

College Park High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	494
Grade 10	538
Grade 11	466
Grade 12	475
Total Enrollment	1,973

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.5
American Indian or Alaska Native	0.1
Asian	9.4
Black or African American	1.8
Filipino	5.2
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.8
White	40.3
English Learners	6.3
Foster Youth	0.0
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	36.8
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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.30	86.18	1134.80	84.66	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.30	5.10	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.40	4.44	71.30	5.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.74	58.00	4.33	12115.80	4.41
Unknown	4.80	6.32	71.00	5.30	18854.30	6.86
Total Teaching Positions	77.00	100.00	1340.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.70	
Misassignments	2.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.40	

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.30	
Total Out-of-Field Teachers	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>English: Grade 9 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - Gold - Adopted 2000 Grade 10 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - Platinum - Adopted 2000 Grade 11 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - The American Experience - Adopted 2000 Grade 12 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - The British Tradition - Adopted 2000</p> <p>AP English Language and Composition: Bedford/St. Martins: The Language of Composition: Reading, Writing and Rhetoric - Adopted 2012 Bedford/St. Martins: Fifty Essays: A Portable Anthology - Adopted 2012 Bedford/St. Martins: The Bedford Reader - Adopted 2012</p> <p>AP English Literature and Composition: Bedford/St. Martins: The Bedford Introduction to Literature - Adopted 2012 Bedford/St. Martins: Literature and Composition: Reading, Writing, Thinking - Adopted 2012</p> <p>English Language Development: ELD Intro, 1, 1A, 2A - Hampton-Brown: Edge: Fundamentals - Adopted 2008 ELD 2 - Hampton-Brown: Edge: Reading, Writing and Language Level A - Adopted 2008 ELD 3 - Hampton-Brown: Edge: Reading, Writing and Language Level B - Adopted 2008 ELD 4 - Hampton-Brown: Edge: Reading, Writing and Language Level C - Adopted 2008</p>	Yes	0
Mathematics	<p>Algebra A/B - Houghton Mifflin: Algebra I Big Ideas - Adopted 2015 Algebra I - Houghton Mifflin: Algebra I Big Ideas - Adopted 2015 Geometry - Houghton Mifflin: Geometry Big Ideas - Adopted 2015 Algebra II - Houghton Mifflin: Algebra II Big Ideas - Adopted 2015 Algebra II/Trig - Houghton Mifflin: Algebra II Big Ideas - Adopted 2015 Personal Finance - Glencoe/McGraw Hill: Mathematics for Business and Personal Finance - Adopted 2009 Pre-Calculus - Glencoe/McGraw Hill: Advanced Mathematical Concepts - Adopted 2009 Pre-Calculus Honors- Pearson Prentice Hall: Precalculus Enhanced with Graphing Utilities - Adopted 2009 AP Calculus - Pearson Prentice Hall: Calculus: Graphical, Numerical, Algebraic - Adopted 2009 Statistics - Pearson: Elementary Statistics - Adopted 2013 AP Statistics - Bedford Freeman and Worth: Practice of Statistics - Adopted 2017</p>	Yes	0
Science	<p>Biology - Pearson/Prentice Hall: Biology - Adopted 2000 AP Biology - Pearson/Prentice Hall: Advanced Placement Biology (9th Edition) - Adopted 2013</p>	Yes	0

