COLLEGE PARK HIGH SCHOOL
SELF-STUDY REPORT

201 Viking Drive

Pleasant Hill, California 94523

Mount Diablo Unified School District

March 26 – 29, 2017

ACS WASC/CDE Focus on Learning Accreditation Manual,

2016 Edition

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
3. **The analysis of data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

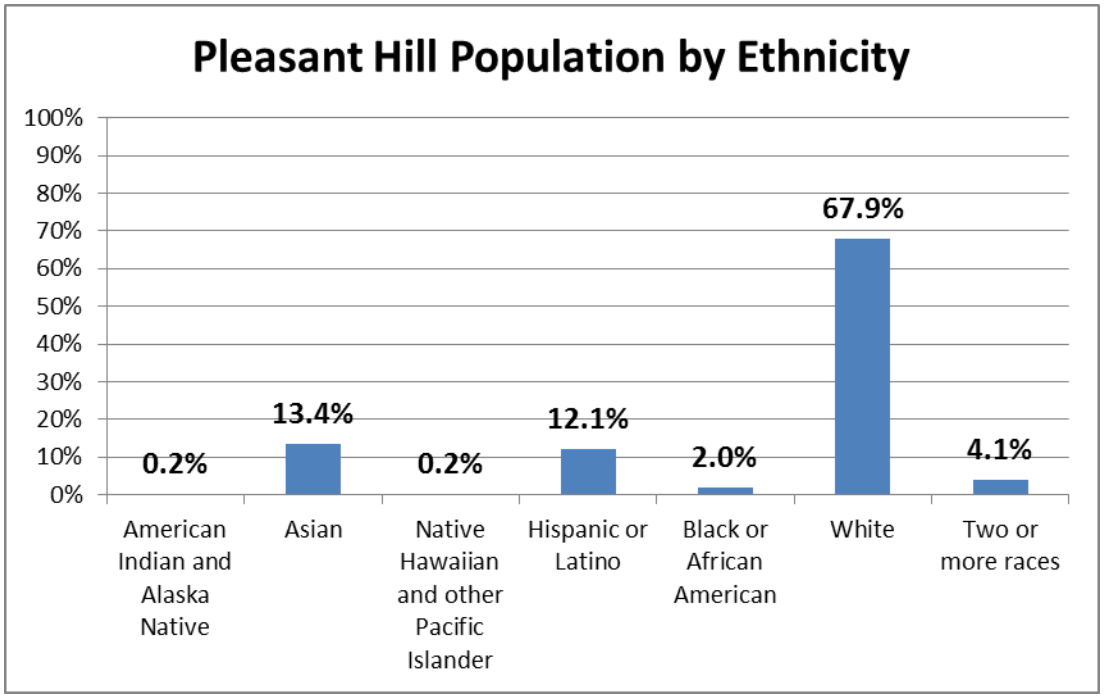
Chapter I: Student/Community Profile and Supporting Data and Findings

Our Community

College Park High School is located in Pleasant Hill, California, which is in central Contra Costa County. Pleasant Hill was incorporated on November 7, 1961. The city is a middle class suburb in the San Francisco Bay Area with a median age of 42.8 years. The population is about 34,127 with a median family income of $77,664 and 11.7% of households have annual incomes below $20,000.

About 33.2% of adults have a bachelor's degree while 15.2% have a graduate or professional degree. The latest census shows 100% employment in Pleasant Hill with 49% of adults employed in management and professional related service, 26% in sales and office work, 15% in service, 5% in construction, and 4% in production and transportation, while about 9% are self-employed.

Pleasant Hill has a diverse population as illustrated below. The school consists of students from six cities: Concord, Lafayette, Martinez, Pacheco, Pleasant Hill, and Walnut Creek.



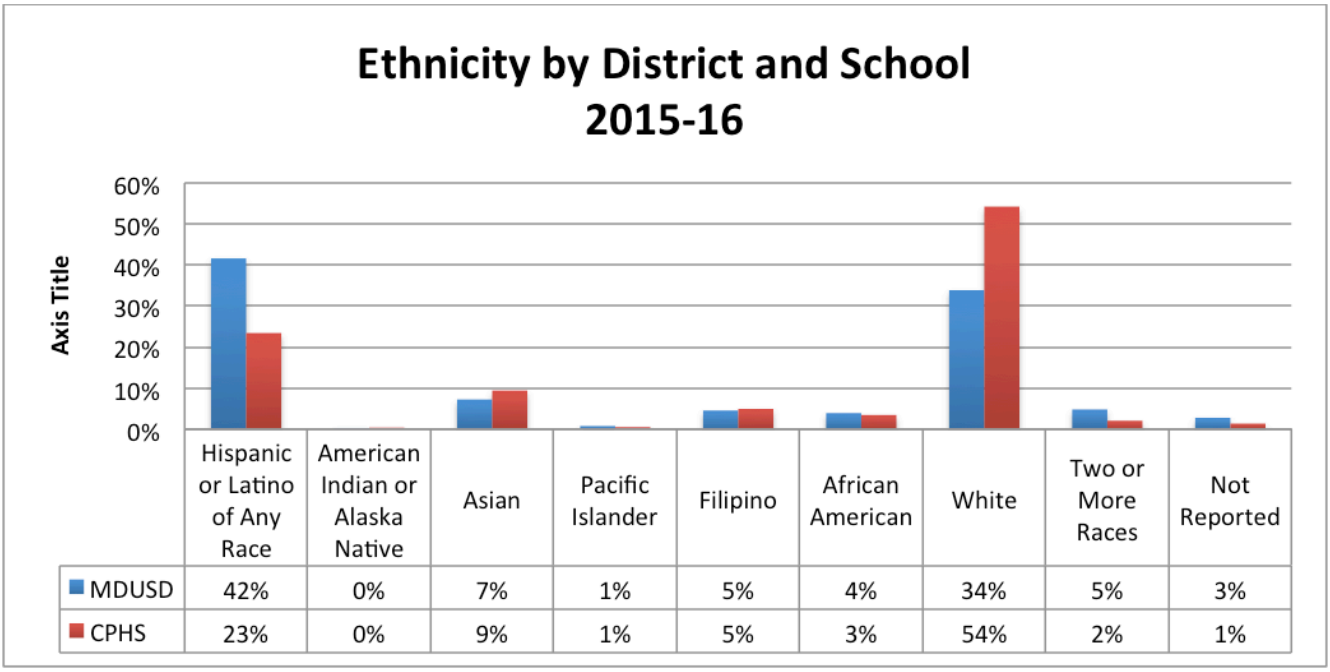
Source: http://www.bayareacensus.ca.gov/cities/PleasantHill.htm

Source: http://www.city-data.com/city/Pleasant-Hill-California.html

Our District

The Mount Diablo Unified School District (MDUSD) is a public school district in Contra Costa County, California. It currently operates 28 elementary public schools, 9 middle schools, and five comprehensive high schools, with ten alternative schools and an adult education center. MDUSD is one of the largest school districts in the state of California, with over 31,829 K-12 students and

approximately 2,883 full-time employees. The district covers 150 square miles, including the cities of Concord, Pleasant Hill, portions of Clayton, Walnut Creek, and Martinez, and unincorporated areas of Lafayette, Pacheco, and Bay Point. The five high schools are located within the cities of Concord, Walnut Creek, and Pleasant Hill. The diversity of students as compared to CPHS is shown below.



	Hispanic or Latino of Any Race	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported
MDUSD	42%	0%	7%	1%	5%	4%	34%	5%	3%
CPHS	23%	0%	9%	1%	5%	3%	54%	2%	1%

Source: DataQuest

Our School

College Park High School is a public high school located in a suburban neighborhood in Pleasant Hill, California, in Contra Costa County. Part of the Mount Diablo Unified School District, the school was built in 1960, and is home to approximately 2,100 students in grades 9- 12.

Our school sits on a large plot of land over 33 acres, with sports' facilities including swimming pool, tennis courts, outdoor basketball courts, softball and baseball fields, soccer fields and a synthetic turf football field. The school serves a mainly residential community with students living in the city of Pleasant Hill, as well as the southern portion of Martinez, the city of Pacheco, and small portions of Lafayette, Concord and Walnut Creek.

College Park offers many course choices for our students including numerous AP and honors courses. World languages offerings include Spanish, French, and German; each language offers courses through the AP level. Elective courses, which are varied and fluid include the following: creative writing, marine biology and zoology, earth science, citizen law, art, ceramics, glass, photography, film study, video production, multimedia, art, drama, choir and instrumental music, piano, guitar, leadership and sports' leadership. Our course catalog with complete course offerings can be found on our school website.

Diablo Valley College (DVC), a community college, is directly across the street from CPHS. The closest four-year university is the satellite campus of Cal State East Bay, located approximately 30 minutes from CPHS in the city of Concord.

CPHS received the California Distinguished Schools Award in 2013, and is recognized as a Scholar School by the Campaign for Business & Education Excellence (CBEE). CBEE identifies and recognizes higher performing schools in the state, particularly higher poverty schools that are closing achievement gaps and those with a focus on STEM proficiency.

Source: http://edresults.org/UsMap?/HonorRoll/Scholar

Source: http://www.cde.ca.gov/ta/sr/cs/yr13distschools.asp

Parent and Community Organizations

The parent community is astutely tuned in to the needs at College Park and has provided integral support, particularly over the past six years. Immediately following the last full WASC visit, CP lost, through retirement, its long time Principal; since that time, there have been two new Principals and several talented new teacher hires. Parents have stepped into and up to the challenges associated with keeping long-standing traditions intact while rallying around the individual leadership styles of the new Principals and the energy of the new staff. Working together, the school has thrived, and a heightened spirit of collaboration has been born. This collaboration is no longer fringe support; staff welcome parent volunteers on campus, and as a result, parents have been able to contribute in meaningful ways.

While one of the great strengths of College Park High School and surrounding Pleasant Hill schools is the persistent support of its parent community, a second strength is the support of the greater community. Further, what is particularly unique, is the third pillar of,support – that from the City of Pleasant Hill government. Each pillar of support is detailed below.

Parents ON campus:

For a multitude of reasons, ranging from the lows of district budget cuts to music and athletics to the highs of Measure C bond windfalls, the Boosters at College Park have blossomed. There are currently four 501 C (3) boosters that target our varied population including the following:
1. The Athletic Boosters Club http://cphs.mdusd.org/collegeparkathleticboosterclub
2. The Instrumental Music Boosters Club http://cphsmusic.org/
3. Choir Boosters https://sites.google.com/site/collegeparkchoirs/home/choir-boosters
4. Visual Arts Boosters http://cpvisualarts.weebly.com/
5. ELAC [English Language Advisory Council]

A particular highlight for the school, in great coordination with boosters, is the completion and celebration of the Falcon Stadium project in fall 2016. Completion culminated in the school's first "Friday Night Under the Lights" where the much anticipated lights turned on, the concession stand opened, and a new era of athletic school spirit was infused into the CP community. The choir performed the national anthem, the band played in the bleachers and the students and community filled the stands to full capacity.

In addition to these Booster Clubs, parents actively volunteer through our local PTA chapter http://cphs.mdusd.org/ptsa, contribute meaningfully to operations and funding on our Site Council

http://cphs.mdusd.org/sitecouncil and engage regularly with administration and staff at our WASC meetings http://cphs.mdusd.org/wasc

The active College Park PTSA meets regularly and hosts a wide range of activities throughout the school year. PTSA volunteers chaperone dances, assist with Homecoming activities, organize teacher appreciation treats and luncheons, provide holiday gifts for our disadvantaged youth population, supply honor roll celebration treats to our proud students, coordinate our annual undergraduate and senior award ceremonies and more. The Site Council parents serve at the monthly meetings, contributing the parent voice to the SPSA. Finally, the WASC parents attend PTSA, site council, booster and staff meetings as they work to gain a comprehensive vision from the disparate groups in hopes to bring a unified perspective to WASC leadership.

Over the past several years, many in College Park leadership have extended strong outreach to parents allowing a bond, a trust, to develop that was seemingly absent. College Park is benefitting from this coordination of efforts; both groups recognizing that there is strength through cooperation. In that spirit, several burgeoning programs have met success.

1. With staff, parents assist at Math Field Day (along with the Mathematics Dept. leadership)
2. With staff, parents assist at Hour of Code (along with Math and Computer Science leadership)
3. With staff, parents assist at College Decision Day (along with AVID and school leadership)
4. With staff, parents assist with the "Finals Countdown" (along with AVID and WASC leadership)
5. With staff, students, and local business sponsorship, parents assist with the newly formed Robotics team, eagerly awaiting the first competition this spring.

Community OFF campus:

Beyond the College Park campus, members of community organizations play key roles in supporting the school. Believing that strong schools help to make strong communities, nonprofit organizations, such as the Foundation for Pleasant Hill Education (FPHE), the Rotary Club of Pleasant Hill, the Falcon Foundation and the Pleasant Hill Community Foundation offer financial, programs, and/or student support.

FPHE works to enhance the quality of education and to provide enrichment opportunities for students in all of the Pleasant Hill public schools by both offering funds through its annual grant application process and by offering enrichment programs. Particular to College Park, FPHE recently opened its grant application to College Park students to allow them to pursue their passions where otherwise they would be restricted. Details are here at http://fphe.org/grant-applications.html. Additionally, at this particular moment, FPHE is working with CP student clubs, administration, and Republic Services to green the campus with new waste stations in advance of state mandates.

The Falcon Foundation is a non-profit dedicated to providing financial support to College Park athletics. The Foundation has been established to provide resources and facilities that will support the various high school programs as well as local community recreational activities.

The Rotary Club of Pleasant Hill proudly sponsors the College Park International Action (Interact) Club, affording the students a chance to participate in service projects and to engage in dialogue about

global issues. Members of the Rotary Club dedicate time each month to host Interact meetings on the College Park campus.

The longstanding Pleasant Hill Community Foundation provides grant awards each year, often to various groups at College Park.

City Government:

The City of Pleasant Hill takes great pride in the development of its youth and to that end works to support the schools located within its jurisdiction. Collaboration with MDUSD is integral to the city's operation. Collaboration takes the form of an annual public joint meeting, where City Council and the MDUSD school board and Superintendent meet at City Hall to discuss relevant issues. Then, on a quarterly basis, the City's Education Task Force meets with designated school board officials to further drill down issues of common interest, such as campus safety, traffic concerns, impacted campus and more. Specific to College Park, every other year, the Pleasant Hill Police Department lends significant support to the "Every 15 Minutes" program.

The City of Pleasant Hill goes above and beyond the norm when demonstrating its commitment to its youth. Established more than a decade ago, the City of Pleasant Hill's Education Commission remains the only government group of its kind in MDUSD. This commission acts as an advisory body to City Council, and shares important happenings in Pleasant Hill schools at City Council meetings. http://www.ci.pleasant-hill.ca.us/308/Education. In addition to public monthly meetings, the Education Commission hosts education-centered events, many of which target the College Park community. Two highly successful recent events include an evening Career Night and an after school Vocational Fair. At both events, local business people in the community came to College Park to share career and job opportunities with students. Finally, several Education Commissioners are parents in the College Park community. In 2016 in response to our Aware of the Global Citizen SLOI in 2016, the Pleasant Hill Education Commission launched the national President's Volunteer Service Award (PVSA) program and proudly presented the award to ten College Park students. Not only was this a wonderful way to recognize the volunteer efforts of College Park students, but this event also created a spirit of oneness between students, parents, administration, teachers and the community.

Student Participation in Co-Curricular Activities

Students participate in a wide variety of co-curricular activities that include the following: Choir, instrumental music, photography, video production, ceramics/glass, cheer and dance, drama, leadership, sports leadership, yearbook, Youthink magazine, Clubs (including CSF and Key Club), AMC, CML, Math Modeling, FPHE student grant.

Students have been asked to think about three questions:

1) How can I (the student) engage in my classroom experiences?
2) How can I get involved in my school?
3) What is my plan of action for resolving conflict?

Students are choosing to become more involved in both clubs and athletics. We have the majority of our student population that participates in either a club or a sport. Many students participate in more than one activity.

College Park has an extensive visual arts program that includes ROP experiences and AP coursework. Visual arts students participate in community art shows at Diablo Valley College and in downtown Pleasant Hill. Our glass program is unique among California schools. Students learn the basics of glass craft including etching, stained glass and 3-D sculpting. Photography and video production students help document school activities and events throughout the Mt. Diablo School District. CPTV is the student run broadcasting and video production program. This comprehensive introduction to broadcasting and production arts allows students to work cooperatively in a simulated professional environment featuring production crews, broadcast journalism, documentary making, instructional videos, and even cooking videos on our kitchen set. CPTV students produce College Park video bulletins, public service announcements, editorial opinions, and authentic news stories from around the world and from our own community.

College Park music has a 60-year history of musical excellence. Choir and instrumental music participate in CMEA festivals and other local adjudicated festivals. Instrumental music ensembles regularly achieve highest marks at festivals, and every year both the Wind Ensemble and Symphony Orchestra are invited to the prestigious Sonoma Invitational Wind Band and Orchestra Festival; a gathering of Northern California's elite high school music programs. College Park musicians have the opportunity to share and develop their musical talents through performance tours. Most recently, College Park Orchestras travelled to Florida in 2015, and in April College Park bands will perform in Washington DC. College Park choirs travel to Disneyland, perform at community events such as tree-lighting at the holidays and have recently been invited to sing at professional sports including at a Golden State Warriors game and at Oakland A's games. Jazz bands are regularly invited to local community events such as performance at Off the Grid by City Hall and holiday events.

Athletics

College Park's athletic teams have historically been competitive. College Park is a member of the newly formed Diablo Athletic League (DAL) and offers 24 sports during all three seasons of the school year. We believe that student participation in athletics is part of the total educational process and helps students learn good sportsmanship, leadership, fair play, ethical behavior and teamwork. Many of our athletes qualify for the scholar athlete awarded by North Coast Section, which requires a minimum 3.5 GPA during the respective season of sport. Some of the notable accomplishments in recent years include:

Team Accomplishments	Individual Accomplishments
• NCS Baseball Division 1 Champs in 2015 • NCS Baseball Division 2 Champs in 2014 • NorCal Basketball Division 2 Champs in 2013 • NCS Cross Country Boys and Girls Division 2 Champs in 2009 • NCS Baseball Champs in 2008 • NCS Cross Country Boys Division 1	• Travis Raciti – Philadelphia Eagles • Melissa Seidemann – NCAA National Champion at Stanford University and Olympic Gold Medalist Water Polo in 2012 and 2016 Games. • Brian Sergi – State Champion Wrestling in 2012 • Joe DeMers – State Baseball Player of the Year in 2015

Champs in 2008 ● NCS Boys' Volleyball Class 1 Champs in 2008 ● NCS Wrestling Champs in 2007 ● NCS Wrestling Champs in 2006 ● NCS Cross Country Boys and Girls Division 1 Champs in 2006	

School Safety and Facilities

School safety plan

The CPHS community is committed to maintaining a safe and orderly environment for all students and staff. Each year the school safety committee develops a comprehensive school safety plan and submits the plan in February as required by the Mt. Diablo School Board. The plan is then reviewed and approved by the MDUSD School Board.

The school recently installed a video surveillance system of 87 cameras throughout the campus. This has helped address previous issues of vandalism, hazing and students falsely pulling the fire alarms. Directional signage has been improved this year to direct all visitors to the main office. Campus supervisors provide support for all visitors and are required to check in to the main office to obtain a visitor's pass. Discussions are in place to address the various entry points on our campus in order to deter people coming onto our campus and to increase the level of security on a daily basis. In January, a new golf cart was acquired through the partnership of our Athletic Boosters and CPHS. This has greatly enhanced the accessibility and supervisory footprint on and off campus with much more immediacy. Campus supervisors are primarily responsible to handle parking lot traffic in the morning and pedestrian safety on campus. The Pleasant Hill Police Department regularly stations a patrol officer to monitor traffic on Viking Drive directly in front of the school parking lot and main entrance. Our campus supervisors have a collaborative relationship with the officer. Currently there is not a resource officer serving our school community, however the PHPD does provide support for serious incidents as needed.

Facilities

College Park High School was constructed in 1960. The school houses 56 traditional classrooms, four dedicated computer labs, two dedicated physical education spaces, one weight room, and four "lab" spaces that are currently equipped for photography, ceramics, glass, and videography. Two classrooms are in portable buildings. The school also houses a gymnasium for daily use, for basketball and volleyball, baseball and softball fields, a state-of-the-art aquatics facility that has produced Olympic athletes, and a track and field facility for field sports. For the 2016-17 school year, the front office has been reconfigured to centralize school operations and management. Campus Supervisors direct all campus visitors, including district and maintenance staff and vendors, to the front office for check-in procedures.

College Park is a community hub and shares its resources with a multitude of community groups during afternoon, evening, and weekend hours. Music and athletic facilities, along with the campus

multi-use room, are utilized on a regular basis and coordinate with Office Manager Cheri Cheng, Vice principal Gary Jensen, and Mike Huff of Maintenance and Operations. Facilities are maintained on a day-to-day basis by a full-time custodial staff that is on site from 6 am to 11 pm.

This year the CPHS Athletic Department celebrates the grand opening of our football field for home sporting events. For over fifty years, CPHS was not able to host home football games that are traditionally played in the evening, due to a lack of adequate seating, lighting, and security. With additional seating, lighting and security, we were able to As a result, open the 2016 football season in College Park's home athletics stadium. Evening games continue to draw many of our current students families and hundreds of alumni students for football, soccer, lacrosse, and track and field events. The facility upgrade included a permanent facility men's and women's restrooms, a fully functional concession stand, and a ticket booth with gated entryways for added security, all financed through Measure C funds.

A highlight of the campus is the community garden, which was created through the efforts of two committed parents who collaborated with the Kaiser Foundation in funding and installing the garden. Parents and students with special needs volunteer to maintain the garden. The garden produces organic food which volunteers prepare healthy and nutritious food samples served to students on selected days throughout the year. The PTSA has supported the overall beautification of the campus. The PTSA fully supports the "Community Clean-Up Day" annually held in September and one other Saturday in the school year by purchasing supplies and renting equipment to clean the campus. Additionally, throughout the year, the PTSA purchases landscaping supplies, including trees and plant, to help improve the outdoor environment of the campus on a continual basis.

The commitment to maintain a safe and orderly environment for all students and staff is a top priority. Recently, a video surveillance system was installed consisting of 87 cameras situated throughout the campus and has helped to greatly reduce student hazing/bullying, primarily connected to "milking," vandalism, and monthly false fire alarms—the cameras monitor all activity on campus 24 hours a day. Some vandalism to the cameras have occurred and we work consistently with the district maintenance department to stay abreast of issues as they arise.

District Policies and School Financial Support

College Park High School receives financial support for its academic program primarily through the Local Control Funding Formula, aligned with the Mt. Diablo Unified School District LCAP. College Park High School does not receive categorical funding through Title I, School Improvement Grant, or Quality Education Investment Act funds (which are common funding sources in MDUSD schools). However, College Park teachers have a successful history of applying for and receiving grant monies for the development of specialized programs on campus. Teachers have leveraged Chevron Fuel Your School and DonorsChoose grants to invest in student learning.

College Park High School has also made great strides in the MDUSD's Career and Technical Education (CTE) initiative. With a particular focus on developing and maintaining instructional pathways, CPHS has used the CTE revenue stream to invest in career pathways in the performing and visual arts, sciences, world languages, and humanities.

Several curricular and extracurricular programs at CPHS have Booster Clubs to support the development of their programs. Notably, Athletics, Music, Visual Arts, and AVID receive support from parents and community members to support their students and participants.

WASC Accreditation History

College Park High School completed its last self-study in 2010-2011. We received a six-year accreditation with a three-year progress report. The visiting committee returned in 2013-14 and again in 2014-15.

Schoolwide Learner Outcomes (SLO)

Our Schoolwide Learner Outcomes have been developed under the umbrella of the MDUSD strategic Plan so as to stay aligned with district and school goals. The MDUSD Graduate Profile was created by a diverse group of district, site, and community members to provide a common understanding of those skills that will help students graduate college and career ready. It is the goal of MDUSD that every student master these skills by the time they graduate from the district.

1. **Effective Communicator**: Is proficient in writing, speaking and listening adapted to audience, task, purpose and discipline.
2. **Community Contributor:** Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve programs, and achieve shared goals.
3. **Complex Thinker:** Thinks critically and creatively by identifying problems, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting and analyzing information in order to develop and implement creative solutions to complex problems.
4. **Effective & Ethical User of Technology:** Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions.
5. **Self-Directed Learner:** Independently seeks and uses resources including teachers, peers, print and digital references with perseverance and endurance to engage in new learning toward academic, professional and personal goals.
6. **Global Citizen and Responsible Worker:** Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.
7. **Health & Wellness Advocate:** Demonstrates a commitment to physical and mental well-being of self and others to make positive and healthy choices.

Demographic Data

Student Demographics & Enrollment Data

Student enrollment at College Park reached 2,000 for the first time in 2003-04 and decreased annually until 2012-13. Since that time, enrollment has steadily increased from 1,892 to 2,013. Enrollment has exceeded 2,000 in each of the last two years and has exceeded 2,100 in 2016-17. Since being awarded Distinguished School in 2013, College Park High School became a popular choice for students and parents as a venue for their education. The district had to close off intradistrict and interdistrict transfers into College Park due to the popular reputation of the school being academically rigorous, friendly, and diverse. The influx of students was attributed to several new housing developments, a notable community college across the street, and accessibility for students enrolling from outside of the United States. The district addressed the surge in home school matriculation by denying intra-district transfer students with the exception of siblings and employee students.

Enrollment statistics by gender and grade level have stayed the same. During the same time period, the diversity has changed slightly to reflect a change in Hispanic students (+5.1%), Filipino students (+1.8%), African American (+1.0%), and white students (–9.6%). For the last five years Pleasant Hill middle schools have been deemed schools of choice, whereby students may apply for a better educational opportunity than their home school. For three years, Pleasant Hill Middle School was designated as the school of choice. Our feeder school Valley View Middle School has been chosen as the school of choice for the past two years. This change of demographics has contributed to the change in College Park High School's change in population since students tend to want to stay with their friends when making choices for secondary education.

Student Enrollment by Grade									
	Grade 9		Grade 10		Grade 11		Grade 12		Total
	#	%	#	%	#	%	#	%	
2015-16	529	26%	539	27%	521	26%	424	21%	2013
2014-15	538	27%	572	28%	452	22%	460	23%	2022
2013-14	582	30%	496	25%	488	25%	383	20%	1949
2012-13	510	27%	513	27%	411	22%	458	24%	1892
2011-12	523	27%	479	25%	495	25%	453	23%	1950
2010-11	563	28%	526	26%	461	23%	443	22%	1993

Source: DataQuest

Student Enrollment by Gender					
	Female		Male		Total
	#	%	#	%	
2015-16	978	49%	1035	51%	2013
2014-15	998	49%	1024	51%	2022
2013-14	941	48%	1008	52%	1949
2012-13	934	49%	958	51%	1892

2011-12	918	47%	1032	53%	1950
2010-11	941	47%	1052	53%	1993

Source: DataQuest

Student Enrollment by Ethnicity 2010-2016

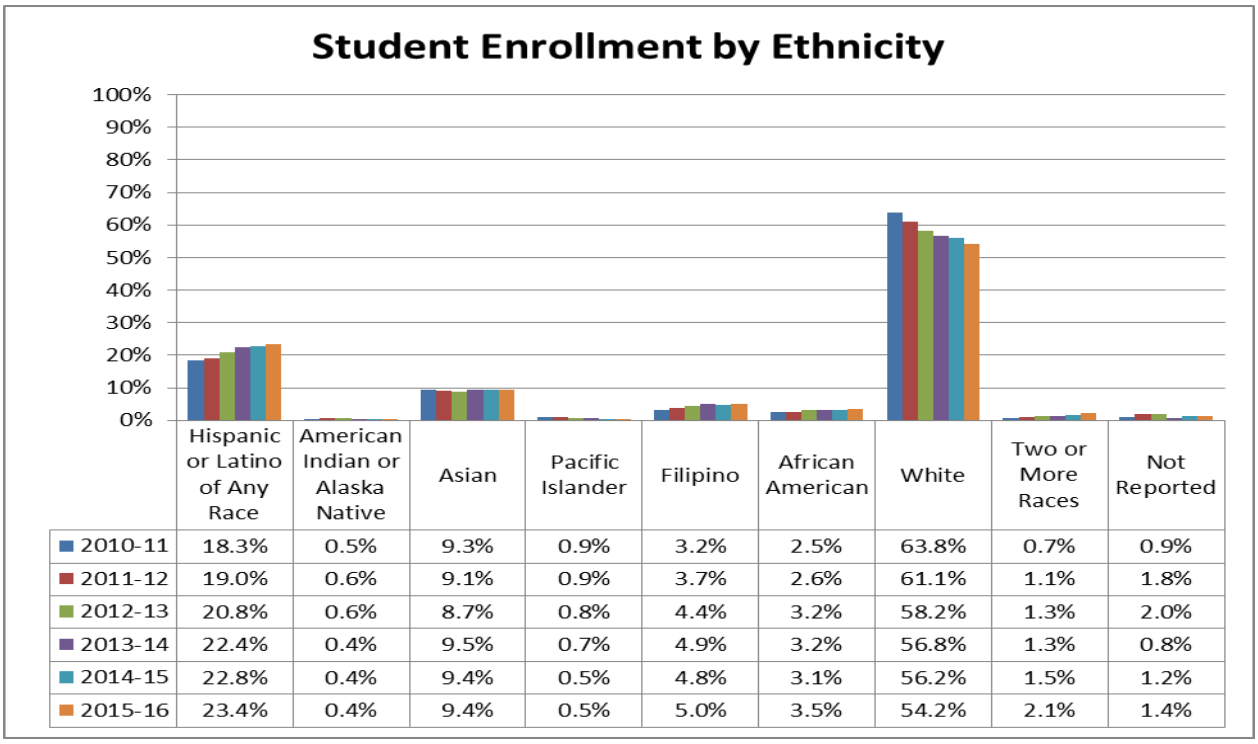
	Hispanic or Latino of Any Race		American Indian or Alaska Native, Not Hispanic		Asian, Not Hispanic		Pacific Islander, Not Hispanic		Filipino, Not Hispanic		African American, Not Hispanic		White, not Hispanic		Two or More Races, Not Hispanic		Not Reported		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015-16	472	23.4%	8	0.4%	190	9.4%	11	0.5%	100	5.0%	70	3.5%	1,092	54.2%	42	2.1	28	1.4%		
2014-15	461	22.8%	8	0.4%	191	9.4%	10	0.5%	98	4.8%	63	3.1%	1,136	56.2%	31	1.5%	24	1.2%		2022
2013-14	436	22.4%	8	0.4%	186	9.5%	13	0.7%	96	4.9%	62	3.2%	1,107	56.8%	26	1.3%	15	0.8%		1949
2012-13	394	20.8%	11	0.6%	165	8.7%	15	0.8%	83	4.4%	61	3.2%	1,101	58.2%	25	1.3%	37	2.0%		1892
2011-12	370	19.0%	12	0.6%	178	9.1%	18	0.9%	73	3.7%	51	2.6%	1,191	61.1%	22	1.1%	35	1.8%		1950
2010-11	365	18.3%	10	0.5%	185	9.3%	18	0.9%	64	3.2%	49	2.5%	1,271	63.8%	14	0.7%	17	0.9%		1993

Source: DataQuest

Ethnicity Detail

Ethnicity	% change from 2010-11 to 2015-16
Hispanic Population	+5.1%
American Indian or Alaska Native	–0.1%
Pacific Islander	+0.1%
Filipino	+1.8%
African American	+1.0%
White	–9.6%
Two or More Races	+1.4%
Not Reported	+0.5%

Again note there is a 5.1% increase in the Hispanic population, 1.8% in Filipinos,1.4% in Two or more races and a 9.6% decline in the white student population.



