

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
College Park High School	07-61754-0731646	11/09/2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

College Park High School's goals mirror those of the Mt. Diablo Unified School District. Our school's focus on high quality engaging instruction with equitable access to academic standards with a culturally proficient and responsive staff. Our community stakeholders are welcome partners as we prepare our student to meet high school graduation requirements and prepare them for post-graduation success.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

California Healthy Kids Survey (Parent, Staff and Student)
Informal student surveys

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal Observations, Informal Walk-Throughs, (with Data Collection)

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Don't have to do this for CP

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Don't have to do this for CP

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

August 7th - School Wide PD Day - Data Review
October 30th - Instructional Leadership Team Review
October 26th - Site Council Review
November 10th - Site Council Review

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Increase in Bilingual Aides for students in General Education Classes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.10%	0.05%	5	2	1
African American	1.9%	1.82%	1.99%	39	36	39
Asian	9.9%	9.43%	8.54%	202	186	167
Filipino	4.8%	5.17%	4.7%	99	102	92
Hispanic/Latino	28.8%	29.40%	31.03%	590	580	607
Pacific Islander	0.2%	0.20%	0.26%	4	4	5
White	41.6%	40.29%	40.18%	853	795	786
Multiple/No Response	9.9%	8.77%	7.57%	203	173	148
	Total Enrollment			2,050	1,973	1956

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	560	494	510
Grade 10	498	538	502
Grade 11	509	466	496
Grade 12	483	475	448
Total Enrollment	2,050	1,973	1,956

Conclusions based on this data:

1. Slight decline in Data from 2050 in 20-21, to current 1956,
2. Generally over four year cohort, the number of students decreases from Freshmen year to Senior Year
3. Our student group enrollment percentages are very consistent from year to year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	125	125	145	6.1%	6.3%	7.4%
Fluent English Proficient (FEP)	482	464	445	23.5%	23.5%	22.8%
Reclassified Fluent English Proficient (RFEP)	6			4.8%		

Conclusions based on this data:

1. Our number of English Learner Students has risen significantly over the past three years
2. During the COVID year our R-FEP rate showed a decrease
3. Our number of students FEP has decreased over the past three years

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	479	441	482	342	413	465	337	413	461	71.4	93.7	96.5
All Grades	479	441	482	342	413	465	337	413	461	71.4	93.7	96.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2639.	2617.	2632.	41.54	34.14	41.00	28.19	29.30	28.20	16.32	18.40	16.27	13.95	18.16	14.53
All Grades	N/A	N/A	N/A	41.54	34.14	41.00	28.19	29.30	28.20	16.32	18.40	16.27	13.95	18.16	14.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	44.21	39.47	40.22	44.21	46.25	50.00	11.57	14.29	9.78
All Grades	44.21	39.47	40.22	44.21	46.25	50.00	11.57	14.29	9.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	36.80	34.87	40.96	47.18	42.37	38.56	16.02	22.76	20.48
All Grades	36.80	34.87	40.96	47.18	42.37	38.56	16.02	22.76	20.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.47	20.10	18.91	71.81	70.94	73.70	7.72	8.96	7.39
All Grades	20.47	20.10	18.91	71.81	70.94	73.70	7.72	8.96	7.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	40.06	29.06	28.26	49.55	60.29	63.04	10.39	10.65	8.70
All Grades	40.06	29.06	28.26	49.55	60.29	63.04	10.39	10.65	8.70

Conclusions based on this data:

1. There was significant growth in 22-23 school year compared to the previous year.
2. Results were similar to 20-21, but during that year only 70% of student participated, so data may be skewed.
3. Outside of writing, close to 90% of students have met or our close to meeting the standard in ELA strands.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	479	441	481	329	419	456	326	418	456	68.7	95.0	94.8
All Grades	479	441	481	329	419	456	326	418	456	68.7	95.0	94.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2644.	2606.	2612.	30.37	20.33	23.03	26.07	25.12	24.56	23.31	24.40	21.71	20.25	30.14	30.70
All Grades	N/A	N/A	N/A	30.37	20.33	23.03	26.07	25.12	24.56	23.31	24.40	21.71	20.25	30.14	30.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	38.34	25.84	31.36	43.87	48.09	39.04	17.79	26.08	29.61
All Grades	38.34	25.84	31.36	43.87	48.09	39.04	17.79	26.08	29.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30.98	22.49	23.03	55.21	58.85	58.11	13.80	18.66	18.86
All Grades	30.98	22.49	23.03	55.21	58.85	58.11	13.80	18.66	18.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.60	21.29	22.81	57.06	62.44	58.55	11.35	16.27	18.64
All Grades	31.60	21.29	22.81	57.06	62.44	58.55	11.35	16.27	18.64

Conclusions based on this data:

1. The Math data shows some growth from the previous year, but doesn't not reach the total in 20-21, when only 70% of students participated.

2. Compared to ELA, a lower number of students are meeting the grade level standard.
3. While the overall mean score has improved, there are still a significant number of students not meeting the standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9	1558.1	1510.9	1568.6	1504.8	1547.2	1516.4	31	26
Grade 10	1532.2	1539.5	1545.6	1539.3	1518.4	1539.2	18	42
Grade 11	1517.9	1520.0	1528.6	1515.0	1506.8	1524.8	20	27
Grade 12	1591.9	1564.5	1602.8	1563.6	1580.3	1564.9	13	24
All Grades							82	119

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	21.43	8.00	35.71	20.00	21.43	36.00	21.43	36.00	28	25
10	23.08	17.95	38.46	28.21	15.38	25.64	23.08	28.21	13	39
11	35.00	14.81	15.00	14.81	15.00	25.93	35.00	44.44	20	27
12	46.15	29.17	38.46	29.17	0.00	12.50	15.38	29.17	13	24
All Grades	29.73	17.39	31.08	23.48	14.86	25.22	24.32	33.91	74	115

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	46.43	16.00	25.00	32.00	21.43	28.00	7.14	24.00	28	25
10	38.46	28.21	38.46	30.77	0.00	23.08	23.08	17.95	13	39
11	45.00	25.93	15.00	22.22	15.00	14.81	25.00	37.04	20	27
12	69.23	54.17	15.38	12.50	0.00	12.50	15.38	20.83	13	24
All Grades	48.65	30.43	22.97	25.22	12.16	20.00	16.22	24.35	74	115

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	14.29	0.00	21.43	12.00	21.43	32.00	42.86	56.00	28	25
10	15.38	5.13	23.08	17.95	38.46	48.72	23.08	28.21	13	39
11	5.00	7.41	30.00	7.41	20.00	33.33	45.00	51.85	20	27
12	7.69	8.33	38.46	41.67	38.46	16.67	15.38	33.33	13	24
All Grades	10.81	5.22	27.03	19.13	27.03	34.78	35.14	40.87	74	115

