

The Single Plan for Student Achievement

School: Branham High School
CDS Code:
District: Branham High School, CUHSD
Principal: Cheryl Lawton
Revision Date: May 8, 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:

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The District Governing Board approved this revision of the SPSA on May 18, 2017.

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School Vision and Mission

Branham High School's Vision and Mission Statements

Mission: Branham provides an inclusive, nurturing environment that enables students to build the confidence necessary to take risks. We mentor students as they master a relevant, rigorous curriculum that empowers them to achieve their maximum potential as successful and productive citizens.

Vision: The Branham community is healthy, engaged and innovative. We work together to explore issues and solve problems to positively impact the world in which we live. Learn to Achieve!

WASC Goals (2016 - 2022):

#1: Close the access and opportunity gap for all students.

#2: Provide students with a 21st century education (communication, creativity, collaboration, and critical thinking) that prepares them for success beyond high school.

#3: Define school's vision and mission to support professional culture to ensure school-wide learning outcomes.

School Profile

Branham High School Campbell Union High School District
1570 Branham Lane San Jose, CA 95118

CEEB Code: 053-082

Telephone: (408) 626-3407 Fax: (408) 267-2676

Accredited by the Western Association of Schools and Colleges

SCHOOL YEAR: Branham is a four-year public comprehensive senior high school located in the Santa Clara Valley, approximately 50 miles south of San Francisco. Branham High School enjoys the richness of serving in a culturally diverse community, which is reflected in our student population. The school re-opened in September 1999 with 450 ninth graders and 150 tenth graders. Since the school's reopening, Branham has grown to a full comprehensive program with an enrollment of just over 1600 students in grades 9th – 12th. Branham is currently the second largest school in Campbell Union High School District but is projected to grow in upwards of 1900 students by 2023. As a result, construction funded from a recent bond will add at least ten additional classrooms.

Branham received the California Distinguished School Award in spring of 2007 and is fully WASC accredited through 2022. The staff includes seventy-six teachers, one principal, one vice principal in charge of curriculum and guidance, two assistant principals in charge of attendance, discipline and testing, three counselors, one activities director in charge of student activities and facilities and one athletic director who oversees athletics. Class sizes average 32 students per academic class with teachers limited to 160 students.

The academic school year is 180 days. The school year is divided into two 18-week semesters. Six- and twelve-week progress reports as well as semester grades are mailed home to parents.

CUHSD GRADUATION REQUIREMENTS: 220 Units as follows:

Subject	Units	Subject	Units
English.....	40	Physical Education.....	20
Math (incl Int. Math 1).....	20	Fine Arts or Applied Arts.....	10
Science		Foreign Language or Fine Arts.....	10
Physical.....	10	Applied Arts or World Language.....	10
Biological.....	10	Elective Courses.....	60
History/Social Science.....	30		

CURRICULUM: Branham High School offers a wide breadth of curriculum choices in a standards-based academic environment. This comprehensive high school offers programs designed to prepare students for college and educational opportunities beyond high school. The curriculum includes college prep courses, vocational and technology programs, applied arts and fine arts electives, and a variety of programs for students with special needs. Advanced Placement courses are offered in English Language and Composition as well as English Literature, World History, U.S. History and American Government, Biology, Chemistry, Physics and Environmental

Science as well as Calculus AB, Calculus BC, Statistics, Computer Science, Spanish Language, and Spanish Literature. Additionally, Branham High School offers an Engineering pathway through Project Lead the Way as well as a ROTC program. Courses such as public speaking, theater, yearbook publication and a media journalism class that publishes a school newspaper provide students with opportunities to extend their learning beyond the traditional academic classes.

UNITS OF CREDIT: Five (5) units of credit are granted for each course per semester.

LENGTH OF CLASS PERIOD: Branham has three block periods a day that meet for 100 minutes each period, for a total of 6 classes on alternating days. Branham also offers a "0" period that meets daily for 50 minutes and a 7th period after school that meets four days a week for 65 minutes. In addition to the regular class periods Branham also has an embedded tutorial period that meets 3 days a week, as well as an Advisory period one day a week. Tutorial provides an opportunity for students to seek extra help in their classes, and Advisory allows a time to focus on soft skills such as time management, career/college exploration, and general life skills.

GRADING: A (Excellent); B (Above Average); C (Average); D (Below Average); F (Failing); I (Incomplete) or P (Pass). The lowest college recommended grade is a C. Official grades are issued at the end of each semester.

ACADEMIC GRADE POINT AVERAGE: The academic grade point average is based on all semester courses taken for credit except P. E. and Military Science. All grades are computed on a four- point scale except for Advanced Placement courses which are computed on a five-point scale. Class rank is based on the weighted academic GPA for grades 9th – 12th as well as grades 10th – 12th.

TRANSCRIPT INTERPRETATION: Courses designated with a (p) meet University of California and California State University "a-g" admissions requirements. Advanced Placement courses earning an additional grade point are designated by a (+) on the transcript.

SAT COMPARISONS: (Tests administered in the 2015-2016 school year)

BRANHAM – Mean Score	STATE – Mean Score	
Critical Reading and Writing	589	532
Mathematics	575	528

HONORS AND ADVANCED PLACEMENT OFFERINGS:

English 1 Honors	AP Biology	AP Calculus AB & BC
English 2 Honors	Chemistry Honors	AP Statistics
AP English Language & Comp	AP Chemistry	AP Computer Science
AP English Literature & Comp	Physics Honors	AP World History
AP Spanish Language	AP Physics 1 & 2	AP US History
AP Spanish Literature	AP Environmental Science	AP US Government

ETHNIC/RACIAL COMPOSITION: The student body is currently 27% Latino, 13% Asian, 1% Pacific Islander, 2% Filipino, 3% African-American, and 50% Caucasian, and 5% two or more races. Families at Branham speak a variety of languages including English, Spanish, Vietnamese, Mandarin, Cantonese, Russian, Serbo-Croatian, and 20 others languages.

COLLEGE ATTENDANCE HISTORY: In 2016, 92% of Branham's graduating class enrolled in a college or university the fall of 2016. 43% of graduates are attending a four-year college or university, while 49% of graduates are beginning their college career at a community college.

ACTIVITIES: Branham High School offers wide variety of co- and extra-curricular activities on campus include many successful interscholastic athletic programs, student government, special interest and service clubs, music, drama, and dance performance programs.

ADMINISTRATIVE STAFF 2016-2017:

Cheryl Lawton, Principal	Loan Hong, Counselor
Justin Ponzio, Vice Principal	Danielle Morrella, Counselor
Rick Hayashi, Assistant Principal	Joyce Davis, Counselor
Lisa Martin, Assistant Principal	Shari Scott-Sawyer, Director of Activities
Landon Jacobs, Director of Athletics	

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Two surveys were administered to Branham students during the 2016-17 school year. In November, 2016 a total of 986 Branham students, representing approximately 2/3 of the students from each grade level, took the 'Project Cornerstone Developmental Assets Survey'. Students were proportionally represented by gender and ethnicity. Results in each category were within 1-4 percentage points between males and females except in the area of 'safety' (58% of males reported feeling 'safe' among their peers, while only 35% of females expressed feeling 'safe'). We will need to drill down more in this area to determine the reason for the disparity.

With regards to 'external assets', scores in most categories dropped by 15-20 percentage points between 9th and 12th grade (9th => 12th). Overall scores were [relatively] high in only a few areas, but still dropped significantly between 9th and 12th: family support (78% => 62%), positive peer influence (92% => 73%), and constructive use of time at home (76% => 71%). Overall low scores were: caring neighborhood (45% => 21%), positive family communication (47% => 24%), parent involvement in schooling (42% => 14%), community values youth (27% => 12%), caring school climate (38% => 28%), and adult role models (44% => 25%). These low scores are of particular concern, as they attest to the importance of our school providing stronger resources and outreach to both our students (so that they feel valued and supported), and to our families and community (so that they also know how to provide effective support).

With regards to 'internal assets', percentage changes were not as dramatic between 9th and 12th grade (9th => 12th), and in some cases actually increased. Overall scores were highest in: achievement/learning motivation (86% => 82%), bonding to school (84% => 63%), honesty (82% => 79%), integrity (77% => 85%), responsibility (80% => 76%), equality and social justice (73% => 77%). On the low side were: reading for pleasure (24% => 15%), positive restraint (65% => 29%), personal power (43% => 34%), and self-esteem (39% => 30%). Results from this component of the survey indicate that students feel they have strong character, but along the same lines as with the external assets, they don't feel valued.

The 'Healthy Kids Survey' was given in December, 2016 to 9th grade students only- 87% of the students actually completed the survey. As with the assets survey, students were proportionally represented by gender and ethnicity. Results from this survey indicate better scores in: school connectedness (65%), school perceived as safe (72%) and overall use of drugs/alcohol (<5%); lows were in: meaningful participation (13%). Other areas of concern [over the past 12 months], however were: experienced harassment or bullying (25%), had mean lies or rumors spread about you (25%), been afraid of being beaten up (9%), experienced sadness or hopelessness (26%), considered suicide (12%). Students felt that adult expectations were high (high/moderate = 93%), and caring adults at school were also reasonable high (high/moderate = 89%).

Feedback from the Healthy Kids Survey regarding caring adults is as follows (true/very true, a little/not at all true):

At my school there is a teacher or some other adult...

- who really cares about me (60%, 40%)
- who notices when I am not there (54%, 46%)
- who listens to me when I have something to say (73%, 27%)
- who believes that I will be a success (74%, 26%)

Of focus for our staff are the questions from both surveys related to 'caring adults', and these are areas on which our staff feels a strong need to place our energies. Strengthening our Advisory and AVID programs, as well as improving our parent involvement are major goals for 2017-18.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Opportunities for Instructional Rounds and other types of class observations were provided during the school year, but on a limited basis. Teachers indicate that they would like to have more opportunities to observe other classrooms and learn from each other. This is an area for focus in 2017-18 and funds will be allocated to provide for substitutes so that more teachers can participate. A Master Schedule design that creates common prep periods for course-alike subjects will also allow teachers to observe classes in pairs/groups and have meaningful conversations without having to arrange a substitute or stay after school to debrief.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP and CELDT scores, as well as grades and a-g achievement rates have been used at various times throughout the year to plan appropriate curriculum and opportunities for additional support/enrichment. Moving forward into 2017-18, there will be an increased focus on improving a-g achievement rates as well as school-wide academic success in rigorous courses.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Most departments have created common summative assessments for each unit and/or at the end of the semester. This work is continuing into the future. Opportunities for professional development around data analysis and intervention has been requested by staff and will be provided.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Most teachers have a single-subject clear credential in the subject they are teaching. Four of our teachers (just over 5%) are still enrolled in credential programs and are working as interns on campus.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are provided opportunities for professional development weekly for one hour, monthly through district activities and QTEL trainings, and as needed through the school site. A 'Best Practices' Focus Team, as well as an 'Equity' Team have provided professional development to enhance instruction.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Monthly time has been set aside for teachers to develop new curriculum, particularly in the areas of English, math, and science. All three subjects are going through the adoption process for new materials that better address Common Core.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

See #4 above.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As a result of an 'early release' schedule on Wednesdays, teachers have at least two opportunities each month to meet with course-alike and/or department members.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned to content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Every student takes at least one English course each year, and ideally one math course each year for four years. [Graduation requirements only require 2 years of math, but we encourage students to take more. Most students are now completing at least three years of math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

n/a

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are provided for all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Access to standards-aligned core courses is provided for all student groups.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Branham offers SDAIE academic courses in math, science, and social science for our transitioning English Learners, as well as focused English and workshop classes for students new to the country or who speak little to no English.