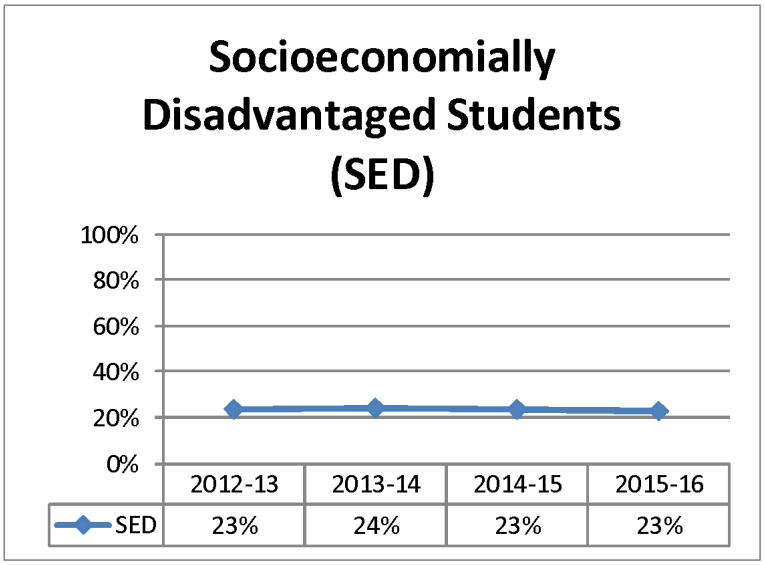
	Hispanic or Latino of Any Race	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported
2010-11	18.3%	0.5%	9.3%	0.9%	3.2%	2.5%	63.8%	0.7%	0.9%
2011-12	19.0%	0.6%	9.1%	0.9%	3.7%	2.6%	61.1%	1.1%	1.8%
2012-13	20.8%	0.6%	8.7%	0.8%	4.4%	3.2%	58.2%	1.3%	2.0%
2013-14	22.4%	0.4%	9.5%	0.7%	4.9%	3.2%	56.8%	1.3%	0.8%
2014-15	22.8%	0.4%	9.4%	0.5%	4.8%	3.1%	56.2%	1.5%	1.2%
2015-16	23.4%	0.4%	9.4%	0.5%	5.0%	3.5%	54.2%	2.1%	1.4%

Source: http://www.ed-data.org/school/Contra-Costa/Mt.-Diablo-Unified/College-Park-High

Enrollment Data/Socioeconomically Disadvantaged

The number of Socially Economically Disadvantaged (SED) students has remained steady since 2012-13. (Note: DataQuest indicates data prior to 2012 was sourced from two systems and is not comparable

to data after 2012. Therefore, only four years of data are shown.)



Socially Economically Disadvantaged Students (SED)		
	Students on Free/Reduced Lunch	
	#	%
2015-16	456	22.7%
2014-15	472	23.3%
2013-14	470	24.1%
2012-13	440	23.3%

Source: http://www.ed-data.org/school/Contra-Costa/Mt.-Diablo-Unified/College-Park-High

Homeless and foster youth

	Foster Youth	Homeless
2015-16	5	43
2016-17	8	28

College Park High School works closely with Mt. Diablo Unified School District to leverage resources to meet the needs of our homeless and foster care students. Notably, School Resource Technician Nathalie Keating collaborates with site counselors and administrative staff to identify and serve this vulnerable population. Ms. Keating also works with local private and public organizations to help provide food and clothing and address medical needs for these students. For 2016-17, College Park counseling staff increased to four counselors, two of which are fluent in Spanish and English. This year CPHS also implemented a Wellness Center in partnership with John F. Kennedy University. Four social work interns under the direction of Debra Frank are readily available to provide direct support to our homeless and foster youth an on as-needed or systematic/scheduled basis. College Park takes great care to address the needs of students in family or residential crisis. Wellness Center counselors and Ms. Keating are daily touchpoints for these students and provide nurturing support in moments of need

Enrollment Data/English Language (EL) Learners

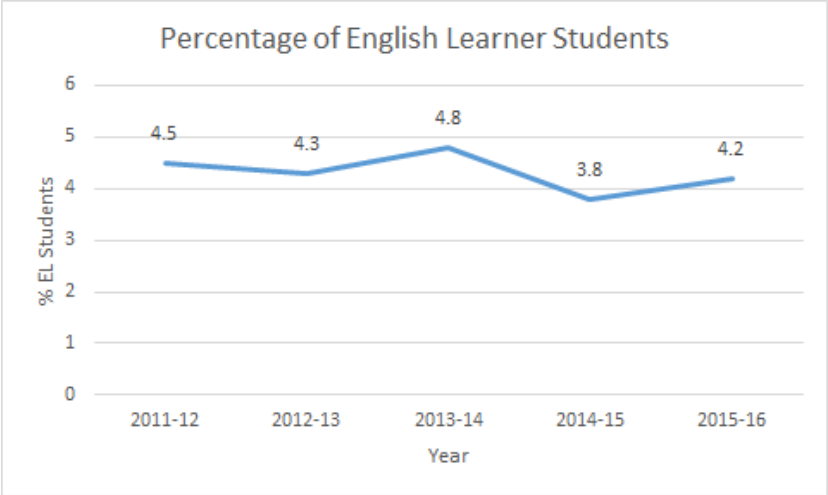
While the English Learner subset has grown with overall enrollment, the percent of our student population designated as EL learners has stayed steady at about 4%. Of the EL Learners at College

Park, 62% are Spanish speakers.

English Language Learner Detail										
	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Spanish	46	53%	41	51%	51	54%	47	61%	52	62%
Filipino	6	7%	5	6%	5	5%	7	9%	6	7%
Other non-English Languages	7	8%	6	7%	3	3%	4	5%	5	6%
Farsi	3	3%	2	2%	4	4%	2	3%	4	5%
Mandarin	3	3%	3	4%	4	4%	5	6%	3	4%
Punjabi	0	0%	0	0%	2	2%	2	3%	2	2%
Japanese	0	0%	0	0%	0	0%	1	1%	2	2%
Russian	3	3%	1	1%	2	2%	1	1%	2	2%
Cambodian	0	0%	0	0%	0	0%	0	0%	2	2%
Vietnamese	4	5%	4	5%	5	5%	1	1%	1	1%
French	0	0%	2	2%	2	2%	1	1%	1	1%
Ukrainian	0	0%	0	0%	1	1%	0	0%	1	1%
Portuguese	0	0%	0	0%	0	0%	0	0%	1	1%
Turkish	0	0%	0	0%	0	0%	0	0%	1	1%
Burmese	0	0%	0	0%	0	0%	0	0%	1	1%
Cantonese	5	6%	6	7%	5	5%	2	3%	0	0%
Korean	3	3%	4	5%	4	4%	2	3%	0	0%
Pashto	0	0%	1	1%	1	1%	1	1%	0	0%
Serbo-Croatian	0	0%	0	0%	1	1%	1	1%	0	0%
Hungarian	0	0%	0	0%	1	1%	0	0%	0	0%
Indonesian	1	1%	2	2%	1	1%	0	0%	0	0%
Tongan	2	2%	2	2%	1	1%	0	0%	0	0%
Dutch	0	0%	0	0%	1	1%	0	0%	0	0%
Urdu	1	1%	1	1%	0	0%	0	0%	0	0%
Hindi	1	1%	1	1%	0	0%	0	0%	0	0%
Rumanian	1	1%	0	0%	0	0%	0	0%	0	0%
Arabic	1	1%	0	0%	0	0%	0	0%	0	0%
Total EL	**87**	**100%**	**81**	**100%**	**94**	**100**	**77**	**100%**	**84**	**100%**

						%				
Total Enrollment	**1950**		**1892**		**1949**		**2022**		**2013**	
% EL	**4.5 %**		**4.3%**		**4.8%**		**3.8%**		**4.2%**	

EL learners have stayed steady between 4% and 5% and totaled 84 of our total enrollment of 2013.



Source: DataQuest

Our significant subgroups in order of size are:

Sub-Group	2015-16	
	#	%
Hispanic	472	23.4%
SED	456	22.7%
Asian	190	9.4%
Filipino	100	5.0%
EL	83	4.1%
African American	70	3.5%

Special Education

Currently there are 130 special education students (16 of which are full-time special education students) being supported and serviced by seven special education teachers and nine special education assistants. In recent years, the special education population has been impacted at College Park High School. Lack of facility, physical classroom space, and an increase of the general education has lead to the change in special education services offered. In 2013-2014 school year, the "limited handicap" (LH) full-time special education program was collapsed at College Park High School and consolidated to other comprehensive school sites. There was even a waiting list to enroll at College Park High School since caseloads were over capacity. Since then, through parent request for students to remain at their home schools, the LH-SDC program has slowly rebuilt. Another teaching position was added to the special education staff at College Park High School. Currently there are two levels of LH-SDC at College Park High School and the program is projected to increase in future years.

After the 2012-2013 school year the "severely handicapped" (SH-SDC) program was reduced to one classroom at College Park. One classroom of SH-SDC was removed down from two classrooms (maximum caseload of 22 students to 11 students on-site). Even though the total number of full-time special education students has reduced due to program changes in SH-SDC and LH-SDC classrooms, the resource numbers increased at the beginning of each school year since 2013.

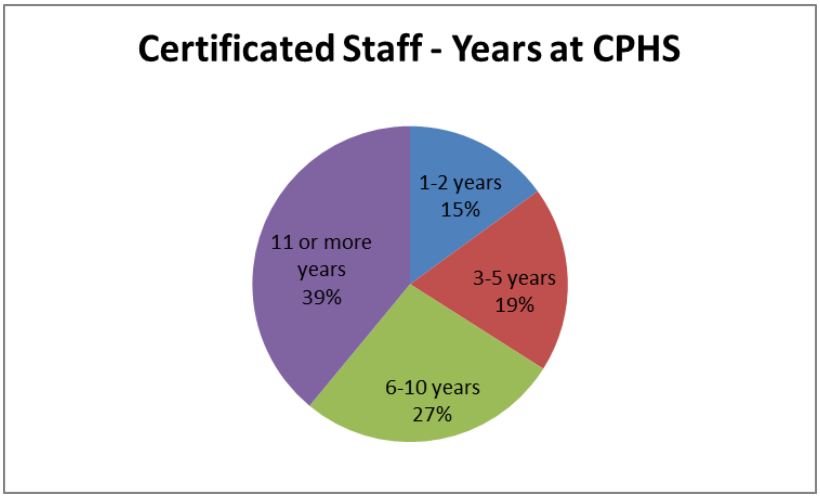
Magnet autism programs in the neighboring school has led to the transition of high functioning self-advocating, self-sufficient special education students enrolling at College Park High School. Thus, in recent years junior and senior special education students, who normally would have transferred to a continuation school in order to graduate, have remained at College Park High School and have earned required course credits to graduate with a College Park High School diploma.

Staff Demographics

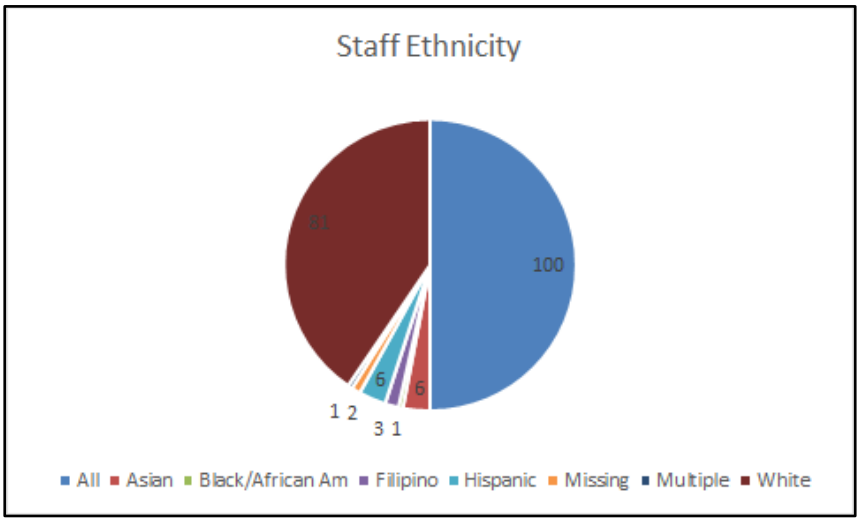
Changes in College Park Staff and Administration

There have been several changes to administrative, certificated, and classified staff over the last six years. Certificated teachers have increased overall from 80 to 90 and 22 teachers have left and been replaced. Therefore, approximately 34% of teachers are new to College Park over the last six years. Most of these teachers (19) are experienced teachers while three have begun their teacher career at College Park. Principal Paul Gengler joined College Park in 2011-12 and left to take a position with another district at the end of the 2015-16 school year. Joseph Alvarez, a former MDUSD administrator, became principal of College Park High School in August of 2016. Along with Mr. Gengler departing College Park High School at the end of the 2015-2016 school year, so too did two other vice principals: Michael Burstein and Patrinia Redd--both took lateral positions elsewhere. David Miles, former English teacher from Oak Grove Middle School, and David Sauceda, former assistant principal at Harvest Middle School, both became vice principals at College Park High School.

Another significant change is our addition of school counselors. One school counselor joined CPHS in 2014-15, then another in 2015-16 for a total of two. Two additional school counselors have joined just this year. Because College Park has not had school counselors for the past 20 years, this welcome addition has led to some restructuring of duties. This restructuring is expected to continue as the administrative staff adjusts.



Ethnicity



Certificated Staff Demographics

CPHS Staff Demographics		
All Staff	**134**	
Teachers/Certificated	87	
Administrators	5	
Classified Staff	42	
Ethnicity		
Afghan	1	1%
American Indian/White	1	1%

Ethnicity Continued		
Asian Indian	3	2%
DECLINED TO STATE	2	1%
Filipino	7	5%
Hispanic	15	11%
Korean	1	1%
Multiple	7	5%
OTHER	2	1%
Pacific Islander	1	1%
Vietnamese	2	1%
White, Non-Hispanic	92	69%
Education		
BA/BS +	56	42%
JD	3	2%
Master's +	48	36%
Ph. D	2	1%
Gender (Certificated)		
Females	40	46%
Males	47	54%

Summary about Counseling and Student Support staff

As of the 2016-17 school year, College Park now has four full-time counselors and a college and career advisor. There is also the addition of the Wellness Center, which has four marriage and family therapist interns that are supervised by licensed MFT Deborah Frank. These interns work with a caseload that supports some of our neediest students. In addition, our counseling staff coordinates and meets weekly with the interns and they collaborate to address long-term care for these students. All four counselors are trained in crisis counseling, but also support students in academic, college, and career counseling as well. Throughout the academic year, the counselors are continuing to address students with multiple D and F grades; this work we hope, will lead us to addressing one of our school's goals of increasing the number of students who are "a-g" college eligible.

School Performance Data

AYP/API

Adequate Yearly Progress Overall and by Criteria

Adequate Yearly Progress Overall and by Criteria								
	2011-12		2012-13		2013-14		2014-15	
	CPHS	MDUSD	CPHS	MDUSD	CPHS	MDUSD	CPHS	MDUSD
Made AYP Overall	No	No	No	No	No	N/A	Yes	No
Met ELA Participation Rate	Yes	Yes	Yes	No	Yes	N/A	Yes	Yes
Met Math Participation Rate	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes
Met % Proficient English	No	No	No	Yes	No	N/A	N/A	N/A
Met % Proficient Math	No	No	No	No	No	N/A	N/A	N/A
Met API Criteria	Yes	Yes	Yes	Yes	--	N/A	--	--
Met Attendance Rate	--	--	--	--	--	N/A	--	N/A
Met Graduation Rate	Yes	Yes	No	Yes	Yes	N/A	Yes	Yes

Source: DataQuest

Academic Performance Index Rank

College Park has consistently been a high achieving school, and during the years where our state used API and AYP to measure success, we met our goals and showed a trend of improvement. From the 2011-2012 school year to the 2012-2013 school year, our statewide API rank improved from 7 to 8 (indicating that scores improved from the 70th to the 80th percentile rank. Our similar schools API rank improved from 1 to 2. As we look into the future, we will use CASSP testing to gauge our level of student success in the classroom.

Academic Performance Index Ranks					
API Rank	2011-12	2012-13	2013-14	2014-15	2015-16
Statewide	7	8	*	*	*
Similar Schools	1	2	*	*	*

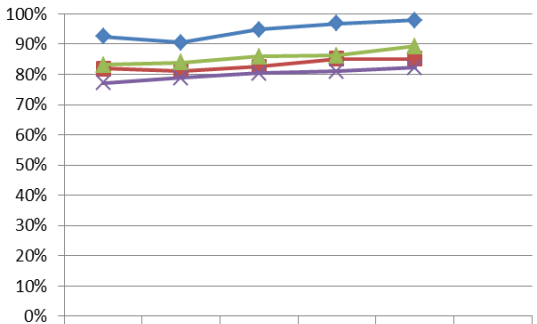
Student Performance Data

CPHS is dedicated to helping students be both college and career ready. This means we must maintain a high graduation rate, encourage students to enroll in "a-g" courses, help students perform well on the CAASPP, PSAT,SAT/ACT and AP exams.

Graduation and Dropout Rate

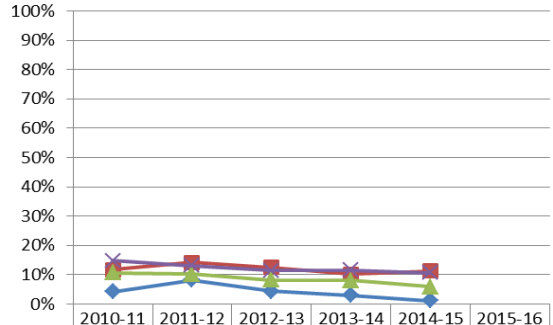
College Park's 4-year cohort graduation rate has shown a steady increase every year since 2011-12 and has increased 5.3% since the 2010-2011 school year. Graduation rates for CPHS are significantly higher (and dropout rates significantly lower) than the district, county, and state averages. 2015-16 data is pending for all performance data.

Cohort Graduation Rate compared to District, County, State



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
School	92.6%	90.6%	94.8%	96.8%	97.9%	
District	81.9%	81.2%	82.6%	85.1%	85.1%	
County	83.1%	83.9%	85.9%	86.2%	89.3%	
State	77.1%	78.9%	80.4%	81.0%	82.3%	

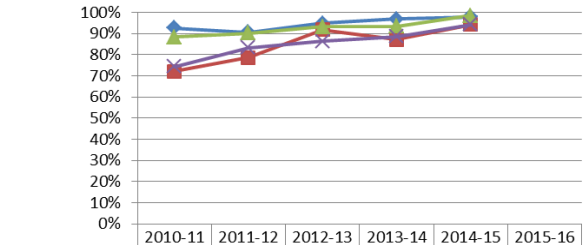
Cohort Dropout Rate compared to District, County, State



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
School	4.2%	8.2%	4.4%	3.0%	1.1%	
District	11.7%	14.2%	12.4%	10.2%	11.3%	
County	10.6%	10.1%	8.2%	8.0%	5.8%	
State	14.7%	13.1%	11.4%	11.5%	10.7%	

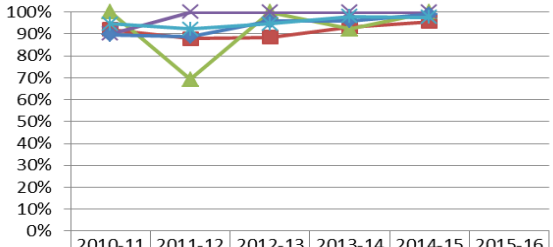
The cohort graduation rates show growth in <u>every</u> significant sub-group. While 2015-16 data is pending, all subgroups graduated at a rate above 90% at the conclusion of the 14-15 school year.

Cohort Graduation Rate by Significant Sub-group



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
All Students	93%	91%	95%	97%	98%	
English Learners	72%	79%	92%	87%	94%	
SED	88%	90%	93%	93%	99%	
Special Education	74%	83%	86%	89%	94%	

Cohort Graduation Rate by Ethnicity

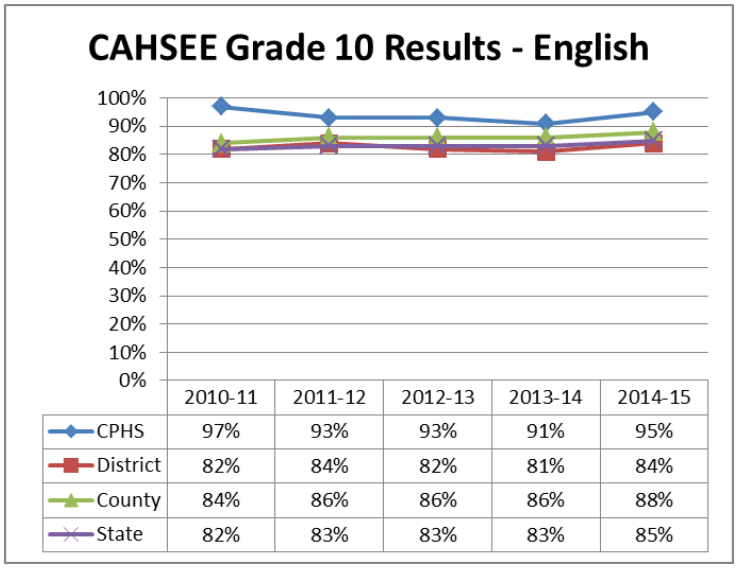


	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Asian	92.0%	87.9%	88.4%	93.2%	95.7%	
African American	100%	69%	100%	92%	100%	
Filipino	90%	100%	100%	100%	100%	
Hispanic or Latino	90%	89%	96%	96%	99%	
White	95%	92%	95%	98%	98%	

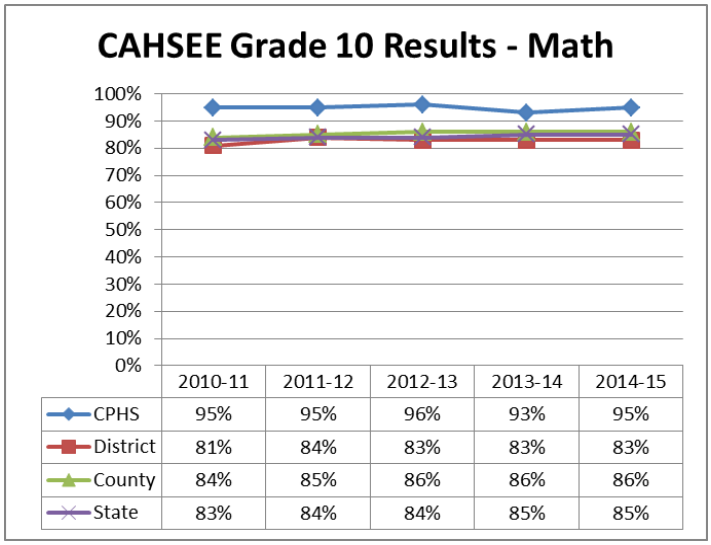
Source: http://www.ed-data.org/school/Contra-Costa/Mt.-Diablo-Unified/College-Park-High

California High School Exit Exam (CAHSEE)

CAHSEE scores have decreased slightly in English and stayed level in Mathematics. Scores in both areas are significantly higher than the district, county, and state levels.

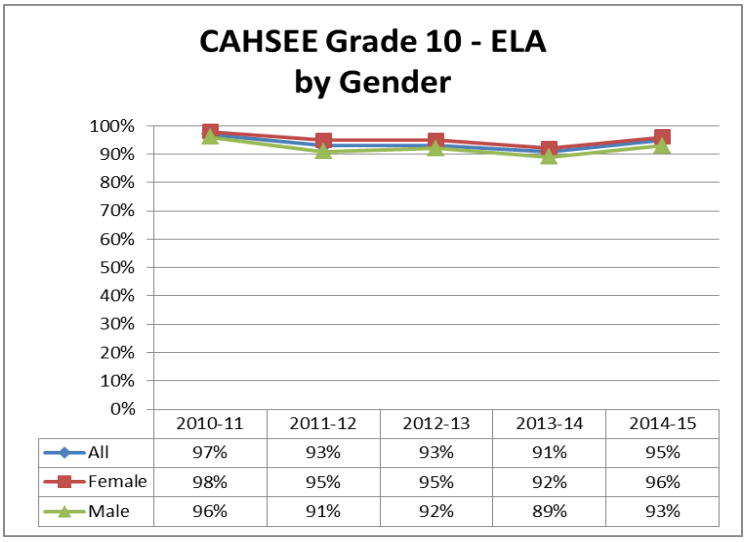


	2010-11	2011-12	2012-13	2013-14	2014-15
CPHS	97%	93%	93%	91%	95%
District	82%	84%	82%	81%	84%
County	84%	86%	86%	86%	88%
State	82%	83%	83%	83%	85%

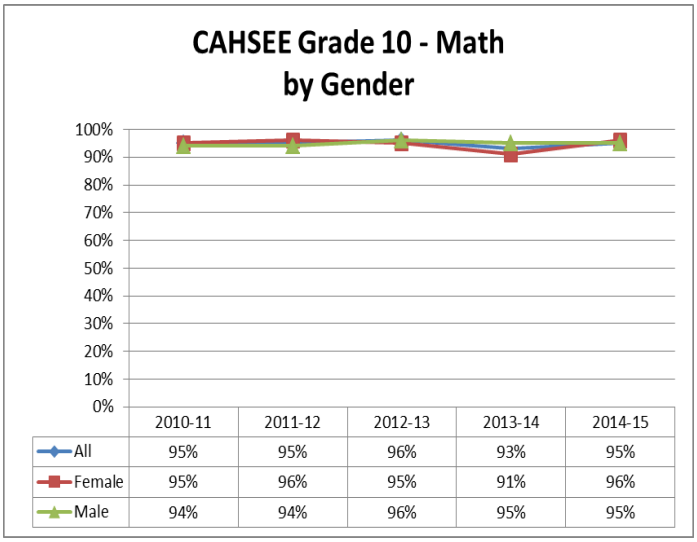


	2010-11	2011-12	2012-13	2013-14	2014-15
CPHS	95%	95%	96%	93%	95%
District	81%	84%	83%	83%	83%
County	84%	85%	86%	86%	86%
State	83%	84%	84%	85%	85%

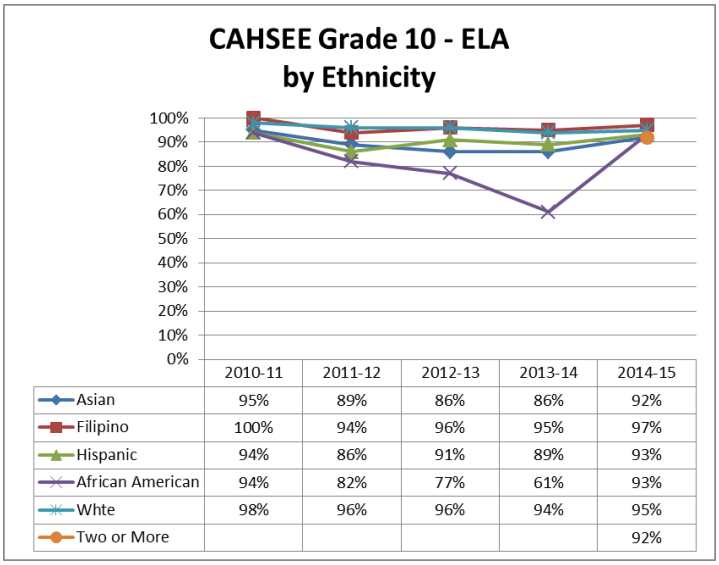
Analyzing by Significant Sub-group: Gender



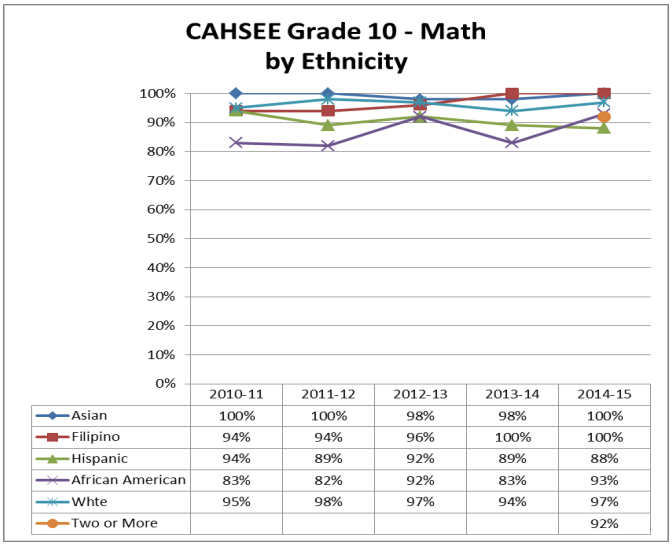
	2010-11	2011-12	2012-13	2013-14	2014-15
All	97%	93%	93%	91%	95%
Female	98%	95%	95%	92%	96%
Male	96%	91%	92%	89%	93%



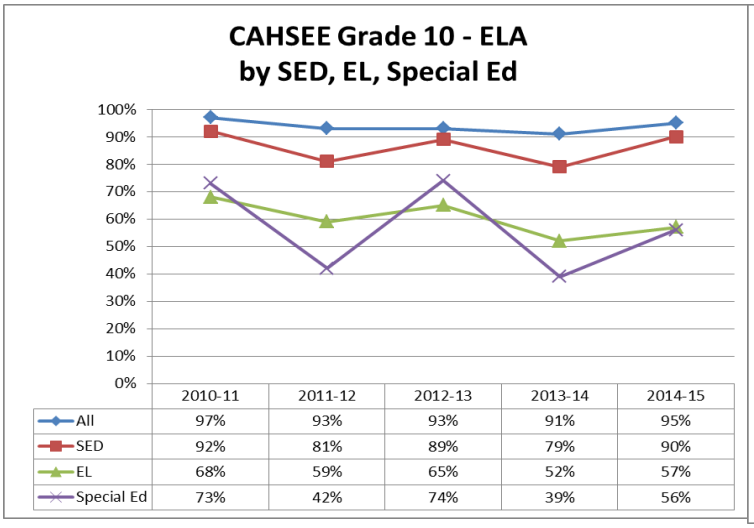
	2010-11	2011-12	2012-13	2013-14	2014-15
All	95%	95%	96%	93%	95%
Female	95%	96%	95%	91%	96%
Male	94%	94%	96%	95%	95%



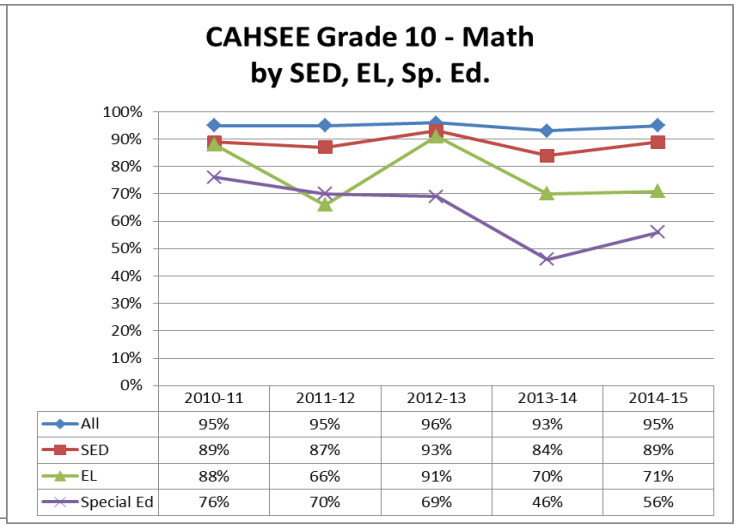
	2010-11	2011-12	2012-13	2013-14	2014-15
Asian	95%	89%	86%	86%	92%
Filipino	100%	94%	96%	95%	97%
Hispanic	94%	86%	91%	89%	93%
African American	94%	82%	77%	61%	93%
Whte	98%	96%	96%	94%	95%
Two or More					92%



	2010-11	2011-12	2012-13	2013-14	2014-15
Asian	100%	100%	98%	98%	100%
Filipino	94%	94%	96%	100%	100%
Hispanic	94%	89%	92%	89%	88%
African American	83%	82%	92%	83%	93%
Whte	95%	98%	97%	94%	97%
Two or More					92%



	2010-11	2011-12	2012-13	2013-14	2014-15
All	97%	93%	93%	91%	95%
SED	92%	81%	89%	79%	90%
EL	68%	59%	65%	52%	57%
Special Ed	73%	42%	74%	39%	56%



	2010-11	2011-12	2012-13	2013-14	2014-15
All	95%	95%	96%	93%	95%
SED	89%	87%	93%	84%	89%
EL	88%	66%	91%	70%	71%
Special Ed	76%	70%	69%	46%	56%

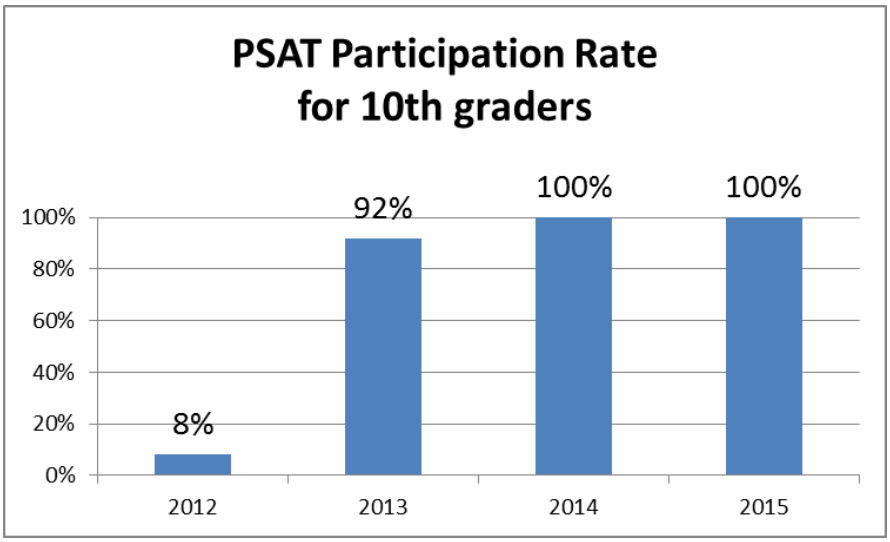
Analysis:

CAHSEE is no longer administered to California high school students, but as the above data shows, CPHS overall passing rates between the 2010-2011 and 2014-2015 school years are high, ranging from 93% to 97%. As we look at gender, ethnicity, SED and SPED, year-to-year variations and trends are similar, indicating consistency across these groups. Note that some wider year-to-year variations may be due to small data sample sizes.