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
9	10.71	0.00	64.29	50.00	25.00	50.00	28	24	
10	30.77	10.26	38.46	64.10	30.77	25.64	13	39	
11	10.00	11.11	50.00	29.63	40.00	59.26	20	27	
12	7.69	20.83	76.92	50.00	15.38	29.17	13	24	
All Grades	13.51	10.53	58.11	50.00	28.38	39.47	74	114	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
9	75.00	60.00	17.86	16.00	7.14	24.00	28	25	
10	69.23	53.85	7.69	28.21	23.08	17.95	13	39	
11	57.89	44.44	10.53	29.63	31.58	25.93	19	27	
12	84.62	69.57	0.00	13.04	15.38	17.39	13	23	
All Grades	71.23	56.14	10.96	22.81	17.81	21.05	73	114	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	21.43	4.00	25.00	28.00	53.57	68.00	28	25
10	23.08	7.69	38.46	43.59	38.46	48.72	13	39
11	26.32	11.11	36.84	33.33	36.84	55.56	19	27
12	7.69	16.67	61.54	45.83	30.77	37.50	13	24
All Grades	20.55	9.57	36.99	38.26	42.47	52.17	73	115

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	0.00	0.00	75.00	58.33	25.00	41.67	28	24
10	0.00	0.00	76.92	66.67	23.08	33.33	13	39
11	5.00	3.85	55.00	53.85	40.00	42.31	20	26
12	7.69	16.67	84.62	50.00	7.69	33.33	13	24
All Grades	2.70	4.42	71.62	58.41	25.68	37.17	74	113

Conclusions based on this data:

1. The writing and reading domain show the greatest need for support
2. The cohort from Juniors to Seniors consistently shows the most growth.
3. The number of ELL students continue to rise at College Park

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,973	36.8	6.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in College Park High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	125	6.3
Foster Youth		
Homeless	6	0.3
Socioeconomically Disadvantaged	727	36.8
Students with Disabilities	170	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	1.8
American Indian	2	0.1
Asian	186	9.4
Filipino	102	5.2
Hispanic	580	29.4
Two or More Races	173	8.8
Pacific Islander	4	0.2
White	795	40.3

Conclusions based on this data:

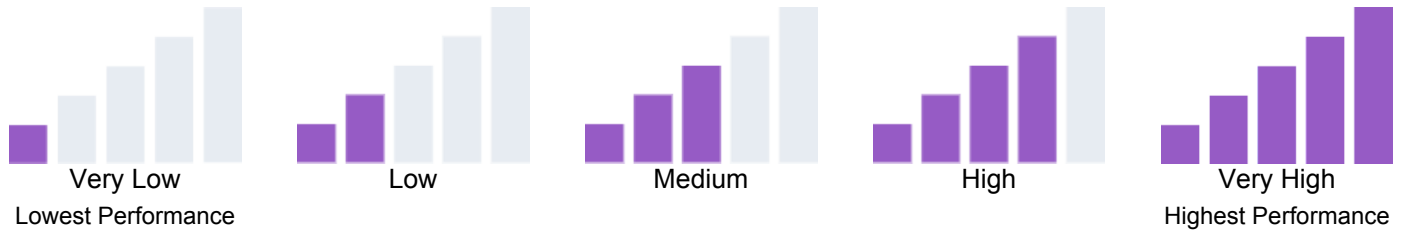
1. College Park has a very diverse population of students.
2. Our documented Homeless and Foster Youth students are relatively low.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	Graduation Rate Very High	Suspension Rate Medium
Mathematics Medium		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

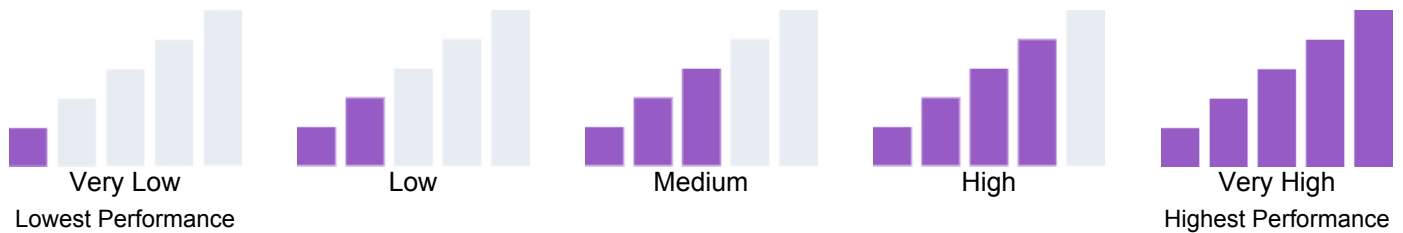
1. College Park graduates students at a very high level.
2. Student perform higher on ELA standards then Math Standards
3. Our English Language Learners are making progress

School and Student Performance Data

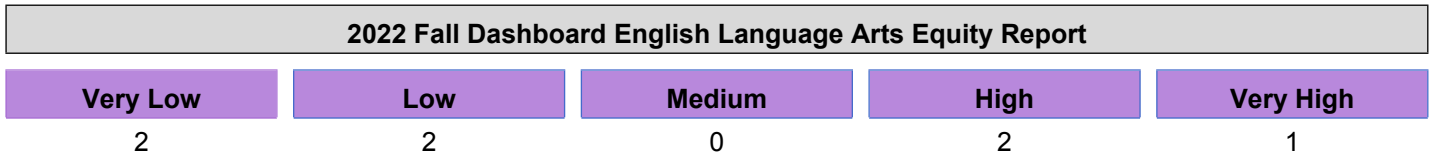
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

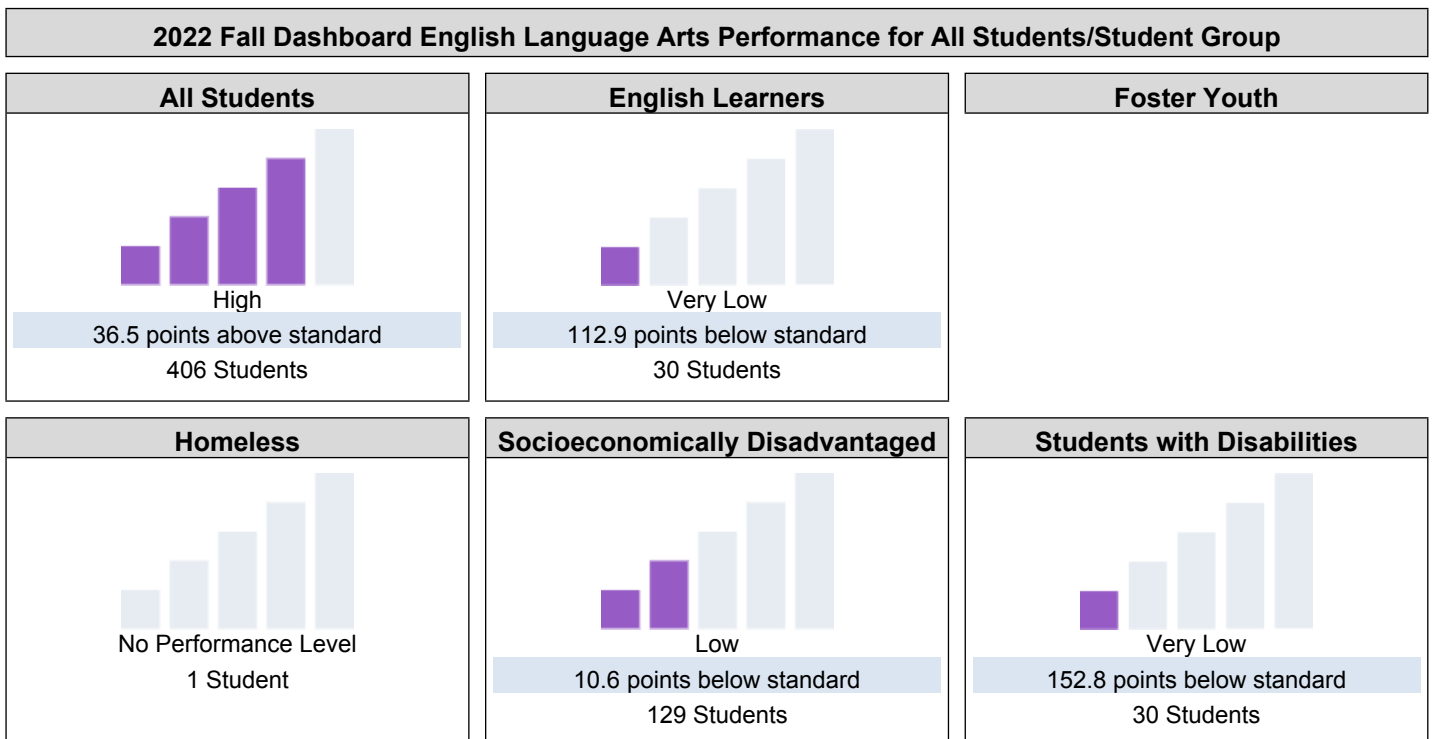
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