14. Research-based educational practices to raise student achievement

90% of English and Social Science teachers have had extended QTEL training, and several teachers from other disciplines have participated in an introductory workshop. Many Branham teachers are already well-versed in instructional methods that address different learning styles and learning needs.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Staffing allocations are provided from the district for credit recovery in English and Social Science, as well as math support. With the removal of Earth Science and implementation of NGSS integrated science, we are looking into adding an additional science support class in 2017-18 to support the students in 'Living Earth'.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

One of the main barriers to achieving our goals at Branham over the past few years has been the turn-over of administration and school-wide leadership, making it difficult to keep a focus on any specific mission. Moving forward into 2017-18, the administrative team in conjunction with department chairs, teachers and support staff have a clear picture of where they want to go and plans to get there.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	321	337	306	324	301	316	95.3	93.2
All Grades	321	337	306	324	301	316	95.3	93.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2649.0	2672.3	45	50	29	34	17	11	8	4
All Grades	N/A	N/A	45	50	29	34	17	11	8	4

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	47	50	41	43	12	7
All Grades	47	50	41	43	12	7

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	55	61	36	31	9	7
All Grades	55	61	36	31	9	7

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	26	35	63	59	11	5
All Grades	26	35	63	59	11	5

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	55	57	39	38	6	5
All Grades	55	57	39	38	6	5

Conclusions based on this data:

1. Our students continue to do well on the ELA portion of the CAASPP. This is possibly due to the focus on literacy strategies in all subjects.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	321	337	303	324	296	317	94.4	95.6
All Grades	321	337	303	324	296	317	94.4	95.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2620.5	2632.5	19	29	30	24	27	21	22	25
All Grades	N/A	N/A	19	29	30	24	27	21	22	25

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	27	40	44	29	29	31
All Grades	27	40	44	29	29	31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	27	37	56	43	17	20
All Grades	27	37	56	43	17	20

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	36	62	44	16	20
All Grades	22	36	62	44	16	20

Conclusions based on this data:

1. Although the overall percentage of students who met or exceeded standards increased slightly between 2015 and 2016, the percent below or who did not meet standard increased.
2. We need to spend some time looking more closely at where the difficulties lie for students and how we can improve instructional strategies to address these difficulties.

3. Incoming 9th graders who are struggling will have an opportunity to attend a summer bridge class and also an additional support class during the school year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	18	22	29	36	37	46	18	7	17	27	22	8		11	
10	18	24	12	29	53	44	41	18	12		6	12	12		20
11	23	50	46	46	25	38	23	10	8		5	8	8	10	
12	19	47	36	19	33	27	6	13		19		9	38	7	27
Total	19	34	27	32	37	41	23	11	11	11	10	10	16	8	11

Conclusions based on this data:

1. Due to relatively small number of students taking the CELDT test on an annual basis, large fluctuations in percentages are possible.
2. We need to continue to address the learning needs of our EL students with instructional strategies focused on language acquisition and English literacy.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	18	21	31	35	33	46	24	12	15	24	18	8		15	
10	19	19	14	29	43	38	38	14	14		14	10	14	10	24
11	18	52	50	53	20	38	24	12	6		8	6	6	8	
12	17	44	38	17	31	23	11	19		22		8	33	6	31
Total	18	33	30	33	32	38	25	14	11	11	12	8	14	11	13

Conclusions based on this data:

1. Students continue to show growth in overall CELDT assessments, with a higher percentage earning advanced or early advanced overall scores.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	57	79	73
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	57	79	73
Number Met	28	57	49
Percent Met	49.1%	72.2%	67.1%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	12	53	20	66	15	63
Number Met	--	19	11	39	6	39
Percent Met	--	35.8%	55.0%	59.1%	40.0%	61.9%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	
Mathematics			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	Yes	--	

Conclusions based on this data:

1. Less than 2/3 of our LTELs w/ 5 or more years of EL instruction are attaining English proficiency.
2. Continue focus on building teacher capacity through training (QTEL, etc) on instructional practices that specifically benefits English Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	610	688	551
Percent with Prior Year Data	100.0		100
Number in Cohort	610	688	551
Number Met	375	476	347
Percent Met	61.5	69.2	63
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	210	470	249	492	180	439
Number Met	67	227	102	287	39	233
Percent Met	31.9	48.3	41.0	58.3	21.7	53.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	92	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

- Overall our students are performing slightly better than the district average (62% vs 53%).

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Equity and Opportunity

LEA/LCAP GOAL:

Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction by investing in targeted professional development, instructional technology, effective interventions and supports for students, and 21st Century skill development.

- o CA Dashboard English Learner Progress Indicator - maintain a performance level of Green
- o SBAC % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 76% and math = 53%
- o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 58% and math = 25% for Latino Students
- o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 55% and math for Low Income Students = 26%
- o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 9% and math for English Learners = 12%
- o English learner performance on CELDT Criterion (Growth or English Proficient) = 49%
- o English Learner Reclassification Rate = 23%
- o Students agreeing that they do meaningful work at school on the school climate survey = 40%

SCHOOL GOAL #1:

- Equity & Opportunity – Achieve High Impact Teaching & Learning through Quality Interactions, Student Engagement & Scaffolded, Rigorous Content
- o Increase Low Income [LI], Special Needs (SpEd), English Learner [EL] and Latino Passing Rates (increase credits earned 55+ by grade 9 from 89% to 92%)
 - o Growth on CELDT Criterion
 - o Increase the English Learner reclassification rate
 - o Adopt a Professional Development plan to serve the needs of our changing demographics (both in student and teacher populations).
 - > Increase staff professional development on strategies to address specific learning needs (QTEL, Quality Interactions, AVID)
 - > Increase staff professional development on, and opportunities for, building instructional leadership capacity for all staff

Data Used to Form this Goal:

- o Latino, EL, SpEd and low income failure rates
- o RFEP data
- o Teacher requests for EL Instructional training
- o Teacher requests for Instructional Leadership training

Findings from the Analysis of this Data:

- o There is a significant gap between Latino, English Learners and low income students compared to other subgroups on both the ELA and math.
- o Demographics of the school as a whole do not match the Latino and low income failure rate. There is an over-representation of Latino and low income students failing.
- o Department, Focus Team, and other PLC leaders do not feel adequately prepared to lead their various groups in the area of instructional best practices

How the School will Evaluate the Progress of this Goal:

- o Analyze failure rates by subgroups every six week.
- o Analyze RFEP data
- o Ensure that all teachers have the required training and/or expertise to successfully address the needs of their English Learners (Ex/ QTEL)
- o Continue to provide opportunities for teachers to build instructional leadership capacity and confidence (Ex/ Instructional Rounds)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor the progress of low-performing Latino students, students with disabilities, and English Learners. 1. CUHSD will provide reports on student grades, enrollment and demographics. 2. Departments and/or Course-alike teams will conduct a Grade Mark Analysis at the end of each grading period by subgroup. 3. Administrative team will analyze CAASPP results by subgroup, share with staff.	Every 6 weeks	CUHSD Student Services, Administrative Team, EL Director, EL TOSA, Counselors, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase the timeliness of intervention when a student is not performing well in multiple classes or when there is a sudden change in behavior/motivation.</p> <p>1. Improve the timeliness of communication from teachers when they notice continued low performance, even after attempts at individual intervention.</p> <p>2. Run a list of students with multiple F's</p> <p>3. Counselors will facilitate SST's for under-performing students.</p>	<p>1. SY 2017-18</p> <p>2. Every 6 weeks- in particular focus on students with 3 or more after the 1st 6 weeks, and 2 or more after 12 weeks</p>	<p>Administrative team, Counselors, Teachers</p>				
<p>Provide professional development related to successful strategies for underperforming subgroups (e.g. AVID, QTEL, special needs).</p> <p>1. Enlist teachers from all departments to attend QTEL trainings.</p> <p>2. Site professional development focused on QTEL and AVID strategies, as well as strategies for working with students with special needs</p>	<p>CUHSD: Summer 2017 and at various times throughout SY 2017-18</p> <p>Site: Monthly Wednesday PD</p>	<p>CUHSD Professional Development, EL Director, Site Administration, EL TOSA, Teachers</p>				
<p>Increase the cultural diversity of course materials, especially in the humanities classes.</p> <p>1. Explore more ethnically diverse teaching materials</p> <p>2. Create opportunities for teachers to share ideas and materials</p>	<p>SY 2017-18</p>	<p>CUHSD EL Director, EL TOSA, Instructional Leadership Team, Teachers</p>	<p>Dependent on the materials.</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p>	<p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Infuse AVID strategies within Advisory, especially in the 9th and 10th grades</p> <p>1. AVID Coordinator and Advisory Team Leaders will work together to create Advisory lessons to teach and practice AVID strategies</p>	SY 2017-18	Site Administration, AVID Coordinator, Advisory Team Lead	Stipend to Advisory Team Lead(s)	1000-1999: Certificated Personnel Salaries	General Fund	4000
<p>Continue conversations around common grading policies and meaningful assessments within course-alike, department and campus-wide curricular teams.</p> <p>1. Starting with course-alike teams, teachers will create common grading and assessment policies</p> <p>2. Common prep periods built into the Master Schedule allow opportunities to facilitate these conversations</p>	August, September 2017	CUHSD, Site Administration, Instructional Leadership Team, Teachers				
<p>Provide professional development on data analysis protocols to ensure that conversations are meaningful and useful.</p>		CUHSD Data Analyst, Site Administration, Dept. Chairs				

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: High Academic Expectations

LEA/LCAP GOAL:

Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary opportunities.