PSAT/NMSQT Data

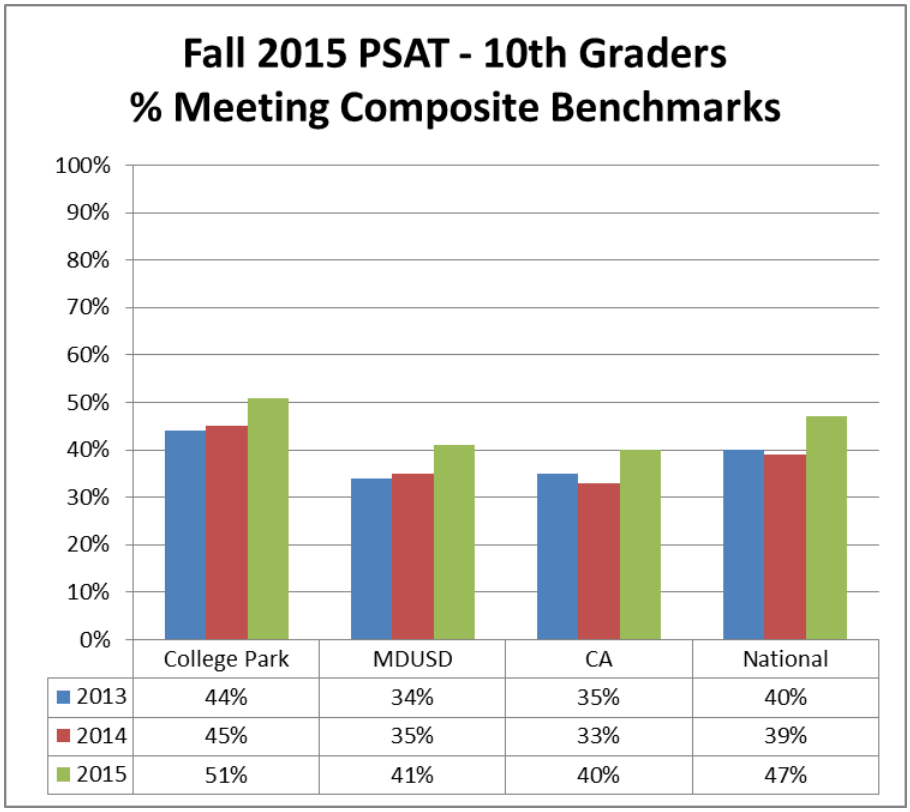
Since 2013, student participation rates on the PSAT have increased to 100%. This is due to MDUSD paying for testing costs and allowing all 10th grade students to take the test during the school day. Therefore, all analysis will be based on data from 2013 to present.

Because not all 11th graders participate in the PSAT, only the 10th grade data will be used for analysis.



The percent of 10th graders meeting the composite benchmarks has increased each year since 2013.

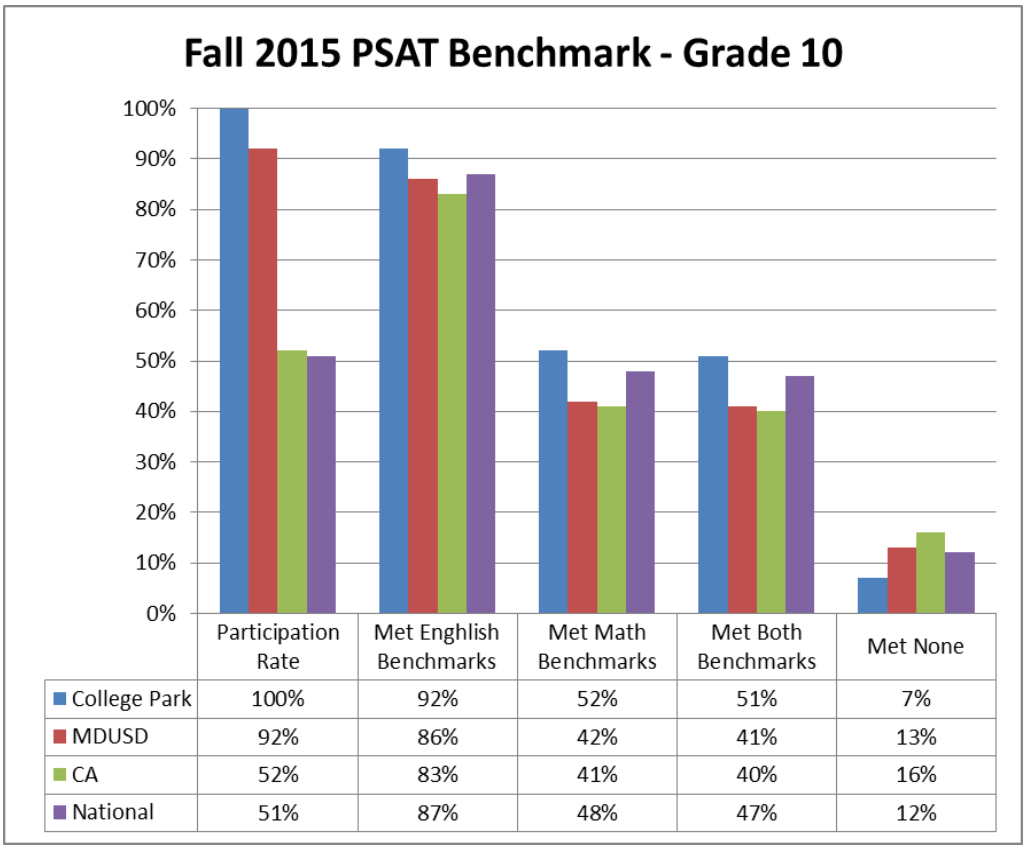
CPHS compares favorably to our district, state, and national percentages.



	College Park	MDUSD	CA	National
2013	44%	34%	35%	40%
2014	45%	35%	33%	39%
2015	51%	41%	40%	47%

Source: https://k12reports.collegeboard.org/login

College Park scores higher than district, state, and national levels for PSAT participation rates as well as meeting both math and English benchmarks.



	Participation Rate	Met Enghlish Benchmarks	Met Math Benchmarks	Met Both Benchmarks	Met None
College Park	100%	92%	52%	51%	7%
MDUSD	92%	86%	42%	41%	13%
CA	52%	83%	41%	40%	16%
National	51%	87%	48%	47%	12%

Source: https://k12reports.collegeboard.org/login

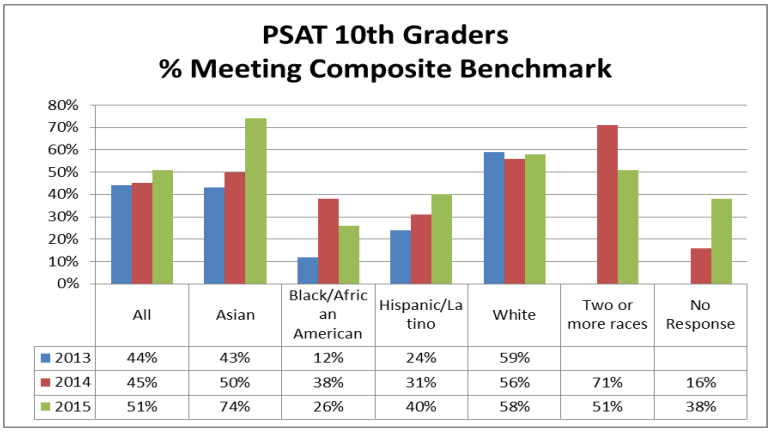
PSAT/NMSQT Data by Ethnicity

PSAT data can be analyzed by ethnicity to determine any issues with our significant subgroups. The table shows the numbers and percentages of the student population participating in the PSAT in Fall of 2015.

Ethnicity	# of Test Takers Grade 10
	#
All	506
American Indian/Alaska Native	3
Asian	42
Black/African American	19
Hispanic/Latino	139
Native Hawaiian/Other Pacific Islander	2
White	232
Two or more races	37
No Response	32

2015-16 College Park PSAT

Subgroup	Mean Total	# of Students
Overall	975.49	627
DIS	823.83	47
SPED	762.86	28
EL	770.83	24
SED	875.34	133



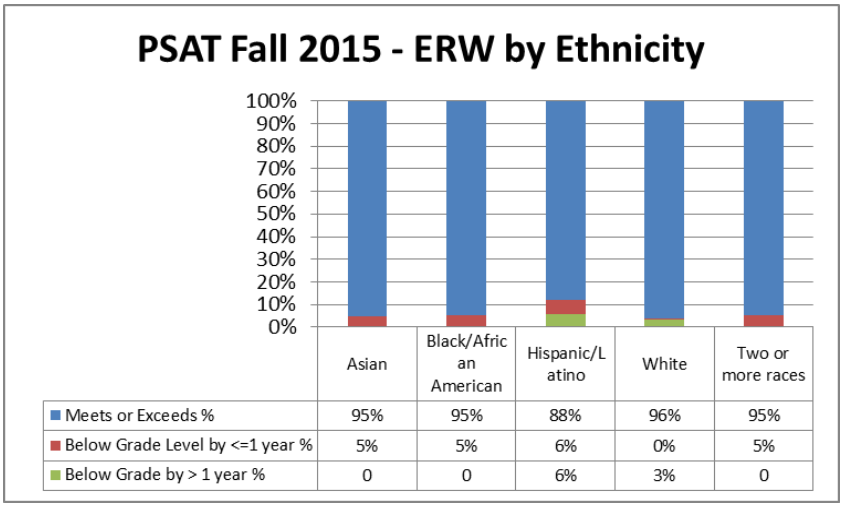
Analysis:

We have seen more students take the PSAT each year, overall our mean number continues to rise, we are working with case managers for students with special needs, as well as informing our ELAC (English Language Advisory Committee) to ensure our student and parent populations know the importance of the PSAT. College Park High School is a school where students are focused on post secondary education and value their experiences and skills acquired during their 4 years of high school.

Source: https://k12reports.collegeboard.org/login

PSAT/NMSQT Data – English

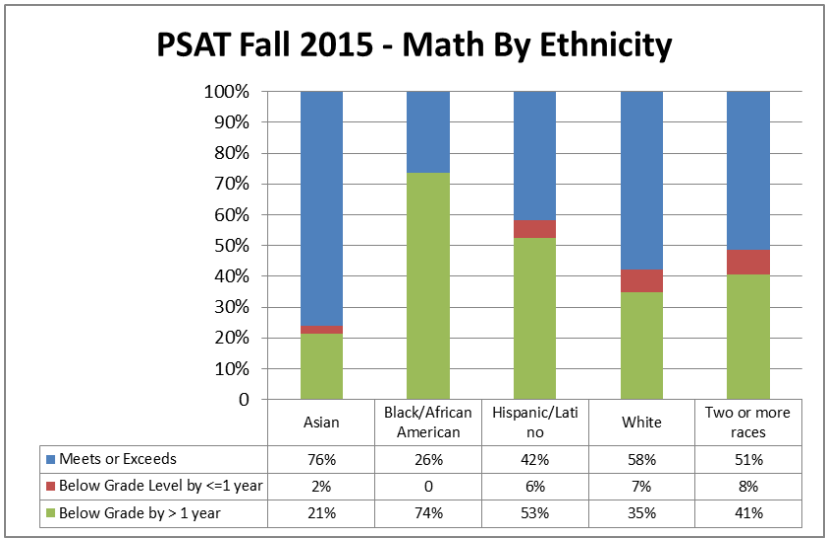
Students who are Hispanic show the greatest need in ERW as 12% are below grade level with 6% more than one year below grade level.



	Asian	Black/African American	Hispanic/Latino	White	Two or more races
Meets or Exceeds %	95%	95%	88%	96%	95%
Below Grade Level by <=1 year %	5%	5%	6%	0%	5%
Below Grade by > 1 year %	0	0	6%	3%	0

PSAT/NMSQT Data – Mathematics

Although CPHS students score better than the district, state, and national averages, there is a significant achievement gap among ethnic subgroups across campus. For example, white students meet math standards at a rate nearly twice that of Black/African American students.



	Asian	Black/African American	Hispanic/Latino	White	Two or more races
Meets or Exceeds	76%	26%	42%	58%	51%
Below Grade Level by <=1 year	2%	0	6%	7%	8%
Below Grade by > 1 year	21%	74%	53%	35%	41%

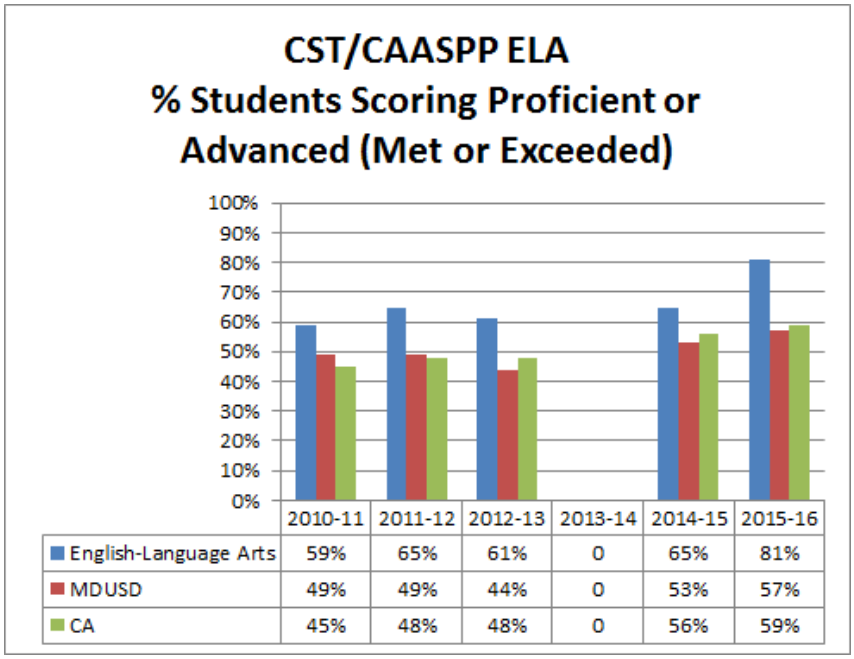
California Assessment of Student Performance and Progress (CAASPP)

With the transition to CAASPP testing, it will be difficult to identify any trend in only two years. We note that both English and Mathematics stayed steady from 2012 to 2014 based on CST. During those years, students in English and math scored better than the district and state averages. Students in Mathematics scored significantly lower than the district and state averages.

Please note that the bolded bars on the charts below reflect that a transition was made from CST tests to CAASPP testing in 2014-15.

CPHS students in English continue to score significantly better than the district and state. The transition to the new CAASPP test shows an increase in scores although the increase is not as great as that seen at the district and state level.

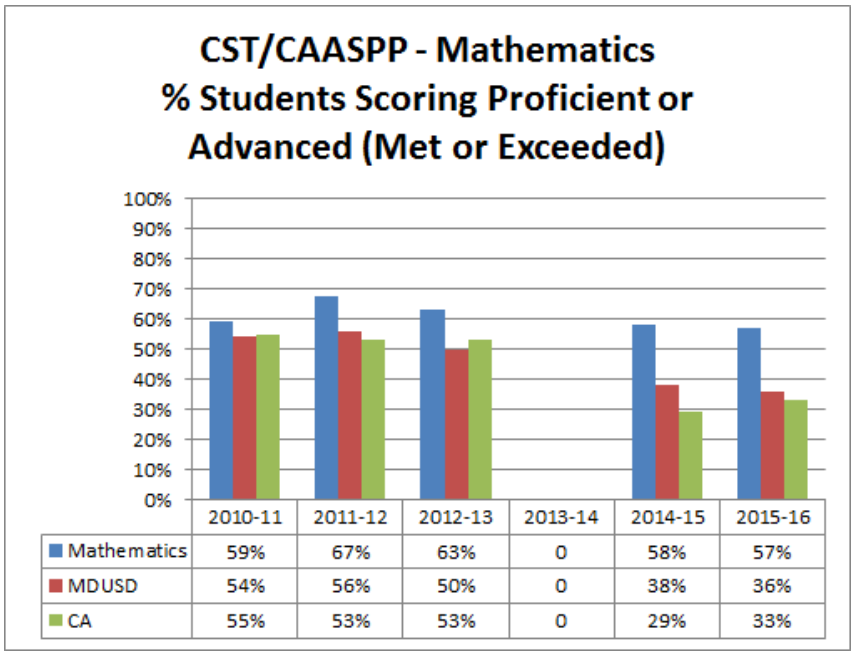
Most recently, CPHS posted a 16% increase in students scoring proficient or advanced. 81% of 10th graders met or exceeded the standards in 2016.



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
English-Language Arts	59%	65%	61%	0	65%	81%
MDUSD	49%	49%	44%	0	53%	57%
CA	45%	48%	48%	0	56%	59%

Students in Mathematics scoring proficient or advanced decreased slightly with the transition to the new CAASPP testing but show a smaller decrease than at the district and state level.

In year two of CAASPP testing, CPHS students showed a 1% decrease in percent of student meeting or exceeding state standards. MDUSD students decreased by 2% while California at large showed a 4% increase. CPHS still outpaces both groups by a wide margin.



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Mathematics	59%	67%	63%	0	58%	57%
MDUSD	54%	56%	50%	0	38%	36%
CA	55%	53%	53%	0	29%	33%

Source: DataQuest

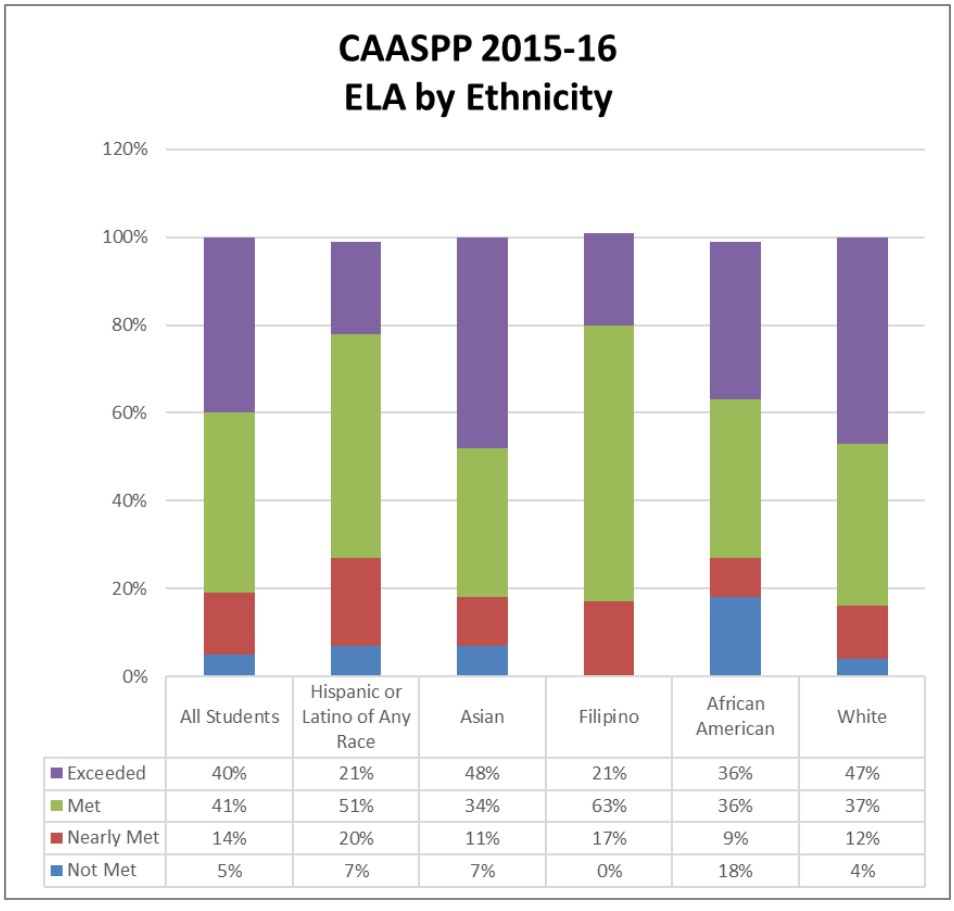
Although above district and state levels, the mathematics scores still have room for improvement. Because the transition to the new state standards has been gradual, we wanted to identify where we can support students. In comparing our scores to our feeder middle schools, we note that we increased the number of students meeting standards:

- Valley View Middle School: 41% met or exceeded standards
- Pleasant Hill Middle School: 41% met or exceeded standards
- Sequoia Middle School: 47% met or exceeded standards
- **College Park High School: 57% met or exceeded standards**

Analysis: Note that in every instance, CPHS was able to increase the total number of students meeting or exceeding standards from each feeder school. This may indicate CPHS is successful with improving foundational skills and getting more students up to grade level by their junior year.

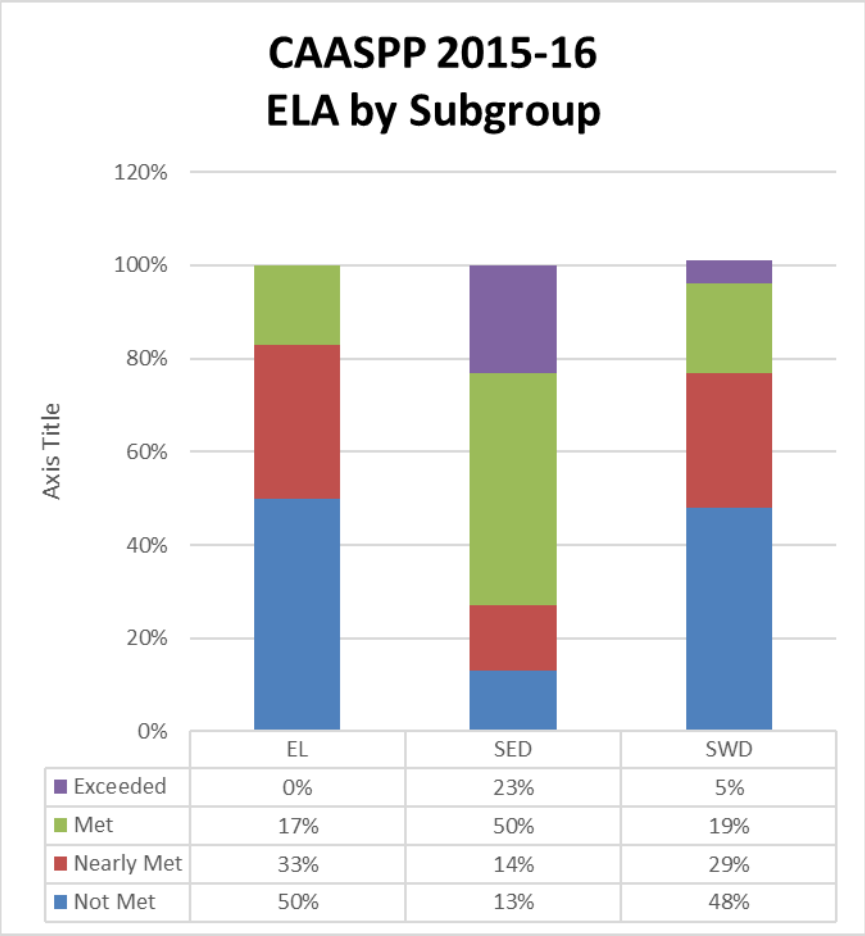
CST/CAASPP by Significant Sub-group

Analysis: While 63% of all students met or exceeded standards, 43% of African American students and 54% of Hispanic students met or exceeded standards.



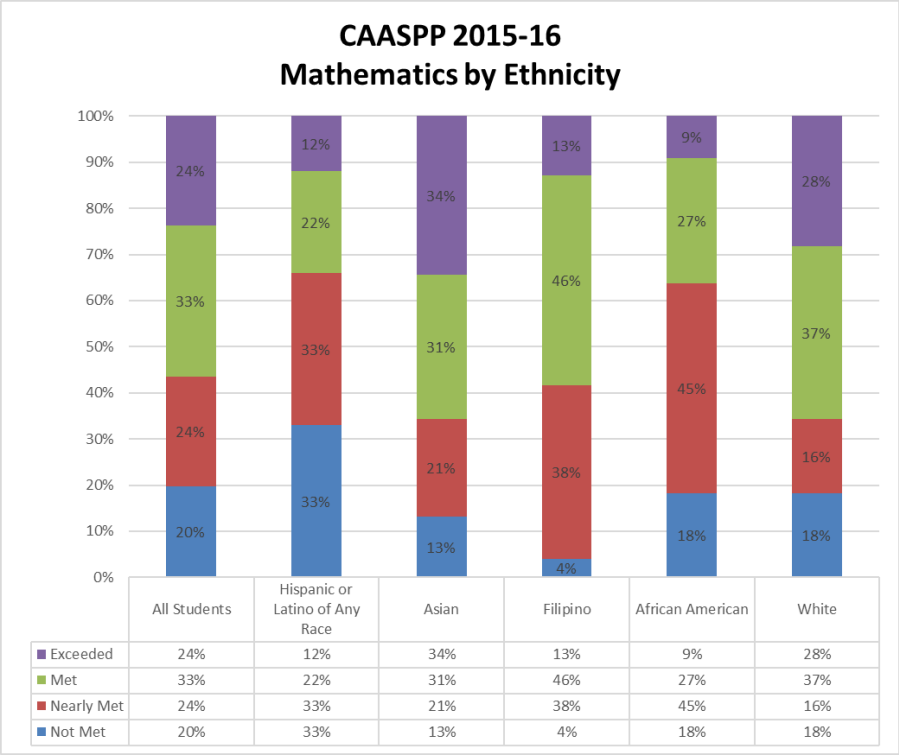
	All Students	Hispanic or Latino of Any Race	Asian	Filipino	African American	White
Exceeded	40%	21%	48%	21%	36%	47%
Met	41%	51%	34%	63%	36%	37%
Nearly Met	14%	20%	11%	17%	9%	12%
Not Met	5%	7%	7%	0%	18%	4%

Analysis: About 88% of EL students did not meet standards in English Language Arts while 55% of SED students and 75% of SWD students did not meet standard.



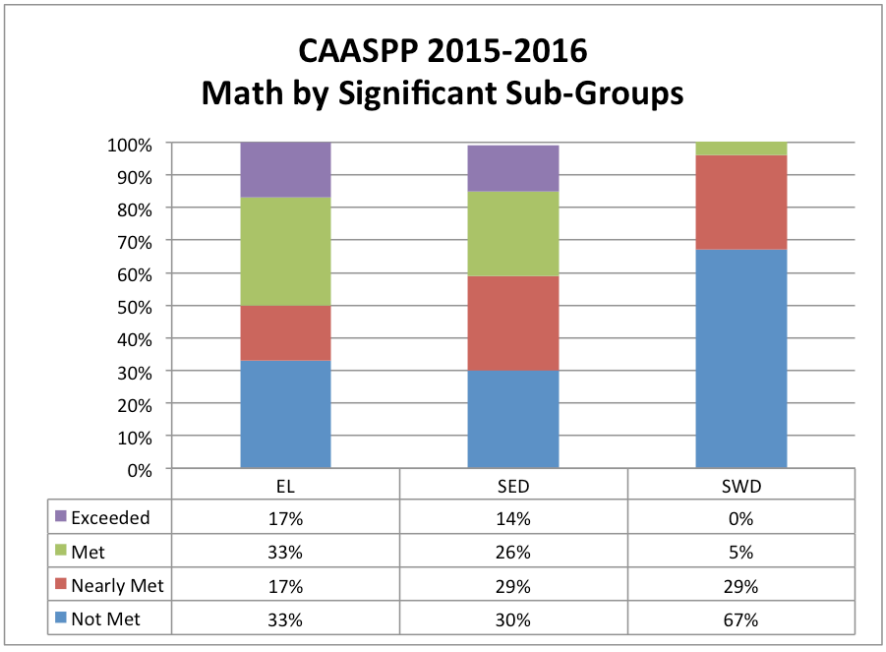
	EL	SED	SWD
Exceeded	0%	23%	5%
Met	17%	50%	19%
Nearly Met	33%	14%	29%
Not Met	50%	13%	48%

While 58% of all students met or exceeded standards in mathematics, only 38% of Hispanic and 39% of African American students met or exceeded standards.



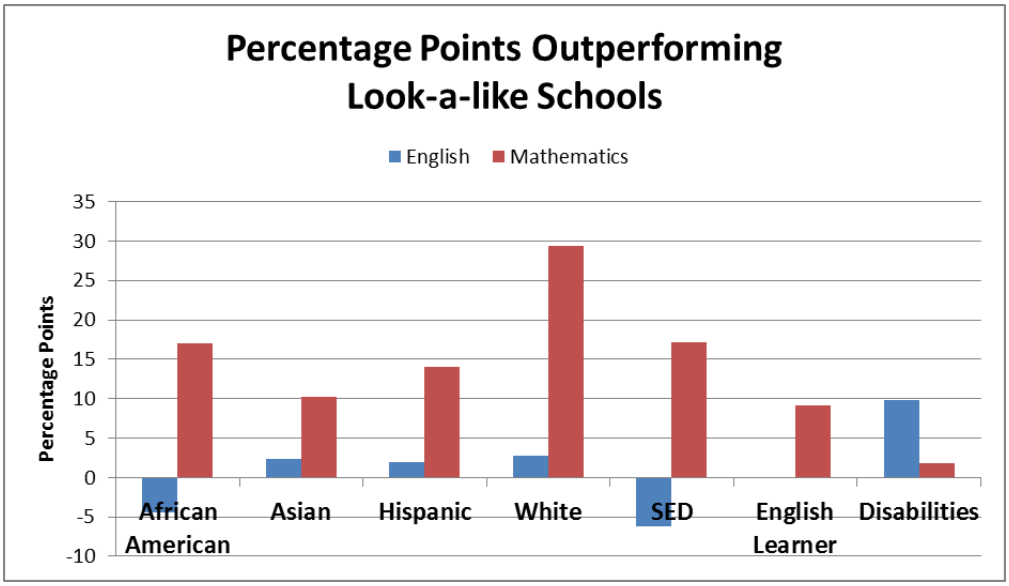
	All Students	Hispanic or Latino of Any Race	Asian	Filipino	African American	White
Exceeded	24%	12%	34%	13%	9%	28%
Met	33%	22%	31%	46%	27%	37%
Nearly Met	24%	33%	21%	38%	45%	16%
Not Met	20%	33%	13%	4%	18%	18%

Analysis: About 74% of EL students did not meet standards in Mathematics while 57% of SED students and 92% of SWD students did not meet standards.



