SARC

OUR
MESSAGE

OUR
SCHOOL

OUR
TEACHERS

Branham
High School

2014-15
School Accountability Report Card

Published in 2015-16

David Putney
Principal
dputney@cuhsd.org

1570 Branham Lane
San Jose, CA 95118

Grades: 9-12
Phone: (408) 626-3407
www.branham.cuhsd.org

CDS Code: 43-69401-4330866

Para español, visita:
www.cuhsd.org

Campbell Union HSD

SARC

Principal's Message

Our school offers a rigorous curriculum aligned to the California state standards and prepares students for common assessments Smarter Balanced Assessment Consortium (SBAC). Branham teachers collaborate with content area teachers across the district to develop common assessments and align their curriculum to the Common Core State Standards (CCSS). All college prep courses are submitted for A-G approval by the University of California. College-bound students are offered the opportunity to take College Board Advanced Placement (AP) classes that meet high school as well as college requirements if they pass the AP exam. Students interested in school-to-work opportunities are offered Career Technical Education (CTE) classes at the Silicon Valley Career Technical Education Center (SVCTE) every afternoon.

During the 2013-14 school year, Branham High School began the transition to offering an English language development (ELD) program. This planning will result in the implementation of an ELD program beginning in the 2014-15 school year. The program will consist of ELD Writing, English Workshop and Integrated Daily Math courses for students qualifying for ELD services. Students who speak limited English are linguistically assessed using the California English Language Development Test (CELDT) to determine appropriate placement in the ELD program. Additionally, the faculty provides support services to our English learners (ELs) and Redesignated Fluent English Proficient (RFEP) students.

Branham High School diligently meets state and local school board requirements as highlighted in the district's Local Education Agency (LEA) plan. This strategic plan, updated in 2011, contains an extensive framework for the implementation of instructional programs that meet the needs of all students in each subject area. Specific goals include the transition to the CCSS, closing the opportunity gap, creating a college-going culture and working collaboratively. Many of these same strategies have been included in the Branham's Western Association of Schools and Colleges (WASC) Action Plan, stemming from an expressed desire of the Branham community to create a higher standard for student performance and achievement.

Improving academic rigor has been a collaborative effort between the site and the school district. Teachers have developed pacing guides and common assessments for each subject area. Teachers and administrators have worked together to monitor and analyze student performance data. Throughout this process, high-impact instructional practices have been implemented campuswide in an effort to level the playing field and improve learning for all students. The goal is to provide meaningful learning experiences and increase student achievement in all curricular areas, particularly in English language arts (ELA), math, science and social science.

School Safety

All Campbell Union High School District, schools have comprehensive safety plans that are updated and approved by the district's board of trustees and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster and incident procedures for the range of contingencies for which today's schools must prepare in order to ensure the safety of students and staff. School classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. In addition, security officers are present on campus daily, and our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times under a revised incident command system structure. With the help of police and emergency services departments, we run yearly drills with students and staff to practice preparedness, interagency communication and rapid response. School safety plan updates are approved by the board in March of each year and are reviewed with the staff annually.

School Safety Committees consist of staff, students and community stakeholders, and they have the responsibility for approving the plan. School administrators and faculty members are responsible for implementing the safety plan and ensuring a safe school environment. Teachers are trained in emergency procedures in case of fire, earthquake, lockdown/barricade and shelter-in-place situations. Drills and training are conducted throughout the school year. Crisis intervention and risk-assessment training is provided to key administration to support staff and students in time of crisis and emotional support for aftercare.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2015.

Branham Mantra

During the WASC accreditation process in the spring of 2010, students, parents and staff agreed to work on a vision statement that would be easy to remember and capture the essence of Branham's schoolwide goals. One Branham student submitted a brilliant essay during the WASC Self-Study process that proposed students could strive to Learn to Achieve, which has become a mantra for Branham's educational community.

