

School Plan for Student Achievement

LEA: Mt. Diablo Unified School District
School: College Park High School
CDS 07-61754-0731646
Contact Person: Kevin Honey
Position: Principal
E-mail Address: honeyk@mdusd.org
Phone Number: 925.682-7670 #3200
SPSA Year: **2022-2023**

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

School Site Council Approval: 11/10/2022

Approved by MDUSD Board of Education:

Introduction

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

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

Section 1: Annual Evaluation

Annual Evaluation Goal 1:	Students at College Park High School will become college and/or career ready through a high quality and equitable education delivered by educators equipped with appropriate training, technology tools and supplies to teach curriculum based on California State Standards.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Goal Applies to: Grade/Department/Other: All Applicable Pupil Subgroups: ELL and students with special needs		
Expected Annual Measurable Outcomes:	<p>Overall</p> <ul style="list-style-type: none"> • ELA 69% improve to 73% of students Proficient on CAASPP Testing <p>ELA increase distance from 3 by 5 mean scaled score points</p> <ul style="list-style-type: none"> • Math 54% improve to 56% of students Proficient on CAASPP Testing <p>Math decrease distance from 3 by 5 mean scaled score points</p> <p>Emerging Bilingual</p> <ul style="list-style-type: none"> • ELA 0% improve to 8% of students Proficient on CAASPP Testing <p>ELA decrease distance from 3 by 5 mean scaled score points</p> <ul style="list-style-type: none"> • Math 14% improve to 17% of students Proficient on CAASPP Testing <p>Math decrease distance from 3 by 5 mean scaled score points</p> <p>Low Income</p> <ul style="list-style-type: none"> • ELA 66% improve to 68% of students Proficient on CAASPP Testing • Math 55% improve to 57% of students Proficient on CAASPP Testing <p>Special Education</p> <ul style="list-style-type: none"> • ELA 20% improve to 25% of students Proficient on CAASPP Testing <p>ELA decrease distance from 3 by 5 mean scaled score points</p>	Actual Annual Measurable Outcomes: <p>Overall</p> <ul style="list-style-type: none"> • ELA 64% decreased from 69% Proficient on CAASPP Testing - Distance from 3 was +35 • Math 45% decreased from 54% Proficient on CAASPP Testing - Distance from 3 was -22 <p>Emerging Bilingual</p> <ul style="list-style-type: none"> • ELA 6% from 0% Proficient on CAASPP Testing - Distance from 3 was -164 • Math 6% from 0% Proficient on CAASPP Testing was - Distance from 3 was - 157 <p>Low Income (Data from 20-21 was inaccurate, ran it again to verify)</p> <ul style="list-style-type: none"> • ELA 32% of students were Proficient on CAASPP Testing - Distance from 3 was - 55 • Math 28% of students were Proficient on CAASPP Testing - Distance from 3 was - 97 <p>Special Education</p> <ul style="list-style-type: none"> • ELA 8% from 20% Proficient on CAASPP Testing - Distance from 3 was - 128 • Math 5% from 14% Proficient on CAASPP Testing - Distance from 3 was - 186

- Math 14% improve to 17% of students Proficient on CAASPP Testing

Math decrease distance from 3 by 5 mean scaled score points

English Learners: 15% RFEP rate

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

Increase the graduation on-track of 11th grades from 87% to 90% (Measured by completing 110 credits after two years)

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

English Learners: 17% RFEP rate up from 5% the previous year.

Percent of 9th grade students on track for graduation (55 credits or more) was 88% down from 90% in previous year.

Graduation on-track of 11th grades 82% down from 87% (Measured by completing 110 credits after two years)

56% of students were enrolled in In A-G courses up from from 53.8% the previous year.

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made

Impact on disrupted learning from COVID are evident in CAASPP Data - Having more consistent support systems for students after school

to improve student academic achievement and other student outcomes?	Growth in R-FEP rate is exciting, students taking advantages of services on campus More students enrolling in A-G classes, that trend will continue Students decrease, Covid concerns, more support systems on Campus, Wellness Center
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SPSA Year: 2021-2022

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
1.1 Provide training/professional development to help staff learn and incorporate CA State Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)	1.1	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? With COVID still in play, there was very little opportunity to send teachers to outside PD events.
1.2 Purchase supplemental materials and supplies to provide for, or enhance, curriculum.	1.2	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Books, Materials, other supplies were purchased to supplement curriculum across departments.
1.3 Provide supplemental curriculum in such forms as field trips, guest speakers, etc.	1.3	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? With COVID this was done on a limited basis with no evidence to support.
1.4 Purchase materials/books/e-books/magazines for the Library.	1.4	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

		The library was closed for the entire 21-22 school year.
1.5 Class texts and Materials for ELL classes	1.5	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? With our growth in Emerging English Students, the materials and supplies were in need. We added an additional section of ELD mid-year and provided funds to have materials for students. We do not have a longitudinal data to see impact of support for students. Will know better after this years ELPAC.
1.6 Provide funding to support Career Technical Education (CTE) courses.	1.6	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Continued purchase of Licensing allows students to access educational opportunities in CTE classes. CTE pays for equipment, materials, but will not pay for this.
1.7 Provide funding for substitute, overtime, and stipend pay for curriculum related needs.	1.7	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Wasn't used enough to have data to support.
1.8 Provide online and software tools to support student learning	1.8	Needs More Time to Evaluate Effectiveness

