School Plan for Student Achievement

LEA: Mt. Diablo Unified School District

School: College Park High School

CDS   07-61754-0731646

Contact Person: Kevin Honey

Position: Principal

E-mail Address: honeyk@mdusd.org

Phone Number: 925.682-7670 #3200

SPSA Year: **2021-2022**

X   **The school certifies completion of this plan.**

School Site Council Approval: November 9th, 2011

 Approved by MDUSD Board of Education:

Introduction
The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

<table>
<tr>
<td>Annual Evaluation Goal 1:</td>
<td colspan="2">Students at College Park High School will become college and/or career ready through a high quality and equitable education delivered by educators equipped with appropriate training, technology tools and supplies to teach curriculum based on California State Standards.</td>
<td colspan="2">Related State and/or Local Priorities:
X   Basic
X   Implementation of State Standards
X   Pupil Achievement
Related LCAP Goals:
X   MDUSD LCAP Goal 1
X   MDUSD LCAP Goal 2</td>
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<tr>
<td rowspan="2">Goal Applies to:</td>
<td>Grade/Department/Other:</td>
<td colspan="3">All</td>
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<tr>
<td>Applicable Pupil Subgroups:</td>
<td colspan="3">ELL and students with special needs</td>
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<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="2">

Overall
- ELA 74.36% improve to 80% of students Proficient on CAASPP Testing

ELA increase distance from 3 by 5 mean scaled score points
- Math 47.79% improve to 53% of students Proficient on CAASPP Testing

Math decrease distance from 3 by 5 mean scaled score points

English Learners
- ELA 7.69% improve to 10% of students Proficient on CAASPP Testing

ELA decrease distance from 3 by 5 mean scaled score points
- Math 13.3% improve to 17% of students Proficient on CAASPP Testing

Math decrease distance from 3 by 5 mean scaled score points

Low Income
- ELA 61.05% improve to 65% of students Proficient on CAASPP Testing
- Math 28.72% improve to 35% of students Proficient on CAASPP Testing

Special Education
- ELA 28% improve to 35% of students Proficient on CAASPP Testing

ELA decrease distance from 3 by 5 mean scaled score points

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<td>Actual Annual Measurable Outcomes:</td>
<td>

Due to COVID-19 we had a lower number of students taking the CAASPP Test and much of our intervention programs for students were limited due to Distance Learning.

Overall
- ELA 69% of students scored Proficient on CAASPP testing from 74%. Distance from 3 decreased from 54 (18-19) to 52 (20-21)
- Math 54% of students scored proficient up from 47.8% on CAASPP Testing. Distance from 3 improved 24 points from (18-19) to (20-21)

English Learners (14 students)
- ELA decreased from 7.69% to 0% Proficient on CAASPP Testing

ELA increased distance from 3 by 18 mean scaled score points
- Math improved from 13.3% to 14% of students Proficient on CAASPP Testing

Math decreased distance from 3 by 38 mean scaled score points

Low Income
- ELA improved to 66% of students Proficient on CAASPP Testing from 61%
- Math improved to 55% of students Proficient on CAASPP Testing from 28.7%

Special Education (23 students)

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</table>

• Math 8.3% improve to 12% of students Proficient on CAASPP Testing Math decrease distance from 3 by 5 mean scaled score points English Learners: 15% RFEP rate Increase percent of 9th grade students on track for graduation (55 credits or more) from 94% (2019-2020) to 95% (2020-2021). Increase the percentage of students enrolled In A-G courses from 54.5 % (2019-2020) to 58 % (2020-2021)	• ELA decreased from 28% to 19% of students proficient on CAASPP Testing ELA increased the distance from 3 by 20 mean scaled score points • Math increased from 8.3% to 14% of students Proficient on CAASPP Testing Math decrease distance from 3 by 10 mean scaled score points English Learners: 7% (6 total students) Percent of 9th grade students on track for graduation (55 credits or more) decreased from 94% (2019-2020) to 90% (2020-2021). The percentage of students enrolled In A-G courses decreased from 54.5 % (2019-2020) to 53.8% (2020-2021)

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Much of the planned actions under goal 1 supported growth in access and equity to technological tools for all students. While this is not measurable, our students and staff growth in using and facilitating the online resources improved significantly. As mentioned in goal 3, the lack of access to student interventions and support systems on-campus was seen in both our SPED and EL students.