"Learn to Achieve" means that the entire staff is focused on helping students learn to achieve. It also means that when students focus on learning, they are able to achieve. Branham has embraced this mantra and begun the work set in motion by the WASC Study Teams to find ways to:

1. Create a college-going culture that helps ninth-grade students make a smooth transition from middle school to high school and prepares them for the rigor of college beyond high school,
2. Implement successful support structures such as Advisory for all students,
3. Adopt formative assessments and standards-based grading,
4. Share best teaching practices with the entire faculty, and
5. Explore issues of equity and find ways to help all students succeed.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

Branham High School is a learning community that sets high expectations for all students and uses data to monitor and improve instruction to ensure student learning and achievement of academic standards and expected schoolwide learning results.

Branham High School

Branham's mission statement, mantra and Expected Schoolwide Learning Results are the driving forces behind all the hard work that takes place on campus and are aligned with the district values and beliefs and focus areas. Branham's goal is to continually improve our school's program to better prepare all students for success after high school.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

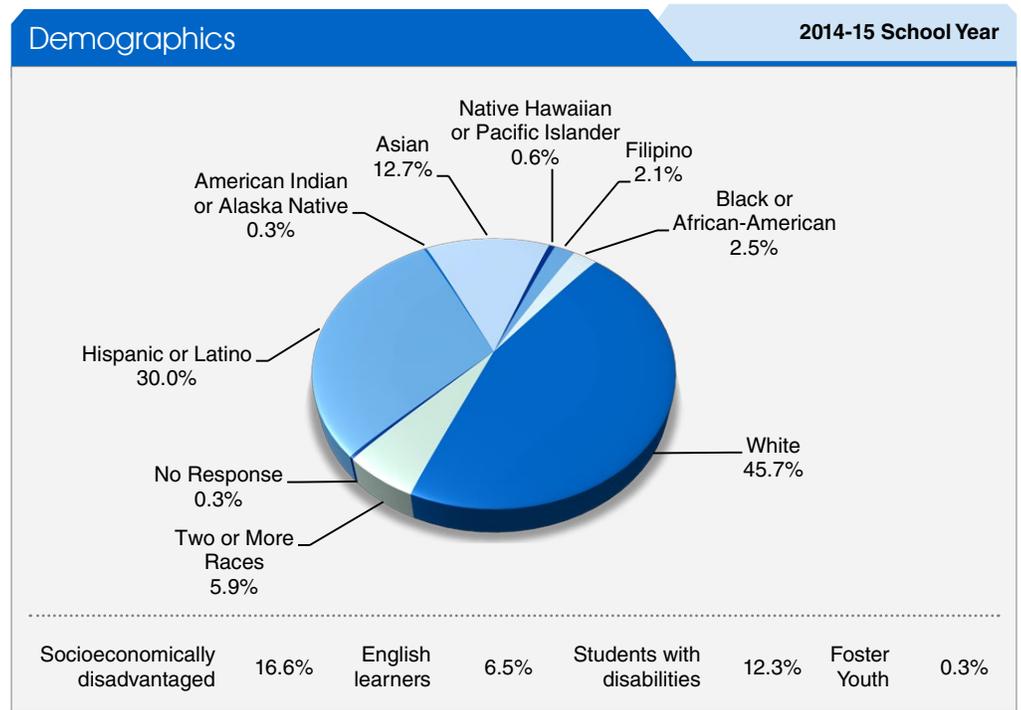| Grade	Enrollment
9	403
10	369
11	347
12	349
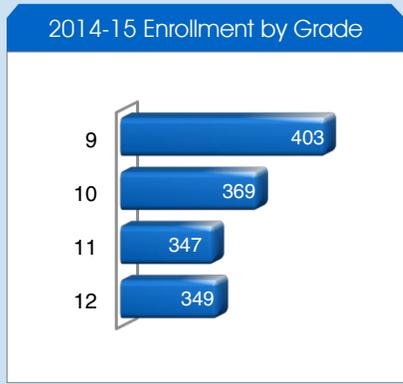
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Branham HS			
	12-13	13-14	14-15
Suspension rates	5.1%	4.7%	3.5%
Expulsion rates	0.0%	1.0%	0.6%