	<p>Chemistry - Glenco Publishing Co: Chemistry: Matter and Change - Adopted 2000</p> <p>Chemistry Honors- Houghton Mifflin: Chemistry (7th Edition) - Adopted 2000</p> <p>Earth Science - McDougal Littell: Earth Science - Adopted 2000</p> <p>Physics - Pearson/Prentice Hall: Conceptual Physics - Adopted 2000</p> <p>AP Physics - Pearson/Prentice Hall: Physics for Scientists & Engineers with Modern Physics - Adopted 2013</p> <p>Physiology - Pearson/Prentice Hall: Essentials of Human Anatomy and Physiology - Adopted 2000</p> <p>Zoology - McGraw-Hill/Glenco: Zoology - Adopted 2000</p>		
History-Social Science	<p>World History - Holt McDougal: Modern World History: Patterns of Interaction - Adopted 2015</p> <p>AP World History - Bedford/St. Martins: Ways of the World: A Global History for AP 2nd Edition - Adopted 2014</p> <p>U.S. History - McGraw Hill: United States History and Geography - Adopted 2015</p> <p>AP U.S. History - W. W. Norton: Give Me Liberty - Adopted 2015</p> <p>Economics - Houghton Mifflin: Economics: Concepts and Choices - Adopted 2014</p> <p>AP Economics - Bedford/Worth: Krugman's Economics for AP - Adopted 2014</p> <p>U.S. Government - Pearson: Magruder's American Government - Adopted 2015</p> <p>AP U.S. Government - McDougal Littell: American Government: Institutions and Policies, 8th Ed. - Adopted 2005</p> <p>Psychology - Pearson: Psychology (Minter and Elmhurst) - Adopted 2015</p> <p>AP Psychology - Worth: Psychology, Myers (2011 Edition) - Adopted 2013</p> <p>Sociology - Holt, Rinehart & Winston: Sociology: The Study of Human Relationships - Adopted 2005</p> <p>Citizen Law - Glencoe/McGraw-Hill: Street Law - Adopted 2005</p>	Yes	0
Foreign Language	<p>Spanish I - Pearson Prentice Hall: Realidades - Level 1 - Adopted 2003</p> <p>Spanish II - Pearson Prentice Hall: Realidades - Level 2 - Adopted 2003</p> <p>Spanish III - Pearson Prentice Hall: Realidades - Level 3 - Adopted 2003</p> <p>Spanish Honors - Vista Higher Learning: Temas - Adopted 2014</p> <p>AP Spanish Language and Grammar - Pearson: Abriendo Paso - Adopted 2014</p> <p>AP Spanish Language and Grammar - Pearson: Preparing for the AP Exam - Adopted 2014</p> <p>AP Spanish Literature - Wayside: Azulejo - Adopted 2014</p> <p>French I - McDougall Littell: Discovering French, Bleu (2004/2007) - Adopted 2003/2013</p> <p>French II - McDougall Littell: Discovering French, Blanc (2004/2007) - Adopted 2003/2013</p> <p>French III - McDougall Littell: Discovering French, Rouge (2004/2007) - Adopted 2003/2013</p>	Yes	0

	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		
Science Laboratory Equipment (grades 9-12)			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	2/3/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			GIRLS RESTROOM: CEILING VENT IS LOOSE. P2: HEATER WILL NOT PUMP WARM AIR ON COLD DAYS. HVAC VENTS BLOW DIRTY AIR. SMALL GYM: THERMOSTAT COVER IS MISSING. OFFICE: THERMOSTAT IS LOOSE. CEILING VENT IS LOOSE.
Interior: Interior Surfaces			X	Administration: FLOOR TILES ARE BROKEN. Office: CEILING TILES HAVE WATER STAINS. Counselor: CEILING TILES HAVE WATER STAINS. Counselor: CEILING TILES HAVE WATER STAINS. Counselor: BLINDS DO NOT OPERATE. Principal: CEILING TILES HAVE WATER STAINS. Office Manager: CEILING TILES HAVE WATER STAINS. STUDENT SERVICE SOUTH OFFICE: CEILING TILE HAS A WATER STAIN. Vice Principal: CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. School Resource/Psych: CEILING TILES HAVE WATER STAINS. Treasurers: CEILING TILES HAVE WATER STAINS. Vice Principal: WALLPAPER IS PEELING ON WALL. A2: CARPET IS STAINED AND WORN. WALLPAPER IS PEELING. A1: CEILING TILES HAVE WATER STAINS. A4: CARPET IS STAINED. A3: CEILING TILES ARE LOOSE. CEILING TILE HAS DEBRIS HANGING DOWN.

