

# The Single Plan for Student Achievement Campolindo High School 2017-2020

District: Acalanes Union High School District  
County-District School (CDS) Code: 07-61630-0731125  
Principal: John Walker  
Date of this revision: May 10, 2017

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:	<a href="mailto:jwalker@acalanes.k12.ca.us">jwalker@acalanes.k12.ca.us</a>

## 2017-2020 Goals

- Campolindo High School will implement curricular, instructional, and support strategies to ensure high-level English language arts performance and college and career readiness for all students. 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 5 percentage points from 2017 to 2020.
- Campolindo High School will implement curricular, instructional, and support strategies to ensure high-level math performance and college and career readiness for all students. 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 2017 to 2020.
- Campolindo High School will implement curricular, instructional, and support strategies to enable students with learning disabilities to successfully access curriculum and attain college and career readiness. Campolindo High School will reduce the percentage of students with disabilities earning one or more D or F semester grades by 10 percentage points from 2017 to 2020.
- Campolindo High School will implement curricular, instructional, and support strategies to increase student connectedness, reduce student stress, and improve student resilience.
  - Campolindo High School will increase “School Connectedness” as measured by the California Healthy Kids Survey by 5 percentage points in the “High” level for Grade 9 and Grade 11 students from 2017 to 2020.
  - Campolindo High School will decrease the percentage of students reporting that they “Often” or “Always” experience stress from schoolwork by 5 percentage points from 2017 to 2020 as measured by the Stanford Survey of Adolescent School Experiences.

The District Governing Board approved the 2017-2020 SPSA on May 17, 2017.

## 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 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:

Campolindo High School will implement curricular, instructional, and support strategies to ensure high-level English language arts performance and college and career readiness for all students.

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 5 percentage points from 2017 to 2020.

#### What data did you use to form this goal?

Student performance on the 2016 Smarter Balanced Assessment in English Language Arts / Literacy.

#### What were the findings from the analysis of this data?

88% of Campolindo students “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2016 Smarter Balanced Assessment.

#### How will the school evaluate the progress of this goal?

Analysis of ELA/Literacy scores from Smarter Balanced Assessments.

#### Where can a budget plan of the proposed expenditures for this goal be found?

Budget information can be found in the AUHSD LCAP, Campolindo Parents Club Budget, and Moraga Education Fund Budget.

**STRATEGY**

**Professional Development and Collaboration:** Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively present lessons and utilize instructional strategies aligned with the new California English Language Arts / Literacy Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Professional development for staff on the new California State Standards for ELA/Literacy and the new Courses of Study for English 1, 2, 3 & 4, 2017-2020	Instructional Coaches Department Chairs Administration Site and District Professional Development Committees	Summer Institute Professional Development for teachers: August, 2017-2020 AUHSD Staff Development Days: 3 days per academic year, 2017-2020 Department Release Day: 1 per year, 2017-2020. Conferences and workshops, 2017-2020 Professional development to include best practices for analyzing data from 2017 SBA, including scores for incoming 9 <sup>th</sup> graders, Fall 2017-2020	Moraga Education Foundation: Professional Development Funds <ul style="list-style-type: none"> <li>• \$1,500 for release days</li> <li>• \$10,000 for conferences</li> </ul> Release Periods <ul style="list-style-type: none"> <li>• \$25,000 – LCFF Supplemental</li> <li>• \$50,000 – LCFF Base</li> <li>• \$25,000 – One time Discretionary (NGSS)</li> </ul>
2) Instructional Coaches to facilitate transition to the new ELA/Literacy standards and new Courses of Study for English 1, 2, 3 & 4, 2017-2020	Instructional Coaches Administration	Coaches to collaborate with teachers on implementation of new standards and new Courses of Study for English 1, 2, 3 & 4. Total of 3 release periods for academic coaching, 2017-2020 Coaches to provide instructional resources to staff, 2017-2020	Release Periods <ul style="list-style-type: none"> <li>• \$25,000 – LCFF Supplemental</li> <li>• \$50,000 – LCFF Base</li> <li>• \$25,000 – One time Discretionary (NGSS)</li> </ul>
3) Utilize collaboration and department meetings to strengthen ELA performance, 2017-2020	Department Chairs Instructional Coaches Administration	Department/Collaboration meetings utilized to <ul style="list-style-type: none"> <li>• Share best practices</li> <li>• Develop common assessments/projects</li> <li>• Establish academic interventions</li> </ul> 2017-2020	

4) Utilize Smarter Balanced Assessment data, Fall 2017-2020	Department Chairs Administration	Department/Collaboration meetings utilized to <ul style="list-style-type: none"> <li>Disaggregate SBAC data by standards and subgroups</li> <li>Analyze SBAC data to better understand areas of strength and growth</li> </ul> Fall 2017-2020	LCFF Supplemental <ul style="list-style-type: none"> <li>Illuminate Database, \$4,500 annually</li> </ul>
---	-------------------------------------	---	---

**STRATEGY**  
**Curriculum and Instruction:** Implement curriculum and utilize instructional strategies 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)
1) Review and revise curriculum and instructional strategies to effectively implement new Courses of Study for English 1, 2, 3 & 4, 2017-2020	Department Chairs Instructional Coaches Administration	Continue alignment of new Courses of Study with new California State ELA/Literacy Standards during department and collaboration meetings, 2017-2020  Review effectiveness of new English courses of study during department and collaboration meetings, Spring 2017-2020	
2) Transition to block schedule with embedded intervention/tutorial period, 2017-2018	Department Chairs Instructional Coaches Administration	Implement new school day schedule, Fall 2017  Utilize extended class periods to provide increased opportunities for in-depth coverage of concepts, formative assessments, and opportunities for guided practice, 2017-2020  Utilize intervention/tutorial period to provide targeted academic assistance in ELA/Literacy, 2017-2020	

<p>3) Expand opportunities for students to engage in interdisciplinary reading and writing curricula, 2017-2020</p>	<p>Department Chairs Instructional Coaches Administration</p>	<p>Career Technical Education Department and the Visual and Performing Arts Department to expand use of academic writing, 2017-2020</p> <p>Science Department and Social Science Department to increase and/or strengthen evidence-based writing assignments, 2017-2020</p>	
<p>4) Continue to advance technology integration to foster successful student access to the curriculum and student engagement, 2017-2020</p>	<p>Administration Site Technology Committee Instructional Coaches</p>	<p>Increase 1:1 program to improve access to curriculum, help with organization, and foster collaboration. (Continue to be mindful that some students do not have access to technology at home.), 2017-2020</p> <p>Finish implementation of 1:1 Bring Your Own Device (BYOD) program for grades 9 and 11, 2017-2019</p> <p>Plan for expanded infusion of educational technology during bi-weekly Technology Committee meetings, 2017-2020</p> <p>Technology training sessions during one Wednesday morning meeting per month, 2017-2020</p> <p>Ensure all students receive clear course expectations and performance feedback through technological means (i.e. School Loop, Google Apps. for Education, Google Classroom), 2017-2020</p>	<p>Campolindo Parents Club</p> <ul style="list-style-type: none"> <li>• Instructional technology, \$20,000</li> </ul>
<p>5) Design and implement formative assessments/projects in English 1 - 4. Assessments/Projects aligned with the new CA standards in ELA/Literacy,</p>	<p>English Department Administration Instructional Coaches</p>	<p>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, 2017-2020</p> <p>Instructional coach to assist in development of common</p>	<p>Release Periods</p> <ul style="list-style-type: none"> <li>• \$25,000 – LCFF Supplemental</li> <li>• \$50,000 – LCFF Base</li> <li>• \$25,000 – One time Discretionary (NGSS)</li> </ul>

