

The Single Plan for Student Achievement Campolindo High School 2021-2024

District: Acalanes Union High School District
County-District School (CDS) Code: 07-61630-0731125
Principal: John Walker
Date of this revision: May 1, 2022

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: John Walker
Position: Principal

Telephone Number: 925.280.3950 x5102
Address: 300 Moraga Road, Moraga CA, 94556
E-mail Address: jwalker@aushdschools.org

2021-2024 Goals

Goal 1: Campolindo High School will implement curricular, instructional, student support, and communication strategies to foster high levels of English language arts achievement and college and career readiness for all students.

- California Assessment of Student Performance and Progress (CAASPP)
 - Increase the percentage of all students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 4 percentage points from 2021-2024.
 - Increase the percentage of students with disabilities 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 2021-2024.
- Semester Grades -- Reduce the percentage of students with disabilities earning one or more semester grades of D or F in English, social studies, and science by 5 percentage points from 2021 to 2024.

Goal 2: Campolindo High School will implement curricular, instructional, support strategies, and communication strategies to ensure high-levels of math achievement and college and career readiness for all students.

- California Assessment of Student Performance and Progress (CAASPP)
 - Increase the percentage of all students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by 6 percentage points from 2021 to 2024.
 - Increase the percentage of students with disabilities attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2021-2024.

- Semester Grades -- Reduce the percentage of students with disabilities earning one or more semester grades of D or F in mathematics by 5 percentage points from 2021 to 2024.

Goal 3: SCHOOL GOAL #3: Campolindo High School will implement curricular, instructional, student support, and communication strategies to increase the following: student connectedness, student belonging, and positive academic engagement in an equitable and inclusive school environment.

- Increase the number of students reporting high levels of “school connectedness” as measured by the California Healthy Kids Survey (Grades 9 & 11) by 10 percentage points from 2021-2024.
- Increase the percentage of students indicating a sense of “belonging” by 10 percentage points as measured by the CHS Pulse Surveys from 2021-2024.
- Increase the percentage of students reporting that they are “purposefully engaged” or “fully engaged” with school by 15 percentage points as measured by the Stanford Survey of Adolescent School Experiences from 2021 to 2024.

The District Governing Board approved the 2021-2024 SPSA on May 4, 2022.

LEA GOALS:

AUHSD LCAP Goal Area #3: Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High Quality Programs**)

AUHSD LCAP Goal Area #4: Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

SCHOOL GOAL #1: Campolindo High School will implement curricular, instructional, student support, and communication strategies to foster high levels of English language arts achievement and college and career readiness for all students.

- California Assessment of Student Performance and Progress (CAASPP)
 - Increase the percentage of all students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 4 percentage points from 2021-2024.
 - Increase the percentage of students with disabilities 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 2021-2024.
- Semester Grades -- Reduce the percentage of students with disabilities earning one or more semester grades of D or F in English, social studies, and science by 5 percentage points from 2021 to 2024.

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 2021 Smarter Balanced Assessment in English Language Arts/Literacy. Semester grade data in English, social studies, and science classes from the 2020-2021 school year.	90% of Campolindo grade 11 students “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2021 Smarter Balanced Assessment. 47% of Campolindo grade 11 students with disabilities “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2021 Smarter Balanced Assessment. 23% of Campolindo students with disabilities earned at least one semester grade of D or F in English, social studies, or science (compared with 5% for students without disabilities), during the 2020-2021 school year.	Analysis of ELA/Literacy scores from Smarter Balanced Assessments, 2022-2024 Analysis of semester English, social studies, and science grades for all students and students with disabilities, 2022-2024 Where can a budget plan of the proposed expenditures for this goal be found? Budget information available from AUHSD LCAP, Campolindo Parents Club budget, and Moraga Education Foundation budget.

STRATEGY

Curriculum and Instruction: Develop and implement curriculum and instructional strategies to foster student mastery of the California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Common Formative Assessments -- Develop and implement common formative assessments and/or projects on essential standards to identify strengths and areas of growth with respect to ELA/Literacy standards. Use the data to strengthen curriculum and instruction, 2022-2024.	Subject-Level Team Leads Department Chairs Administration	Site-Based -- Develop and implement site-based common formative assessments quarterly, 2022-2024. District-Wide <ul style="list-style-type: none"> Develop and implement District-wide common formative assessments for core Grade 9 ELA/Literacy courses: English 1, World History, and Living Earth, Spring 2022-2024. Develop and implement District-wide common formative assessments for core Grade 10-12 core ELA/Literacy courses (English 2-4, Chemistry, Physics, U.S. History, Government, and Economics), Fall 2022-Spring 2024. CAASPP Interim Assessments -- Use CAASPP interim assessments to build skills and familiarize students with the online assessment format, Spring 2022, 2023, 2024.	Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF) TOSA Release Periods -- \$50,000, LCFF Supplemental Subject-Level Team Leads -- \$15,000, ELO
New Course -- Add English 4 “ Deconstructing Race ” to the CHS course offerings to increase choice in course selection and foster student engagement, Fall 2022.	English 4 Subject-Level Team English Department Chair Administration	Collaboratively review and refine the existing AUHSD curriculum for this course, Spring and Summer 2022. Implement and evaluate effectiveness of the new course, 2022-2023.	Canvas & Aeries -- \$35,000, AUHSD
Reading Lists -- Continue to review and revise reading lists for English 1-4 to ensure rigorous,	English Department English Subject-Level Team	Utilizing AUHSD Grade-Level Reading Lists , establish core texts for each English grade level, Spring 2022-2024. Review and add 3-4 new texts that fit within the multicultural categories	

