

# **The Single Plan for Student Achievement Campolindo High School 2014-2017**

District: Acalanes Union High School District  
County-District School (CDS) Code: 07-61630-0731125  
Principal: John Walker  
Date of this revision: December 1, 2015

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:

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## **2014-2017 Goals**

- Campolindo High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.
- Campolindo High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.
- Campolindo High School will reduce the percentage of students earning one or more D or F semester grades by 5 percentage points from 2014 to 2017.
- Campolindo High School will increase “School Connectedness” as measured by the California Healthy Kids Survey instrument by 5 percentage points in the “High” level for Grade 9 and Grade 11 students from 2014 to 2017. Campolindo High School will decrease the percentage of students reporting that they “Often” or “Always” experience stress from schoolwork by 5 percentage points from 2014 to 2017 as measured by the Stanford Survey of Adolescent School Experiences.

The District Governing Board approved the 2014-2017 SPSA on December 10, 2014  
The District Governing Board approved this revision of the SPSA on TBD

## Form A: 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:

**LEA GOAL - AUHSD LCAP Goal #3** Further development and implement high quality programs and educational opportunities for students to attain college and career readiness

2018 Expected Annual Measurable Outcomes: Increase the percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment by 10% from the 2015 baseline.

### SCHOOL GOAL:

Campolindo High School will continue to transition to the new California State Standards for ELA/Literacy and utilize benchmark exams to prepare students to achieve college and career ready status as measured by the Smarter Balanced Assessment.

Campolindo High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.

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?
Student performance on the 2015 Smarter Balanced Assessment in ELA/Literacy established baseline data for student mastery of the new California ELA/Literacy standards.	79% of CHS students “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2015 Smarter Balanced Assessment. (Performance levels impacted by 61% participation rate)	Analysis of ELA/Literacy scores from Smarter Balanced Assessment  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> Budget information can be found in the District LCAP, Campolindo Parents Club Budget, and Moraga Education Fund Budget

### STRATEGY:

**Professional Development:** Implement site-based and district-wide professional development plans to strengthen the staff’s ability to effectively present lessons and utilize instructional strategies aligned with the new California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Professional development for staff on the new California State Standards	Administration Instructional Coaches	Summer Institute Professional Development for teachers: August, 2015-2017	Annual site-based professional development funds: - MEF: \$8,000

for ELA/Literacy, 2014-2017	Site and District Professional Development Committees	<p>AUHSD Staff Development Days: 3 days per academic year, 2014-2017</p> <p>Department Release Days: 1 per department, 2014-2017</p> <p>Conferences and workshops, 2014-2017</p> <p>Professional development to include best practices for analyzing baseline data from 2015 SBA including scores for incoming 9<sup>th</sup> graders, Fall 2015-2017</p>	<p>- Parents Club: \$12,000</p> <p>Approx. \$1,000 per departmental release day: MEF and Parents' Club</p>
<p>Common Core Coach in ELA/Literacy to facilitate transition to the new ELA/Literacy standards and curriculum: 2 release periods, 2014-2015</p> <p>Interdisciplinary Instructional Coach to facilitate curriculum development and instructional practices aligned with the new California Standards, 2015-2017</p>	<p>ELA/Literacy Coach</p> <p>Instructional Coach</p> <p>Administration</p>	<p>Coaches to collaborate with teachers on implementation of new standards, 2014-2017</p> <p>Coaches to provide instructional resources to staff, 2014-2017</p> <p>Coaches to assist in leading school-wide implementation efforts. Key topics to address:</p> <ul style="list-style-type: none"> <li>• Instructional Shifts, 2014-2015</li> <li>• Academic Vocabulary, Fall 2014</li> <li>• Critical Reading, Fall 2014</li> <li>• Writing, Spring 2015</li> <li>• Speaking and Listening, Spring 2015</li> <li>• Review CAASPP performance levels and revise PD focus as necessary, Fall 2015-2017</li> </ul>	District: \$22,500 per release period for Instructional Coach
Utilize Wednesday department meetings and collaboration time to share best practices, develop common assessments/projects, and establish classroom interventions, 2014-2017	<p>Department Chairs</p> <p>Administration</p>	<p>Wednesday morning Department/Collaboration Meetings: 3-4 per month, 2014-2017</p>	

Smarter Balanced Assessment Data disaggregated by standards and subgroups and analyzed to better understand areas of strength and growth, Fall 2015-2017	Departments  Administration	Wednesday morning Department/Collaboration Meetings: Fall 2015-2017	Illuminate Database per year: - Parents' Club: \$4,500
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**STRATEGY:**

**Instructional Strategies and Student Support:** Utilize instructional strategies and student support programs to foster student mastery of the new California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Design and implement formative assessments/projects in English 1-4. Assessments/Projects aligned with the new CA standards in ELA/Literacy, 2014-2017	English Department  Administration  Instructional Coach  Technology Coordinator	Subject-level teams develop, implement, and analyze data from common assessments/projects grounded in new state standards. Use data to revise curriculum and instructional practices. Minimum one project/assessment per semester, 2014-2017.  Instructional coach to assist in development of common assessments/projects aligned with the new state standards, 2014-2017.  Continue Illuminate training, 2014-2017.	Approx. \$1,000, per release day per department: MEF and Parents' Club  District: \$22,500 per release period for Instructional Coach  Illuminate Database per year: - Parents' Club: \$4,500
Develop and implement revised English 1, English 2, and English 3 Courses of Study that are aligned with new California ELA/Literacy standards, 2014-2017	AUHSD District-wide ELA/Literacy Committee  English Department  Administration	Revise English 1 Course of Study, 2014-2015  Revise English 2 Course of Study, 2015-2016  Revise English 3 Course of Study, 2016-2017  Utilize Wednesday morning collaboration meetings (3-4 per month) to guide implementation of new Courses of Study, 2014-2017	District: Release days and hourly PD rate