School Facility Conditions and Planned Improvements

B1: CEILING TILE IS BROKEN. B2: CARPET IS STAINED. CEILING TILES ARE STAINED.7. LIGHT FIXTURE COVER IS MISSING.
B3: WALL TILE IS BROKEN.B5: FLOOR TILES ARE BROKEN AND LIFTING.
B6: CEILING TILE HAS A HOLE. CEILING TILE IS MARRED.B8: CEILING TILES HAVE WATER STAINS.
J2: CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE IN HALLWAY.
J-POD CENTER: CEILING TILE IS LOOSE. CEILING TRIM IS MISSING. CEILING TILES ARE MARRED. CEILING TILES HAVE WATER STAINS. J1: WALLPAPER IS PEELING ON WALL J6: CEILING TILE HAS A WATER STAINS. T-BAR CEILING IS SAGGING.
J5: UNFINISHED PAINT ON WALL. CEILING TILE IS MARRED. CEILINGVTILES HAVE HOLES.
J4: WALL PAPER IS TORN. WALLPAPER IS TORN IN OFFICE. CEILING TILE IS TORN.
J3: WALLS ARE DIRTY. LOOSE CARPET CREATING TRIP HAZARD. 5. ROOM IS CLUTTERED.
P1: CEILING TILE IS TORN. WALLPAPER IS TORN.
P2: CEILING TILE IS LOOSE. CEILING TILES HAVE VENT DIRT STAINS.
BOYS LOCKERROOM: WALL TILES ARE BROKEN AT ENTRY. WALL TILES ARE MISSING.
BOYS RESTROOM: CEILING TILE HAS A HOLE. ACCESS COVER IS LOOSE.
SMALL GYM TEAM ROOM: CEILING TILES HAVE WATER STAINS.GIRLS LOCKERROOM: FLOORS ARE STAINED IN OFFICE RESTROOM.STORAGE NORTHWEST SIDE: CEILING PLASTER IS CRACKED. HOLE IN WALL.GIRLS RESTROOM: PINK CLEANER OR MINERAL BUILD UP ON TOILETS.
BOILER ROOM: WATER DAMAGE TO WALL.CUSTODIAN: WALL HAS WATER DAMAGE. MILDEW PRESENT.
S18: FLOOR TILE IS BROKEN AT ENTRY.S16: WALLPAPER IS TORN.S14: CEILING TILE HAS A WATER STAIN.
S6: CEILING TILE HAS A HOLE.S7: CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN.
S13: CEILING TILES HAVE WATER STAINS.S13: CEILING TILE HAS A HOLE.
S11: CEILING TILES HAVE WATER STAINS. FORMICA STRIP IS CHIPPED ON COUNTER. S9: WALL IS DAMAGED. CEILING TILE HAS HOLES. FALCONS NEST SNACK BAR: WALL TILES ARE MISSING ON EXTERIOR WALL.
KITCHEN: WALL TILES ARE MISSING. FLOOR TILES ARE MISSING OR BROKEN.
MULTIUSE: FLOOR TILES ARE BROKEN AT ENTRY.
OFFICE: WALL HAS HOLES.PRACTICE ROOM: CEILING TILES HAVE WATER STAINS.
MUSIC LIBRARY: CEILING TILE IS MISSING. WALL TILE IS MISSING. FLOOR TILE IS BROKEN IN

School Facility Conditions and Planned Improvements

			<p>HALLWAY. OFFICE: WALL TILE IS BROKEN. M1: CEILING TILES HAVE WATER STAINS. CEILING TILE IS TORN. E4: CEILING TILES HAVE WATER STAINS.E5: DOOR IS DELAMINATING.5. ROOM IS CLUTTERED. BOYS RESTROOM: SOAP DISPENSERS ARE MISSING.STAGE ENRTY D WING: WALL HAS A HOLE. D1: CEILING TILES HAVE WATER STAINS. D8: CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. TABLE TOPS CAN BE LIFTED OF BASE. D3: CEILING TILE IS BROKEN. D12: CEILING TILES HAVE WATER STAINS. H2: CEILING TILES HAVE WATER STAINS.(ACTIVE MILDEW) FORMICA COUNTERTOP IS CHIPPED. H1: CEILING TILES HAVE WATER STAINS. CEILING TILES ARE TORN AND MARRED. H3: CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. H4: CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE LIFTING. H5: CEILING TILES HAVE WATER STAINS. H6: CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN IN HALLWAY. H7: CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. H8: CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MARRED. CEILING TILES HAVE HOLES. FLOOR TILES ARE BROKEN. T-BAR CEILING IS LOOSE.H10: CEILING TILES HAVE WATER STAINS. MILDEW PRESENT . CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. LIBRARY: CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.C7: CEILING TILES HAVE WATER STAINS. C5: CEILING TILES HAVE WATER STAINS. C3:CEILING TILES HAVE WATER STAINS.C2: HANDLE IS MISSING FROM PENCIL SHARPENER.NURSE A-WING: CEILING TILES ARE MARRED.BOYS RESTROOM: WALL TILES HAVE HOLES.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>GIRLS RESTROOM: GRAFITTI ON CEILING.J4: UNSECURED ITEMS STORED TOO HIGH IN OFFICE. BOYS RESTROOM: RESTROOM WAS MESSY.GIRLS LOCKERROOM: PINK CLEANER OR MINERAL BUILD UP ON TOILET. S4: STORAGE ROOMS ARE CLUTTERED. UNSECURED ITEMS STORED TOO HIGH.S3: STORAGE ROOM IS CLUTTERED. LIGHT DIFFUSERS MISSING IN DRYING ROOM. LIGHT DIFFUSERS MISSING IN STORAGE ROOM. PREP ROOM: UNSECURED ITEMS STORED TOO HIGH.S20: ROOM IS CLUTTERED. UNSECURED ITEMS STORED TOO HIGH. KITCHEN: FLOORS ARE DINGY.WOMENS RESTROOM: FLOORS ARE DIRTY.</p>