Campbell Union HSD			
	12-13	13-14	14-15
Suspension rates	4.9%	6.2%	5.2%
Expulsion rates	0.1%	0.6%	0.4%

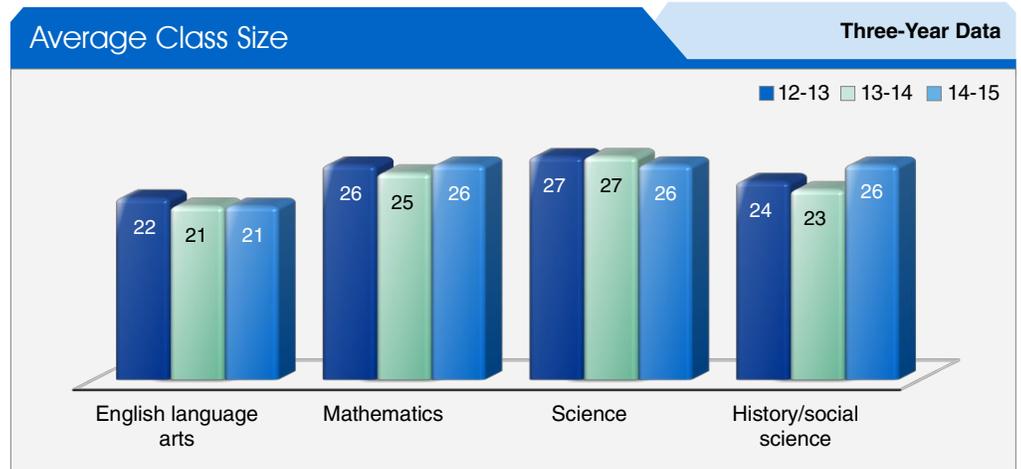| California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 1,468 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2014-15 School Year

- Asian 12.7%
- Native Hawaiian or Pacific Islander 0.6%
- Filipino 2.1%
- American Indian or Alaska Native 0.3%
- Black or African-American 2.5%
- Hispanic or Latino 30.0%
- White 45.7%
- No Response 0.3%
- Two or More Races 5.9%

Group	Percentage	Group	Percentage	Group	Percentage	Group	Percentage
Socioeconomically disadvantaged	16.6%	English learners	6.5%	Students with disabilities	12.3%	Foster Youth	0.3%

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size — Three-Year Data

Legend: ■ 12-13 ☐ 13-14 ■ 14-15

Subject	12-13	13-14	14-15
English language arts	22	21	21
Mathematics	26	25	26
Science	27	27	26
History/social science	24	23	26

Number of Classrooms by Size — Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	27	25	19	26	34	11	32	31	14
Mathematics	14	18	18	15	22	19	14	22	22
Science	7	20	14	7	27	12	11	25	16
History/social science	15	19	13	16	16	12	10	15	16

Branham Expected Schoolwide Learning Results

1. **Self-Directed Learner**
   - Student is able to follow simple and complex directions.
   - Student is able to recognize problems and challenges and seek help.
   - Student uses technology when appropriate.
   - Student displays academic integrity and honesty, avoiding plagiarism.
   - Student actively participates in his/her learning and is a self-starter.
   - Student is able to manage time and resources, meeting deadlines.

2. **Complex Thinker**
   - Student is able to integrate information from various sources and make cross-curricular links.
   - Student interprets data and graphs to obtain information.
   - Student follows logical thought process and applies knowledge to new situations.
   - Student is able to organize information and make categories/hierarchies.
   - Student is able to work in a team, understanding multiple points of view.
   - Student understands cause and effect.

3. **Effective Communicator**
   - Student can express self clearly in a variety of modes (written, oral, artistic, physical, musical, use of technology, etc.).
   - Student uses different forms of language for different purposes/audiences.
   - Student is able to collaborate, share results and present them effectively in public.
   - Student listens and communicates with a variety of people in a positive manner.