SPSA Year: 2020-21		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
1.1 Purchase supplemental materials and supplies to provide for, or enhance, curriculum.	1.1 Online resources were purchased to support student learning in the pandemic. Edpuzzle, Turn-itin.com, Extempore for Foreign Language, these expenditures were impacted by pandemic.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
1.2 Provide supplemental curriculum in such forms as field trips, guest speakers, etc.	1.2 Limited due to Pandemic. No Field Trips, No on-campus visitors. No money spent.	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

		None
1.3 Purchase materials/books/e-books/magazines for the Library.	1.3 Library was closed for 2020-2021 school year	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? None
1.4 Provide Teacher on Special Assignment (TOSA) for NGSS development.	1.4 .2 Release period for Mr. Bland, last year of a four year cycle to support NGSS at College Park	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The move to the NGSS standards schoolwide over four years was impressive. All three core classes (Biology, Chemistry and Physics) have completely shifted to the updated standards. Student learning connected to the NGSS will show it's effectiveness
1.5 Provide funding to support Career Technical Education (CTE) courses.	1.5 Adobe Licenses, Apple Care and other miscellaneous items are paid by site funds to support our 6 CTE classes. This funding is necessary to supplement materials in these courses.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? CTE (Career Technical Education) courses continue to thrive at CP. These courses housed in both the VAPA and Science department give students hands on work in their subject area.
1.6 Provide funding for substitute, overtime, and stipend pay for curriculum related needs.	1.6 Funds were minimally spent on this due to the pandemic	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? NA

1.7 Upgrade Tech devices school wide to support student learning	1.7 240 Chromebooks, 8 chromebook carts and 25 laptops were purchased to support student learning	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? 100% of students had access to take-home device during the pandemic and when on campus for hybrid learning.
	1.8	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Annual Evaluation Goal 2:	Culture/Health and Wellness: All students, staff, parents/guardians, and community members will enjoy a school climate and culture which focuses on equity, access, inclusivity, and safety and where they will be informed, engaged, and empowered as partners with College Park High School to support student learning.	**Related State and/or Local Priorities:**
		X Parental Involvement
		X Pupil Achievement
		X Pupil Engagement
		X School Climate
		Related LCAP Goals:
		X MDUSD LCAP Goal 1
		X MDUSD LCAP Goal 3

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Decrease suspension rate/ number: from 3.83% to 3% Decrease chronic absenteeism rate from 9.59% to 7% 68% of parents on CHKS agreed that "School provides high-quality instruction" increase to 75% 74% of parents on CHKS agreed that "School is a safe place for students" increase to 82% Increase Perceived Safety at School from 51% to 60% for 9th graders on CHKS survey Increase Perceived Safety at School from 64% to 73% for11th graders on CHKS survey Increase the graduation on-track of 11th grades from 87% to 90% (Measured by completing 110 credits after two years)	Actual Annual Measurable Outcomes:	Due to COVID-19 we had a lower number of students taking the CAASPP Test and much of our intervention programs for students were limited due to Distance Learning. Additionally, we were not able to give the California Healthy Kids Survey. Decrease suspension rate/ number: from 3.83% to 0% Decrease chronic absenteeism rate from 9.59% to 7% 68% of parents on CHKS agreed that "School provides high-quality instruction" increase to 75% 74% of parents on CHKS agreed that "School is a safe place for students" increase to 82% Increase Perceived Safety at School from 51% to 60% for 9th graders on CHKS survey Increase Perceived Safety at School from 64% to 73% for11th graders on CHKS survey Increase the graduation on-track of 11th grades from 87% to 90% (Measured by completing 110 credits after two years)

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	An improved focus on communication to all stakeholders was a priority and while still looking to improve, there was greater intentional outreach with more stakeholders being connected to school. Virtual Meetings (Counselors, Increased communication from Site (Parent Square to all), Webmaster/Falcon Flyer were critical in moving this forward. The suspension Data while excellent (0%) is misleading due to the pandemic, also the Chronic absenteeism rate is NA for 20-21.

