacy and technology skills across all content areas
- Active stakeholder involvement
- Ongoing data-driven assessment and reflection

Closing the Opportunity Gap

CUSHD will provide access and opportunities to all students through:

- Using data-driven metrics that direct resources appropriately to specific sites and for district-wide initiatives
- Enhancing early intervention to support student success
- Reducing suspensions/expulsions and increasing attendance and graduation rates
- Providing targeted professional development to increase student engagement
- Expanding adult learning programs

College and Career Readiness



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

CUHSD will focus on preparation beyond high school through:

- Expanding online credit recovery and blended learning options
- Providing additional counseling and early intervention services
- Expanding learning options and Career Technical Education Pathways
- Encouraging multiple post-secondary options
- Utilizing community and corporate partners in career awareness and planning

Professional Growth

CUHSD will focus on professional growth through:

- Regular frequent common collaboration
- District-wide sharing of best practices for instruction and evaluation of student work
- Professional development in areas of targeted need

School Safety Plans

Each school in CUHSD has a School Safety Plan which is updated annually. The plan is standardized to promote coordinated efforts within the District. This plan provides practical guidelines and procedures and adapts to the infrastructure and physical plant capabilities of each site, remains flexible to meet the needs of any disaster, and is presented in a concise format for purposes of training and articulating personnel and pupils and articulating with the District emergency preparedness plan.

Each principal and site dean is responsible for using the model site plan with an appointed Emergency Preparedness Committee chosen at each site to develop plans and procedures that can be effectively used in a sudden emergency. The Site Emergency Plans are reviewed and revised annually and appropriate drills and training is provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school-parent groups.



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Part II: Assessment Data & LEA Data Dashboard
[See appendix #4]

Part III

Analysis of Student Performance: Local Measures of Student Performance

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments. Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

1. All core content areas are in the process of redesigning all common formative assessments to align to the new Common Core Curricular Guides. Each core content area at each comprehensive site has developed at least one common assessment and plans to create 4 per subject area in 14-15.
2. All English departments are using a CAHSEE aligned pre-assessment [diagnostic] and a post assessment [benchmark] in 13-14.
3. All department chairs will continue training on facilitation cycles of inquiry to analyze student work using both state and local assessment outcomes.
4. Principals are provided subgroup and school level data from the district which is compiled from AERIES, Dataquest and Data Director. Principals will lead data analysis sessions with staff to develop site level WASC action plans/PD focus areas and will oversee department level collaboration. Specific grade level and course level D/F grade data will be provided from Aeries to identify areas of strengths and areas of need for the school as part of the 14-15 site reporting tool.
5. Each Principal will also present the school's strengths and areas of need to the staff, department chairs, leadership team members, School Site Council, ELAC, PTSA, and other interested school and community groups.



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

6. Each principal provides the data to teachers and departments to discuss strengths and areas of need to develop a plan for best practices to address student needs. These discussions closely align to the goals and objectives identified in their WASC Action plan.
7. ELD teachers are redesigning their assessments to align with the new Common Core English Learner Standards. Training is being provided on how to best use these reports which will then guide instruction, help with lesson plans around differentiated instruction and targeted instruction.
8. All core content areas have practiced creating assessments in Data Director and running reports for analysis. Training will continue to be provided on how to best use these reports which will then guide instruction, help with lesson plans and allow for differentiated instruction and targeted instruction. Additionally, training will be provided on Data Director's newest functions, including GradeCam, Common Core test banks and online testing capabilities.

District wide Areas of Strength:

1. In 2013-2014, we moved to a "UC/CSU A-G default graduation expectation" for all students beginning with the incoming 9th grade class. The percentage of students completing "a-g" requirements upon graduation has already greatly improved.
2. AVID was added to two more comprehensive sites to achieve the goal of AVID districtwide. CUHSD also adopted the AVID national and regional model, added a district director and a district AVID subject area committee comprised of the 5 new district AVID coordinators.
3. Accuassess and Plato Online Learning Environment was added to support English Learners and Credit Recovery. Additional Accelerated Math (AM) and Accelerated Reading (AR) licenses were purchased for schools that demonstrated need. These programs are used in 9th grade English and Algebra 1 classes for support. SWD students also have access to these programs to assist with their individual IEPs.
4. Teacher developed common assessments in ELA, Social Studies, Science and World Language have been developed, aligned and implemented this year. The data has been entered in Data Director for analysis and assessment edits. A cycle of inquiry calendar was developed in each subject area representing times teachers will come together to analyze student work and student performance data.
5. District wide teacher collaboration was accomplished in each subject areas (some subject areas multiple times).
6. District wide professional development days were hosted for all staff facilitated by teacher leaders and focused on Common Core Implementation.



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

7. Math teachers unanimously supported the adoption of an Integrated math pathway to support Common Core transition. Teacher developed units and curriculum materials anchored the transition in Integrated 1 this year. Plans to develop Integrated 2 & 3 are already established and work has begun on course curriculum development and textbook/instructional support materials piloting.
8. Math teachers have continued to articulate with partner districts in a new Campbell Consortium format with the goals of accurate math placement and vertical curriculum and course alignment.
9. Classroom carts of mobile devices (ipads & chromebooks) were deployed to enhance Common Core technology integration. A second phase of computer cart deployment is planned for August 2014.
10. New focus for 2013 & 2014 was on formative assessments [FACTS – Formative Assessments for Campbell Teacher Success]
11. AVID path trainings were provided district wide and all sites will send teams to the AVID summer institute.
12. Advanced Placement Program expansion occurred at Branham, Leigh and Prospect. Westmont is planning a course expansion phase in for 2014/15 & 2015/16. The district is supporting AP teachers with expanded College Board professional development opportunities. District is supporting LI and EL student access to advanced college prep coursework by expanded AVID support classes for student tutorial, EL academic support classes, redesigning the district English Learner program and an overall class size reduction.
13. Del Mar High School achieved International Baccalaureate candidacy in May 2014. Del Mar plans to send teacher team to IB workshops over the next three years to qualify for accreditation status.
14. Curriculum Guides have been developed for each core subject to start the alignment of courses to common core state standards and a district wide cohesive curriculum that provides equity and access to all students.
15. CTE: Expansion of a formalized Pathway of Studies- Engineering- at three high schools; expansion of IT courses at two sites.
16. Additional Technology: All students in the district have password access to School Loop, a district wide portal to support families to access progress information, and NAVIANCE, as college and career tool.
17. College and Career Guidance: Additional guidance counselors added. Naviance, a college search tool, has been introduced at all sites and training will be provided this year for expansion in 2013-14.
18. All site plans and WASC action plans have been aligned with the district LEA plan and the new LCAP.
19. Strong and dedicated teachers and administrators. 96% teachers have met the Highly qualified requirement