2017-2020		assessments/projects aligned with the new state standards, 2017-2020  Continue Illuminate training, 2017-2020	LCFF Supplemental <ul style="list-style-type: none"> <li>• Illuminate Database, \$4,500 annually</li> </ul>
6) Teachers to use CAASPP formative assessments to build skills and familiarize students with the online assessment format, Spring 2018, 2019, 2020	English Department  Instructional Coaches  Administration	Select formative assessments and plan for implementation, January 2018, 2019, 2020  Implement formative assessment for juniors in ELA, Spring 2018, 2019, 2020  Analyze formative assessment data to improve instructional practices, Spring 2018, 2019, 2020	

**STRATEGY**  
**Student Support:** Provide student support services to assist students struggling to attain mastery of the new California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Provide ELA/Literacy support opportunities for students, 2017-2020	Instructional Coaches  Department Chairs  Administration	Utilize intervention/tutorial period to provide targeted academic assistance, 2017-2020  Freshman advisory during tutorial/ academy period to address time management and organization skills, 2017-2020  Improve peer tutoring offerings, interactions, and usage, 2017-2020  Explore strategies for offering peer tutoring during intervention/tutorial period, 2017-2020	

2) Strengthen student guidance with respect to course selection, 2017-2020	Administration  Counseling Department	Strengthen counseling to help students with time management and study habits. Increase use of Campolindo Time Management Tool, January 2017-2020  Utilize intervention/tutorial period for additional counseling sessions regarding academic course selection, 2017-2020	
--	---	--	--

**STRATEGY:**  
**Communication and Articulation:** Partner with stakeholders on implementing the new California ELA/Literacy standards and the new Courses of Study for English 1-4. 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)
1) Vertical articulation with partner middle schools to strengthen alignment of curriculum, Spring 2017-2020	English Department  Counselors  Administration	Vertical articulation meeting with Joaquin Moraga Intermediate School and Stanley Middle School, Spring 2017-2020  Annual Math and English articulation with Joaquin Moraga Intermediate School and Stanley Middle School, Spring 2017-2020	Moraga Education Foundation: Professional Development Funds <ul style="list-style-type: none"> <li>\$1,500 for release days</li> </ul>
2) Parent information meetings about new ELA standards, new English Courses of Study and Smarter Balanced Assessments, 2017-2020	Parents Club  Instructional Coaches  English Department Chair  Administration	Utilize Campolindo Insider Guides to present ELA information, 2017-2020: <ul style="list-style-type: none"> <li>New State Standards</li> <li>New Courses of Study English 1-4</li> <li>CAASPP Information</li> <li>Course Selection</li> </ul> Open House Presentations, February, 2017-2020	

**LEA GOAL:**

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:**

Campolindo High School will implement curricular, instructional, and support strategies to ensure high-level math performance and college and career readiness for all students.

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 2017 to 2020.

<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 2016 Smarter Balanced Assessment in Mathematics.	77% of Campolindo students “Met Standard” or “Exceeded Standard” on the Mathematics section of the 2016 Smarter Balanced Assessment.	Analysis of mathematics scores from Smarter Balanced Assessments.  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> Budget information can be found in the AUHSD LCAP, Campolindo Parents Club Budget, and Moraga Education Fund Budget.



**STRATEGY:**

**Professional Development and Collaboration:** Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively present lessons and utilize instructional strategies aligned with the new California Mathematics Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Professional development for staff on the new California State Standards for Mathematics and new Courses of Study for Algebra 1, Geometry, Algebra 2, Algebra 2 Adv., and Algebra 2 / Pre-Calc (H), 2017-2020	Instructional Coaches  Department Chairs  Administration  Site Professional Development Committee	Summer Institute Professional Development for teachers: August, 2017-2020  AUHSD Staff Development Days: 3 days per academic year, 2017-2020  Department Release Day: 1 per year, 2017-2020  Conferences and workshops, 2017-2020  Professional development to include best practices for analyzing data from 2017 CAASPP, including scores for incoming 9 <sup>th</sup> graders, Fall 2017-2020	Moraga Education Foundation: Professional Development Funds <ul style="list-style-type: none"> <li>• \$1,500 for release days</li> <li>• \$10,000 for conferences</li> </ul> Release Periods <ul style="list-style-type: none"> <li>• \$25,000 – LCFF Supplemental</li> <li>• \$50,000 – LCFF Base</li> <li>• \$25,000 – One time Discretionary (NGSS)</li> </ul>
2) Instructional Coaches to facilitate transition to the new ELA/Literacy standards and new Courses of Study for Algebra 1, Geometry, Algebra 2, Algebra 2 Adv., and Algebra 2 / Pre-Calc (H), 2017-2020	Instructional Coaches  Administration	Coaches to collaborate with teachers on implementation of new standards and new courses of study, 2017-2020  Coaches to provide instructional resources to staff, 2017-2020  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, 2017-2020	Release Periods <ul style="list-style-type: none"> <li>• \$25,000 – LCFF Supplemental</li> <li>• \$50,000 – LCFF Base</li> <li>• \$25,000 – One time Discretionary (NGSS)</li> </ul>

3) Utilize collaboration and department meetings to strengthen mathematics performance, 2017-2020	Department Chairs Instructional Coaches Administration	Department and collaboration meetings utilized to <ul style="list-style-type: none"> <li>● Share best practices</li> <li>● Develop common assessments/projects</li> <li>● Establish academic interventions</li> </ul> 2017-2020	
4) Utilize Smarter Balanced Assessment data, Fall 2017-2020	Department Chairs Administration	Department and collaboration meetings utilized to <ul style="list-style-type: none"> <li>● Disaggregate SBAC data by standards and subgroups</li> <li>● Analyze SBAC data to better understand areas of strength and growth</li> </ul> Fall 2017-2020	LCFF Supplemental <ul style="list-style-type: none"> <li>● Illuminate Database, \$4,500 annually</li> </ul>