SPSA Year: 2020-21		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
2.1 Provide funding for monthly ELAC meeting refreshments and other ELL meetings.	2.1 Two virtual meetings were held. No expenses needed	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Limited participation from ELL families
2.2 Provide funding for materials needed by Campus Safety Committee.	2.2 Monies were spent on Campus Safety with the return of students during in-person instruction. PPE materials, signage etc was all put on campus. This money was spent from district funds, not site funds.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Zero Covid cases from in -person learning.
2.3 Psychologist Intern (two days a week)	2.3 Intern worked virtually with students two days a week and worked under supervision of Psychologist	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Limited cases and access to students due to Pandemic.
2.4 Monthly Tea with Honey for community members	2.4 Monthly meetings to inform community of school wide issues. Heavy focus on COVID Protocols, and increased communication to families. All meetings were virtual No costs associated.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Averaged between 40-50 people per month to meetings.
2.5 JFK Counseling Intern	2.5 No intern due to COVID	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

		NA
2.6 Counseling Nights for students/parents	2.6 Had several virtual parent nights throughout the year - Senior Parent Night, 10/11th grade College and Career, New 9th grade night. All done virtually on zoom.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Improved attendance and new format forced the digitization of the resources that could be shared electronically with families
2.7 Provide funding for school-wide communication channels - Webmaster and Falcon Flyer communications.	2.7 Falcon Flyer is sent out two times a week and has long been a communication staple for CP. Also, webmaster duties.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Need to review open and click rate from 20-21 school year.
	2.8	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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Annual Evaluation Goal 3:	Interventions: Students will have access to intervention support which will promote academic and emotional success.	**Related State and/or Local Priorities:**
		X — Basic
		X — Pupil Achievement
		X — Pupil Engagement
		X — School Climate
		X — Course Access
		Related LCAP Goals:
		X — MDUSD LCAP Goal 1

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All

| Expected Annual Measurable Outcomes: | Increase the number of students seen for Tier 3 Interventions when students return to school.

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Special Education
• ELA 28% improve to 35% of students Proficient on CAASPP Testing | Actual Annual Measurable Outcomes: | Due to COVID-19 we had a lower number of students taking the CAASPP Test and much of our intervention programs for students were limited due to Distance Learning.

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ELA decrease distance from 3 by 5 mean scaled score points • Math 8.3% improve to 12% of students Proficient on CAASPP Testing Math decrease distance from 3 by 5 mean scaled score points English Learners: Improve to 15% RFEP rate for EL Students. Increase percent of 9th grade students on track for graduation (55 credits or more) from 82.5% (2019-2020) to 87% (2020-2021). Increase percent of 10th grade students on track for graduation (110 credits or more) from Increase the percentage of students enrolled In A-G courses from 54.5 % (2019-2020) to 58 % (2020-2021)	• ELA decreased from 28% to 19% of students proficient on CAASPP Testing ELA increased the distance from 3 by 20 mean scaled score points • Math increased from 8.3% to 14% of students Proficient on CAASPP Testing Math decrease distance from 3 by 10 mean scaled score points English Learners: 7% (6 total students) Percent of 9th grade students on track for graduation (55 credits or more) decreased from 94% (2019-2020) to 90% (2020-2021). The percentage of students enrolled In A-G courses decreased from 54.5 % (2019-2020) to 53.8% (2020-2021)

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	The lack of onsite support for students was evident from our schoolwide testing data. These missing interventions and supports for Special Ed and English Language students was clearly evident in our data. As students are returning to campus full-time this year, the number of "Live" interventions and support both during the school day and after school are in place. Many of the Planned actions were cancelled during the pandemic, and return of these support systems should benefit students during the 21-22 school year