4. **Community Contributor**
   - Student demonstrates an understanding of the importance of individual contribution to community and a democracy.
   - Student effectively interacts with and contributes positively to his/her surroundings as well and the global community.
   - Student understands and respects diversity.
   - Student is aware of the physical environment and contributes to its care.
   - Student volunteers time and effort to the community.

5. **Healthy Individual**
   - Student achieves and maintains physical and emotional well-being.
   - Student learns and develops an age-appropriate and ethical behavior.
   - Student understands the negative effects of substance abuse and avoids drugs, alcohol, and tobacco.
   - Student recognizes unhealthy situations and seeks help.
   - Student is aware of the contribution of exercise, nutrition, and social skills to the physical and emotional well-being.

Parental Involvement

Active parent involvement is encouraged at Branham High School. Opportunities for involvement include the Home and School Club, Sports Boosters, Music Boosters, Cheer Boosters, School Site Council and English Learners Advisory Committee (ELAC). Parents may volunteer in the College & Career Center, the library and the Student Service Center. Parents get involved in other ways such as judging senior projects, coordinating special events, and sponsoring events such as Grad Night. Parent involvement has been an important factor in helping students at Branham succeed academically and socially.

Branham hosts its monthly Parent Information Night on the second Thursday of every month. At 6 p.m., Cheer Boosters, Grad Night Parents and the ELAC meet, followed by the administration report at 7 p.m. Other parents arrive at 7 p.m. for the administration report and stay for either the Music Booster or Athletic Booster meetings that begin at 7:30 p.m. These nights are designed to help parents walk away with an understanding of what is happening at Branham High School.

In addition to these opportunities for direct involvement, Branham uses a variety of communication links to help keep parents informed and involved, including Back-to-School Night, Eighth Grade Information Night, College Information Nights, Advanced Placement Information Night, Honor Roll Invitations and Senior Award Ceremonies. Branham posts information for parents and students on its website as well as on School Loop, a Web-based program that allows staff, students, parents and teachers to communicate with one another. Parents can communicate directly with their student's teachers through School Loop, email or phone. Homework assignments and progress grades are posted regularly on School Loop by the faculty at Branham. For more information please contact Meghan Shim, president of the Home and School Club, at mk_shim1@hotmail.com.

Career Technical Education Programs

Students may enroll in career technical education classes at the Silicon Valley Career Technical Education Center (SVCTE). SVCTE classes are held in the afternoon at the center for students in the district who have an interest in learning more about vocational courses such as Computer Graphics, Police and Fire, Culinary Arts, Air Conditioning, Office and Medical Assistance, and Auto Mechanics. Students are able to earn up to 15 credits toward graduation as well as certificates of completion when they have completed the requirements of coursework. Many of these courses also meet the University of California's A-G requirements as college preparatory classes. Students are able to use this preparation to enter the workforce or college after high school.

At Branham, students may take courses such as journalism, graphic design (yearbook) and digital photography, where students learn specific writing, design and computer-based skills that prepare them for careers they might pursue beyond high school.

In the fall of 2012, Branham was one of three CUHSD schools to adopt an Engineering Pathway featuring Project Lead the Way's curriculum to our course offerings. This year, Branham has enrolled 60 students in Introduction to Engineering Design and 60 students in Principles of Engineering.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Branham HS	
2014-15 Participation	
Number of pupils participating in CTE	183
Percentage of pupils who completed a CTE program and earned a high school diploma	85%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 9	
Four of six standards	16.9%
Five of six standards	21.8%
Six of six standards	47.5%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	Branham HS	Campbell Union HSD	California
			2014-15 School Year
Met overall AYP	Yes	No	Yes
Met participation rate:			
English language arts	Yes	No	Yes
Mathematics	Yes	No	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	✱	✱	Yes
Met graduation rate	Yes	Yes	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	Branham HS	Campbell Union HSD
		2015-16 School Year
Program Improvement status	Not Title I	Not Title I
First year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Title I schools currently in Program Improvement		0
Percentage of Title I schools currently in Program Improvement		0.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