School Facility Conditions and Planned Improvements

			<p>E4: ROOM IS CLUTTERED.E2: UNSECURED ITEMS STORED TOO HIGH. ROOM IS CLUTTERED. BOYS RESTROOM: PINK CLEANER OR MINERAL BUILD-UP AROUD URINALS. FLOOR CORNERS ARE DIRTY. D1: UNSECURED ITEMS STORED TOO HIGH. D4: ROOM IS CLUTTERED. D6: UNSECURED ITEMS STORED TOO HIGH.D3: UNSECURED ITEMS STORED TOO HIGH. ROOMS CLUTTERED. D5: UNSECURED ITEMS STORED TO HIGH. ROOM IS CLUTTERED.D10: UNSECURED ITEMS STORED TOO HIGH.H3: ROOM IS CLUTTERED.H4: ROOM IS CLUTTERED. C4: ROOM IS CLUTTERED.A3: UNSECURED ITEMS STORED TO HIGH.J2: BIRD NESTING NEAR EXTERIOR SPEAKER.</p>
<p>Electrical</p>		<p>X</p>	<p>J5: TWO LIGHT DIFFUSERS ARE MISSING.J3: ONE LIGHT OANEL IS OUT. TWO LIGHT BULBS ARE OUT. P1: POWER CORD CREATES A TRIP HAZARD. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE. BOYS LOCKERROOM: EXTERIOR ELECTRICAL COVER IS MISSING. MAT ROOM: TWO LIGHT PANELS ARE OUT. S5: FOUR LIGHT PANELS ARE OUT.RESTROOM: LIGHT DIFFUSER IS MISSING. S4: LIGHT DOES NOT WORK IN DRYINGBROOM.TWO LIGHT DIFFUSERS ARE MISSING IN EACH STORAGE ROOMS2: 5 LIGHT PANELS ARE OUT.S16: EXTENSION CORD CREATING A TRIP HAZARD. S15: POWER CORDS CREATE A TRIP HAZARD.S10: THREE LIGHT PANELS ARE OUT. ELECTRICAL COVER PLATE IS BROKEN. S8: POWER STRIP IS CREATING A TRIP HAZARD. E4: TWO LIGHT BULBS ARE OUT.STAGE ENRTY D WING: ONE LIGHT NOT WORKING. H10: LIGHT DIFFUSER IS BROKEN. COMPUTER LAB: THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. LIBRARY: TWO LIGHT PANELS ARE OUT. SIX LIGHT DIFFUSERS ARE MISSING. TWO LIGHT DIFFUSERS HAVE WATER STAINS. C6: FIRE ALARM CONDUIT IS MISSING BOX COVER. C5: ETHERNET CABLE CREATES A TRIP HAZARD.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>GIRLS RESTROOM: ONE TOILET IS OUT OF SERVICE. GIRLS RESTROOM: ONE TOILET OUT OF SERVICE. GIRLS RESTROOM: ONE FAUCET HAS LOW FLOW. BOYS RESTROOM: ONE FAUCET CAP IS MISSING. BOYS LOCKERROOM: DRINKING FOUNTAIN ON WEST SIDE OF BUILING IS VANDALIZED. SHOWER HEADS LEAK.</p>