		<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Much of the online and software tools are now built into tools available for student use from the district. Students are proficient in Google Suite, Google Classroom, Clever, Email, etc.</p>
1.9 Upgrade novels in all grade levels to support a more diverse selection of authors/themes for students.	1.9	<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>Purchase of 200 New Novels per grade level to support diverse selections of authors and themes. These new core literature pieces will be part of the curriculum for the 2022-2023 school year.</p>
	1.10	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.11	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.12	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	1.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

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

Annual Evaluation Goal 2:	Culture/Health and Wellness: All students, staff, parents/guardians, and community members will enjoy a school climate and culture which focuses on equity, access, inclusivity, and safety and where they will be informed, engaged, and empowered as partners with College Park High School to support student learning.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
Goal Applies to: Grade/Department/Other: All Students and Staff Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Decrease suspension rate/ number: from 3.83% to 3% Decrease chronic absenteeism rate from 9.59% to 7% 68% of parents on CHKS agreed that "School provides high-quality instruction" increase to 75% 74% of parents on CHKS agreed that "School is a safe place for students" increase to 82% Increase Perceived Safety at School from 51% to 60% for 9th graders on CHKS survey Increase Perceived Safety at School from 64% to 73% for 11th graders on CHKS survey This year students throughout Mt. Diablo Unified School District will participate in an SEL assessment three times over the course of the year. At College Park High school we will increase the number of students self reporting high and middle levels of competency from 93% to 95%. Based on the outcomes we will implement appropriate SEL strategies and provide support for students.	Actual Annual Measurable Outcomes: Suspension rose to 4.6% from 3.83% Chronic Absenteeism rose to 25% from 9.6%. 79% of parents on CHKS agreed that "School provides high-quality instruction" up from 68% 89% of parents on CHKS agreed that "School is a safe place for students" up from 74% Perceived Safety at School 58% up from 51% for 9th graders on CHKS survey Perceived Safety at School 58% down from 64% from 11th graders on CHKS survey SEL data has been inconsistent due to not having a critical mass of students taking SEL survey. We are assigning for class work for Winter and Spring this year. Generally well over 92% are in Mid to high levels of competency.
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made	We need higher percentage of students taking the SEL survey to have better site data. (Becoming a class assignment)	

<p>to improve student academic achievement and other student outcomes?</p>	<p>Chronic Absenteeism was up significantly due to the excessive absences from COVID. (Increased SART, SARB, Wellness Center) School Safety was both up and down. Additional supervision is needed across campus. (More campus supervisors, staff out)</p>
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SPSA Year: 2021-2022

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>2.1 Provide funding for school-wide communication channels.</p>	<p>2.1</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>School Webmaster and Falcon Flyer - impacts entire community with outreach. Additional community communication from Community Newsletter support increased communication.</p>
<p>2.2 Provide funding for ELAC meeting refreshments and other ELL meetings.</p>	<p>2.2</p>	<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>Due to COVID, in-person meetings were limited.</p>
<p>2.3 Provide funding for materials needed by Campus Safety Committee.</p>	<p>2.3</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>Limited spending as materials were upgraded the prior year.</p>
<p>2.4 Psychologist Intern (two days a week)</p>	<p>2.4</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>Psych Intern was able to support their caseload and provide support to students under leadership from School Psychologist.</p>
2.5 Monthly Tea with Honey for community members	2.5	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>No Cost- Meetings had between 20 and 40 parents on monthly bases to receive school updates.</p>
2.6 JFK Counseling Intern	2.6	<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>Intern had saw very few students, and had limited impact on student body. This position is not being filled for 22-23.</p>
2.7 Counseling Nights for students/parents	2.7	<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 had 4 Counseling nights throughout the year that were all very well attended. 200+ for incoming freshmen, 75-100 for Senior Night, AP Night, 10th -11th grade night. Virtual presentation has allowed our numbers to grow</p>
2.8 Link Crew Support	2.8	<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>Link Crew Students hosted Orientation days for 9th graders and new to CP. 80% of students attended. After that inconsistent with 9th graders.</p>
2.9 Community Service Coordinator for Spanish Speaking Families	2.9	<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 were not able to fill this position for 21-22, Used office personnel to help.</p>
2.10 Wellness Center Build-out	2.10	<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 built a wellness Center that opened on August 11th 2022.</p>
2.11 School Planner for students	2.11	<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 purchased 1100 school planners for freshman, and others, and now are ordering one for every student. Higher demand than expected.</p>
2.12 Materials and Supplies for students as needed	2.12	<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>