Increase ELA tutoring attendance for students after school, 2014-2017	English Department Tutoring Coordinators Administration	Administration coordinates tutoring schedule, Summer 2015-2017  English teachers provide tutoring after school, 2014-2017  Peer tutoring, 2014-2017	Annual site tutoring funds: - MEF: \$14,000 - Parents' Club: \$7,000
Teachers to use CAASPP formative assessments to build skills and familiarize students with the SBA assessment format, Spring 2015, 2016, 2017	District Site Administration Faculty Instructional Coach Technology Coordinator	Select formative assessments and plan for implementation, January 2014, 2015, 2016  Implement formative assessment in ELA, Spring 2015, 2016, 2017  Analyze formative assessment data to improve instructional practices, Spring 2015, 2016, 2017	
Research, purchase, and implement educational technology for integration into all academic programs to foster increased student engagement and performance, 2015-2017	Administration Technology Coordinator Site and District Technology Committees	Expand 1:1 iPad program at the ninth-grade level, Fall 2015-2017  Expand 1:1 Chromebook program at the eleventh-grade level, Fall 2015-2017  Expand 1:1 "Bring Your Own Device" program at all grades, Fall 2015-2017  Plan for expanded infusion of educational technology during bi-weekly Technology Committee meetings, 2014-2017  Technology training sessions during one Wednesday morning meeting per month, 2014-2017	Annual site technology funds: - MEF: \$6,500 - Parents Club: \$46,000 - Measure E life-cycle replacement fund

**STRATEGY:**

**Communication and Articulation:** Partner with stakeholders on implementing the new California ELA/Literacy standards. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Vertical articulation with partner middle schools to strengthen alignment of curriculum, Spring 2015-2017	English Department  Administration  Counselors	Preliminary vertical articulation meeting with Joaquin Moraga, January 3, 2015  Annual Math and English articulation with Joaquin Moraga Intermediate School and Stanley Middle School, Spring 2015-2017	Release time for professional development: - MEF: \$1,000 - \$2,000 per year
Parent information meetings about new standards and Smarter Balanced Assessments, including information at Open House, 2014-2017	Administration  Parents Club  Instructional Coaches	Present CAASPP information at Campolindo Insider's Guide, March 2014-2017  Open House Presentations, February, 2015-2017	

**LEA GOAL - AUHSD LCAP Goal #3** Further development and implement high quality programs and educational opportunities for students to attain college and career readiness

2018 Expected Annual Measurable Outcomes: Increase the percentage of students achieving “Meets” or “Exceeds” standard in mathematics as measured by the Smarter Balanced Assessment by 10% from the 2015 baseline.

**SCHOOL GOAL:**

CHS will continue to transition to the new California State Standards for Mathematics and utilize benchmark exams to prepare students to achieve college and career ready status as measured by the Smarter Balanced Assessment.

Campolindo High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
Student performance on the the 2015 Smarter Balanced Assessment in Mathematics established baseline data for student mastery of the new California ELA/Literacy standards.	64% of CHS students “Met Standard” or “Exceeded Standard” on the Mathematics section of the 2015 Smarter Balanced Assessment. (Performance levels impacted by 59% participation rate)	Analysis of Smarter Balanced Assessment in Mathematics  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> Budget information can be found in the District LCAP, Campolindo Parent Club Budget, Moraga Education Fund Budget

**STRATEGY:**

**Professional Development:** Implement site-based and district-wide professional development plans to strengthen the staff's ability to effectively present lessons and utilize instructional strategies aligned with the new California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Professional development for staff on the new California State Standards for Mathematics, 2014-2017	Administration  Instructional Coaches  Site and District Professional Development Committees  District	Summer Institute Professional Development for teachers: August, 2015-2017  AUHSD Staff Development Days: 3 days per academic year, 2014-2017  Department Release Days: 1 per department, 2014-2017  Conferences and workshops, 2014-2017  Professional development to include best practices for analyzing baseline data from 2015 SBA including scores for incoming 9 <sup>th</sup> graders, Fall 2015-2017	Annual site professional development funds: <ul style="list-style-type: none"><li>- MEF: \$8,000</li><li>- Parents Club: \$12,000</li></ul>
Mathematics Coach to facilitate the transition to the new math standards and curriculum -- 1 release period. 2014-2015  Interdisciplinary Instructional Coach to facilitate curriculum development and instructional practices aligned with the new California Standards, 2015-2017	Mathematics Coach  Administration	Coaches to collaborate with teachers on implementation of new standards, 2014-2017  Coaches to provide instructional resources to staff, 2014-2017  Coaches to assist in leading school-wide efforts for implementation of new standards. Key topics to address: Eight Mathematical Practices, performance tasks, and selected response questions, 2014-2017	District: \$22,500 per release period for Instructional Coach



