

# Single Plan for Student Achievement

**LEA:** Mt. Diablo Unified School District  
**School:** College Park High School  
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**SPSA Year:** 2017-2018

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

**School Site Council Approval:** 11/15/2017

**Approved by MDUSD Board of Education:** TBD

## Introduction

The MDUSD Single 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.

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## 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

<b>Annual Evaluation Goal 1:</b>	All students and staff will function in a safe and welcoming environment with equitable high expectations, access to technology, and access to rigorous and relevant Common Core Aligned Curriculum that prepares students to be college and career ready.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Course Access  <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
<b>Goal Applies to:</b> Grade/Department/Other: Grades 9-12 All Content Areas  Applicable Pupil Subgroups: Grade 9 students will have additional focus		
<b>Expected Annual Measurable Outcomes:</b>	<p>Master schedule will reflect time defined as systematic RTI for all students to access interventions within the school day at least 90 minutes per week to decrease the number of D and F grades from 2015-16.</p> <p>Teachers, administrators, and parents will be asked to attend national Professional Learning Communities workshop in the end of February.</p> <p>Staff will have release time for professional development, planning, data analysis, and building common assessments as logged through attendance sheets and Tuesday Professional Learning Community after-school conversations and minutes taken.</p> <p>Staff will attend professional development for curriculum materials, technology, and AVID, with the expectation that their curricular roadmaps and lesson planning will reflect this knowledge. We will have at least 25% of staff using AVID strategies.</p> <p>Students and staff will use computer software and online applications for additional support in meeting college and career goals established by each student as measured by metrics in Naviance and where all freshmen students will have at least a 4-year plan, student, and parent participation will increase by 25% this year.</p>	<b>Actual Annual Measurable Outcomes:</b> <p>The master schedule does reflect time defined as systematic RTI (Response To Intervention) for all students to access interventions and enrichment within the school day at least 90 minutes per week to decrease the number of D and F grades from 2015-16. We did see an overall reduction in our school D and F grades.</p> <p>Staff had release time for professional development, planning, data analysis, and building common assessments as logged through attendance sheets and through Tuesday Professional Learning Community after-school conversations some departments are ahead of others with regards to this process.</p> <p>Staff attended professional development for curriculum materials, technology and AVID. We are in the preliminary stages of training all staff on AVID strategies such as Cornell notes, WICOR strategies, and Essential Learning Questions. CPHS has 10 AVID teachers. The site is emerging in the use of these strategies.</p> <p>As counselors became more proficient with the use of Naviance and a more strategic roll-out plan, they were successful in getting the majority of freshmen into a 4-year plan. Counselors worked with students and parents to ensure they had a working knowledge of Naviance, through parent and classroom meetings.</p>

**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?**

After reviewing 2016-17 goal 1, the school site council recommends no changes to plan. SSC recommends that we stay with current plan for at least 2 more years to truly see longitudinal data on how our current goals are truly working.

**SPSA Year : 2016-17**

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
1.1 Provide professional development for all teachers for the implementation of Common Core Standards, National Science Standards, and technology integration into the classroom.	1.1 In progress	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Observations and teachers indicate that the PD was effective.</p> <p>One teacher has .20 FTE dedicated to supporting science teachers with NGSS implementation. He reports science teachers are reflective and on the same page with regards to what NGSS is and how to lesson plan.</p>
1.2 Provide students and staff with access to technology, devices, software, and applications that improve the teaching and learning of Common Core Standards and National Science Standards, as well as elective course offerings.	1.2 In progress	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Site tech PD - Google Classroom and Google Apps. Added chromebooks to science classes. Math - added chromebooks and carts specifically designated to Algebra 1A classes. TV Video Production students record all PD, parent ed (Naviance), etc. and post on school website to increase staff, student, and parent access. Site added an AP Computer Science course.</p>
1.3 Purchase supplemental curriculum that targets content not covered by the current textbook adoption.	1.3 Ongoing	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to</p>