high-engagement curriculum that adheres to English 1-4 courses of study, 2022-2024.	Leads English Department Chair Administration	(Category 2 and Category 3) of AUHSD Grade-Level Reading Lists, 2022-2024. Expand the use of nonfiction texts in the curriculum to ensure alignment with ELA/Literacy Standards. Add one new nonfiction text per grade level, 2022-2024.	
Co-Teaching -- Utilize the Co-Teaching model to strengthen instruction and learning in English classes, 2022-2024.	English Department Special Education Department Counselors Administration	Identify and develop co-teaching partnerships for English 1-4, Spring 2022-2024. Ongoing professional development on effective co-teaching strategies, including the scaffolding of assignments, 2022-2024. Utilize the IEP process to schedule students into co-taught classes, 2022-2024.	
Reading Support for Special Education -- Expand and strengthen the Fusion Reading program to build ELA/Literacy skills for Special Education students reading below grade level, 2022-2024.	Special Education Department Counselors Administration	Ongoing professional development on Fusion Reading Program implementation, 2022-2024. Utilize the IEP process to schedule students into Fusion Reading and regularly evaluate progress, 2022-2024.	
Media Literacy -- Revise and implement the four-year media literacy curriculum to be implemented in English, Human and Social Development, and Social Studies curriculum, 2022-2024.	Librarian/Media Specialist Department Chairs: English and Social Studies Human and Social Development Teachers Administration	Evaluate current media literacy curriculum, Spring 2022. Identify core, essential media literacy standards for each grade level, Spring 2022 and Summer 2022. Develop curriculum by grade level, beginning with Grade 9, Spring 2022 and Summer 2022. Implement new grade-level curriculum, 2022-2024.	

Canvas -- Strengthen use of Canvas as the school's online learning management system for communicating assignments, academic supports, and grade information, 2022-2024.	Administration Intervention TOSA	Staff orientation / reorientation on key Canvas expectations regarding organization and posting, August, 2022-2024. Student orientation / reorientation regarding use of Canvas, Academy session, August, 2022-2024. Parent education on use of Canvas, Campo Connect session, August 2022-2024.	
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STRATEGY

Professional Development and Collaboration: Utilize professional development and collaboration to strengthen the staff's ability to foster mastery of California ELA/Literacy Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Professional Development -- Staff PD on ELA/Literacy standards and the AUHSD Courses of Study, 2022-2024.	Department Chairs: English, Social Studies, Science, and Special Education Subject-Level Team Leads Intervention TOSA & Equity / Campus Climate TOSA	Summer Institute Professional Development for teachers: August, 2022-2024. AUHSD Staff Development Days: 3 days per academic year, 2022-2024. English, Social Studies, Science Department Release Day: 1 per year, 2022-2024 AUHSD Release Days: Develop common formative assessments for all core courses, Grades 9-12, 2022-2024. Conferences and workshops, 2022-2024	Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF) TOSA Release Periods -- \$50,000, LCFF Supplemental Subject-Level Team Leads -- \$15,000, ELO Canvas & Aeries --
District-Wide Seminars -- Required training on equitable grading practices and diversity, equity and inclusion, 2022-202.	Administration Department Chairs Subject-Level Team	Grading for Equity <ul style="list-style-type: none"> Utilize release days, paid days during summer, and scheduled professional development days for this required seminar series. Seminar to address best practices for equitable grading, 2022-2023. Teachers analyze and refine grading strategies during Friday morning 	

	Leads	<p>collaboration meetings, 2022-2024.</p> <p>Diversity, Equity, and Inclusion</p> <ul style="list-style-type: none"> • All teachers who have not attended Courageous Conversation, participate in Elevation to Transformation Seminar, Spring and Summer 2022. • Teachers use tools from seminar to implement culturally-diverse curriculum and build an equitable and inclusive school culture, 2022-2024 	\$35,000, AUHSD
<p>Site-Based Collaboration -- Staff collaboration sessions to strengthen instructional practice with respect to ELA/Literacy, 2022-2024.</p>	<p>Department Chairs : English, Social Studies, Science, and Special Education</p> <p>Subject-Level Team Leads</p> <p>Intervention TOSA</p> <p>Administration</p>	<p>Monthly department meetings to address curriculum and instruction, including interdisciplinary standards and co-teaching with Special Education, 2022-2024.</p> <p>Weekly subject-level team meetings to focus on the following:</p> <ul style="list-style-type: none"> • Identification of essential standards • Common formative assessments • Academic interventions, especially for students in Special Education, 2022-2024 	