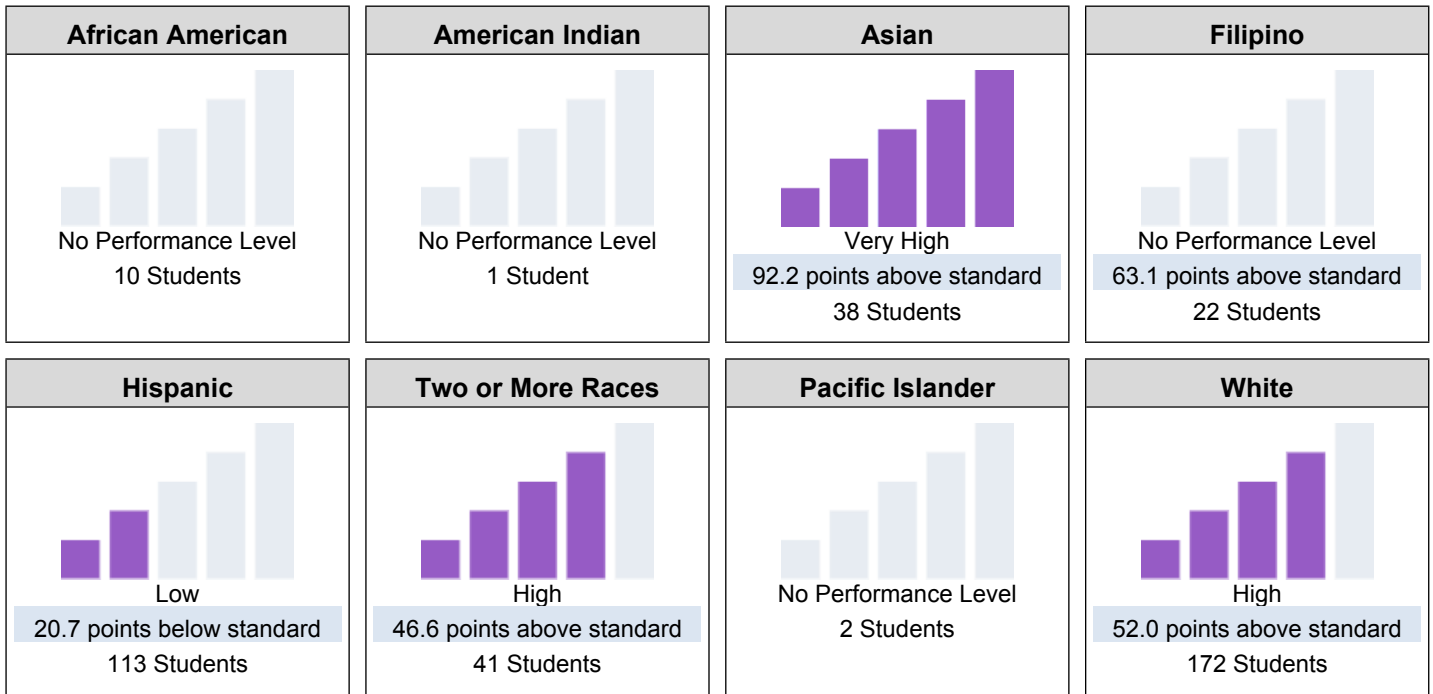
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>168.8 points below standard</p> <p>20 Students</p>	<p>10 Students</p>	<p>43.4 points above standard</p> <p>291 Students</p>

Conclusions based on this data:

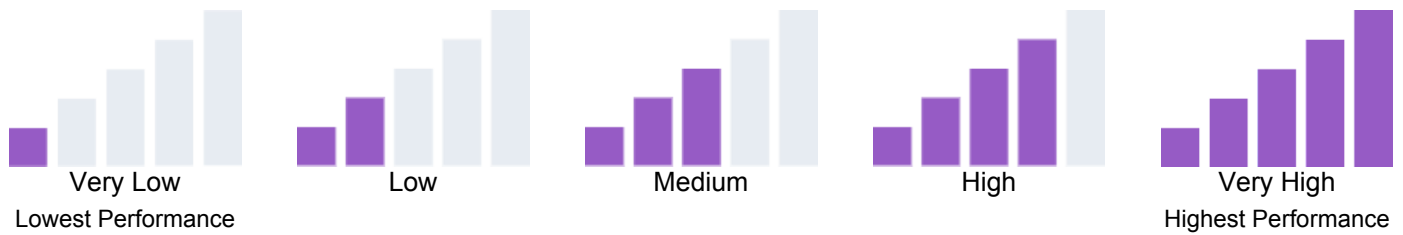
1. Our English Learners and Students with Disabilities are scoring significantly on state standardized tests lower than general education students.
2. Our Hispanic students score significantly lower than Asian and White Students.
3. Many of our subgroups are not measured due to low numbers of students.