District wide Areas of Growth:

1. Data analysis training and the use of common protocols for cycles of inquiry using performance outcomes in decision making
2. Continued professional development around standards based assessments, formative assessment development and common core.



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

3. Focused staff development to address English Learner student needs in accessing core curriculum – pilot and adoption of new common core aligned instructional materials, including training in WRITE, Plato online learning environment & ACCUCESS data and usage for assessing its impact on student learning.
4. Continued refinement of Common Core alignment within instructional units and common formative assessments and use of data to inform instruction.
5. Monitoring of curriculum implementation to be done by principals [as SAC coordinators and site admin monitoring] and district through review of data and evaluation of instruction program.
6. Continued math articulation with middle schools to support transition to International/integrated common core math pathway model.
7. Site administrative team training in Instructional Rounds – identifying learning goals, problems of practice and level of rigor in classroom observations.
8. Continue to expand teacher leadership opportunities, including shifting the role of the department chair towards an instructional team leader focus.
9. Continue exploring the Next Generation Science Standards and its impact on the science instructional program
10. Work towards full accreditation of Del Mar's International Baccalaureate Program
11. Continue to improve our usage of technology in the classroom as both an effective instructional tool that elevates rigor and engagement and as an embedded standard of skill instruction aligned to CCSS in all content areas
12. More emphasis on teaching strategies that emphasize a growth mindset, equity and culturally relevant pedagogy

New Programs/Courses/Initiatives in 2012-2015

Development and Implementation of Common Core Curriculum Guides and aligned to Common Core State Standards

The **Common Core State Standards Initiative** is a U.S. education initiative that seeks to bring diverse state curricula into alignment with each other by following the principles of [standards-based education reform](#). The initiative is sponsored by the [National Governors Association](#) (NGA) and the [Council of Chief State School Officers](#) (CCSSO). The past twenty years in the U.S. have also been termed the "Accountability Movement," as states are being held to mandatory tests of student achievement, which are expected to demonstrate a common core of knowledge that all citizens should have to be successful in this country. ¹Standards were released for mathematics and English language arts on June 2, 2010.



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

The SMARTER Balanced assessment system will be designed to meet federal- and state-level accountability requirements and provide teachers and parents with timely and accurate information to measure and track individual student growth. The assessment system will utilize computer adaptive technologies to design assessments that will minimize the amount of time that students are out of the classroom and away from their teachers, better measure student abilities across the full spectrum of student performance, evaluate growth in learning, and provide more information to teachers, administrators, and parents within weeks of testing.

In order to prepare for the 2014-15 state assessments, the following steps were implemented in 2011-12:

1. **Common Curriculum guides for each core subject: (Through the SAC process)**
Principals, vice principals and Deans were assigned to 8 core subject areas; department chairs were required to attend to represent each site and teachers were invited to participate.
Goal: By May 2012, each subject areas will submit a SINGLE District wide Curriculum Guide.- 1st Draft
2. **Professional Development for Teachers and Administrators:**
All district and site administrators were provided with a three-year review of the standards in August 2011.
All district and site administrators and teachers in ELA and math were provided training in ELA/math CCSS in May 2012
Four teachers- 2 for math and 2 for ELA- attended the SCCOE introductory CLC sessions in 2011-12
By June 2012, all district and site administrators and teachers in ELA and math will be trained in CCSS introductory sessions.

School Year 13-14

1. Implement 3rd year of CCSS introduction and training with teacher representatives from each site attending CLC and training site staff
2. Using newly drafted CCSS Curriculum Guides , continue designing CCSS aligned common formative assessments for each core subject.
3. Upgrade all core areas with common core performance tasks and incorporate project-based learning
4. Integration of instructional technology with corresponding technology professional development series

Next Steps 14-15

1. Offer two full Professional Development days for all staff in August focused on Common Core implementation, technology integration and equity mindset
2. Provide release days for cross district subject area collaboration, CCSS curriculum alignment, assessment development
3. Hire teachers on special assignment to support the Common Core implementation in math, literacy and English Language Development
4. Pilot and adopt CCSS aligned textbooks and support materials for math/ELD; begin exploration of ELA in the spring 2015
5. Enrich classroom technology for CCSS implementation in the form of classroom mobile device carts and document cameras
6. Support new teachers with BTSA new teacher mentors



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

7. Continue K-12 Campbell Consortium articulation with our partner districts with an emphasis on CCSS math curriculum, course pathways & placement
8. Add support classes in English and Math; expand site based online credit recovery model
9. Redesign, align and enrich the English Learner Program at each site; addition of a bilingual resource teacher to support sites
10. Expand AP access and teacher professional development
11. Support Del Mar High School with training opportunities during its candidacy and accreditation phases
12. The district AVID Director will support all sites with AVID certification, training and coordination
13. Implement a site student intervention team coordinated by the Director of Student Services
14. Re-institute a district sponsored, regional School Climate Committee
15. Hire and train additional guidance counselor at each comprehensive site
16. Initiate the Design for Manufacturability CTE program at Westmont (expansion design dependent on AB 86 grant funds)

New Programs/Courses/Initiatives in 2013-2014:
Mathematics Common Core Standards Implementation

ESSENTIAL UNDESTANDINGS

- ☒ Our current Freshmen Class of 2016 will take the new Common Core exam in their junior year – the spring of 2015
- ☒ The Common Core high school mathematics standards are not arranged by course but by five conceptual categories and a modeling emphasis. Any course pathway would include components of these five categories and would all include modeling
- ☒ Current CST testing focuses on skills with low cognitive demand – all multiple choice; Common Core testing designed by Smarter Balanced will include multiple choice, constructed response, and extended performance tasks.