Utilize Wednesday Math Department meetings and collaboration time to share best practices, develop common assessments/projects, and establish classroom interventions, 2014-2017	Math Department  Administration	Wednesday Morning Department/Collaboration Meetings: 3-4 per month, 2014-2017	
Smarter Balanced Assessment Data disaggregated by standards and subgroups and analyzed to better understand areas of strength and growth, Fall 2015-2017	Departments  Administration	Wednesday morning Department/Collaboration Meetings: 3-4 per month, 2014-2017	Illuminate Database per year: - Parents' Club: \$4,500

### STRATEGY:

**Instructional Strategies and Student Support:** Utilize instructional strategies and student support programs to foster student mastery of the new California Mathematics standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Design and implement diagnostic assessments and, common quarterly formative assessments, and final examinations for Algebra 1, Geometry, Algebra 2, and Algebra 2/Trig. Assessments aligned with new standards,	Math Department,  Administration  Instructional Coaches  Technology Coordinator	Subject-level teams develop, implement, and analyze data from common assessments/projects grounded in new state standards. Use data to revise curriculum and instructional practices. Minimum one project/assessment per quarter, 2014-2017.  Release time to align formative assessments with the new standards: 1 departmental release period per year, 2014-2017	Approx. \$1,000 per departmental release day: MEF and Parents' Club  Illuminate Database per year: - Parents' Club: \$4,500

2014-2017		<p>Disaggregate formative assessment results and analyze data to strengthen curriculum and instruction, Spring 2015, 2016, 2017</p> <p>Continue Illuminate training, 2014-2017</p>	
Develop and implement revised Algebra 1, Geometry, and Algebra 2 Courses of Study that are aligned with new California Mathematics standards, 2014-2017	<p>AUHSD District-wide Mathematics Committee</p> <p>Mathematics Department</p> <p>Administration</p>	<p>Revise Algebra 1 Course of Study, 2014-2015</p> <p>Revise Geometry Course of Study, 2015-2016</p> <p>Revise Algebra 2 Course of Study, 2016-2017</p> <p>Review textbooks and other curricular materials that are aligned with the new mathematics standards, 2014-2017</p> <p>Utilize Wednesday morning collaboration meetings (3-4 per month) to guide implementation of new Courses of Study, 2014-2017</p>	District: Release days and hourly PD rate
Increase math tutoring attendance during lunch and after school, 2014-2017	<p>Math Department</p> <p>Tutoring Coordinators</p> <p>Administration</p>	<p>Administration coordinates tutoring schedule, Summer 2015-2017</p> <p>Math teachers provide tutoring during lunch and after school, 2014-2017</p> <p>Peer tutoring, 2014-2017</p>	<p>Annual site tutoring funds:</p> <ul style="list-style-type: none"> <li>- MEF: \$14,000</li> <li>- Parents' Club: \$7,000</li> </ul>
Maintain class size reduction in Algebra A, Algebra B, Algebra 1, and Geometry to increase student-teacher contact and provide additional individual support, 2014-2017	<p>Math Department</p> <p>Administration</p>	<p>Work with MEF and Parents Club to secure funding for class-size reduction, Spring 2015, 2016, 2017</p> <p>Master scheduling process to include class size reduction in foundational math courses, Spring 2015, 2016, 2017</p>	<p>MEF and Parents Club support</p> <ul style="list-style-type: none"> <li>- \$22,500 per section</li> </ul>

Refine Geometry parallel support class to provide additional support for Common Core Geometry proficiency, 2014-2015	Math Department Administration	Teacher of Geometry parallel course to collaborate with instructional coach and math teachers during Wednesday meeting time, 2014-2015	
Provide release period for math instructional specialist to provide push-in support, 2014-2017	Math Department Administration	Math specialist serves as a support teacher for foundational math courses, 2014-2017  Math specialist to attend professional development on intervention strategies, Spring 2016	MEF and Parents Club support - \$22,500 per section
Teachers to use CAASPP formative assessments to build skills and familiarize students with the SBA assessment format. Spring 2015-2017	District  Site Administration,  Faculty  Instructional Coach	Select formative assessments and plan for implementation, January 2014, 2015, 2016  Implement formative assessment in Math, Spring 2015, 2016, 2017  Analyze formative assessment data to refine instructional practices, Spring 2015, 2016, 2017	
To foster analytical and critical thinking skills associated with the new California Mathematics standards, increase the percentage of students enrolled in STEM courses. Fall 2015-2017	Administration  Math Department and Career Technology Department	Highlight STEM offerings during course registration process, Open House, and partner school visits, Spring 2015, 2016, 2017  Work to increase percentage of female students taking STEM courses, 2014-2017	MEF and Parents Club support - \$22,500 per section
Research, purchase, and implement educational technology for integration into all academic programs to foster increased student engagement and performance, 2015-2017	Administration  Technology Coordinator  Site and District Technology Committees	Expand 1:1 iPad program at the ninth-grade level, Fall 2015-2017  Expand 1:1 Chromebook program at the eleventh-grade level, Fall 2015-2017  Expand 1:1 "Bring Your Own Device" program at all grades, Fall 2015-2017  Plan for expanded infusion of educational technology during bi-weekly Technology Committee meetings,	Annual site technology funds: - MEF: \$6,500 - Parents' Club: \$46,000 - Measure E life-cycle replacement fund

		2014-2017	
		Technology training sessions during one Wednesday morning meeting per month, 2014-2017	