- o A-G completion overall = 47%
- o A-G completion for Latino students = 30%
- o A-G completion for low income students = 28%
- o Dashboard Graduation Indicator = Maintain Green overall by increasing the graduation rate to 93%.
- o Dashboard Graduation Indicator for Low Income Students = Achieve Yellow for low income students by increasing their graduation rate to 87%.
- o Percent of 10th - 12th grade students taking AP tests = 36%
- o Percent of AP scores of 3 or Better = 71%
- o Percent of Students Who Earned at Least 10 Credits in a CTE Pathway = 36%
- o Percent of Graduates Enrolled in College the Fall after Graduation = 76%
- o Percent of Latino Graduates Enrolled in College the Fall after Graduation = 63%
- o Percent of Low Income Graduates Enrolled in College the Fall after Graduation = 63%
- o Student agreement with: "Students receive effective counseling on opportunities after high school or college." = 84%

SCHOOL GOAL #2:

Excellence and Opportunity: Increase college and career readiness for all students through 21st century competencies

- o Increase UC/CSU A-G Completion Rates from 53% to 58%
- o Increase in the EAP "Ready for College" in Math from 48% to 51% and ELA from 55% to 58%
- o Increase % of graduates entering post-secondary education from 80% to 83%
- o Increase % of graduates earning scholarships and/or financial aid to offset the costs of post-secondary education (2016 baseline = ----) [indirect way to increase the number of students choosing college]
- o Increase graduates completing at least one "concentrator" course in CTE Pathway from 45% to 48%; and one completer course in CTE pathways from 11% to 14%
- o Increase participation in rigorous course content (including 4 years of math, 4 years of science, AP courses) in all demographic subgroups by 3%

Data Used to Form this Goal:

- o UC/CSU a-g completion rates
- o EAP “College Ready” in math and English
- o Post-secondary education enrollment rates
- o Value of scholarships and financial aid earned by the graduating class
- o CTE pathway completer and concentrator percentages
- o Participation percentage in [4 years of math, 4 years of science, AP courses] by demographic subgroup.

Findings from the Analysis of this Data:

- o There has been steady growth in the a-g completion rates over 4 years, but it is still far below other local districts. There is a significant gap between Filipino, Latino and low income students and other subgroups.
- o There has been steady growth in the percent of students “College Ready” in English while the proportion of math “College Ready” students has remained roughly flat over 4 years. There is a significant gap between Latino and low income students and other subgroups.
- o We have not had an accurate system to track enrollment rates of students directly after high school. With the hiring of a College and Career Specialist, we expect to be better able to track these data.
- o Our students do not take advantage of the myriad of scholarships available to them. With the hiring of a College and Career Specialist, we expect to be better able to publicize information and encourage eligible students.
- o There is significant year-over-year change in the percent of CTE completers and concentrators. The majority of CTE completers and concentrators are Latino.
- o At least 20% of graduating seniors have not taken [at least] 4 years of math or 3 years of science.
- o There has been nearly a doubling of the AP exams taken over the last 4 years, but enrollment in AP courses is leveling off. Students enrolled in AP are disproportionately Asian and White.

How the School will Evaluate the Progress of this Goal:

- o Annual review of cohort graduation rates.
- o Analyze AP test and participation rates by subgroups.
- o Analyze a-g completion rates annually.
- o Analyze EAP data by subgroup.
- o Analyze CTE completer and concentrator data
- o Analysis of students taking 4 years of math, 3-4 years of science

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Campus-wide focus on college and career readiness for all students.</p> <ol style="list-style-type: none"> 1. Ensure that all staff understand the requirements for UC/CSU admission and how students can remediate and/or validate classes to remain eligible for college. 2. Posters/visuals in classrooms and throughout the campus will support a college-going culture 3. Advisors and Advisory curriculum will support a college and career-readiness focus 4. Continue the 9th grade college field trips. 5. Continue support of the CUHSD-LSU Latino Summit 	<p>SY 2017-18 (Posters made available to teachers when they return from summer break)</p>	<p>Site Administration, Counselors, College and Career Specialist, Teachers, Advisory Team Leaders</p>	<p>9th Grade College Trips (portion of expense for EL, low income, foster)</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF</p>	<p>500</p>
			<p>Latino Summit (portion of expense for EL, low income, foster)</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF</p>	<p>2000</p>
<p>Continue to implement recovery courses in English and History into the school schedule.</p> <ol style="list-style-type: none"> 1. Enroll students who need to validate or remediate these courses into Credit Recovery classes. 2. Monitor the effectiveness of the credit recovery classes to determine whether they are benefiting the desired cohort. 	<p>SY 2017-18</p>	<p>Site Administration, Counselors, Credit Recovery Teacher</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement strategies to provide targeted remediation for students needing additional academic support. 1. Encourage teachers to use more frequent in-class formative assessments to determine need for immediate remediation or recommendation to tutoring. 2. Opportunities within the master schedule to provide targeted, in-depth support to students (especially in math and science)	SY 2017-18	Site Administration, Course-alike Teachers, Tutoring Club Advisor				
Increase opportunities for focused career exploration through Advisory, CTE pathway courses, field trips, etc 1. Schedule SVCTE presentations for both students and staff. 2. Explore job-shadowing opportunities for both students and staff 3. Explore additional on-site CTE pathways accessible to all (incl. pathways for students who struggle with the current traditional pathways)	SY 2017-18	1. CUHSD CTE Director, Counselors, College and Career Specialist, SVCTE staff 2. CUHSD CTE Director, Site Administration	Substitute coverage for teacher/student enrichment (portion of expense for EL, low income, foster)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide opportunities for students to get college course experience as well as academic enrichment for college preparedness</p> <ol style="list-style-type: none"> 1. Coordinate with the local community colleges to offer classes on our campus for dual-enrollment credit. 2. Encourage more under-represented students to take AP courses and provide additional support as needed. 3. Support under-represented students with SAT and ACT testing. 	<p>Exploration: SY 2017-18 Implementation: SY 2018-19</p>	<p>CUHSD CTE Director, Site Administration</p>	<p>Scholarships for AP tests (portion of expense for EL, low income, foster)</p> <p>Scholarships for SAT/ACT tests (portion of expense for EL, low income, foster)</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>5500</p> <p>2000</p>
<p>Continue academic recognition events such as Go Big Blue! school-wide assemblies to recognize student achievement</p> <p>Maintain a schedule that leverages Advisory/Tutorial for school-wide assemblies so as to limit the interruption of instructional minutes</p>	<p>SY 2017-18</p>	<p>Administrative Team, Activities Director, Advisors, Leadership Class</p>				

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: School Climate and Culture

LEA/LCAP GOAL:

- Goal 3: School climate that promotes physical and emotional well-being: Schools will engage actively with staff, students, and families to promote positive school communities. Efforts will be focused on safety, improving attendance rates, and using positive behavioral supports to prevent disciplinary actions.
- o Dashboard Suspension Indicator = Maintain Green overall by reducing suspension rates by .5% each year.
 - o Dashboard Suspension Indicator for English Learners = Achieve Green for English learners by reducing the rate by 1.5% each year. Overall Status = 4.4%. English Learner Status = 7.7%.
 - o Suspension Rate = 4.3%
 - o Suspension Rate for Latino and African American Students = Latino suspension rate = 51%, African American suspension rate = 6%
 - o Expulsion Rate = less than 0.1%
 - o Parent response rate on the WestEd school climate survey = 27%
 - o Truancy Rate = 43%
 - o Percentage of students agreeing that they "care for each other" on the Healthy Kids Survey = 51%

SCHOOL GOAL #3:

- Goal #3: Increase staff, student, and community engagement and positive school culture
- o Increase the level of student-centered instructional practices and student engagement during class (baseline TBD in August 2017)
 - o Increase students' level of satisfaction with college, career and socio-emotional counseling and mentoring by 10% from 47% to 57%
 - o Increase overall parent and student attendance and participation in school programs and extracurricular support activities by 10%
 - o Increase Latino and EL parent and student attendance and participation in school programs and extracurricular support activities as well as on site and district committees (percentages are representative of the percentages of the school)
 - o Increase the level of staff involvement and participation on site committees and at school events
 - o Integrate the updated SLOs into the educational experience of Branham HS
 - o Decrease Tardy and Truancy Rates by 10%
 - o Decrease Suspension and Expulsions by 5%

Data Used to Form this Goal:
<ul style="list-style-type: none"> o Classroom observations and student focus groups o Parent, student, and staff attendance and participation at site and district events and on site and district committees o WestEd [and WASC Self Study] Surveys o Student and staff recognition of and reference to SLOs o Tardy and truancy data o Suspension and expulsion data by subgroup
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> o Observations indicate that many classrooms are still teacher-centered, with students as passive rather than active learners o The school's Mission, Vision, and SLOs were updated in SY 2016-17 (after not being touched since 2003). There is a need for the school to now incorporate the new SLOs into curriculum, instruction and assessment to make sure that all students demonstrate and accomplish them by the end of their high school career. o The percentage of parents who attend campus events (other than Back to School Night) and/or participate on committees is well under 10%. Within the group who do participate, there is an over-representation of White and Asian parent participation and an under representation of other parental demographic groups o Tardy and Truancy data show an increase in the 2015-16 school year. Observations on campus also indicate a large number of students not in class when the bell rings. o Suspension and expulsion rates have generally decreased. The demographics of suspended students roughly match the school demographics
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> o Impact of the new mission, vision, and SLOs o Staff and parent surveys o Staff, student and parent participation at events and on site/district committees. o Analysis of tardy and truancy data o Analysis of suspension and expulsion data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the percentage of class time spent on student-centered learning activities. 1. Site Professional Development centered around instructional best practices 2. At minimum bi-monthly scheduled instructional rounds per department	SY 2017-18	CUHSD Ed Services, Site Administration, Instructional Leadership Team	Costs for occasional substitutes to cover for teachers participating in instructional rounds (most can be scheduled during common prep periods)(portion of expense for EL, low income, foster)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase overall- as well as Latino and EL- student & parent participation in campus events and on site/district committees.</p> <ol style="list-style-type: none"> 1. Offer Parent Workshops and College Info Nights with Spanish translation. 2. Alter meeting times to accommodate parent/guardian schedules. 3. Advertise as "family-friendly" (provide child supervision services) 4. Personally invite Latino parents to the full variety of school activities. 5. Use a variety of modes of communication in addition to email, and include additional reminders 6. Translate communication into Spanish and other languages as needed (including campus advertisements) 7. Investigate the addition of a [part-time] Community Liaison for Branham High School 	SY 2017-18	CUHSD EL Director, Site Administration, Site EL TOSA, ELAC site lead, Bilingual Translators	Stipend for hiring a part-time Community Liaison (5 hours per week for approx 36 weeks)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4000
			Substitute costs and professional development to increase effectiveness with our under-represented populations (portion of expense for EL, low income, foster)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1500
			Expenses for ELAC and parent workshops	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
<p>Establish a separate SLO Implementation Team (or incorporate this work into the goals for the Instructional Best Practices team)</p> <ol style="list-style-type: none"> 1. SLO Team will work with (or as part of) the Instructional Best Practices Team to roll out the infusion of SLOs and incorporate them into teachers' lessons 	SY 2017-18	Site Administration, Instructional Leadership Team, SLO/Instr. Best Practices Team	Stipends for Team Leaders			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Enhance staff culture</p> <p>1. For new teachers and staff: Establish monthly brown-bag lunches, veteran staff buddies, and a list of key topics linked to school culture</p> <p>2. Increase opportunities for whole-staff community-building</p>	SY 2017-18	Site Administration, Instructional Leadership Team, BTSA Coordinators, Activities Director, Athletic Director, Campus Culture Team				
<p>Design, communicate, implement and monitor a program to reduce student tardies and trancies.</p> <p>1. In partnership with student leaders, develop a plan to improve student attendance</p>	SY 2017-18	Site Administration, Counselors, Activities Director, Athletic Director, Instructional Leadership Team, Student ASB leaders				
<p>Communicate, implement and monitor a Progressive Discipline model including student emotional supports.</p> <p>1. In partnership with student leaders, develop a plan to improve student behavior, especially repeat offenders</p> <p>2. Timely intervention for students who are academically unsuccessful in multiple courses (See Goal #2)</p>	SY 2017-18	CUHSD EL Director, Site Administration, Counselors, CASSY Counselor				