HISTORY

2010-2011 School Year

- County begins training math teachers on Common Core State Standards (CCSS)
- Focus is on understanding the overall organization of the CCSS and an introduction to the Mathematics Practice Standards



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

- Math teams begin comparing current curriculum guides with conceptual categories

2011-2012 School Year

- Math Practice Standards are introduced at each school site
- Training all math teachers on the organization of the CCSS begins
- Math teams complete comparing current curriculum guides with conceptual categories, domains, and standards in the CCSS.

2012-2013 School Year

- All school sites pilot the use of performance tasks. (Two are these are on the handout.)
- Wide scale involvement of district mathematics teachers in exploring the common core state standards together.
- Dedicated team of math teachers from each school begins unit planning
- Districtwide analysis of International vs. Traditional Common Core Models

2013-14 School Year

- Asst.Sup. Chairs, VP, attending articulation leadership meetings
- SVEF 5 partner plus CUHSD
- Participating in Curriculum Leadership Council days at SCCOE for Core Mapping and Unit Building and Professional Development
- Receiving support from SCCOE Math Specialist Cecilio Dimas
- Building common core units to embed in Algebra 1 and Geometry
- Articulating with all middle schools in all 5 partner districts
- Discussing common criteria for math placement across all 6 districts
- Incorporating International model into our 9th grade courses

2014-15 School Year

- Asst.Sup. Site Administrators , SAC Lead and Chairs, attending articulation leadership meetings
- SVEF 5 partner districts plus CUHSD
- Participating in SVMI Summer Coaching Institute and Follow-up Sessions
- Receiving support from SCCOE Math Specialist Bernadette Salgarino
- Receiving support from California Mathematics Project Lead PD provider Patrick Callahan
- Building and enhancing common core aligned units for Integrated Mathematics 1-3, and 3 plus
- Articulating with all middle schools in all 5 partner districts
- Discussing and implementing common criteria for math placement across all 6 districts
- Developing articulated pathways to serve all students in the partnership consortium



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014
New Programs/Courses/Initiatives in 2013-2014:

Introduction of Data Director and data assessment for student success

As CUSHSD moves to a data- driven system to support district, school and classroom level decisions, Data Director allows educators to analyze and create custom reports on:

- Patterns and needs
- Enrichment programs and interventions
- Areas for further professional development

Data Director is an innovative online data management solution that puts a fast, powerful decision-support system at your fingertips. Designed to help educators meet the needs of every student and improve student performance, *Data Director* helps make sense of a huge range of data to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data. *Data Director* allows users to combine and utilize data from multiple sources and formats, and then compare and refine those data sets to help answer complex questions like, "Who are my highly qualified teachers and are they teaching my lowest-performing students?"

- Assessments such as state tests
- Demographic information and grades
- District or system administered tests
- Daily classroom assessments given by teachers

School Year 13-14

1. Continue training all staff on the 5/6 reports
2. Provide training on the use of data in decision making
3. Create in-house capacity for dissemination of data in a timely manner.- training of data entry and report creation, use of report

Next Steps



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

1. Continue training all staff on reporting features of Data Director
2. Provide training on the use of data in cycle of inquiry, learning goals, and standards based grading
3. Provide Professional Development on Grade Cam a feature for instant data collection through Data Director for Formative Assessment
4. Create in-house capacity for dissemination of data in a timely manner.- training of data entry and report creation, use of report

New Programs/Courses/Initiatives in 2013-2014:

Linked Learning/Career Technical Education Pathway Initiative:

High school students throughout California are benefiting from the innovative Linked Learning approach to education. Linked Learning brings together strong academics, demanding technical education, and real-world experience in a wide range of fields, such as engineering, arts and media, biomedicine, and health. Linked Learning is gaining in popularity because it can make high schools more competitive and attractive to students, generate higher academic achievement by allowing students to study topics that interest them, and lead to increased college attendance rates, higher earning potential after graduation, and greater civic engagement.



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

In 2011-12, the District formally adopted the Linked Learning Pathway initiative. Xilinx is currently funding the costs of teacher training for PLTW.

School Years 12-13 and 13-14

1. In 2012-13 Introduction to Engineering Design at three sites- Westmont, Branham and Leigh
2. In 2012-13 *Principals of Engineering* and Digital Electronics at Westmont.
3. In 2013-2014 expansion of PLTW pathways at Westmont, Branham and Leigh
4. In 2013-2014 exploration of PLTW Information Technology Pathway at Prospect – possible partnership with Moreland School District
5. In 2013-2014 expansion of Digital Design and Information Technology Pathway at Del Mar High School
6. In 2013-2014 exploration of International Baccalaureate certification process at Del Mar High School

Next Steps

1. Expansion of PLTW-Digital Electronics at Branham and Leigh
2. Expansion of PLTW Engineering Design and Development at Westmont
3. First year implementation of International Baccalaureate application process at Del Mar High School
4. Exploration of articulation and concurrent enrolment opportunities
5. Develop concentrator and capstone courses for Culinary and Video Production
6. Enhance and upgrade Manufacturing and Production Technology Pathway

New Programs/Courses/Initiatives in 2013-2014:

AVID District Team Design Plan

AVID can provide instructional strategies and systems that will aid the transition to the Common Core, and create/provide support systems for all students as sites seek to increase their enrollment in AP courses, and increase the number of students meeting A-G requirements.