		<p>evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Supplemental materials were purchased for AP foreign language.</p>
1.4 Provide teacher training, curriculum, and support for all students with disabilities.	1.4 In progress	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We held staff meetings and department spoke about support to IEP students in department meetings.</p>
1.5 Purchase Naviance CTE/College license for students and parents.	1.5 Completed	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>All guardians and students have full access to Naviance. As counselors became more proficient with the use of Naviance, they realized having all freshmen into a 4-year plan by the end of their freshman year. They were successful with getting the majority of freshmen into a 4 year plan. Counselors worked with students and parents to ensure they had a working knowledge of Naviance and monitor use of this effective tool.</p>
1.6 Academic intervention curriculum and materials will be provided to address the needs of each subgroup and provide access to a better learning environment.	1.6 Planned for 2017-2018 school year.	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>2016-17 school year - exploratory regarding needs and what is available. Based on those conversations, site will make informed purchases this year. Teachers and vp who supports the English learner program at CPHS will guide those</p>

		purchases. These conversations also resulted in additional sections for EL students for spring semester 2018.
1.7 Provide targeted professional development for all staff to better meet the needs of ELD subgroup students.	1.7 Completed	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Site participated in Constructing Meaning. EL teachers were trained in English Learner Redesignation Teams (ELRT) and, as a result, effectively participated in them.</p>

<b>Annual Evaluation Goal 2:</b>	All students, parents, and community members will have access to meaningful opportunities to participate in a safe and engaging school culture.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate  <b>Related LCAP Goals:</b>
<b>Goal Applies to:</b> Grade/Department/Other: Grades 9-12 All Content Areas  Applicable Pupil Subgroups: All Students, Foster Youth, Homeless, ELD, and Special Education		
<b>Expected Annual Measurable Outcomes:</b>	<p>Positive relationships between staff, parents and students will be increased from previous year measured outcomes on the Healthy Kid Survey and parent survey. Expectation is that on our annual survey to our community that effective communication increases by 25%.</p> <p>Staff will provide engaging learning environments to promote and increase positive attendance rate increase of 3% above the 2015-16 attendance rate.</p> <p>Parents will have multiple opportunities to provide feedback regarding their experience at CPHS, through meetings of the following groups: WASC Focus Groups, PTSA, Boosters, Parent Leadership School Site Council, and individual meetings with teachers and administration and parent surveys and cup of Joe with Principal Joe.</p> <p>We will update our school website with videos that ensure information can be viewed for those who cannot attend site events.</p> <p>Alternatives to suspension and behavior Intervention strategies will be provided for students to reduce out of class time and the suspension rate of students. We will decrease overall suspensions by 15%.</p>	<b>Actual Annual Measurable Outcomes:</b> <p>187 parents participated in the California School Parent Survey. Principal held monthly meetings for community members to engage in conversations, "cup of Joe with Principal Joe"</p> <p>School website was updated both with information and videos to ensure our community stays informed.</p> <p>CPHS utilizes PBIS (Positive Behavior Intervention Supports) we are in the preliminary stages but do work within a district cohort on devising a roll-out action plan, where we are training and supporting teachers in understanding PBIS and how this can best support engagement with our students.</p> <p>CPHS had a suspension rate of 3% in 2016-2017. It was 3.3% in 2015-2016.</p> <p>CPHS had an attendance rate of 96% in 2015-2016 and 95% in 2016-2017.</p>
<b>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?</b>	We are looking to streamline what information is disseminated and how it goes out to our community at large (Auto-dialer, email-Falcon Flyer, website, social media, Peach Jar, Text-REMIND.org). Our site goals were formulated last year from stakeholder feedback including parents, students, and faculty members. As well, we asked graduating seniors for feedback on their 4-year experience.	