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. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Goal 1: Instruction that engages all students equitably.
SCHOOL GOAL #1:
<p>Equity & Opportunity – Achieve High Impact Teaching & Learning through Quality Interactions, Student Engagement & Scaffolded, Rigorous Content</p> <ul style="list-style-type: none"> o Increase Low Income [LI], Special Needs (SpEd), English Learner [EL] and Latino Passing Rates (increase credits earned 55+ by grade 9 from 89% to 92%) o Growth on CELDT Criterion o Increase the English Learner reclassification rate o Adopt a Professional Development plan to serve the needs of our changing demographics (both in student and teacher populations). > Increase staff professional development on strategies to address specific learning needs (QTEL, Quality Interactions, AVID) > Increase staff professional development on, and opportunities for, building instructional leadership capacity for all staff

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Aids at each comprehensive school site	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Six Bilingual Aids paid out of LCFF Supplemental funds to provide direct translation and student engagement supports in ELD classrooms at each comprehensive school site. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	256470

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BTSA New Teacher Supports	2017-18	Chief Human Resources Officer	Provide professional development and mentors to support new teachers. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	246750
District-wide professional development days for all teachers	2017-18	Director of Curriculum and Instruction	Incentive-based professional development days provided to all instructional staff. Topics include: standards-based instruction, grading policy, intervention strategies, and college readiness pathway completion. Two days paid out of LCFF Base. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	185000
			One day of professional development paid out of Educator Effectiveness Grant. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	Other	92500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Quality Teaching of English Learners (QTEL) professional development program	2017-18	Director of Curriculum and Instruction	A contract with WestEd to implement a program to provide professional development in English learner intervention and student engagement strategies paid out of the Educator Effectiveness Grant.	5800: Professional/Consulting Services And Operating Expenditures	Other	267000
Teachers on Special Assignment to support English learners	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Roughly .5 of a Teacher on Special Assignment per comprehensive high school to provide supports in assessment, scheduling, and providing supports to English learners. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	286000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers on Special Assignment to lead Common Core standards implementation with embedded technology supports	2017-18	Director of Curriculum and Instruction	1.5 centralized Teachers on Special Assignment to support implementation of Common Core standards in ELA and math, including development of local assessments and curriculum. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	188698
			.5 centralized Teacher on Special Assignment to lead Common Core standards implementation with embedded technology supports in Literacy for English Language Development courses. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	56761
Technology initiative for blended learning to provide one device per student over four years.	2017-18	Director of Technology	Purchasing of devices to support blended learning initiative for all students in one grade level.	4000-4999: Books And Supplies	LCFF - Base	447000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Increased college and career readiness for all students through 21st century

SCHOOL GOAL #2:

Excellence and Opportunity: Increase college and career readiness for all students through 21st century competencies

- o Increase UC/CSU A-G Completion Rates from 53% to 58%
- o Increase in the EAP "Ready for College" in Math from 48% to 51% and ELA from 55% to 58%
- o Increase % of graduates entering post-secondary education from 80% to 83%
- o Increase % of graduates earning scholarships and/or financial aid to offset the costs of post-secondary education (2016 baseline = ----) [indirect way to increase the number of students choosing college]
- o Increase graduates completing at least one "concentrator" course in CTE Pathway from 45% to 48%; and one completer course in CTE pathways from 11% to 14%
- o Increase participation in rigorous course content (including 4 years of math, 4 years of science, AP courses) in all demographic subgroups by 3%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College and Career Center Staff	2017-18	Director of Curriculum and Instruction	College and Career Centers will have full-time staff to support students and families with preparing for the transition to post-secondary opportunities. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	244820
			Partly funded through the College and Career Readiness Grant. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	Local Categorical	81607
AVID Coordinators	2017-18	Director of Curriculum and Instruction	Five AVID Coordinators, one fore each comprehensive high school, with one at each site, to oversee AVID training, scheduling of classes, and supports to students. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	139865

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Increasing staff, student, and community engagement and positive school culture.
SCHOOL GOAL #3:
<p>Increase staff, student, and community engagement and positive school culture</p> <ul style="list-style-type: none"> o Increase the level of student-centered instructional practices and student engagement during class (baseline TBD in August 2017) o Increase students' level of satisfaction with college, career and socio- emotional counseling and mentoring by 10% from 47% to 57% o Increase overall parent and student attendance and participation in school programs and extracurricular support activities by 10% o Increase Latino and EL parent and student attendance and participation in school programs and extracurricular support activities as well as on site and district committees (percentages are representative of the percentages of the school) o Increase the level of staff involvement and participation on site committees and at school events o Integrate the updated SLOs into the educational experience of Branham HS o Decrease Tardy and Truancy Rates by 10% o Decrease Suspension and Expulsions by 5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Liaisons	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Three bilingual Community Liaisons to provide translation services, support ELAC and DELAC meetings, and engage with parents. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	230000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinator of Community Engagement	2017-18	Director of Strategy, Accountability, and Innovation	The Coordinator will create educational materials for families and community members about college and career preparation, and work with sites to engage stakeholders on strategic planning. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	60000
			Half will be Supplemental to highlight the focus on outreach to low-income and English learner students' families. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	60000
Mental health counselors	2017-18	Director Student Services & Assessment	A contract with CASSY, a counseling agency, to provide crisis counseling to students at each school site.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	450000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	4,000.00
LCFF	2,500.00
LCFF - Supplemental	16,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	11,500.00
4000-4999: Books And Supplies	8,500.00
5000-5999: Services And Other Operating Expenditures	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	4,000.00
5000-5999: Services And Other Operating	LCFF	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,500.00
5000-5999: Services And Other Operating	LCFF - Supplemental	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00
Goal 2	11,000.00
Goal 3	7,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cheryl Lawton	X				
Heather Amanatullah		X			
Juan Fernandez		X			
Kirk Selfridge		X			
Susie Fleming			X		
Melanie Bleyler				X	
Andrea Ciplickas				X	
Cheryl Lenz				X	
Rachel Lopez				X	
Aruni Areti					X
Alisha Jayamohan					X
Numbers of members of each category:	1	3	1	4	2

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 8, 2017.

Attested:

Cheryl Lawton

Typed Name of School Principal

Signature of School Principal

Date

Aruni Areti

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix A. LCAP Goals and Data for Branham High School

California Dashboard Results (Relevant to Goals 1, 2, and 3)

Branham High - Santa Clara County

Enrollment: 1,514 Socioeconomically Disadvantaged: 15% English Learners: 6% Foster Youth: N/A Grade Span: 9-12 Reporting Year: Spring 2017