STRATEGY Student Support: Provide student support services to foster mastery of the California ELA/Literacy standards.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Academy Period -- Use Academy to provide targeted academic intervention on ELA/Literacy standards, 2022-2024</p>	<p>English, Social Studies, Science, and Special Education teachers</p>	<p>Teachers utilize department meeting time and subject-level team collaboration to identify students needing academic intervention related to ELA/Literacy standards and to design the interventions, 2022-2024.</p> <p>Administration and Intervention TOSA use the online TeachMore system to track</p>	<p>Professional Development Funds -- \$50,000, Moraga</p>

	<p>Intervention TOSA</p> <p>Administration</p> <p>Counselors</p> <p>English and Special Education teachers involved in co-teaching</p>	<p>and refine Academy intervention offerings, 2022-2024.</p> <p>Counselors use D/F lists and Canvas to identify and direct students to Academy sessions, including Guided Study Hall, 2022-2024.</p> <p>Expand Peer Tutoring during Academy to increase academic support related to ELA/Literacy standards, 2022-2024.</p> <p>Staff involved in co-teaching model design focused Academy sessions for Special Education students, 2022-2024.</p>	<p>Education Foundation (MEF)</p> <p>TOSA Release Periods -- \$50,000, LCFF Supplemental</p> <p>Subject-Level Team Leads -- \$15,000, ELO</p>
<p>Student Resource Team (SRT) -- Identify students struggling with ELA/Literacy standards and design supports, 2022-2024.</p>	<p>Counselors</p> <p>Administration</p> <p>Intervention TOSA</p> <p>Special Education Department Chair</p> <p>School Psychologist</p>	<p>Revise academic support flowchart as reference tool for SRT, Fall 2022.</p> <p>Weekly SRT meetings to collaboratively design academic and social-emotional supports for identified students, 2022-2024.</p>	<p>Canvas & Aeries -- \$35,000, AUHSD</p> <p>Counseling and Wellness -- \$170,000, MEF</p>
<p>Frosh Advisory -- Run five sessions to provide academic tools for high school success, 2022-2024.</p>	<p>Administration</p> <p>Intervention TOSA</p> <p>Leadership Teachers</p> <p>Peer Tutor Advisor</p>	<p>Develop curriculum for Frosh Advisory sessions, Spring and Summer, 2022-2024.</p> <p>Recruit teachers and peer facilitators, Spring and Summer, 2022-2024.</p> <p>Implement Frosh Advisory sessions during Academy, Fall 2022-2024.</p>	

STRATEGY

Communication and Articulation: Partner with stakeholder groups to foster mastery of the California ELA/Literacy standards. Strengthen communication with stakeholder groups and engage in vertical articulation with partner middle schools and community colleges.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Parent Education -- Develop strong school-home partnership to support ELA/Literacy achievement, 2022-2024.	Administration Counselors College and Career Center Advisor Special Education Department Chair	Utilize Campo Connect Series to address core academic topics, including the following: <ul style="list-style-type: none"> • Canvas • Courses of study • Academic supports at CHS • Time management tools • Academic stress 2022-2024 Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs), Spring 2022-2024.	Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF) TOSA Release Periods -- \$50,000, LCFF Supplemental
Vertical Articulation -- Partner with middle schools and Diablo Valley College, Spring, 2022-2024.	Administration Department Chairs for English and Special Education Counselors College and Career Center Advisor	Release time for English and Special Education Department members to collaborate with staff from partner middle schools regarding ELA / Literacy curriculum and academic intervention, Spring 2022-2024. Collaborate with Diablo Valley College staff regarding strategies to foster college and career readiness. Utilize DVC course completion rates to gauge progress, Spring, 2022-2024.	Subject-Level Team Leads -- \$15,000, ELO Canvas & Aeries -- \$35,000, AUHSD

LEA GOALS:

AUHSD LCAP Goal Area #3: Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High Quality Programs**)

AUHSD LCAP Goal Area #4: Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

SCHOOL GOAL #2: Campolindo High School will implement curricular, instructional, support strategies, and communication strategies to ensure high-levels of math achievement and college and career readiness for all students.

- California Assessment of Student Performance and Progress (CAASPP)
 - Increase the percentage of all students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by 6 percentage points from 2021 to 2024.
 - Increase the percentage of students with disabilities attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2021-2024.
- Semester Grades -- Reduce the percentage of students with disabilities earning one or more semester grades of D or F in mathematics by 5 percentage points from 2021 to 2024.