AVID District wide

1. Professional development - PD, Elective teachers, District Director (administrative help only)
 1. Tutor training workshop - September or October



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

2. Content Area trainings - as needed or wanted
3. AVID methodologies - related to common core
 - i. Cornell notes and inquiry - research, methods, data
 - ii. Tutorial - purpose, strategies and application
 - iii. Critical reading - Common Core - teaches literacy skills
2. Outreach - site coordinators and DD
 4. Community
 5. Parents
 6. Post-secondary (new certification standard: ess. 11, level 3 - need college on site team)
 7. Other sites?
3. Coordination – New, expanded AVID coordinator role and District Director
 1. Site plans, CSS, ISS - AVID coordinators
 - i. Certification reviewed by DD between end of March and mid May
 2. Data Collection
 3. Summer Institute attendance
4. District AVID Team [meet regularly in SAC format] - coordinators, DD/Admin, other...
 1. Determines the needs of AVID programs
 2. Collaborates on recruiting tutors and training of tutors (in-house or otherwise)
 3. Streamline processes and event coordination and planning
 - i. Field trips
 - ii. Senior Recognition
 - iii. Other as determined by site teams and advisory team
 - iv.



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

New Programs/Courses/Initiatives in 2013-2014:
EQUAL OPPORTUNITY SCHOOLS

1. STUDY

Detailed teacher and student survey, and academic record data is merged to measure school strengths and size of specific access hurdles

DATA COLLECTION

- ✓ EOS data analysts work with school and district data leaders
- ✓ Collect demographic and course enrollment data, test scores, grades

SURVEYS

- ✓ Quick, high-impact surveys of all 10th-12th grade students and their teachers
- ✓ Survey data shows causes of access barriers and best opportunities to close

2. STRATEGIZE

EOS uses rich data analysis to provide tools and tailored light coaching for school leaders to close AP/IB enrollment gaps and improve student outcomes

DYNAMICS REPORTS

- ✓ Comprehensive report to show magnitude and cause of information, expectations, and readiness gaps
- ✓ Data analysis directly informs how to go about removing access barriers to AP

STRATEGY PLANNING

- ✓ Expert advisers work w/ school leaders to develop these plans:
 - Student outreach & recruitment
 - Academic support for students
 - Teacher PD support

3. SUPPORT IMPLEMENTATION

EOS provides support to school and district staff as they implement the plans formulated during the Strategy phase

ENROLLMENT TRACKING

- ✓ Develop interim performance indicators
- ✓ Ongoing check-ins to track progress against accountability metrics
- ✓ Troubleshooting support and course-corrections to ensure implementation produces results

SUSTAINABILITY

- ✓ EOS works with district and school level leadership and data teams to systematize process
- ✓ EOS works with school, district and board leadership, where possible, to enact policy-level changes that support equitable access to college-aligned courses

October 2013
November 2013

staff/student survey
EOS crunches data, meets w/ site and district admin to review initial gap report



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

December 2013
January 2014
February 2014
March 2014
April 2014

principal gathers leadership team for presentation and initial brainstorm for recruiting, EOS presents results to faculty
leadership meets again to finalize recruiting strategy and begin support plan, parent/student presentations
programming, course requests, 1st or 2nd gap report
leadership brainstorm for student/teacher support, recruit remaining kids from gap report
add support structures to site plan, present plan to faculty, EOS sends new gap report?

Part IV: Professional Development in 2013-2014: Next Steps based on Needs Assessment/Action Items

MAIN COMPONENTS:

- ❖ **FULL DISTRICTWIDE PD DAYS**
 - ✓ August 14th : Instructional technology
 - ✓ August 15th : Common
- ❖ **MINIMUM DAYS**
 - ✓ Late September: Data Day [1st diagnostic benchmark review w/ inquiry protocol]
 - ✓ Beg February: Data Day [2nd benchmark review w/ inquiry protocol]
 - ✓ Other 4 min days: [site based/site discretion, AVID, Equity, EOS]
- ❖ **COLLABORATION [Dept Chair facilitated/teacher driven]**
 - ✓ Unit design, lesson sharing, reviewing student work
 - ✓ Peer mentoring, peer idea exchanges
 - ✓ Essay calibration, Common assessment building/reviewing/editing
- ❖ **SUBJECT AREA COMMITTEES [Department Chair lead/teacher driven]**
 - ✓ Districtwide all department chair trainings
 - Cycle of Inquiry protocol
 - Data Director Training
 - Instructional technology
 - ✓ District level unit upgrading, performance task reviews,
 - ✓ District level workshops/trainings on common core topics
 - ✓ District level data review following each site data day
- ❖ **CURRICULUM DEVELOPMENT RELEASE [Dept Chair/DIG coord lead]**
 - ✓ Curriculum guide revisions, district wide local assessment development



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

❖ **INSTRUCTIONAL TECHNOLOGY SERIES**

❖ **ADMINISTRATOR TRAINING SERIES**

SUBJECT AREA SPECIFIC STAFF DEVELOPMENT & CURRICULUM DEVELOPMENT

❖ **MATH:**

- Middle school articulation task force meetings: piloting of International Model of Common Core
- Curriculum development for new common core unit sequencing
- SUTA [Stepping up to Algebra co-teaching summer bridge]
- SVEF Common Core Symposiums x 3
- Common core performance task reviews, project based learning x 2 [release]
- SCCOE Curriculum Leadership Council year 3 participation, contract with county for math specialist consultancy

❖ **ENGLISH:**

- Common assessment writing calibration - Practice CAHSEE x 2
- Writing through technology integration, Creating schoolwide literacy strategies, rubrics
- English workshop model for ELD [strategic academic support] teaming through inclusion model
- SCCOE Curriculum Leadership Council year 3 participation – summer institute core mapping and project-based learning model
- 13-14 English Dept Work plans include common formative assessments and cycles of inquiry at regular intervals
- Contract with SCCOE for ELA specialist consultancy

❖ **SCIENCE:**

- Common assessments uploaded into Data Director [all subj areas]
- Align math instruction w/ math dept new common core sequencing [algebra + Earth, Geo + Bio, Alg 2 + Chem, pre-calc + physics], embed tech + literacy

❖ **SOCIAL STUDIES:**

- Performance based assessments w/ explicit literacy instruction
- Writing through technology & training to upgrade units and project based instruction



***Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014***

- Textbook adoption for US, creating readers
- Joint SS themed essay project w/ English in spring

- ❖ **World Language**
 - Spanish: aligning pacing guides with newly adopted textbook
 - Developing common assessments with new instructional materials

- ❖ **Technology, CTE, PLTW, PE, drama, music, art**
 - Explicit literacy instruction [schoolwide adopted writing rubrics, reading strategy]
 - Technology integration trainings



Campbell Union High School District
Local Control Accountability Plan – Appendices
Board Adoption: June 19, 2014

Appendix 6 Site Plan Example

2014-15 Single Plan for Student Achievement
Campbell Union High School District
Branham High School



May 2014



Campbell Union High School District
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Board Adoption: June 19, 2014

The Single Plan for Student Achievement

School: Branham High School
District: Campbell Union High School District
County-District School (CDS) Code: 053082
Principal: Brian Thompson
Date of this revision: May 1, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jodi Edwards-Wright
Position: Vice Principal
Telephone: 408-626-3407 ext. 7102
Address: 1570 Branham Lane, San Jose, CA 95118
E-mail Address: jedwardswright@cuhsd.org

The District Governing Board approved this revision of the SPSA on May 15, 2014



Table of Content

II. Template for the Single Plan for Student Achievement

Form A: BHS's Planned Improvements in Student Performance	1
Form B: CUHSD's Planned Improvements in Student Performance	21
Form C: Programs included in this Plan	35
Form D: School Site Council Membership	37
Form E: Recommendations and Assurances	38



Form A: BHS Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

CUHSD LEA GOAL #1: Crossing the Gap: to the Common Core State Standards

1. 100% core content areas will upgrade 75% of course units to align with CCSS
2. 100% of electives will upgrade 25% of course units to align with CCSS
3. 100% of core content areas will develop 4 CCSS/SBAC aligned common assessments
4. 100% of sites will implement CCSS aligned HS IM 1, dev. 4 common assessments
5. 100% of sites will develop CCSS aligned integrated math design model for HS IM 2 & 3

BRANHAM HIGH SCHOOL GOAL #1: Crossing the Gap: to the Common Core State Standards

1. 100% core content areas will upgrade 75% of course units to align with CCSS
2. 100% of electives will upgrade 25% of course units to align with CCSS
3. 100% of core content areas will develop four CCSS/SBAC aligned common assessments
4. Math will implement CCSS-aligned HS IM 1, dev. 4 common assessments
5. Math will develop CCSS-aligned integrated math design model for HS IM 2 & 3

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
The knowledge that CCSS exams will be administered in 2015	Districts have been charged with developing a plan for implementation and assessment of the CCSS	District subject area committees Site curriculum/chair committee Site department collaborations Administrative collaboration and feedback

STRATEGY: Work closely with Content Area Specialists from the County Office and CUHSD curriculum leaders in English, math, social science and science. Develop a professional development plan for 2014-2015 and begin aligning district-wide curriculum to the CCSS. Provide professional development for teachers on the CCSS with a focus on Math and English. Articulate with feeder district to create math placement criteria and joint math professional development.

Action/Date	Person(s) Responsible	Task/Date	Funding Source
Fall 2014 via County, District and/or Site Staff Development	Assistant Superintendent Curriculum & Instruction, Principal and VP, DCs and teacher leaders in English , Math, Science and Social Studies, Subject Area Coordinators, Curriculum Council	<ol style="list-style-type: none"> 1. Attend County Trainings and work with teacher teams on implementing CCSS. 2. English and math will administer four CCSS-aligned assessments to multiple grade levels. 3. Collaborate with Subject area Coordinator on assessment models in the district. 	
Site and/or district level subject area collaboration	Core Site Department Chairs and Content Area Teachers teaching the course in 2014-15	<ol style="list-style-type: none"> 1. Upgrade 75% of core course units to align with CCSS. 2. Embed a minimum of four common assessment in all core content areas to include CCSS-aligned performance tasks. 	
Implementation of Integrated Math sequence (by spring 2015)	Assistant Superintendent C&I, CUHSD Math Chairs, 9-11 th Math Teacher Leaders	<ol style="list-style-type: none"> 1. All Math Departments will develop CCSS curricular pathways, articulate with all partner districts, and develop a CCSS articulation plan. 2. Math Teacher Leaders will attend CUHSD release days to develop integrated math curriculum. 	

CUHSD LEA GOAL #2: Bridging the Gap: Access & Opportunity for All Students

1. Increase % proficient in ELA on the CA Exit Exam by 3%
2. Increase % proficient in Math on the CA Exit Exam by 3 %
3. Increase % of English Learners reclassified annually by 3%
4. Increase % proficient for Latino subgroup in ELA on the CA Exit Exam by 5%
5. Increase % proficient for Latino subgroup in Math on the CA Exit Exam by 5%
6. Increase proportional demographic representation in honors/AP/IB/Pre-AP courses by 3%
7. Decrease Low Income [LI] & Latino failure rate by 3%
8. Decrease Suspension & Expulsions by 3%

BRANHAM HIGH SCHOOL GOAL #2: Bridging the Gap: Access & Opportunity for All Students