School and Student Performance Data

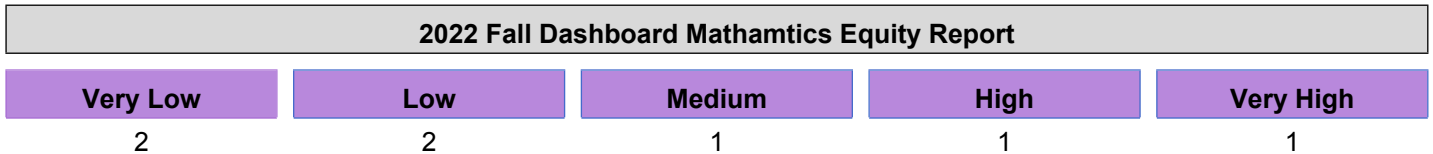
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

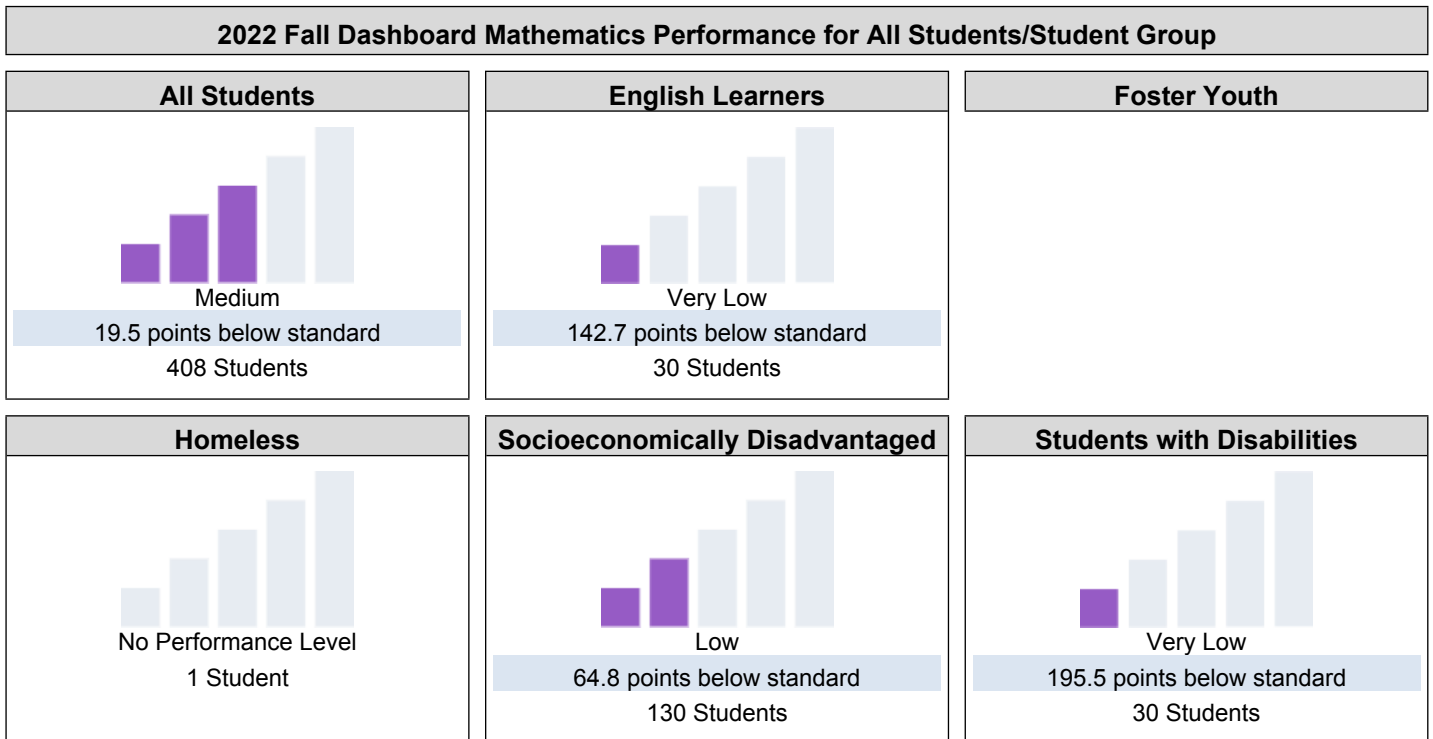
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



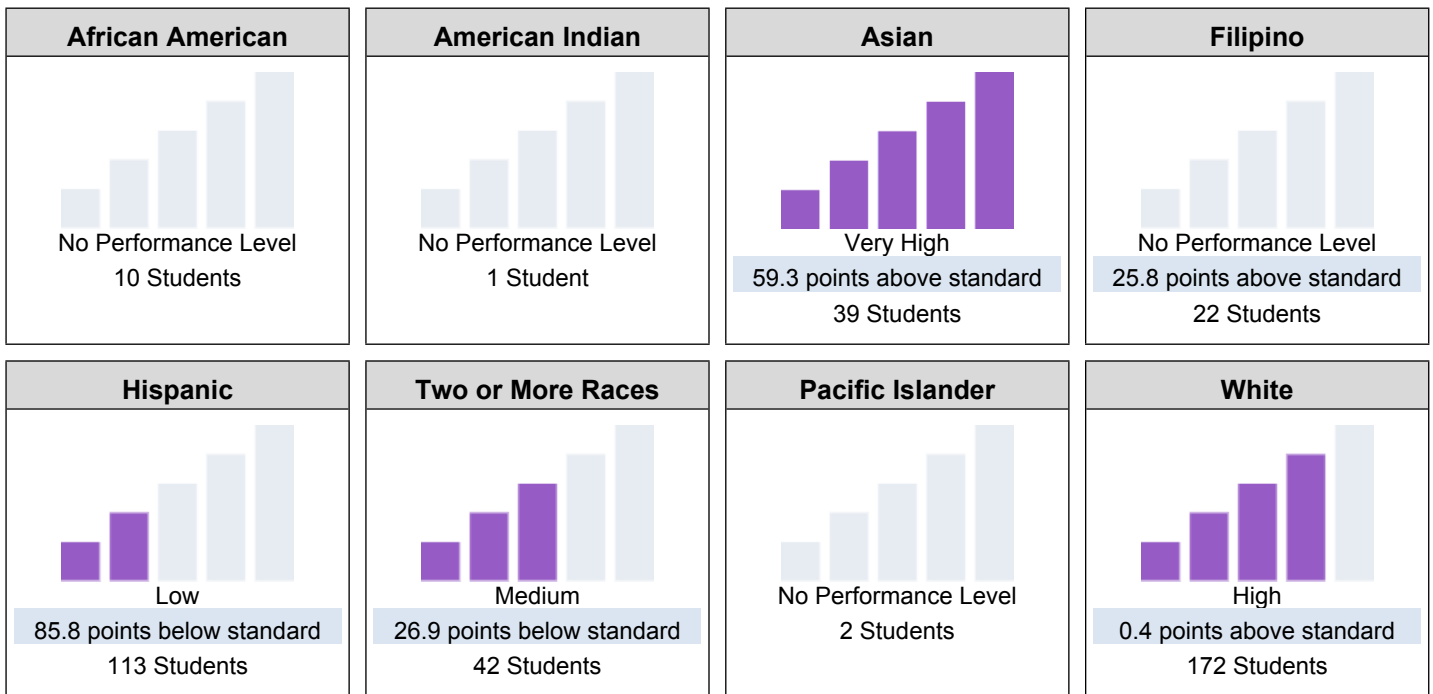
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>186.0 points below standard 21 Students</p>	<p>10 Students</p>	<p>21.7 points below standard 299 Students</p>

Conclusions based on this data:

1. Our English Learners and Students with Disabilities are scoring significantly on state standardized tests lower than general education students.
2. Our Hispanic students score significantly lower than Asian and White Students.
3. Many of our subgroups are not measured due to low numbers of students.