	EL	SED	SWD
Exceeded	17%	14%	0%
Met	33%	26%	5%
Nearly Met	17%	29%	29%
Not Met	33%	30%	67%

Comparing to "Look-a-Like Schools"



EdResults.org uses a linear regression model to compare look-a-like schools to College Park HS. (A look-a-like school is a school with similar demographics.)

The chart above shows the difference between the expected score for each sub-group, versus the actual score for each sub-group. Based on this analysis, all sub-groups are over-performing in mathematics while African-Americans and SED students are underperforming in English-Language Arts. Complete results can also be found here.

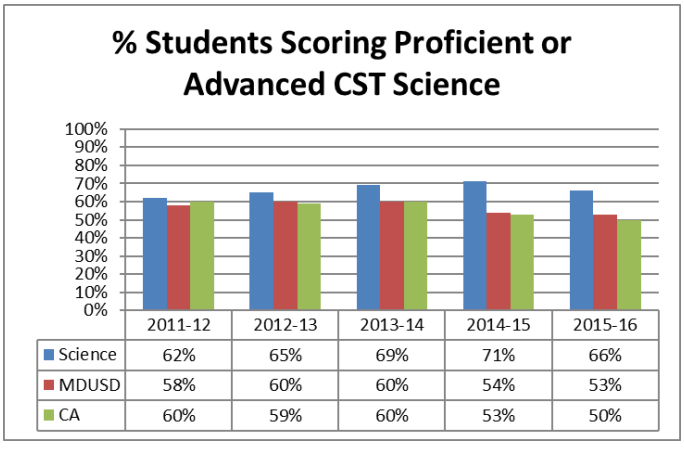
Source: http://edresults.org/PreK12

Science and History-Social Science

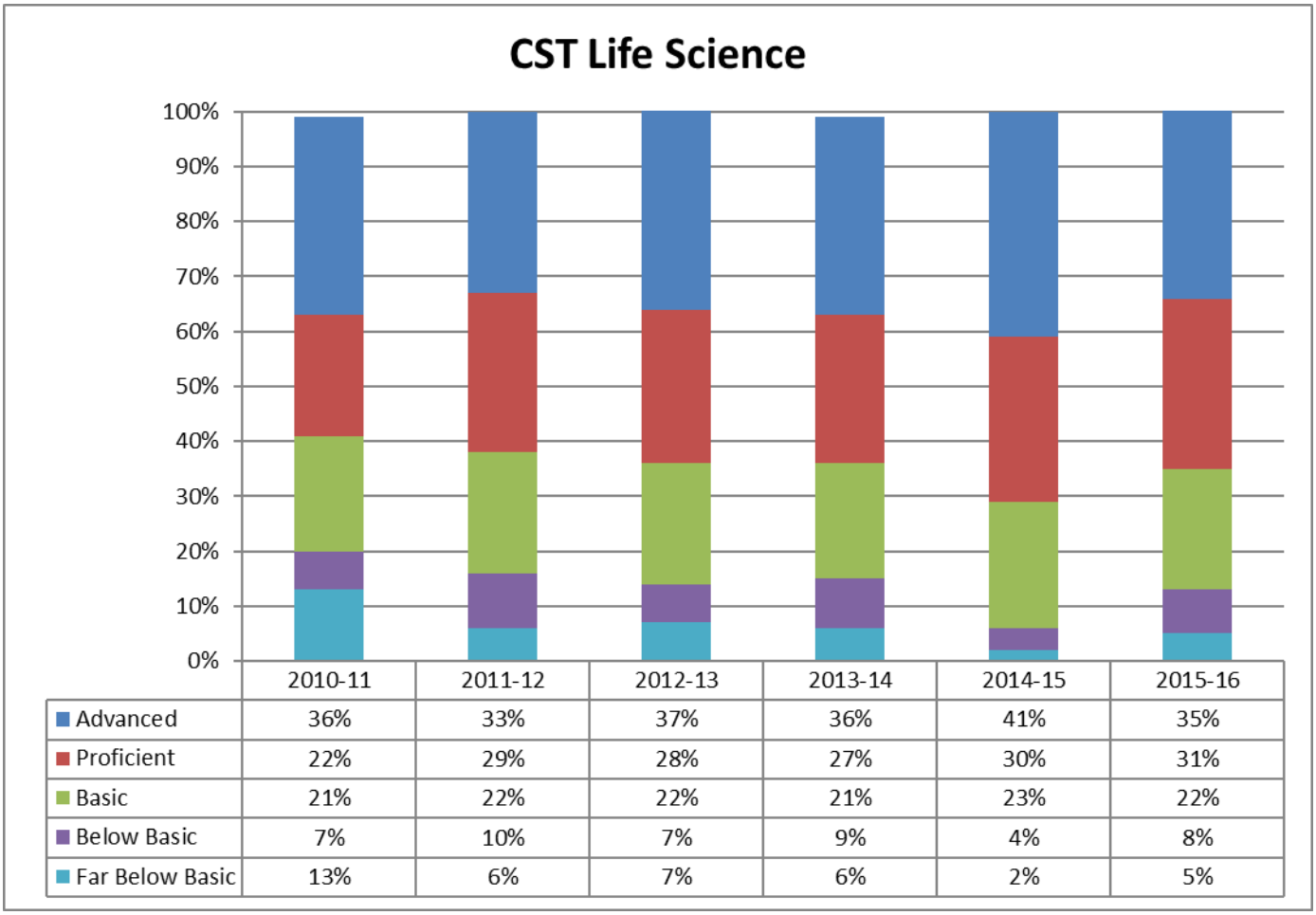
Student scores in Science and History-Social Science have also stayed steady over the past five years. Please note that History-Social Science testing did not take place after 2013.

Analysis:

There was a concerted effort to look at practice test questions along with working with the students on particular standards that they will be tested on. As the data shows we were significantly higher than MDUSD and State average. The number of students that are scoring at proficient and above has been steady.



	2011-12	2012-13	2013-14	2014-15	2015-16
Science	62%	65%	69%	71%	66%
MDUSD	58%	60%	60%	54%	53%
CA	60%	59%	60%	53%	50%



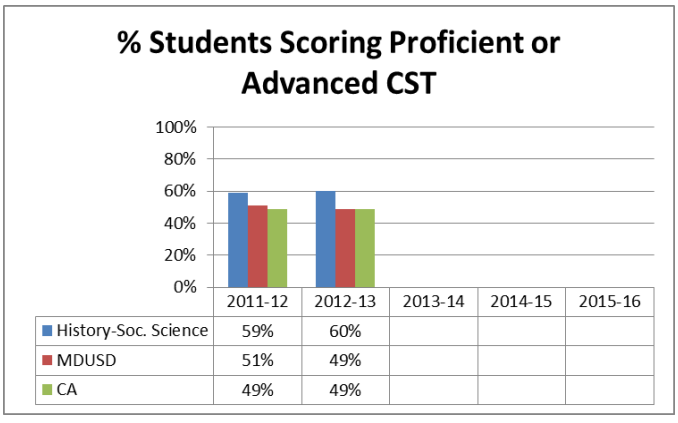
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Advanced	36%	33%	37%	36%	41%	35%
Proficient	22%	29%	28%	27%	30%	31%
Basic	21%	22%	22%	21%	23%	22%
Below Basic	7%	10%	7%	9%	4%	8%
Far Below Basic	13%	6%	7%	6%	2%	5%

Source: http://star.cde.ca.gov/

Source: Dataquest

History – Social Science

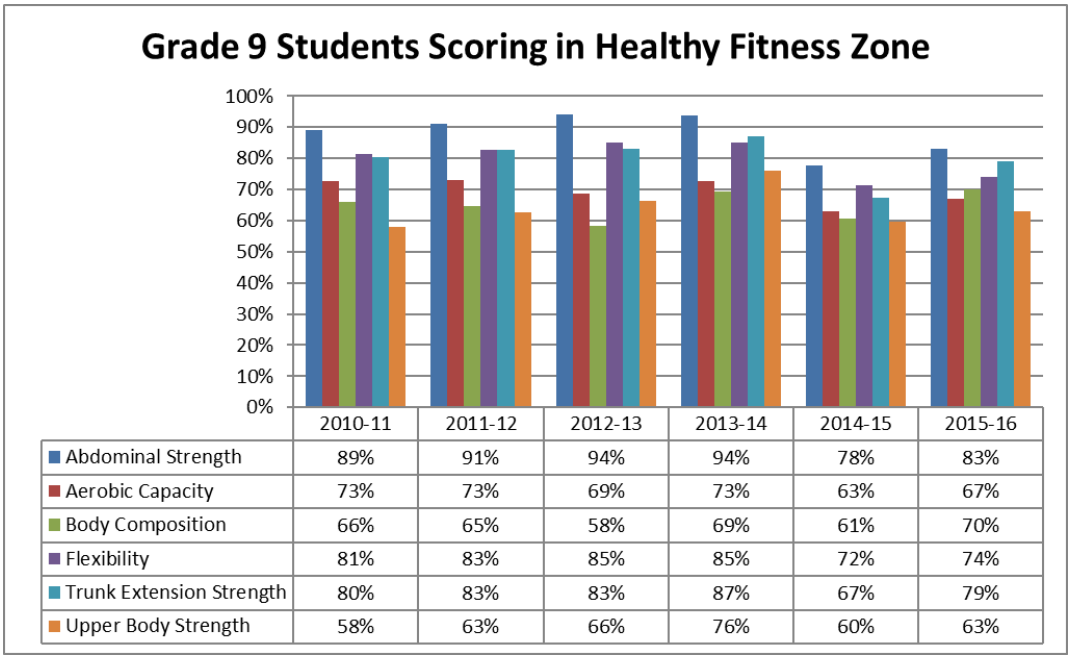
Social Science CST scores remained steady before the test was discontinued in 2014. College Park stayed above the state and district average of percentage of students scoring proficient or advanced.



	2011-12	2012-13	2013-14	2014-15	2015-16
History-Soc. Science	59%	60%			
MDUSD	51%	49%			
CA	49%	49%			

Physical Education

We have remained consistent with regards to our fitness data over the past 5 years, Physical Education teachers are working directly with this data to relate their lesson planning to positively affect Healthy Fitness results. Physical Education teachers meet and articulate units and lesson plans to address this data.



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Abdominal Strength	89%	91%	94%	94%	78%	83%
Aerobic Capacity	73%	73%	69%	73%	63%	67%
Body Composition	66%	65%	58%	69%	61%	70%
Flexibility	81%	83%	85%	85%	72%	74%
Trunk Extension Strength	80%	83%	83%	87%	67%	79%
Upper Body Strength	58%	63%	66%	76%	60%	63%

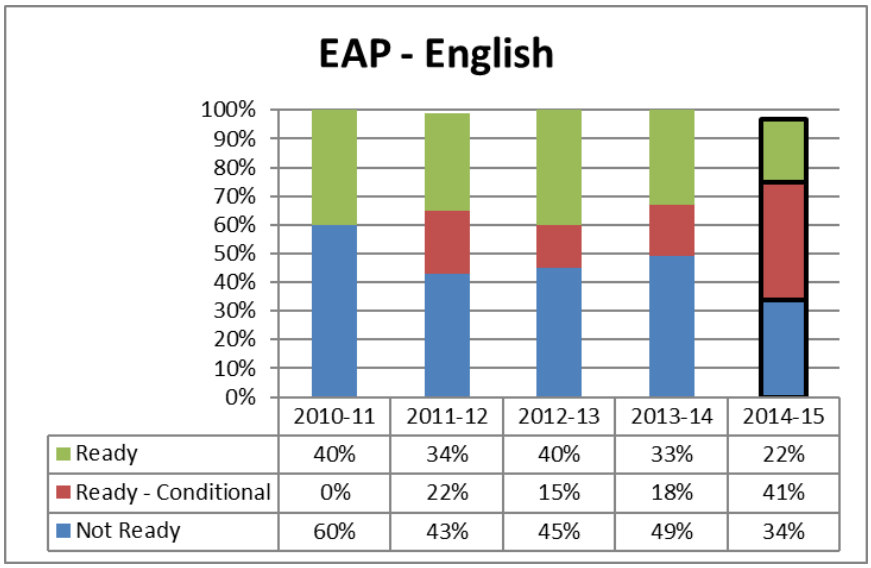
Source: DataQuest

Early Assessment Program (EAP)

Before 2014-2015, additional questions were added to the CST and used to measure students for the Early Assessment Program. Since adoption of the California Standards and implementation of the new CAASPP test, the EAP is now embedded within this new state test.

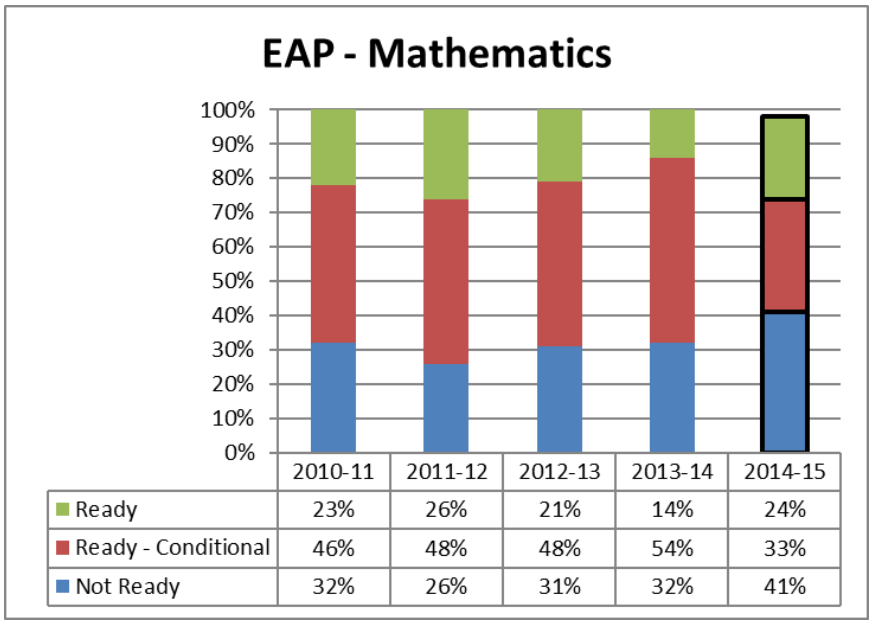
EAP Data Compared to Prior Years

The data at right show that CPHS students score "Ready" similar to district and state levels, while students identified as "Conditionally Ready" are higher than district and state levels. In mathematics, CPHS students score significantly better in the "Ready" category while 40% are considered "Not Ready" compared to 62% "Not Ready" for the district and 70% "Not Ready" for the state.



	2010-11	2011-12	2012-13	2013-14	2014-15
Ready	40%	34%	40%	33%	22%
Ready - Conditional	0%	22%	15%	18%	41%
Not Ready	60%	43%	45%	49%	34%

Graduation requirements have shifted in recent years, causing the math requirement to be reduced from three to two years. Currently, students need three years of math to graduate.



	2010-11	2011-12	2012-13	2013-14	2014-15
Ready	23%	26%	21%	14%	24%
Ready - Conditional	46%	48%	48%	54%	33%
Not Ready	32%	26%	31%	32%	41%

EAP Data Compared to Prior Years

An emphasis has recently been placed on the high stakes value of the EAP test. This was communicated by our TOSA (Teacher on Special Assignment Program) to all 11th graders.

EAP results were incorporated into SBAC results starting in 2015-16.

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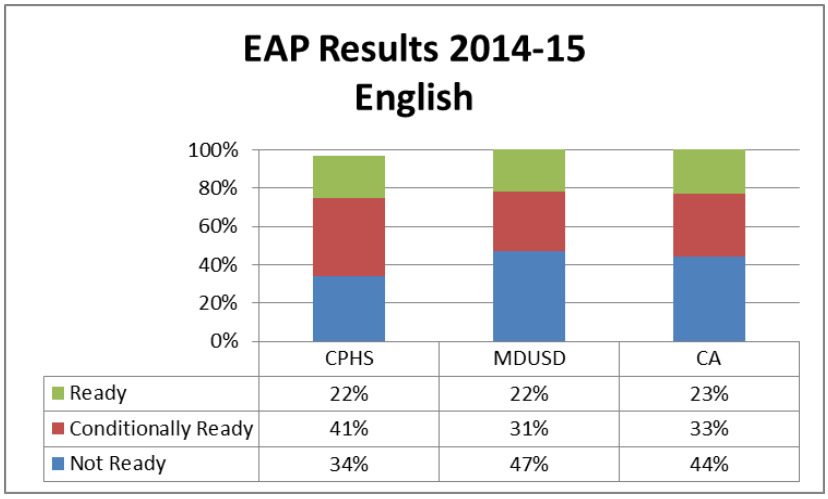
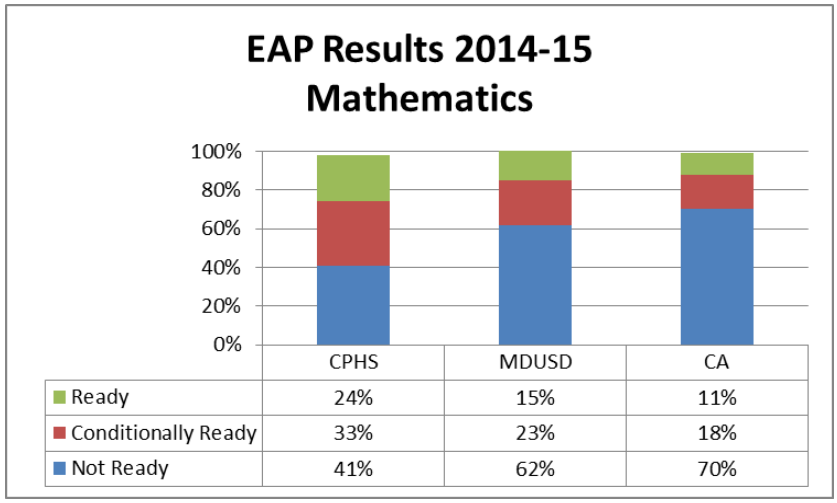


	CPHS	MDUSD	CA
Ready	22%	22%	23%
Conditionally Ready	41%	31%	33%
Not Ready	34%	47%	44%



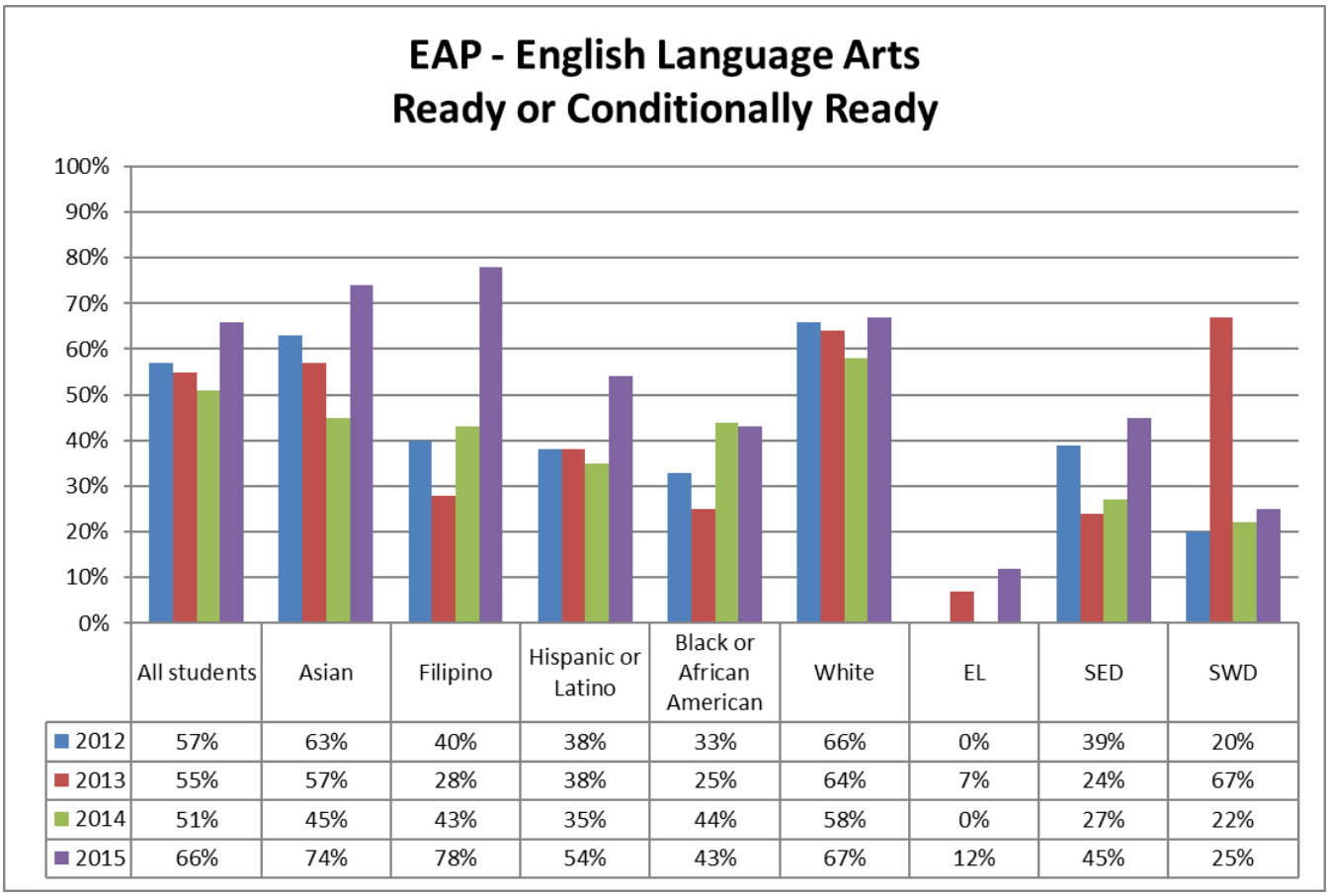
	CPHS	MDUSD	CA
Ready	24%	15%	11%
Conditionally Ready	33%	23%	18%
Not Ready	41%	62%	70%

Source: For data prior to 2015: http://eap2014.ets.org/ViewReport.asp

Source: For 2015 data and beyond: http://caaspp.cde.ca.gov/

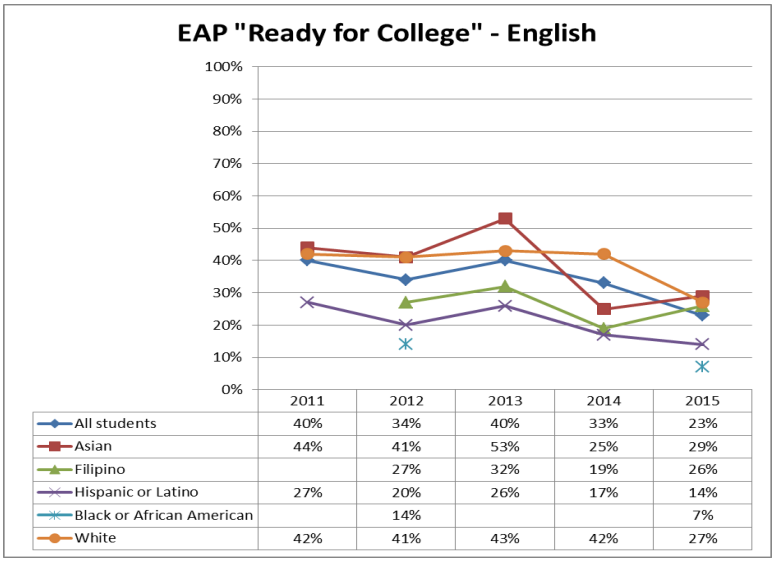
Compare by Ethnicity

All groups show increase in "ready" and "conditionally ready" with the exception of students with disabilities.



	All students	Asian	Filipino	Hispanic or Latino	Black or African American	White	EL	SED	SWD
2012	57%	63%	40%	38%	33%	66%	0%	39%	20%
2013	55%	57%	28%	38%	25%	64%	7%	24%	67%
2014	51%	45%	43%	35%	44%	58%	0%	27%	22%
2015	66%	74%	78%	54%	43%	67%	12%	45%	25%

Interestingly, when looking only at students classified as "ready for college" we see a decrease in all groups. This indicates that while students have moved from "not ready" to "conditionally ready", fewer students have moved from conditionally ready to "ready". Because 10th grade students scored very well in ERW on the PSAT, this may indicate a need to review the 10th, 11th, and 12th grade curriculum to ensure students are supported to meet the rigorous requirements to be college and career ready.

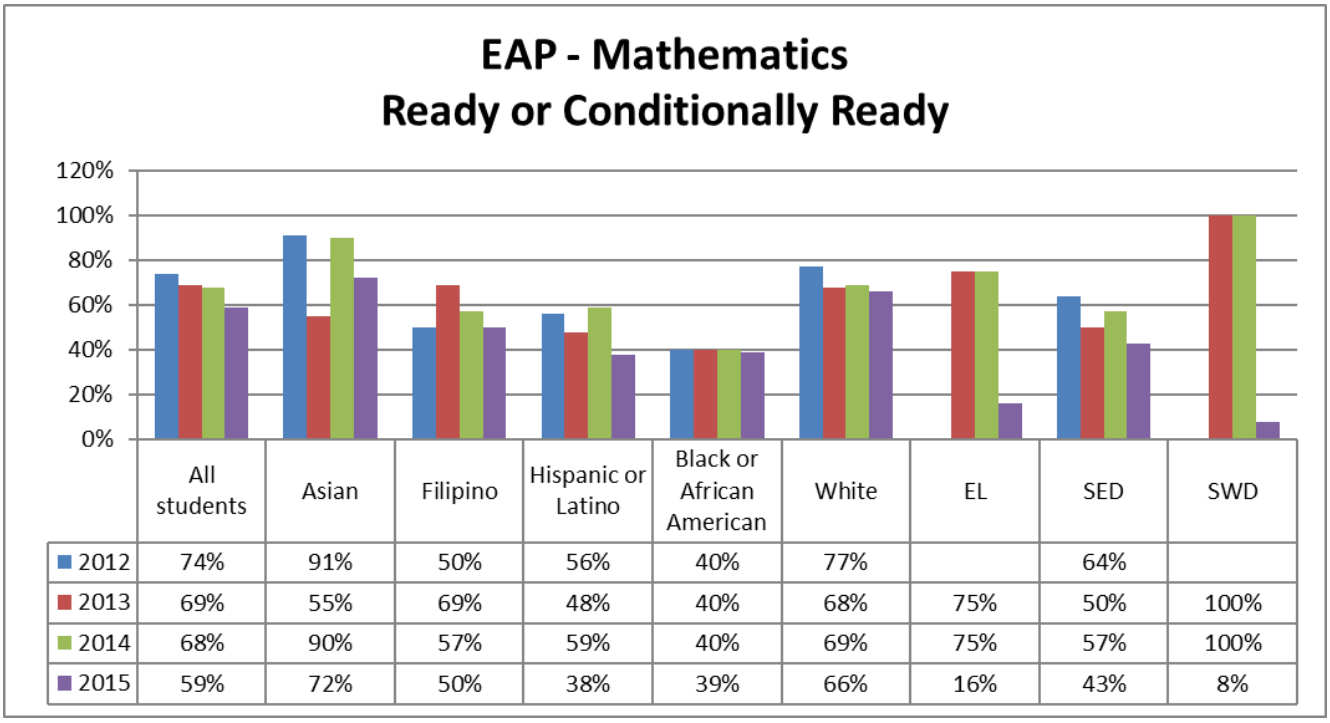


	2011	2012	2013	2014	2015
All students	40%	34%	40%	33%	23%
Asian	44%	41%	53%	25%	29%
Filipino		27%	32%	19%	26%
Hispanic or Latino	27%	20%	26%	17%	14%
Black or African American		14%			7%
White	42%	41%	43%	42%	27%

Source: For data prior to 2015: http://eap2014.ets.org/ViewReport.asp

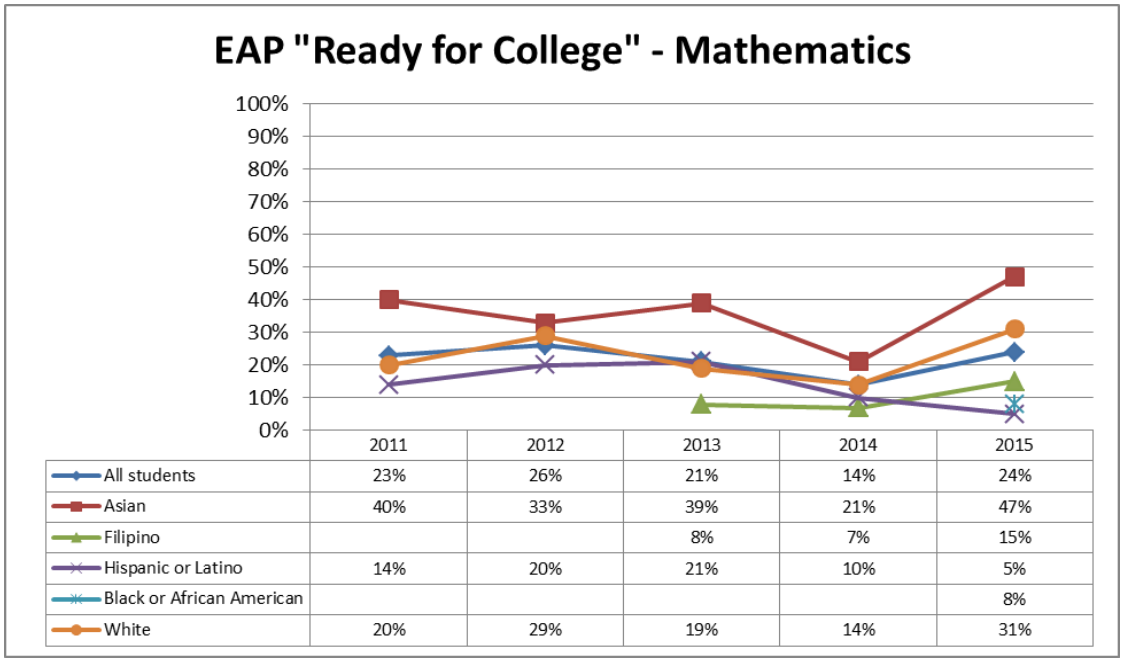
Source: For 2015 data and beyond: http://caaspp.cde.ca.gov/

When combining "ready" with "conditionally ready" we see a decrease in almost every group.



	All students	Asian	Filipino	Hispanic or Latino	Black or African American	White	EL	SED	SWD
2012	74%	91%	50%	56%	40%	77%		64%	
2013	69%	55%	69%	48%	40%	68%	75%	50%	100%
2014	68%	90%	57%	59%	40%	69%	75%	57%	100%
2015	59%	72%	50%	38%	39%	66%	16%	43%	8%

When looking only at students classified as "Ready" we see an increase in almost every group. Scores on the 10th grade PSAT, while higher than district and state levels, show 58% scoring proficient and advanced. This may indicate a need to look at the foundational levels of Algebra 1, Geometry, and Algebra 2 to ensure students are supported in meeting rigorous requirements to be successful in advanced mathematics as well as being college and career ready.