1. Increase % proficient in ELA on the CA Exit Exam by 3% to 79%
2. Increase % proficient in Math on the CA Exit Exam by 3% to 79%
3. Increase % of English Learners reclassified annually by 3% to 12%
4. Increase % proficient for Latino subgroup in ELA on the CA Exit Exam by 5% to 57%
5. Increase % proficient for Latino subgroup in Math on the CA Exit Exam by 5% to 56%
6. Achieve proportional demographic representation in Honors and AP courses by 100%
7. Decrease Low Income [LI] & Latino D and F rate by 3% to 52%
8. Decrease Suspension & Expulsions by 3% to 4%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?	
Percent proficient on CSTs and CAHSEE for 10 th grade, as well as API Data	The gap between Whites and Latinos is closing while access to Honors and AP courses is increasing at a rapid rate.	Analyze API data by subgroups, 10 th Grade CAHSEE results, (AMOs), EAP, AP data, enrollment numbers, suspension expulsion rates, and grade mark analysis reports	
Action/Date	Person(s) Responsible	Task/Date	Funding Source
Monitor the progress of low-performing Latino students, students with disabilities, and English Learners	Administrative Team, ELD Support Services, and SDAIE Teachers	1. Analyze CST, CASHEE and API data for Latino, SSD, and EL subgroups. Run Grade Mark Analysis at the end of each grading period. Evaluate Gap Analysis data provided by CUHSD.	
Create ELD courses and ELD Workshop in English and provide training for ELA/ELD teachers	VP, CUHSD Professional Development, ELD Support Services	2. Build ELD sections for English. Enlist five teachers to collaborate with ELA/ELD TOSA on ELA and ELD curriculum and instruction	
Enlist Equity Study Team to raise awareness & model effective strategies to close the gap.	Equity Study Team, and Lead Teachers	3. Facilitate Equity Study Team updates during Faculty meetings and Professional Development Days. Increase student involvement in Equity Advisory.	
Increase Latino student & parent participation. Offer Parent Workshops and College Info Nights.	ELAC Guidance Advisor, VP, ELD Support Services, Bilingual Translators	4. Increase ELAC parent involvement at Branham's Parent Information Nights (held the 2 nd Thursday of every month). Provide parent workshops & targeted college info at every ELAC meeting.	

CUHSD LEA GOAL 3: Linking the Gap: from Graduates to College & Career

1. Increase in the cohort graduation rate by 3%
2. Increase in the % of graduates “College Ready” w/ a-g completion by 3%
3. Increase in the EAP “Ready for College” in Math and ELA by 3%
4. Increase % of CUHSD graduates entering postsecondary education by 3%
5. Increase graduates completing at least one “completer” course in CTE pathway
- 6.

BRANHAM HIGH SCHOOL GOAL #3: Linking the Gap: from Graduates to College & Career

1. Increase in the cohort graduation rate by 3% to 95%
2. Increase in the % of graduates “College Ready” w/ a-g completion by 3% to 49%
3. Increase in the EAP “Ready for College” in Math and ELA by 3% to 53%
4. Increase % of CUHSD graduates entering postsecondary education by 3% to 81%
5. Increase number of students who enroll in a CTE pathway by 3% to 68%

What data did you use to form this goal? % of students meeting a-g requirements by their senior year, EAP data on CSU placement	What were the findings from the analysis of this data? More students are enrolled in a third and fourth year of science and math than ever before. % of students eligible for college is on the rise. Support for the EAP process in English and math are current in place.	How will the school evaluate the progress of this goal? Analyze API data by subgroups, 10 th Grade CAHSEE results, (AMOs), EAP, AP data, enrollment numbers, suspension expulsion rates, and grade mark analysis reports
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STRATEGY: Led by Branham’s Activities Director and College-Going Culture Study Team focuses on how to create and sustain a school culture that prepares EVERY student for college regardless of what they choose to do after high school. The work of this team has fed the Advisory Study Team, which designs lessons for students at every grade level and provides the support structure to build Branham’s college-going culture.

Action/Date	Person(s) Responsible	Task/Date	Funding Source
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<p>Establish College-Going Culture & Advisory Study Teams</p> <p>Institute academic recognition events such as Go Big Blue! assemblies that recognize student achievement</p> <p>Roll out CACE Recovery classes in W. History, Biology and Geometry</p>	<p>College-Going Culture & Advisory Study Teams, Curriculum Council, Leadership Team</p> <p>Activities Director, Administrative Team, Leadership Class</p> <p>Principal, VP, Guidance Advisors, Advisory Teachers</p>	<p>1. Teach faculty requirements for UC/CSU admission and how students can remediate and/or validate classes to remain eligible for college.</p> <p>2. Develop a schedule that leverages Tutorial for school-wide assemblies that limits the interruption of instructional minutes</p> <p>3. Enroll students who need to validate (or remediate) these courses into Credit Recovery classes</p>	
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CUHSD LEA GOAL 4: Closing the Gap: via Collaboration & Collective Inquiry

1. Achieve 100% of CUHSD schools with weekly collaboration, embedded tutorial and common bell schedule
2. Achieve 100% participation in department level subject area collaboration
3. Achieve 75% participation in district level subject area collaboration
4. Achieve 100% participation in Campbell Consortium of Schools to improve MS to HS transition & CCSS alignment

BRANHAM HIGH SCHOOL GOAL #4: Closing the Gap: via Collaboration & Collective Inquiry