SPSA Year: 2020-21		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
3.1 Provide funding for grade level interventions.	3.1 Programs were put on hold due to pandemic. No money spent.	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? No data
3.2 Provide funding for alternative education and credit recovery	3.2 Cyber high was used throughout the year to help with credit recovery. Teachers supported students in Cyber High. 20-21 was last year. Was replaced by APEX	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

		Approximately 30% of students finished up courses through Cyberhigh. This has been replaced by APEX
3.3 Provide funding for staff to cover intervention related events.	3.3 Primary after-school programs were cut to pandemic. No money spent.	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? No data
3.4 Provide funding for AVID instruction and materials.	3.4 Curriculum and Materials to support class. Limited due to pandemic, no college trips	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? More data needed to see long-term impact.
3.5 Provide funding to support ELD Support teacher to monitor RFEP and ELL students	3.5 .2 FTE Ms. Winterich to support EL students and monitor R-Fep students. Worked with individual students, small groups and facilitated ELPAC testing	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? R-Fep rate (7%)
3.6 Interventions: Students will have access to intervention support which will promote academic and emotional success. - .2 FTE for teacher on special assignment for RTI (Our traditional RTI program was put on hold during the Pandemic. The teacher ran support groups for struggling students, primarily 9th graders.	3.6 Support groups for struggling students primarily 9th graders. Not our traditional RTI program due to pandemic.	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Limited outreach to students because of pandemic
	3.7	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	3.8	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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	3.19	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2021-2022 SPSA	Annual Evaluation Impact on SPSA 2021-2022
Presentation to Site Council - September 30th	Site Council did review of the 20-21 Single Plan evaluating effectiveness
Presentation to CP Leadership Team - October 5th	Leadership team members did review of the 20-21 Single Plan evaluating effectiveness
21-22 Single Plan reviewed by Site Council - October 28th	Site Council members reviewed goals, action items, data and spending
21-22 Single plan reviewed by CP Leadership Team - November 2nd	Leadership Team Members reviewed goals, action items, data and spending
21-22 Single Plan shared with Staff	Staff provided input on expenditures and staffing

Section 2: Goals, Actions, Expenditures

Goal 1:	Students at College Park High School will become college and/or career ready through a high quality and equitable education delivered by educators equipped with appropriate training, technology tools and supplies to teach curriculum based on California State Standards.	**Related State and/or Local Priorities:** X Basic X Implementation of State Standards X Pupil Achievement X Pupil Engagement **Related LCAP Goals:** X MDUSD LCAP Goal 1 X MDUSD LCAP Goal 2
Identified Need:	All counselors will work with teachers, and target freshmen level gateway courses (Algebra, English 1 and Living Earth) to ensure more students are passing all courses with a C grade or better to increase A-G rates and to increase proficiency level of each group. Provide materials and supplies needed to support curriculum. Teachers supporting student Social Emotional Learning and using Achievement Data to measure effectiveness. Equity training for teachers to support more inclusive classroom.	
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: ELL and students with special needs	

SPSA Year: 2021-22				
Expected Annual Measurable Outcomes:	Overall • ELA 69% improve to 73% of students Proficient on CAASPP Testing ELA increase distance from 3 by 5 mean scaled score points • Math 54% improve to 56% of students Proficient on CAASPP Testing Math decrease distance from 3 by 5 mean scaled score points Emerging Bilingual • ELA 0% improve to 8% of students Proficient on CAASPP Testing ELA decrease distance from 3 by 5 mean scaled score points • Math 14% improve to 17% of students Proficient on CAASPP Testing Math decrease distance from 3 by 5 mean scaled score points Low Income • ELA 66% improve to 68% of students Proficient on CAASPP Testing • Math 55% improve to 57% of students Proficient on CAASPP Testing Special Education • ELA 20% improve to 25% of students Proficient on CAASPP Testing ELA decrease distance from 3 by 5 mean scaled score points • Math 14% improve to 17% of students Proficient on CAASPP Testing Math decrease distance from 3 by 5 mean scaled score points English Learners: 15% RFEP rate Increase percent of 9th grade students on track for graduation (55 credits or more) from 90% (2020-2021) to 93% (2021-2022). Increase the percentage of students enrolled In A-G courses from 53.8% (2020-21) to 56 % (2021-2022)			
Actions/Services	**Pupils to be Served**	**Proposed Expenditures**	**Funding Source**	**Amount**
1.1 Provide training/professional development to help staff learn and incorporate CA State Standards	X All Students	Staff Development for teachers across disciplines	Site Discretionary	8000