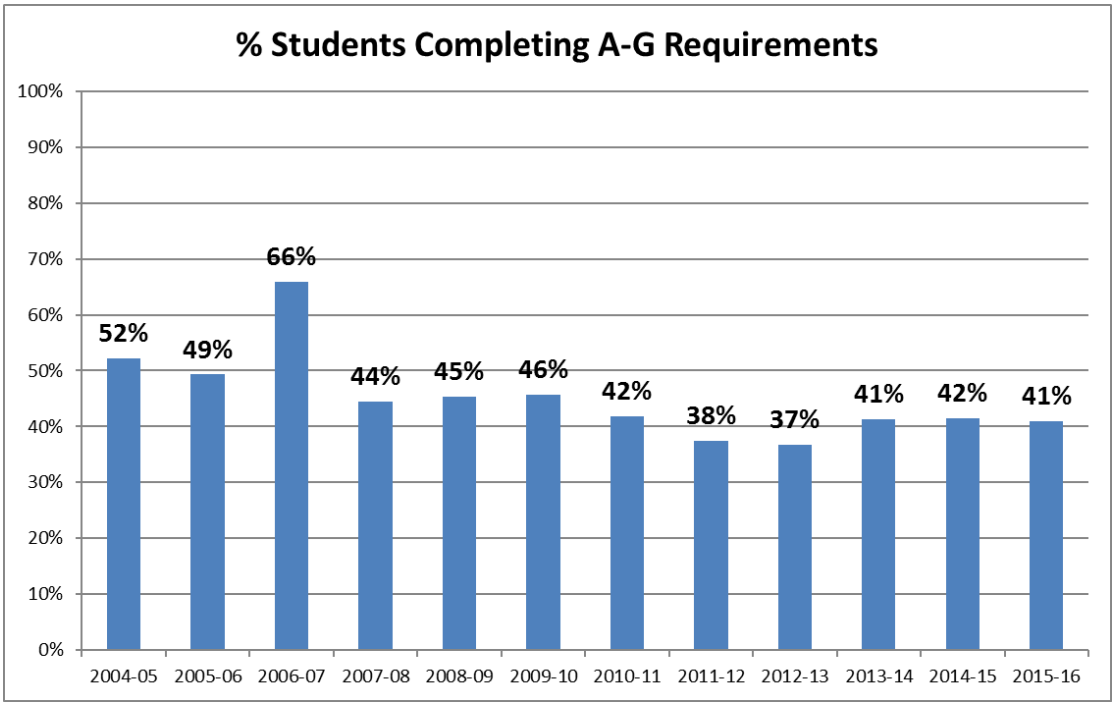
	2011	2012	2013	2014	2015
All students	23%	26%	21%	14%	24%
Asian	40%	33%	39%	21%	47%
Filipino			8%	7%	15%
Hispanic or Latino	14%	20%	21%	10%	5%
Black or African American					8%
White	20%	29%	19%	14%	31%

Source: For data prior to 2015: http://eap2014.ets.org/ViewReport.asp

Source: For 2015 data and beyond: http://caaspp.cde.ca.gov/

CSU/UC "a-g" Eligibility

It is interesting to track several cycles of students completing "a-g" requirements to fully understand several impacts.



Graduates meeting "a-g" requirements have increased overall from 37.5% to 42% in 2014-15. With some fluctuations, Asian and Hispanic or Latino students has fluctuated with no net change while White and SED students have increased.

Date	Percent meeting "a-g"	Number meeting "a-g"
2014-15	21.3%	23 out of 108
2013-14	24.7%	18 out of 73
2012-13	20.6%	20 out of 97
2011-12	15.7%	13 out of 83
2010-11	22.6%	14 out of 62

Source: DataQuest

http://www.ed-data.org/school/Contra-Costa/Mt.-Diablo-Unified/College-Park-High

Source: School Accountability Report Card

Analysis: In 2010, MDUSD approved the elimination of summer school to save funds. This was accompanied by a reduction in credits (200) required for graduation. In 2013, the Board voted to phase in an increase in credits required (220). Thus, the class of 2015 had a requirement of 210 credits while the class of 2016 and beyond will have a requirement of 220 credits.

The following courses are the only CPHS courses that do not fulfill "a-g" requirements:

- Sports Leadership
- Leadership
- Yearbook
- PE/Dance/Weights
- Academic Success

Advanced Placement (AP) Programs

College Park offers many Advanced Placement courses. Our percent of passing scores (3 or higher) has risen fluctuated slightly with an overall increase of 2% At the same time the number of students who have attempted an AP exam has risen from 13.8% to 21.0% in 2015-16. The average number of tests taken by any student in an AP class is 1.5 while we acknowledge many students attempt one AP test each year while a few attempt three or four. With the increase in students attempting AP courses, we also see a 3% decrease in the percentage of scores at 3 or higher.

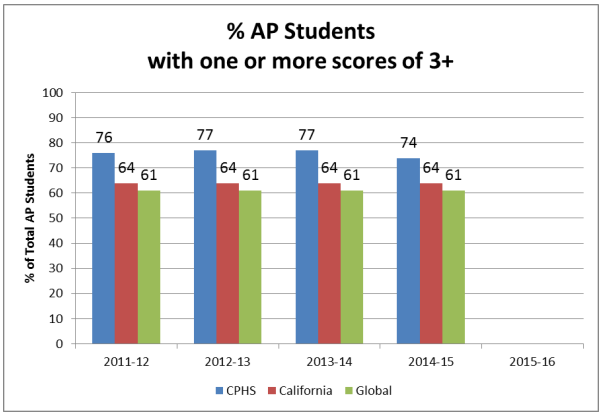
AP Data						
	2011	**2012**	**2013**	**2014**	**2015**	**2016**
Total Number of Students	1993	1950	1892	1949	2022	2013
Total AP students taking exam	280	298	297	302	331	423
Number of Exams	477	503	485	459	500	638
scores 3+	212	225	228	233	244	296
% scores 3+	44%	45%	47%	51%	49%	46%
% AP students w/one or more scores of 3+	76%	76%	77%	77%	74%	70%
Avg tests per AP student	1.7	1.7	1.6	1.5	1.5	1.5
% Students who attempt any AP exam	13.8%	15.3%	15.7%	15.5%	16.4%	21.0%

Source: https://scores.collegeboard.org/pawra/program.action

The increase in students attempting an AP exam might be attributed to our increase in AP course offerings. Since 2011, CPHS has added: AP Music Theory, AP Art History, AP Calculus BC. AP Computer Science A will be added to curriculum next year.

AP Course Offerings		
Music Theory*	United States Government	Statistics*
Art History*	United States History	Biology
English Language and Composition	World History	Environmental Science
English Literature and Composition	Calculus AB	French Language/Culture
Economics	Calculus BC*	German Language/Culture
Psychology		Spanish Language/Culture
		***New course since 2011**

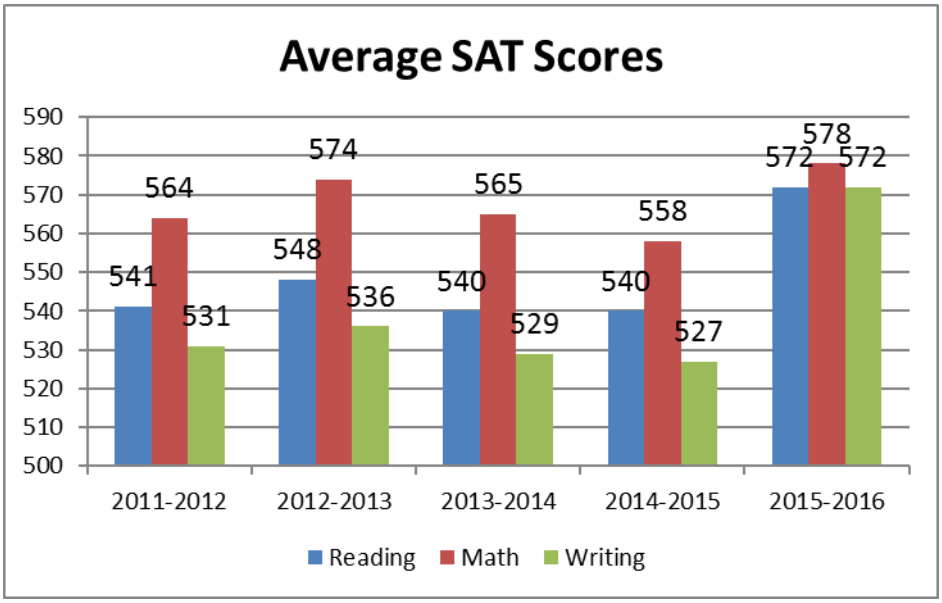
CPHS compares favorably with other students in California and globally.

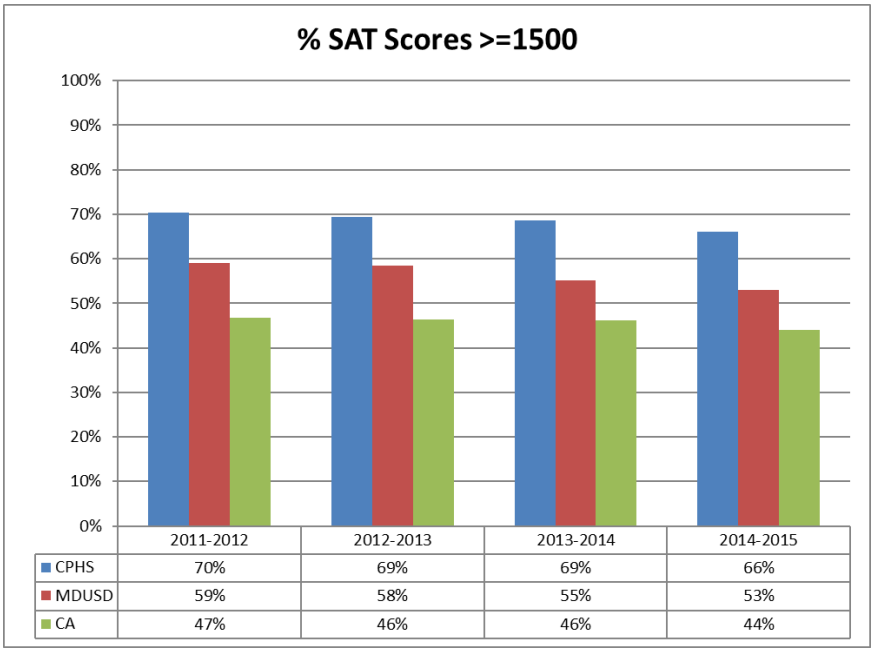


SAT/ACT Results

SAT scores have in all areas have remained somewhat stable over the last five years. However, CPHS students posted high-water marks in both Math and English in 2015-16. The percent SAT scores greater than or equal to 1500 have decreased overall from 70% to 66%. The SAT returned to a 1600 point scale in 2015-16.

SAT Results

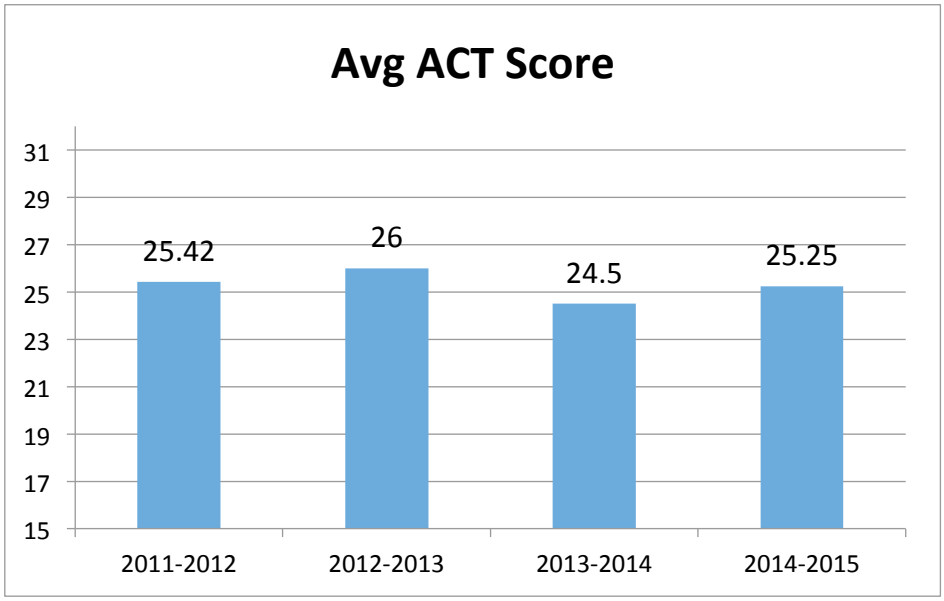


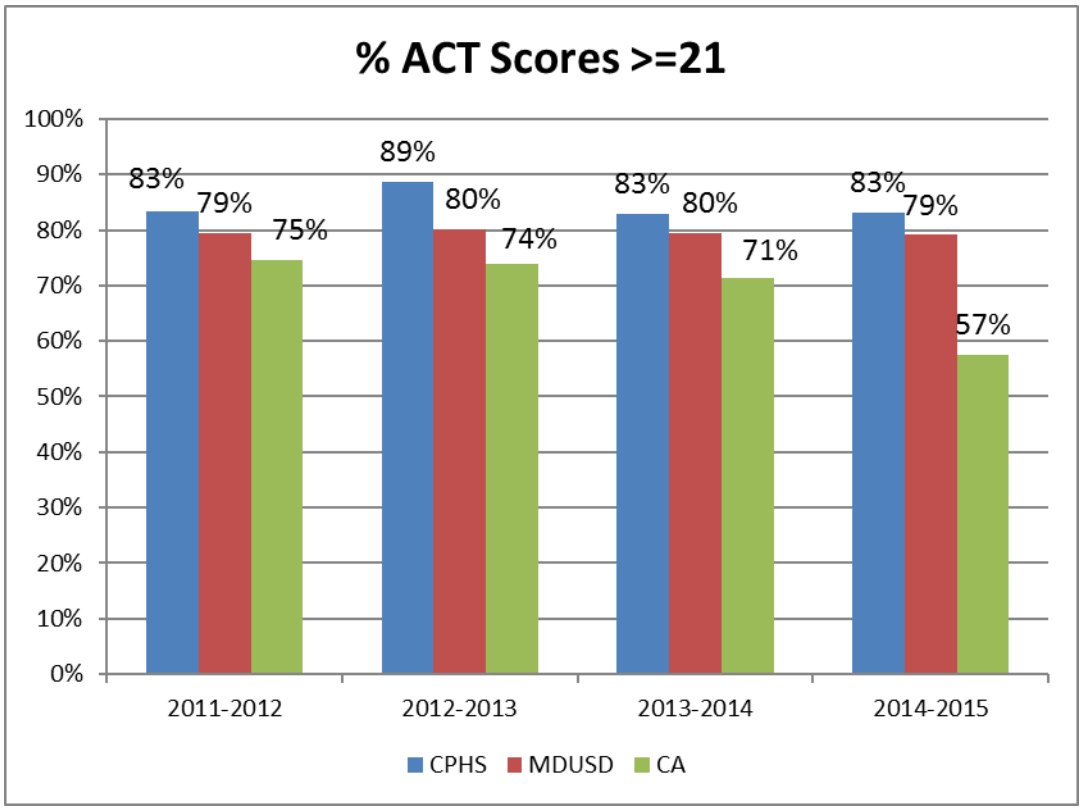


	2011-2012	2012-2013	2013-2014	2014-2015
CPHS	70%	69%	69%	66%
MDUSD	59%	58%	55%	53%
CA	47%	46%	46%	44%

Average ACT scores have stayed constant with the same percent scoring greater or equal to 21.

ACT Results

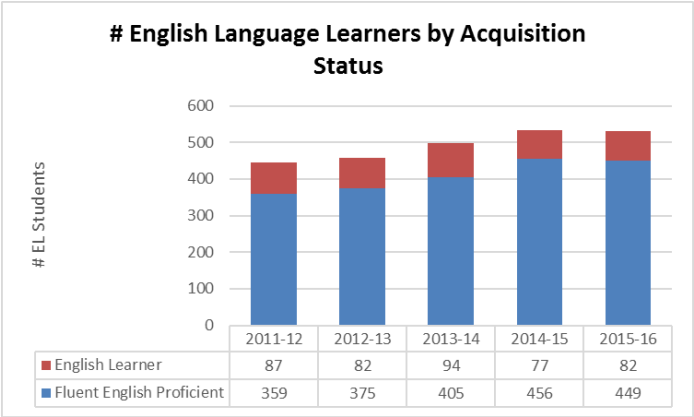


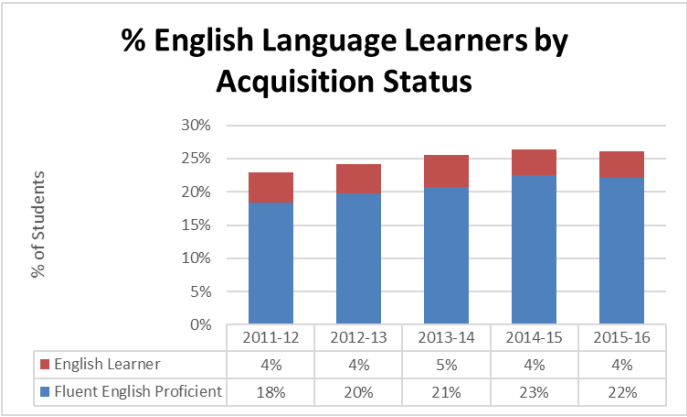


Source: DataQuest

CELDT Testing

CELDT Results





Redesignated FEP

RFEP rate spiked for the 2014-15 school year, but rates have normalized between 10 and 12 percent. English Learners receive targeted support in content-area classes in English development.

Redesignated FEP		
	#	%
2015-16	9	10.7
2014-15	18	19.1
2013-14	10	11.2
2012-13	10	11.5
2011-12	10	10.9

English Language Development and Redesignation

Student Behavior and Discipline

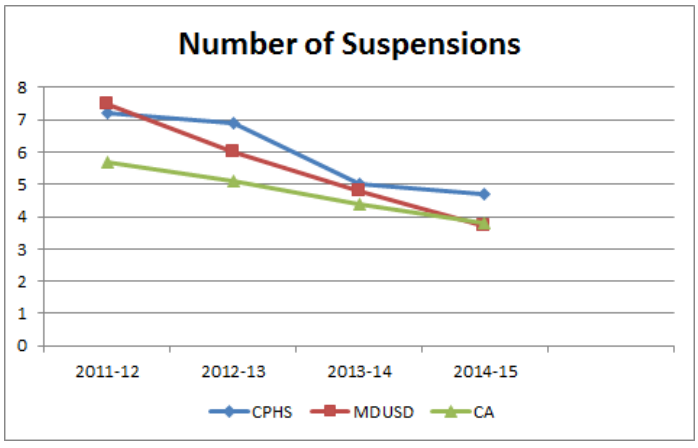
Suspensions and Expulsions at CPHS have both declined over the past three years. This trend is in line with the district and state trend. In 2015-16, MDUSD along with parent and teacher representatives has implemented a new discipline matrix in 2015-2016. CPHS is in the beginning stages of forming a committee to determine the implementation at our site. During the 2016-2017 school year, College Park has aligned to the district initiative of implementing PBIS [Positive Behavior Interventions and Supports]. A PBIS team has been identified and is undergoing training through the Contra Costa Office of Education this year with the objective of implementing PBIS during the 2017-2018 school year.

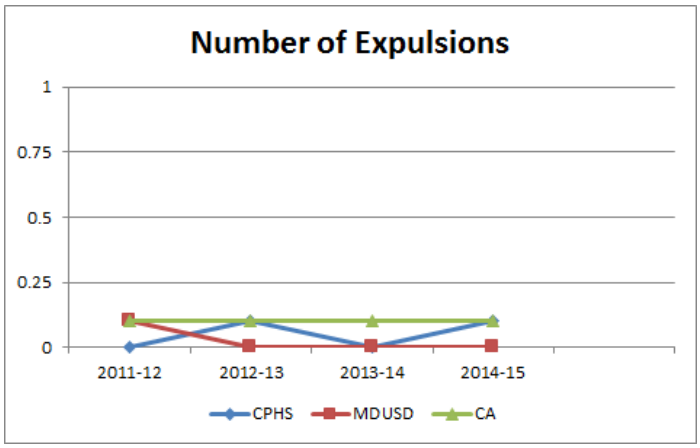
Suspensions

Number and Percent of Students Suspended				
Level	**2012**	**2013**	**2014**	**2015**
School	**158 (7.7%)**	**139 (6.9%)**	**103 (5.0%)**	**99 (4.7%)**
District	**2669 (7.5%)**	**2020 (6.0%)**	**1588 (4.8%)**	**1,223 (3.7%)**
State	**366,629 (5.7%)**	**329,370 (5.1%)**	**279,383 (4.4%)**	**243,603 (3.7%**

Expulsions

Number and Percent of Students Expelled				
Level	**2012**	**2013**	**2014**	**2015**
School	**0 (0%)**	**2 (0.1%)**	**0 (0%)**	**2 (0.1%)**
District	**39 (0.1%)**	**6 (0%)**	**13 (0%)**	**14 (0.0%)**
State	**9,553 (0.1%)**	**8,226 (0.1%)**	**6,611 (0.1%)**	**5,692 (0.1%)**





MDUSD Strategic Plan: MDUSD strategic plan

The strategic plan was developed by the district to addresses MDUSD's educational philosophy, aspirations for student achievement, fiscal decision-making, and operational focus from 2010-2015.

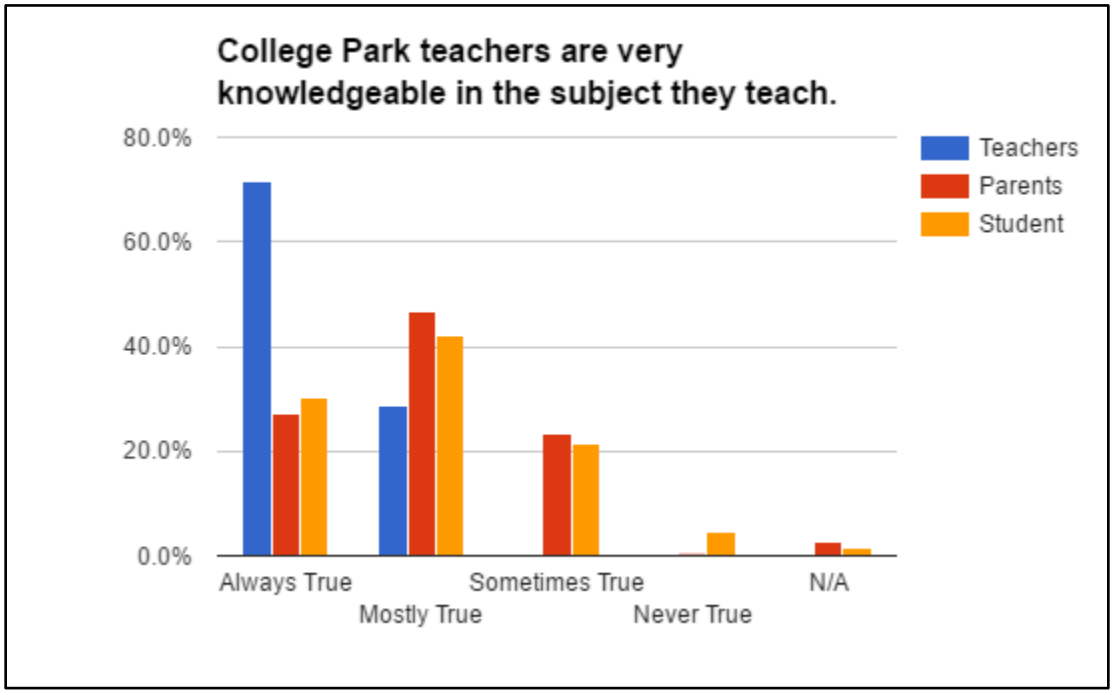
MDUSD STRATEGIC PLAN	CPHS Highlights
STRATEGIC INITIATIVE 1: **Academic Excellence and Learning** ● MDUSD will provide a rigorous, relevant, and engaging educational experience to all students, P-Adult. ● MDUSD will seek out reform, innovation, and partnerships to ensure academic excellence. ● Student success is a team effort dependent upon parent, teacher, administrator, and support staff.	1.1.4 - Ensure all sites implement a Response to Instruction and Intervention (RtI²) system. 1.2.3 - Promote, strengthen, and increase career integrated academic educational experiences (Career Technical Education and Linked Learning pathways) for all students. 1.2.4 - Establish partnerships with higher education for the purpose of improved and increased alignment, supporting successful transitions and pathway experiences of high school and Adult Education students, and reducing the need for MDUSD graduates to take remedial math and English classes. (DVC and Middle college?) 1.4.2 - Integrate technology to enhance learning, student engagement, and collaboration. (Algebra 1A) 1.5.1 - Ensure every school site establishes a school-wide climate that provides a safe and caring environment for students, staff, parents, and community members. (Intern program)
STRATEGIC INITIATIVE 2: **Supportive Family and Community Involvement** ● MDUSD will actively build strong, positive relationships with students, families, and the community to foster trust and shared responsibility. ● MDUSD will use multiple methods of communication with attention paid to cultural differences and linguistic needs in order to engage and reach all stakeholders and increase opportunities for meaningful community input and participation to advance student achievement and learning in all subject areas.	2.1.1 - Build a culture where all employees embrace the mission for the success of every student, "Every Student, Every Day, Whatever It Takes." (Adjustments to Bell Schedule?) 2.1.4 – Create lines of communications between schools and parents around student academic achievement and performance. (increased % teachers using homelink)

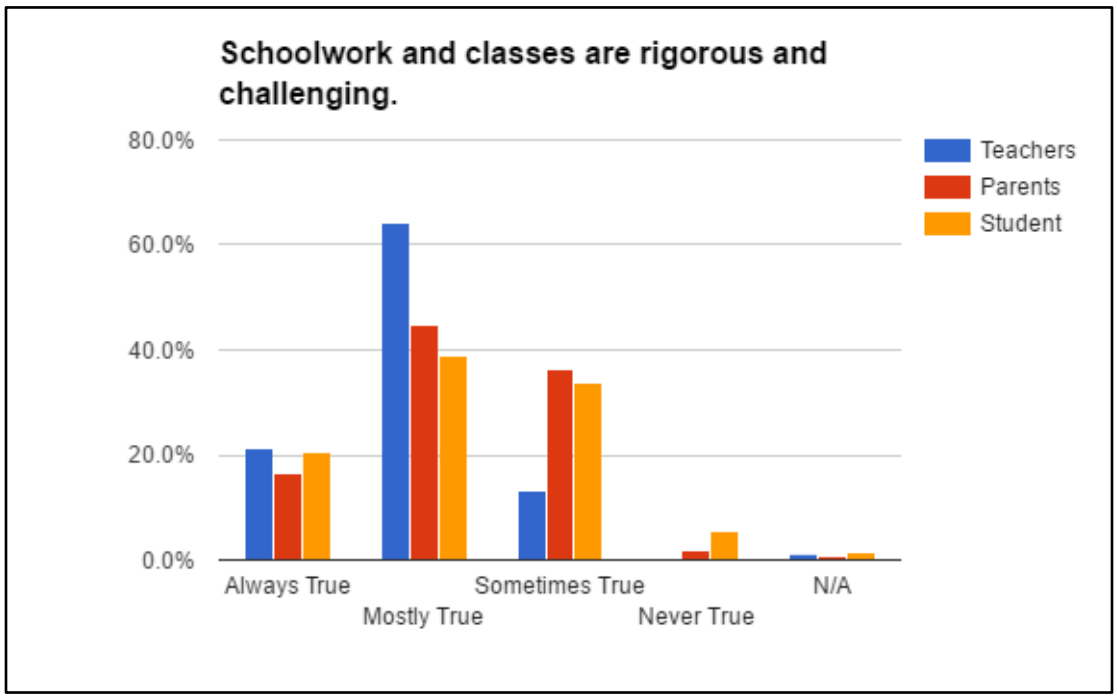
Please see appendix for the detailed plan.

http://mdusd-ca.schoolloop.com/file/1392793898577/1404531272621/8035777230103484218.pdf

School Community Survey Results

College Park High School has conducted surveys of student, teacher, parent, and non-instructional staff groups for the purpose of gathering feedback on the instructional program at College Park High School. What follows is data that was collected through these surveys.





Survey results indicate that there is agreement among teacher, students, non-instructional staff and parent groups with regard to the expertise of classroom teachers in subject areas. 100% of teachers say that it is always or mostly true that they are very knowledgeable in their subject areas. Nearly 80% of parents and students agree, while fewer than 5% of students and 1% of parents believe this statement is "never true."

Also of particular interest is the perception of community groups of the rigor students experience in CPHS classrooms. Once again, there is general agreement with regard to the understanding of challenging material for College Park students. Teachers have high expectations and seek ways to continually implement standards based instruction and provide students with a curriculum that prepares them for college and career. Our students have strong parental support and high expectations to achieve their goals and to be successful in an academically rigorous learning environment. This is directly correlated to data provided from this survey and is further substantiated by the data provided in the section below about our Healthy Kids Survey about our school climate.

Healthy Kids Survey Results

The School Climate Report Card (SCRC), featuring the School Climate Index (SCI), is one of several products related to CDE's recently funded federal Safe and Supportive Schools (S3) Grant. In 2010-11, the SCI was generated for about 170 schools participating in the S3 data collection phase. In 2011-13, the SCI was generated for 58 schools that received S3 grants for programmatic interventions. In 2013-14, the SCI was generated for 152 schools, including 94 non-grantee schools, from the 2010-11 data collection phase.