**SPSA Year : 2016-17**

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>2.1 All staff will implement strategies based on the Art and Science of Teaching for developing and maintaining positive student, parent, and community relationships.</p>	<p>2.1 Completed</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We did PD on this before the school year as well as during our full day PD's during the school year.</p> <p>A cornerstone of Art and Science is positive relationships between staff and students and all students having a caring and supportive relationship with at least one adult on campus. CPHS is moving in this direction via AVID, increased support for 9th graders through school counselor focus on Naviance and Link Crew. Student leadership and staff are acknowledging improved student behavior through Spirit points.</p> <p>PLC (Professional Learning Communities) - We currently have Math and Science using common assessments through a professional development structure.</p>
<p>2.2 Parent/student surveys, WASC focus groups, and parent/student education presentations.</p>	<p>2.2 Completed</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Held a number of communication meeting times for parents, students and community to provide feedback on school goals. School participated in the district parent survey. The site received a 6-year WASC accreditation - there was strong parent/student/staff/community</p>

		participation.
2.3 Provide overtime for staff for safety and supervision.	2.3 Completed	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>A number of employees help out at many events providing adequate supervision and support both at athletic events but many school functions.</p>
2.4 College Park will continue to and strive to build an ELAC advisory committee with our parents	2.4 In progress	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We held 2 parents meetings, we need to retool and have better turnout.</p>
2.5 Provide and fund the CPHS Counseling Intern Program for the social emotional needs of students targeting at risk student groups.	2.5 Completed	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We have 5 clinicians working in our Wellness Center with our tier 3-neediest students as well as having group sessions.</p>

<b>Annual Evaluation Goal 3:</b>	CPHS will build structures to raise the achievement of students through RTI support systems that support students as measured by frequent systematic common assessments and other data sets developed by staff.	<b>Related State and/or Local Priorities:</b>
		<input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access <input checked="" type="checkbox"/> Other Pupil Outcomes <b>Related LCAP Goals:</b>

<b>Goal Applies to:</b>	Grade/Department/Other: Grades 9-12 All Content Areas
	Applicable Pupil Subgroups: All Students

<b>Expected Annual Measurable Outcomes:</b>	<p>Increase the use and support of the after school student support tutor program by increasing student use of the program by 10% over 2015-16 levels.</p> <p>Staff will increase the use of EL support strategies in all classes to decrease the number of long term ELD students by implementing AVID and SADIE strategies.</p> <p>Staff will implement the AVID program in grades nine and ten this school year to increase the number of a-g qualified students attending College Park and decrease the number of ninth grade students receiving D's and F's by 10% from 2015-16 school year.</p>	<b>Actual Annual Measurable Outcomes:</b>	<p>CPHS increased advisory and number of tutors made accessible to students. We also have expanded our tutoring program for the 2017-18 school year to include DVC tutors that speak multiple languages to support our English Learner population.</p> <p>A number of our teacher attended PD before the school year started on strategies to effect EL student learning.</p> <p>The overall number of D and F grades as a site decreased: (2015-2016) Semester 1--18 %, (2016-2017) Semester 1, 16%,</p>
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<b>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?</b>	After reviewing the data the progress showing on the goals is good. We are looking at how we can implement a variety of technology tools to help foster growth via increased technology-infused learning. We are updating the site technology plan to support the continued infusion of technology into learning and teaching. AVID teachers are observing and reflecting as a team on best methods for student assessment. Site will develop a method to evaluate Link Crew effectiveness.
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SPSA Year : 2016-17		
Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 Staff will look into constructing and implementing common assessments to measure student progress in all subjects.	3.1 In progress	Effective  What measurable data was used to evaluate the action/services and what did

		<p>it reveal about its effectiveness?</p> <p>We currently have Math and Science using common assessments.</p>
<p>3.2 Faculty will systematically collect data from formal and informal common assessments of student achievement and use this data to make data driven instructional changes.</p>	<p>3.2 Ongoing</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Data related to freshman D's and F's, English Learner redesignation, and UC a-g completion were discussed and monitored. Staff came to better understand the intersections between D's and F's, EL redesignation and UC a-g access and completion rates.</p> <p>As school counselors deepen their understanding of a-g requirements and transcript evaluation, they increased effectiveness counseling students and parents on courses.</p> <p>EL teachers became more involved in supporting students to redesignation.</p> <p>Freshman teachers worked effectively to help students reduce D's and F's. All three data points showed improvement in 2016-2017.</p>
<p>3.3 Staff will investigate school-wide intervention methods and enrichment structures during the school day and after school.</p>	<p>3.3 Completed</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>CPHS finished its 3rd year with RTI/Enrichment periods. Each year builds on and expands the previous year's work based on data, staff discussion.</p>