**STRATEGY:**  
**Curriculum and Instruction:** Implement curriculum and utilize instructional strategies 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)
1) Review and refine math courses to increase rigorous and accessible math options for all students, 2017-2020	Math Departments Administration Instructional Coaches	Add Math Applications course, Fall 2017  Review effectiveness of new Statistics course (non-AP course added Fall 2016) and Math Applications course, especially with respect to students needing a 3rd/4th year of math. Investigate expansion of new Statistics course, Spring 2017  Implement new Courses of Study for Algebra 2, Algebra 2 Adv., and Algebra 2 / Pre-Cal (H), Fall 2017	LCFF Base Grant <ul style="list-style-type: none"> <li>● \$22,500 per class section</li> </ul>

		<p>Continue alignment of courses and curriculum with new California State Mathematics Standards, 2017-2020</p> <p>Utilize Math Department meetings and collaboration time to share best practices, develop common assessments/projects, and establish classroom interventions, 2017-2020</p>	
2) Transition to block schedule with embedded intervention/tutorial period, 2017-2018	<p>Staff</p> <p>Leadership Roles</p> <ul style="list-style-type: none"> <li>• Dept. Chairs</li> <li>• Inst. Coaches</li> <li>• Administration</li> </ul>	<p>Implement new school day schedule, Fall 2017</p> <p>Utilize extended class periods to provide increased opportunities for in-depth coverage of concepts, formative assessments, and opportunities for guided practice, 2017-2020</p> <p>Utilize intervention/tutorial period to provide targeted academic assistance in mathematics, 2017-2020</p> <p>Review and refine schedule annually, 2018-2020</p>	
3) Expand opportunities for students to engage in interdisciplinary math curricula, 2017-2020	<p>All departments, especially Math, CTE, Science, and PE.</p> <p>Instructional Coaches</p> <p>Administration</p>	<p>Career Tech Education Department to expand use of basic math and measuring lessons followed by measuring and cutting activities, 2017-2020</p> <p>PE to continue to collaborate with computer science to have students electronically analyze mile time data, 2017-2020</p> <p>Science Department to be explicit when using and applying math skills from previous courses. Students will take quantitative measurements, manipulate, and analyze data, 2017-2020</p>	

<p>4) Continue to advance technology integration to foster successful student access to the curriculum and student engagement, 2017-2020</p>	<p>Site and District Technology Committees  Instructional Coaches  Administration</p>	<p>Increase 1:1 program to improve access to curriculum, help with organization, and foster collaboration. (Continue to be mindful that some students do not have access to technology at home.), 2017-2020</p> <p>Finish implementation of 1:1 Bring Your Own Device (BYOD) program for grades 9 and 11, 2017-2019</p> <p>Plan for expanded infusion of educational technology during bi-weekly Technology Committee meetings, 2017-2020</p> <p>Technology training sessions during one Wednesday morning meeting per month, 2017-2020</p> <p>Ensure all students receive clear course expectations and performance feedback through technological means (i.e. School Loop, Google Apps. for Education, Google Classroom), 2017-2020</p>	<p>Campolindo Parents Club</p> <ul style="list-style-type: none"> <li>• Instructional technology, \$20,000</li> </ul>
<p>5) Maintain class size reduction in Algebra A, Algebra B, Algebra 1, and Geometry to increase student-teacher contact and provide additional individual support, 2017-2020</p>	<p>Math Department  Instructional Coaches  Administration</p>	<p>Administration to work with MEF to secure funding for class-size reduction, Spring 2017-2019</p> <p>Master scheduling process to include class size reduction in foundational math courses, Spring 2017-2019</p>	<p>Moraga Education Foundation: Class-size reduction</p> <ul style="list-style-type: none"> <li>• \$22,500 per section</li> </ul>

<p>6) Design and implement formative assessments/projects in Algebra 1, Geometry, and all levels of Algebra 2. Assessments/Projects aligned with the new CA standards in mathematics, 2017-2020</p>	<p>Math Department Instructional Coaches Administration</p>	<p>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, 2017-2020</p> <p>Instructional coach to assist in development of common assessments/projects aligned with the new state standards, 2017-2020</p> <p>Continue Illuminate training, 2017-2020</p>	<p>Release Periods</p> <ul style="list-style-type: none"> <li>• \$25,000 – LCFF Supplemental</li> <li>• \$50,000 – LCFF Base</li> <li>• \$25,000 – One time Discretionary (NGSS)</li> </ul> <p>LCFF Supplemental</p> <ul style="list-style-type: none"> <li>• Illuminate Database, \$4,500 annually</li> </ul>
<p>7) Teachers to use CAASPP formative assessments to build skills and familiarize students with the online assessment format, Spring 2017-2027</p>	<p>Math Department Instructional Coaches Administration</p>	<p>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, 2017-2020</p> <p>Instructional coach to assist in development of common assessments/projects aligned with the new state standards, 2017-2020</p> <p>Continue Illuminate training, 2017-2020</p>	
<p>8) Foster analytical and critical thinking skills associated with the new California Mathematics standards by increasing the percentage of students enrolled in STEM courses, Fall 2017-2020</p>	<p>Math Department and Career Technology Department Administration</p>	<p>Highlight STEM offerings during course registration process, Open House, and partner school visits, Spring 2017-2020</p> <p>Work to increase percentage of female students taking STEM courses, Spring 2017-2020</p>	

**STRATEGY**

**Student Support:** Provide direct student support services to assist students struggling to attain basic mastery of the new California mathematics standards.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
1) Provide and explore new mathematics support opportunities for students, 2017-2020	Math Department Instructional Coaches Administration	<p>Utilize intervention/tutorial period to provide targeted academic assistance, 2017-2020</p> <p>Freshman advisory during intervention/tutorial period to address time management and organization skills, 2017-2020</p> <p>Improve peer tutoring offerings, interactions, and usage, 2017-2020</p> <p>Explore strategies for offering peer tutoring during intervention/tutorial period, 2017-2020</p> <p>Investigate use of video tutorials produced by math department and posted online, 2017-2020</p>	AUHSD General Fund Frosh Seminar stipends, \$1,000 per teacher

2) Strengthen student guidance and parent education with respect to math pathways and course selection, 2017-2020	Counseling Department Math Department Administration Partner middle schools	Strengthen counseling services to minimize unnecessary acceleration and increase student math performance through improved math placement, 2017-2020  Strengthen counseling to help students with time management and study habits. Increase use of Campolindo Time Management Tool, 2017-2020  Review student placement process for incoming 9th grade students in Mathematics, 2017-2018	
---	--	--	--