**STRATEGY:**

**Communication and Articulation:** Partner with stakeholders on implementing the new California Mathematics standards. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Vertical articulation with partner middle schools to strengthen alignment of curriculum, Spring 2015-2017	Math Department  Administration  Counselors	Preliminary vertical articulation meeting with Joaquin Moraga, January 3, 2015  Annual Math and English articulation with Joaquin Moraga Intermediate School and Stanley Middle School, Spring 2015-2017	Release time for professional development: - MEF: \$1,000 - \$2,000 per year
Parent information meetings about new standards and Smarter Balanced Assessments, including information at Open House, 2014-2017	Administration  Parents Club  Instructional Coaches	Present CAASPP information at Campolindo Insider's Guide, March 2015-2017  Open House Presentations, February, 2015-2017	

<b>LEA GOAL - AUHSD LCAP Goal #3</b> Further development and implement high quality programs and educational opportunities for students to attain college and career readiness <b>2018 Expected Annual Measurable Outcomes:</b> Reduce the percentage of students receiving a D or F semester grades by 1.5% from 15.36% (2015) to 13.86%		
<b>SCHOOL GOAL:</b> Campolindo High School will reduce the percentage of students earning one or more D or F semester grades by 5 percentage points from 2014 to 2017.		
<b>What data did you use to form this goal?</b>  Semester grade distribution data, 2013-2015	<b>What were the findings from the analysis of this data?</b>  During the 2013-2014 school year, 15% of Campolindo students earned at least one D or F semester grade.  During the 2014-2015 school year, 13% of Campolindo students earned at least one D or F semester grade.	<b>How will the school evaluate the progress of this goal?</b>  Semester grade distribution data  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> Budget information can be found in the District LCAP, Campolindo Parent Club Budget, Moraga Education Fund Budget

<b>STRATEGY:</b> <b>Analysis and Communication:</b> Analyze and report grade distribution data to appropriate stakeholders to better understand trends and patterns.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Disaggregate and analyze D/F data by grade, gender, and department, January 2014-2017 and June 2014-2017	Administration  Instructional Council	Disaggregate and analyze longitudinal semester grade data, 2014-2017  Report on data trends and patterns to Instructional Council, Fall 2015-2017	
Ongoing departmental analysis of quarterly grade distribution data, 2014-2017	Administration  Department Chairs  Faculty	Administration to run quarterly grade data reports and distribute to Department Chairs, 2014-2017  During Wednesday morning meetings, departments to analyze quarterly grade data to identify trends, patterns, and potential areas of concern, 2014-2017	

Utilize School Loop to communicate effectively with students and parents on academic expectations and progress, 2014-2017	Faculty Students Parents	Faculty to update grade reports posted in School Loop every grading period, 2014-2017	
Vertical articulation with partner middle schools to strengthen alignment of curriculum and expectations regarding rigor and homework, Spring 2015-2017	English and Math Departments, Administration Counselors	Preliminary vertical articulation meeting with Joaquin Moraga, January 3, 2015  Annual department articulation to improve transition for incoming 9 <sup>th</sup> graders, Spring 2015-2017	Release time for professional development: - MEF: \$1,000 - \$2,000 per year

<b>STRATEGY:</b> <b>Student Support:</b> Provide direct student support services to assist students struggling to attain basic mastery of the curriculum.			
<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Counselors and administrators identify underperforming students using D/F lists and meet with the students for academic counseling, 2014-2017	Counseling Department Administration	Counselors schedule meetings and follow-up meetings as necessary, 2014-2017  Students with significantly low performance scheduled for Student Review Team (SRT) and Student Study Team (SST), 2014-2017	
Implement site-based Student Review Team (SRT) and Student Study Team (SST) and 504 support program to provide prompt and appropriate support interventions for low-achieving students, 2014-2017	Administration Counseling Department, Psychologist Special Education Department Chair	SRT meetings coordinated by Counseling Department and meets twice a month, 2014-2017  SST meetings held as needed, 2014-2017  504 meetings coordinated by Associate Principals and held for each 504 student annually or more frequently as needed, 2014-2017	

General Education teachers collaborate with Special Education teachers to develop intervention strategies to help students achieve academic proficiency, 2014-2017	Special Education Dept.  Instructional Coaches  Administration  Select faculty	Collaboration sessions held during Wednesday mornings, 2014-2017	
Release periods for teacher to provide push-in support for math, 2014-2017	Math Department  Administration	Math specialist serves as a support teacher for foundational math courses, 2014-2017  Math specialist to attend professional development on intervention strategies, Spring 2016	MEF and Parents' Club support - \$22,500 per section
Increase tutoring program attendance for students during lunch and after school, 2014-2017	English Department  Math Department  Tutoring Coordinators  Counselors  Administration	Administration coordinates tutoring schedule, Summer 2014-2017  English and math teachers provide tutoring after school, 2014-2017  Peer tutoring, 2014-2017  Counselors place select peer tutors in core academic classes, 2014-2017  Increase awareness of tutoring opportunities via website, School Loop, parent meetings, Counselor meetings, and Reading Period, 2014-2017  Establish procedures for students to receive partial credit for completing test corrections or essay revisions with peer tutor, Spring 2016	Annual site tutoring funds: - MEF: \$14,000 - Parents' Club: \$7,000
Expand test make-up opportunities for students who need to remediate a poor assessment grade, 2014-2017	Administration  Testing Coordinator	Provide make-up testing opportunity before school on Wednesday mornings. Testing session managed by Testing Coordinator, 2015-2017	