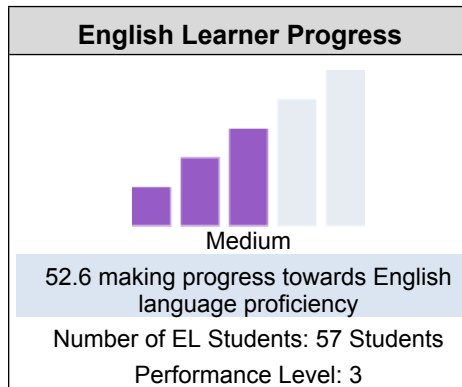
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.3%	28.1%	5.3%	47.4%

Conclusions based on this data:

- Nearly 50% of our students are moving forward at least one ELPI level per schoolyear
- Almost 20% of students are showing some regression from the previous year
- Almost 50% of students are showing no increase.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

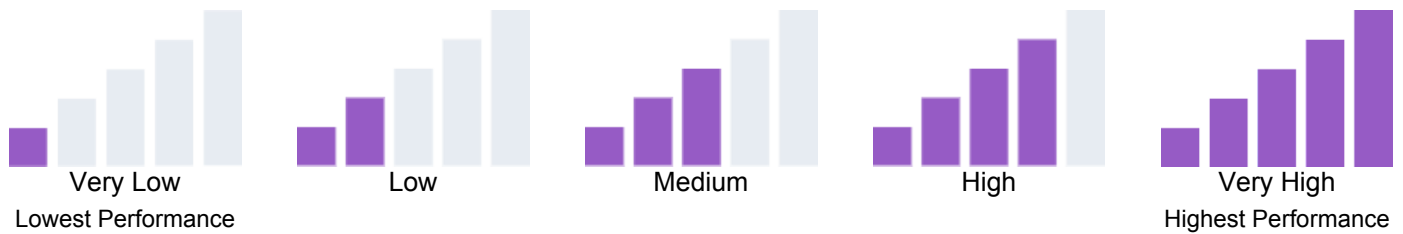
Conclusions based on this data:

1. NA

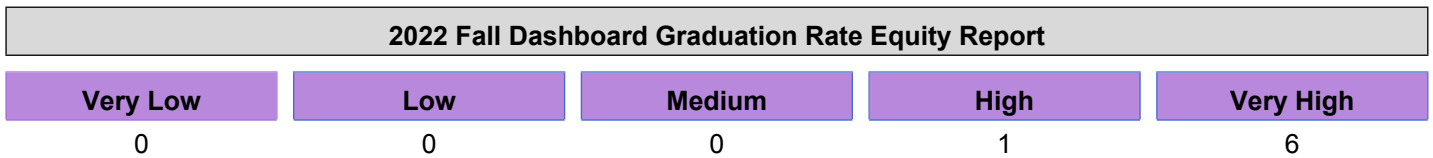
School and Student Performance Data

Academic Engagement Graduation Rate

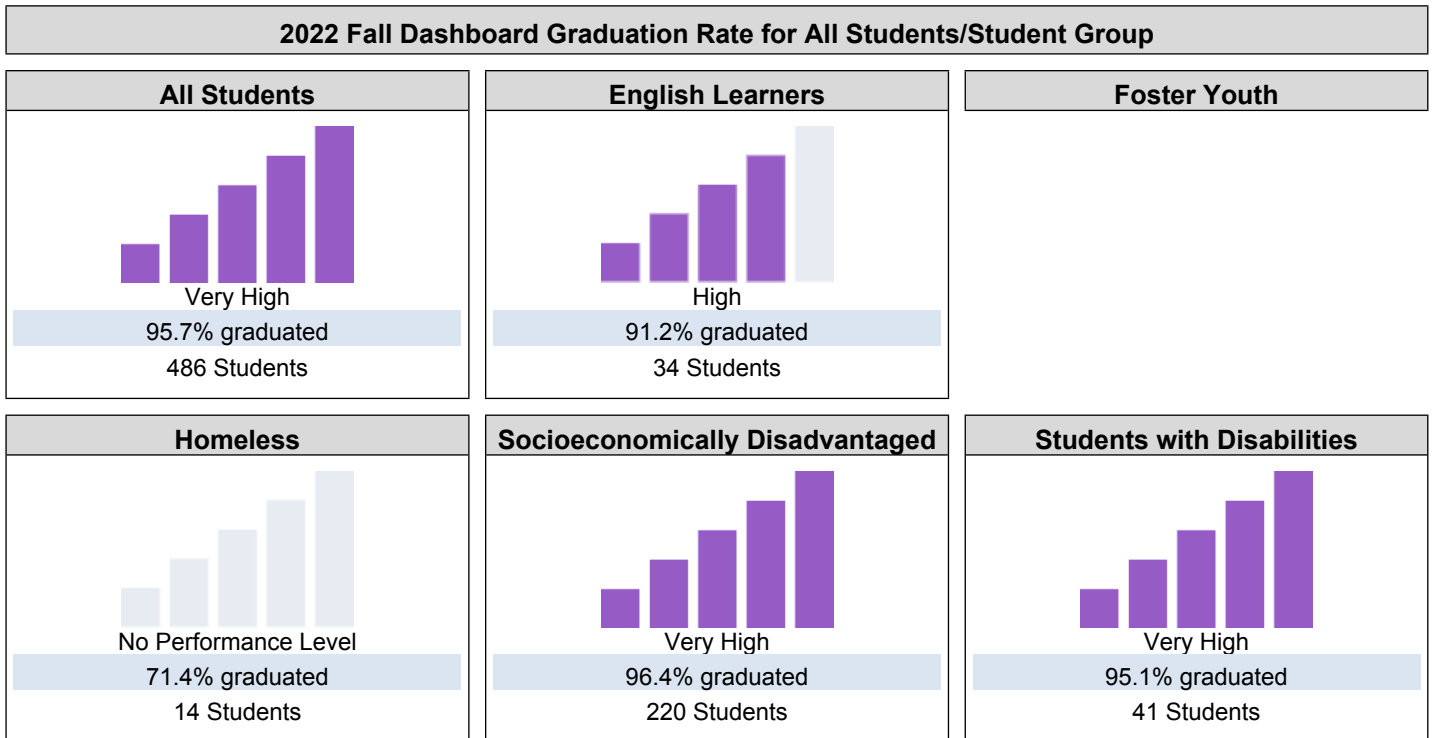
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