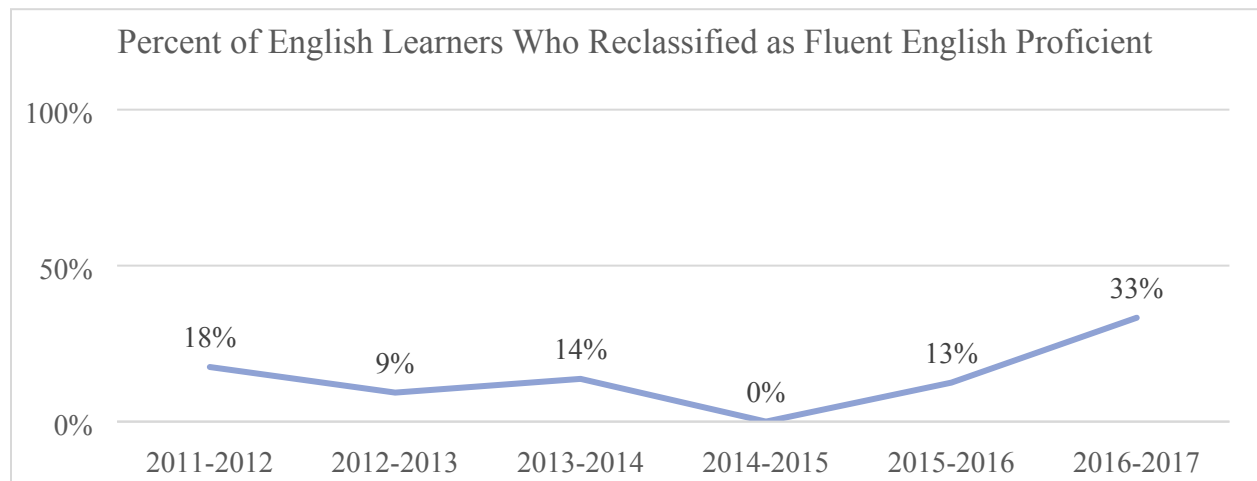
Charter School: No

Equity Report Status and Change Report Detailed Reports Student Group Report

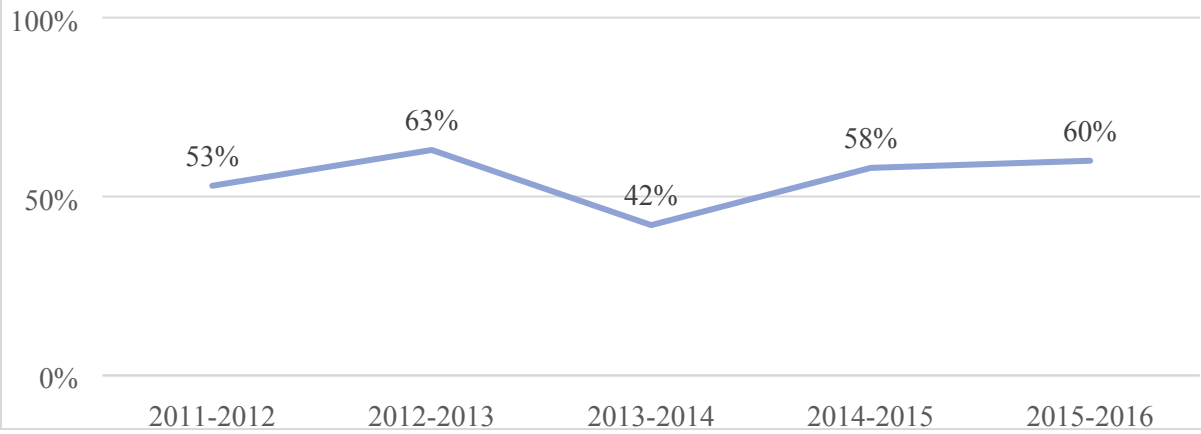
This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*					*		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>		*	N/A	N/A			*		*	*		*		

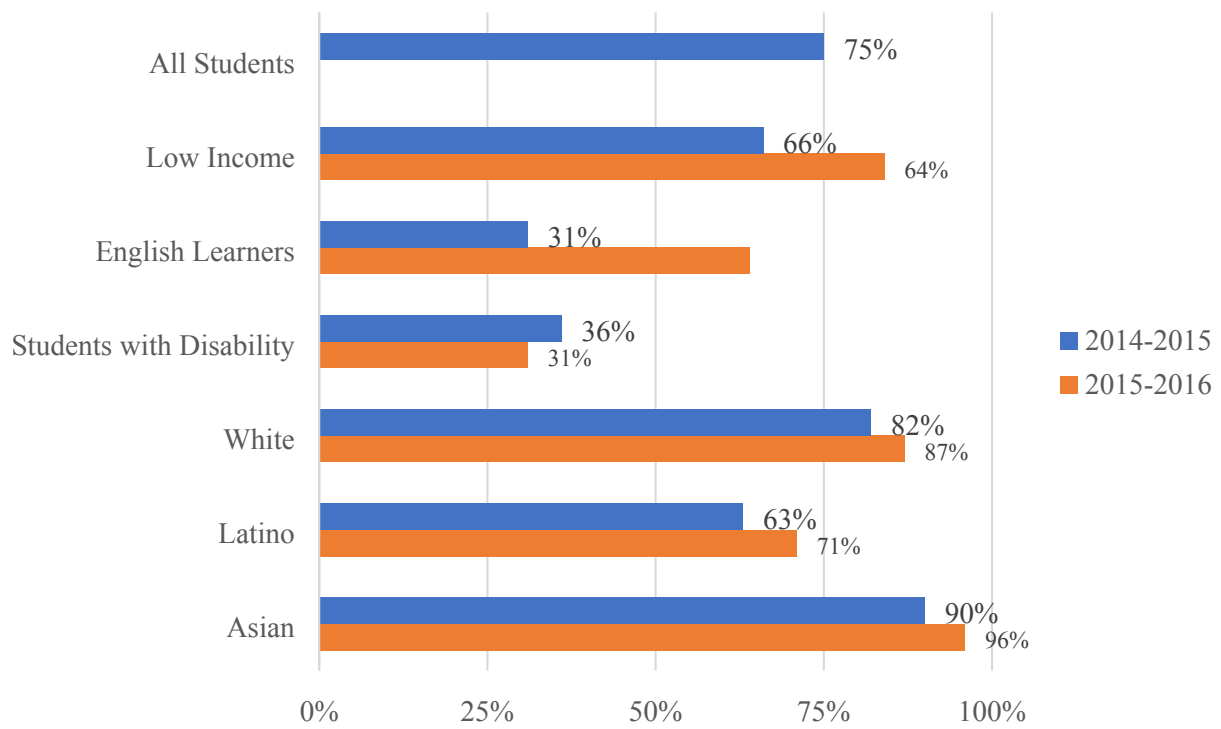
Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction through professional development of staff, targeted interventions and supports for students, and by investing in 21st Century instructional technology.



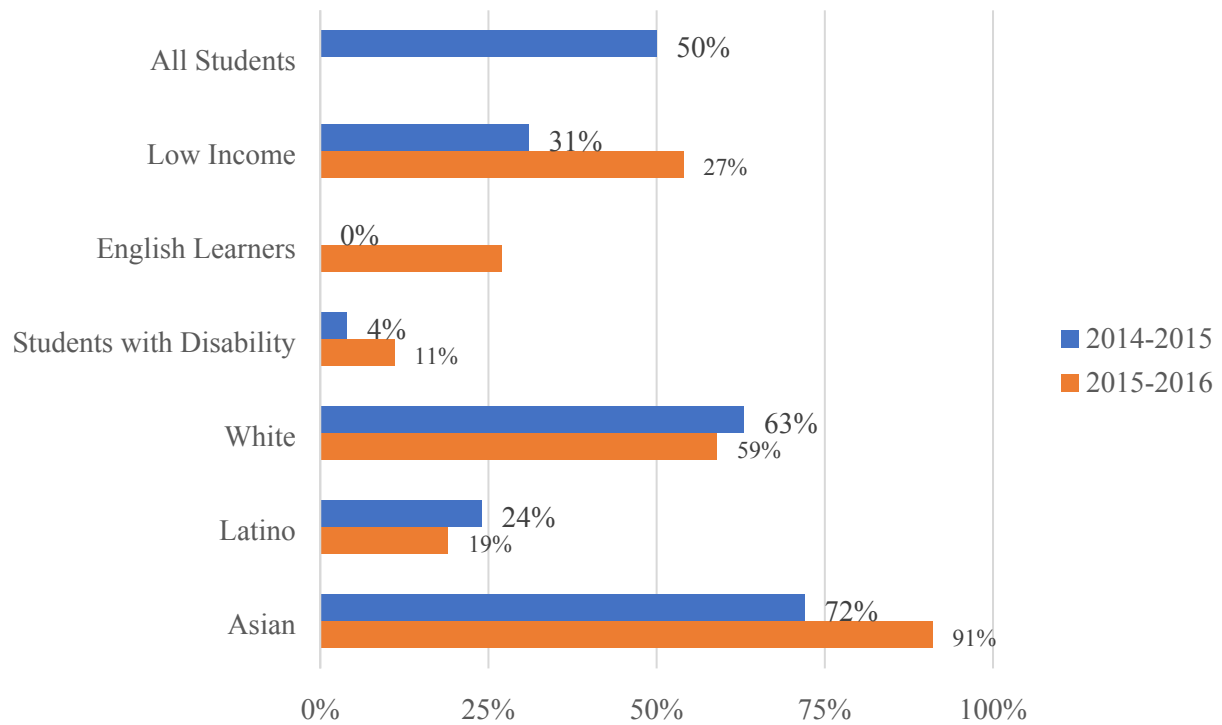
Percent of Students Who Met the CELDT Criterion



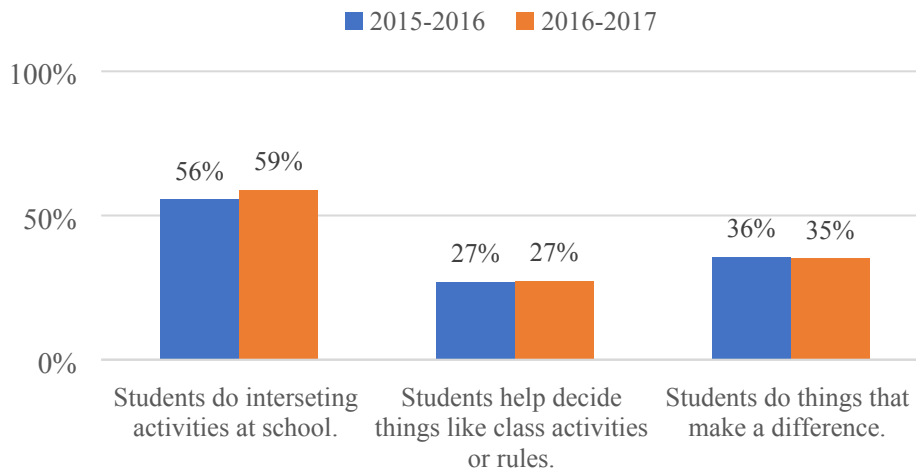
Percent of Students Who Met or Exceeded Standards on SBAC ELA, "Conditionally College Ready" on the EAP