		<p>The WASC survey also looked at this - students reported they liked it. Athletes reported it was a great way to catch up.</p> <p>Enrichment provided opportunities for students to get extra support or go deeper in challenging work.</p> <p>Speaker series was well received by students and staff.</p> <p>Parents are supportive and want site to add more intervention and enrichment.</p>
<p>3.4 Staff will implement AVID targeting at risk students to increase UC A-G achievement levels and entrance into post high school education.</p>	<p>3.4 In progress</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Staff participated in staff meetings and PD on AVID strategies such as Cornell notes, WICOR (Writing, Inquiry, Collaboration, Organization and Reading to Learn), and Essential Learning Questions. CPHS has 10 AVID teachers. Site is emerging in the use of Essential Learning Questions.</p> <p>CPHS began AVID in 2014-15. Use of Naviance with AVID students will increase a-g completion. The site is beginning to have and evaluate data (site and Naviance) related to AVID's impact on a-g completion and access to post-high school education.</p>
<p>3.5 Staff will continue to implement the Link Crew Program for incoming grade 9 students.</p>	<p>3.5 Ongoing</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Link Crew is an institution at CPHS. It has been in place for many years and has the</p>

		full support staff. Observation is that it energizes students and helps with the transition from middle school. Historically these has been no solid data collection to evaluate its effectiveness.
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## Section 1: Stakeholder Engagement

### Annual Evaluation Involvement Process 2017-2018 SPSA

During the two September school site council meetings, SSC reviewed the 16-17 plan and provided input on its evaluation. Additionally they provided input on the 17-18 plan.

The Principal meets on a monthly basis with associated student body and also holds a monthly meeting with any student who wants to attend this lunch time meeting.

Met with ELAC members on 11/14 and discussed overall needs for English Language Learner students.

### Annual Evaluation Impact on SPSA 2017-2018

The site council recommendation was no major changes, to be consistent with goals.

The communication the principal had with all major stakeholders was good, we were able to co-create great agendas with great conversation. Students indicated they would like to go deeper in content in Social Science classes and CTE. Site PD will incorporate increased emphasis on Depth of Knowledge (DOK).

The ELAC members asked for additional information on re-designation and how students are being monitored on an ongoing basis. Continue to reach out to parents and partner with surrounding feeder pattern schools. Parent Workshops regarding redesignation and how English Learners are monitored/supported.

**Mt. Diablo Unified's Local Control Accountability Plan  
LCAP At-A-Glance 2017-2018**

<b>College and Career</b>					
<b>California State Standards (CCSS)</b> <i>Goal 1.1-1.5, 1.22-1.24</i>	<b>Interventions</b> <i>Goal 1.6, 1.13-1.17</i>	<b>Access to College and Career</b> <i>Goal 1.12, 1.18, 1.19</i>	<b>Access and Integration of Technology</b> <i>Goal 1.7</i>	<b>Extra curricular activities, arts and athletics</b> <i>Goal 1.20,1.21</i>	<b>Positive and supportive learning environment</b> <i>Goal 1.8-1.11</i>
<b>Professional Learning</b>					
<b>Professional development, coaching and support</b> <i>Goal 2.1, 2.3-2.5, 2.11</i>	<b>Teacher and staff collaboration</b> <i>Goal 2.2, 2.10</i>	<b>Leadership coaching and support</b> <i>Goal 2.6</i>	<b>Professional development focused on special populations</b> <i>Goal 2.7-2.9</i>		
<b>Parent/Family &amp; Community Engagement</b>					
<b>Expand outreach to parents/guardians</b> <i>Goal 3.1, 3.3</i>	<b>Increase parent/ family education opportunities</b> <i>Goal 3.4</i>	<b>Outreach to special populations</b> <i>Goal 3.6-3.8</i>	<b>Increase engagement in advisory groups</b> <i>Goal 3.2</i>	<b>Expand translation services</b> <i>Goal 3.5</i>	

**A focus on Equity and Special Populations-** including English learners, foster youth , special education & low socio-economic students

