

# College Park High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	College Park High School
<b>Street</b>	201 Viking Drive
<b>City, State, Zip</b>	Pleasant Hill, CA 94523-1809
<b>Phone Number</b>	(925) 682-7670
<b>Principal</b>	Kevin Honey
<b>Email Address</b>	honeyk@mdusd.org;
<b>School Website</b>	<a href="https://cphs-mdusd-ca.schoolloop.com/">https://cphs-mdusd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	07-61754-0731646

## 2021-22 District Contact Information

<b>District Name</b>	Mt. Diablo Unified School District
<b>Phone Number</b>	(925) 682-8000
<b>Superintendent</b>	Dr. Adam Clark
<b>Email Address</b>	clarka@mdusd.org
<b>District Website Address</b>	www.mdusd.org

## 2021-22 School Overview

### VISION STATEMENT

The vision of CPHS is the belief that all students can learn. All students will realize academic success, think creatively, make responsible choices, resolve differences peacefully, and be reflective and involved members of our global community.

### MISSION STATEMENT

Our mission at CPHS is to prepare our students for their futures. Student-centered learning is fostered in an environment which encourages personal achievement, self-reliance, independent thinking, and good decision making. We expect appropriate behavior and the acceptance of individual and cultural differences.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	560
Grade 10	498
Grade 11	509
Grade 12	483
<b>Total Enrollment</b>	<b>2,050</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.2
Asian	9.9
Black or African American	1.9
Filipino	4.8
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.9
White	41.6
English Learners	6.1
Foster Youth	0.1
Homeless	1.2
Socioeconomically Disadvantaged	23.1
Students with Disabilities	8.6

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>English:</p> <p>Grade 9 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - Gold - Adopted 2000</p> <p>Grade 10 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - Platinum - Adopted 2000</p> <p>Grade 11 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - The American Experience - Adopted 2000</p> <p>Grade 12 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - The British Tradition - Adopted 2000</p> <p>AP English Language and Composition:</p> <p>Bedford/St. Martins: The Language of Composition: Reading, Writing and Rhetoric - Adopted 2012</p> <p>Bedford/St. Martins: Fifty Essays: A Portable Anthology - Adopted 2012</p> <p>Bedford/St. Martins: The Bedford Reader - Adopted 2012</p> <p>AP English Literature and Composition:</p> <p>Bedford/St. Martins: The Bedford Introduction to Literature - Adopted 2012</p> <p>Bedford/St. Martins: Literature and Composition: Reading, Writing, Thinking - Adopted 2012</p> <p>English Language Development:</p> <p>ELD Intro, 1, 1A, 2A - Hampton-Brown: Edge: Fundamentals - Adopted 2008</p> <p>ELD 2 - Hampton-Brown: Edge: Reading, Writing and Language Level A - Adopted 2008</p> <p>ELD 3 - Hampton-Brown: Edge: Reading, Writing and Language Level B - Adopted 2008</p> <p>ELD 4 - Hampton-Brown: Edge: Reading, Writing and Language Level C - Adopted 2008</p>	Yes	0
<b>Mathematics</b>	<p>Algebra A/B - Houghton Mifflin: Algebra I Big Ideas - Adopted 2015</p> <p>Algebra I - Houghton Mifflin: Algebra I Big Ideas - Adopted 2015</p> <p>Geometry - Houghton Mifflin: Geometry Big Ideas - Adopted 2015</p> <p>Algebra II - Houghton Mifflin: Algebra II Big Ideas - Adopted 2015</p> <p>Algebra II/Trig - Houghton Mifflin: Algebra II Big Ideas - Adopted 2015</p> <p>Personal Finance - Glencoe/McGraw Hill: Mathematics for Business and Personal Finance - Adopted 2009</p> <p>Pre-Calculus - Glencoe/McGraw Hill: Advanced Mathematical Concepts - Adopted 2009</p> <p>Pre-Calculus Honors- Pearson Prentice Hall: Precalculus Enhanced with Graphing Utilities - Adopted 2009</p> <p>AP Calculus - Pearson Prentice Hall: Calculus: Graphical, Numerical, Algebraic - Adopted 2009</p> <p>Statistics - Pearson: Elementary Statistics - Adopted 2013</p> <p>AP Statistics - Bedford Freeman and Worth: Practice of Statistics - Adopted 2017</p>	Yes	0