School Facility Conditions and Planned Improvements

			<p>GIRLS LOCKERROOM: SHOWER HEAD LEAKS. GIRLS RESTROOM: ONE FAUCET LEAKS.S21: NO RECORD OF EMERGENCY EYEWASH OR SHOWER TESTING.S20: NO RECORD OF EMERGENCY EYEWASH OR SHOWER TESTING.S13: DRINKING FOUNTAIN HAS NO FLOW.BOYS RESTROOM: ONE FAUCET HAS NO FLOW.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>A1: SECONDARY EXIT IS BLOCKED. A3: STOREROOM DOOR IS BLOCKED BY TABLE. B10: PLUG IN AIR FRESHENERS.S20: LARGE CHAIRS AROUND LAB TABLES MAY CAUSE EGRESS HAZARDS. S18: PLUG IN AIR FRESHENER.KITCHEN: PLUG IN AIR FRESHENER. NO ACCESS TO OFFICE. H2: PLUG IN AIR FRESHENER.Administration: PAINT IS CHIPPING ON DOOR FRAME. Registrar: PAINT IS CHIPPING ON DOOR FRAME. Speeach: PAINT IS PEELING ON HEATER A2: PAINT IS CHIPPING ON DOOR FRAME. A4: PAINT IS CHIPPING ON DOOR FRAME.A3: PAINT IS PEELING ON WALL. B7: PAINT IS PEELING ON DOOR AND DOOR FRAME. PAINT IS PEELING ON WALL. B8: PAINT IS CHIPPING ON DOOR FRAME.B9: PAINT IS CHIPPED ON DOOR FRAME. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING.B10: PAINT IS CHIPPED ON DOOR FRAME. PAINT IS CHIPPED ON PANEL NEXT TO WEST HALLWAY EXIT DOORS. J2: PAINT IS PEELING ON WALL.J1: PAINT IS MARRED ON METAL CONDUIT. BOYS LOCKERROOM: PAINT IS CHIPPING ON EXTERIOR WALL.SMALL GYM TEAM ROOM: PAINT IS PEELING ON CEILING. FLOOR PAINT IS CHIPPING.GIRLS LOCKERROOM: PAINT IS CHIPPING ON WALL.S5: PAINT CRACKING ON FINISH ROOM CEILING. PAINT IS PEELING ON DOOR FRAME. CUSTODIAN: PAINT IS PEELING ON WALL AND CEILING.S14: PAINT IS PEELING ON DOOR. S11: SIGNIFICANT WATER LEAK ON SOUTHWEST CORNER OF BUILDING EXTERIOR.E2: PAINT IS PEELING ON DOOR. D1: PAINT IS PEELING ON DOOR AND DOOR FRAME. C11: PAINT IS CHIPPING ON DOOR.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>MENS RESTROOM STAFF: GUTTER DOWN SPOUT IS NOT CONNECTED.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>FALCONS NEST SNACK BAR: TRIP HAZARDS ON CONCRETE. DRAIN COVER IS MISSING.A1: STORAGE ROOM DOOR IS NOT KEYED TO TEACHERS KEY.DOOR CLOSER COVER IS MISSING.P2: WINDOW SCREEN IS MISSING. MULTIUSE: DOOR CLOSER COVERS ARE MISSING.H6: LOCK MECHANISM DOES NOT FUNCTION PROPERLY.</p>

School Facility Conditions and Planned Improvements

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Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	63	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	45	N/A	35	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	445	413	92.81	7.19	63.44
Female	213	195	91.55	8.45	73.85
Male	232	218	93.97	6.03	54.13
American Indian or Alaska Native	--	--	--	--	--
Asian	40	38	95.00	5.00	81.58
Black or African American	--	--	--	--	--
Filipino	23	22	95.65	4.35	68.18
Hispanic or Latino	128	110	85.94	14.06	50.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	58	93.55	6.45	62.07
White	179	173	96.65	3.35	68.21
English Learners	30	19	63.33	36.67	15.79
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	137	120	87.59	12.41	56.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	24	77.42	22.58	4.17

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	445	419	94.16	5.84	45.45
Female	213	202	94.84	5.16	46.27
Male	232	217	93.53	6.47	44.70
American Indian or Alaska Native	--	--	--	--	--
Asian	40	39	97.50	2.50	66.67
Black or African American	--	--	--	--	--
Filipino	23	22	95.65	4.35	72.73
Hispanic or Latino	128	113	88.28	11.72	25.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	59	95.16	4.84	37.93
White	179	173	96.65	3.35	53.18
English Learners	30	19	63.33	36.67	10.53
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	137	123	89.78	10.22	34.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	22	70.97	29.03	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	49.25	43.03	32.08	29.32	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	916	843	92.03	7.97	43.03
Female	423	380	89.83	10.17	42.18
Male	488	458	93.85	6.15	43.54
American Indian or Alaska Native	--	--	--	--	--
Asian	98	95	96.94	3.06	49.47
Black or African American	15	13	86.67	13.33	15.38
Filipino	46	43	93.48	6.52	60.47
Hispanic or Latino	270	241	89.26	10.74	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	117	108	92.31	7.69	44.44
White	367	340	92.64	7.36	49.56
English Learners	52	41	78.85	21.15	4.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	308	283	91.88	8.12	34.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	49	87.5	12.5	4.08