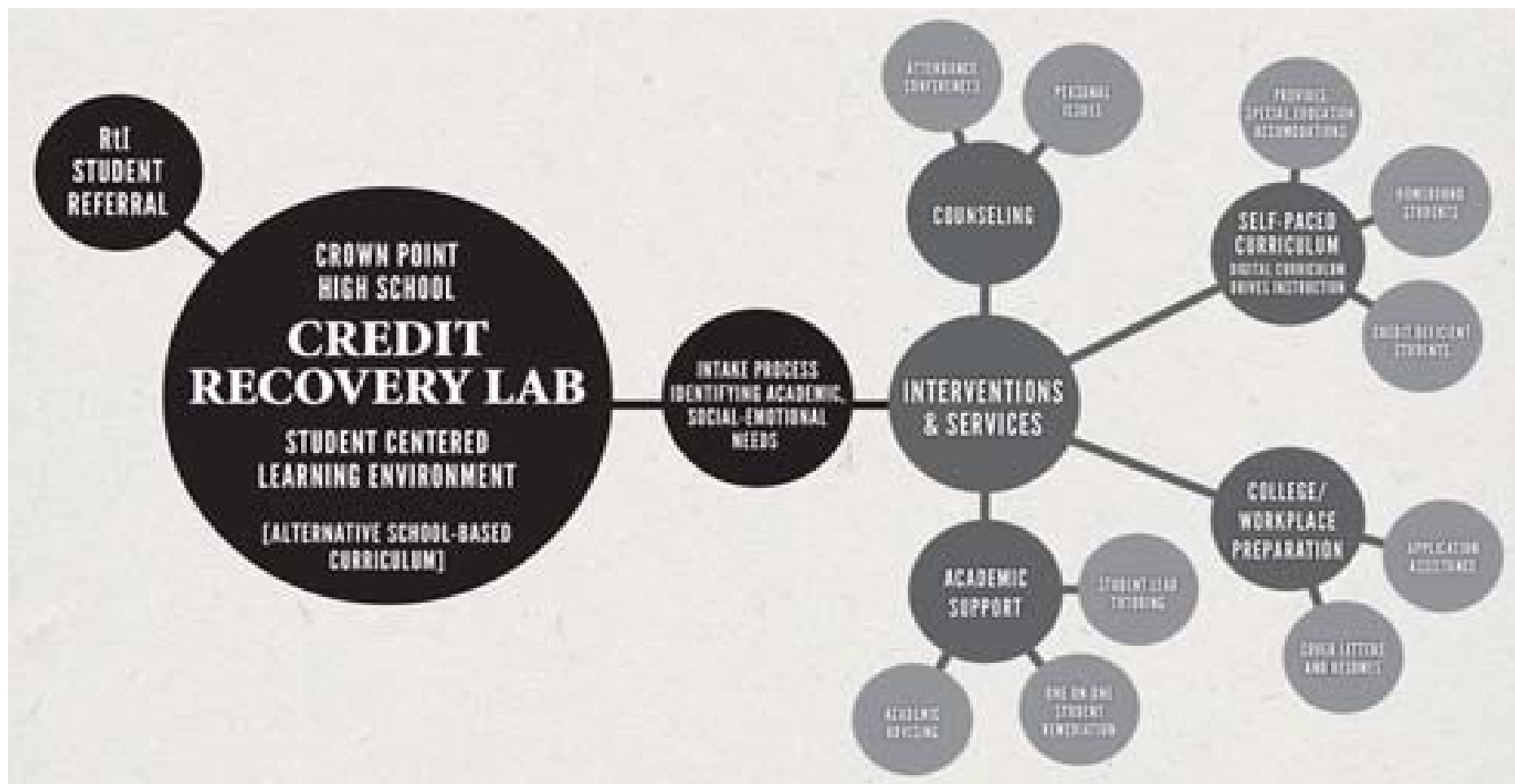
1. Maintain weekly collaboration, embedded tutorial and Advisory schedule
2. Maintain 100% participation in department level subject area collaboration
3. Achieve 100% participation in district level Subject Area Coordination (SAC) meetings
4. Achieve 100% participation in district level CCSS, AVID, ELD, etc. trainings, release days, and professional development

<p>What data did you use to form this goal?</p> <p>Goals and minutes from content area</p>	<p>What were the findings from the analysis of this data?</p> <p>Branham adopted a weekly collaboration bell schedule in 2012. This year teachers have collaborated in their</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Curriculum Council meetings</p>
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collaboration	departments 3 out of 4 weeks of each month.	Study Team Meetings Subject Area Coordination (SAC) meetings
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STRATEGY: Teacher Leaders at Branham led the faculty through a process of adopting a new modified bell schedule with 100% consensus. The new bell schedule includes: Advisory every Monday (9:45 – 10:15 AM), embedded Tutorial three days a week (T, TH, FR from 9:45 – 10:15 AM), and weekly collaboration every Wednesday afternoon (1:30 – 2:30 PM).

Action/Date	Person(s) Responsible	Task/Date	Funding Source
Maintain weekly collaboration rotation beginning with Study Teams (1 st Weds) and Departmental Collaboration (2 nd thru 4 th Weds)	Advisory, Assessment, AVID, Best Practices, College-Going Culture & Equity Study Teams. Department Chairs Administrative Team	1. Front-load department chairs at Curriculum Council with important information and goals for the month. Work with Study Teams to develop instruction, assessment, and Branham's college-going culture.	



SITE STAFF DEVELOPMENT PLAN 2014-15

CUHSD STAFF DEVELOPMENT DAYS	PD TOPIC	CUHSD LEA PLAN GOAL OUR TOPIC ALIGNS TO	CUHSD KEY MEASURABLE STRATEGY TOPIC ADDRESSES	DISTRICT SUPPORT REQUEST	SITE POINT PERSONNEL	FOLLOW UP/ FREQUENCY
September 25th	College Going Culture	LEA Plan Goal #3: College & Career Readiness #4: Weekly Collaboration	College applications, letters of recommendation and Naviance	None	Admin Team And College Going Culture Study Team.	Monthly
November 6th	Best Practices	LEA Plan Goal #2: Closing the Achievement Gap. #4 Weekly Collaboration	Learning Goals and Checking For Understanding	County Office of Education: Antonio	Admin Team and Best Practices Study Team.	Monthly
February 26th	AVID Strategies	LEA Plan Goal #2: Closing the Achievement Gap. #3: College & Career Readiness #4 Weekly Collaboration	AVID Teacher Trainers: strategies from summer institute	AVID experts from across CUHSD	Admin Team and AVID Study Team	Monthly
April 16th	Common Core Showcase	LEA Goal #1: Transition to Common Core #4 Weekly Collaboration	Showcasing the curriculum developed by content area across the year	Release Days, Subject Area Coordination	Admin Team and Department Chairs	Bi-weekly
Site collaboration schedule topics/dates or monthly schedule	Weekly collaboration every Weds: 1 Study Team collaboration per month. 3 dept. collaborations per month. 2 PD Days per semester. 1 Curriculum Council meeting a month.	#4 Weekly Collaboration	PLC: Study Teams Department Collaborations: Follow Curriculum Council meetings and lead to district, site, department and course-alike goals.	Subject Area Coordination	Admin Team, Department Chairs, Study Team Lead Teachers	Weekly
Other: Faculty meetings, etc.	Faculty meetings first Weds of the month	Meetings will address all 4 LEA Goals	Site goals and initiatives. Analyzing data. Celebrating faculty and Bruin success.	None	Admin Team and faculty	Monthly