and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)		Substitutes	Site Discretionary	2000
		Staff Development for teachers	LCFF Supplemental	1500
		Substitutes	LCFF Supplemental	1000
1.2 Purchase supplemental materials and supplies to provide for, or enhance, curriculum.	X All Students X English Learners X Other Subgroups: (Specify) Special needs		Site Discretionary	5000
			LCFF Supplemental	3500
1.3 Provide supplemental curriculum in such forms as field trips, guest speakers, etc.	X All Students X English Learners		Site Discretionary	1500
1.4 Purchase materials/books/e-books/magazines for the Library.	X All Students X English Learners X Other Subgroups: (Specify) Special needs	Subscriptions, books	Site Discretionary	1500
		Subscriptions books	LCFF Supplemental	1000
1.5 Class texts and Materials for ELL classes	X All Students X English Learners	Books, materials to support instruction	LCFF Supplemental	3000
1.6 Provide funding to support Career Technical Education (CTE) courses.	X All Students	Materials and Supplies for Courses	Site Discretionary	4000
1.7 Provide funding for substitute, overtime, and stipend pay for curriculum related needs.	X All Students	Substitute costs	Site Discretionary	1500
		Substitute costs	LCFF Supplemental	1500
1.8 Provide online and software tools to support student learning	X All Students	Software licenses/Online access	Site Discretionary	10000

				Related State and/or Local Priorities:

Goal 2: Culture/Health and Wellness: All students, staff, parents/guardians, and community members will enjoy a school climate and culture which focuses on equity, access, inclusivity, and safety and where they will be informed, engaged, and empowered as partners with College Park High School to support student learning.

Related State and/or Local Priorities:

- X   Parental Involvement
- X   Pupil Achievement
- X   Pupil Engagement
- X   School Climate

Related LCAP Goals:

- X   MDUSD LCAP Goal 1
- X   MDUSD LCAP Goal 3

Identified Need: Continue to increase community communication through virtual and site-based meetings to all stakeholders.

Counselors will work to identify student needs (i.e. anxiety, depression) and resource and provide support.

X

Goal Applies to: Grade/Department/Other: All Students and Staff

Applicable Pupil Subgroups: All students

SPSA Year: 2021-22

Expected Annual Measurable Outcomes:
Decrease suspension rate/ number: from 3.83% to 3%
Decrease chronic absenteeism rate from 9.59% to 7%
68% of parents on CHKS agreed that "School provides high-quality instruction" increase to 75%
74% of parents on CHKS agreed that "School is a safe place for students" increase to 82%
Increase Perceived Safety at School from 51% to 60% for 9th graders on CHKS survey
Increase Perceived Safety at School from 64% to 73% for11th graders on CHKS survey
Increase the graduation on-track of 11th grades from 87% to 90% (Measured by completing 110 credits after two years)
This year students throughout Mt. Diablo Unified School District will participate in an SEL assessment three times over the course of the year. At College Park High school we will increase the number of students self reporting high and middle levels of competency from 93% to 95%. Based on the outcomes we will implement appropriate SEL strategies and provide support for students.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Provide funding for school-wide communication channels.	X All Students	Cost for Webmaster and Falcon Flyer	Site Discretionary	4000
2.2 Provide funding for ELAC meeting refreshments and other ELL meetings.	X English Learners	Food, materials for meetings	LCFF Supplemental	500