CTE Courses in a pathway

Digital Media

Photo Arts - A-G; Early College Credit

Photo Arts II - 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

Citizen Law

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 – ENGEO

Xin Chen – Zen Toolworks

Kyle Swarens – Northern California Carpenter's Union

Arts, Media & Entertainment/ICT

Nancy Sinsel – Red Dog Graphics

Lynn Koellermeier – Signature d'Sign

Chris Verdugo – Contra Costa Television

2021-22 Career Technical Education Programs

Mark Hall – Net Solutions
 Martin Rollinson – martin@rollinsonadvertising.com –Rollinson Advertising
 John Ferrante – Community Partner

Health Care

Shannon Ladner - Beasley - Contra Costa County Health
 Teresa Dade Boone - Contra Costa County Health
 Sharon Jenkins – John Muir Health
 Eli Gilbert – East Bay CPR
 Zulay Loftin – Loftin Dental
 Jake Olson – Owens & Minor
 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
 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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	880
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	79.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.50
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	51.81

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	89.9%	98.74%	98.74%	98.74%	98.74%

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.

2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.1	4.1		11.4	8.3		8.9	7.8
Graduation Rate		97.5	95.7		86.4	88.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	485	464	95.7
Female	212	205	96.7
Male	268	254	94.8
American Indian or Alaska Native	0	0	0.0
Asian	58	57	98.3
Black or African American	--	--	--
Filipino	24	22	91.7
Hispanic or Latino	142	135	95.1
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	43	42	97.7
White	193	188	97.4
English Learners	33	30	90.9
Foster Youth	0	0	0.0
Homeless	13	9	69.2
Socioeconomically Disadvantaged	219	211	96.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	41	39	95.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2084	2028	510	25.1
Female	984	954	264	27.7
Male	1092	1066	242	22.7
American Indian or Alaska Native	2	2	1	50.0
Asian	191	186	26	14.0
Black or African American	41	37	14	37.8
Filipino	105	103	19	18.4
Hispanic or Latino	621	603	188	31.2
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	180	177	32	18.1
White	831	812	194	23.9
English Learners	158	149	54	36.2
Foster Youth	4	3	2	66.7
Homeless	13	12	10	83.3
Socioeconomically Disadvantaged	794	765	251	32.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	195	188	64	34.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.65	3.33	2.45
Expulsions	0.05	0.03	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.84	0.04	3.07	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.84	0.00
Female	2.85	0.00
Male	4.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.05	0.00
Black or African American	2.44	0.00
Filipino	0.95	0.00
Hispanic or Latino	4.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.89	0.00
White	4.33	0.00
English Learners	7.59	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.23	0.00

2022-23 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 2/24/22, Board Approved June 2022

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	27	16	45	16
Mathematics	30	10	20	34
Science	24	15	41	
Social Science	29	8	23	28

2021-22 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	490

2021-22 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)	5.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$11,581.39	\$5,136.85	\$6,444.54	\$82,652.59
District	N/A	N/A	\$6,896.11	\$80,403.91
Percent Difference - School Site and District	N/A	N/A	-6.8	2.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-2.3	-3.2

2021-22 Types of Services Funded

Special Education classes, Emerging Bilingual support, Psychologist, Psych Intern, RTI Coordinator, Emerging Bilingual Coordinator, Wellness Coordinator and Speech Therapist.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		\$51,081
Mid-Range Teacher Salary		\$77,514
Highest Teacher Salary		\$105,764
Average Principal Salary (Elementary)		\$133,421
Average Principal Salary (Middle)		\$138,594
Average Principal Salary (High)		\$153,392
Superintendent Salary		\$298,377
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.5
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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	2
English	2
Fine and Performing Arts	2
Foreign Language	3
Mathematics	3
Science	4
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

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. This year 22-23 we have been able to send department teams to regional conferences for Math, Science and PE.

Professional development opportunities are provided in the following areas:

- Standards Based Instruction and Assessment
- Common Core State Standards
- Achievement/Assessment Data Analysis
- 21st Century Learning
- Special Education
- PLTW Specific Course Training
- AVID Strategies
- Math
- NGSS
- Physical Education

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3