Source: http://dq.cde.ca.gov/dataquest/CSRC/searchname.aspx

CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

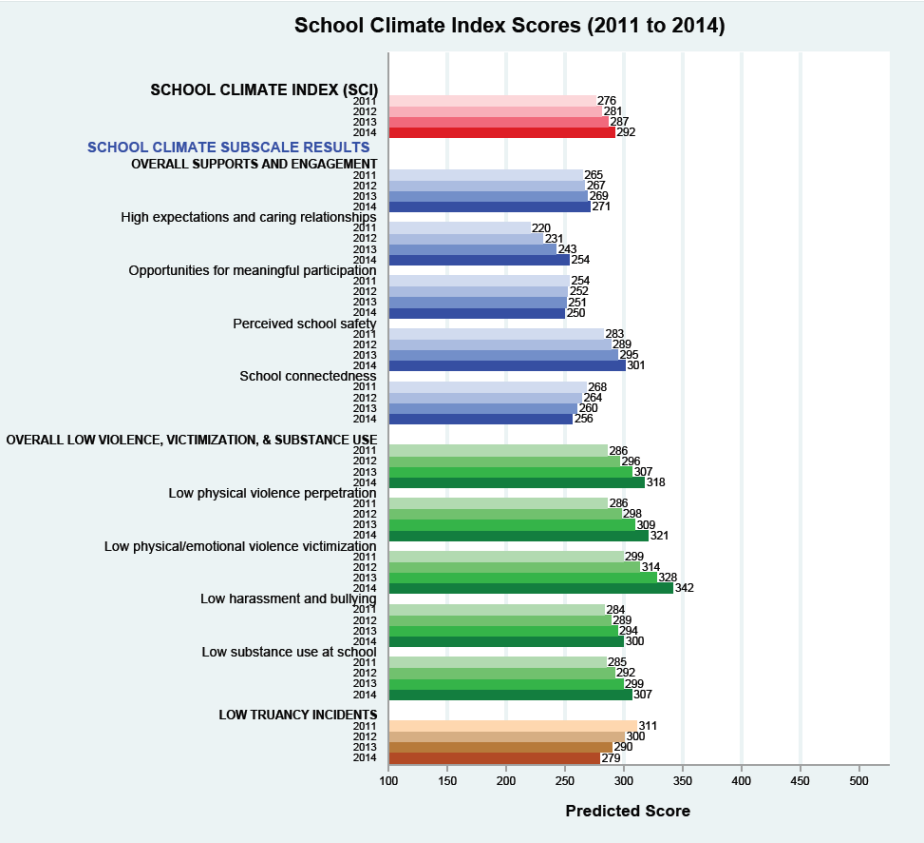
School Climate Report Card—Spring 2014

District: Mt. Diablo Unified
School: College Park High

Date Prepared: 18 Sep 2014

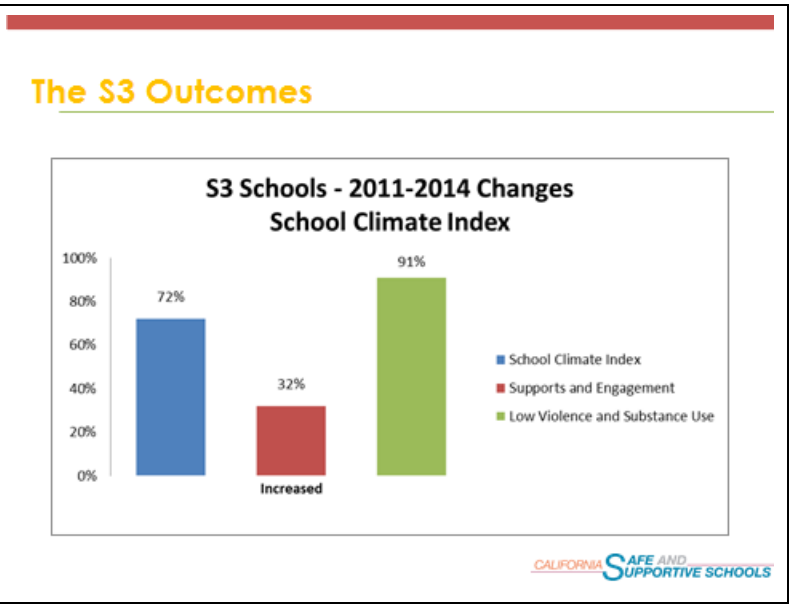
School Climate Index (SCI)

	2011	2012	2013	2014	Change
SCI Score	276	281	287	292	+16
SCI State Percentile	33	39	44	49	+16
SCI Similar Schools Percentile	1	2	5	5	+4



Summary:

Source: http://dq.cde.ca.gov/dataquest/CSRC/searchname.aspx

Summary:	

Source: http://dq.cde.ca.gov/dataquest/CSRC/searchname.aspx

School Climate Compared to Other MDUSD High Schools

School Climate Report Card—Spring 2014

District: Mt. Diablo Unified
School: College Park High
Date Prepared: 18 Sep 2014

School Climate Index (SCI)

	2011	2012	2013	2014	Change
SCI Score	276	281	287	292	+16
SCI State Percentile	33	39	44	49	+16
SCI Similar Schools Percentile	1	2	5	5	+4

I

School Climate Report Card—Spring 2014

District: Mt. Diablo Unified
School: Ygnacio Valley High
Date Prepared: 18 Sep 2014

School Climate Index (SCI)

	2011	2012	2013	2014	Change
SCI Score	268	289	310	331	+63
SCI State Percentile	27	46	64	77	+50
SCI Similar Schools Percentile	36	78	83	92	+56

School Climate Report Card—Spring 2014

District: Mt. Diablo Unified
School: Mt. Diablo High
Date Prepared: 18 Sep 2014

School Climate Index (SCI)

	2011	2012	2013	2014	Change
SCI Score	246	247	248	249	+3
SCI State Percentile	13	13	13	14	+1
SCI Similar Schools Percentile	20	29	20	20	0

School Climate Report Card—Spring 2014

District: Mt. Diablo Unified
School: Concord High
Date Prepared: 22 Oct 2014

School Climate Index (SCI)

	2011	2014	Change
SCI Score	276	277	+1
SCI State Percentile	33	34	+1
SCI Similar Schools Percentile	30	33	+3

School Climate Report Card—Spring 2014

District: Mt. Diablo Unified
School: Northgate High
Date Prepared: 22 Oct 2014

School Climate Index (SCI)

	2011	2014	Change
SCI Score	366	322	-44
SCI State Percentile	91	72	-19
SCI Similar Schools Percentile	30	7	-23

At a more detailed level…

CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

School Climate Subscale Results

	SCI Scores				
	2011	2012	2013	2014	Change
Overall Supports and Engagement	**265**	**267**	**269**	**271**	**+6**
High expectations and caring relationships	220	231	243	254	+34
Opportunities for meaningful participation	254	252	251	250	-4
Perceived school safety	283	289	295	301	+18
School connectedness	268	264	260	256	-12
Overall Low Violence, Victimization, and Substance Use	**286**	**296**	**307**	**318**	**+32**
Low physical violence perpetration	286	298	309	321	+35
Low physical/emotional violence victimization	299	314	328	342	+43
Low harassment and bullying	284	289	294	300	+16
Low substance use at school	285	292	299	307	+22
Low Truancy Incidents	**311**	**300**	**290**	**279**	**-32**

Other Indicators

Implementation Objectives and Measures

	2011	2012	2013	2014	Change
Objective 1. School-wide commitment to create safe/supportive learning environment					
Staff: Work hard to ensure a safe and supportive learning environment	N/A	88%	69%	68%	-20
Parent: School has a supportive learning environment for my child	N/A	65%	77%	72%	+7
Parent: School is a safe place for my child	84%	77%	86%	83%	-1
Objective 2. Engage in systematic data-driven decision-making for school improvements					
Staff: Objective data are integral in making school improvement decisions	N/A	78%	78%	85%	+7
Objective 3. Involve students, staff, and parents in program design/implementation					
Staff: School promotes personnel participation in decision-making	82%	69%	68%	67%	-15
Parent: School actively seeks input of parents before making important decisions	N/A	49%	57%	66%	+17
Objective 4. Address program needs of student population and high-risk students					
Work Plan Activity score	N/A	25%	70%	65%	+40
Objective 5. Implement evidence-based/research-based program with full fidelity					
Implementation Fidelity score	N/A	N/A	86%	95%	+9

From West Ed:

> The School Climate Index (SCI) provides a state normed, school-level description of several factors known to influence learning success in schools. The SCI measures one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on student CHKS data and school-level truancy incident data. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits. Comment on the original critical areas for follow-up not in the current plan.

Changes in the Organization

Student Population

Since 2010 our population has remained relatively stable in terms of demographics with a slight 5% increase in Hispanic/Latino students and 2% increase in Filipino students and a 7% decrease in white students. However, College Park High School has gained approximately 150-200 students, which has led to impacted classrooms and teaching stations. Our average population over the last 3 years is over 2000. We are the most requested high school in the district for intra-district transfer students.

District Administration

The greatest and most significant change is at the district level with 80% of the district personnel being new. In just the past three years, the Mount Diablo Unified School District has gained new members in the following positions:

- A new superintendent, Dr. Nellie Meyer
- Three Assistant Superintendents: elementary, middle, and secondary
- New cabinet members and administrative positions that coincide with the cabinet duties
- General Council at the elementary, middle and secondary level
- Director of Operations
- Director of Support
- Director of Special Education along with coordinators
- ROP program has eight new positions
- Director of Maintenance and Operations
- Director of Research and Testing
- School Support Administrator for Math and Science

Site Administration

In the last six years, our administrative staffing has changed as positions are added and deleted.

100% of College Park's administrative team is new at a rate of one per year. The principal who led us through the 2010-11 self-study retired in 2011, subsequently served on the MDUSD School Board and is now retired. The next principal was with College Park from 2012 and resigned to accept a position outside the district in 2016. Our current principal, Joe Alvarez, has been with us since the beginning of the 2016-17 school year. All four Vice-Principals are new since 2010-11, with three being new to CPHS and one being promoted from within.

Number of Positions for Non-Teaching Staff		
	2010-2011	**2016-17**
Principal	1	1
Vice Principal	3	4
Student Services Coordinator	1.6	0
School Counselor	0	4
College and Career Advisor	1	1
Librarian	1 part time	1 part time
Student Resources Technician	1	1
Attendance/Treasurer / Office Staff	5	6
MFT Interns	0	4part time
Technology support	1 part time	1 part time
School Psychologist	1 part time	1 part time
Speech/Language	1 part time	1 part time

Staff Changes

In the past six years, our teaching staff has grown from 80 teachers to 94 teachers (2 part time). Combined with retirements and staff turnover, the result is a 41% change to our teaching staff. A 0.8 English Language TOSA was allocated to College Park, and a 0.2 math TOSA was allocated in 2015 as well. The TOSAs have done work within their subject matter, but they have also orchestrated our scheduling and implementation for RTI.

New Positions

School Counselors

The addition of school counselors is a significant development for CPHS because the Mount Diablo Unified School District has not provided counselors at school sites for over twenty years. During the 2015-16 school year, we saw the addition of two counselors, and an additional two more during the 2016-17 school year. Each school counselor is responsible for a caseload of approximately 500

students. In conjunction with administration, the new counseling department has focused on: (1) Ensuring every student has ongoing and regular interactions with adults who foster trusting relationships. (2) Establishing a clearly defined path for students, parents, and staff regarding college eligibility and completion of "a-g" credits. (3) Providing support structures for students to develop resiliency and strong coping skills and stress management skills, as well as structures for accessing emotional support when needed. (4) Establishing a plan for communication between parents, students and staff. CPHS principal reallocated duties between VP and school counselors as this is a major shift on our administrative team.

MFT Intern Program

The intern program is unique to CPHS. It was developed by and is currently managed by Deborah Frank, a Student Services Coordinator and licensed MFT. This program provides CPHS students with additional social/emotional support through access to the MFT interns located in the wellness center. The interns in our program currently see 75-100 students regularly throughout the year.

Curriculum Changes

The adoption of the Common Core State Standards (CCSS) brought with it significant changes both at the district and school site level. During the 2012-2013 school year, teachers and administrators attended workshops to familiarize themselves with the new standards. The following year, 2013-2014, staff members in all departments began to alter curriculum, instructional practices, and assessments and consider the implications of the CCSS standards. Teachers and Administrators began to familiarize themselves with the new Smarter Balance Assessment, and the first tests for students were piloted in the spring of 2014.

Teachers across College Park High School have prioritized aligning curriculum to meet the CCSS, to emphasize critical thinking skills, and expand access to expository text. In addition, we've had a number of teachers attend AVID training and Solution Tree conferences in the summers of 2015-2016 that focus on RTI and intervention strategies.

1. English Department

The district, in conjunction with representatives from every school, and the English Department has identified key performance standards and crafted reading and schedules around these standards. In Spring of 2016, the English department created a school- wide multiple choice common assessment to assess the key standards that lead up to the performance standards. In January of 2017, this was followed up by an essay-based common assessment. In addition, a district wide common assessment was created and piloted, but after the district changed data management systems this has not been updated . All assessments, both from the district and site level, are designed to mirror the performance demands of the CAASPP, and are considered a solid form of formative assessment. Curriculum, instruction and RTI access will receive some direction from these assessments.

Courses have been added to help aid students who are behind on credits to graduate. College Park also offers interdisciplinary courses in English/Social Studies. This 'threaded' requires two teachers to collaborate across curriculums to provide a two-period enriched experience for their students. Cyber High, a series of online utilities that deliver curricular activities with a focus on critical thinking, performance based problem solving collaboration and development of meaningful learning pathways. Cyber can be tailored to meet the individual needs of students.

2. Mathematics Department

The Math department has recently adopted a new CCSS curriculum for Algebra 1, Geometry, and Algebra 2 in the 2016-17 school year. Seven of the math department teachers piloted several books and the final decision was determined by a vote of MDUSD teachers. It was acknowledged during the pilot period that no one textbook meets the needs of all students. Therefore, the math teachers are supplementing with additional material to increase the level of reading required and expose students to problems that require a greater depth of knowledge.

Another significant change to our math program is the replacement of Algebra AIMS with the Algebra 1A/B courses. Algebra AIMS was a 2 hour per day course designed to provide additional support to students who did not have the basic foundations in mathematics. By tracking our number of Ds and Fs we discovered this course was not supporting students in the way we wanted. By working with the district, we have introduced Algebra 1A and Algebra 1B, a two-year course that covers the same content as a one year Algebra 1 course.

3. Social Studies Department

The Social Studies Department has adopted a new textbook that is aligned to CCSS standards. The Social Science department has worked towards forming PLC groups for the last two years. World History, U.S. History, Government, and Economics have created common assessments. Teachers have also worked to align their class content with the California Social Science Standards and the Common Core Standards. Psychology, AP Psychology, Psychology, Sociology, and Yearbook are taught by single teachers and are taught the same way with the same tests.

4. Science Department

Science is undergoing a similar but different change by transitioning to the Next Generation Science Standards (NGSS). As a department, all of our district-wide meetings at the end of each quarter have included at least some planning for NGSS implementation. In addition, 2 teachers represent CPHS on the district NGSS implementation team which have met last year and this year to discuss pedagogy although there have not been many discussions on specific implementation and support materials. Our impression is that NGSS seems to be more in the planning stages. We have reviewed the new standards and they encompass existing standards. So our first challenge will be finding supporting materials that align the new standards and arrange them in a way that makes the connections clear to students. The science department is working towards common assessments. This work will be facilitated once NGSS standards are well defined. CPHS has also implemented the Project Lead the Way Biomedical course of study and now includes Principles of Biomedical Science, Human Body Systems, and Medical Interventions.

5. World Language Department

The World Language Department participated in Foundations II and III (Berkeley Language Project), ACTFL, and World Languages Professional Development days that focused on implementing Common Core Standards into the curriculum. Common assessments and pacing

guides were created for French and Spanish. Thematic Units have been developed for World Languages using links to CCSS. We are working on aligning the pacing guides and common assessments to CCSS. In preparation for the CAASPP, World Language instructs students in Cornell note taking and reading and writing strategies. The last adoption in World Languages was in 2003, after evaluating meetings in 2001. We are in need of textbooks that are current and aligned to CCSS.

6. Visual and Performing Arts

The Visual and Performing Arts Department has participated in the UC Berkeley History Project as presented at district-wide professional development days in which presenters explained CCSS and how they relate to the visual and performing arts. Major instructional practices across all VAPA courses include reflective writing, concert critiques/reviews, listening journals, project rationales and verbal explanations. The VAPA department does not have curriculum maps/pacing guides related to CCSS because VAPA standards are not yet fully complete nation-wide. VAPA does not necessarily work towards the CAASPP, but they do support CCSS through instructional practices mentioned above. In addition, the regular rehearsal/performance process and project implementation/culmination process both fully support CCSS. Our department currently has newly developed common assessments for Visual Arts and Performing Arts classes. Spring 2016 was the first time these assessments were administered. Similar to instructional practices mentioned above, our department uses active problem solving and planning skills that support preparation for the CAASPP. In addition, writing is used as a regular part of student assessment and preparation in all VAPA courses. Our school district currently does not support all VAPA courses with district-wide adopted/funded textbooks. Mt Diablo USD recently began supporting/funding all music courses with necessary text/method books, however no such support is received for the visual arts courses. Other curriculum changes within the last five years include the addition of AP Art History, AP Music Theory, Advanced Orchestra, an expanded zero period jazz program, Beginning/Advanced Guitar and Beginning/Advanced Piano. These curricular changes have required the hiring of a second full-time instrumental music teacher as well as the funding of a new 29 station piano/computer lab. Finally, our instrumental music program has been able to fully implement an instrumental coaching program to supplement our performance ensemble classes. Funded through the College Park Instrumental Music Boosters at about $15,000 annually, students have the opportunity to work with Bay Area professional musicians on a weekly basis to support their growth as student musicians. We currently have four coaches, one in each instrument family (Woodwind, Brass, String & Percussion) working with our instrumental music teachers to augment the curriculum for all students enrolled in the instrumental music program.

7. Computer Science

CPHS has also started Project Lead the Way courses in Computer Science in 2016-17. In 2015-16, three courses of Computer Science and Software Engineering were offered in a new computer lab. In 2016-17, we will be adding Computer Science Applications to our computer science offerings. This computer lab also doubles as the keyboard lab for our new Piano classes. Additionally, in 2016-17, CP will be adding AP Computer Science A

https://apstudent.collegeboard.org/apcourse/ap-computer-science-a to its curriculum.

8. Physical Education

In addition to attending the district sponsored professional development opportunities, the PE department has attended sport specific teaching clinics that include: football, softball and lacrosse. PE began backwards mapping all PE units. Common assessments have been developed based on PE 9, PE 10, Weights I and Weights II units. Additionally, in response to parent action at the district level, CPHS students who have passed the 9th grade physical fitness test, will be eligible to meet the MDUSD PE graduation requirement through two means other than a year long PE course. One, these students are eligible to take PE in a district offered summer school PE class. Two, these students are eligible to take units of PE at a community college as co-enrolled status.

9. Special Education

Members of the Special Education department attended a Common Core training workshop in March of 2013, focusing on Common Core Standards in Biology, and again in January of 2014, a Common Core workshop focusing on Academic Vocabulary development and the use of technical writing responses. The use of SMART goals was emphasized, tied to SBAC (Common Core State Standards Assessments). Special Education utilizes Goal Banks during the development of IEPs, which are now aligned with Common Core curricula standards in both ELA with emphases on Reading and Writing, as well as Mathematics for Algebra, Geometry and Algebra II.

Program Changes

AP Programs

College Park has greatly expanded our AP program to offer AP Music Theory, AP Art History, AP Statistics, and AP Calculus BC. With these new courses came new textbook adoptions as well. College Park has emphasized AP professional development workshops. College Park has also placed emphasis on properly training our AP instructors. Since 2011 the following teachers have attended professional development training associated with AP: Ms. LaHommedieu(Math), Mr. Gray (Computer Science), Mr. Furtado (Math), Mrs. Aiello (English), Mr. Benerofe (English), Mrs. Greer (English), Mr. Coito (English), Mr. Jimenez (Music Theory), Mr. Berson (French), Mr. Gale (World History), Ms. Haider (U.S. History), Mr. Kwirant (Science), Ms. Otus (German), Ms. Sahagon (Spanish), and Ms. Beltran (Spanish)

Advancement Via Individual Determination (AVID)

An AVID program began with two sections during the 2015-2016 school year. This program has grown to five sections during 2016-17. Approximately 25% of our staff has attended AVID training and is well versed in AVID strategies that include organizational methods, note-taking and study skills.

Implementation of RTI Schedule

Our WASC report in 2010-11 included as a critical area the need to development and implement a systematic program of Response to Intervention. The bell schedule to support an RTI program was adopted by teachers in 2015-16. An outline of the ongoing implementation plan is discussed in our response to critical areas later in this chapter.

Change in School Credits for Graduation

Requirements for Graduation have changed multiple times over the last 6 years although MDUSD is still below requirements in surrounding school districts. This has been followed by our community as is evidenced by an article from our Community Focus newspaper.

> On March 9, 2010, the MDUSD Board of Education approved the elimination of summer school in order to save funds. The Board also approved a reduction of high school graduation requirements, beginning with the class of 2011, from 230 credits to 200 credits at the five high schools. In addition, there was a reduction in the total number of credits needed for graduation from an alternative/adult education high school from 200 to 180 credits.
>
> On September 11, 2013, the MDUSD Board of Education approved an increase in the graduation requirement from 200 to 220 credits at the comprehensive high schools and approved an increase in the graduation requirement from 180 to 200 credits for the alternative high schools/adult education programs. For the class of 2015, the 10 additional credits will be in math or elective courses. For the class of 2016 and beyond, the 20 additional credits will consist of 10 additional credits of math and 10 credits in elective courses.
> **For comparison, both the Acalanes Union High School District and the Martinez Unified School Districts require 240 total credits in order to graduate.**

Source: http://www.ourcommunityfocus.com/2014/09/01/46589/mdusd-high-school-grad-requirements-increase

Professional Learning Communities

A specific day has been set aside solely for PLC meetings. PLCs are scheduled to meet on the second Tuesday of every month. No other meetings including IEP and/or 504 meetings are scheduled after school on this day so that all teachers can participate. However, PLCs look different at every department and it is an area for improvement. Some departments meet as a whole, some meet by course, while others meet in even smaller groups. One of the goals is to use this PLC time to design and implement common assessments.

Campus Construction Upgrades

In addition to extensive advances in technology and communication our facility has greatly benefited from Measure C funding in the last six years. Upgrades include:

- Two new chemistry lab/classrooms, fully stocked, includes 35 computer stations
- Four buildings received updated windows to reduce noise, increase safety, and regulate building climate control
- Landscaping to provide concrete walkways, sitting areas for students and to reduce flooding during rainy weather
- Multi-use Room received updated lighting, sound system, acoustic improvement and curtains
- Athletic field was upgraded to include drinking fountains and restrooms for students, ticket booth and snack facilities, field lights, retaining wall and sound walls for homes adjacent to CPHS.

Professional Learning

2010-2016 - California Mathematics Conferences in Asilomar are attended by several math teachers each year for the last six years.

2011-2016 - California All-State Music Education Conference (CASMEC) in San Jose is attended by our music teachers each year for the last five years.

2011-2016 - California Music Educators Association (CMEA) Bay Section Conference at Chabot College in Hayward is attended by our music teachers each year for the last five years.

February, 2013 – 1 administrator, 7 teachers attended PLC training in Phoenix, AZ

June, 2015 – 16 teachers, 1 school counselor and two administrators attended AVID conference in San Diego

March, 2016 – 4 teachers, 2 school counselors, and 1 administrator attended RTI training

June, 2016 – 2 administrators, 8 teachers attended AVID conference in San Diego

July, 2016 – 2 teachers attended the AVID conference in Sacramento

National Conference for Teachers of Mathematics (NCTM) Conference, 2016 – 1 math teacher presented and 1 math teacher attended

Stanford CSET – 1 English teacher and 1 social studies teacher are attending in July, 2016

October 2016 – 3 English teachers attended the English Asilomar Conference

II. Schoolwide Critical Areas for Follow-up:

CPHS underwent a mid-cycle review in 2013-14 with a follow-up visit in 2014-15. The Visiting Committee recommended that the following 9 Critical Areas for Follow-Up be given priority.

Critical Area #1: The Leadership Team develop and implement a system for identifying and supporting at-risk students which matches the appropriate supports to individual needs and provides a sequence of intervention that begins with classroom modifications and increases the level of intensity and frequency towards effective remediation.

- Design a systemic progression of direct supports that are efficient, effective and monitored and based on student needs, and can systematically phase into more narrowed and intense specialized supports for individual students.

Critical Area #2: Administration, Leadership Team, and staff increase the number of graduates who complete "a-g" course requirements in order to expand opportunities for post-secondary education for all students.

Critical Area #3: The administration and math department substantially improve math scores on standardized test and reduce D and F grades in all math classes; with an emphasis on Algebra I.

Critical Area #4: Administration develop and implement a multiyear, written professional development plan that is unique to the College Park High School, based upon student learning assessment results, and includes preparing new staff, advancing present skills and perpetuates implementation; and is tied tightly to goals for improvement.

Critical Area #5: School staff incorporate the ESLRs (SLOs) into quantifiable, student learning outcomes that measure student acquisition and application of expected learning skills; resulting data collected should support decisions that guide instructional change.

- Implement common, well-defined student mastery and assessment practices
- Ensure uniform data collection and analysis is far-reaching across all grades, throughout the curriculum, and school-wide.

Critical Area #6: Staff expand and incorporate the use of technology within the instructional program by presenting the curriculum through real-world student learning activities in order to prepare students for the 21st Century.

Critical Area #7: The administration and leadership team identify and implement a series of common instructional strategies that perpetuate consistent improvement and support effective and positive student achievement across the curriculum and throughout the grades.

- Incorporating the development of common instructional strategies as required for implementation of the Common Core State Standards.

Critical Area #9: Administrative team train certificated staff in data analysis for the assessment of student learning; provide access to a quality data analysis system to use for improving instruction; and have staff demonstrate proficiency of application and use on an ongoing basis.

- Include the implementation of data teams, monitoring application proficiency, and data-driven decision-making across all departments at the school.

The Visiting Committee recommended continued progress in the following Critical Area for Follow-Up

Critical Area #8: The school leadership teams involve classified staff, parents, community members,

and students directly the major decision-making processes of the school that result in educational and academic change for student learning.

- Continue to expand the number of parents, and include student and classified members, serving regularly on key decision-making teams within the present committees (i.e. Focus Groups, Principal's Parent Group, Advisory to the SSC) and move beyond these as diverse and innovative student learning challenges require attention and resolution.

Critical Area #1

The Leadership Team develop and implement a system for identifying and supporting at-risk students which matches the appropriate supports to individual needs and provides a sequence of intervention that begins with classroom modifications and increases the level of intensity and frequency towards effective remediation.

- Design a systematic progression of direct supports that are efficient, effective and monitored and based on student needs, and can systematically phase into more narrowed and intense specialized supports for individual students.

Status:

Administration and staff developed a RTI schedule in 2015-16. A revised schedule was approved by teachers for the 2016-17 school year. Our RTI committee is primarily comprised of seven staff members (four teachers, two school counselors, and one administrator) who attended an RTI conference in 2016. Our RTI implementation is at the beginning stages with several major needs still under development. Challenges include the need for more flexible scheduling within RTI, and the need for more rigorous methods to identify and provide systematic support for struggling students. Although we have made progress in identifying students in need of support based on common assessments, we are still developing how to use that data to provide support. During the 2016-17 school year, the math and English department have developed common assessments to identify students who need remediation on certain standards. RTI is a time set aside in our schedule where these identified students may receive additional help and instruction by teachers who volunteer to teach remedial concepts.

In October 2016, the principal and RTI coordinators visited Northgate High School (a school in MDUSD) to observe the Northgate RTI structure as we have the same contractual restrictions for structure. Contractual obligations have been a challenge to the evolution of RTI. Contract requires only that teachers take attendance and maintain classroom order during RTI. Furthermore, the bell schedule is voted on by teachers every 1-2 years and must pass with 2/3 majority.

Evidence:

RTI Structure Developed

In order to match create a system of supports that provide effective remediation, CPHS determined we needed to develop the school structure under which this can take place. After several years of discussion, committee input, bell schedule options presented, and one year with traditional 6-period day, CPHS teachers voted for the 2015-16 school year to implement a hybrid block schedule that included RTI on two block days. Although still in the beginning stages, teachers voted again (over 80%) to retain the hybrid block RTI for the 2016-17 school year.

College Park High School
2015-2016 Bell Schedule

Monday, Tuesday, Friday

0°	7:00 - 7:45
1°	7:50 - 8:45
2°	8:53 - 9:48
Brunch	9:48 - 9:58
3°	10:06 - 11:01
4°	11:09 - 12:04
Lunch	12:04 - 12:34
5°	12:42 - 1:37
6°	1:45 - 2:40

Wednesday

0	7:00 - 7:45
1°	7:50 - 9:25
Brunch	9:25 - 9:35
3°	9:43 - 11:18
RTI	11:26 - 12:23
Lunch	12:23 - 12:53
5°	1:01 - 2:36

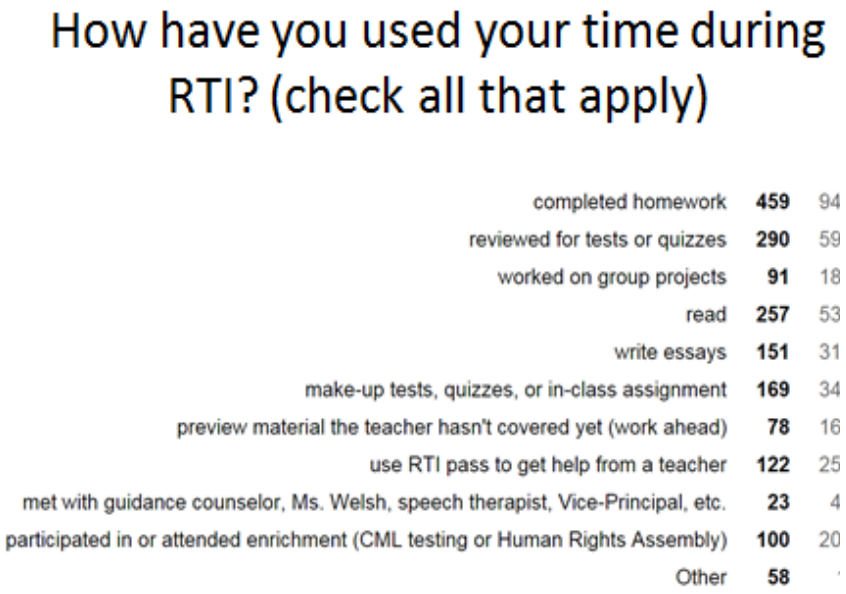
Thursday

0°	7:00 - 7:45
2°	7:50 - 9:25
Brunch	9:25 - 9:35
4°	9:43 - 11:18
RTI	11:26 - 12:23
Lunch	12:23 - 12:53
6°	1:01 - 2:36

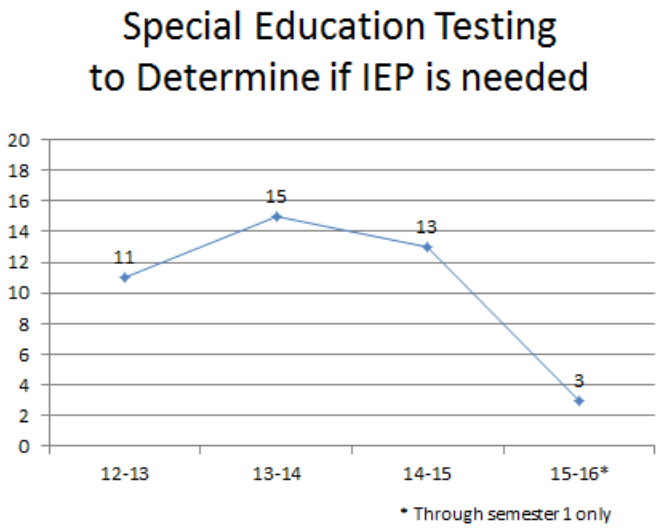
Developing the RTI structure has been challenging as we work to learn how to maximize student support within the school day. In 2015-16, eight CPHS teachers, administrators and school counselors attended an RTI conference to learn more. At the conference, they learned a primary hindrance to developing RTI at the secondary level is the formation of a working schedule. Although it was a long time in development, CPHS is pleased we have used consensus to find the schedule that works best for students at our school and that this scheduled has been voted in for the second year in a row.

According to our survey, about 80% of teaching staff, 85% of students, and 92% of parents are in favor with continuing the RTI hybrid schedule. 80% of students indicate RTI has helped them do better in school and 80% believe it allows them more time for after-school activities such as sports, clubs, jobs, etc.

At right are the student reported results on how students spend their time during RTI.



An unexpected result reported by our school psychologist is that the number of requests for Special Education Testing has dropped. We will continue to monitor this data to determine if this is an anomaly or possibly related to RTI.



Basics of RTI at CPHS

Starting in the 2015 to 2016 school year, a Response to Intervention (RTI) program was introduced at CPHS, and the school schedule modified to incorporate two 90-minute blocks, deemed RTI blocks, during which intervention may occur. All students are placed in a RTI class with a set teacher, and are designated as either Tier I or Tier II students on the basis of Grade Point Average (GPA) and the

number of D's and F's received at the end of the previous academic year. During this time, Tier I students work on homework or assignments, and have the ability to seek help from the assigned RTI teacher if they choose.

Students identified as Tier II on the basis of the previous year's GPA and grades (10-12% of students) are assigned an "Intervention Teacher". Currently, students are assigned to Intervention teachers based on their prior connection to that teacher. Assigned teachers are not matched to the specific instructional needs of their students, and foundational skills are not addressed in the RTI period. However, the Tier II student has the opportunity to seek assistance from the assigned Intervention teacher, seek assistance from peer tutors in the same class, or request a pass to travel to a teacher from whom they can receive help.