<b>State Indicators:</b>	3 <sup>rd</sup> -8 <sup>th</sup> grade ELA & Math	College & Career*	Graduation rate	Chronic Absenteeism	Suspension	Reclassification
<b>Local Indicators:</b>	1 <sup>st</sup> & 3 <sup>rd</sup> grade literacy	6 <sup>th</sup> grade ELA & Math	Algebra pass rates	9 <sup>th</sup> grade credits	Climate surveys	Advisory mtg. Attendance
* Includes: A-G eligibility, pathway completion, 11 <sup>th</sup> grade EAP results ELA & math						



## Section 2: Goals, Actions, Expenditures

<b>Goal 1:</b>	All students and staff will function in a safe and welcoming environment with equitable high expectations, access to technology, and access to rigorous and relevant Common Core Aligned Curriculum that prepares students to be college and career ready.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Course Access  <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1
<b>Identified Need :</b>	<p>Graduation rate will continue to be at 98% with targeted intervention to ensure we get to 100%. We have an intensive plan of action with regards to 2% that are not graduating,</p> <p>As a staff, we are targeting freshmen level gateway courses (Algebra and Biology) to ensure more students are registering and completing A-G coursework, via our online platform Naviance.</p> <p>Another priority for this year is to develop our scope of knowledge with regard to PBIS and Restorative Justice, we have one of our counselors getting trained in both area and will take the lead in developing a 3-year rollout plan.</p> <p>School culture continues to be CPHS's main goal, with regards to collecting data via surveys, CHKS (CA healthy kids survey) and a new digital journalism course to ensure students have a healthy voice on campus.</p>	
<b>Goal Applies to:</b>	Grade/Department/Other: All Applicable Pupil Subgroups: EL and student with special needs	

**SPSA Year : 2017-18**

**Expected Annual Measurable Outcomes:**

Overall Increase/decrease CAASPP distance from a level 3\*:  
 • ELA increase from 2647.7 by 10 mean scaled score points.  
 • Math increase from 2622.3 by 5 mean scaled score points.

English Learners Increase/decrease CAASPP distance from a level 3\*:  
 • ELA increase from 2490.5 by 5 mean scaled score points.  
 • Math increase from 2465.3 by 5 mean scaled score points.

Low Income Increase/decrease CAASPP distance from a level 3\*:  
 • ELA increase from 2597.5 by 10 mean scaled score points.  
 • Math increase from 2571.6 by 5 mean scaled score points.

Special Education Increase/decrease CAASPP distance from a level 3\*:  
 • ELA increase from 2516 by 5 mean scaled score points.  
 • Math increase from 2467.6 by 5 mean scaled score points.

\*Based on 2016-17 11th Grade SBAC Data

English Learners: Increase from 12% to 17% the number of students redesignated as English proficient.

Increase percent of 9th-grade students on track for graduation (55 credits or more) from 83% (2016-2017) to 90% (2017-2018).

Increase the percentage of students completing A-G courses from 45.6% (2016-2017) to 50% (2017-2018)

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Provide professional development for all teachers for the implementation of Common Core Standards, National Science Standards, and technology integration into the classroom.	X All Students X Other Subgroups: (Specify) English Learners	Provide substitutes for release time for lesson planning, professional development, instructional rounds, development of common assessments, and data analysis with an emphasis to include Depth of Knowledge (DOK).  Provide expenses for conference attendance by staff.  Professional Development and teacher training through the use of coaches, consultants, outside organizations, and online programs (I.E. Asilomar for Math)	Targeted Supplemental (0930)  Targeted Supplemental (0930)  Targeted Supplemental (0930)	6500  10000  10000