2.3 Provide funding for materials needed by Campus Safety Committee.	X All Students	Updating Emergency Supplies	Site Discretionary	1500
2.4 Psychologist Intern (two days a week)	X All Students X Other Subgroups: (Specify) SPED	Pysch Intern to support students Counseling services available to students		0
2.5 Monthly Tea with Honey for community members	X All Students	Friday - Virtual or Live parent meetings		0
2.6 JFK Counseling Intern	X All Students	JFK Counseling Intern works one day a week to support students in crisis - funded by outside source		0
2.7 Counseling Nights for students/parents	X All Students X Other Subgroups: (Specify) AVID	Senior Night 10th/11th grade college and Career Night AVID Night 8th Grade Parent Night		0
2.8 Link Crew Support	X All Students	Link Crew Curriculum and other materials used to support incoming 9th graders and students new to College Park	LCFF Supplemental	2000
2.9 Community Service Coordinator for Spanish Speaking Families	X English Learners X Redesignated Fluent English Proficient	Create CST Position to provide support for translations and Spanish Speaking Families	LCFF Supplemental	11396

Goal 3:	Interventions: Students will have access to intervention support which will promote academic and emotional success.	Related State and/or Local Priorities:
		X Basic
		X Pupil Achievement
		X Pupil Engagement
		X School Climate
		X Course Access
		Related LCAP Goals:
		X MDUSD LCAP Goal 1

Identified Need:	Support and grow Response to Intervention (RTI) program at College Park to improve student learning.
	For struggling students provide resources after-school to support student learning.
	To support students Mental Health, focus on redesign of the Wellness Center to provide student support.
	Dedicated certificated support for EL and R-FEP students to help with testing and graduation.
	Provide support for students earning D's and F's.

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All

SPSA Year: 2021-22

| **Expected Annual Measurable Outcomes:** | Increase number of students who are receiving interventions and support

Overall
• ELA 69% improve to 73% of students Proficient on CAASPP Testing
ELA increase distance from 3 by 5 mean scaled score points
• Math 54% improve to 56% of students Proficient on CAASPP Testing
Math decrease distance from 3 by 5 mean scaled score points

Emerging Bilingual
• ELA 0% improve to 8% of students Proficient on CAASPP Testing
ELA decrease distance from 3 by 5 mean scaled score points
• Math 14% improve to 17% of students Proficient on CAASPP Testing
Math decrease distance from 3 by 5 mean scaled score points

Low Income
• ELA 66% improve to 68% of students Proficient on CAASPP Testing
• Math 55% improve to 57% of students Proficient on CAASPP Testing

Special Education
• ELA 20% improve to 25% of students Proficient on CAASPP Testing
ELA decrease distance from 3 by 5 mean scaled score points
• Math 14% improve to 17% of students Proficient on CAASPP Testing
Math decrease distance from 3 by 5 mean scaled score points

English Learners: 15% RFEP rate

Increase percent of 9th grade students on track for graduation (55 credits or more) from 90% (2020-2021) to 93% (2021-2022).

Increase the percentage of students enrolled In A-G courses from 53.8% (2020-21) to 56 % (2021-2022) |

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Provide Teacher on Special Assignment (TOSA) for evaluation and implementation of Response to Intervention (RTI) program.	X All Students	.2 FTE for Mrs. Strange RTI Coordinator	LCFF Supplemental	22500
3.2 Provide funding for grade level interventions.	X All Students	Tutoring services for students	LCFF Supplemental	1000