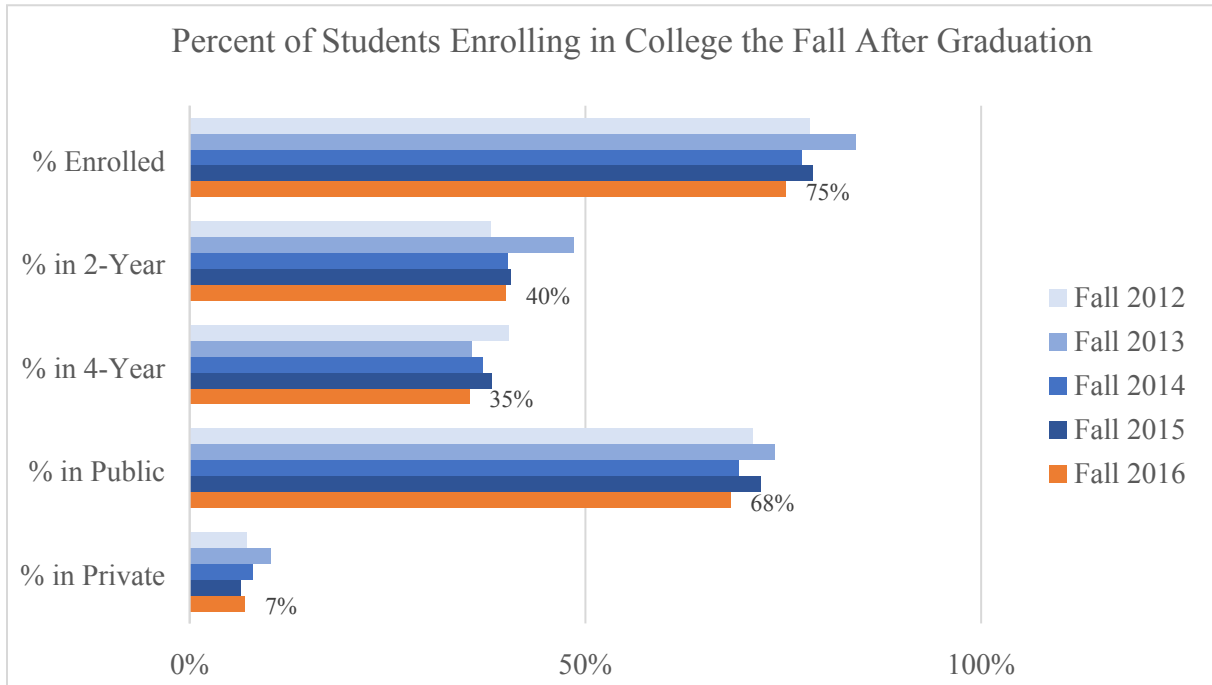
Percent of Students Who Met or Exceeded Standards on SBAC Math, "Conditionally College Ready" on the EAP



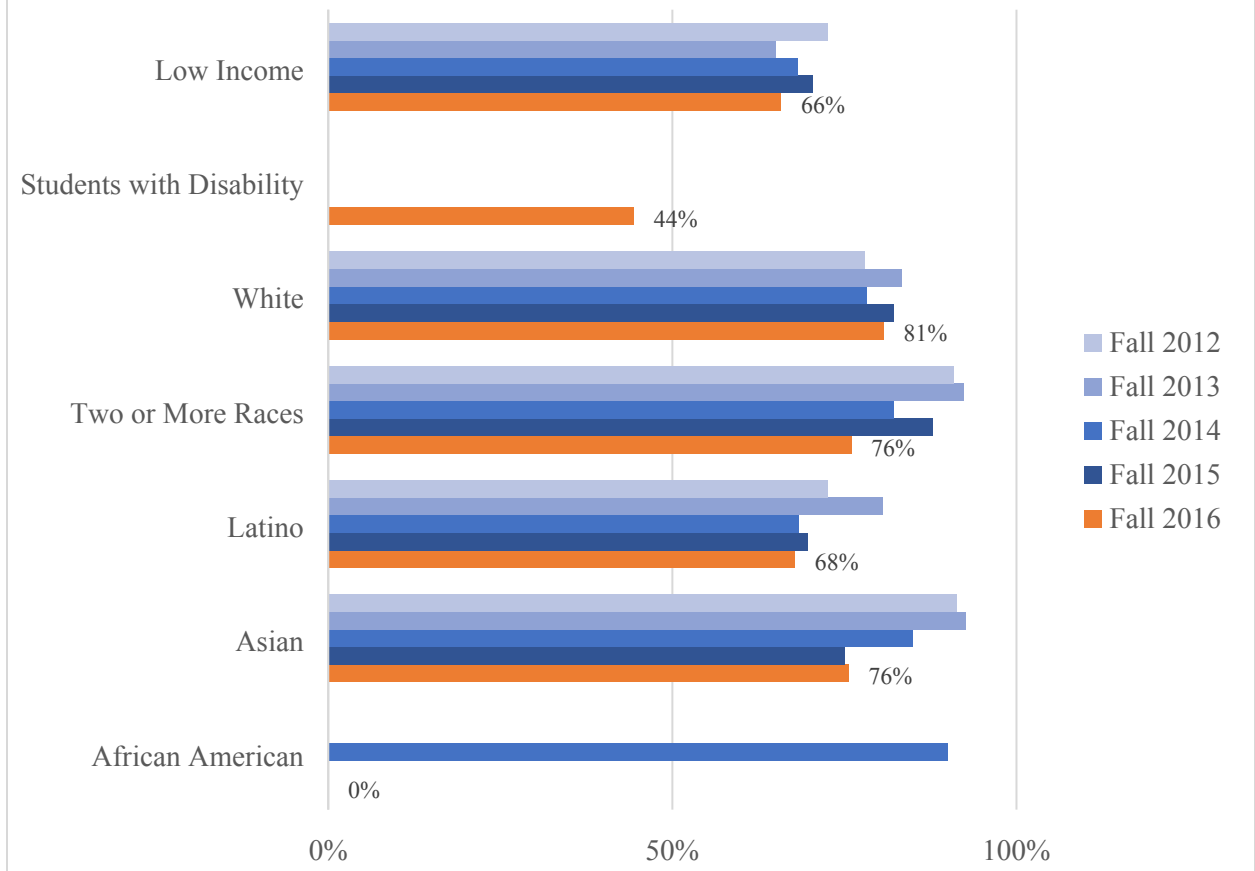
Percent of 9th Graders Who Agree that They Do Meaningful Work at School



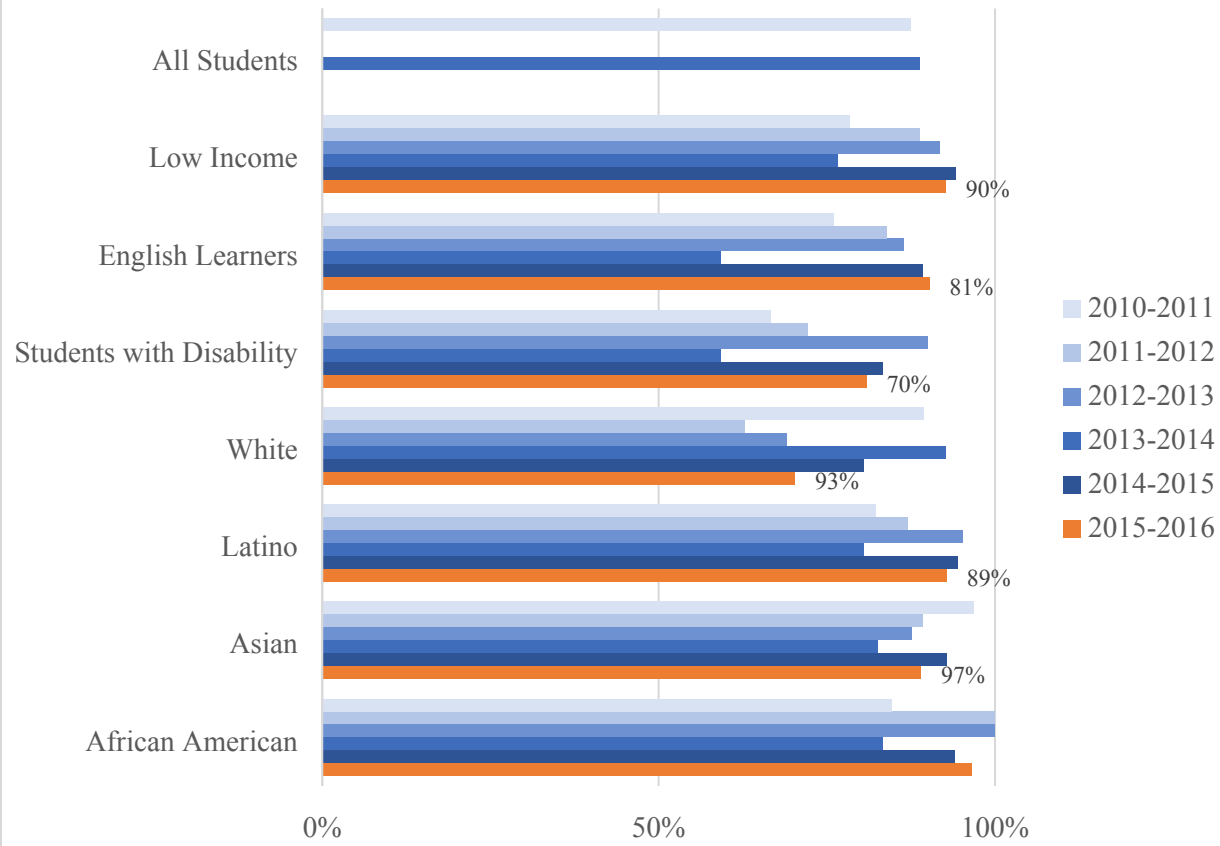
Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary pursuits.



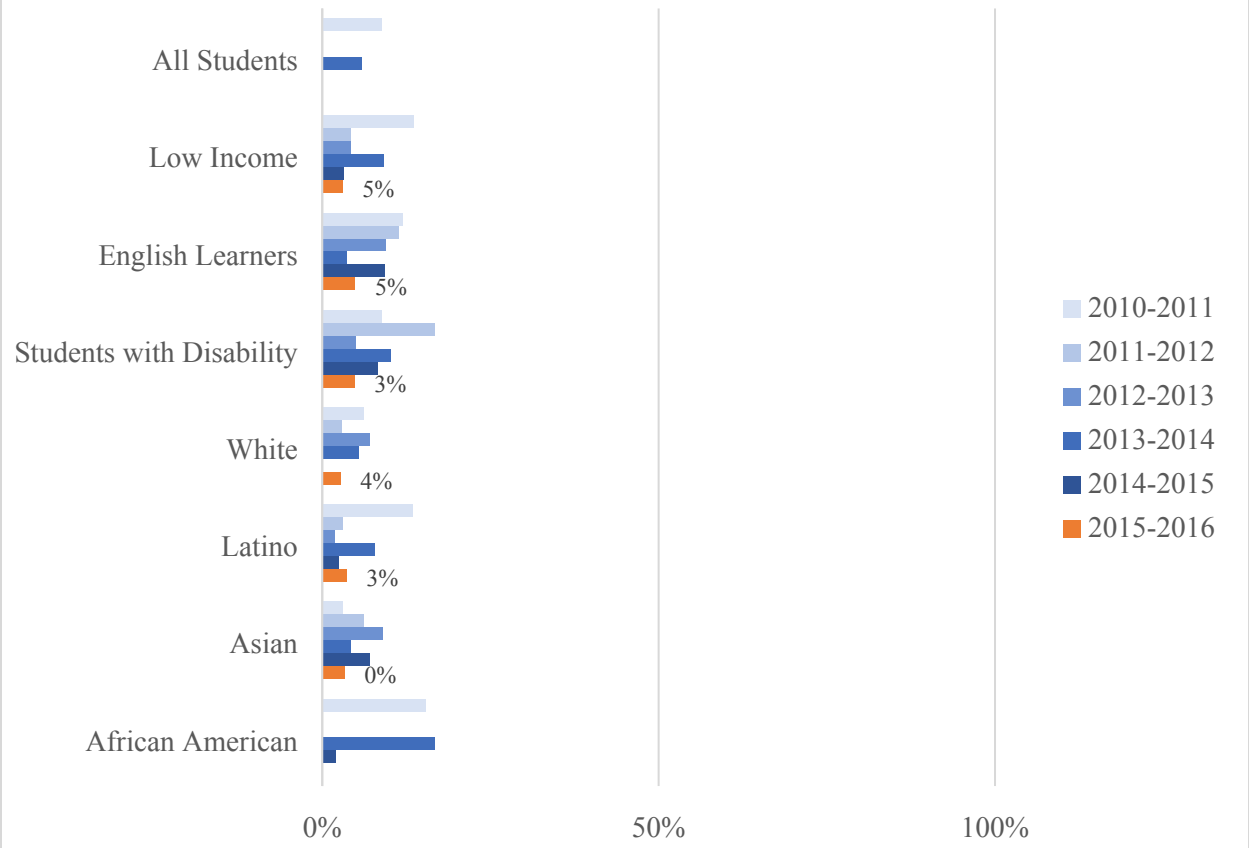
Percent of Students Enrolling in College the Fall After Graduation by Group