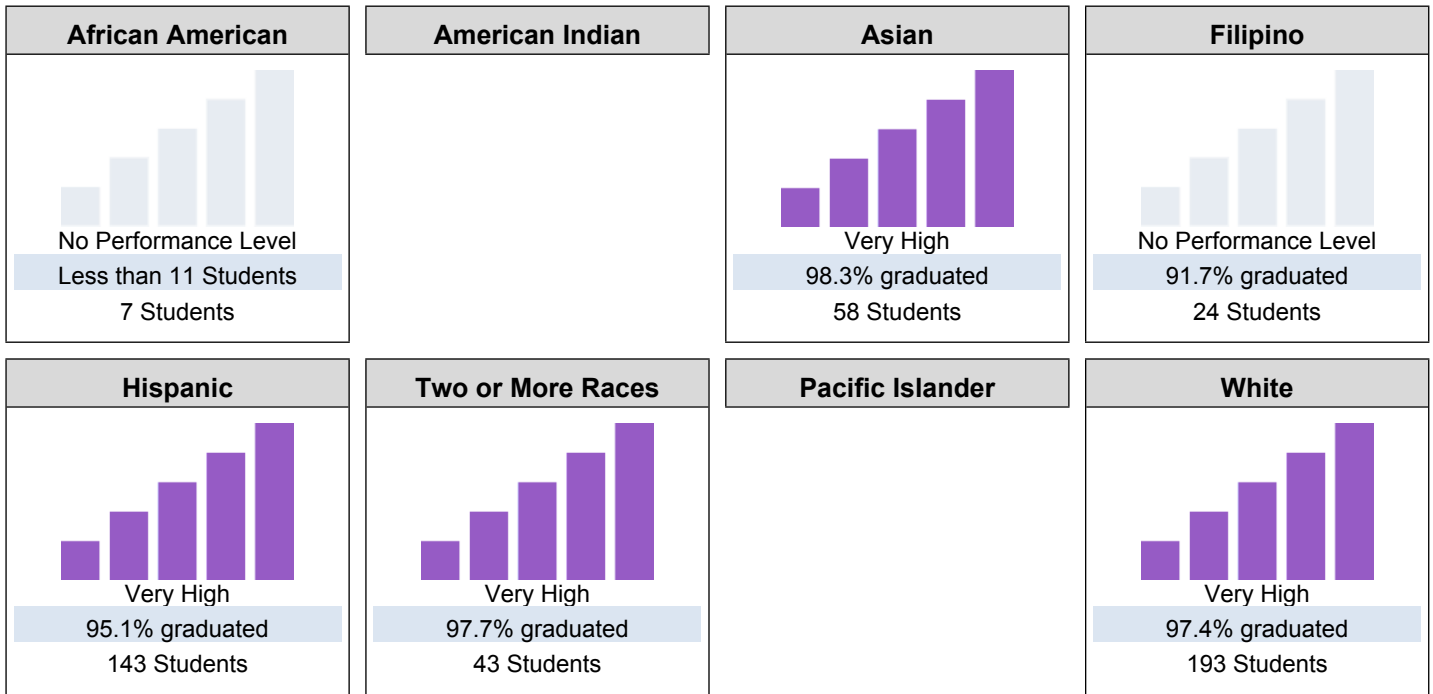
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

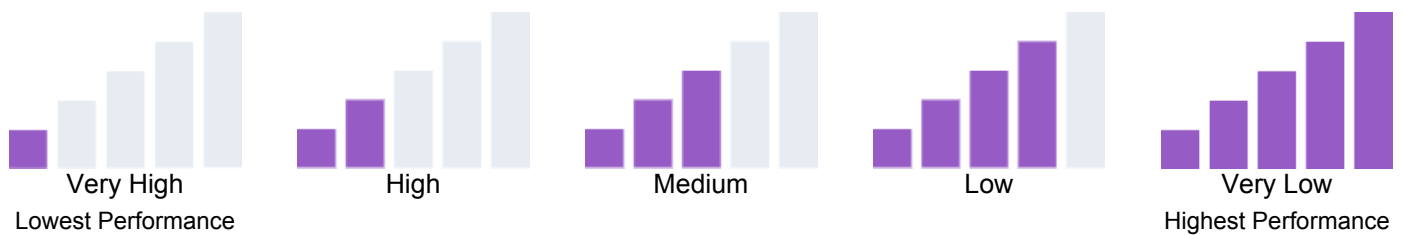
1. Across the board all student groups for Graduation are in the Very High performance level, except for English Learners who are in the "High" group.
2. While in the Very high group our Hispanic and students with disabilities underperform compared to other sub groups.
3. Our homeless students show a significantly lower rate than all students.

School and Student Performance Data

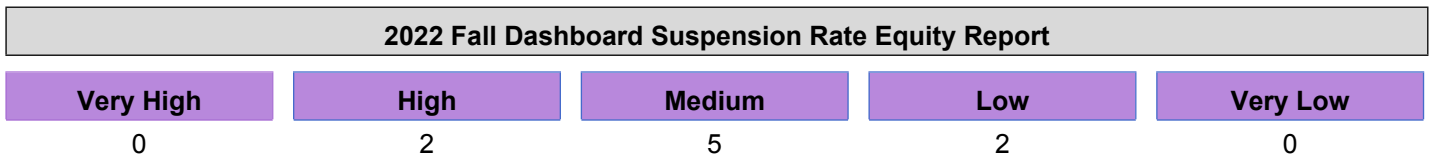
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

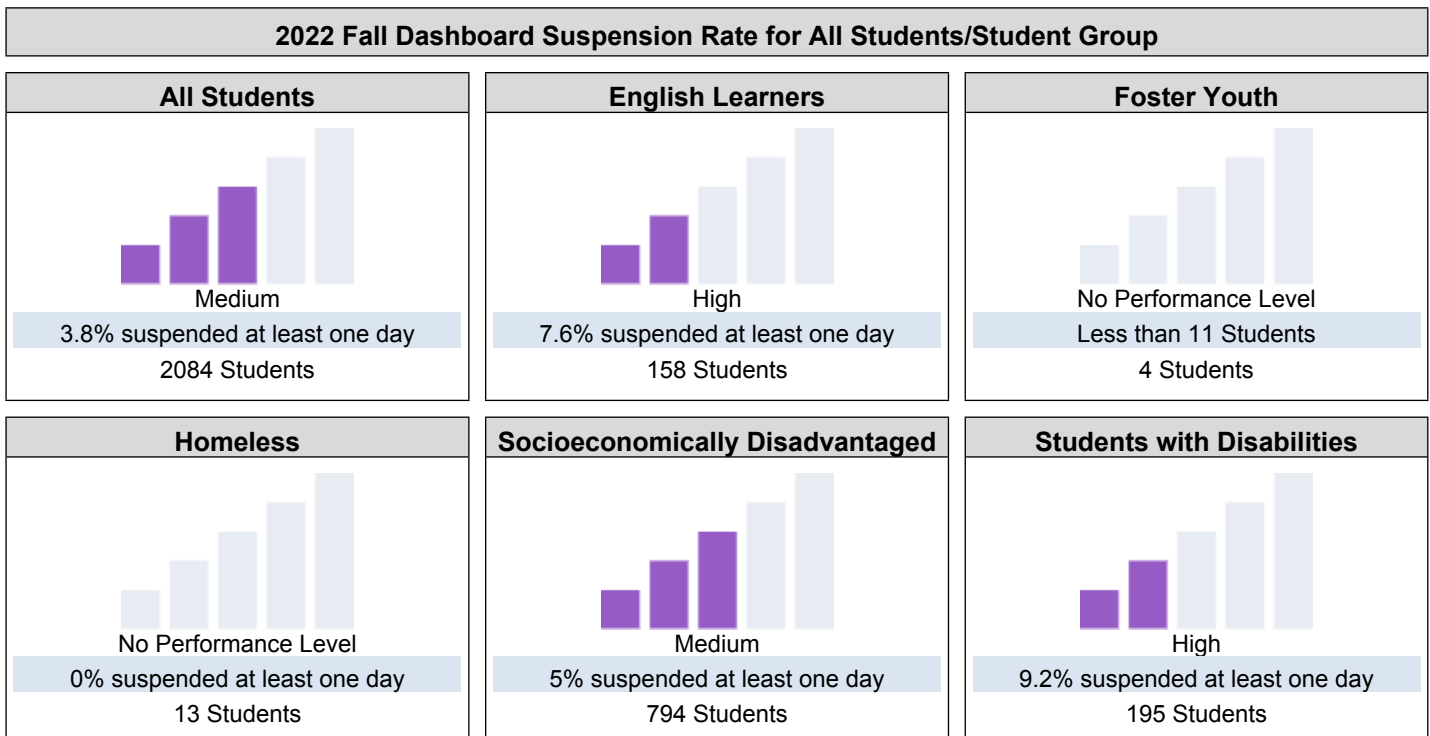
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