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 2021 Mathematics Smarter Balanced Assessment. Semester grade data for mathematics classes from the 2020-2021 school year.	78% of Campolindo grade 11 students “Met Standard” or “Exceeded Standard” on the mathematics section of the 2021 Smarter Balanced Assessment. 24% of Campolindo grade 11 students with disabilities “Met Standard” or “Exceeded Standard” on the mathematics section of the 2021 Smarter Balanced Assessment. 11% of Campolindo students with disabilities earned at least one semester grade of D or F in mathematics (compared with 4% for students without disabilities) during the 2020-2021 school year.	Analysis of mathematics scores from Smarter Balanced Assessments, 2022-2024 Analysis of semester math grades for all students and students with disabilities, 2022-2024. Where can a budget plan of the proposed expenditures for this goal be found? Budget information available from AUHSD LCAP, Campolindo Parents Club budget, and Moraga Education Foundation budget.

STRATEGY

Curriculum and Instruction: Develop and implement curriculum and instructional strategies to foster student mastery of the California mathematics standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Courses of Study and Academic Pathways -- Review and revise current AUHSD Courses of Study and pathways to reflect the 2022 California Mathematics Framework Revision, 2022-2023.	Administration Mathematics Department	Review 2022 California Mathematics Framework Revision, Summer and Fall 2022. Revise mathematics courses of study to ensure adherence to the revised California Mathematics Framework and support high levels of mathematics performance, 2022-2023. Review effectiveness of current math pathways, especially the Algebra A/B sequence and the third-year math requirement. Determine potential changes to support high levels of mathematics performance and adherence to the 2022 revisions to the California Mathematics Framework, 2022-2023.	Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF) TOSA Release Periods -- \$50,000, LCFF Supplemental
Common Formative Assessments -- Develop and implement common formative assessments and/or projects on essential standards to identify strengths and areas of growth with respect to the mathematics standards. Use the data to strengthen curriculum and instruction, 2022-2024.	Subject-Level Team Leads Mathematics Department Chair Administration	Site-Based -- Develop and implement site-based common formative assessments quarterly, 2022-2024. District-Wide <ul style="list-style-type: none"> Develop and implement District-wide common formative assessments for core Grade 9 Math courses: Algebra A, Algebra I, Geometry, and Advanced Geometry, Spring 2022-2024 Develop and implement District-wide common formative assessments for core Grade 10-12 core courses (Algebra B, Algebra II, Algebra II Advanced, Algebra II/Pre-Calculus Honors, Pre-Calculus Honors), Fall 2022-2024. 	Subject-Level Team Leads -- \$15,000, ELO Canvas & Aeries -- \$35,000, AUHSD

		CAASPP Interim Assessments -- Use to build skills and familiarize students with the online assessment format, Spring 2022, 2023, 2024.	
Co-Teaching -- Utilize the Co-Teaching model to strengthen instruction and learning in mathematics classes, 2022-2024.	Mathematics Department Special Education Department Counselors Administration	Identify and develop co-teaching partnerships for Algebra A/B, Algebra 1, and Geometry, Spring 2022-2024. Ongoing professional development on effective co-teaching strategies, 2022-2024. Utilize the IEP process to schedule students into co-taught classes, 2022-2024.	
Career Technical Education -- Expand Career Technology Education (CTE) offerings and student interest in CTE as a strategy to foster the development of STEM skills, 2022-2024.	Career Technology Education Department Administration Counselors College and Career Center Advisor	Wood Technology - Advanced <ul style="list-style-type: none"> ● Offer course to students in grades 10-12, 2022-2023 ● Collaboratively review and refine the existing AUHSD curriculum for this course, Spring and Summer 2022. ● Implement and evaluate effectiveness of the new course, 2022-2023. Counselors highlight CTE courses and pathways as a strategy to foster STEM and college and career readiness, 2022-2024.	
Canvas -- Strengthen use of Canvas as the school's online learning management system for communicating assignments, academic supports, and grade information, 2022-2024.	Administration Intervention TOSA	Staff orientation / reorientation on key Canvas expectations regarding organization and posting, August, 2022-2024. Student orientation / reorientation regarding use of Canvas, Academy session, August, 2022-2024. Parent education on use of Canvas, Campo Connect session, August 2022-2024.	