✱ Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

✧ Not applicable. The school and district are not in Program Improvement.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels									Three-Year Data
	Branham HS			Campbell Union HSD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	67%	63%	77%	60%	65%	69%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	69%
All students at the school	77%
Male	79%
Female	75%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	93%
Filipino	❖
Hispanic or Latino	58%
Native Hawaiian or Pacific Islander	❖
White	79%
Two or more races	100%
Socioeconomically disadvantaged	60%
English learners	28%
Students with disabilities	43%
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Branham HS	Campbell Union HSD	California
English language arts/literacy	74%	68%	44%
Mathematics	49%	44%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level							2014-15 School Year

English Language Arts: Grade 11 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	321	306	95.3%	8%	17%	29%	45%
Male		157	48.9%	11%	22%	29%	36%
Female		149	46.4%	4%	11%	29%	55%
Black or African-American		6	1.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		29	9.0%	0%	10%	17%	72%
Filipino		9	2.8%	❖	❖	❖	❖
Hispanic or Latino		101	31.5%	12%	25%	34%	28%
Native Hawaiian or Pacific Islander		2	0.6%	❖	❖	❖	❖
White		133	41.4%	4%	14%	26%	54%
Two or more races		26	8.1%	15%	4%	27%	54%
Socioeconomically disadvantaged		58	18.1%	12%	22%	33%	33%
English learners		13	4.0%	38%	31%	31%	0%
Students with disabilities		26	8.1%	27%	35%	27%	8%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 11 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	321	303	94.4%	22%	27%	30%	19%
Male		154	48.0%	31%	23%	25%	18%
Female		149	46.4%	13%	30%	34%	20%
Black or African-American		6	1.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		29	9.0%	7%	21%	38%	34%
Filipino		9	2.8%	❖	❖	❖	❖
Hispanic or Latino		99	30.8%	34%	39%	18%	5%
Native Hawaiian or Pacific Islander		2	0.6%	❖	❖	❖	❖
White		132	41.1%	19%	17%	38%	23%
Two or more races		26	8.1%	12%	19%	27%	42%
Socioeconomically disadvantaged		57	17.8%	33%	33%	25%	5%
English learners		12	3.7%	50%	50%	0%	0%
Students with disabilities		25	7.8%	80%	12%	4%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   **Level 2** = Standard nearly met   **Level 3** = Standard met   **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels	English Language Arts			Mathematics			Three-Year Data
	12-13	13-14	14-15	12-13	13-14	14-15	
Branham HS	76%	69%	76%	76%	73%	73%	
Campbell Union HSD	66%	52%	55%	68%	54%	54%	
California	57%	56%	58%	60%	62%	59%	

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. ⋆

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level	English Language Arts			Mathematics			2014-15 School Year
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	
All students in the district	30%	21%	49%	31%	33%	36%	
All students at the school	24%	20%	56%	27%	36%	37%	
Male	30%	25%	45%	22%	36%	42%	
Female	18%	14%	68%	32%	36%	32%	
Black or African-American	❖	❖	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖	
Asian	2%	12%	86%	5%	14%	81%	
Filipino	❖	❖	❖	❖	❖	❖	
Hispanic or Latino	41%	23%	36%	48%	38%	14%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖	
White	21%	19%	59%	22%	35%	43%	
Two or more races	17%	13%	70%	16%	56%	28%	
Socioeconomically disadvantaged	40%	28%	33%	43%	50%	7%	
English learners	88%	6%	6%	58%	42%	0%	
Students with disabilities	83%	11%	6%	78%	17%	6%	
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖	
Foster youth	◈	◈	◈	◈	◈	◈	

⋆ Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit http://data1.cde.ca.gov/dataquest.

UC/CSU Admission	
Branham HS	
2013-14 and 2014-15 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2013-14	96.12%
Percentage of graduates who completed all courses required for UC/CSU admission in 2012-13	54.33%

Professional Development

After years of careful research and planning, in response to a national emphasis on smaller learning communities, Branham introduced the advisory period in the fall of 2011. The concept of advisory was developed in response to the belief that student achievement is greatly impacted by a positive school climate. The goals of the advisory period are manifold: to develop stronger relationships between students and staff, to provide better academic support, to enrich the academic curriculum, to prepare students for college and careers, and to develop a school culture that reflects the values of the learning community.