Research, purchase, and implement educational technology for integration into all academic programs to foster increased student engagement and performance, 2015-2017	Administration Technology Coordinator Site and District Technology Committees	<p>Expand 1:1 iPad program at the ninth-grade level, Fall 2015-2017</p> <p>Expand 1:1 Chromebook program at the eleventh-grade level, Fall 2015-2017</p> <p>Expand 1:1 “Bring Your Own Device” program at all grades, Fall 2015-2017</p> <p>Plan for expanded infusion of educational technology during bi-weekly Technology Committee meetings, 2014-2017</p> <p>Technology training sessions during one Wednesday morning meeting per month, 2014-2017</p>	<p>Annual site technology funds:</p> <ul style="list-style-type: none"> <li>- MEF: \$6,500</li> <li>- Parents Club: \$46,000</li> <li>- Measure E life-cycle replacement fund</li> </ul>
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**LEA GOAL - AUHSD LCAP Goal # 6** Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students

2018 Expected Annual Measurable Outcomes: Increase “School Connectedness” as measured by the California Healthy Kids Survey instrument by 4 percentage points in the “High” level in Grade 9 and Grade 11. 2017-2018 targets: Grade 9 High 73% & Moderate 25%; Grade 11 High 71% & Moderate 28%

**SCHOOL GOAL:**

Campolindo High School will increase “School Connectedness” as measured by the California Healthy Kids Survey instrument by 5 percentage points in the “High” level for Grade 9 and Grade 11 students from 2014 to 2017.

Campolindo High School will decrease the percentage of students reporting that they “Often” or “Always” experience stress from schoolwork by 5 percentage points from 2014 to 2017 as measured by the Stanford Survey of Adolescent School Experiences.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
California Healthy Kids Survey, 2013	On the 2013 California Healthy Kids Survey, 70% of ninth-grade students and 68% of eleventh-grade students scored in the “High” range on the School Connectedness scale.	Data from the California Healthy Kids Survey and Stanford Survey of Adolescent School Experiences
Stanford Survey of Adolescent School Experiences, 2015	On the 2015 Stanford Survey of Adolescent School Experiences, 83% of CHS students reported that they “Often” or “Always” experience stress from schoolwork	<b>Where can a budget plan of the proposed expenditures for this goal be found?</b> Budget information can be found in the District LCAP, Campolindo Parent Club Budget, Moraga Education Fund Budget

**STRATEGY:**

**Analysis and Communication:** Analyze school connectedness and student academic stress data to better understand levels of connectedness and levels of stress, and communicate findings to all stakeholder groups.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Analysis and communication of California Healthy Kids Survey data to better understand school connectedness and campus climate issues, Fall 2014-2017	Administration	Analysis and presentation of CHKS data during staff meeting, Fall 2014-2017  Presentation of CHKS data during “Campolindo Insider’s Guide” parent meeting, Fall 2014-2017	
Analysis and communication of Stanford Survey of Adolescent School Experiences data to better understand student stress levels and factors that cause student stress, Fall 2015-2017	Administration	Analysis and presentation of student stress data during staff meeting, Fall 2015-2017  Presentation of student stress data during “Campolindo Insider’s Guide” parent meeting, Fall 2015-2017	
Continue annual all-staff “Student Connectedness” activities to identify students who need support with establishing positive school connections, Fall 2015-2017	Administration  Counseling Department	Activity completed during staff meeting to identify students with low levels of school connectedness, Fall 2015-2017  Staff to activity strategize and implement steps to foster student-school connections, Fall 2015-2017	

**STRATEGY:**

**Policies and Student Support Programs:** Staff to implement policies and student support initiatives to foster increased student connectedness and reduce levels of academic stress.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implement site-based Student Review Team (SRT) and Student Study Team (SST) and 504 support programs to identify students struggling with academic stress and anxiety, 2014-2017	Counseling Department  Psychologist  Administration	SRT meetings coordinated by Counseling Department and meets bi-weekly, 2014-2017  SST meetings held as needed, 2014-2017  504 meetings coordinated by Associate Principals and held for each 504 student annually or more frequently as necessary, 2014-2017	
Intervention Specialist to continue support of students struggling with academic stress and anxiety, 2014-2017	Counseling Department	Intervention Specialist presents available services at staff meeting, Fall 2014-2017  Intervention Specialist presents available services at “Campolindo Insider’s Guide” parent meeting, Fall 2014-2017  Students referred to Intervention Specialist by teachers, counselors, and administrators, 2014-2017	Annual site counseling funds for Intervention Specialist: - MEF: \$35,000
Refine and utilize the student planning guide for course selection, scheduling of homework, and extra/co-curricular activities, Spring 2015-2017	Counseling Department  Administration	Counseling Department and Administration refines planning guide, Fall 2015  Utilize planning guide during course selection process, Spring 2015-2017	
Expand role of the College and Career Center to better inform students and families about wide breadth of post-secondary options. Increased awareness of the wide variety of post-secondary options will help	College and Career Center Advisor  Counseling Department	College and Career Center Advisor: College information meeting, Fall 2015-2017  College and Career Center Advisor: Community College transition planning meetings with students and parents, 2014-2017  College and Career Center Advisor: Career Fair for	

