

Our Story

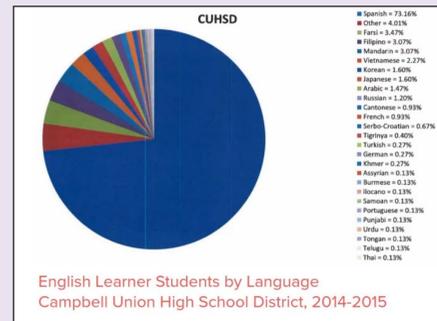
Campbell Union High School District

CUHSD serves over 7,670 students at five comprehensive campuses: Braham, Del Mar, Leigh, Prospect and Westmont High Schools and an alternative site, Boynton High School. 35% of the student population is Hispanic, 10% are classified as EL, and there are more than 25 additional languages which vary throughout our school sites.

CUHSD Strategic goals:

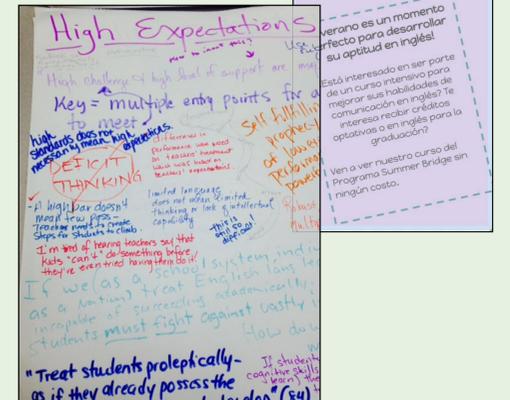
- Preparation for Success Beyond High School
- Access and Opportunity for All Students
- Transformation of School and District Cultures

Serving to meet the needs of newcomers and a large percentage of Long-term English Learners, CUHSD is striving to provide increased access to A-G courses to lessen the achievement gap. We want our teachers to better understand the demands of the new framework and how to more effectively serve our ELs. To assist in prioritizing these needs, a formal needs assessment revealed opportunities where we could leverage the framework to focus on student outcomes.



Our Actions

- English learner administrative training for improved EL instruction
- ELD, Mathematics, and ELA/Literacy Content Specialists to support teachers and programs in making the shifts required of CCSS
- Additional community liaisons and bilingual aides
- ELA/ELD teachers trained with ELA/ELD Framework series
- 3 year contract with QTEL for apprenticeship training and professional development
- Intervention Guidance Advisor positions specific to meet the needs of our ELs
- Active work with Seal of Biliteracy
- ELD Summer Bridge Program
- New materials pilot
- District wide common assessment (SBAC Performance Task)
- SCCOE Professional development support
- Release days for collaboration and professional development
- Articulation with partners to improve EL placement of incoming 9th graders
- Revision of EL Master Plan
- Increase in parent involvement through ELAC and DELAC



Our Reflection

After the needs assessment, we reexamined our program looking at both qualitative and quantitative data. Our actions and professional development plans are based on the following tenets:

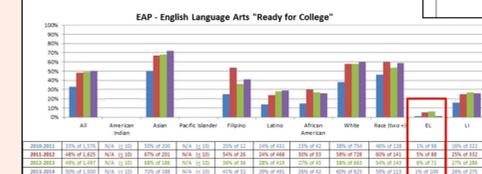
- All teachers are teachers of ELs and literacy.
- Teacher mindset and self-efficacy contributes to student success.
- Scheduling design must be strategic and purposeful.
- All adults must share the same vision with high expectations.

The main focus of **Chloe Veltman's** article, "To Master Stage Fright, Practice Makes Imperfect OK," published in June 2015 in NPR News, is an article about how to master stage fright. **Chloe Veltman** notes that Sara Solovitch messed up while playing the piano, she would get upset and stop. While many experience stage fright, **Chloe Veltman** concludes that "I felt like that each note had to be perfect," said Solovitch, but now Solovitch is okay with making mistakes. In paragraph 4, **Chloe Veltman** writes, for the past three years, Solovitch has been regularly to San Jose International airport to play the piano. Ultimately, **Chloe Veltman** believes that by continuing to play, and a lot of practice a person can master stage fright and she presents this information so that people who are shy can improve their speaking in public and overcome stage fright. In my view, **Chloe Veltman** is right because we can overcome stage fright by practicing a lot. More specifically, I believe that the people who are shy don't have opportunities in their life because they don't show their talents. For example, before I wouldn't speak English because I was shy and I didn't want to speak in front of the class. In this example, I saw that Sara Solovitch overcame her stage fright by practicing in front of people at the airport. I too have to continue practicing my English in front of the class. Although some people might say that no one can overcome stage fright, I maintain that with a lot of practice anyone can master stage fright.

I am pretty well cooking spaghetti. I feel good cooking. I like cook because I have a good time. I cook spaghetti about a month and then I do it good. I practice with my mom. I don't know how to speak English. I think I need speak more English with my friends and my sister too. I have to practice my writer too.

Our Next Steps

- On-going work with QTEL (Quality Teaching for English Learners) across all content areas
- New materials adoption
- Updated EL webpage
- Coordinator position for EL
- Focused allocation to serve immigrant students
- Continued training of the ELD framework for all content areas
- Summer Bridge Model and support
- Parent Engagement opportunities: Training of Trainers, parent outreach, and literacy classes



Early Assessment Program "Ready for College"
Campbell Union High School District, 2010-2014

Part I:	Interacting in Meaningful Ways
A. Collaborative	
1. Exchanging Information Ideas: Engage in conversational exchanges on familiar current events and academic topics.	<input type="checkbox"/> Ask and answer yes or no questions. <input type="checkbox"/> using phrases and short sentences.
2. Interacting via written English: Collaborating with peers to engage in short, grade-appropriate written exchanges and projects.	<input type="checkbox"/> Use of technology where appropriate. <input type="checkbox"/> Describing, entertaining, informing, analyzing, explaining, etc.
3. Supporting opinions and persuading others: Negotiate with or persuade others in conversations using learned phrases and open responses.	<input type="checkbox"/> Acknowledge new information. <input type="checkbox"/> Use learned phrases. <input type="checkbox"/> Initiate required speech and open-ended responses to express and defend. (e.g. "Would you say that again? I think...")
4. Adapting Language Choices: Adjust language choices according to context.	<input type="checkbox"/> Task <input type="checkbox"/> Context <input type="checkbox"/> Purpose <input type="checkbox"/> Audience
B. Interpretive	
5. Listening Actively	Comprehension of oral presentations and discussions with prompting and substantial support displayed by: <input type="checkbox"/> asking questions. <input type="checkbox"/> answering questions.