A cohort of teachers interested in creating curriculum for advisory met over the summer and across the fall to design classroom activities for advisory teachers by grade level. Each grade level has tailored curriculum to meet the needs of their students. Lower grade levels are focused on building essential skills such as goal setting and study habits. Higher grade levels are focused on applying for college and life beyond high school. The advisory period is also used for student activities such as academic rallies and for presentations delivered by our guidance counselors and deans.

In the fall of 2011, Branham changed its bell schedule to include early release Wednesdays so teachers could collaborate on a weekly basis. Each month, teachers meet to develop curriculum for Advisory, work in Study Teams on key areas such as assessment and best instructional practices, and collaborate in content areas and course-alike teams within their own departments. Four times a year, at the end of each grading period, CUHSD's instructional calendar provides two minimum days so the faculty can engage in professional development and finalize their students' grades. These collaboration and professional development days are devoted to helping teachers improve their instructional practice and make progress on schoolwide goals.

CUHSD hosts professional development days throughout the year for their entire staff, including administrators who manage school sites and instructional aides who support classroom teachers in special education classes. The district provides coaches for new teachers through the Beginning Teacher Support and Assessment (BTSA) process during their first two years of teaching. BTSA coaches host trainings and professional development sessions throughout the year on topics such as standards-based grading and assessment, high-impact instructional strategies, and the effective use of technology. Many of these sessions are open to veterans as well as new teachers. In addition, CUHSD offers training sessions led by teacher trainers from the Santa Clara County Office of Education and the New Teacher Center of Santa Cruz.

Branham has a schoolwide professional development plan that focuses on teachers' classroom instruction and complements training sessions provided by CUHSD. Lead teachers facilitate curriculum development for Advisory and train the staff on how to build common assessments in Data Director. Department chairs play a critical role in actualizing Branham's schoolwide goals and leading the faculty through protocols to help teachers improve their instructional practices. In response to the WASC visiting teams recommendations in the spring of 2010, the leadership team asked each teacher to join a Study Team and focus on five essential goals: Advisory, Assessment, Equity, Instructional Practices and building a college-going culture at Branham High School.

Each of the district's six high schools participates in an accreditation process with the WASC. The WASC process takes more than a year to complete and involves an in-depth self-study of all aspects of the school, including the instructional program, school climate and parent communication. Branham High School completed a thorough WASC visit in 2010 and received a six-year accreditation with a midterm visit, which is one of the highest ratings a school can earn from WASC. During the 2015-16 school year, Branham staff is completing the WASC self-study with a full visit in March 2016.

In addition, the staff has participated in districtwide trainings in Advancement Via Individual Determination (AVID), CCSS, Next Generation Science Standards (NGSS) and Quality Teaching for English Learners (QTEL). These strategies are being encouraged to be used schoolwide. Instructional Rounds are being used throughout the school and district to increase the focus on depth of knowledge, student engagement and rigor.

Professional Development Days	Three-Year Data		
	2013-14	**2014-15**	**2015-16**
Branham HS	2 days	2 days	2 days

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

"Improving academic rigor has been a collaborative effort between the site and the school district."

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements			Graduating Class of 2014
Group	**Branham HS**	**Campbell Union HSD**	**California**
All students	86.69%	86.27%	84.60%
Black or African-American	76.92%	83.02%	76.00%
American Indian or Alaska Native	❖	50.00%	78.07%
Asian	78.26%	87.80%	92.62%
Filipino	100.00%	102.38%	96.49%
Hispanic or Latino	84.29%	78.67%	81.28%
Native Hawaiian or Pacific Islander	❖	100.00%	83.58%
White	88.82%	90.14%	89.93%
Two or more races	93.33%	91.56%	82.80%
Socioeconomically disadvantaged	84.44%	83.12%	81.36%
English learners	43.75%	46.21%	50.76%
Students with disabilities	53.19%	66.50%	61.28%
Foster youth	◈	◈	◈

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			**Dropout Rate**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Branham HS	88.85%	91.82%	88.81%	4.20%	4.20%	5.80%
Campbell Union HSD	87.83%	91.42%	89.06%	6.70%	4.60%	7.00%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2014-15 School Year	
Percentage of total enrollment enrolled in AP courses	1.00%
Number of AP courses offered at the school	30
Number of AP Courses by Subject	
Computer science	0
English	10
Fine and performing arts	0
Foreign language	2
Mathematics	7
Science	4
Social science	7

"Branham High School diligently meets state and local school board requirements."