1.2 Provide students and staff with access to technology, devices, software, and applications that improve the teaching and learning of Common Core Standards and National Science Standards, as well as elective course offerings.	X All Students	Purchase of computers, laptops, furniture, licenses, scanners, tablets, curriculum, intervention programs, and other programs and devices for student and staff use.	Base (0301, 0701, 0801)	20000
1.3 Purchase supplemental curriculum that targets content not covered by the current textbook adoption.	X English Learners	Purchase supplemental materials for ELD curriculum, and computer programs for ELD students.	Targeted Supplemental (0930)	6500
1.4 Provide teacher training, supplemental curriculum and support for all students with special needs.	X All Students	Provide/attend professional development for Common Core, Academic Intervention, and technology.	Targeted Supplemental (0930)	5000
		Provide special education staff (certificated and classified) with substitutes for release time for planning and collaboration with their general education teachers and staff school-wide training.	Targeted Supplemental (0930)	7000
1.5 Have all staff with a working knowledge of Naviance and how it works to support student career exploration and A-G functions.	X All Students	Naviance staff consultant training, counselor time to train community.	Base (0301, 0701, 0801)	5000
1.6 Academic intervention curriculum and materials will be provided to address the needs of each subgroup and provide student access to a different and smaller learning environment.	X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education Students	Provide student support through the before/after school tutoring program, online curriculum and teacher training	Base (0301, 0701, 0801)	22000
1.7 Provide targeted professional development for all staff to better meet the needs of ELD subgroup students.	X English Learners	Professional Development utilizing the district ELD coaches working with teachers and pay for any period substitutes for staff to work with ELD coaches.	Targeted Supplemental (0930)	3500
1.8 Update current library space to reorganize learning area to include updated computers (and software), furniture and library tools.	X All Students	Work with professional organization to help us restructure library learning environment to help ensure students are keeping up to date with learning tools and options.	Base (0301, 0701, 0801)	20000

<b>Goal 2:</b>	All students, parents, and community members will have access to meaningful opportunities to participate in a safe and engaging school culture.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate  <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 3		
<b>Identified Need :</b>	CPHS is continuing our great partnerships with families and community at large that will ensure that new initiatives are clearly communicated and that timely feedback is provided by our all our stakeholders. We continue to address our dropout rate through our newly created wellness center and through our 5 academic counselors who look at progress reporting data and have conversations with students and families to help address particular needs.			
<b>Goal Applies to:</b>	Grade/Department/Other: All Applicable Pupil Subgroups: All students			
<b>SPSA Year : 2017-18</b>				
<b>Expected Annual Measurable Outcomes:</b>	Decrease suspension rate/ number from 4.7% to 3% (2014-15 data used) Decrease chronic absenteeism rate from 7.4% to 5% 72% of the parents on the California Healthy Kids Survey 2017 agreed with the statement, "School provides high quality instruction."			
Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Staff will continue to implement strategies based on the Art and Science of Teaching for developing and maintaining positive student, parent, and community relationships.	X All Students	Funding for overtime and/or extra pay beyond contract hours for staff to develop pacing guides, common assessments, and PLC data summaries. Funding for overtime and/or extra pay beyond contract hours for staff to participate in best practices observations, i.e. instructional rounds, WASC timeline monitoring, development, and tracking of RTI system.	Base (0301, 0701, 0801) Base (0301, 0701, 0801)	5800 7500
2.2 Parent/student surveys, WASC focus groups, and parent/student education presentations.	X All Students	Funding for faculty, i.e. counselors to present on relevant topics as stated on parent/student survey. Provide guest speakers for parent/guardian seminar series.	Base (0301, 0701, 0801)	5500

			Title I Summer Program (3069)	
2.3 Provide overtime for staff for safety and supervision	X All Students	Supervision of tutoring program(s) (Cyber High, before and after school, library tutoring sessions), school dances and lunchtime activities.	Base (0301, 0701, 0801)	5000
2.4 College Park will continue support of ELAC (English Language Advisory Committee)	X English Learners	Continue to reach out to parents and partner with surrounding feeder pattern schools.	Targeted Supplemental (0930)	2000
		Parent Workshops regarding redesignation and how English Learners are monitored/supported.	Targeted Supplemental (0930)	500
		Interpretation devices for parent workshops	Base (0301, 0701, 0801)	2500
2.5 Provide and fund the CPHS Counseling Intern Program for the social emotional needs of students targeting at risk student groups (both social workers for family support and therapists for individual counseling)	X All Students X Low Income Pupils X English Learners X Foster Youth	Fund salaries of Counseling Interns	Targeted Supplemental (0930)	55000
2.6 PBIS and ASB Spirit Team will use Spirit Points to acknowledge students with positive attendance and behavior	X All Students	Monthly Student Recognition funded by PBIS funds.		
2.7 Academic counselors monitor attendance on a monthly basis. They hold pre-intervention meetings for students with chronic tardies/absenteeism. During evening conferences to accommodate working parents	X All Students	Staff extra pay to attend meetings before/after school/Evenings	Base (0301, 0701, 0801)	7000