STRATEGY

Professional Development and Collaboration: Utilize professional development and collaboration to strengthen the staff's ability to foster mastery of the California mathematics standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Professional Development -- Staff PD on California Mathematics standards, including the 2022 Mathematics Framework Revision, and the AUHSD Courses of Study, 2022-2024.	Mathematics Department Chair Subject-Level Team Leads Intervention TOSA & Equity / Campus Climate TOSA	Summer Institute Professional Development for teachers: August, 2022-2024. AUHSD Staff Development Days: 3 days per academic year, 2022-2024. Mathematics Department Release Day: 1 per year, 2022-2024. AUHSD Release Days: Develop common formative assessments for all core courses, Grades 9-12, 2022-2024. Conferences and workshops, 2022-2024.	Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF) TOSA Release Periods -- \$50,000, LCFF Supplemental
District-Wide Seminars -- Required trainings on grading and diversity, equity and inclusion, 2022-2023.	Administration Department Chairs Subject-Level Team Leads	Grading for Equity <ul style="list-style-type: none"> Utilize release days, paid days during summer, and schedule professional development days for this required seminar series. Seminar to address best practices for equitable grading, 2022-2023. Teachers analyze and refine grading strategies during Friday morning collaboration meetings, 2022-2024. Diversity, Equity, and Inclusion <ul style="list-style-type: none"> All teachers who have not attended Courageous Conversation, participate in Elevation to Transformation Seminar, Spring and Summer 2022. Teachers use tools from seminar to implement culturally-diverse curriculum and build an equitable and inclusive classroom and school culture, 2022-2024. 	Subject-Level Team Leads -- \$15,000, ELO Canvas & Aeries -- \$35,000, AUHSD
Site-Based Collaboration -- Staff collaboration sessions	Mathematics and Special Education	Monthly department meetings to address curriculum and instruction, including interdisciplinary standards and co-teaching with Special Education, 2022-2024.	

to strengthen instructional practice with respect to mathematics, 2022-2024.	<p>Department Chairs</p> <p>Subject-Level Team Leads</p> <p>Intervention TOSA</p> <p>Administration</p>	<p>Weekly subject-level team meetings to focus on the following:</p> <ul style="list-style-type: none"> ● Identification of essential standards ● Common formative assessments ● Academic interventions, especially for students in Special Education, 2022-2024 	
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STRATEGY Student Support: Provide student support services to foster mastery of the California mathematics standards.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Academy Period -- Use Academy to provide targeted academic intervention on mathematics standards and other supports, 2022-2024.	<p>Mathematics Department</p> <p>Intervention TOSA</p> <p>Administration</p> <p>Counselors</p> <p>Mathematics and Special Education teachers involved in co-teaching</p>	<p>Teachers utilize department meeting time and subject-level team collaboration to identify students needing academic intervention related to mathematics and to design the interventions, 2022-2024.</p> <p>Administration and Intervention TOSA use the online TeachMore system to track and refine Academy intervention offerings, 2022-2024.</p> <p>Counselors use D/F lists and Canvas to identify and direct students to Academy sessions, including Guided Study Hall, 2022-2024.</p> <p>Expand Peer Tutoring during Academy to increase academic support related to mathematics standards, 2022-2024.</p> <p>Staff involved in co-teaching model design focused Academy sessions for Special Education students, 2022-2024.</p>	<p>Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF)</p> <p>TOSA Release Periods -- \$50,000, LCFF Supplemental</p> <p>Subject-Level Team Leads -- \$15,000, ELO</p>
	<p>Student Resource Team</p> <p>Counselors</p>	<p>Revise academic support flowchart as reference tool for SRT, Fall 2022.</p>	

(SRT) -- Identify students struggling with the mathematics standards and design supports, 2022-2024	Administration Intervention TOSA Special Education Department Chair School Psychologist	Weekly meetings to collaboratively design academic and social-emotional supports for identified students, 2022-2024.	Canvas & Aeries -- \$35,000, AUHSD Counseling and Wellness -- \$170,000, MEF
Frosh Advisory -- Run five sessions to provide academic tools for high school success, 2022-2024	Administration Intervention TOSA Leadership Teachers Peer Tutor Advisor	Develop curriculum for Frosh Advisory sessions, Spring and Summer, 2022-2024. Recruit teachers and peer facilitators, Spring and Summer, 2022-2024. Implement Frosh Advisory sessions during Academy, Fall 2022-2024.	

STRATEGY

Communication and Articulation: Partner with stakeholder groups to foster mastery of the California mathematics standards. Strengthen communication with stakeholder groups and engage in vertical articulation with partner middle schools and community colleges.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Parent Education -- Develop strong school-home partnership to support mathematics achievement, 2022-2024	Administration	Utilize Campo Connect Series to address core academic topics, including the following, 2022-2024:	Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF)
	Counselors College and Career Center Advisor Special Education Department Chair	<ul style="list-style-type: none"> • Canvas • Courses of study • Academic supports at CHS • Time management tools • Academic stress Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs), Spring 2022-2024.	TOSA Release Periods -- \$50,000, LCFF Supplemental
Vertical Articulation -- Partner with middle schools and Diablo Valley College, Spring, 2022-2024.	Administration Department Chairs for Mathematics and Special Education Counselors College and Career Center Advisor	Release time for Mathematics and Special Education Department members to collaborate with staff from partner middle schools regarding mathematics curriculum and academic intervention, Spring 2022-2024. Collaborate with Diablo Valley College staff regarding strategies to foster college and career readiness. Utilize DVC course completion rates to gauge progress, Spring, 2022-2024.	Subject-Level Team Leads -- \$15,000, ELO Canvas & Aeries -- \$35,000, AUHSD

LEA GOALS:

AUHSD LCAP Goal Area #5: Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (**School Climate and Social-Emotional Development**)

SCHOOL GOAL #3: Campolindo High School will implement curricular, instructional, student support, and communication strategies to increase the following: student connectedness, student belonging, and positive academic engagement in an equitable and inclusive school environment.