<b>Science</b>	<p>Biology - Pearson/Prentice Hall: Biology - Adopted 2000  AP Biology - Pearson/Prentice Hall: Advanced Placement Biology (9th Edition) - Adopted 2013  Chemistry - Glenco Publishing Co: Chemistry: Matter and Change - Adopted 2000  Chemistry Honors- Houghton Mifflin: Chemistry (7th Edition) - Adopted 2000  Earth Science - McDougal Littell: Earth Science - Adopted 2000  Physics - Pearson/Prentice Hall: Conceptual Physics - Adopted 2000  AP Physics - Pearson/Prentice Hall: Physics for Scientists &amp; Engineers with Modern Physics - Adopted 2013  Physiology - Pearson/Prentice Hall: Essentials of Human Anatomy and Physiology - Adopted 2000  Zoology - McGraw-Hill/Glenco: Zoology - Adopted 2000</p>	Yes	0
<b>History-Social Science</b>	<p>World History - Holt McDougal: Modern World History: Patterns of Interaction - Adopted 2015  AP World History - Bedford/St. Martins: Ways of the World: A Global History for AP 2nd Edition - Adopted 2014  U.S. History - McGraw Hill: United States History and Geography - Adopted 2015  AP U.S. History - W. W. Norton: Give Me Liberty - Adopted 2015  Economics - Houghton Mifflin: Economics: Concepts and Choices - Adopted 2014  AP Economics - Bedford/Worth: Krugman's Economics for AP - Adopted 2014  U.S. Government - Pearson: Magruder's American Government - Adopted 2015  AP U.S. Government - McDougal Littell: American Government: Institutions and Policies, 8th Ed. - Adopted 2005  Psychology - Pearson: Psychology (Minter and Elmhurst) - Adopted 2015  AP Psychology - Worth: Psychology, Myers (2011 Edition) - Adopted 2013  Sociology - Holt, Rinehart &amp; Winston: Sociology: The Study of Human Relationships - Adopted 2005  Citizen Law - Glencoe/McGraw-Hill: Street Law - Adopted 2005</p>	Yes	0
<b>Foreign Language</b>	<p>Spanish I - Pearson Prentice Hall: Realidades - Level 1 - Adopted 2003  Spanish II - Pearson Prentice Hall: Realidades - Level 2 - Adopted 2003  Spanish III - Pearson Prentice Hall: Realidades - Level 3 - Adopted 2003  Spanish Honors - Vista Higher Learning: Temas - Adopted 2014  AP Spanish Language and Grammar - Pearson: Abriendo Paso - Adopted 2014  AP Spanish Language and Grammar - Pearson: Preparing for the AP Exam - Adopted 2014  AP Spanish Literature - Wayside: Azulejo - Adopted 2014</p>	Yes	0

	French I - McDougall Littell: Discovering French, Bleu (2004/2007) - Adopted 2003/2013 French II - McDougall Littell: Discovering French, Blanc (2004/2007) - Adopted 2003/2013 French III - McDougall Littell: Discovering French, Rouge (2004/2007) - Adopted 2003/2013 AP French - Pearson/Prentice Hall: Preparing for the Language and Culture Examination - Adopted 2012 AP French - Pearson/Prentice Hall: Allons au-dela - Adopted 2012 German I - Holt, Rinehart & Winston: Komm mit! - Level 1 - Adopted 2003 German II - Holt, Rinehart & Winston: Komm mit! - Level 2 (2003/2006) - Adopted 2003/2013 German III - Holt, Rinehart & Winston: Komm mit! - Level 3 (2003/2006) - Adopted 2003/2013 AP German - Vista Higher Learning: Denk Mal - Adopted 2012		
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			0

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Year and month of the most recent FIT report**

1/29/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		POOL BOTTOM CHIPPED BUT WILL UNDERGO CONSTRUCTION/REPLASTERING THIS SUMMER
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		A WING: MEN'S RESTROOM NEEDS URINAL DIVIDERS REPAIRED W/O 189028; J POD: STAFF RESTROOMS SINK & RESTROOM NEED REPAIR W/R#196885, #193280; NO HEAT IN J4 W/R #198221; BOYS LKR RM-DRAIN COVERS LOOSE THROUGHOUT LOCKER ROOM SHOWER-LEAKING W/R#190591, 190589