		Were able to purchase supplies for some students, hard to detect impact on student learning.
	2.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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	2.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Annual Evaluation Goal 3:	Interventions: Students will have access to intervention support which will promote academic and emotional success.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Overall</p> <ul style="list-style-type: none"> • ELA 69% improve to 73% of students Proficient on CAASPP Testing <p>ELA increase distance from 3 by 5 mean scaled score points</p> <ul style="list-style-type: none"> • Math 54% improve to 56% of students Proficient on CAASPP Testing <p>Math decrease distance from 3 by 5 mean scaled score points</p> <p>Emerging Bilingual</p> <ul style="list-style-type: none"> • ELA 0% improve to 8% of students Proficient on CAASPP Testing <p>ELA decrease distance from 3 by 5 mean scaled score points</p> <ul style="list-style-type: none"> • Math 14% improve to 17% of students Proficient on CAASPP Testing <p>Math decrease distance from 3 by 5 mean scaled score points</p> <p>Low Income</p> <ul style="list-style-type: none"> • ELA 66% improve to 68% of students Proficient on CAASPP Testing • Math 55% improve to 57% of students Proficient on CAASPP Testing <p>Special Education</p> <ul style="list-style-type: none"> • ELA 20% improve to 25% of students Proficient on CAASPP Testing <p>ELA decrease distance from 3 by 5 mean scaled score points</p>	Actual Annual Measurable Outcomes: <p>Overall</p> <ul style="list-style-type: none"> • ELA 64% decreased from 69% Proficient on CAASPP Testing - Distance from 3 was +35 • Math 45% decreased from 54% Proficient on CAASPP Testing - Distance from 3 was -22 <p>Emerging Bilingual</p> <ul style="list-style-type: none"> • ELA 6% from 0% Proficient on CAASPP Testing - Distance from 3 was -164 • Math 6% from 0% Proficient on CAASPP Testing was - Distance from 3 was - 157 <p>Low Income (Data from 20-21 was inaccurate, ran it again to verify)</p> <ul style="list-style-type: none"> • ELA 32% of students were Proficient on CAASPP Testing - Distance from 3 was - 55 • Math 28% of students were Proficient on CAASPP Testing - Distance from 3 was - 97 <p>Special Education</p> <ul style="list-style-type: none"> • ELA 8% from 20% Proficient on CAASPP Testing - Distance from 3 was - 128 • Math 5% from 14% Proficient on CAASPP Testing - Distance from 3 was - 186 <p>English Learners: 17% RFEP rate up from previous year of 5%</p>

- Math 14% improve to 17% of students Proficient on CAASPP Testing
Math decrease distance from 3 by 5 mean scaled score points

English Learners: 15% RFEP rate

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

Increase the graduation on-track of 11th grades from 87% to 90% (Measured by completing 110 credits after two years)

Percent of 9th grade students on track for graduation (55 credits or more) was 88% down from 90% in previous year.

Graduation on-track of 11th grades 82% down from 87% (Measured by completing 110 credits after two years)

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?

In reviewing the data, there were decreases across all sub-groups. The hit from COVID of the last two years was clearly seen in the data. Working on our RTI Protocols, the expansion of the Wellness Center and continued support for our Emerging Bilingual students will help increase student learning.

SPSA Year: 2021-2022

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 Provide Teacher on Special Assignment (TOSA) for evaluation and implementation of Response to Intervention (RTI) program.	3.1	<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>RTI Program continues with 100% of students enrolled in a RTI section. Specialty RTI sections are created for groups of students 9th Grade only, SPED)</p>
3.2 Provide funding for grade level interventions.	3.2	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Peer Tutoring 20-30 students accessed twice a week, Math Tutoring 8-20 accessed on weekly basis</p>
3.3 Provide Funding for AVID Professional Development	3.3	<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>Entire AVID team went to summer virtual training. AVID team moved from 2 to 4.</p>
3.4 Provide funding for staff to cover intervention related events.	3.4	<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>Minimal intervention services</p>

<p>3.5 Provide funding for AVID instruction and materials.</p>	<p>3.5</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>AVID Materials were made available to all students in all four sections.</p>
<p>3.6 Provide funding to support ELD Support teacher to monitor RFEP and ELL students</p>	<p>3.6</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>With increased Emerging Bi-Lingual students, position was in high demand to support students. Created new class during the year, and student numbers increased to all-time high.</p>
<p>3.7 Wellness Center Redesign</p>	<p>3.7</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>Wellness Center was created and ready to support students in August 2022.</p>
	<p>3.8</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	<p>3.9</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	3.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2022-2023 SPSA	Annual Evaluation Impact on SPSA 2022-2023
Reviewed SPSA 21-22 with Site Council and received feedback Reviewed SPSA 21-22 with CPHS Leadership team and received feedback Brought forward draft SPSA to Site Council for review Brought forward draft SPSA to leadership team for review Final Draft reviewed by Site council	Rated effectiveness of expenditures, adjusted for 22-23 Rated effectiveness of expenditures, adjusted for 22-23 Took feedback made adjustments to expenditures Took feedback made adjustments to expenditures Approved

Section 2: Goals, Actions, Expenditures

<p>Goal 1:</p>	<p>Students at College Park High School will become college and/or career ready through a high quality and equitable education delivered by educators equipped with appropriate training, technology tools and supplies to teach curriculum based on California State Standards.</p>	<p>Related State and/or Local Priorities:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <p style="text-align: center;">Related LCAP Goals:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
<p>Identified Need:</p>	<p>All counselors will work with teachers, and target freshmen level gateway courses (Algebra, English 1 and Living Earth) to ensure more students are passing all courses with a C grade or better to increase A-G rates and to increase proficiency level of each group. Provide materials and supplies needed to support curriculum. Teachers supporting student Social Emotional Learning and using Achievement Data to measure effectiveness. Equity training for teachers to support more inclusive classroom.</p>	
<p>Goal Applies to:</p>	<p>Grade/Department/Other: All</p> <p>Applicable Pupil Subgroups: ELL and students with special needs</p>	