- Increase the number of students reporting high levels of “school connectedness” as measured by the California Healthy Kids Survey (Grades 9 & 11) by 10 percentage points from 2021-2024.
- Increase the percentage of students indicating a sense of “belonging” by 10 percentage points as measured by the CHS Pulse Surveys from 2021-2024.
- Increase the percentage of students reporting that they are “purposefully engaged” or “fully engaged” with school by 15 percentage points as measured by the Stanford Survey of Adolescent School Experiences from 2021 to 2024.

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?
California Healthy Kids Survey, 2021-2022 Campolindo High School Pulse Surveys, 2021-2022 Stanford Survey of Adolescent School Experiences, 2019	<p>The average percentage of Campolindo respondents reporting “Agree” or “Strongly Agree” on the School Connectedness* questions from the 2021-2022 California Healthy Kids Survey:</p> <ul style="list-style-type: none">• 70% for 9th-grade students• 63% for 11th-grade students <p>74% of Campolindo students “Agreed” or “Strongly Agreed” with the following statement from the 2021-2022 CHS Pulse Surveys: “I feel like I belong in my school.”</p> <p>27% of Campolindo students indicated that they were “purposefully engaged” or “fully engaged” on the “Cognitive Engagement Scale”** from the 2019 Stanford Survey of Adolescent School Experiences.</p>	<p>Analysis of California Healthy Kids Survey data, 2022-2024</p> <p>Analysis of Campolindo High School Pulse Survey data, 2022-2024</p> <p>Analysis of Stanford Survey of Adolescent School Experiences data, Spring 2022 and Spring 2024</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Budget information available from AUHSD LCAP, Campolindo Parents Club budget, and Moraga Education Foundation budget.</p>

*The “School Connectedness” metric utilizes Likert scales related to the following statements: I feel close to people at this school; I am happy to be at this school; I feel like I am part of this school; The teachers at this school treat students fairly; I feel safe in my school.

**The “Cognitive Engagement Scale” measures the degree to which students find value, meaning, and purpose in their school work.

STRATEGY

Curriculum and Instruction: Implement curriculum and utilize instructional strategies to increase student connectedness, belonging, and engagement at school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Course Offerings -- Review and refine course offerings to ensure that students have a rigorous, engaging, accessible, and culturally-relevant course schedule, 2022-2024.	Instructional Council Counselors Math Department Special Education Department English Department Science Department Career Technical Education Department Administration	Mathematics <ul style="list-style-type: none"> Examine Algebra A/B sequence and how to utilize Special Education to support students taking this sequence. Examine third-year math graduation requirement, specifically develop an alternative to the discontinued Math Applications course, 2022-2023 English <ul style="list-style-type: none"> Add English 4 “Deconstructing Race” to the CHS course offerings to provide more choice in course selection and foster higher student engagement, Fall 2022 Evaluate effectiveness of new course annually, 2023-2024 Career Technical Education <ul style="list-style-type: none"> Expand CTE offerings with addition of Wood Technology Advanced, Fall 2022. Evaluate effectiveness of new course annually, 2023-2024 Science <ul style="list-style-type: none"> Implement new science course, Earth and Space Science, as a college-preparatory alternate to existing Advanced Placement courses, Fall 2022 Evaluate effectiveness of new course annually, 2023-2024 Performing Arts <ul style="list-style-type: none"> Analyze reasons for declining enrollment in performing arts classes, Spring and Fall 2022 Rebuild enrollment in performing arts courses after post-pandemic 	Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF) TOSA Release Periods -- \$50,000, LCFF Supplemental Subject-Level Team Leads -- \$15,000, ELO Canvas & Aeries -- \$35,000, AUHSD Counseling and Wellness -- \$170,000, MEF