**STRATEGY:**  
**Communication and Articulation:** Partner with stakeholders on implementing the new California Mathematics standards and the new math courses of study. 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)
1) Vertical articulation with partner middle schools to strengthen alignment of curriculum, Spring 2017-2020	Math Department Administration Counselors Partner middle schools	Annual Math and English articulation with Joaquin Moraga Intermediate School and Stanley Middle School, Spring 2017-2020	Moraga Education Foundation: Professional Development Funds <ul style="list-style-type: none"> <li>• \$1,500 for release days</li> </ul>
2) Increase parent education on mathematics curriculum and pathways, 2017-2020	Math Department Administration	Expand math presentations for parents. Increase parent education and outreach through presentations and Campolindo's Insider's Guides, 2017-2020: <ul style="list-style-type: none"> <li>• New State Standards</li> <li>• New Courses of Study</li> <li>• CAASPP Information</li> </ul>	

		<ul style="list-style-type: none"><li>• Course Selection</li><li>• Math Pathways</li></ul> <p>Open House Presentations, February, 2017-2020</p>	
--	--	---	--



**LEA GOAL:**

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**)

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**)

**SCHOOL GOAL:** Campolindo High School will implement curricular, instructional, and support strategies to enable students with learning disabilities to successfully access curriculum and attain college and career readiness.

Campolindo High School will reduce the percentage of students with disabilities earning one or more D or F semester grades by 10 percentage points from 2017 to 2020.

**What data did you use to form this goal?**

Semester grade distribution data, 2015-2016

**What were the findings from the analysis of this data?**

During the 2015-2016 school year, 50% of Campolindo students with disabilities earned at least one D or F semester grade.

**How will the school evaluate the progress of this goal?**

Semester grade distribution data for students with disabilities, 2017-2020

**Where can a budget plan of the proposed expenditures for this goal be found?**

Budget information can be found in the AUHSD LCAP, Campolindo Parents Club Budget, and Moraga Education Fund Budget.

**STRATEGY**

**Professional Development and Collaboration:** Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively present lessons and utilize instructional strategies to enable students with disabilities to successfully access curriculum and attain college and career readiness.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
1) Special Education Department collaboration, 2017-2020	Department Chairs Instructional Coaches Administration	Utilize Special Education collaboration and department meetings to share best practices, develop common assessments/projects, and establish academic interventions, 2017-2020	
2) Special Education and General Education teacher collaboration, 2017-2020	Special Education Department General Education teachers Administration	<p>Increase frequency of Special Education teachers attending general education department meetings, 2017-2018</p> <p>Expand Special Education teachers and Instructional Assistants assisting in general education classes, the “push-in” model, 2017-2018</p> <p>Continue providing all-staff education about accommodations and modifications, Staff Meetings, 2017-2020</p> <p>Ensure Special Education Department has clear understanding of general education courses, by collaboratively working to review and refine essential standards, course workloads, and performance expectations within subject-level teams, 2017-2020</p>	

3) Instructional Coaches to help Special Education teachers with transition to new English and math state standards and courses of study, 2017-2020	Instructional Coaches Special Education Department Administration	Coaches to collaborate with teachers on implementation of new standards and new Courses of Study: <ul style="list-style-type: none"> <li>English 1, 2, 3 &amp; 4.</li> <li>Algebra 1, Geometry, Algebra 2, Algebra 2 Adv., and Algebra 2 / Pre-Calc (H)</li> <li>Living Earth</li> </ul> Coaches to provide instructional resources to staff, 2017-2020	Release Periods <ul style="list-style-type: none"> <li>\$25,000 – LCFF Supplemental</li> <li>\$50,000 – LCFF Base</li> <li>\$25,000 – One time Discretionary (NGSS)</li> </ul>
4) Disaggregate and analyze Special Education D/F data, 2017-2020	Administration Counseling Department Special Education Department	Disaggregate and analyze longitudinal semester grade data, disaggregated by grade and gender, 2017-2017  Report on data trends and patterns to Instructional Council, Fall 2017-2020	

**STRATEGY:**  
**Curriculum and Instruction:** Implement curriculum and utilize instructional strategies to enable students with learning disabilities are able to successfully access curriculum and attain college and career readiness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Transition to block schedule with embedded intervention/tutorial period, 2017-2018	Department Chairs Instructional Coaches Administration	Implement new school day schedule, Fall 2017  Utilize extended class periods to provide increased opportunities for in-depth coverage of concepts, formative assessments, and opportunities for guided practice, 2017-2020  Utilize intervention/tutorial period to provide targeted academic assistance in all subject areas, 2017-2020	

<p>2) Add new math courses to increase accessible math options for Special Education students, 2017-2018</p>	<p>Math Department Special Education Department Administration.</p>	<p>Add Math Applications course, Fall 2017</p> <p>Review effectiveness of new Statistics course (non-AP course added Fall 2016) especially with respect to students needing a 3rd/4th year of math. Investigate expansion of new Statistics course, 2017-2018</p> <p>Ongoing review of math pathway options, 2017-2020</p>	<p>LCFF Base Grant</p> <ul style="list-style-type: none"> <li>• \$22,500 per class section</li> </ul>
<p>3) Continue NGSS implementation with the creation of new integrated science courses in an effort to increase student engagement and access to college-prep science courses, 2017-2020</p>	<p>Science Department Special Education Department Administration</p>	<p>Continue NGSS implementation with the creation of new integrated science courses in an effort to increase positive student engagement in rigorous curricula. Continue use of release period for certificated site NGSS Coordinator to assist with implementation. New NGSS-aligned courses:</p> <ul style="list-style-type: none"> <li>• NGSS Biology, Living Earth - Fall 2017</li> <li>• NGSS Chemistry - Fall 2018</li> <li>• NGSS Physics - Fall 2019</li> </ul>	<p>Release Periods</p> <ul style="list-style-type: none"> <li>• \$25,000 – LCFF Supplemental</li> <li>• \$50,000 – LCFF Base</li> <li>• \$25,000 – One time Discretionary (NGSS)</li> </ul>
<p>4) Continue to advance technology integration to foster successful student access to the curriculum and student engagement, 2017-2020</p>	<p>Administration Site and District Technology Committees Instructional Coaches</p>	<p>Increase 1:1 program to improve access to curriculum, help with organization, and foster collaboration. (Continue to be mindful that some students do not have access to technology at home.), 2017-2020</p> <p>Finish implementation of 1:1 Bring Your Own Device (BYOD) program for grades 9 and 11, 2017-2019</p> <p>Plan for expanded infusion of educational technology during bi-weekly Technology Committee meetings, 2017-2020</p> <p>Technology training sessions during one Wednesday morning meeting per month, 2017-2020</p> <p>Ensure students receive clear course expectations and performance feedback through technology (i.e. School Loop,</p>	<p>Campolindo Parents Club</p> <ul style="list-style-type: none"> <li>• Instructional technology, \$20,000</li> </ul>