Currently, Tier III is separate from the RTI system, and is best conceptualized as synonymous with special education and not as a tier that can be applicable to every student in the school. Access to Tier III services is determined by assessment for special education, which may occur when a teacher refers the student for review by the CARE team, or through parent request. However, it is not necessary to pass through Tier II prior to moving to Tier III. The Tier III interventions at CPHS are provided only to students who meet special education criteria, and are provided through accommodations or placement in a special education class.

Beginning in 2016-17, we are increasing our areas of support by including Advisory RTI and Freshman Only RTI. Advisory RTI classes are overseen by teachers who support students in a variety of ways and collect data to assess accountability (through tracking tardies and absences), behavior and citizenship (through tracking referrals and detentions) and responsibility and effort (grades). The Freshman Only RTI classes include our Link Crew leaders with freshman to provide mentoring and tutoring. The RTI teacher assists using AVID strategies such as the Socratic method to support students.

Analysis and Summary of our Needs

The RTI program at CPHS is still lacking in several areas. Assignment to Tiers I and II is not based on reliable or valid data which identifies the student's areas of learning need. Instruction is determined by teacher preference and is not guaranteed to be either evidence based, nor implemented with fidelity, and there is considerable variation in instruction across teachers. Universal screening is based solely on GPA and end of year grades, and currently no class–based measures are utilized for either pre-screening or progress monitoring. However, with the increased use of PLCs, departments are creating and using some common assessments so our measures for progress monitoring are emerging.

The practice of assessing only once a year does not allow the program to be readily responsive to students' needs in a timely manner, and movement between Tiers I and II only occurs at the beginning of a school year. Decisions regarding which Tier students are placed in for RTI period is based on data (GPA and grades), but this data is only a crude indicator of students' needs and does not facilitate the development of more individualized, evidence-based instruction. In addition, it is unclear what the specific cut-point is for advancement to Tier II. Cultural and linguistic responsiveness was not addressed in the development of the program.

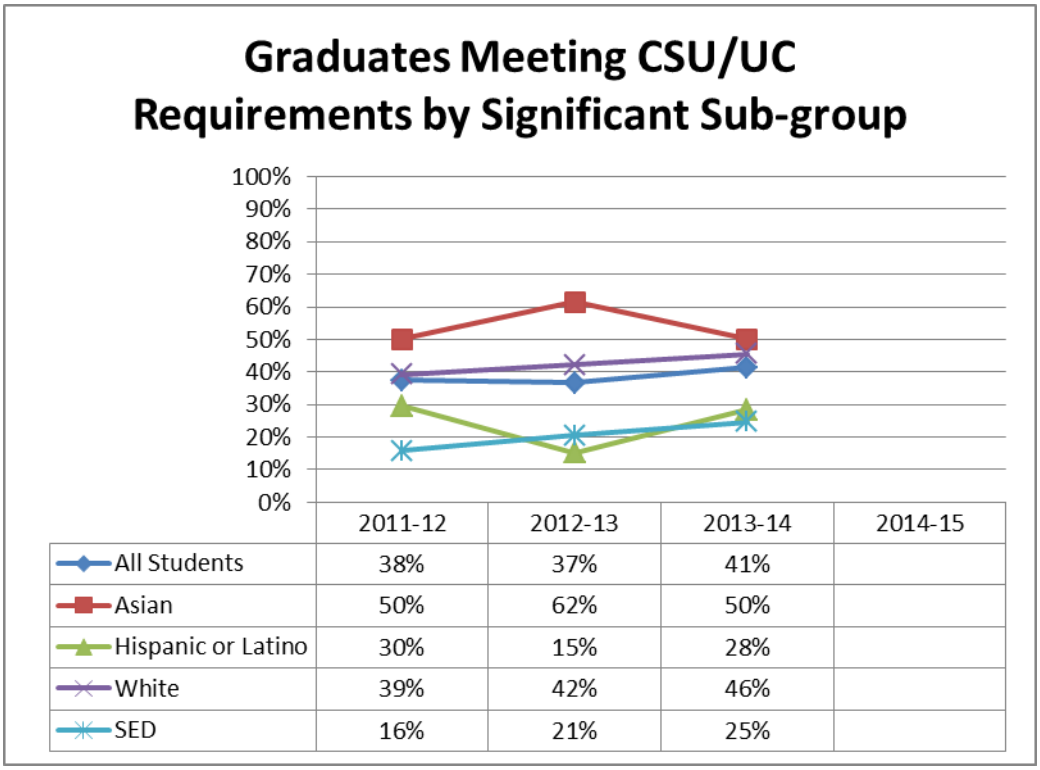
Although common assessments have been developed at almost every department level, we currently lack a systematic way to use these assessments to identify and place students. These deficiencies are addressed in our Action Plan.

Critical Area #2

Administration, Leadership Team, and staff increase the number of graduates who complete "a-g"course requirements in order to expand opportunities for post-secondary education for all students.

Status: CPHS has made tracking of students who complete "a-g" requirements a data component of our RTI support. This will allow us to revisit this data frequently and underscores the necessity of creating a master schedule generated by all stakeholders with consideration given to significant sub-groups.

Evidence: As indicated in Chapter 1, graduates meeting "a-g" requirements has increased overall from 38% to 42%. With some fluctuations, Asian and Hispanic students have fluctuated with no net change while White and SED students have increased.



	2011-12	2012-13	2013-14	2014-15
All Students	38%	37%	41%	
Asian	50%	62%	50%	
Hispanic or Latino	30%	15%	28%	
White	39%	42%	46%	
SED	16%	21%	25%	

http://www.ed-data.org/school/Contra-Costa/Mt.-Diablo-Unified/College-Park-High

Source: School Accountability Report Card

According to our course catalog, the following courses at CPHS do not fulfill UC/CSU ("a-g") Requirements:

- Sports Leadership
- Leadership
- Yearbook
- PE/Dance/Weights
- Academic Success
- AVID

Critical Area #3

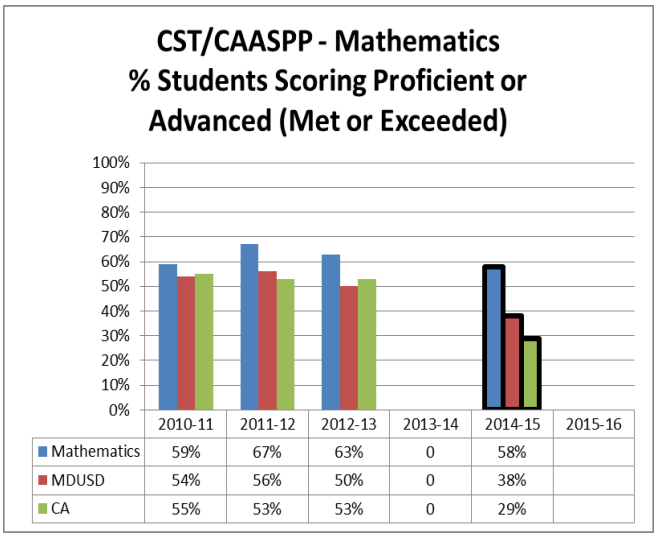
The administration and math department substantially improve math scores on standardized tests and reduce D and F grades in all math classes; with an emphasis on Algebra I.

Status: The number of Ds and Fs by department and by grade level is shown at staff meetings as this data is now a component of RTI. Common instructional strategies are beginning to be discussed at the department level. Changes in instructional strategies are being made at the Algebra and Geometry level as some teachers in those areas are incorporating an inquiry based method of mathematical instruction. In science, the teachers for Principles of Biomedical Science and Human Body Systems work closely and have implemented new technology tools for learning.

Evidence: Standardized State Testing

In 2014-15, CPHS scores decreased by 5% while district and state scores decreased by 12% and 34% respectively.

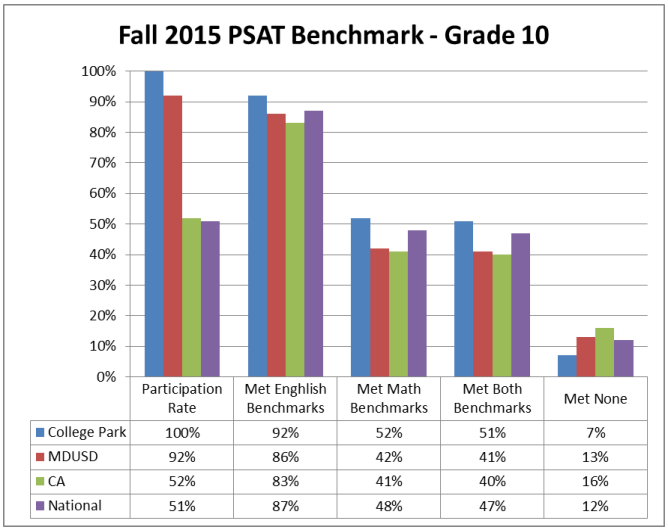
It should be noted that the 2014-15 CAASPP test is more closely aligned to the new common core state standards and cannot reliably be compared to the CST scores.



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Mathematics	59%	67%	63%	0	58%	
MDUSD	54%	56%	50%	0	38%	
CA	55%	53%	53%	0	29%	

Source: DataQuest

This increase in mathematics knowledge was also evidenced by the PSAT comparison at the district, state, and national levels.

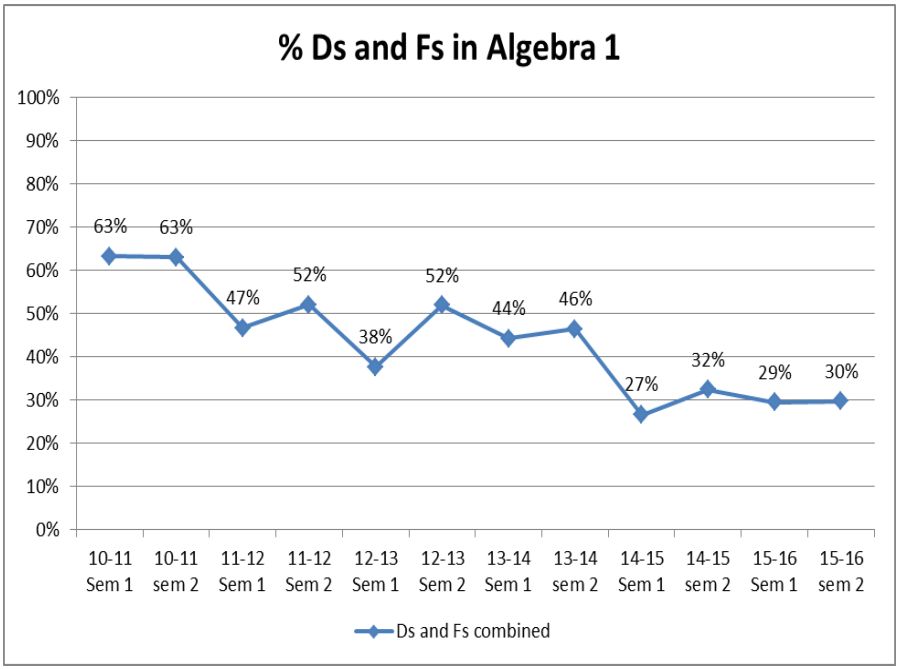


	Participation Rate	Met Enghlish Benchmarks	Met Math Benchmarks	Met Both Benchmarks	Met None
College Park	100%	92%	52%	51%	7%
MDUSD	92%	86%	42%	41%	13%
CA	52%	83%	41%	40%	16%
National	51%	87%	48%	47%	12%

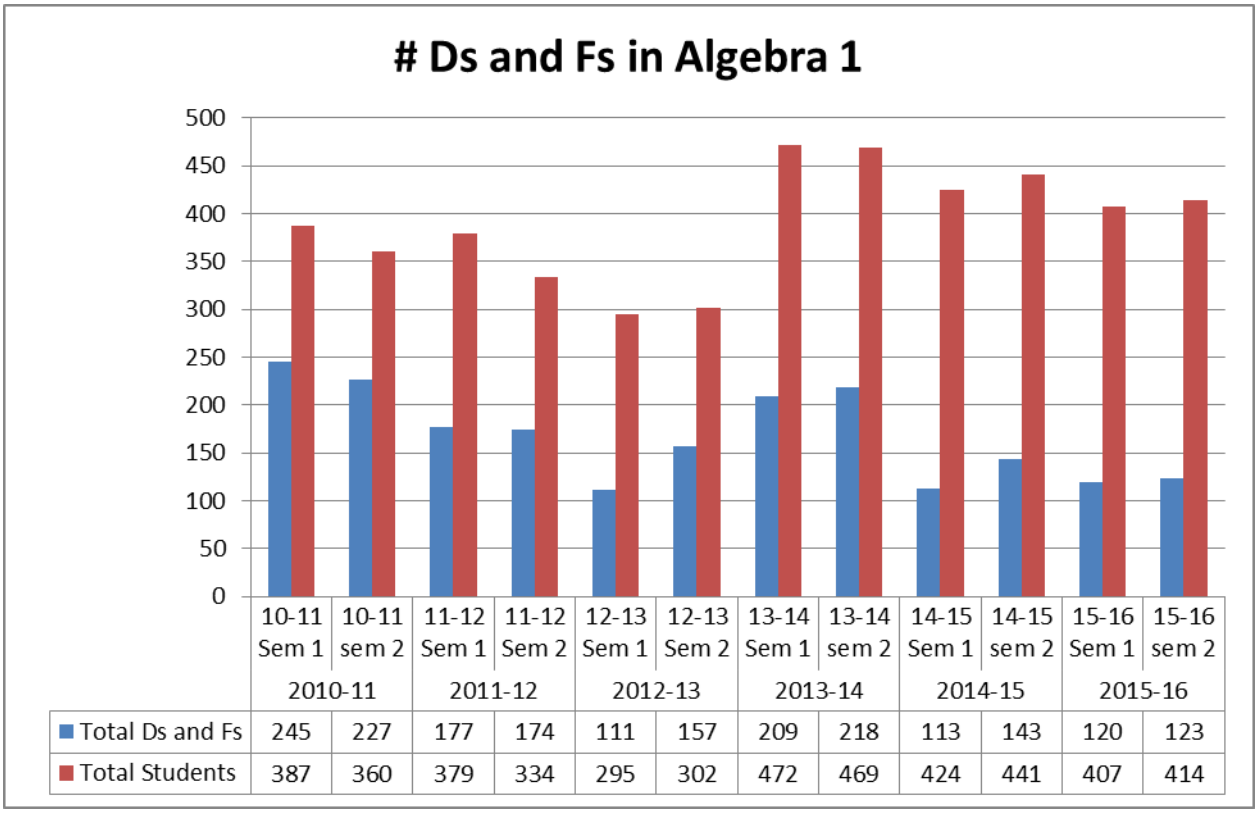
Ds and Fs in Algebra 1

Note that in our mid-cycle WASC report, we were comparing Algebra 1 grades at the first quarter in order to draw conclusions. We have since determined that quarter grades are not useful for comparison because the data may not be valid. Most notably we determined that not all teachers may enter grades at this time and because quarter grades are not permanent, not all teachers ensured this quarter grade reflected the student's work up to date. It is worthwhile to discuss the need for representative grades at the quarter, but in the meantime we determined a better way to track Ds and Fs was to use permanent semester grades

The number of Ds and Fs have been decreasing in Algebra 1 while our CAASPP and PSAT testing shows improvement in math knowledge. Math teachers have been careful to watch the data as a decrease in Ds and Fs should not result in a decrease in state testing scores.



We have seen a significant decline in the percent of Ds and Fs since the last full WASC report. This may be correlated to the state shift of freshman taking Algebra 1 in 2013-2014. However, the decline is also attributed to numerous changes in instructional and grading policies implemented by the math department.



	10-11 Sem 1	10-11 sem 2	11-12 Sem 1	11-12 Sem 2	12-13 Sem 1	12-13 Sem 2	13-14 Sem 1	13-14 sem 2	14-15 Sem 1	14-15 sem 2	15-16 Sem 1	15-16 sem 2
	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
Total Ds and Fs	245	227	177	174	111	157	209	218	113	143	120	123
Total Students	387	360	379	334	295	302	472	469	424	441	407	414

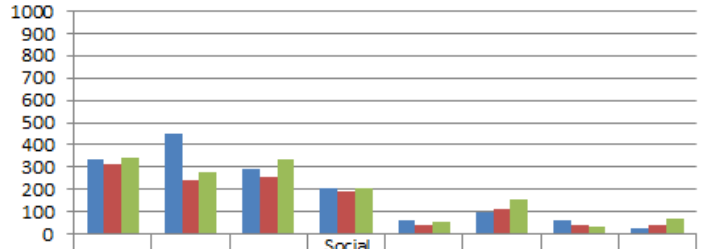
The math department has also addressed the Ds and Fs issue by replacing the Algebra AIMS course (one year, two hours per day) with an Algebra 1A/B course (two years, one hour per day). Our decision was made after careful consideration of research and by observations of the success of schools in surrounding districts.

Source: Aeries

Ds and Fs School Wide

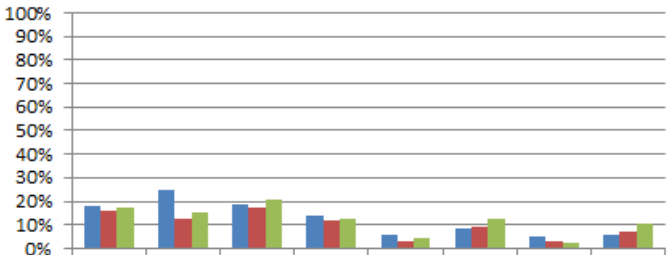
It should be noted that Ds and Fs are also viewed by department as an overall indication of whether RTI and other instructional strategies are beneficial to student learning. The data showing comparison of Semester 1 grades only is shown below.

Number of Ds & Fs by Department



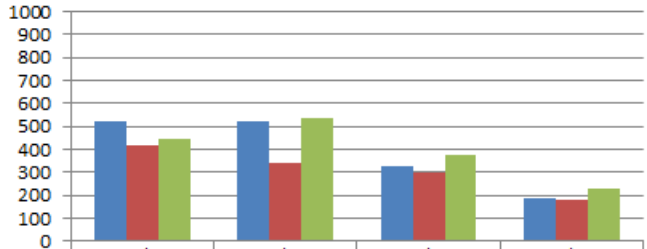
	English	Math	Science	Social Studies	VAPA	WL	PE	Electives
13-14	332	450	291	208	63	95	64	25
14-15	310	243	258	190	40	112	41	37
15-16	340	280	333	206	51	158	32	72

Percent of Ds and Fs by Department



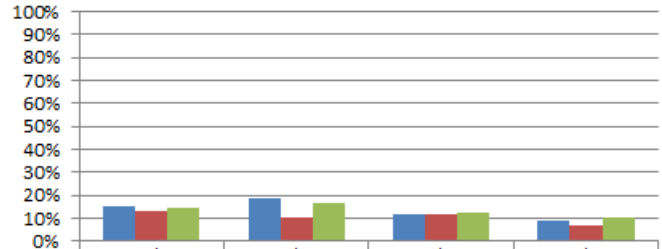
	English	Math	Science	Social Studies	VAPA	WL	PE	Electives
13-14	18%	24%	19%	14%	6%	8%	5%	6%
14-15	16%	13%	17%	12%	3%	9%	3%	7%
15-16	17%	15%	21%	12%	4%	13%	3%	11%

Number of Ds & Fs by Grade Level



	Grade 9	Grade 10	Grade 11	Grade 12
13-14	519	521	325	184
14-15	417	340	300	180
15-16	443	535	375	230

Percent Ds & Fs by Grade Level



	Grade 9	Grade 10	Grade 11	Grade 12
13-14	15%	19%	12%	9%
14-15	13%	11%	12%	7%
15-16	14%	16%	12%	10%

Since 2013-14, we have seen fluctuations in the number of Ds and Fs for Semester 1 with an overall decrease of 0.6%.

It is important to ensure that students' grades reflect student knowledge and that a decrease in Ds and Fs is not coupled with a decrease in CAASPP and PSAT scores.

2015-2016 Sem. 1
All CPHS

Grade	2013-2014	2014-2015	2015-2016
A	4268	4796	4671
B	3068	3378	3354
C	2123	2055	2105
D	950	824	965
F	599	413	618
Total Grades	11008	11466	11713
Total Ds & Fs	1549	1237	1583
% Ds & Fs	14.1%	10.8%	13.5%

Semester 2

Grade	A	B	C	D	F	I	NM	P	WF	WP	X	Total
9	1342	795	456	263	236	3	3		1			3099
10	1171	852	616	296	249	2	1					3187
11	1128	886	578	252	195	3	4		3			3049
12	996	667	488	199	53	1			1			2405
Total	4637	3200	2138	1010	733	9	8		5			11740

Critical Area #4

Administration develop and implement a multiyear, written professional development plan that is unique to the College Park High School, based upon student learning assessment results, and includes preparing new staff, advancing present skills and perpetuates implementation; and is tied tightly to goals for improvement.

Status: The new administrative team needs to formalize the professional development plan. However, the new plan will incorporate past developments including an emphasis on RTI, AVID, and PLCs. New school wide strategies for 2016-17 include Positive Behavior Intervention Systems (PBIS). A vice principal and several teachers have joined the PBIS leadership team which includes district training with the goal of implementing Phase I of PBIS school wide in 2017-2018.

Evidence: Solution Tree conference based on PLC and RTI work. Attendance at PBIS district trainings.

Program	Dates	Training
PLC	February 2013 February 2017	Solution Tree in Phoenix, AZ (currently scheduled) Solution Tree in Phoenix, AZ
AVID	June 2015 June 2016 July 2016	AVID conference in San Diego AVID conference in San Diego AVID conference in Sacramento
RTI	March 2016	Solution Tree RTI training in Seattle
PBIS	October, November 2016	Training at the MDUSD District
Master Schedule	November 2016	Pearson Power Schools Training in Folsom, CA

Critical Area #5

School staff incorporate the ESLRs (SLOs) into quantifiable, student learning outcomes that measure student acquisition and application of expected learning skills; resulting data collected should support decisions that guide instructional change.

- Implement common, well-defined student mastery and assessment practices
- Ensure uniform data collection and analysis is far-reaching across all grades, throughout the curriculum, and school-wide.

Status: CPHS has adopted the MDUSD SLOs in Spring 2016 to more closely align with the goals of the district. It is important that we not consider the SLOs a separate critical need, but rather an integration of several other critical needs including development of RTI, behavior matrix, and communication.

Evidence: Several of the SLOs are an integral part of our new programs and curriculum changes.

Student Learner Outcome	Supporting Programs
Effective Communicator: Is proficient in writing, speaking and listening adapted to audience, task, purpose and discipline.	**Common Core State Standards (CCSS)** **Advancement via Individual Determination (AVID)**
Community Contributor: Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve programs, and achieve shared goals.	**Advancement via Individual Determination (AVID)**
Complex Thinker: Thinks critically and creatively by identifying problems, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting and analyzing information in order to develop and implement creative solutions to complex problems.	**Common Core State Standards** **Next Generation Science Standards** **Response to Intervention (RTI)**
Effective & Ethical User of Technology: Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions.	**Common Core State Standards (CCSS)**
Self-Directed Learner: Independently seeks and uses resources including teachers, peers, print and digital references with perseverance and endurance to engage in new learning toward academic, professional and personal goals.	**Common Core State Standards (CCSS)** **Response to Intervention (RTI)**
Global Citizen and Responsible Worker: Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.	**Common Core State Standards (CCSS)** **Response to Intervention (RTI)** **Advancement via Individual Determination (AVID)** **Behavior Matrix Implementation** **PVSA** **Launch of President's Volunteer Service Award program. Designed to raise Global Citizens**
Health & Wellness Advocate: Demonstrates a commitment to physical and mental well-being	**Advancement via Individual Determination (AVID)**

of self and others to make positive and healthy choices.	**Behavior Matrix Implementation**

We have quantified the SLOs to measure student acquisition and expected learning skills by tracking data within the programs implemented to support the SLOs.

Current data tracking is as follows:

Program	**Data Tracking**
Response to Intervention (RTI)	**PSAT** **CAASPP** **Early Assessment Program to determine College Readiness** **Number of Ds and Fs** **Number of Tardies and Absences** **Student Survey**
Common Core State Standards (CCSS)	**PSAT** **CAASPP** **Early Assessment Program to determine College Readiness** Number of Ds and Fs
Advancement via Individual Determination (AVID)	Number of Ds and Fs Number of Tardies and Absences Student Survey

Critical Area #6

Staff expand and incorporate the use of technology within the instructional program by presenting the curriculum through real-world student learning activities in order to prepare students for the 21st Century.

Status: Thanks to Measure C funds, College Park High School has experienced $7.5 million dollars in upgrades. Our most significant upgrades have been technology.

Evidence: A library computer lab was installed with 80 computers to accommodate up to two classes at the same time. The technology infrastructure has been updated along with an upgraded wireless system and software. This groundwork has been laid to provide the support needed for the eventual purchase of chromebooks for students. At the end of 2016, six carts of chromebooks (40 per cart) were

purchased with the majority being allocated to the math department to support the new Algebra 1A and 1B courses.

Currently, every teacher has a laptop or a desktop computer, an Elmo and access to an LCD projector. In addition, we have a computer lab for general use in A-3 and E-4. These computers are supported by an updated infrastructure, modern wireless network, and software. Turnitin.com is accessible to all students.

Adoption of new CCSS mathematics curriculum incorporates technology within the instruction. Many of the math teachers also use Desmos which provides an interactive visual exploration of mathematical concepts. Our PBS class is run using Google classroom. Computer Science through Project Lead the Way was implemented in 2015-16 to serve approximately 90 students. In 2016-17, we have implemented the second of Computer Science Pathways.

Critical Area #7

The administration and leadership team identify and implement a series of common instructional strategies that perpetuate consistent improvement and support effective and positive student achievement across the curriculum and throughout the grades.

- Incorporating the development of common instructional strategies as required for implementation of the Common Core State Standards.

Status: Admittedly, this is an area in which we struggle at CPHS. While we have made strides in small groups, we have not as yet identified and implemented common instructional strategies throughout departments and grades.

Evidence: Our attempts thus far include a freshman only RTI to provide norms and expectations for students as they begin high school. We are currently piloting this program with three teachers during RTI and will determine by survey whether this pilot program is successful.

Algebra 1, Geometry, and Algebra 2 teachers have implemented test retakes to place the emphasis on learning a concept rather than learning at a certain time. This is possible with mathematics because of the cumulative effect of the knowledge.

In English and Social Studies, many teachers are allowing rewrites for essays. Many teachers also use the fishbowl instructional strategy to address the standards of speaking and listening. The teachers are developing common instructional strategies that address research standards. This is evidenced by the Ancestery.com grant we applied for and received that provides free access to all students at CPHS.

Science teacher have a common lab format and common expectations for lab results. They also use inquiry based labs. Many teachers are still struggling to find ways to create common assessments.

Critical Area #9

Administrative team train certificated staff in data analysis for the assessment of student learning; provide access to a quality data analysis system to use for improving instruction; and have staff demonstrate proficiency of application and use on an ongoing basis.

- Include the implementation of data teams, monitoring application proficiency, and data-driven decision-making across all departments at the school.

Status: The district has replaced our prior data system (OARS) with a more streamlined system called the Educator's Assessment Data Management System. Four teachers have volunteered for training and will be training the remaining staff during 2016-17. This new system "talks" to our current Aeries system and allows teachers to explore data by class in a variety of ways.

The district supported grading program is referred to as Homelink and we have an increased number of teachers using this tool to communicate with students and parents.

Naviance provides students with college planning and career assessment tools. Counselors go into classrooms and guide students starting in grade 9.

Evidence: Currently, Homelink is being used by 78 of the 87 (90%) of teachers at College Park. This is up from 65% of teachers using Homelink during 2015-16. Departments using Homelink exclusively include Visual and Performing Arts, Mathematics, and World Languages. Of the remaining nine teachers not on Homelink, most provide students or parents a printout of grades upon request.

Currently, our Mathematics TOSA/Teacher along with another math teacher have taken on the role of data analysis for CAASPP, PSAT, and other student performance data as well as demographics data.

The Visiting Committee recommended continued progress in the following Critical Area for Follow-Up

Critical Area #8

The school leadership teams involve classified staff, parents, community members, and students directly the major decision-making processes of the school that result in educational and academic change for student learning.

- Continue to expand the number of parents, and include student and classified members, serving regularly on key decision-making teams within the present committees (i.e. Focus Groups, Principal's Parent Group, Advisory to the SSC) and move beyond these as diverse and innovative student learning challenges require attention and resolution.

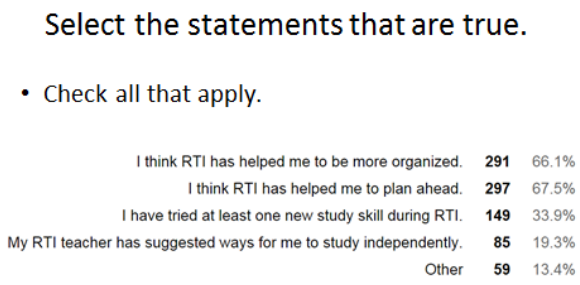
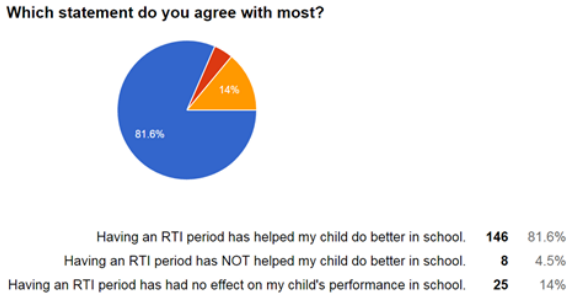
Status: Parents and students play a large part of our school decision process although we still aim to involve a greater number of parents from our diverse population. Our parent meetings typically under represent the Hispanic population and we are looking for better ways to include more parents from our significant subgroups. Surveys have been used in the past few years to determine input and these results have been used when making decisions. The principal and a teacher representative attend every PTSA meeting to ensure that communication is occurring. Parent input directly influenced the school decision to begin courses in computer science. A robotics course was also suggested by students and a qualified teacher took the lead and the course began during 2016-17.

Over the past several years, many in College Park leadership have extended strong outreach to parents allowing a bond, a trust, to develop that was seemingly absent. College Park is benefitting from this coordination of efforts; both groups recognizing that there is strength through cooperation. In that spirit, several burgeoning programs have met success.

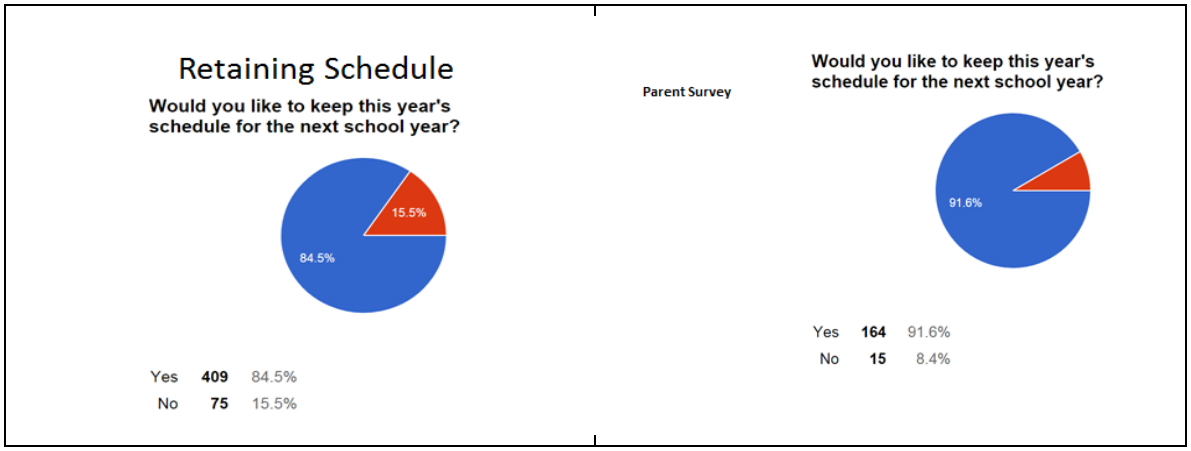
1. With staff, parents assist at Math Field Day (along with the Mathematics Dept leadership)
2. With staff, parents assist at Hour of Code (along with Math and Computer Science leadership)
3. With staff, parents assist at College Decision Day (along with AVID and school leadership)
4. With staff, parents assist with the "Finals Countdown" (along with AVID and WASC leadership)
5. With staff, students, and local business sponsorship, parents assist with the newly formed Robotics team, eagerly awaiting the first competition this spring.