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The most recent resolution on the sufficiency of instructional materials was held at the board meeting on October 1, 2015.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	**Textbook**	**Adopted**
English language arts	*Holt Literature & Language Arts*: 3rd Course, 4th Course, 5th Course and 6th Course, Holt	2003
English language arts	*Writing Analytically with Readings by Rosenwasser*, Cengage Learning	2011
English language arts	*Reading Our World*, ITP	2010
English language arts	*Perrine's Literature: Structure, Sound, and Sense*; 10th Edition; Thomson	2009
English language arts	*Perrine's Literature: Structure, Sound, and Sense*; Ninth Edition; Thomson	2006
Mathematics	*Algebra 1*, McDougal	2004
Mathematics	*Geometry*, McDougal Littell	2007
Mathematics	*Algebra 2*, McDougal Littell	2007
Mathematics	*Precalculus*, Key Curriculum Press	2011
Mathematics	*Calculus Early Transcendentals*, Wiley	2005
Mathematics	*The Practice of Statistics*, Freeman	2008
Science	*Exploring Earth Science*, Prentice Hall	2010
Science	*Biology*, Pearson/Prentice Hall	2007
Science	*Chemistry*, Addison	2000
Science	*Chemistry: The Central Science*, Prentice Hall	2003
Science	*Conceptual Physics*, Prentice Hall	2002
Science	*Physics: Principles and Problems*, Merrill	2005
History/social science	*Modern World History*, McDougal	2014
History/social science	*The American Pageant*, Houghton Mifflin	2006
History/social science	*Magruder's American Government*, Pearson	2013
History/social science	*Government by the People*, Prentice Hall	2001
History/social science	*Economics: Principles in Action*, Prentice Hall	2013
Foreign Language	*Bien dit!* Levels 1, 2 and 3; Holt McDougal	2013
Foreign Language	*Allons au-delà! La langue et les cultures du monde*, Prentice Hall	2012
Foreign Language	*AP French: Preparing for the Language and Culture Exam*, Prentice Hall	2012
Foreign Language	*Ni Hao: Chinese Language Course*, Introductory Level; ChinaSoft	2011
Foreign Language	*Integrated Chinese*, Level 1; Cheng & Tsui	2009
Foreign Language	*¡Avancemos!* 1, 2, 3 and 4; Houghton Mifflin	2013
Foreign Language	*¡Buen viaje!* Level 3, Glencoe	2000
Foreign Language	*Galería de arte y vida*, Glencoe	2004
Foreign Language	*Abriendo paso: Lectura*, Prentice Hall	2001
Foreign Language	*Abriendo paso: Gramatica*, Prentice Hall	2001
Foreign Language	*Nuevas vistas: Curso Uno*, Holt	2006
Foreign Language	*Nuevas vistas: Curso de Intro*, Holt	2006
Visual and Performing Arts	*The Stage and the School*, McGraw-Hill	1999

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of the inspection, no deficiencies were found.

School Facility Good Repair Status			2015-16 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			6/30/2015
Date of the most recent completion of the inspection form			6/30/2015

School Facilities

Branham High School was first opened in 1967 as a new school in the Campbell Union High School District (CUHSD). As a result of declining enrollment, the school was closed in 1991. During Branham's closure, CUHSD leased the property to a local private high school during much of this period. As enrollment began to grow again, the district formed a school committee in the fall of 1996 to plan the reopening of Branham High School. Since its reopening in the fall of 1999, Branham has grown to be a full comprehensive, WASC-accredited high school with an enrollment of more than 1,400.

