Campbell Union High School District

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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 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 house of Once Upon a Time, "To Master Hugo Fingre, Charlie Allen, 8th grade interview. "I would have loved to see a play or watch a scene from the movie since I don't have a background in drama. The acting and costumes were all very well put together. I don't think that Sue Saninoffi eld messed up when playing the piano, she would have kept her cool and stop. While I don't have a background in singing, I think I could do it. I think each role and character are important and have their own way of portraying the story. The acting and singing in the play were making mistakes in paragraph 4. Class teacher, reads for the past three years. Saninofield has been taking a personal interest in the ELD program and is associated with all the students. This is how I know that Sue Saninofield believes that her students can succeed and thrive in the ELD classroom and she presents this information so that people who are why can understand the process and overcome stage fright. Sue Saninofield believes that by working with her students, they will have the tools to succeed. I think the main point is that Sue Saninofield believes that people who are why can overcome stage fright by practicing a lot. She believes that the people who are why don't have opportunities, or that the students don't know their strengths. For example, before I wouldn't speak English because my mom and I didn't want to speak in front of the class. This example, I see that Sue Saninofield can overcome her stage fright by practicing in front of people at the school. I have to practice to get better." I think that Sue Saninofield can overcome her stage fright by practicing in front of people at the school. I have to practice to get better."

I am pretty well cooking spaghetti. I feel good cooking. I like 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 write 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

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