		Google Apps. for Education, Google Classroom), 2017-2020	
--	--	--	--

**STRATEGY:**  
**Student Support:** Provide direct student support services to enable students with learning disabilities to successfully access curriculum and attain college and career readiness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Increase Special Education student use of academic interventions, 2017-2020	Special Education Department  Administration	Utilize intervention/tutorial period to provide targeted intervention for students working below standard, 2017-2020  Improve peer tutoring for Learning Skills classes and intervention/tutorial period, 2017-2018  Refine and potentially expand remedial reading class to engage low-level Special Education readers with appropriate high-interest books, 2017-2018	
2) Improve utilization of Special Education testing center, 2017-2020	Special Education Department  Instructional Assistants  Administration.	Refine Testing Center: Spring 2017  Ongoing review and refinement of Testing Center: 2017-2020  Meet and collaborate with Special Education teachers to establish core expectations, discuss IA responsibilities, and establish procedures for storage of exams, 2017-2018  Special Education department will present procedures to staff and will periodically evaluate testing center success, Fall 2017-2020	

3) Strengthen Special Education student use of the College and Career Center for IEP transition planning, 2017-2020	College and Career Center Coordinator  Special Education Department  Counseling Department  Administration	College and Career Center Advisor to inform students and families about wide breadth of post-secondary options. Increase awareness of the wide variety of post-secondary options. College information presentations, 2017-2020  Community College transition planning meetings with students and parents, 2017-2020  Career Fair for sophomores to be done in conjunction with Career Project in English 2, 2017-2020	
---	--	---	--

**STRATEGY:**  
**Communication and Articulation:** Partner with stakeholders and strengthen vertical articulation with partner middle schools to enable students with learning disabilities to successfully access curriculum and attain college and career readiness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Increase communication, coordination, and articulation with partner middle schools, 2017-2020	Special Education Department  Counseling Department  Partner middle schools  Administration	Articulation with partner middle schools to increase incoming freshman high school readiness, Spring meetings, 2017-2020	Moraga Education Foundation: Professional Development Funds <ul style="list-style-type: none"> <li>• \$1,500 for release days</li> </ul>
2) Increase parent education and outreach, 2017-2020	Special Education Department  Counseling Department  Administration	Education and outreach to address issues related to Special Education. Utilize presentations and Campolindo's Insider's Guides, 2017-2020	

**LEA GOAL:**

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:** Campolindo High School will implement curricular, instructional, and support strategies to increase student connectedness, reduce student stress, and improve student resilience.

Campolindo High School will increase “School Connectedness” as measured by the California Healthy Kids Survey by 5 percentage points in the “High” level for Grade 9 and Grade 11 students from 2017 to 2020.

Campolindo High School will decrease the percentage of students reporting that they “Often” or “Always” experience stress from schoolwork by 5 percentage points from 2017 to 2020 as measured by the Stanford Survey of Adolescent School Experiences.

**What data did you use to form this goal?**

California Healthy Kids Survey, 2015

Stanford Survey of Adolescent School Experiences, 2015

**What were the findings from the analysis of this data?**

On the 2015 California Healthy Kids Survey, 61% of ninth-grade students and 58% of eleventh-grade students scored in the “High” range on the School Connectedness scale.

On the 2015 Stanford Survey of Adolescent School Experiences, 83% of CHS students reported that they “Often” or “Always” experience stress from schoolwork.

**How will the school evaluate the progress of this goal?**

Analysis of the Stanford Survey of Adolescent School Experiences and the California Healthy Kids Survey

**Where can a budget plan of the proposed expenditures for this goal be found?**

Budget information can be found in the AUHSD LCAP, Campolindo Parents Club Budget, and Moraga Education Fund Budget.

**STRATEGY**

**Professional Development and Collaboration:** Implement professional development and collaboration opportunities to strengthen the staff’s ability to effectively guide and help students to reduce stress and establish strong connections within the school community.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Utilize department and staff meetings to analyze data related to student wellness, 2017-2020	Department Chairs  Administration	Review data from 2017 Stanford Survey of Adolescent School Experiences, Fall 2017. Repeat analysis after 2019 administration of Stanford Survey of Adolescent School Experiences, Fall 2019  Review data from 2017 California Healthy Kids Survey, Spring 2018. Repeat analysis after 2019 California Healthy Kids Survey, Spring 2020.	
2) Professional development for staff on how to appropriately utilize new intervention/tutorial periods for Response to Intervention, 2017-2020	Instructional Coaches  Department Chairs  Site and District Professional Development Committees  Administration	Summer Institute Professional Development for teachers: August, 2017-2020  AUHSD Staff Development Days: 3 days per academic year, 2017-2020  Department Release Days: 1 per year, 2017-2020  Conferences and workshops, 2017-2020  Coaches to collaborate with teachers on implementation of RTI strategies for the intervention/tutorial periods 2017-2020  Coaches to provide instructional resources to staff, 2017-2020	Moraga Education Foundation: Professional Development Funds <ul style="list-style-type: none"><li>● \$1,500 for release days</li><li>● \$10,000 for conferences</li></ul> Release Periods <ul style="list-style-type: none"><li>● \$25,000 – LCFE Supplemental</li><li>● \$50,000 – LCFE Base</li><li>● \$25,000 – One time Discretionary (NGSS)</li></ul>



3) Utilize collaboration and department meetings to calibrate curriculum and course expectations. workloads, 2017-2020	Instructional Coaches Department Chairs Administration	Subject-level teams collaboratively work to review and refine essential standards, course workloads, and performance expectations within subject-level teams, Department/Collaboration Meetings, 2017-2020	
--	--	--	--

**STRATEGY:**  
**Curriculum and Instruction:** Implement curriculum and utilize instructional strategies to increase student connectedness, reduce student stress and improve student resilience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Ongoing refinement of course offerings to enable students to have a rigorous, engaging, accessible, and balanced course schedule, 2018-2020	Instructional Council Administration	<p>Add semester Human and Social Development course to address social, emotional and physical health issues, including stress and over scheduling, Fall 2017</p> <p>Add accessible semester courses to pair with Human and Social Development, Fall 2017:</p> <ul style="list-style-type: none"> <li>● Yoga</li> <li>● World Art</li> <li>● Psychology</li> <li>● Intro to Computer Programing</li> </ul> <p>Continue NGSS implementation with the creation of new integrated science courses in an effort to increase positive student engagement in rigorous curricula. Continue use of release period for certificated site NGSS Coordinator to assist with implementation. New NGSS-aligned courses:</p> <ul style="list-style-type: none"> <li>● NGSS Biology, Living Earth - Fall 2017</li> <li>● NGSS Chemistry - Fall 2018</li> <li>● NGSS Physics - Fall 2019</li> </ul>	<p>LCFF Base Grant</p> <ul style="list-style-type: none"> <li>● \$22,500 per class section</li> </ul>