		<p>decline:</p> <ul style="list-style-type: none"> ○ Parent Information events ○ Visits to partner middle school ○ Articulation with partner middle schools ○ Concerts / showcases during the school day for current students <p>2022-2024</p> <p>Advanced Placement Courses</p> <ul style="list-style-type: none"> ● Analyze enrollment statistics with respect to race and gender ● Use counselor meetings, parent ed. events, and course registration documents to increase AP enrollment for underrepresented student groups <p>2022-2024</p> <p>Review all course offerings annually to ensure that students have a rigorous, engaging, accessible, and culturally-relevant course schedule, 2022-2024.</p>	
<p>Homework -- Strengthen professional practice related to homework and ensure adherence to Administrative Regulation 6154, "Homework/Makeup Work," 2022-2024.</p>	<p>Instructional Council</p> <p>Subject-Level Team Leads</p> <p>Administration</p>	<p>All teachers attend Grading for Equity Seminar to foster best practices with respect to homework, 2022-2023.</p> <p>Partner with Challenge Success to improve homework practices, 2022-2023.</p> <p>Utilize Friday collaboration sessions to refine homework practices, 2022-2024.</p>	
<p>Social-Emotional Learning Implement classroom practices that foster mindfulness and social-emotional health, 2022-2024.</p>	<p>Wellness Center Staff</p> <p>School Psychologist</p> <p>Administration</p> <p>Instructional Council</p>	<p>Utilize staff and department meetings to build staff capacity for addressing student stress and connectedness, 2022-2024.</p> <p>Wellness Center staff to reinforce use of effective practices for mindfulness and social-emotional health through classroom presentations, Fall 2022-2024.</p>	
<p>Technology -- Advance 1:1 technology integration to ensure clear</p>	<p>Administration</p> <p>Instructional</p>	<p>Maintain 1:1 Bring-Your- Own Device (BYOD) program for all grades, 2022-2024.</p>	

teacher-to-student communication and access to course materials, 2022-2024.	Council	<p>Staff orientation / reorientation on key Canvas expectations regarding organization and posting, August, 2022-2024.</p> <p>Student orientation / reorientation regarding use of Canvas, Academy session, August, 2022-2024.</p> <p>Parent education on use of Canvas, Campo Connect session, August 2022-2024.</p>	
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STRATEGY

Professional Development and Collaboration: Utilize professional development and collaboration strategies to strengthen the staff's effectiveness at fostering student connectedness, belonging, and engagement at school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Site-Based Professional Development and Collaboration -- Use PD and collaboration to foster student connection, belonging, and positive academic engagement, 2022-2024.	<p>Intervention TOSA</p> <p>Equity / Campus Climate TOSA</p> <p>Instructional Council</p> <p>Wellness Center Coordinator</p> <p>Administration</p>	<p>Utilize staff and department meetings to build capacity for implementing social-emotional practices that reduce student stress and build connectedness, 2022-2024.</p> <p>Utilize Friday subject-level collaboration sessions to calibrate curriculum and course expectations, 2022-2024.</p> <p>Analyze survey data from Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and the CHS Pulse Survey to assess connection, belonging and engagement, 2022-2024.</p> <p>Homework -- Staff orientation / reorientation on Board Policy 6154, "Homework/Makeup Work." August, 2022-2024.</p> <p>Partner with Challenge Success to improve homework practices, 2022-2023.</p>	<p>Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF)</p> <p>TOSA Release Periods -- \$50,000, LCFF Supplemental</p> <p>Subject-Level Team Leads -- \$15,000, ELO</p> <p>Canvas & Aeries -- \$35,000, AUHSD</p>
District-Wide Professional	Instructional	Grading for Equity	

Development and Collaboration -- Use PD to foster student connection, belonging, and positive academic engagement, 2022-2024.	Council Administration	<ul style="list-style-type: none"> Utilize release days, paid days during summer, and schedule professional development days for this required seminar series. Seminar to address best practices for equitable grading, 2022-2023. Teachers analyze and refine Grading for Equity strategies during Friday morning collaboration meetings, 2022-2024. Diversity, Equity, and Inclusion <ul style="list-style-type: none"> All teachers who have not attended Courageous Conversation, participate in Elevation to Transformation Seminar, Spring and Summer 2022. Teachers use tools from seminar to implement culturally-diverse curriculum and build equitable and inclusive classrooms and school culture, 2022-2024. 	Counseling and Wellness -- \$170,000, MEF
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STRATEGY Student Support: Provide student support services to foster student connectedness, belonging, and engagement at school.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Wellness Center -- Expand awareness and use of Wellness Center to support social-emotional health of students, 2022-2024.	Wellness Center Coordinator Administration Human and Social Development Teachers Physical Education 9 Teachers	Present available Wellness Center services, August 2022-2024 <ul style="list-style-type: none"> August staff meeting August Campo Connect Parent Ed. Meeting August Frosh Seminar Wellness Center staff visits Human and Social Development classes, 2022-2024. Physical Education 9 class introductory tours of the Wellness Center, Fall 2022-2024. Utilize Academy periods for specific social-emotional health programming, 2022-2024. Analyze Wellness Center data and Pulse Survey data to gauge effectiveness, Quarterly, 2022-2024.	Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF) TOSA Release Periods -- \$50,000, LCFF Supplemental Subject-Level Team Leads -- \$15,000,