Appendix 7 LCAP PowerPoint Summary Points

CAMPBELL UNION HIGH SCHOOL DISTRICT

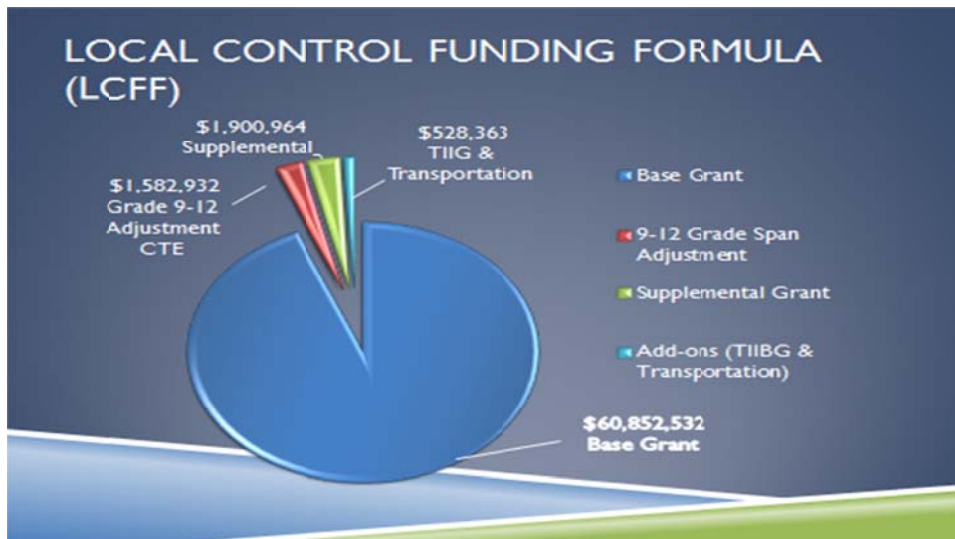
PUBLIC LCAP FORUM

Local Control Accountability Plan

May 6 and 7, 2014

KEY STUDENT FACTS

- ▶ 7141 Total Student Enrollment
- ▶ 719 English Language Learners
- ▶ Approx. 1800 Redesigned Fluent English Proficient
- ▶ 1975 Low Income/English Learners/Foster Youth (Unduplicated Pupils) = 27.6% Total Unduplicated Students (LI/EL/FY)



STILL MUST ALLOCATE FUNDS FOR **CORE** SERVICES – IN ADDITION TO STATE PRIORITIES

- | | | | |
|---|---------------------------|--------------------|----------------------------------|
| • Teacher Salaries | • Health & Welfare | • HR | • State & Federal Accountability |
| • Professional Development | • Business Services | • Transportation | • Student Services |
| • Maintenance & Operation of Facilities | • Food/Nutrition Services | • Adult Education | • Special Education |
| • Books & Supplies | • Nurses | • Sports/Athletics | • Support LEA Plan |
| • Educational Services | • Board & Superintendent | • Security | • Other Local Core Services |

GOAL 1: COMMON CORE IMPLEMENTATION

Key Strategies	Actions/Tasks	State Priority
Professional Development	1. Two full district professional development days focusing on CCSS	Priority #2 Common Core Implementation
Curriculum & Assessment Development	1. Subject area release days and common collaboration time for teachers	Priority #2 Common Core Implementation
Instructional Materials alignment	1. District wide textbook piloting & adoption cycles	Priority #2 Common Core Implementation
Technology Integration	1. Classroom sets of student mobile devices; district bandwidth/server upgrades; Director of Technology position	Priority #2 Common Core Implementation

GOAL 1: COMMON CORE IMPLEMENTATION

Goal Summary	Key Strategy	State Priority
Instructional support	1. Teachers on special assignment – literacy & math	Priority #1 Basic Services/Highly qualified teachers
New Teacher Support	1. Beginning Teacher Support (BTSA) Mentors; new teacher inservice	Priority #1 Basic Services/Highly qualified teachers
Seamless CCSS integration K-12	1. K-12 Consortium with Partner Districts	Priority #2 Common Core Implementation

GOAL 2: ACCESS AND OPPORTUNITY

Goal Summary	Key Strategy	State Priority
Increased student achievement through access and opportunity	1. Additional math and English support sections and credit recovery	State Priority #4: Pupil Achievement
Increase English Learner success in college prep pathway	1. ELD 1,2,3 sections & support of long term EL's in the mainstream/college prep	State Priority #4: Pupil Achievement
Increase English Learner support, outreach and parent education/communication	1. Addition of bilingual resource teacher support personnel; classroom paraprofessionals	State Priority #4: Pupil Achievement

GOAL 2: ACCESS AND OPPORTUNITY

Goal Summary	Key Strategy	State Priority
Increase support for honors, AP, IB course access & student success	1. AP/IB professional development; increase AVID district wide	State Priority #3: Course Access
Improve school climate and student engagement in school-related activities	1. Equity training; site intervention teams; district climate committee	State Priority # 7: student engagement; State Priority # 8: School Climate

GOAL 3: COLLEGE AND CAREER READINESS

Goal Summary	Key Strategy	State Priority
Increase student support services both socio-emotional and college/career guidance	I. Increase guidance staff at each site; community liaison; district translation services	State Priority# 6 parent engagement State Priority# 4 student achievement
Increase college and career preparedness	I. Expand career technical education pathways; expand advanced course offerings in AP and International Baccalaureate	State Priority# 4 student achievement

NEXT STEPS:

- ▶ May – Additional Site Stakeholder Engagement and Consultation Meetings
- ▶ May 20, 2014 – Board LCAP Hearing and Budget Workshop
- ▶ May 21-June 6, 2014 – Public LCAP Feedback
- ▶ June 19, 2014 – Board LCAP and Budget Adoption
- ▶ Aug. 15, 2014 – County Office Approval
- ▶ www.cuhssd.org Budget -- LCAP