		<p>Add Math Applications course, Fall 2017</p> <p>Review effectiveness of new Statistics course (non-AP course added Fall 2016) especially with respect to students needing a 3rd/4th year of math. Investigate expansion of new Statistics course, 2017-2018</p> <p>Review course offerings annually, 2017-2020</p>	
3) Utilize Campolindo Time Management Tool, 2017-2018	<p>Counseling Department</p> <p>Instructional Council</p> <p>Administration</p>	<p>Ongoing review and refinement of homework estimations on Campolindo Time Management Tool: January, 2017-2020</p> <p>Increase use of Campolindo Time Management Tool during course selection process: January, 2017-2020</p>	
4) Continue to advance technology integration to foster successful student access to the curriculum and student engagement, 2017-2020	<p>Administration</p> <p>Site and District Technology Committees</p> <p>Instructional Coaches</p>	<p>Increase 1:1 program to improve access to curriculum, help with organization, and foster collaboration. (Continue to be mindful that some students do not have access to technology at home.), 2017-2020</p> <p>Finish implementation of 1:1 Bring Your Own Device (BYOD) program for grades 9 and 11, 2017-2019</p> <p>Plan for expanded infusion of educational technology during bi-weekly Technology Committee meetings, 2017-2020</p> <p>Technology training sessions during one Wednesday morning meeting per month, 2017-2020</p> <p>Ensure all students receive clear course expectations</p>	<p>Campolindo Parents Club</p> <ul style="list-style-type: none"> <li>• Instructional technology, \$20,000</li> </ul> <p>Release Periods</p> <ul style="list-style-type: none"> <li>• \$25,000 – LCFF Supplemental</li> <li>• \$50,000 – LCFF Base</li> <li>• \$25,000 – One time Discretionary (NGSS)</li> </ul>

		and performance feedback through technological means (i.e. School Loop, Google Apps. for Education, Google Classroom), 2017-2020	
--	--	--	--

**STRATEGY:**  
**Student Support:** Implement policies and student support initiatives to increase student connectedness, reduce student stress, and improve student resilience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Implement and monitor the effectiveness of a new school day schedule	Instructional Council Administration School Site Council	<p>Implement, review, and refine new block schedule with embedded intervention/tutorial periods and longer passing periods, 2017-2020</p> <p>Explore institution of a “Hot Week” schedule to limit projects, tests, and other assignments during certain weeks, 2017-2018</p> <p>Utilize new intervention/tutorial period for academic extracurricular enrichment programs such as Academic Decathlon, Mock Trial, and Model UN, 2017-2020</p> <p>Utilize new intervention/tutorial period for co-curricular groups such as Yearbook, Journalism, and music ensembles, 2017-2020</p>	

4) Implement mindfulness techniques in existing classes, 2017-2020	Instructional Coaches Department Chairs Administration	Utilize collaboration and department meetings to share best practices for reducing student stress and building connectedness, 2017-2020	
3) Utilize Intervention Specialist and explore development of a Wellness Center to continue support of students struggling with academic stress and anxiety, 2017-2020	Counseling Department Administration	<p>Intervention Specialist utilization, 2017-2020:</p> <ul style="list-style-type: none"> <li>● Expand support services to have an Intervention Specialist on campus everyday</li> <li>● Present available services at fall staff meeting</li> <li>● Present available services at fall Campolindo Insider’s Guide</li> <li>● Students referred to Intervention Specialist by teachers, counselors, and administrators</li> </ul> <p>Continued involvement with the AUHSD Wellness Center Initiative, 2017-2020</p>	<p>Moraga Education Foundation</p> <ul style="list-style-type: none"> <li>● Intervention Specialist, \$47,500</li> </ul>
4) Refine and improve homework practices, 2017-2020	Instructional Council Counseling Department Administration	<p>Ongoing review and refinement of homework, 2017-2020</p> <p>Standardize homework workloads and expectations across common classes to better help students plan and prepare schedules, 2017-2018</p> <p>Examine the purpose, relevance, and value of homework assigned over vacations. Potentially revise homework expectations for vacations, 2017-2018</p>	
5) Refine and utilize Campolindo Time Management Tool, 2017-2020	Counseling Department Administration	<p>Review and adjust structure of the Time Management Tool, Fall 2017</p> <p>Utilize Time Management Tool during course selection process to help schedule courses, homework, and extra/co-curricular activities, 2017-2020</p>	

6) Expand role of College and Career Center, 2017-2020	College and Career Center Advisor  Counseling Department  Administration	College and Career Center Advisor to better inform students and families about wide breadth of post-secondary options. Increase awareness of the wide variety of post-secondary options to reduce stress. College information presentations, 2017-2020  Community College transition planning meetings with students and parents, 2017-2020  Career Fair for sophomores to be done in conjunction with Career Project in English 2, 2017-2020	
7) Partner with Challenge Success to assist all stakeholders in reducing unhealthy academic stress, 2015-2017	Challenge Success Team, comprised of staff, students, and parents  Administration	Utilize staff meeting time for presentations and strategy planning, Fall 2017  Present information about academic stress and student connectedness at “Campolindo Insider’s Guide” parent meeting, November 2017-2020	No cost
8) Maintain strong extra-curricular and co-curricular programs: visual and performing arts, academic clubs, special interest clubs, community service opportunities, and athletics, 2017-2020	Staff  Leadership Program  Administration	Annual Club Day, October 2017-2020  Publicize clubs at Freshmen Orientation, via website, Reading Period, Open House and Cougar Day, Fall 2017-2020	Campolindo 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>
9) Reduce traditional suspensions by utilizing “in-school” suspensions whenever possible and appropriate.	Administration	Ongoing use of in-school suspensions, 2017-2020  Monitor completion of work by students on suspension, track progress School Loop, suspension data, 2017-2020	

<p>10) Utilize intervention/tutorial period to address issues related to academic stress and student wellness.</p>	<p>Frosh Seminar Teachers Counseling Department, School Psychologists Administration Leadership Program</p>	<p>Implement Frosh Seminar during intervention/tutorial period to address issues related to student wellness, 2017-2020</p> <p>Run Senior Seminars during intervention/tutorial period on topics related to the post high school transition, 2017-2020</p> <p>Utilize Leadership students during intervention/tutorial period for peer-to-peer education on issues related to connectedness and stress, 2017-2020</p>	<p>AUHSD General Fund</p> <ul style="list-style-type: none"> <li>Frosh Seminar stipends, \$1,000 per teacher</li> </ul>
--	---	---	---