reduce stress, 2014-2017		sophomores to be done in conjunction with Career Project in English 2, Spring 2016 and 2017	
Reinforce school-wide departmental testing schedule, 2014-2017	Administration  Faculty	Review departmental testing schedule to possibly include testing “Hot Weeks”, Spring 2015  Publicize school-wide testing schedule via handbook, website, School Loop, and parent meetings, 2014-2017	
P.E. teachers and counselors develop and implement stress awareness and stress reduction lessons in the Health curriculum, 2015-2017	P.E./Health Teachers and Counselors	Develop lessons during Wednesday morning collaboration meetings, Spring 2015  Implement and evaluate lessons, Fall 2016 and 2017	
Partner with Challenge Success to assist all stakeholders in reducing unhealthy academic stress, 2015-2017	Administration  Parents Club Leadership  Challenge Success Team: comprised of staff, students, and parents	Utilize staff meeting time for presentations and strategy planning, Fall 2015-2017  Present information about academic stress and student connectedness at “Campolindo Insider’s Guide” parent meeting, November 2015-2017	Challenge Success fee: See AUHSD budget
Maintain strong extra-curricular and co-curricular programs: visual and performing arts, academic clubs, special interest clubs, community service opportunities, and athletics, 2014-2017	Staff  Leadership Program	Annual Club Day, October 2014-2017  Publicize clubs at Freshmen Orientation, via website, Reading Period, Open House and Cougar Day, Fall 2014-2017	ASB Accounts  Parents Club Support for the following clubs: <ul style="list-style-type: none"> <li>- Academic Decathlon, \$2,000</li> <li>- Mock Trial, \$1,500</li> <li>- Model UN, \$1,500</li> <li>- Robotics Club, \$3,000</li> <li>- Speech and Debate, \$1,500</li> </ul>

Expand staff development program for athletic coaches to help them better recognize and address issues related to stress, 2014-2017	Athletic Director Administration Coaches	Training during seasonal coach meetings: Fall, Winter, Spring, 2014-2017  Enforce new CIF bylaw limiting weekly athletic practice time, 2014-2017	
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**STRATEGY:**

**Partner with Students and Parents:** Staff to partner with student leaders and parent leaders to foster higher levels of student connectedness and reduce levels of student stress.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Peer-to-peer education on issues related to connectedness and stress during weekly Reading Period, 2014-2017	Student Leadership Program  Counseling Department  Administration	Students in Leadership Program develop talking points and activities for Reading Period presentations, Spring 2016-2017	
Expand Leadership's Freshmen Orientation program, 2015-2017	Leadership Program,  Counseling Department  Administration	Leadership to work with Joaquin Moraga Intermediate School to partner on the iKind Project to foster positive transition to high school, Spring 2015-2017  Extend Freshmen Orientation program to include activities such as the Big Sister program, through 1 <sup>st</sup> semester, Fall 2016-2017	
Parent education events on issues related to connectedness and stress. To include resources from Challenge Success and/or similar organizations, 2015-2017	Administration  Parents Club  Challenge Success Team	Present information about academic stress and student connectedness at "Campolindo Insider's Guide" parent meeting, November 2015-2017	

## Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service.

**School Goal #: 1** Campolindo High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annual)	Funding Source (itemize for each source)
Professional Development <ul style="list-style-type: none"> <li>Districtwide Professional Development days offer selection of workshops focusing on the California Standards in English Language Arts and Literacy, shifts in instructional strategies and practices, research related to the science of learning and curricular development.</li> <li>Summer Institute – a three day, optional professional growth opportunity offered to all district certificated employees. Summer Institute offers a variety of workshops focused on the shift to California Standards, instructional strategies, integration of technology and intervention strategies.</li> <li>After school workshops with the focus on changing curricular and instructional strategies offered to all teachers. Districtwide teams of teachers collaborate on the design of lessons and units focusing on the integration of the California State standards, project based learning, design challenge activities and use of instructional technology to enhance student learning.</li> <li>Two Optional districtwide Professional Development days are offered to allow teams of certificated</li> </ul>	August 2015 – June 2017	Certificated Salaries, facilitator preparation time, presenter fees	\$138,000	LCFF Base Grant
	August 2015 – August 2016	Attendee compensation, facilitator preparation time, presenter fees, supplies	\$79,500 \$40,000	Title II Educator Effectiveness Grant
	October 2015 – December 2016	Participant compensation (after school hours), substitutes for peer observations	\$20,000	LCFF Base Grant
	Spring 2016	Attendee compensation (per diem)	\$250,000	Educator Effectiveness Grant