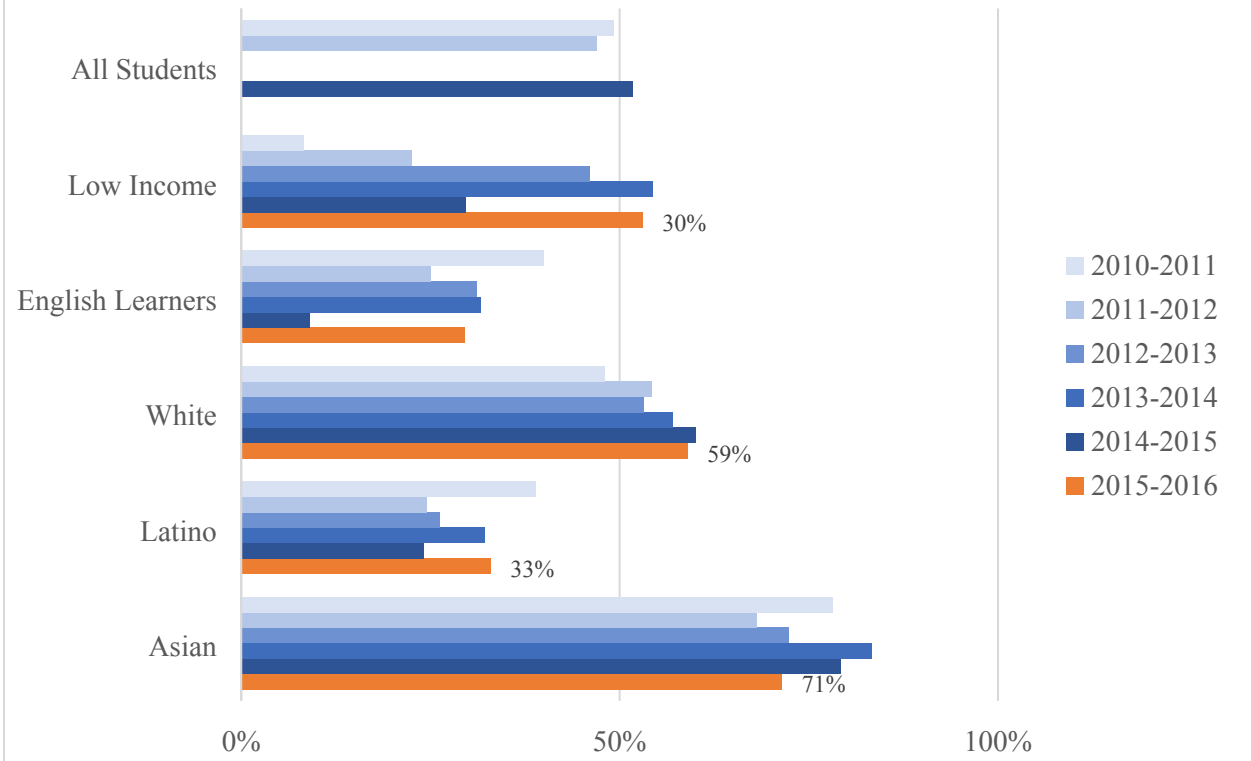
Graduation Rate, Based on Four-Year Cohort



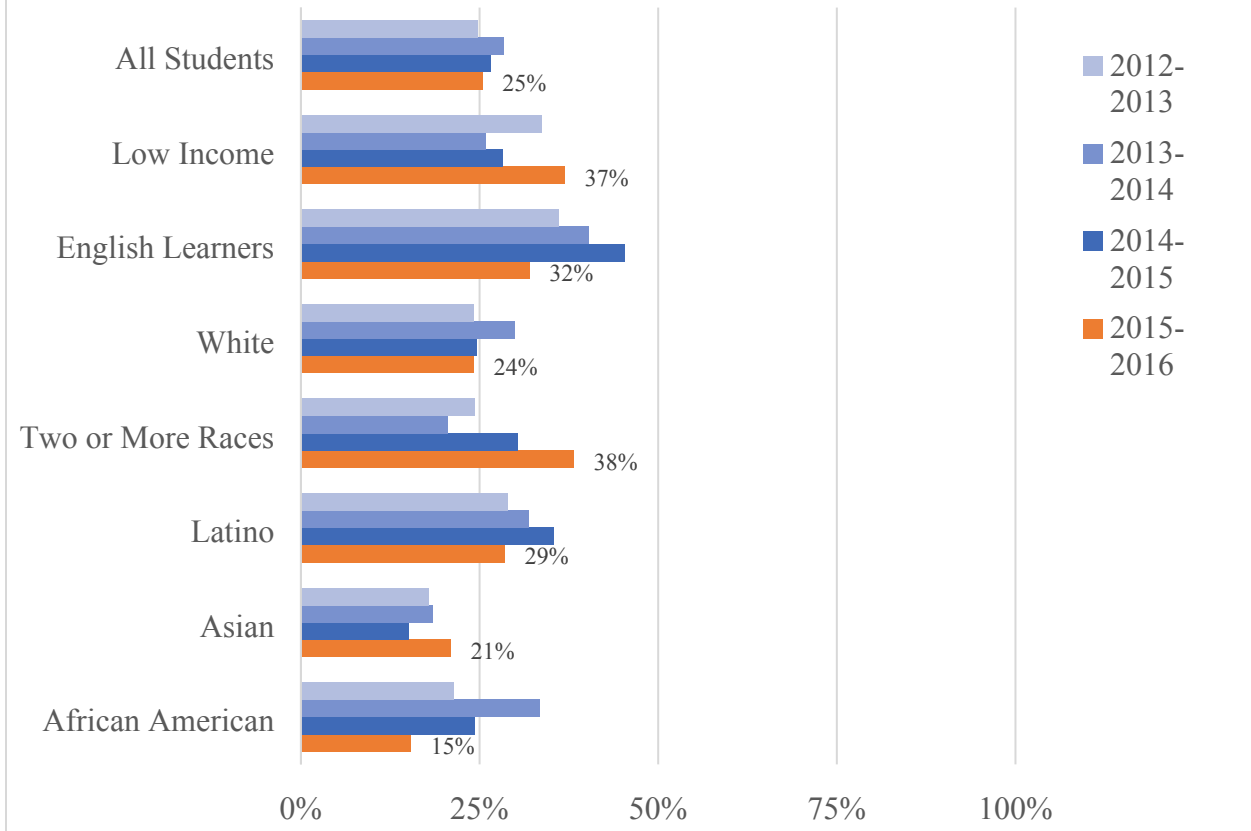
Dropout Rate, Based on Four-Year Cohort



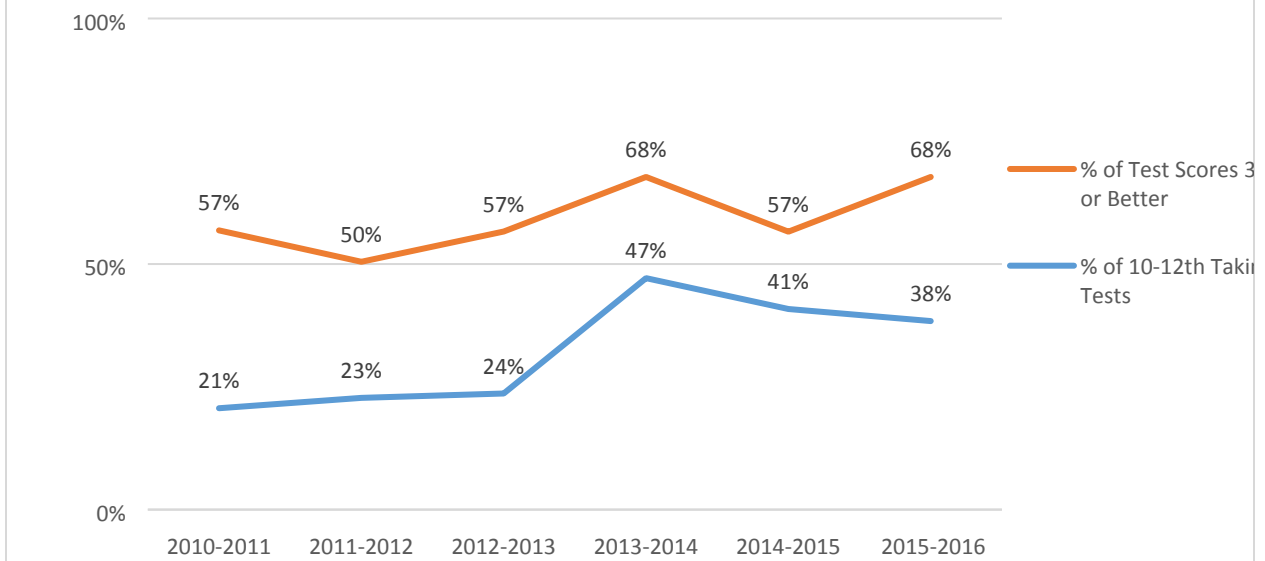
Percent of Graduates Who Completed A-G Courses with a "C" or Better