**STRATEGY:**  
**Communication and Articulation:** Better understand levels of student connectedness and levels of student stress to increase student connectedness, reduce student stress, and improve student resilience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1) Analysis and communication of data related to student wellness, 2017-2020.</p>	<p>Administration</p>	<p>Analysis and presentation of data from California Healthy Kids Survey Data and Stanford Survey of Adolescent School Experiences during staff meetings, Fall 2017-2020</p> <p>Presentation of California Healthy Kids data and Stanford Survey of Adolescent School Experiences data during “Campolindo Insider’s Guide” parent meetings, Fall 2017-2020</p>	

2) Staff-Student Connectedness Activity	Administration  Department Chairs	Utilize November staff meetings to identify students lacking positive connections with at least one adult on campus. Staff to authentically complete student connectedness activity, November 2017-2020  Communicate data related to the connectedness activity to staff so they can build the necessary relationships, Fall 2017-2020	
3) Improve community outreach to raise awareness of issues related to student stress.	Athletic Director  Administration  Counseling Department,  Athletic Coaches	Increase parent education and outreach through presentations and Campolindo's Insider's Guides, 2017-2020  Work with athletic coaches to adjust practice and game times to minimize overlap with the school day and decrease number of students who have to miss class time for sports, 2017-2018  Work with athletic coaches to increase athlete follow through and accountability when it comes to makeup work. Ongoing review and refinement of outreach, 2017-2020	
2) Vertical articulation with partner middle schools to strengthen alignment of curriculum, Spring 2017-2020	Math Department  Administration  Counselors  Partner middle schools	Review and refine student placement process for incoming ninth-grade students in World Language and Mathematics, Spring 2017-2020  Annual Math and English articulation with Joaquin Moraga Intermediate School and Stanley Middle School, Spring 2017-2020	Moraga Education Foundation: Professional Development Funds <ul style="list-style-type: none"><li>• \$1,500 for release days</li></ul>

## 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 implement curricular, instructional, and support strategies to ensure high-level English language arts performance and college and career readiness for all students. 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 5 percentage points from 2017 to 2020.

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 (1) 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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus</li> <li>• Districtwide optional professional development days (3) for teachers to develop instructional strategies for the new school day schedule.</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</li> </ul>	August 2017 – June 2018	Certificated Salaries	\$150,000	LCFF Base Grant
	June 2017 – August 2017	Certificated Salaries	\$150,000	LCFF Base Grant
	August 2017	Attendee compensation, facilitator preparation time, presenter fees, supplies	\$75,000 \$28,000	Title II Educator Effectiveness Grant
	October 2017 – June 2018	Participant compensation (after school hours), substitutes for peer observations	\$20,000	LCFF Base Grant



<p>based learning, design challenge activities and use of instructional technology to enhance student learning. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus.</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> </ul>	August 2017 – June 2018	Conference registration, travel and hotel costs	\$40,000	Mandated Cost Reimbursement, LCFF Base Grant
<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 2017 – June 2018	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> <li>• English Instructional summer camp held for teams of English teachers to examine instructional practices, alignment to Common Core as related to reading and writing strategies as well as course development for new English courses of study.</li> </ul>	June 2017	Attendee compensation (summer institute rate)	\$10,000	Educator Effectiveness Grant
<ul style="list-style-type: none"> <li>• Induction program for new teachers.</li> </ul>	August 2017 – June 2018	Coordinator, mentor and County cost	\$32,000	Title II
<ul style="list-style-type: none"> <li>• Response to Intervention training and support</li> </ul>	June 2017 – June 2018	Conference & travel cost	\$50,000	LCFF Supplemental
<ul style="list-style-type: none"> <li>• Instructional coaches (3 release periods per site for instructional coach, RTI, academy support, and tech integration)</li> </ul>	August 2017 – June 2018	Release periods (12)	\$300,000	LCFF Supplemental & Base Grant
<ul style="list-style-type: none"> <li>• NGSS coaching</li> </ul>	August 2017 – June 2018	Release periods (4)	\$100,000	One time discretionary
<p>Curriculum Development</p> <ul style="list-style-type: none"> <li>• Pull-out days to support implementation of English 1, 2, 3, 3(H) and 4 new Courses of Study aligned to the California State standards.</li> </ul>	2017-2018	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>	August 2017 – June 2018	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 2017 – June 2018	Salary	\$40,000	Measure A & G
<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 standards.</li> </ul>	August 2017 – June 2018	Cost of new, additional books	\$20,000	Inst. Materials
<ul style="list-style-type: none"> <li>Instructional materials focusing on the works of nonfiction are purchased for the English courses.</li> </ul>	July 2017 – Ongoing	Cost of books	\$20,000	Instructional Materials
<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 2017 – June 2018	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<p>Data analysis</p> <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 2017 – June 2018	Software annual cost	\$35,000	LCFF Supplemental
<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 2017	None	NA	NA
<ul style="list-style-type: none"> <li>Associate Superintendent of Educational Services</li> </ul>	August 2017 –	Substitute cost when release days are utilized	\$1000	LCFF Base Grant

meets with ELA department chairs to coordinate districtwide efforts in common assessment development and data analysis.	June 2018			
---	-----------	--	--	--



<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> </ul>	August 2017 – June 2018	Conference registration, travel and hotel costs	\$40,000	Mandated Cost Reimbursement, LCFF Base Grant
<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 2017 – June 2018	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> <li>• Math Instructional summer camp held for teams of Math teachers to examine instructional practices, alignment to Common Core. Target courses: Algebra 2, Algebra 2 Adv., Algebra 2/PreCalc.</li> </ul>	June 2017	Attendee compensation (summer institute rate)	\$10,000	Educator Effectiveness Grant
<ul style="list-style-type: none"> <li>• Induction program for new teachers.</li> </ul>	August 2017 – June 2018	Coordinator, mentor and County cost	\$32,000	Title II
<ul style="list-style-type: none"> <li>• Response to Intervention training and support</li> </ul>	June 2017 – June 2018	Conference & travel cost	\$50,000	LCFF Supplemental
<ul style="list-style-type: none"> <li>• Instructional coaches (3 release periods per site for instructional coach, RTI, academy support, and tech integration)</li> </ul>	August 2017 – June 2018	Release periods (12)	\$300,000	LCFF Supplemental & Base Grant LCFF Base Grant
<p>Curriculum Development</p> <ul style="list-style-type: none"> <li>• Pull-out days to support implementation of Algebra 2, Algebra 2 Adv., Algebra 2/PreCalc new Courses of Study aligned to the California State standards.</li> </ul>	December 2017 – June 2018	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>	August 2017 – June 2018	Substitute cost for the attendees	\$3,000	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 2017 – June 2018	Salary	\$40,000	Measure G & A