	X Low Income Pupils X English Learners	Purchase other materials as needed to support students	LCFF Supplemental	1500
		Weekly Math Tutorials	LCFF Supplemental	1500
3.3 Provide Funding for AVID Professional Development	X All Students X Other Subgroups: (Specify) AVID Students	PD for new AVID Staff	LCFF Supplemental	1500
3.4 Provide funding for staff to cover intervention related events.	X Other Subgroups: (Specify) Special needs	Sub Coverage for teachers	LCFF Supplemental	2000
3.5 Provide funding for AVID instruction and materials.	X All Students X Low Income Pupils X English Learners X Redesignated Fluent English Proficient AVID students	Class Supplies to support class Field Trip support to attend College Visits	LCFF Supplemental	3000
3.6 Provide funding to support ELD Support teacher to monitor RFEP and ELL students	X English Learners X Redesignated Fluent English Proficient	.2 FTE for EL Support - Mrs. Winterich	LCFF Supplemental	28500
3.7 Wellness Center Redesign	X All Students X Foster Youth X Other Subgroups: (Specify) Homeless	Materials and supplies for updated Wellness Center	Site Discretionary	2000
		Materials and supplies for updated Wellness Center	LCFF Supplemental	2000

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Site Discretionary	98,448	57,448.00
LCFF Supplemental	88,896	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF Supplemental	88,896.00
Site Discretionary	41,000.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.

2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.

3. Provide professional development and conference information.

4. Provide for parent education and involvement.

5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).

6. Maintain master file of records and correspondence regarding the Consolidated Application.

7. Assist with and maintain purchasing verifications and records.

8. Provide budget assistance for schools.

9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.

10. Complete and submit district applications.

11. Conduct compliance reviews.

12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.

13. Coordinate revision, amendments and correspondence with the California Department of Education.

14. Acquire materials for district-wide use.

15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.

16. Compare and align district curriculum with State standards and benchmarks.

17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.

18. Coordinate District Advisory Committees.

19. District wide assessment and supplemental services for English learner students.

20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.

21. Provide specific reports and files related to district developed performance assessments.

22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.

23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: College Park High School   **Year: 2020-21**

() Principal	() Teachers	() Other school staff
() Parents and other community members		

Schoolsite Council
Elementary

(1) Principal	(4) Teachers	(1) Other school staff
(3) Parents and other community members	(3) Students	

Schoolsite Council
Secondary

() Principal	() Teachers	() Other school staff
() Parents and other community members	() Students	

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Kevin Honey	X				X					
Denise Schichnes	X	X		X						
Alison Stroot	X	X		X						
Lynn Valdez	X	X		X						
Dylan Bland	X					X				
Chris Ellenwood	X					X				
Suzanne Hatch	X					X				
Jorge Jimenez	X					X				
Cheri Cheng	X						X			
Diego Karlin	X			X					X	
Ian Jenny	X			X					X	
Katrina Blandon	X			X					X	
Numbers of members	**12**	**3**		**6**	**1**	**4**	**1**		**3**	**0**

Section 4: Common Pages

English Learner Advisory Committee

School: College Park High School   **Year: 2020-21**

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: 12/2/2020

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a.   Principal/ Principal's Administrative designee:

b.   Five parents, elected by parents of English Learners:

    1.

    2.

    3.

    4.

    5.

c.   Two Staff members, elected by staff:

    1.

    2.

Section 4: Common Pages

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Schoolsite Councils/Committees
Assurances & Recommendations

</div>

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on		11/09/2021
		Council Approval Date
Ian Jenny		11/10/2021
Typed name of chairperson	Signature	Date

If Applicable English Learner Advisory Committee reviewed the SPSA on		
		Council Approval Date
Typed name of chairperson	Signature	Date

If Applicable SCHOOL ADVISORY COMMITTEE:		
	Committee Name	Council Approval Date
Typed name of chairperson	Signature	Date

If Applicable SCHOOL ADVISORY COMMITTEE:		
	Committee Name	Council Approval Date
Typed name of chairperson	Signature	Date

Kevin Honey	_Ken Honey_ (signature)	11/10/2021
Typed name of Principal	Signature	Date

Budget By Expenditures

College Park High School

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Pysch Intern to support students		$0.00	Goal 2	Psychologist Intern (two days a week)
Friday - Virtual or Live parent meetings		$0.00	Goal 2	Monthly Tea with Honey for community members
JFK Counseling Intern works one day a week to support students in crisis - funded by outside source		$0.00	Goal 2	JFK Counseling Intern
Senior Night		$0.00	Goal 2	Counseling Nights for students/parents