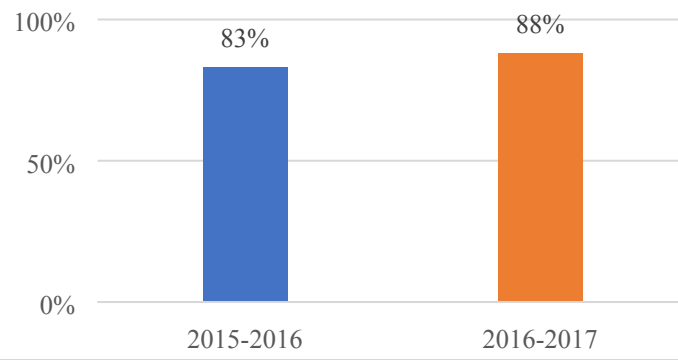
Percent of Students Who Earned 10 Credits or More in a CTE Pathway



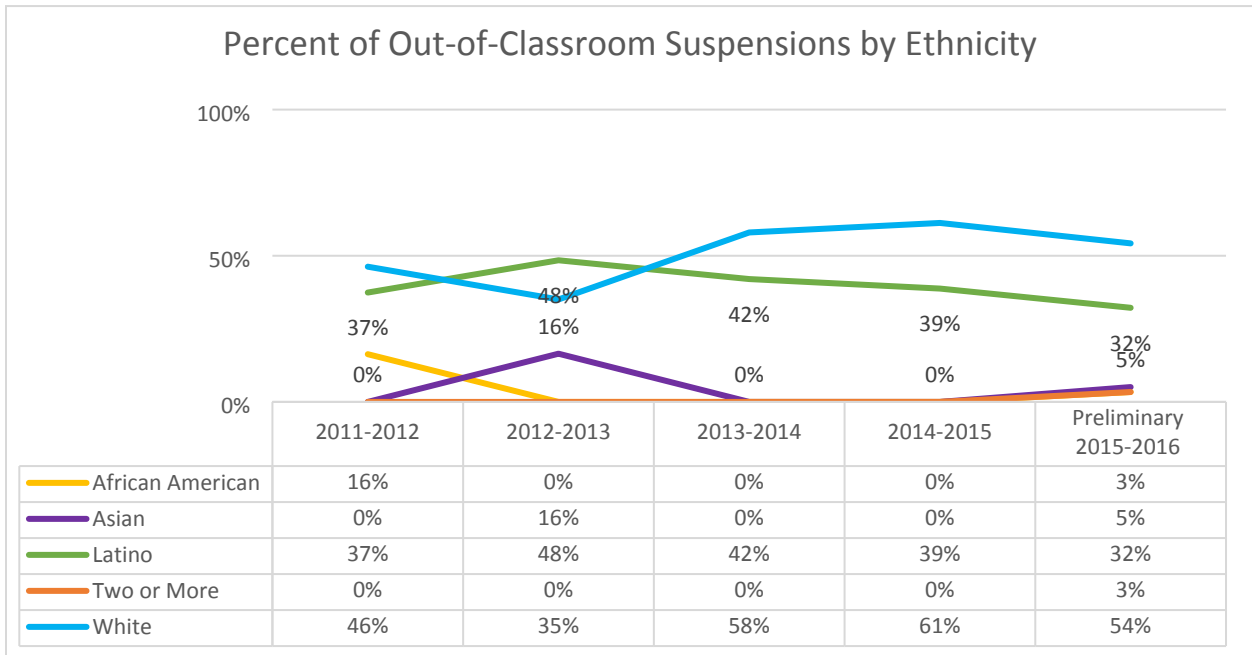
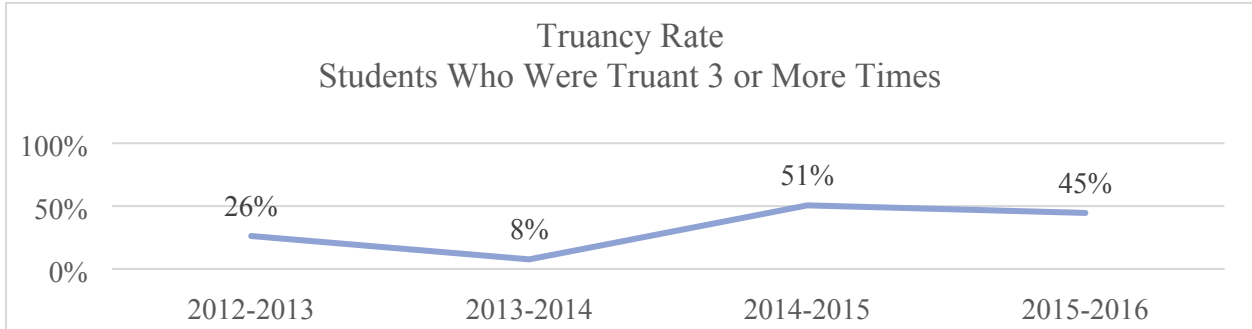
Percent of 10th - 12th Grade Students Taking AP Tests and Percent of AP Test Scores of 3 or Better



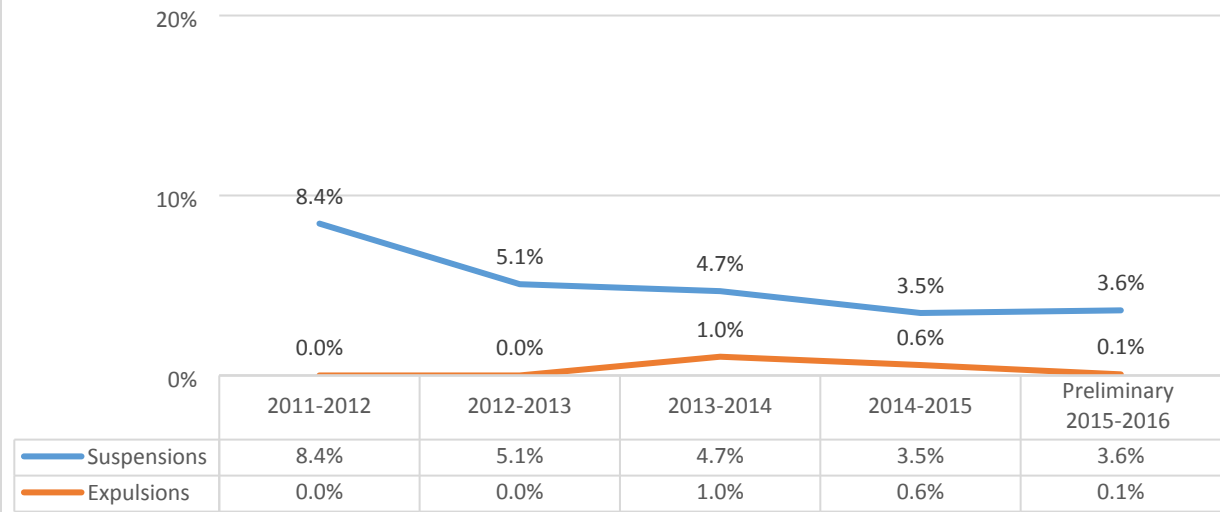
Percent of 9th Graders Agreeing that They Receive Effective Counseling on Opportunities After High School or College



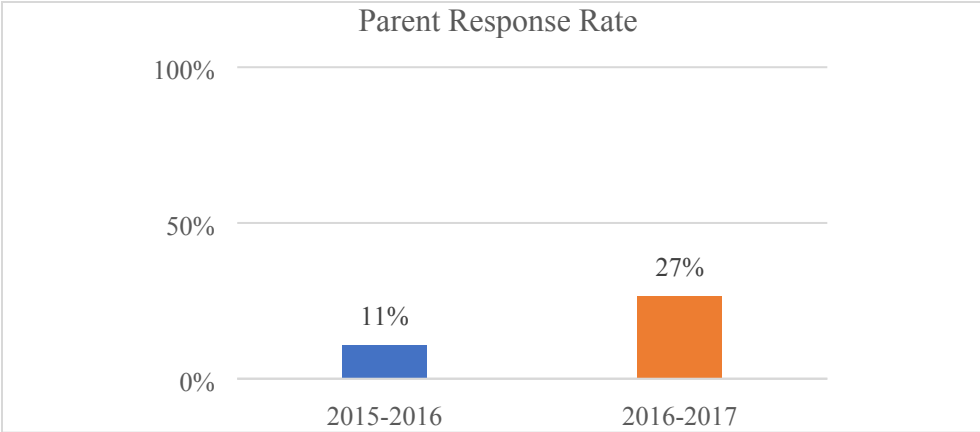
Goal 3: School climate that promotes physical and emotional well-being: School sites will engage actively with staff, students, and families to ensure that students receive the physical and emotional supports they need to succeed. Restorative justice and positive behavioral supports will be used to promote positive relationships in school communities.



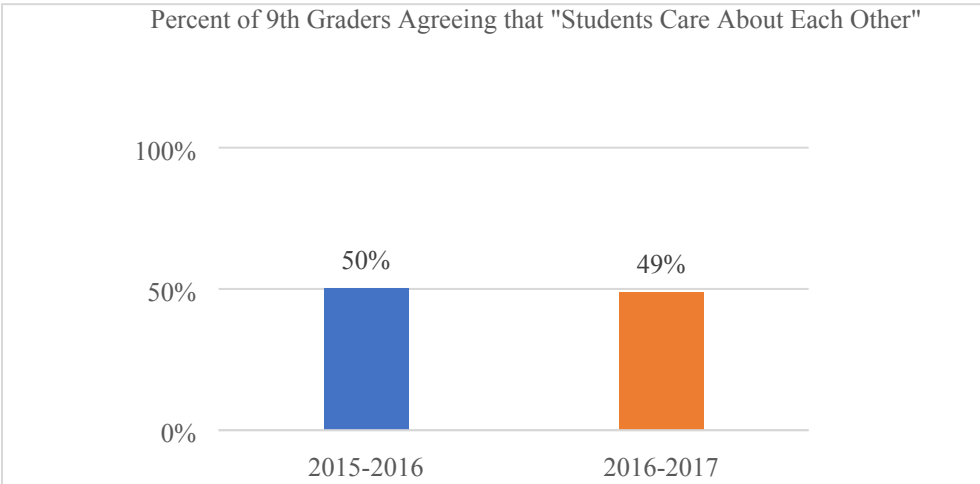
Suspension and Expulsion Rates



Parent Response Rate



Percent of 9th Graders Agreeing that "Students Care About Each Other"



Goal 4: Use human capital strategies that support staff effectiveness: CUHSD will use proven recruitment, selection, and retention strategies to improve staff quality throughout the District.