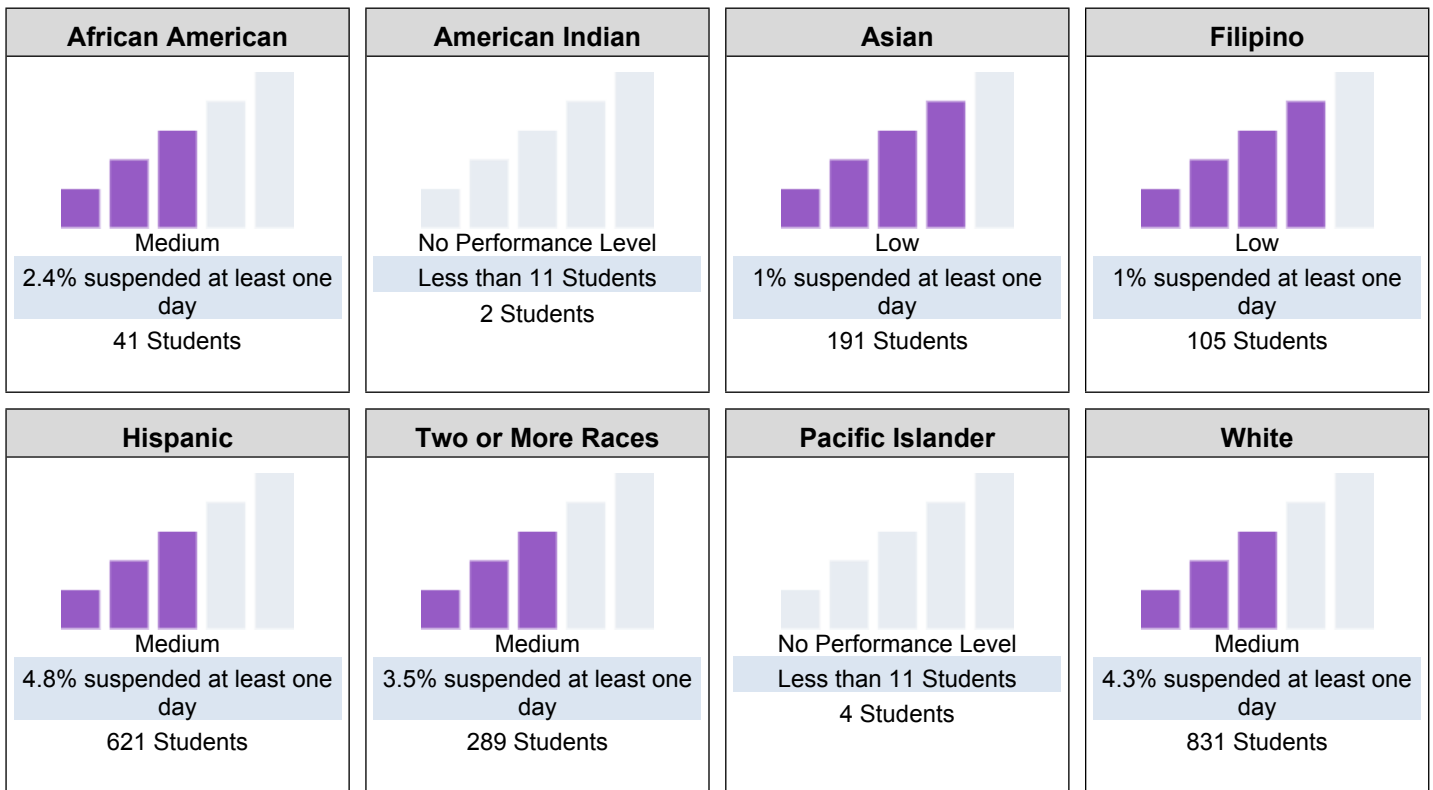
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. English Learners and Students with Disabilities have higher suspension rates than other students.
2. White and Hispanic students have comparable suspension rates.
3. Our overall suspension rate of close to 4% is concerning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 1

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

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.

Identified Need

Continued Staff Development for teachers, Material and supplies for students, Time for teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Opportunities for Teachers	65% of teachers participated in district/school/off site PD	70% of teachers will participate in a district/school/off site PD
New English Novels Purchased	NA	One new novel per grade level with diverse author/protagonist/themes purchased
CABE conference attendance	1 teacher attended in 22-23	2 teachers attend in 23-24

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Base (0301, 0701, 0801) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Staff Development for teachers across disciplines
15000	Base (0301, 0701, 0801) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes
3500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Staff Development for teachers on EL Strategies (CABE)
2500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes for EL conferences
5000	Base (0301, 0701, 0801) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra Pay for teachers outside of contracted hours to work on data, extra work.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners
All Students

Strategy/Activity

Purchase supplemental materials and supplies to provide for, or enhance, curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12000

Source(s)

Base (0301, 0701, 0801)
4000 - 4999 Books and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide supplemental curriculum in such forms as field trips, guest speakers, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Base (0301, 0701, 0801)
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide online and software tools to support student learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Base (0301, 0701, 0801)
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)
Software licenses/Online access

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Class texts and Materials for ELL classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12000

Source(s)

LCFF Supplemental
4000 - 4999 Books and Supplies
Books, materials to support instruction, New
Textbooks in all languages, Supplies for all ELD
Classes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding to support Career Technical Education (CTE) courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Base (0301, 0701, 0801)
4000 - 4999 Books and Supplies
Materials and Supplies for Courses

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding for substitute, overtime, and stipend pay for curriculum related needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Base (0301, 0701, 0801) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute costs
1500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute costs

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Upgrade novels in all grade levels to support a more diverse selection of authors/themes for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	Site Discretionary 4000 - 4999 Books and Supplies District has provided extra monies to continue expansion of literary titles for students.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources provided for ELL students have been effective and now with increased budgets and students we are able to purchase all materials that are needed.

We are giving staff more opportunities to work with student data through release days or extra pay to drive instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have significantly raised the amount of money available for teachers to plan, review assessment data to support student learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increase in funds available to support this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 2

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

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.