Student Support Systems -- Implement school systems to establish a school culture characterized by respect and belonging, 2022-2024.	Bias Incident Reporting Team Leadership Equity Council Leadership Advisors Equity / Campus Culture TOSA Counselors Wellness Center Athletic Director Administration	Use Bias Incident Reporting Team (BIRT) to support students harmed by bias and exclusion: <ul style="list-style-type: none"> ● Review BIRT goals and process with all stakeholders, Fall 2022-2024 ● Publish and publicize monthly BIRT summary reports, 2022-2024 ● Coordinate BIRT process with Restorative Justice initiative to foster student support, 2022-2024 Restorative Justice Initiative <ul style="list-style-type: none"> ● Continue training for staff and student leaders, Summer 2022 and Fall 2022 ● Develop and implement a peer-to-peer restorative justice program within the Leadership program, 2022-2023 Student Behavioral Expectations <ul style="list-style-type: none"> ● Reintroduce the “Campolindo Pledge” -- to all students via Academy, August 2022-2024 ● Review the Athletic Code of Conduct with all athletes at the start of each season, 2022-2024 	ELO Canvas & Aeries -- \$35,000, AUHSD Counseling and Wellness -- \$170,000, MEF
College and Career Center -- Implement College and Career Center initiatives to help reduce academic stress, 2022-2024.		Presentations to students and families about the wide breadth of post-secondary options, including community college, 2022-2024. Community College transition planning meetings with students and parents, 2022-2024.	
Student Resource Team (SRT) -- Identify students struggling with social-emotional issues and design supports, 2022-2024.	Counselors Administration Intervention TOSA Special Education Department Chair	Revise academic support flowchart as reference tool for SRT, Fall 2022. Weekly meetings to collaboratively design academic and social-emotional supports identified students, 2022-2024.	

	School Psychologist		
Time Management -- Expand use of CHS Time Management Tool , 2022-2024.	Counselors Administration	Review and adjust structure of the Time Management Tool, Fall 2022. Utilize Time Management Tool during course selection process to help schedule courses, homework, and extra/co-curricular activities, 2022-2024.	
Extra-Curricular Programming -- Maintain strong extra-curricular programs: visual and performing arts, academic clubs, special interest clubs, community service opportunities, and athletics, 2022-2024.	ASB Leadership Program Leadership Teachers Administration Athletic Director	Annual Club Day, October 2022-2024. Annual Mini-Club Day, February 2022-2024. Publicize clubs during counselor meetings, Cougar Day, Frosh Orientation, Back-to-School Night, and via the website, Fall 2022-2024. New student athletic orientation meeting, Spring 2022-2024.	
Academy -- Utilize Academy for programing related to campus climate issues, 2022-2024.		Campo Connect “Equity Lessons” lessons (4-5 sessions) for all students, 2022-2024. Frosh Seminar (5 sessions) to address issues related to student wellness, 2022-2024. Senior Seminars (2 sessions) to address topics related to the post high school transition, 2022-2024.	

STRATEGY

Communication and Articulation: Partner with stakeholders on fostering student connectedness, belonging, and academic engagement. Strengthen communication with stakeholder groups and engage in vertical articulation with partner middle schools and community colleges.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each
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			Source)
School Culture and Student Experience Data -- Analyze and communicate data related to student connectedness, belonging, and positive academic engagement, 2022-2024.	Instructional Council Administration ASB Leadership Classes Leadership Teachers	Analyze data from California Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and CHS Pulse Survey, 2022-2024. Presentation of data from California Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and CHS Pulse Survey to school stakeholders -- Academy sessions, staff meetings, Campo Connect Parent Ed. Meetings, and seasonal athletic meetings, 2022-2024.	Professional Development Funds -- \$50,000, Moraga Education Foundation (MEF) TOSA Release Periods -- \$50,000, LCFF Supplemental
Athletics -- Coordinate with Athletics Department staff to address issues related to student stress, 2022-2024.	Athletic Director Coaches Administration	Review impact of new school day schedule on athletic practices and competitions, Spring and Summer 2022. Work with athletic coaches to adjust practice and game times to minimize overlap with the school day, 2022-2024.	Subject-Level Team Leads -- \$15,000, ELO Canvas & Aeries -- \$35,000, AUHSD
Vertical Articulation -- Partner with middle schools to strengthen alignment of curriculum, Spring 2022-2024	English, Math, World Language, Special Education, and Counseling Departments Administration	Review and refine student placement process for incoming ninth-grade students in World Language and Mathematics, Spring 2022-2024. Review and refine transition IEP process to help ensure a successful transition to high school for Special Education students, 2022-2024. Annual Math and English articulation with partner middle schools, Spring 2022-2024.	Counseling and Wellness -- \$170,000, MEF

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
Jay Chugh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anne Cimperman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Brody Crouch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Diego Davila Gil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Amardeep Dhaliwal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Frugaletti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kaye Jacuzzi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vanessa Knight	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Sliwinski	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Stacy Southern	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Walker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Randall Whitney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	3	2	3