<p>employees to collaborate on the development of common curriculum and common assessments aligned to the California State Standards.</p> <ul style="list-style-type: none"> <li>Certificated staff attends conferences and workshops with the focus on: Common Core standards, instructional practices, student intervention, student learning and more.</li> <li>Districtwide release days are offered for teams of teachers working on the revision of curriculum and implementation of instructional technology in the classroom. Release days are facilitated by district staff or experts from the field.</li> <li>Social Studies Instructional summer camp held for teams of Social Studies teachers to examine instructional practices, alignment to Common Core as related to reading and writing strategies as well as development of use of primary source documents in the Social Studies classrooms.</li> </ul> <p>Curriculum Development</p> <ul style="list-style-type: none"> <li>Revision of Courses of Study will be completed for all courses to reflect the implementation of the California State standards. Districtwide teams will review the revised English 1 COS and revise English 2 and English 3 (H).</li> <li>Release days are offered to districtwide teams of teachers focusing on the development of lessons and alignment of instructional practices with the California State standards.</li> <li>District Technology Specialist meets with Site Technology Coordinators and teachers across the district to provide assistance in the design of curriculum with the use of technology tools.</li> </ul> <p>Instructional Strategies</p> <ul style="list-style-type: none"> <li>Districtwide teams of teachers and ELA Department Chairs are examining books read at each grade level for content, text complexity and alignment to the new</li> </ul>	August 2015 – June 2017	Conference registration, travel and hotel costs	\$70,000	Mandated Cost Reimbursement, LCFF Base Grant
	August 2014 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
	August 2015	Attendee compensation (summer institute rate)	\$5,000	Title II
	November 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
	August 2015 – June 2017	Substitute cost for the attendees	\$4,000	LCFF Base Grant
	August 2015 – June 2017	Salary	\$38,000	Measure A & G
	August 2015 – June 2015	Cost of new, additional books	\$20,000	Inst. Materials

standards.				
<ul style="list-style-type: none"> <li>Instructional materials focusing on the works of nonfiction are purchased for the English courses.</li> </ul>	July 2015 – Ongoing	Cost of books	\$60,000	Instructional Materials
<ul style="list-style-type: none"> <li>Illuminate (Nspect) test bank aligned to the Common Core was purchased and provided to all teachers. The California State standards aligned test is used by teachers to develop assessments aligned to the new standards and develop district wide common assessments to monitor student progress.</li> </ul>	August 2015 – June 2017	Annual cost of the test bank	\$8,500	LCFF Base Grant
<ul style="list-style-type: none"> <li>Release days are organized for all district teachers participating in the implementation of the 1:1 iPad program focusing on instructional practices enhanced by the use of iPads (close reading, student intervention, notetaking.)</li> </ul>	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	Mandated Cost Reimbursement
Data analysis				
<ul style="list-style-type: none"> <li>Performance data related to districtwide common assessments is collected and analyzed using the Illuminate software program.</li> </ul>	August 2015 – June 2017	None	NA	NA
<ul style="list-style-type: none"> <li>Annual Assessment report is completed and presented to the Governing Board and all site administrators by the Educational Services department. The assessment report includes district and site student achievement data from site, district, state and federal assessments.</li> </ul>	October 2015 – October 2016	None	NA	NA
<ul style="list-style-type: none"> <li>Associate Superintendent of Educational Services meets with ELA department chairs to coordinate districtwide efforts in common assessment development and data analysis.</li> </ul>	August 2015 – June 2017	Substitute cost when release days are utilized	\$1000	LCFF Base Grant



**School Goal #: 2** Campolindo High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.

<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b> <b>(Annual)</b>	<b>Funding Source (itemize for each source)</b>
<p>Professional Development</p> <ul style="list-style-type: none"> <li>Districtwide Professional Development days offer a selection of workshops focusing on the California State Standards in mathematics, shifts in instructional strategies and practices, research related to the science of learning and curricular development.</li> <li>Summer Institute – a three day, optional professional growth opportunity offered to all district certificated employees. Summer Institute offers a variety of workshops focused on the shift to Common Core standards, instructional strategies, integration of technology and intervention strategies.</li> <li>After school workshops with the focus on changing curricular and instructional strategies are offered to all teachers. Districtwide teams of teachers collaborate on the design of lessons and units focusing on the integration of the California State standards, project based learning, design challenge activities and use of instructional technology to enhance student learning.</li> <li>Two optional districtwide Professional Development days are offered to allow teams of certificated employees to collaborate on the development of common curriculum and common assessments aligned to the California State Standards.</li> <li>Certificated staff attends conferences and workshops with the focus on: Common Core standards, instructional practices, student intervention, student learning and more.</li> </ul>	<p>August 2015 – June 2017</p> <p>August 2015 – August 2016</p> <p>October 2015 – December 2016</p> <p>Spring 2015</p> <p>August 2015 – June 2017</p>	<p>Certificated Salaries, facilitator preparation time, presenter fees</p> <p>Attendee compensation, facilitator preparation time, presenter fees, supplies</p> <p>Participant compensation (after school hours), substitutes for peer observations</p> <p>Attendee compensation (per diem)</p> <p>Conference registration, travel and hotel costs</p>	<p>\$138,000</p> <p>\$79,500 \$40,000</p> <p>\$20,000</p> <p>\$250,000</p> <p>\$73,000</p>	<p>LCFF Base Grant</p> <p>Title II Educator Effectiveness Grant</p> <p>LCFF Base Grant</p> <p>Educator Effectiveness Grant</p> <p>LCFF Base Grant</p>