<b>Goal 3:</b>	CPHS will build structures to raise the achievement of students through RTI support systems that support students as measured by frequent systematic common assessments and other data sets developed by staff.	<p><b>Related State and/or Local Priorities:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Basic</li> <li><input checked="" type="checkbox"/> Implementation of State Standards</li> <li><input checked="" type="checkbox"/> Pupil Achievement</li> <li><input checked="" type="checkbox"/> Pupil Engagement</li> <li><input checked="" type="checkbox"/> School Climate</li> <li><input checked="" type="checkbox"/> Course Access</li> <li><input checked="" type="checkbox"/> Other Pupil Outcomes</li> </ul> <p><b>Related LCAP Goals:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> MDUSD LCAP Goal 2</li> </ul>
<b>Identified Need :</b>	<p>Graduation rate will continue to be at 98% with targeted intervention to ensure we get to 100%. We have an intensive plan of action with regards to 2% that are not graduating,</p> <p>As a staff, we are targeting freshmen level gateway courses (Algebra and Biology) to ensure more students are registering and completing A-G coursework, via our online platform Naviance.</p> <p>Another priority for this year is to develop our scope of knowledge with regards to PBIS and restorative justice, we have one of our counselors getting trained in both area and will take the lead in developing a 3-year rollout plan.</p> <p>School culture continues to be CPHS's main goal, with regards to collecting data via surveys, CHKS (CA healthy kids survey) and a new digital journalism course to ensure students have a healthy voice on campus.</p>	
<b>Goal Applies to:</b>	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All

**SPSA Year : 2017-18**

**Expected Annual Measurable Outcomes:**

Overall Increase/decrease CAASPP distance from a level 3\*:  
 • ELA increase from 2647.7 by 10 mean scaled score points.  
 • Math increase from 2622.3 by 5 mean scaled score points.

English Learners Increase/decrease CAASPP distance from a level 3\*:  
 • ELA increase from 2490.5 by 5 mean scaled score points.  
 • Math increase from 2465.3 by 5 mean scaled score points.

Low Income Increase/decrease CAASPP distance from a level 3\*:  
 • ELA increase from 2597.5 by 10 mean scaled score points.  
 • Math increase from 2571.6 by 5 mean scaled score points.

Special Education Increase/decrease CAASPP distance from a level 3\*:  
 • ELA increase from 2516 by 5 mean scaled score points.  
 • Math increase from 2467.6 by 5 mean scaled score points.

\*Based on 2016-17 11th Grade SBAC Data

English Learners: Increase from 12% to 17% the number of students redesignated as English proficient.

Increase percent of 9th-grade students on track for graduation (55 credits or more) from 83% (2016-2017) to 90%(2017-2018).

Increase the percentage of students completing A-G courses from 45.6% (2016-2017) to 50% (2017-2018)

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Staff will construct and implement both formative and summative data points to best ensure learning for all students.	X All Students	Funding for overtime and/or extra pay beyond contract hours for staff to construct and formulate implementation action plan.	Base (0301, 0701, 0801)  Base (0301, 0701, 0801)	9500
3.2 Teachers and counselors communicate and conduct student success team meetings to ensure English learner and parents of students with special services have an action plan to support redesignation and implementation of Individualized Education Plans.	X All Students X English Learners X Other Subgroups: (Specify) Special Education	Extra pay and teacher release time for teacher collaboration beyond contract hours to plan and analyze student data from common assessments.	Base (0301, 0701, 0801)	6000
3.3 Staff will investigate School-wide intervention methods and enrichment structures during the	X Low Income Pupils X English Learners	Extra pay and teacher release time for teacher collaboration beyond contract	Targeted Supplemental (0930)	10932