Total Expenditures:	$0.00		
Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental   **$88,896.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Link Crew Curriculum and other materials used to support incoming 9th graders and students new to College Park		$2,000.00	Goal 2	Link Crew Support
Create CST Position to provide support for translations and Spanish Speaking Families		$11,396.00	Goal 2	Community Service Coordinator for Spanish Speaking Families
.2 FTE for Mrs. Strange RTI Coordinator		$22,500.00	Goal 3	Provide Teacher on Special Assignment (TOSA) for evaluation and implementation of Response to Intervention (RTI) program.
Tutoring services for students		$1,000.00	Goal 3	Provide funding for grade level interventions.

College Park High School

Purchase other materials as needed to support students	$1,500.00	Goal 3	Provide funding for grade level interventions.
Weekly Math Tutorials	$1,500.00	Goal 3	Provide funding for grade level interventions.
PD for new AVID Staff	$1,500.00	Goal 3	Provide Funding for AVID Professional Development
Sub Coverage for teachers	$2,000.00	Goal 3	Provide funding for staff to cover intervention related events.
Class Supplies to support class	$3,000.00	Goal 3	Provide funding for AVID instruction and materials.
.2 FTE for EL Support - Mrs. Winterich	$28,500.00	Goal 3	Provide funding to support ELD Support teacher to monitor RFEP and ELL students
Staff Development for teachers	$1,500.00	Goal 1	Provide training/professional development to help staff learn and incorporate CA State Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)
Substitutes	$1,000.00	Goal 1	Provide training/professional development to help staff learn and incorporate CA State Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)
Subscriptions books	$1,000.00	Goal 1	Purchase materials/books/e-books/magazines for the Library.
Books, materials to support instruction	$3,000.00	Goal 1	Class texts and Materials for ELL classes
	$3,500.00	Goal 1	Purchase supplemental materials and supplies to provide for, or enhance, curriculum.
Substitute costs	$1,500.00	Goal 1	Provide funding for substitute, overtime, and stipend pay for curriculum related needs.
Food, materials for meetings	$500.00	Goal 2	Provide funding for ELAC meeting refreshments and other ELL meetings.
Materials and supplies for updated Wellness Center	$2,000.00	Goal 3	Wellness Center Redesign

College Park High School

LCFF Supplemental Total Expenditures: $88,896.00

LCFF Supplemental Allocation Balance: $0.00

Funding Source: Site Discretionary   **$98,448.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Updating Emergency Supplies		$1,500.00	Goal 2	Provide funding for materials needed by Campus Safety Committee.
Software licenses/Online access		$10,000.00	Goal 1	Provide online and software tools to support student learning
Cost for Webmaster and Falcon Flyer		$4,000.00	Goal 2	Provide funding for school-wide communication channels.
		$1,500.00	Goal 1	Provide supplemental curriculum in such forms as field trips, guest speakers, etc.
Subscriptions, books		$1,500.00	Goal 1	Purchase materials/books/e-books/magazines for the Library.
Materials and Supplies for Courses		$4,000.00	Goal 1	Provide funding to support Career Technical Education (CTE) courses.
Substitute costs		$1,500.00	Goal 1	Provide funding for substitute, overtime, and stipend pay for curriculum related needs.
		$5,000.00	Goal 1	Purchase supplemental materials and supplies to provide for, or enhance, curriculum.
Staff Development for teachers across disciplines		$8,000.00	Goal 1	Provide training/professional development to help staff learn and incorporate CA State Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)
Substitutes		$2,000.00	Goal 1	Provide training/professional development to help staff learn and incorporate CA State Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)

College Park High School

Materials and supplies for updated Wellness Center	$2,000.00	Goal 3	Wellness Center Redesign

Site Discretionary Total Expenditures: $41,000.00

Site Discretionary Allocation Balance: $57,448.00

College Park High School Total Expenditures: $129,896.00