SPSA Year: 2022-23

Expected Annual Measurable Outcomes:	<p>Overall</p> <ul style="list-style-type: none"> • ELA 64% improve to 69% of students Proficient on CAASPP Testing <p>ELA increase distance from 3 by 5 mean scaled score points</p> <ul style="list-style-type: none"> • Math 45% improve to 51% of students Proficient on CAASPP Testing <p>Math decrease distance from 3 by 5 mean scaled score points</p> <p>Emerging Bilingual</p> <ul style="list-style-type: none"> • ELA 6% improve to 10% of students Proficient on CAASPP Testing <p>ELA decrease distance from 3 by 5 mean scaled score points</p> <ul style="list-style-type: none"> • Math 6% improve to 10% of students Proficient on CAASPP Testing <p>Math decrease distance from 3 by 5 mean scaled score points</p> <p>Low Income</p> <ul style="list-style-type: none"> • ELA 32% improve to 37% of students Proficient on CAASPP Testing • Math 28% improve to 33% of students Proficient on CAASPP Testing <p>Special Education</p> <ul style="list-style-type: none"> • ELA 8% improve to 13% of students Proficient on CAASPP Testing <p>ELA decrease distance from 3 by 5 mean scaled score points</p> <ul style="list-style-type: none"> • Math 5% improve to 10% of students Proficient on CAASPP Testing <p>Math decrease distance from 3 by 5 mean scaled score points</p> <p>English Learners: 15% RFEP rate</p> <p>Increase percent of 9th grade students on track for graduation (55 credits or more) from 88% (2021-2022) to 91% (2022-2023).</p> <p>Increase the percentage of students enrolled In A-G courses from 56% (2021-22) to 58% (2022-2023)</p>
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Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Provide training/professional development to help staff learn and incorporate CA State	X All Students	Staff Development for teachers across disciplines	Site Discretionary	8000

Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)		Substitutes	Site Discretionary	2000
		Staff Development for teachers	LCFF Supplemental	2500
		Substitutes	LCFF Supplemental	1500
1.2 Purchase supplemental materials and supplies to provide for, or enhance, curriculum.	X All Students		Site Discretionary	5000
	X English Learners		LCFF Supplemental	3500
	X Other Subgroups: (Specify) Special needs			
1.3 Provide supplemental curriculum in such forms as field trips, guest speakers, etc.	X All Students		Site Discretionary	1500
	X English Learners			
1.4 Provide online and software tools to support student learning	X All Students	Software licenses/Online access	Site Discretionary	10000
1.5 Class texts and Materials for ELL classes	X All Students	Books, materials to support instruction	LCFF Supplemental	4500
	X English Learners	I Ready Platform	LCFF Supplemental	2500
1.6 Provide funding to support Career Technical Education (CTE) courses.	X All Students	Materials and Supplies for Courses	Base (0301, 0701, 0801)	4000
			Site Discretionary	
1.7 Provide funding for substitute, overtime, and stipend pay for curriculum related needs.	X All Students	Substitute costs	Base (0301, 0701, 0801)	1500
		Substitute costs	LCFF Supplemental	2000
1.8 Upgrade novels in all grade levels to support a more diverse selection of authors/themes for students.	X All Students	New Novels for English Classes	Site Discretionary	7500
			LCFF Supplemental	7500

Goal 2:	Culture/Health and Wellness: All students, staff, parents/guardians, and community members will enjoy a school climate and culture which focuses on equity, access, inclusivity, and safety and where they will be informed, engaged, and empowered as partners with College Park High School to support student learning.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 3			
Identified Need:	Continue to increase community communication through virtual and site-based meetings to all stakeholders. Counselors will work to identify student needs (i.e. anxiety, depression) and resource and provide support. Wellness Center will offer support for Mental Health for all students on campus. <input checked="" type="checkbox"/>				
Goal Applies to:	Grade/Department/Other:	All Students and Staff			
	Applicable Pupil Subgroups:	All students			
SPSA Year: 2022-23					
Expected Annual Measurable Outcomes:	Decrease suspension rate/ number: from 4.6% to 3.5% Decrease chronic absenteeism rate from 25% to 10% (Pre-COVID levels) 68% of parents on CHKS agreed that "School provides high-quality instruction" increase to 73% 74% of parents on CHKS agreed that "School is a safe place for students" increase to 79% Increase Perceived Safety at School from 51% to 56% for 9th graders on CHKS survey Increase Perceived Safety at School from 64% to 69% for 11th graders on CHKS survey Increase the graduation on-track of 11th grades from 87% to 90% (Measured by completing 110 credits after two years) This year students throughout Mt. Diablo Unified School District will participate in an SEL assessment three times over the course of the year. Increase to 75% of students taking the test for more accurate data to review for staff.				
	Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Provide funding for school-wide communication channels.	X All Students	Cost for Webmaster and Falcon Flyer	Site Discretionary	4000	
2.2	X English Learners	Food, materials for meetings	LCFF Supplemental	500	

Provide funding for ELAC meeting refreshments and other ELL meetings.				
2.3 Provide funding for materials needed by Campus Safety Committee.	X All Students	Updating Emergency Supplies	Site Discretionary	750
2.4 Psychologist Intern (two days a week)	X All Students X Other Subgroups: (Specify)	Pysch Intern to support students Counseling services available to students	LCFF Supplemental	6000
2.5 Monthly Tea with Honey for community members	X All Students	Friday - Virtual or Live parent meetings	Site Discretionary	0
2.6 Translation support for Spanish Speaking Families	X Emerging Bilingual X Redesignated Fluent English Proficient	Stipend to CST member to translate Spanish for families	LCFF Supplemental	4000
2.7 Counseling Nights for students/parents	X All Students X Other Subgroups: (Specify)	Senior Night 10th/11th grade college and Career Night AVID Night 8th Grade Parent Night		0
2.8 Link Crew Support	X All Students	Link Crew Curriculum and other materials used to support incoming 9th graders and students new to College Park	LCFF Supplemental	4500
2.9 School Planner for students	X All Students	Provide School Planner for all students	LCFF Supplemental Site Discretionary	5000 5000
2.10 Wellness Center Coordinator	X All Students	5 day week support for students	LCFF Supplemental	0
2.11 Wellness Center Interns	X All Students	2-3 Day support for students in Wellness Center	LCFF Supplemental	0