All CUHSD campuses are safe, clean and well-lighted facilities. Built in the mid-1960s to late 1960s, these buildings have been evaluated by architects and engineers to be more solidly built and sturdier than new construction. Wisely designed, they have stood the test of time, and learning spaces have remained adaptable to new demands on the educational system. Even specialty learning areas such as science and fine arts have been found to equal the best new designs of today, and require only refurbishment to remain vital. This refurbishment is the focus of modernization projects and of successful 1999 and 2004 bond measures, which include some new buildings and new athletic fields and tracks at each school site. These projects include new floors, electrical wiring, lighting, heating, furniture, audiovisual and performance and demonstration facilities, specialized learning areas and more are in the process of turning our campuses into schools for 21st century. Sports facilities, restrooms and cafeteria facilities have been regularly updated.

District network infrastructure consists of 1 Gbps connections from the campuses to the Internet. Campus buildings each connect directly to the campus network core over fiber optic cabling. Classrooms are wired with Cat 5e/6 cables to the building's network closet. Campus classrooms and multiuse areas are fully covered with Wi-Fi.

All areas of all CUHSD campuses are regularly evaluated for trip-fall, environmental and other safety hazards; a state-of-the-art campuswide and districtwide fire, emergency and communication systems are in place; and campuses are cleaned and maintained by custodial staff, whose work is regularly evaluated by both school and district supervisors.

Types of Services Funded

The types of services funded include the range of student services necessary to a comprehensive high school, such as teachers, guidance and administrative personnel, aides and other classified personnel, textbooks, instructional equipment, academic support and intervention programs, as well as sports, activities and other enrichment programs. Additional guidance support for at-risk teens is provided through grants and site fund. These services include EMQ and Almaden Valley Counseling Service for social-emotional intervention and counseling, Advent Group Ministries for drug and alcohol referrals and support, California Youth Outreach (CYO) provides services to support gang intervention and counseling.

"Branham's goal is to continually improve our school's program to better prepare all students for success after high school."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Campbell Union HSD	Branham HS		Three-Year Data
Teachers	15-16	13-14	14-15	15-16
With full credential	357	64	65	68
Without full credential	2	1	2	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Branham HS		Three-Year Data
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Branham HS	98.88%	1.12%
All schools in district	96.16%	3.84%
High-poverty schools in district	82.14%	17.86%
Low-poverty schools in district	96.44%	3.56%

"Active parent involvement is encouraged at Branham High School."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	2.0
Average number of students per academic counselor	780
Support Staff	FTE
Social/behavioral or career development counselors	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	2.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Campbell Union HSD	Similar Sized District
Beginning teacher salary	$43,138	$44,363
Midrange teacher salary	$72,509	$71,768
Highest teacher salary	$91,559	$92,368
Average high school principal salary	$125,780	$133,673
Superintendent salary	$222,180	$210,998
Teacher salaries: percentage of budget	33%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Branham HS	$5,472	$74,180
Campbell Union HSD	$2,176	$74,117
California	$5,348	$72,971
School and district: percentage difference	+151.5%	+0.1%
School and California: percentage difference	+2.3%	+1.7%
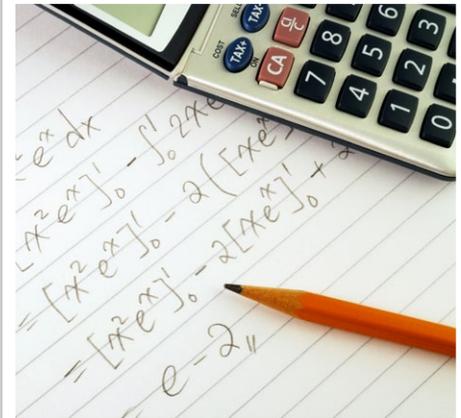
School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	$6,904
Expenditures per pupil from restricted sources	$1,433
Expenditures per pupil from unrestricted sources	$5,472
Annual average teacher salary	$74,180

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.