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			MAIN OFFICE: ALARM PANEL SHOWS SMOKE DETECTOR TROUBLE LIGHT IN TWO CLASSROOMS W/O#198718
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	486	344	70.78	29.22	69.62
<b>Female</b>	219	158	72.15	27.85	67.53
<b>Male</b>	265	184	69.43	30.57	71.04
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	60	47	78.33	21.67	72.34
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	21	16	76.19	23.81	93.75
<b>Hispanic or Latino</b>	145	102	70.34	29.66	54.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	58	43	74.14	25.86	74.42
<b>White</b>	195	135	69.23	30.77	75.19
<b>English Learners</b>	31	16	51.61	48.39	6.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	136	93	68.38	31.62	60.87
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	17	43.59	56.41	25

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	486	331	68.11	31.89	56.40
Female	219	145	66.21	33.79	44.44
Male	265	184	69.43	30.57	65.93
American Indian or Alaska Native	0	0	0	0	0
Asian	60	48	80.00	20.00	68.75
Black or African American	--	--	--	--	--
Filipino	21	16	76.19	23.81	87.50
Hispanic or Latino	145	94	64.83	35.17	36.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	58	42	72.41	27.59	63.41
White	195	131	67.18	32.82	60.47
English Learners	31	18	58.06	41.94	22.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	93	68.38	31.62	48.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	14	35.90	64.10	15.38

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	49.25	N/A	32.08	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	939	535	56.98	43.02	49.25
<b>Female</b>	432	230	53.24	46.76	41.85
<b>Male</b>	505	305	60.40	39.60	54.79
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	101	67	66.34	33.66	53.73
<b>Black or African American</b>	15	4	26.67	73.33	--
<b>Filipino</b>	38	25	65.79	34.21	62.50
<b>Hispanic or Latino</b>	260	146	56.15	43.85	35.66
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	128	75	58.59	41.41	49.33
<b>White</b>	397	218	54.91	45.09	56.22
<b>English Learners</b>	50	23	46.00	54.00	8.70
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	14	58.33	41.67	42.86
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	242	149	61.57	38.43	40.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	67	28	41.79	58.21	10.71

## 2020-21 Career Technical Education Programs

### CTE Courses in a pathway

#### Digital Media

Photo Arts - A-G; Early College Credit

Photo Arts II - A-G

Photo Arts Adv - A-G; Early College Credit

#### Biomedical

Principles of Biomedicine - A-G

Honors Human Body Systems - A-G

Honors Medical Interventions - A-G

#### Sports Medicine

ROP Sports Medicine - A-G

ROP Advanced Sports - A-G

### Other CTE Courses not in a pathway

Art & Design I - A-G

AP Computer Science A - A-G

AP Computer Science Principles - A-G

The Career Technical courses provide students real world experiences that make what they are learning more relevant. Students are exposed to possible careers, through meaningful work based learning such as guest speakers, field trips, job shadows, and internships, in the different industry sectors they are pursuing. This exposure to possible careers enables students to begin to see a connection to their academic courses and their career interests. It also helps students develop a pathway from MDUSD schools to college, career training and/or employment.

All students have access to the career pathway courses, including special populations. Students within the career pathway courses also have access to meaningful work based learning experiences, including guest speakers, field trips, job shadows and internships.

Measurable outcomes for the career pathway program includes rate of pathway completion, graduation rate, A-G completion, early college credit, and participation in meaningful work based learning experiences.

Heather Fontanilla, Administrator of Career Pathways, is in charge of the Mt. Diablo Business Education Alliance (MDBEA), the district advisory committee. Industry sectors involved are education, health care, culinary & tourism, engineering, building trades, transportation, digital media and information communication technology. CPHS teacher, Jennifer Kennedy, lead Digital Media teacher, assists in organizing and facilitating the meetings.

The advisory committee is made up of the following organizations:

#### Construction/Manufacturing/Engineering

Tim Lipscomb – Northern California Carpenters Regional Center

Brian Mapel – BMA Construction Engineers

Nichol Carranza - Marathon

Ivan Elizondo – Dow Chemical

April Treece – Bay Area LEEDs

Doug Bleakly – Sustainable Contra Costa

John Pock – Northern California Carpenter's Regional Council

Rashid Yahya – Pacific States Aviation

Todd Bradford – ENGE0

Xin Chen – Zen Toolworks

Kyle Swarens – Northern California Carpenter's Union

#### Arts, Media & Entertainment/ICT

Nancy Sinsel – Red Dog Graphics

## 2020-21 Career Technical Education Programs

Lynn Koellermeier – Signature d’Sign  
 Chris Verdugo – Contra Costa Television  
 Mark Hall – Net Solutions  
 Martin Rollinson – martin@rollinsonadvertising.com –Rollinson Advertising  
 John Ferrante – Community Partner