<p>Instructional Strategies</p> <ul style="list-style-type: none"> <li>Release days for teachers to collaborate on best practices for instruction, assessment and grading with new school day schedule and longer instructional block</li> </ul>	<p>August 2017 – June 2018</p>	<p>Substitute cost for the attendees</p>	<p>\$3,000</p>	<p>LCFF Base Grant</p>
<p>Data analysis</p> <ul style="list-style-type: none"> <li>Performance data related to districtwide common 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>	<p>August 2017 – June 2018</p>	<p>Software annual cost</p>	<p>\$35,000</p>	<p>LCFF Supplemental</p>
	<p>October 2017</p>	<p>None</p>	<p>NA</p>	<p>NA</p>
	<p>August 2017 - Ongoing</p>	<p>None</p>	<p>NA</p>	<p>NA</p>

**School Goal # 3** Campolindo High School will implement curricular, instructional, and support strategies to enable students with learning disabilities to successfully access curriculum and attain college and career readiness. Campolindo High School will reduce the percentage of students with disabilities earning one or more D or F semester grades by 10 percentage points from 2017 to 2020.

<p><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></p>	<p><b>Start Date</b> <b>Completion Date</b></p>	<p><b>Proposed Expenditures</b></p>	<p><b>Estimated Cost (Annual)</b></p>	<p><b>Funding Source (itemize for each source)</b></p>
<p>Professional Development</p> <ul style="list-style-type: none"> <li>Districtwide Professional Development days (1) offer selection of workshops focusing on the California Standards and, shifts in instructional strategies and practices, research related to the science of learning</li> </ul>	<p>August 2017 – June 2018</p>	<p>Certificated Salaries</p>	<p>\$150,000</p>	<p>LCFF Base Grant</p>

<p>and curricular development. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus</p> <ul style="list-style-type: none"> <li>• Districtwide optional professional development days (3) for teachers to develop instructional strategies for the new school day schedule.</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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus.</li> <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>• Instructional summer camp held for teams of English and Math teachers to examine instructional practices, alignment to Common Core as related to reading and writing strategies as well as course development for new English courses of study.</li> </ul>	<p>June 2017 – August 2017</p> <p>August 2017</p> <p>October 2017 – June 2018</p> <p>August 2017 – June 2018</p> <p>August 2017 – June 2018</p> <p>June 2017</p>	<p>Certificated Salaries</p> <p>Attendee compensation, facilitator preparation time, presenter fees, supplies</p> <p>Participant compensation (after school hours), substitutes for peer observations</p> <p>Conference registration, travel and hotel costs</p> <p>Substitute cost for the attendees</p> <p>Attendee compensation (summer institute rate)</p>	<p>\$150,000</p> <p>\$75,000 \$28,000</p> <p>\$20,000</p> <p>\$40,000</p> <p>\$3,000</p> <p>\$20,000</p>	<p>LCFF Base Grant</p> <p>Title II Educator Effectiveness Grant</p> <p>LCFF Base Grant</p> <p>Mandated Cost Reimbursement, LCFF Base Grant</p> <p>LCFF Base Grant</p> <p>Educator Effectiveness Grant</p>
--	--	--	--	---

<ul style="list-style-type: none"> <li>• Induction program for new teachers.</li> </ul>	August 2017 – June 2018	Coordinator, mentor and County cost	\$32,000	Title II
<ul style="list-style-type: none"> <li>• Response to Intervention training and support</li> </ul>	June 2017 – June 2018	Conference & travel cost	\$50,000	LCFF Supplemental
<ul style="list-style-type: none"> <li>• Instructional coaches (3 release periods per site for instructional coach, RTI, academy support, and tech integration)</li> </ul>	August 2017 – June 2018	Release periods (12)	\$300,000	LCFF Supplemental & Base Grant
<ul style="list-style-type: none"> <li>• NGSS coaching</li> </ul>	August 2017 – June 2018	Release periods (4)	\$100,000	One time discretionary
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 2017 – June 2018	Software annual cost	\$35,000	LCFF Supplemental
<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 2017	None	NA	NA
<ul style="list-style-type: none"> <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 2017 – June 2018	None	NA	NA



**School Goal # 4** Campolindo High School will implement curricular, instructional, and support strategies to increase student connectedness, reduce student stress, and improve student resilience.

- Campolindo High School will increase “School Connectedness” as measured by the California Healthy Kids Survey by 5 percentage points in the “High” level for Grade 9 and Grade 11 students from 2017 to 2020.
- Campolindo High School will decrease the percentage of students reporting that they “Often” or Always” experience stress from schoolwork by 5 percentage points from 2017 to 2020 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 Revision and Implementation</li> </ul>	Ongoing	None	NA	NA
<ul style="list-style-type: none"> <li>• Coordinated Districtwide implementation of programs to address student academic stress and mental health as informed by the Challenge Success survey data</li> </ul>	2017-2018	Review of Challenge Success Survey data and engagement with local network of “challenge success” effort	\$3000	LCFF Base Grant
<ul style="list-style-type: none"> <li>• Districtwide Professional Development day included a variety of workshop sessions focusing on classroom strategies to minimize student stress and improve student engagement.</li> </ul>	2017-2018	Certificated Salaries, facilitator preparation time, presenter fees	\$140,000	LCFF Base Grant
<ul style="list-style-type: none"> <li>• Review and implement a robust support for mental health and mental health program for Special Education students.</li> </ul>	2017-2018	Mental Health Services	\$20,000	Special Education
<ul style="list-style-type: none"> <li>• District Student Leadership Student Retreat/Conference to exchange strategies and ideas to enhance inclusiveness and student connections.</li> </ul>	Ongoing	Conference cost, transportation	\$10,000	LCFF Base
<ul style="list-style-type: none"> <li>• Implementation of Wellness Centers</li> </ul>	2017-2018	District Social Worker  Wellness Facilities Clerical/reception support	\$120,000  \$50,000 \$60,000	LCFF Supplemental Developer Fees LCFF Base Grant
<ul style="list-style-type: none"> <li>• Districtwide Student Equity Summits and student leadership development in equity</li> </ul>	2017-2018	Student meetings/conferences	\$30,000	LCFF Supplemental
<ul style="list-style-type: none"> <li>• Districtwide staff development related to equity issues</li> </ul>	2017-2018	Substitutes, conferences, travel	\$45,000	LCFF Supplemental

Centralized services do not include administrative costs.

**Form D: School Advisory Council Membership**

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

<b>Names of Members</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other School Staff</b>	<b>Parent or Community Member</b>	<b>Secondary Student</b>
Leah Bahramipour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Spencer Giglio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evelyn Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Renata Sos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carol Spiering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shari Simon					
Jennifer Frugaletti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jay Chugh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jaylene Watson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Findlay	<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"/>
Numbers of members in each category	1	2	2	3	2