Goal 3:	Interventions: Students will have access to intervention support which will promote academic and emotional success.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1
Identified Need:	Support and grow Response to Intervention (RTI) program at College Park to improve student learning. For struggling students provide resources after-school to support student learning. Provide Social and Emotional Health Through Wellness Center. Dedicated certificated support for EL and R-FEP students to help with testing and graduation. Provide support for students earning D's and F's.	
Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All

SPSA Year: 2022-23

Expected Annual Measurable Outcomes:

Overall

- ELA 64% improve to 69% of students Proficient on CAASPP Testing
ELA increase distance from 3 by 5 mean scaled score points
- Math 45% improve to 51% of students Proficient on CAASPP Testing
Math decrease distance from 3 by 5 mean scaled score points

Emerging Bilingual

- ELA 6% improve to 10% of students Proficient on CAASPP Testing
ELA decrease distance from 3 by 5 mean scaled score points
- Math 6% improve to 10% of students Proficient on CAASPP Testing
Math decrease distance from 3 by 5 mean scaled score points

Low Income

- ELA 32% improve to 35% of students Proficient on CAASPP Testing
- Math 28% improve to 35% of students Proficient on CAASPP Testing

Special Education

- ELA 8% improve to 13% of students Proficient on CAASPP Testing
ELA decrease distance from 3 by 5 mean scaled score points
- Math 5% improve to 10% of students Proficient on CAASPP Testing
Math decrease distance from 3 by 5 mean scaled score points

English Learners: 15% RFEP rate

Increase percent of 9th grade students on track for graduation (55 credits or more) from 88% (2021-2022) to 91% (2022-2023).

Increase the percentage of students enrolled In A-G courses from 56% (2021-22) to 58% (2022-2023)

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Provide Teacher on Special Assignment (TOSA) for evaluation and implementation of Response to Intervention (RTI) program.	X All Students	.2 FTE for Mrs. Strange RTI Coordinator	LCFF Supplemental	27500
3.2 Provide funding for grade level interventions.	X All Students	Peer Tutoring services for students	LCFF Supplemental	4000
	X Low Income Pupils	Purchase other materials as needed to support students	LCFF Supplemental	1500

	X English Learners	Weekly Math Tutorials	LCFF Supplemental	2000
3.3 Provide Funding for AVID Professional Development	X All Students X Other Subgroups: (Specify) AVID Students	PD for new AVID Staff	LCFF Supplemental	3000
3.4 Provide funding for staff to cover intervention related events.	X Other Subgroups: (Specify) Special needs	Sub Coverage for teachers	LCFF Supplemental	1500
3.5 Provide funding for AVID instruction and materials.	X All Students X Low Income Pupils X English Learners X Redesignated Fluent English Proficient AVID students	Class Supplies to support class Field Trip support to attend College Visits	LCFF Supplemental	2420
3.6 Wellness Center Support (Interns and Supplies)	X All Students	Two Interns work at CP 2-3 days a week Supplies to support Wellness Center	LCFF Supplemental LCFF Supplemental	8000 4500
3.7 Wellness Center Coordinator	X All Students	50% of Salary to support Wellness Center Coordinator at College Park	LCFF Supplemental	75000
3.8 Emerging Bilingual Coordinator	X Emerging Bilingual X Redesignated Fluent English Proficient	.2 FTE ELL Coordinator position for Ms. Winterich	Base (0301, 0701, 0801)	28000

Goal 4:	Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 4
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Identified Need: To focus supports on Black/African American students and their academic success, as well as building community with their families and the school.

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

SPSA Year: 2022-23

Expected Annual Measurable Outcomes:

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
4.1 Develop Focused Cohort of 11th Grade Black students and provide support from outside agency.	X African American	Students meet twice weekly in Cohort with supports from Guaranteed 4.0 program - Pilot (Free this year)		0

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	177,570	133,820.00
LCFF Supplemental	173,420	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Base (0301, 0701, 0801)	33,500.00
LCFF Supplemental	173,420.00
Site Discretionary	43,750.00

Section 4: Common Pages

School Site Council (SSC) Membership

School: College Park High School

Year: 2022-23

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

Schoolsite Council
Elementary

(1)	(4)	(1)
Principal	Teachers	Other school staff
(3)		(3)
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
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Kevin Honey	X				X					
Dan Reynolds	X	X		X						
Alison Stroot	X	X		X						
Dorothy Weisenberger	X	X		X						
Dylan Bland	X					X				
Chris Ellenwood	X					X				
Suzanne Hatch	X					X				
Jorge Jimenez	X					X				
Cheri Cheng	X						X			
Ayla O'Neil	X			X					X	
Afra Sadeghi	X			X					X	
Katrina Blandon	X			X					X	
Numbers of members	12	3		6	1	4	1		3	0

Section 4: Common Pages

English Learner Advisory Committee

School: College Park High School

Year: 2022-23

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

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

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

ELAC Membership:

- a. Principal/ Principal's Administrative designee:

- b. Five parents, elected by parents of English Learners:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

- c. Two Staff members, elected by staff:
 - 1.
 - 2.