### Health Care

Shannon Ladner - Beasley - Contra Costa County Health  
 Sharon Jenkins – John Muir Health  
 Eli Gilbert – East Bay CPR  
 Zulay Loftin – Loftin Dental  
 Jake Olson – Owens & Minor  
 Scott Loeliger – Clinica de la Raza  
 Caroline Kindrick – StatMed  
 Izaak Ramirez – LifeLong Medical  
 Jamie Elmasu – John Muir Health  
 Caroline Kindrick, – Stat Med

### Hospitality & Culinary

Ben Palazzolo – Pacific Coast Farmers Market Association  
 Doug Marsh – Sysco  
 Joe Stein – Sunrise Bistro  
 Anne Baker – Republic Services  
 Nicole Szilagyi – Crowne Plaza Hotel  
 Doug Bleakly – Sustainable Contra Costa  
 Hector Barragan – Los Rancheros Market

Ben Lavender – Central Sanitation  
 Brian Adkins – Sysco  
 Mark Howard -- Sysco

### Education

Ilana Samuels - Sandy Hook Promise  
 Cristene Burr – Junior Achievement

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	845
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	41.2

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.52
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	37.04

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Organized opportunities for parental involvement include participation in the following school and parent groups: Athletic Boosters, Drama Boosters, Band Boosters, Choir Boosters, English Language Advisory Council, WASC Focus Groups, Parent Leadership Team, PTSA, Tea with Honey and School Site Council. College Park depends on the effective collaboration and participation of all stakeholders to provide a progressive, but stable education environment for our community. Parents also may chaperone different events for our students as well as participate in different surveys that we ask our students and parents to complete through the course of the year.

Contact information pertaining to organized opportunities for parental involvement: Contact school at (925) 682-7670

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism



## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	1.6	1.1	2.3	7.1	11.4	10.6	9.0	8.9	9.4
<b>Graduation Rate</b>	96.9	97.5	96.1	85.5	86.4	84.3	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	487	468	96.1
<b>Female</b>	227	221	97.4
<b>Male</b>	260	247	95.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	42	41	97.6
<b>Black or African American</b>	11	9	81.8
<b>Filipino</b>	22	22	100.0
<b>Hispanic or Latino</b>	124	120	96.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	56	55	98.2
<b>White</b>	218	208	95.4
<b>English Learners</b>	38	36	94.7
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	13	11	84.6
<b>Socioeconomically Disadvantaged</b>	161	150	93.2
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	42	39	92.9

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2125	2083	113	5.4
Female	1004	986	55	5.6
Male	1120	1096	57	5.2
American Indian or Alaska Native	4	4	2	50.0
Asian	205	205	9	4.4
Black or African American	45	40	2	5.0
Filipino	99	99	3	3.0
Hispanic or Latino	615	600	42	7.0
Native Hawaiian or Pacific Islander	5	4	0	0.0
Two or More Races	210	206	15	7.3
White	872	860	34	4.0
English Learners	141	136	13	9.6
Foster Youth	6	2	1	50.0
Homeless	33	31	5	16.1
Socioeconomically Disadvantaged	598	581	52	9.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	187	181	18	9.9

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.94	0.00	4.41	0.04	3.47	0.20
<b>Expulsions</b>	0.09	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.65	3.33	2.45
<b>Expulsions</b>	0.05	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The existing facility was originally constructed in 1960 and currently provides 155,000 square feet of permanent structures. College Park High School provides a safe and clean environment for learning. The custodial staff and part-time gardener keep the classrooms and grounds in the best condition possible for students and staff. The Comprehensive School Site Safety Plan is developed in cooperation with the Pleasant Hill community and Pleasant Hill Police Department. The plan is reviewed and updated on an ongoing basis to address changes in staffing, facilities, and procedures. Components of the plan include job assignments for staff in the event of crisis, utility location grids, fire drill evacuation maps, emergency phone numbers, and checklists. Guidelines for staff and students during emergencies are also listed and updated annually. Examples of procedures in the safety plan include earthquakes, fires, fallen aircraft, utility failures, air pollution, violent attacks, bomb threats, explosions, and intruder alerts.