<ul style="list-style-type: none"> <li>Districtwide release days are offered for teams of teachers working on the revision of curriculum and implementation of instructional technology in the classroom. Release days are facilitated by district staff or experts from the field.</li> </ul>	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
Curriculum Development <ul style="list-style-type: none"> <li>Revision of Courses of Study will be completed for all courses to reflect the implementation of the California State standards. Districtwide teams will revise Geometry, Geometry H, Algebra 2, Algebra 2/Trig and Algebra 2/Trig Honors.</li> </ul>	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> <li>Release days are offered to districtwide teams of teachers focusing on the development of lessons and alignment of instructional practices with the California State standards.</li> </ul>	December 2015 – June 2017	Substitute cost for the attendees	\$4,000	LCFF Base Grant
<ul style="list-style-type: none"> <li>District Technology Specialist meets with Site Technology Coordinators and teachers across the district to provide assistance in the design of curriculum with the use of technology tools.</li> </ul>	August 2015 – June 2017	Salary	\$38,000	Measure G & A
Instructional Strategies <ul style="list-style-type: none"> <li>Illuminate (Nspect) test bank aligned to the California State standards is purchased and provided to all teachers. The Common Core aligned test is used by teachers to develop assessments aligned to the new standards and develop district wide common assessments to monitor student progress.</li> </ul>	August 2015 – June 2017	Annual cost of the test bank	\$8,500	General Fund
<ul style="list-style-type: none"> <li>Release days are organized for all district teachers participating in the implementation of the 1:1 iPad program focusing on instructional practices enhanced by the use of iPads (close reading, student intervention, notetaking.)</li> </ul>	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
Data analysis <ul style="list-style-type: none"> <li>Performance data related to districtwide common assessments is collected and analyzed using the</li> </ul>	August 2015 – June 2017	None	NA	NA

<p>Illuminate software program.</p> <ul style="list-style-type: none"> <li>Annual Assessment report is completed and presented to the Governing Board and all site administrators by the Educational Services department. The assessment report includes district and site student achievement data from site, district, state and federal assessments.</li> <li>Revised districtwide intervention process, process of data analysis and identification of struggling students in order to provide him/her with appropriate supports.</li> </ul>	<p>October 2015 – October 2016</p> <p>August 2015 - Ongoing</p>	<p>None</p> <p>None</p>	<p>NA</p> <p>NA</p>	<p>NA</p> <p>NA</p>
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**School Goal #3:** Campolindo High School will reduce the percentage of students earning one or more D or F semester grades by 5 percentage points from 2014 to 2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost ( <i>Annual</i> )	Funding Source (itemize for each source)
Professional Development <ul style="list-style-type: none"> <li>Districtwide Staff Development days with workshop offerings focusing on classroom identification of struggling students and best practices related to intervention in the classroom.</li> <li>Certificated staff attends conferences and workshops with the focus on student intervention and learning.</li> </ul>	August 2014 – June 2017	Certificated Salaries, facilitator preparation time, presenter fees	\$138,000	LCFF Base Grant
	August 2014 – June 2014	Conference registration, travel and hotel costs	\$18,000	General Fund
Data analysis <ul style="list-style-type: none"> <li>Performance data related to districtwide assessments is collected and analyzed using the Illuminate software program.</li> <li>Annual Assessment report is completed and presented to the Governing Board and all site administrators by the Educational Services department. The assessment report includes district and site student achievement data from site, district, state and federal assessments.</li> <li>Revised districtwide intervention process, process of data analysis and identification of struggling students in order to provide him/her with appropriate supports.</li> </ul>	August 2014- June 2017	None	NA	NA
	October 2014 – October 2017	None	NA	NA
	May 2014- Ongoing	None	NA	NA

**School Goal #: 4** Campolindo High School will increase “School Connectedness” as measured by the California Healthy Kids Survey instrument by 5 percentage points in the “High” level for Grade 9 and Grade 11 students from 2014 to 2017. Campolindo High School will decrease the percentage of students reporting that they “Often” or “Always” experience stress from schoolwork by 5 percentage points from 2014 to 2017 as measured by the Stanford Survey of Adolescent School Experiences.

<b>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost (Annually)</b>	<b>Funding Source (itemize for each source)</b>
<ul style="list-style-type: none"> <li>District Counseling Plan Implementation</li> <li>Coordinated Districtwide implementation of programs to address student academic stress and mental health as informed by the Challenge Success survey data</li> <li>Districtwide Professional Development day included a variety of workshop sessions focusing on classroom strategies to minimize student stress and improve student engagement.</li> <li>Review and implement a robust support for mental health and mental health program for Special Education students.</li> <li>Parent Connections website – website resource and special communications for parents and parent education</li> <li>District Student Leadership Student Retreat/Conference to exchange strategies and ideas to enhance inclusiveness and student connections.</li> </ul>	Ongoing  2015-2017  2015-2017  2015-2017  2015-2017  Ongoing	None  Administration of Challenge Success Survey to all AUHSD students and participation with Challenge Success program Certificated Salaries, facilitator preparation time, presenter fees  Mental Health Services  None  Conference cost, transportation	NA  \$7500  \$138,000  \$20,000  NA  \$2500	NA  LCFF Base Grant  LCFF Base Grant  Special Education  NA  LCFF Base

Centralized services do not include administrative costs.

# Form D: School Advisory Council Membership

The current make-up of the Council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Leah Bahramipour <i>Leah Bahramipour</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Katie Erickson <i>Katie Erickson</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Spencer Giglio <i>Spencer Giglio</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fiona Stewart <i>Fiona Stewart</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evelyn Lee <i>Evelyn Lee</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Renata Sos <i>Renata Sos</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carol Spiering <i>Carol Spiering</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Matt Bostick <i>Matt Bostick</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Frugaletti <i>Jennifer Frugaletti</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jay Chugh <i>Jay Chugh</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jaylene Watson <i>Jaylene Watson</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Findlay <i>Karen Findlay</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Walker <i>John Walker</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	2	3	4