Section 4: Common Pages

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 School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on		<u>11/10/2022</u>
		Council Approval Date
Katrina Blandon		<u>11/10/2022</u>
Typed name of chairperson	Signature	Date

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

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

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

Kevin Honey



11/10/2022

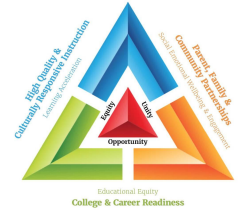
Typed name of Principal

Signature

Date

CPHS MTSS Framework 11/8/22

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.



College Park Multi-Tiered System of Support 2022/23		
Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>		

All Means All

	Administrative Leadership Strong & engaged site leadership & educator support system	Integrated Framework Fully integrated organizational structure & strong and positive school culture	Family & Community Engagement Trusting family and community partnerships	Inclusive Policy Structure & Practice Strong LEA/School relationship & LEA policy framework
AVID Pillars	Leadership	Instruction	Culture	Systems
Tier I	-Site Leadership Team -Care Team -Counselor/Admin Collaboration -Department Meetings -EL Support Team	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -Opportunity to engage in extracurricular activities -Pre-referral interventions -Professional development for staff -Support staff to assist/enhance learning	-Community Newsletter -CPHS Website -PTSA -Boosters Clubs (VAPA and Athletics) -Extra-Curricular and Co-Curricular activities for students -Athletics	-Aeries -School Handbook -Discipline Matrix -SPSA -Site Leadership Team -MTSS
Tier II	-Equity coaching, cohorts, and professional development for admin.	-Coordinated Care Team and Support -APEX Credit Recovery -Wellness Center -1:1 Counseling	-SART -CARE Team -SST's -Conferences	
Tier III	-Targeted and assigned support staff and coaching -Chief/Director 1-1 support	-Student Success Team and possible assessment for Special Education -Alternative Ed Placements	-SARB -Admin Conferences	

MDUSD Multi-Tiered System of Support

Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership

	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community *MTSS Handbook outlines MDUSD systems and supports for students		
Tier I (all)	<p>Communication:</p> <ul style="list-style-type: none"> Email student and parent if student is doing poorly. Follow up with the student if there is no parent response through email. Google Classroom housing all assignments, handouts, syllabuses for students to reference. Daily agenda, with activities posted in Google Classroom with materials digitized. Grades posted in AERIES, RTI for individual conferences and/or additional support TUPE lunch time/classroom activities <p>RTI:</p> <ul style="list-style-type: none"> All students enrolled in RTI period twice a week. “Actively give” (i.e. strongly suggest) RTI passes for any student doing poorly to come to classroom for support <p>Counseling:</p> <ul style="list-style-type: none"> Classroom presentations by grade level - graduation/A-G requirements, course card presentations, post high school planning. College and Career support: college counseling, Naviance support, career exploration, FAFSA information, AP information nights. Individual course card planning with every student Organizing/coordinating college/career fairs exposing students to a variety of careers <p>Assessment:</p> <ul style="list-style-type: none"> Test Corrections/Retakes - Students are able to retest or correct mistakes on tests to raise assessment grades. Offer rewrites/corrections for students earning D’s or F’s on writing assignments Follow-up with students who do poorly on tests or assignments to gauge how well they know the material. Mastery-based assessments <p>Homework/Assignments:</p> <ul style="list-style-type: none"> Set aside more time in class to complete work and/or catch up on absent work due to COVID. Extra time on assignments if necessary Allow periodic “amnesty” for long-standing missing work Alternate assignments if appropriate <p>Family Engagement/Community</p>	<p>Classroom Expectations:</p> <ul style="list-style-type: none"> Review CPHS Expectations to all students Consistent enforcement of class/school rules/policies <p>Communication:</p> <ul style="list-style-type: none"> Clear reinforcement of class expectations (verbally/white board), preferential seating, Aeries feedback, parent contacts Communication to parents/families on a regular basis including Falcon Flyer, Parent Square, school website <p>Classroom Management:</p> <ul style="list-style-type: none"> Insure that students respect the needs of classmates during testing periods Strategic seating charts that place students where they will be most successful, least distracted, and have good chemistry within their groups. (Support IEP, 504, EL’s) Proximity and teacher movement around the classroom to eliminate issues Acknowledge Positive Behavior Create safe/empathetic/trusting classroom spaces for students. Regular check-ins with students Consistent daily routines Model appropriate behaviors/interactions 	<ul style="list-style-type: none"> Counselors provide referrals to outside resources/communities for academic/personal concerns (Rainbow Community Center, therapy, college planning, etc.) Counselors and teachers teach social skills/SEL/regulation/coping skills Small counseling groups - Anxiety, depression, etc. Admin/Counselor facilitated conflict mediations CARE Team meetings are held biweekly to address student concerns. Meetings include: counselors, social work specialists, administrators, counseling interns, school psychologist, and school nurse. Short term individual counseling 504 plan integration/review/updates by admin and counselors Student referrals to the Wellness Center or a Wellness Check