Identified Need

Parents and community members need to be connected to the College Park Community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quarterly ELAC Meetings held, tracking parent attendance	5 parents on average	8 parents on average
Attendance at Parent Nights	25% of grade level per event	30% of grade level per event

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding for school-wide communication channels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Base (0301, 0701, 0801)
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Cost for Webmaster

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide funding for ELAC meeting refreshments and other ELL meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF Supplemental
4000 - 4999 Books and Supplies
Food, materials for meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding for materials needed by Campus Safety Committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Base (0301, 0701, 0801)
4000 - 4999 Books and Supplies
Updating Emergency Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Psychologist Intern (two days a week)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000

Source(s)

LCFF Supplemental
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Pysch Intern to support students

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monthly Tea with Honey for community members

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Friday - Virtual or Live parent meetings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Other Subgroups
Spanish Speaking Families

Strategy/Activity

Translation support for Spanish Speaking Families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF Supplemental
2000 - 2999 Classified Personnel Salaries
(Includes 3000-3999 Benefits)
Stipend to CST member to translate Spanish for families

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counseling Nights for students/parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Senior Night

0

10th/11th grade college and Career Night

0

AVID Night

0

8th Grade Parent Night

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
New To College Park

Strategy/Activity

Link Crew Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	LCFF Supplemental 4000 - 4999 Books and Supplies Link Crew Curriculum and other materials used to support incoming 9th graders and students new to College Park

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Planner for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Provide School Planner for all students
8000	Site Discretionary 4000 - 4999 Books and Supplies Provide School Planner for all students

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Wellness Center Coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF Supplemental

1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
5 day week support for students

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Wellness Center Interns

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF Supplemental
2000 - 2999 Classified Personnel Salaries
(Includes 3000-3999 Benefits)
4 Day support for students in Wellness Center

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Communication channels are consistent and all students and families are connected. All students have access to planners and communication channels set up by the district's google suite.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA -

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continuing this moving forward, NO changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 3

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 3

Interventions: Students will have access to intervention support which will promote academic and emotional success.

Identified Need

College Park students are in need of extra Mental Health, Academic and Social Emotional support from staff and peers. The below activities support student needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students accessing College Park Wellness Center	1000 student drop-ins for the year	Over 1000 Student Drop-Ins and students supported
Number of students accessing After School Tutorials	30 Weeks of Peer Tutoring and Math Tutoring throughout the year	30+ Weeks of Peer Tutoring and Math Tutoring for 15+ students a week
Attendance at AVID Conference	5 CP members attend AVID Conference	5 CP Team members attend AVID Conference
Bilingual AID Hours for student support	No Baseline	30+ hours a week of Bilingual Aid support for Emerging Bilingual students
Students Accessing I-ready on a weekly basis	75% EL students access I-Ready on a Weekly Basis to support ELA skills	75%+ EL Students access I-Ready on a weekly basis

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Wellness Coordinator- We fund 50% of the Wellness Coordinator to support all students at College Park. This Wellness Coordinator is able to supervise interns, which allows for more support for students throughout the week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
73500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) ,5 for Wellness Coordinator Position

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding for grade level interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Peer Tutoring services for students
2000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Purchase other materials as needed to support students
2000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Weekly Math Tutorials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Other Subgroups
AVID Students (100)

Strategy/Activity

Provide Funding for AVID Professional Development - Conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF Supplemental
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)
PD for new AVID Staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding for staff to cover intervention related events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF Supplemental
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
Sub Coverage for teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Other Subgroups
AVID Students

Strategy/Activity

Provide funding for AVID instruction and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	LCFF Supplemental 4000 - 4999 Books and Supplies Class Supplies to support class
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Field Trip support to attend College Visits, Sub costs, transportation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Wellness Center Support (Interns and Supplies)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Two Interns work at CP 4 days a week
2500	LCFF Supplemental 4000 - 4999 Books and Supplies Supplies to support Wellness Center

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Bilingual Aid to support students in EL Classes and or push-in to general education classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40000

Source(s)

LCFF Supplemental
2000 - 2999 Classified Personnel Salaries
(Includes 3000-3999 Benefits)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

I-Ready subscription for use in EL Classes (Allows for extra instructional support) and students can use as an assessment to reclassify

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6500

Source(s)

LCFF Supplemental
5000 - 5999 Services and Other Operating
Expenditures (Excludes other 5000 series listed
below)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Emerging Bilingual Coordinator, RTI Coordinator and Wellness Coordinator are critical to support the students at College Park High School. Our increased number of students receiving ELL services along with teachers are supported by this position. RTI remains our best Tier 1 intervention to support all students with extra time to support students twice a week. The Wellness Center offers Tier 2 and Tier 3 supports for students and the number of students accessing the center on a daily basis is improving.

Peer Tutoring and Math Tutorials are offered every week with between 15-40 students taking advantage of the support.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to support these activities as they have been crucial to support students at College Park

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 4

LEA/LCAP Goal

Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.

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.

Identified Need

Additional supports are needed to celebrate and support these students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Community Participation in events for African-American Families	No baseline, first time having specific events	10+ families attend meetings,
Community Participation in events for Latinx Families	No baseline, first time having specific events	10+ families attend meetings,
Legacy leadership Group PD for Leadership team	Participation of Leadership team	Full participation of Leadership Team

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Other Subgroups
African American Families and Students

Strategy/Activity

Community Nights, Town Halls, Student Celebrations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2625

Source(s)

LCFF Supplemental
4000 - 4999 Books and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Other Subgroups
Latinx Families

Strategy/Activity

Community Nights, Town Halls, Student Celebrations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2625

Source(s)

LCFF Supplemental
4000 - 4999 Books and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
Staff

Strategy/Activity

Contract with Leadership Legacy Consulting to provide support for staff (Focus on Instructional Leadership Team)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25000

Source(s)

LCFF Supplemental
5800 Professional/Consulting Services and
Operating Expenditures
Leadership Legacy Consulting

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guaranteed 4.0 program did not return to College Park - The RTI focus group kept about 20 students throughout the year. The outside group decided not to continue the program

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The cost was free

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$319,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$25,000.00
Base (0301, 0701, 0801)	\$64,500.00
LCFF Supplemental	\$206,500.00
Site Discretionary	\$23,000.00

Subtotal of state or local funds included for this school: \$319,000.00

Total of federal, state, and/or local funds for this school: \$319,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Base (0301, 0701, 0801)	152,660	88,160.00
LCFF Supplemental	206,500	0.00

Expenditures by Funding Source

Funding Source	Amount
	25,000.00
Base (0301, 0701, 0801)	64,500.00
LCFF Supplemental	206,500.00
Site Discretionary	23,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	25,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	128,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	49,000.00
4000 - 4999 Books and Supplies	71,500.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	20,500.00
5800 Professional/Consulting Services and Operating Expenditures	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		25,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Base (0301, 0701, 0801)	33,500.00
4000 - 4999 Books and Supplies	Base (0301, 0701, 0801)	18,500.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Base (0301, 0701, 0801)	12,500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	94,500.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	49,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	30,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	8,000.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	25,000.00
4000 - 4999 Books and Supplies	Site Discretionary	23,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,500.00
Goal 2	34,000.00
Goal 3	138,250.00
Goal 4	30,250.00
Goal 5	25,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Dan Reynolds	Parent or Community Member
Rabiya Tuma	Parent or Community Member
Dorothy Weisenberger	Parent or Community Member
Amy Lyons	Classroom Teacher
Chris Ellenwood	Classroom Teacher
Suzanne Hatch	Classroom Teacher
Katie Sanchez	Classroom Teacher Other School Staff
Afra Sadeghi	Secondary Student
Ayla O'Neil	Secondary Student
Nyela Pete	Secondary Student
Vacant	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on 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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Kevin Honey on