<p>school day and after school.</p>	<p>X Foster Youth X Redesignated Fluent English Proficient</p>	<p>hours to investigate School-wide intervention methods and enrichment structures during the school day and after school.</p> <p>Purchase supplemental software and hardware devices for these particular student body population and specialized courses.</p> <p>Base (0301, 0701, 0801) 15000</p>
<p>3.4 Staff will continue to be trained on implementation strategies and student experiences (exposure), targeting AVID at-risk students, to increase A-G achievement levels and entrance into post-high school education and trade schools.</p>	<p>X All Students</p>	<p>Provide funding for classroom supplies, field trips and intervention support.</p> <p>Targeted Supplemental (0930) 8540</p>
<p>3.5 Staff will continue to implement the Link Crew Program for incoming grade 9 students.</p>	<p>X Other Subgroups: (Specify) Grade 9 Students</p>	<p>Provide after school paid time to implement Link Crew Program. Link Crew teacher leader will develop method, collection, and analysis of data regarding Link Crew effectiveness. Teacher will make recommendations to improvements based on that data.</p> <p>Base (0301, 0701, 0801) 7000</p> <p>Summer Program - Provide extra pay to implement Link Crew Program.</p> <p>Base (0301, 0701, 0801) 3500</p> <p>Fund supplies for Link Crew implementation.</p> <p>Base (0301, 0701, 0801) 2000</p>



### Section 3: Increased or Improved Services for Unduplicated Pupils

- A. In the textbox, explain how the services provided in the SPSA year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils. Use a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For schools with below 40 percent of enrollment of unduplicated pupils in the SPSA year, when using supplemental funds in a schoolwide manner, the school must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of projected Supplemental grant funds:</b>	125,472.00
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Low income students, foster youth, and English learners will be provided with the additional opportunities for expanded services: Access to additional tutoring and counseling through Foster Youth Services and the College Park High School Intern Counseling program that will support the social and emotional needs of our priority subgroups. Additionally, as a secondary priority, students will receive academic counseling specific to their needs. Students will also receive peer support through LInk Crew and the CP Student Tutoring program after school two days per week. With teacher release time, teachers will be able to develop targeted instructional lessons, review and review data to better guide the instruction of students. Parents education nights will be held to provide increased access and connections to CPHS.

The services provided are the most effective use of the funds as they are directly related and support the district goals. Without the use of these funds to support the programs listed they would not exist and be available to our priority unduplicated students.

## Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Base (0301, 0701, 0801)	152,181.00	8,881.00
Targeted Supplemental (0930)	125,472.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Base (0301, 0701, 0801)	143,300.00
Targeted Supplemental (0930)	125,472.00

## 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: 2017-2018

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

Schoolsite Council  
Elementary

(1)	(5)	(2)
Principal	Teachers	Other school staff
(4)		(4)
Parents and other community members		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 Alternate
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Joe Alvarez	X				X					
James Keck	X					X				
Sandy Jones	X					X				
Jorge Jimenez	X					X				
Stacey Boschetti	X						X			
Lynn Valdez	X	X	X	X						
Robin Eckert	X	X		X						
Jeff Eide	X	X		X						
Ruth Shumate	X						X			
Orlando Guzman	X	X	X	X						
Dylan Bland	X					X				
Jen Kennedy	X					X				
Lynn Young - alternate teacher										X
Chris Sellgren	X			X					X	
Kyle Crossman	X			X					X	
Erendira Blanco	X			X					X	
Olivia Bielskis	X			X					X	
<b>Numbers of members</b>	<b>16</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>1</b>	<b>5</b>	<b>2</b>		<b>4</b>	<b>1</b>

## Section 4: Common Pages

### English Learner Advisory Committee

School: College Park High School

Year: 2017-2018

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: November 14, 2017

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

School: College Park High School

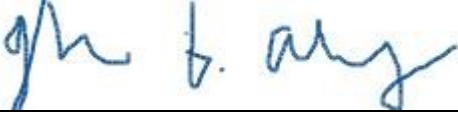
### Schoolsite Councils/Committees Assurances & Recommendations

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 Single 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 Single 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 Single Plan for Student Achievement on		11/15/2017
		Council Approval Date
Jeff Eide		11/15/17
Typed name of chairperson	Signature	Date

Joseph G. Alvarez		11/15/17
Typed name of Principal	Signature	Date