The current School Safety Plan was approved by the School Site Council at a public hearing on 2/24/21, Board Approved 05/26/2021

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	16	52	12
Mathematics	28	14	36	19
Science	26	8	52	
Social Science	29	8	35	20

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	20	43	18
Mathematics	31	8	20	36
Science	26	11	47	
Social Science	30	8	18	31

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	22	29	32
Mathematics	32	10	5	47
Science	27	6	46	3
Social Science	31	8	7	43

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	512.5

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,175.68	\$3,697.43	\$7,478.25	\$81,854.50
District	N/A	N/A	\$7,818.57	\$79,735.29
Percent Difference - School Site and District	N/A	N/A	-4.4	2.6
State				\$84,531
Percent Difference - School Site and State	N/A	N/A	-5.9	-3.2

## 2020-21 Types of Services Funded

Special Education classes, Emerging Bilingual support, Psychologist, Psych Intern, Counseling Intern, and Speech Therapist.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,339	\$50,897
Mid-Range Teacher Salary	\$73,641	\$78,461
Highest Teacher Salary	\$98,346	\$104,322
Average Principal Salary (Elementary)	\$112,644	\$131,863
Average Principal Salary (Middle)	\$122,410	\$137,086
Average Principal Salary (High)	\$139,718	\$151,143
Superintendent Salary	\$280,600	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	29.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	1
Foreign Language	5
Mathematics	4
Science	3
Social Science	18
<b>Total AP Courses Offered</b>	<b>37</b>

## Professional Development

The Mount Diablo Unified School District provides on-going professional growth opportunities for teachers and administrators based on assessed needs and state mandates. Professional Development are opportunities to build upon our and provided by schools, district, Contra Costa County Office of Education, and professional organizations. The District provides professional development opportunities through four staff development days, release days for teacher collaboration as requested, and support for workshop and conference attendance through the year.

Professional development opportunities are provided in the following areas:

- Standards Based Instruction and Assessment
- Common Core State Standards
- Achievement/Assessment Data Analysis
- Integration of Technology into the classroom
- 21st Century Learning
- Special Education
- PLTW Specific Course Training
- AVID Strategies

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# Mt. Diablo Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Mt. Diablo Unified School District
<b>Phone Number</b>	(925) 682-8000
<b>Superintendent</b>	Dr. Adam Clark
<b>Email Address</b>	clarka@mdusd.org
<b>District Website Address</b>	www.mdusd.org



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	15817	12723	80.44	19.56	44.74
<b>Female</b>	7723	6332	81.99	18.01	47.73
<b>Male</b>	8087	6385	78.95	21.05	41.73
<b>American Indian or Alaska Native</b>	16	11	68.75	31.25	18.18
<b>Asian</b>	1175	1053	89.62	10.38	62.26
<b>Black or African American</b>	511	377	73.78	26.22	30.52
<b>Filipino</b>	611	558	91.33	8.67	61.16
<b>Hispanic or Latino</b>	6977	5415	77.61	22.39	26.94
<b>Native Hawaiian or Pacific Islander</b>	103	66	64.08	35.92	24.19
<b>Two or More Races</b>	2117	1759	83.09	16.91	56.27
<b>White</b>	4307	3484	80.89	19.11	60.03
<b>English Learners</b>	3132	2367	75.57	24.43	6.41
<b>Foster Youth</b>	69	42	60.87	39.13	19.05
<b>Homeless</b>	462	286	61.90	38.10	15.33
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	7379	5668	76.81	23.19	26.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	2222	1407	63.32	36.68	15.76

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	15819	12519	79.14	20.86	36.41
Female	7723	6193	80.19	19.81	34.40
Male	8089	6320	78.13	21.87	38.39
American Indian or Alaska Native	16	12	75.00	25.00	9.09
Asian	1175	1035	88.09	11.91	59.28
Black or African American	511	354	69.28	30.72	19.77
Filipino	611	558	91.33	8.67	49.82
Hispanic or Latino	6977	5303	76.01	23.99	18.00
Native Hawaiian or Pacific Islander	103	72	69.90	30.10	13.24
Two or More Races	2119	1744	82.30	17.70	48.32
White	4307	3441	79.89		51.57
English Learners	3132	2296	73.31	26.69	6.80
Foster Youth	71	40	56.34	43.66	15.00
Homeless	462	280	60.61	39.39	5.80
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7381	5553	75.23	24.77	18.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2222	1355	60.98	39.02	13.33

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