	<ul style="list-style-type: none"> ● Back to School Night, Open House, AP Night, Senior Night, 8th Grade Parent Night, 10th/11th Grade Family Night <p>Other:</p> <ul style="list-style-type: none"> ● Peer Tutoring - Tuesday/Thursday after school ● Math Help - every Monday after school ● Study hall - every Tuesday/Thursday in the library at lunch 		
Tier II -Coordinated Care Team and identified interventions and support monitored every 4-6 weeks *MTSS Handbook outlines MDUSD systems and supports for students			
Tier II (some)	<ul style="list-style-type: none"> ● Academic intervention - RTI, tutoring ● Counselors set up SST meetings for students with academic/behavioral/attendance concerns ● Counselors set up academic meetings with students with D/F's to discuss interventions and improvement strategies ● Student check-ins with the counselor ● Connecting students with buddies (i.e. same language, new students with same cultural background, LGBTQ, etc) ● Transfers to alternative education for credit deficient students ● SART/SARB interventions regarding attendance ● Meetings with seniors regarding graduation status/credit review ● 504 plan integration/review/updates by admin and counselors ● Summer school enrollment by counselor for credit deficient students or those needing grade improvements to be A-G eligible ● Targeted communication to Seniors addressing College and Career Readiness, including, but not limited to college visits, college applications, financial aid, and scholarships ● Counselors meet with students to enroll them in credit recovery courses through Apex to help students stay on track for graduation/A-G requirements ● Individual student meetings with the College & Career Advisor 	<ul style="list-style-type: none"> ● Individual counseling for specific behavior/SEL concerns ● Intake meetings/return from suspension/absences/Home and Hospital ● Home & Hospital referrals to students/families struggling with attendance related to a mental and/or physical disability ● Counselors and admin make phone calls/emails to parents and set up parent meetings ● Students can take a break/reset with counselor or in the Wellness Center ● Counselors provide Brief Intervention for Substance Use and TUPE ● Review of student's behavior/academic concerns in CARE meetings ● 504 plan integration/review/updates by admin and counselors ● Behavior contracts ● Admin/Counselor facilitated conflict mediations 	<ul style="list-style-type: none"> ● Counselors provide referrals to outside resources/communities for academic/personal concerns (Rainbow Community Center, therapy, college planning, etc.) ● Teach social skills/SEL/regulation/coping skills ● Small counseling groups - Anxiety, depression, etc. ● Admin/Counselor facilitated conflict mediations ● CARE Team meetings are held biweekly to address student concerns. Meetings include: counselors, social work specialists, administrators, counseling interns, school psychologist, school nurse. ● Short term individual counseling ● 504 plan integration/review/updates by admin and counselors ● Referral to the Wellness Center or a Wellness Check

	<ul style="list-style-type: none"> College/Career Center - workshops, college rep visits, college application assistance for 504/IEP students. Financial Aid and College application workshops for Seniors and their families 		
Tier III	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services) *MTSS Handbook outlines MDUSD systems and supports for students		
Tier III (few)	<ul style="list-style-type: none"> Weekly monitoring of grades/attendance by counselors/admin Student weekly progress report - signed off by counselor/VP Contact with parents/guardians about student's progress with grades In-school suspension as assigned by teachers/admin SARB meetings Individual counseling meetings with for students with high needs regarding academic/behavioral concerns Referrals to alternative education credit recovery programs IEP plan integration/review/updates by case managers/school psychologist 	<ul style="list-style-type: none"> Counselor collaboration with student's therapist/physician Behavior meetings Check and Connect with Counselor Individual counseling meetings with for students with high needs regarding academic/behavioral concerns 	<ul style="list-style-type: none"> Teach social skills/deep breathing/relaxation skills Referrals to outside mental health resources Gender Support Plans Individual counseling meetings with for students with high needs regarding academic/behavioral concerns

Glossary

Accelerated Learning is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

Accommodations help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

APEX - Online grade recovery program for students to make up credits. Students can make up classes that they previously earned a D or F grade.

Baseline data is the data that is collected before an intervention or program change begins.

Behavior Intervention Plan (BIP) is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

Culturally Responsive refers to the importance of including students' cultural references in all aspects of learning.

Data-Based Problem Solving and Decision Making A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to the student's need.

Educational equity is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Evidence-Based refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

Fidelity of Implementation refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

Functional Behavioral Assessment (FBA) is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

Gap Analysis is a method for measuring the difference between the student's current level of performance and benchmark expectations.

Gender Support Plans are developed to support students who are gender fluid and need accommodations while on campus. Most of these accommodations support PE changing areas and bathroom use.

Individualized Education Program (IEP) is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Implicit Bias: Despite the strong sense we have of ourselves as autonomous individuals, evidence consistently shows that contingencies tied to our social identities do make a difference in shaping our lives, from the way we perform in certain situations to the careers and friends we choose. (C. Steele, 2010).

Institutional Racism is the manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically lead to unequal outcomes for groups of people. (Barker, 2003; Brandt, 1991). In this environment disparities are often tolerated as normal rather than investigated and challenged. "These power-assigning social structures in the form of institutional racism affect the life opportunities, life-styles, and quality of life for both Whites and people-of-color. In so doing they compound, exaggerate, and

distort biological and behavioral differences and reinforce misconceptions, myths, and distortions on the part of both groups about one another” (Pinderhughes, 1989, p.71)

Intensive Interventions are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

Intervention is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.

Restorative Practices is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

RTI (Response to Intervention) is our twice weekly student support period. Students can work with teachers 1:1, make-up tests, complete homework, or collaborate with other students.

SART/SARB- Student Attendance Review Team, Student Attendance Review Board are interventions used to support students who are struggling to attend school. SART is a Tier 2 support that is site driven, while SARB is a Tier 3 support that is district driven.

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Universal Screening (behavior, academic, and social emotional) refers to the informal inventories of behaviors (internalizing and externalizing), academic skills, and social emotional indicators to assess if students need additional support in specific behavior, academic, and social emotional skills.

Budget By Expenditures

College Park High School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Senior Night		\$0.00	Goal 2	Counseling Nights for students/parents
Students meet twice weekly in Cohort with supports from Guaranteed 4.0 program - Pilot (Free this year)		\$0.00	Goal 4	Develop Focused Cohort of 11th Grade Black students and provide support from outside agency.
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: Base (0301, 0701, 0801) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
.2 FTE ELL Coordinator position for Ms. Winterich		\$28,000.00	Goal 3	Emerging Bilingual Coordinator
Materials and Supplies for Courses		\$4,000.00	Goal 1	Provide funding to support Career Technical Education (CTE) courses.
Substitute costs		\$1,500.00	Goal 1	Provide funding for substitute, overtime, and stipend pay for curriculum related needs.
Base (0301, 0701, 0801) Total Expenditures:		\$33,500.00		
Base (0301, 0701, 0801) Allocation Balance:		\$0.00		

College Park High School

Funding Source: LCFF Supplemental

\$173,420.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Substitute costs		\$2,000.00	Goal 1	Provide funding for substitute, overtime, and stipend pay for curriculum related needs.
		\$7,500.00	Goal 1	Upgrade novels in all grade levels to support a more diverse selection of authors/themes for students.
Food, materials for meetings		\$500.00	Goal 2	Provide funding for ELAC meeting refreshments and other ELL meetings.
Staff Development for teachers		\$2,500.00	Goal 1	Provide training/professional development to help staff learn and incorporate CA State Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)
Substitutes		\$1,500.00	Goal 1	Provide training/professional development to help staff learn and incorporate CA State Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)
		\$3,500.00	Goal 1	Purchase supplemental materials and supplies to provide for, or enhance, curriculum.
Books, materials to support instruction		\$4,500.00	Goal 1	Class texts and Materials for ELL classes
I Ready Platform		\$2,500.00	Goal 1	Class texts and Materials for ELL classes
Stipend to CST member to translate Spanish for families		\$4,000.00	Goal 2	Translation support for Spanish Speaking Families
Pysch Intern to support students		\$6,000.00	Goal 2	Psychologist Intern (two days a week)
Link Crew Curriculum and other materials used to support incoming 9th graders and students new to College Park		\$4,500.00	Goal 2	Link Crew Support
Provide School Planner for all students		\$5,000.00	Goal 2	School Planner for students

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5 day week support for students	\$0.00	Goal 2	Wellness Center Coordinator
2-3 Day support for students in Wellness Center	\$0.00	Goal 2	Wellness Center Interns
Provide a school planner for students.	\$5,000.00	Goal 2	Provide funding for school-wide communication channels.
Provide necessary school supplies for students	\$2,000.00	Goal 2	Provide funding for ELAC meeting refreshments and other ELL meetings.
.2 FTE for Mrs. Strange RTI Coordinator	\$27,500.00	Goal 3	Provide Teacher on Special Assignment (TOSA) for evaluation and implementation of Response to Intervention (RTI) program.
Peer Tutoring services for students	\$4,000.00	Goal 3	Provide funding for grade level interventions.
Purchase other materials as needed to support students	\$1,500.00	Goal 3	Provide funding for grade level interventions.
Weekly Math Tutorials	\$2,000.00	Goal 3	Provide funding for grade level interventions.
PD for new AVID Staff	\$3,000.00	Goal 3	Provide Funding for AVID Professional Development
Sub Coverage for teachers	\$1,500.00	Goal 3	Provide funding for staff to cover intervention related events.
Class Supplies to support class	\$2,420.00	Goal 3	Provide funding for AVID instruction and materials.
Two Interns work at CP 2-3 days a week	\$8,000.00	Goal 3	Wellness Center Support (Interns and Supplies)
Supplies to support Wellness Center	\$4,500.00	Goal 3	Wellness Center Support (Interns and Supplies)
50% of Salary to support Wellness Center Coordinator at College Park	\$75,000.00	Goal 3	Wellness Center Coordinator

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LCFF Supplemental Total Expenditures: \$180,420.00

LCFF Supplemental Allocation Balance: \$0.00

Funding Source: Site Discretionary

\$177,570.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00	Goal 2	School Planner for students
Friday - Virtual or Live parent meetings		\$0.00	Goal 2	Monthly Tea with Honey for community members
		\$1,500.00	Goal 1	Provide supplemental curriculum in such forms as field trips, guest speakers, etc.
Software licenses/Online access		\$10,000.00	Goal 1	Provide online and software tools to support student learning
		\$5,000.00	Goal 1	Purchase supplemental materials and supplies to provide for, or enhance, curriculum.
Staff Development for teachers across disciplines		\$8,000.00	Goal 1	Provide training/professional development to help staff learn and incorporate CA State Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)
Substitutes		\$2,000.00	Goal 1	Provide training/professional development to help staff learn and incorporate CA State Standards and other relevant college/career readiness curriculum and Culturally Responsive Training. (Conferences, Consultants, etc)
Updating Emergency Supplies		\$750.00	Goal 2	Provide funding for materials needed by Campus Safety Committee.
Cost for Webmaster and Falcon Flyer		\$4,000.00	Goal 2	Provide funding for school-wide communication channels.
New Novels for English Classes		\$7,500.00	Goal 1	Upgrade novels in all grade levels to support a more diverse selection of authors/themes for students.

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Site Discretionary Total Expenditures:	\$43,750.00
Site Discretionary Allocation Balance:	\$133,820.00
College Park High School Total Expenditures:	\$257,670.00