These programs create a welcoming atmosphere where parents are encouraged to participate in school activities and pave the way for parents to participate in decision-making through leadership activities and parent community surveys.

Evidence: Below are sample responses from our survey regarding RTI

Student Responses	Parent Responses
	

Student Responses	**Parent Responses**



According to the survey, students requested:

- More access to computers
- More flexibility to see teachers.
- More flexibility to work in groups.
- Simpler pass system.

In response to these student requests, we have developed a system with several teachers and our librarian to allow use of the computer lab and library for group projects during RTI. The pass system does provide flexibility for students to see teachers during RTI but it requires the student to plan ahead. We are working to determine if there is a better pass system to use while we continue to encourage students to think and plan ahead.

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student **performance, demographic, and perception data to be used by Home and Focus Groups in their study.**

Summary of the Data

Over the past six years, demographics have changed slightly with our Hispanic, African-American, and Filipino populations increasing while white has decreased. The most growth was seen in the Hispanic population which increased by about 5.1%. Our SED (24.9%) and EL (4%) populations have remained constant. It's interesting to point out that our Hispanic population has increased while the Spanish speaking EL students have remained constant.

At the same time, CPHS graduation rates have increased overall from 93% to 98% over the span of six years. This includes an increase in EL student graduation rate from 72% to 94%, an increase for SED students from 88% to 99% and an increase in the Special Ed population graduation rates from 74% to 94%. By cohort and ethnicity, there has been an increase in Hispanic graduation rates from 90% to 99%.

CAHSEE rates stayed the same overall with subgroups scoring lower than average but remaining constant. CPHS remained significantly higher than district and state levels with CAHSEE testing. PSAT is a new data source for us to get snapshot on 10th grade progress. In 2014, the district instituted a program in which all 10th graders could take the PSAT in the Fall. In reviewing the passing rates for English and Math, CPHS rates on the PSAT were higher than district, state and national levels. In analyzing the math data, the math department noted the results for the data and statistics knowledge were lower than the state levels. Consequently, the math department reorganized the pacing guide to ensure that data and statistics were taught at the beginning of the Algebra 1 course.

CAASPP testing for the last two years continue to show CPHS scoring higher than district and state averages. The CAASPP test did show a significant increase in English scores for students who met and exceeded standards from 65% to 81%. This past year the English TOSA spoke to each junior class to inform them the EAP was embedded in the CAASPP and how the results are used for placement by 4 year colleges as well as community colleges. The Hispanic population showed an increase from 54% met or exceeded standards to 72% met or exceeded standards. In mathematics, scores for students who met or exceeded rose remained constant at about 57%.

With EAP testing, when looking only at students classified as "ready for college" we see a decrease in all groups. This indicates that while students have moved from "not ready" to "conditionally ready", fewer students have moved from conditionally ready to "ready". Because 10th grade students scored very well in ERW on the PSAT, this may indicate a need to review the 10th, 11th, and 12th grade curriculum to ensure students are supported to meet the rigorous requirements to be college and career ready.

When looking only at students classified as "Ready" in Mathematics, we see an increase in almost every group. While the 10th grade PSAT, while higher than district and state levels, show 58% scoring proficient and advanced, this may indicate a need to look at the foundational levels of Algebra 1, Geometry, and Algebra 2 to ensure students are supported in meeting rigorous requirements to be successful in advanced mathematics as well as being college and career ready. However, we also see an increase in the "Not Ready" category indicating more disparity between ready and not ready. Hispanics are our lowest performing significant subgroup in Mathematics on the EAP.

Research has shown that students exposed to a more rigorous curriculum, regardless of whether they pass the AP exam, show more persistence in college. http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/High-school-rigor-and-good-advice-Setting-up-students-to-succeed

In 2015-16, CPHS made the decision to move toward an open enrollment model for many AP courses. For example, in Mathematics, students may move directly from Algebra 2/Trig to AP Calculus. As a result, AP participation has improved while AP exam passage rate has also risen.

The results of removing entrance requirements have resulted in an increase in students taking AP courses. The number of students attempting an AP exam has risen from 15.3% in 2012 to 21% in 2016. The percent of students with a passing score on an AP exam has fluctuated slightly at 45% in 2012 to 46% in 2016.

In 2010, graduation requirements decreased by 20 credits due to budgetary impacts. Consequently, our "a-g" completion rates decreased from 42% in 2011-12 to 37% in 2012-13. Since then, there has been a gradual reinstatement of requirements back to 220 in 2015-16. Current completion rates are at 42% in 2014-15.

For significant subgroups, in 2010-11, 4 out of 33 senior EL students met "a-g" requirements. Since then, no EL students have met "a-g" requirements. In 2014-15, 10 EL students graduated and none met "a-g" requirements. For SED students, 21.3% of students in 2014-15 met "a-g". While higher than the district average, this is lower than the state and national averages.

RTI

Our most ambitious and targeted program to improve student achievement is Response to Intervention. In year 1 we were able to implement an RTI schedule, and in year 2 we are beginning to develop strategies to deliver targeted intervention to students. We look forward to looking at data to assess impact so far this year and further develop future directions of our program. Subjective data suggests that there is need for more rigorous assessments to identify struggling students, and this will drive the need for PLC and common assessments. We also anticipate that many of these struggling students would be from our significant subgroups.

A significant challenge lies in engaging staff in a new process that brings many changes to the daily schedule.Staff through interviews feel disconnected from some of the processes, and feel they are being pulled in too many directions at once.

Critical Learner needs based on data, and correlate to SLOs

First Critical Learner Need

Need to have a more focused goal in Math and English based on data.

All of this can be accomplished through our PLCs and common assessments to identify struggling students so they can be placed correctly during RTI. The act of writing these assessments required us to discuss and agree upon essential skills at each course level. Share instructional strategies, follow D and F data.

Student Learner Outcome	Addressed through:
1. **Effective Communicator**: Is proficient	**Math Scores:** new curriculum focusing on

in writing, speaking and listening adapted to audience, task, purpose and discipline.	inquiry based learning and group discussion All subjects
2. **Community Contributor:** Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve programs, and achieve shared goals.	Asking students to complete surveys and also through interact and other clubs on campus. principal asks 3 things from students: 1) Get engaged in your education 2) Get Involved in your school 3) Have a plan of action
3. **Complex Thinker:** Thinks critically and creatively by identifying problems, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting and analyzing information in order to develop and implement creative solutions to complex problems.	Teachers are developing rubrics and try to incorporate complex thinking into their lesson planning.
4. **Effective & Ethical User of Technology:** Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions.	CPHS is working through the school librarian to establish a standard way of looking at learning and inquiry through the lens of technology.
5. **Self-Directed Learner:** Independently seeks and uses resources including teachers, peers, print and digital references with perseverance and endurance to engage in new learning toward academic, professional and personal goals.	Many of the classes at CPHS are project based, meaning that there is a strong level of self-directed learning and scaffolding happening by the teacher.
6. **Global Citizen and Responsible Worker:** Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.	We have added a social justice course, here the students work with student leadership to promote awareness and global citizenship school wide through assemblies and events.
7. **Health & Wellness Advocate:** Demonstrates a commitment to physical and mental well-being of self and others to make positive and healthy	We have a sports leadership class on campus as well as a sports training class, here the students talk and disseminate information about health and wellbeing, in addition, we have a mental

choices.	health wellness center, here we have 4 clinicians who hold a caseload of 20 students.

Questions raised by analysis of student performance, demographic, and perception data

College Park High School students and teachers have demonstrated the ability to develop and establish high standards for student achievement and maintenance of a positive school culture.

Why are "a-g" requirements low overall and so low for significant subgroups?

Why are Ds and Fs so high and fluctuate year to year or teacher dependent?

Why are staff, students, parents, admin, feeling disconnected? (See Healthy Kids Survey) even though many score levels are improving? What can we do to increase communication at all levels?

Why are "a-g" requirements in significant sub-groups so low? (include D and F analysis)

- Staff: What % of non "a-g" courses are acceptable? What is purpose of non "a-g" course? Nothing wrong with them…let's be clear on purpose.
- Why is there a fluctuation in number of Ds and Fs by department over the years? Can we come up with agreed upon essential skills and common assessments so that grade is not dependent on teacher?
- What is the purpose of courses that are not "a-g" certified? How can we make these classes "a-g" required?
- Will RTI help students think they have time for more rigorous classes?

Why are the scores on CAASPP (English and math) tests so low for Hispanic and African American students? Are students doing well on PSAT but dropping on CAASPP? Why?

- Community touchpoints for racial and ethnic subgroups.
- Are we creating roadblocks for some students with honors and AP courses?
- Why, when comparing to look-a-like schools, are our African American and SED students scoring low in English?
- How can we use RTI to help students?

Why are staff, students, parents, admin, feeling disconnected? (See Healthy Kids Survey) even though many score levels are improving? What can we do to increase communication at all levels?

- Start…changes in student make-up, staff make-up, graduation requirements, major change to bell schedule, implemented RTI, district leadership change, new state testing.

- Through all of this, graduation rates have increased, scores have…..Overall, CPHS compares favorably at district, state, and national levels. However, we are ranked low compared to schools in the state with similar demographics (income, diversity, etc.)

Why is English PSAT (grade 10) data good but by CAASPP and EAP time (11th grade), the number testing as ready for College is decreasing?

Chapter 4

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. **Vision and Purpose Criterion**

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by school-wide learner outcomes and the academic standards.

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.

Findings	**Supporting Evidence**
College Park High School has a clear and established **mission and vision statement**, revised in 2016 and reviewed annually. In the spring of 2016, the mission statement was **reviewed and revised by the staff.** Students, teachers, and parents all voted and approved an updated mission and vision that reflects the district adopted SLOs. The Mount Diablo Unified School District established clear outcomes for student learning set forth in the **Schoolwide Learner Outcome**s (SLOs) and adopted by College Park High School. School and district wide expectations and policies are communicated via the **student planner**. Planners are handed out during	Mission: College Park High School's mission is to cultivate a community of critical thinkers who will acquire the knowledge, skills, and values to be committed, proficient, adaptable, creative, independent, aware, and engaged citizens to are prepared for their future. Vision: The College Park vision is the belief in 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. Sample Mission and Vision Statement Ballot

walk through, before school starts. As part of the 2016-2017 WASC process, CPHS will work with stakeholders at Site Council and department leaders to align our academic honesty policy with the MDUSD academic standards.	 MDUSD SLOs Student Planner CPHS Website Academic Honesty Policy

Development/Refinement of Vision, Mission, School-wide Learner Outcomes

A.1.2. Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and school-wide learner outcomes are effective.

A.1.2. Prompt: Evaluate the effectiveness of the process that engages representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	**Support and Evidence**
Staff reviews the mission statement and SLOs annually at **Site Council** and **staff meetings**. Additionally, as part of our WASC process, the school administration worked with the **WASC Leadership Team** of parents, staff and students to review and assess alignment of our mission and SLOs. Parents and students were also invited to **focus group sessions** to share input regarding their vision for College Park High School. All stakeholders were invited to vote on an updated vision and mission. Teachers new to CPHS and MDUSD participate in required **orientations** and receive mentorship through **BTSA** to ensure communication of our mission, SLOs,	 Staff Meeting and Agenda minutes WASC Leadership Team meeting minutes District Orientation BTSA Staff Handbook

instructional practices and core values. The Staff Handbook is current with the most updated information for staff.	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the school-wide learner outcomes, and the district LCAP.

A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

Findings	**Support and Evidence**
The school and district **websites** prominently display our SLOs and mission statement. The SLOs and mission statements are visible in most classroom and community gathering areas such as the library, Multi Use Room (MU) Counselor's office, Career Center, and the main office. Each year, CPHS communicates its progress and purpose through the **Single Plan for Student Achievement,** which is shared with the school board and broader staff and community via parent meetings, staff meetings, and Site Council. The guiding document is used by administration to measure the alignment of practices with district goals and initiatives. A Teacher on Special Assignment (TOSA) and a Math coach work with the school administration to coach teachers on the	**School and District Website** **SLOs and Mission posters** **Videos from the counselor's corner showing videos with pertinent information, with regards to "a-g" requirements, FAFSA and other relevant information.** **The single plan for student achievement are goals that are similar to our WASC goals that revolve around student achievement and how we can best support our students when they need additional support.** **We have our TOSA work with our district instructional coach, work with our Administration team on outlining what**

guiding instructional principles, SLOs and educational vision of MDUSD. CPHS strongly believes in school, parent, and community connections and invites parents to be part of the school through numerous organizations such as Rotary. CPHS communicates with parents and community members through many different platforms: digital media, aeries, Homelink, newsletters, telephone, booster clubs, parent clubs, parent meetings. CPHS hosts Back to School night and Open House. These events allow parents to meet teachers and administration to learn about College Park and to voice questions or concerns.	**our critical areas are and developing a cycle of inquiry that all departments can utilize with agreed upon outcomes (common assessment, formative data to drive daily instruction and summative assessment).** **Summer mailing** **Twitter evidence** **Freshman orientation** **Back to School Night and Open House Flyer** **Site Council meeting minutes**

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Findings	**Supporting Evidence**
In the spring of 2016 Category A surveyed the SLOs, student needs, and global and national trends to develop the current vision and mission statements. Students, teachers,parents, PTSA, and school site council voted and approved these updated versions.	Vision and Mission vote

A2. GOVERNANCE CRITERION

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school-wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school-wide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

A2.1. Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

A2.1 Prompt: Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.

Findings	Evidence
The **California Education Code** outlines the duties of school board members and helps guide the board's work to align school site needs with the MDUSD vision and community needs. Mount Diablo Unified School District Board Meetings are scheduled bi-weekly, are open to the public, and are broadcast on **public access television.** Each meeting includes time for public comment. The **school board** is composed of five members with elections occurring every two years. All board members serve a four-year term and may run multiple times for the school board. Since the last WASC review,	District Website Gamut Website is for public use **Username: public** **Password: mdusd** Board Members

four board members were added.	

A2.1 Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	**Supporting Evidence**
In MDUSD and at CPHS, teachers have access to a **wide variety of technologies,** along with some **technical support** at both the school and district levels. The board strongly supports and funds initiatives with trainings, advocacy and necessary hardware, software and **filtering requirements as per CIPA** policies. The Technology Advisory Committee is the vehicle that moves the vision and mission along.	Technology Advisory Committee (TAC)
Aeries and Homelink, our student data management and communication tool, is used by many teachers. Staff, students and parents, can access student attendance and grades as well as receive and send messages. Students and parents have appropriately restricted access to the data. All teachers are required to use Homelink and Aeries to record attendance and post grades.	Homelink Aeries
CPHS utilizes some online teaching programs for credit recovery and independent study students. Currently, **Cyber High** is used for this purpose. Students are also allowed, with prior approval, to take courses outside of CPHS through programs such as Diablo Valley Community College, among others.	Cyber High DVC

The district sponsors **professional learning opportunities** around technology throughout the year. District-based technology classes run for full days during the summer, on select school days (with the district providing substitute teachers), and after school events. These classes cover a number of topics such as Chromebook use in the classroom, Google classroom, etc. The district has provided a **wireless network** that includes numerous wireless access points for teachers, students and even guests. Wireless access is a valuable contribution to classroom instruction via wire-free uses of tablets, smartphones and computers. District Acceptable Use Policies are collected by the district when students enter MDUSD and are updated each year.	

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

A2.2. Prompt: Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

Findings	**Supporting Evidence**
MDUSD has a clear protocol for interviewing and hiring staff. The district administration negotiates contracts with professional unions representing certificated and classified staff. Job descriptions and salary schedules are readily accessible on the	Human Resource Department information from the MDUSD website Commencement Program District LCAP

district website. New job descriptions are similarly subject to negotiation with employee bargaining units and require board approval. The board, trustees and superintendent attempts to foster a close relationship with the school sites by maintaining frequent presents at special events on campus. School board members are present at graduation. In addition, the superintendent and board members conduct meetings at the school site. An example of this includes Town Hall meetings and LCAP meetings on various school sites. The Board delegates policy implementation to the site or district personnel. For example, in the BTSA program, the district trains beginning teachers in the district's mission and core values. College Park High School adopted the MDUSD approved SLOs. This supports CPHS's vision and mission statement.	Naviance College Park High School Course Offerings

Governing Board and Stakeholder Involvement

A.2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory of shared decision-making groups that provide guidance or direction to the school.

Findings	**Supporting Evidence**

College Park Parents can contribute to the school's governance by serving on the School Site Council, PTSA, ELAC, various booster organizations, all of which contribute to the governance of the school. MDUSD invites parent involvement with the annual LCAP plan as well. MDUSD Board minutes are available online	Site Council Minutes MDUSD website

Board's Evaluation/Monitoring Procedures

A.2.4. Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

A2.4. Prompt: Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school program and operations, and the fiscal health of the school.

Findings	**Supporting Evidence**
Each school year the CPHS principal reports on the overall school progress, operations, student performance, and fiscal health of the school. At the presentation the principal also shows the link between WASC, SPSA are directly linked in an ongoing effort to have all goals be similar in product, which is student achievement, both inside the classroom and outside. The principal meets with the Assistant	Board Agenda and Minutes

Superintendent of high schools and collaborates on both SPSA and WASC to ensure calibration between these two documents. During this presentation the school board as well as Superintendent asks questions with regards to particulars about CPHS's goals. The principal also holds a "state of the union" at the beginning of the school year, to continue dialogue with the community about LCAP goals and showing progress on each goals; at this meeting, a direct link between professional development and site expenditures are talked about to show the reasons why we take the actions we do to ensure student support and success.	

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.

Findings	**Support Evidence**
There is an established procedure for all school stakeholders: FEA, CSEA, students, and parents. It seems to be effective in addressing the needs and concerns of the school's different constituents. The school has a Staff Senate that is composed of elected teachers. This group meets every Wednesday at lunch to discuss and broker solutions to issues. Individual employees	CPHS website MDUSD website Staff Senate minutes Williams Act

have access to clear guidelines about their treatment as professionals, and where necessary, union officials are available for consultation and representation. Likewise, students benefit from due process provided by the Williams Act, all of which the district takes seriously.	

A3. LEADERSHIP: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

Findings	**Supporting Evidence**
When crafting the LCAP, parents and community members are given information with the opportunity for feedback. Single plan for student achievement, serves as roadmap for resource allocation, school wide decision making and school wide innovation based on school wide student data, it identifies specific goals and benchmark of student progress and actions to be taken, the document is under review and fluid.	LCAP, SPSA, Site Council, PTSA SPSA Doc

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2 Prompt: How do staff ensure that the analysis of student achievement of the critical learner and college-and-career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

FIndings	**Supporting Evidence**
MDUSD utilizes OARS, EADMS, and Key Data Systems to analyze student data. Staff are trained to create and analyze common assessments and statewide assessments using these data sources. In conjunction with MDUSD, CPHS's principal adjusts annual school plans according to student achievement data, as well as standards established by state and national agencies. The LCAP stipulates a series of general numeric targets for student achievement, which individual school sites are expected to adapt to the particular needs/outcomes of the school. Each department is establishing habits of monthly meetings to share effective teaching practices, calibrate grading and expectations, and create and evaluate common assessments that will in turn direct instruction and RTI.	LCAP PLC meeting time Common Assessments RTI intervention teachers

Staff Actions/Accountability to Support Learning

A3.3 Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

Findings	Supporting Evidence
College Park's administration attempts to involve staff in the planning and implementation of school-wide and department-wide initiatives designed to improve student learning. The school-wide PD plan focuses on training for RTI which includes professional development for the following: PLCs, common assessments, cycle of inquiry, and cross-departmental collaborations. In a focused push to improve student college readiness, teachers increased team teaching efforts, attended development on differentiated instruction, observed each other's teaching, participated in cross-departmental collaboration. Consequently, we raised ELA scores 16 points in one year on the CAASPP score.	Courses of Study Staff department meeting minutes 2016-17 Meetings rotation schedule Brandi Patterson Instructional Document CAASPP scores Instructional Priorities Instructional leadership and visioning Instructional leadership calendar

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings	Supporting Evidence
College Park created a Staff Senate in 2015 whose purpose is to advocate effectively for teachers and to improve conditions for teachers at all levels of policy making, procedures and expenditures in partnership with our administrator and fellow employees. PLC time, department meetings, and staff meetings have been placed on the monthly rotation for after school meetings. As per the MDEA, teachers vote on a bell schedule every spring. The bell schedule vote impacts planning and the ability to provide	Staff senate mission statement Schedule of Tuesday meetings

academic support. Probationary teachers are evaluated in both years of their probationary period, and tenured teachers are evaluated biannually with a site administrator. CPHS administrators routinely conduct informal walkthroughs in which they briefly 'drop in' to a series of classrooms. Though the walkthroughs are not intended to be part of the evaluation process, they do provide the administration with a general sense of the tenor of instruction going on within the school.	The administrative team meets weekly and is calibrating the purpose and best practice to support and provide meaningful feedback to teachers on an ongoing basis. Informal observation is a priority for school leadership.

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs and research.

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

A4.2. Prompt: Evaluate the procedure to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training and preparation.

Findings	Supporting Evidence
College Park High School's hiring practices are aligned with district policies. Most current faculty members are teaching within their credentialed areas of specialization. The district process for recruitment, hiring, site placement and salary calculation is within the state and federal guidelines. Professional development is provided for special programing: PLC, AVID, BTSA. College Park supports new teachers in a variety of ways. The district provides BTSA to new teachers, providing ongoing monitoring of instruction and curriculum. Every August CP administrators provide "New Teacher Orientation" which introduces new teachers to the procedures and expectations of College Park. The district provides specialized training for bloodborne pathogens, sexual harassment and mandated reporter. CPHS has a **highly trained staff** with 82 teachers credentialed in their subject areas. Forty-eight members of our teaching staff have an advanced degree (Master's or higher). The district is highly dedicated to continuing education for employees and staff have the opportunity to participate in various trainings throughout the school year.	District, union, and state hiring practices. Chapter one of the WASC report

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision making processes, and relationship of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	**Supporting Evidence**
During the 2016-2017 school year, the TOSA is working with Staff Senate and Administration to update the **staff handbook**. The staff handbook assists all teachers with understanding policies and procedures, provides updates for returning staff, and clearly outlines negotiated contract obligations.	Staff Handbook

Support For Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

A4.4. Prompt: Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development learning activities, including coaching and mentoring, had on student learning?

Findings	**Supporting Evidence**

Monthly faculty meetings may address strategies or refinements for intervention within the school day. A TOSA (Teacher on Special Assignment) and a math specialist guide the RTI structure and development. In addition, they provide coaching and curriculum development at the school site and district level. Professional development opportunities are available as per requested and development pertaining to Response to Intervention, PLCs, and technology are given priority. Tracing clear lines between professional development and student performance is speculative. However, since departments have implemented the seeds of PLC work and the cycle of inquiry we have seen progress in decreasing Ds and Fs and seen gains in CAASPP testing. A focused school-wide effort on improving student writing and speaking is appearing to be effective, as the school registered huge jumps in assessments as seen in the 16 point increase in the ELA CAASPP score and equally impressive scores in math.	**Staff meeting agendas** **RTI powerpoint** PLC cycle of inquiry Student Work samples Common assessments PD calendar CAASPP scores

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: How effective are the school's supervision and evaluation procedures?

Findings	Supporting Evidence
College Park abides by the MDUSD's process for supervision and evaluation and systematic procedures for supervising and evaluating teachers are practiced. Permanent, tenure-track teachers new to the district are evaluated in each of their first two years; if retained at the end of the second year, they receive tenure. As part of the evaluation process, each teacher meets with an administrator. In that conference, the teacher and administrator discuss the teacher's professional goals for that year. Evaluations are based on formal observations followed by a formal evaluation conference at the end of the process. Teachers new to the profession can avail themselves to district resources such as BTSA and PAR mentors. In addition, department heads avail themselves for assistance and advice.	Evaluation templates Bargaining agreement Templates and forms for alternative evaluation process Records of BTSA and New Teacher Induction activity.

A5. Resources Criterion

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resources allocations, the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district's LCAP and the SPSA, the academic standards, and the college-and-career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college-and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning.

Findings	Supporting Evidence
College Park's Vision and Mission are the basis of all budget decisions, which must be examined and approved by the School Site Council (SCC), a body that includes representatives from the school's major stakeholders: staff, (administrative, certificated, and classified), students, and parents. The SCC examines and approves College Park's Site Discretionary School Improvement Funds- additional funds, calculated according to C-BEDs figures, over which CPHS has essentially independent control. College Park's PTSA provides funding for smaller scale requests. These are allocated based on pertinence and how well the request is aligned with vision and mission. Voters approved Measure C funding which helped facilitate much needed refurbishing of the CP campus. Most recently CP upgraded technology infrastructure to allow for greater internet accessibility. In addition, the football field was converted to artificial turf, bathrooms, lighting and sound walls were added to the sports complex. Extensive landscaping with cement seating was constructed in the inner-quad area. These expenditures were approved by the School Site Council. These have had a profound impact on student education because students are able to meet and process in the seating areas and interact with campus infrastructure.	SCC membership roster and meeting minutes PTSA minutes School supply budgets and records of expenditures Bond information (school and district website)

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting and annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Findings	Supporting Evidence
At the end of each year, site principals review their budget plans, look at revising goals and meet with staff and community members to see if stakeholders are still aligned with focus and mission. During these meeting, student population size is discussed with district office to ensure we are still receiving enough FTE's to run a successful school program. The parents meetings are named a "cup of Joe, with principal Joe" during these meetings the community at large is available to provide feedback to the Principal.	LCAP/SPSA SLO's (school wide learner outcomes) Student Handbook Middle School Registration Sessions

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the student's learning needs, support the educational program and are safe, functional, and well maintained.

A5.3. Prompt: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

Findings	Supporting Evidence
The maintenance department at College Park High School keeps the 57 year old campus physically clean, safe, and aesthetically pleasing. The custodial staff is proactive about identifying and correcting potential safety problems. Our custodial staff also quickly accommodates students whose seating needs fall outside of	Campus tour Records of custodial work Tours of appropriate campus spaces Calendar of emergency drills

'mainstream' seating arrangements. The district wide maintenance staff, however, must respond to over 46 schools which leaves some maintenance requests on hold for a long time. In 2014 our campus received significant landscaping upgrades due to a generous PTSA fundraising effort. We installed new landscaping and concrete seating areas between C and D halls. In addition, thanks to measure C funding, we installed lighting, artificial turf, and improved track and field facilities. Restroom facilities were added along with a concession facility. The campus has well-equipped specialized facilities in the sciences, art, and music. We have three new computer labs located throughout the school as well. The technology infrastructure has been upgraded over the past five years as well. The school has tempted to anticipate emergencies by providing each teacher with an emergency backpack located in his/her room. The nurse is equipped with a cot, ice, and first aid supplies. In addition, our emergency plan is updated annually [February] as required by the MDUSD School Board. The school also practices earthquake and fire drills periodically throughout the year as well as an intruder drill.	

Instructional Materials and Equipment

A5.4 Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and lab materials are effective.

A5.4 Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support

systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Findings	Supporting Evidence
College Park and MDUSD have formal policies and procedures for acquiring and maintaining a variety of instructional materials. Monitoring and providing for basic equipment needs, as noted earlier, is the responsibility of department heads, each of whom receives a budget that is tracked. Our structures are proving to be adequate and the bureaucracy generally functions efficiently in minimizing the turnaround time between filing for purchases and fulfillment. CPSH complies with the Williams Act, which ensures equal access to materials and equipment. The Annual School Plan and the Technology Plan are documents that seek to support policies and procedures for the acquisition of instructional/curricular tools of all kinds, especially technology. College Park is fortunate to have a variety of funding sources that are accessible outside the traditional channels of funding. PTSA and our Boosters programs are generous but judicious in their fulfillment of grant requests, and the evidence of their good work can be found within our campus and reflected in our curriculum. Project lead the way, under the sponsorship of Chevron, may provide funding for our career education program which is in development. The Foundation for Pleasant Hill Education is a generous donor who has been essential in awarding over $220,000 to the eleven public schools within the College Park High School feeder pattern since 2009.	Foundation for Pleasant Hill Education http://www.fphe.org/index.html CPHS Tech Plan

Well-Qualified Staff

A5.5 Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5 Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Findings	Supporting Evidence
Teachers new to the district are assigned a teacher mentor through the BTSA program. This peer support system helps to ensure new teachers are specifically trained in the technology tools used at CPHS and instructional practices needed to be successful at this school. In addition, administrators periodically observe all teachers and provide real-time feedback through Instructional supervisor observation and conferences. A number of courses are co-taught, pairing English with history teachers, for example.	District Training and Orientations Threads located on the master schedule
Each summer the district hosts a variety of professional development opportunities that range from technology based to Common Core Standards instruction. Regular opportunities to attend pertinent conferences such as the PLC Institute in Seattle, and subject specific organizations.	MDUSD Professional Development Flyer PLC Training Website
The principal and a vice principal hold regular meetings with the new teachers on campus and helps them find support for aspects of teaching.	Meeting Agendas/Notes

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the LCAP with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college-and-career-readiness standards, and the schoolwide learner outcomes.

A5/6. Prompt: Evaluate the effectiveness of these processes.

Findings	**Supporting Evidence**
Professional development funds are allocated to each department and each department determines the most effective use in support of department or school-wide goals. Through strategic use of funding, CPHS has reduced class size in some courses in which students have historically needed more support such as freshmen courses, introductory math, and science courses.	Department Professional Development Budgets Master Scheduling of Selected Courses School Budget The Site Council, PTSA, and PIE (Partners in Education) all use funding to directly support student achievement and the SLOs. Each year, teachers may apply for Site Council and grants to fund classroom projects aligned with the schoolwide plan and SLOs. Site Council members are appointed to evaluate the success of these projects to determine future funding.

Summary: All of our budget planning as well as professional development, revolve around student learning and achievement. We are putting in place a practice that is transparent and collaborative with regards to our instructional leadership and having a shared vision and calibration of agreements about what is seen in all our classrooms. Balancing and prioritizing the "right work" is something that the site principal is taking very seriously and wants to ensure we have a shared agreement of what the ideal CPHS student experience is.

In terms of prioritizing our Student Learning Outcomes, we have agreed upon the following: Complex Thinker, Effective and Ethical User of Technology and Self-Directed Learner. We are still trying to clearly define what exactly each of these looks like in our classrooms. We have included student, community and staff voice in trying to define how each of our students can know and describe what this feels like. We still have much work to do with regards to defining, but we have shown a true team commitment to it.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- Our mission, vision, and SLOs look to future global competencies.

- We have a good model for distributed leadership which includes a well organized and invested staff senate, site council, and department chairs. At the student level we have ASB Leadership and Sports Leadership. At the parent and community level we have PTSA and various Boosters.
- We have a well established and informative website along with a twice weekly newsletter that is run by the PTSA. Teachers have increased use of communication tools such as Homelink, Google classroom and email.
- As evidence by implementing the RTI bell schedule, we have a tested method for implementing change which includes: (1.) Evidence that change is needed. (2.) A clearly stated goal with a plan. (3.) Measurable way to determine if the process is working and the goal is being met. This process supports trust, transparency and consensus.

Growth

- With the recent addition of new administrators and a new counseling program, clear systems and procedures for basic day-to-day procedures and responsibilities need to be established in order to facilitate student learning.
- With so many new programs and possible initiatives, the long-range plan and focus is not clear.
- Auditing and Crafting a Master Schedule to coordinate with various site and district initiatives is needed.
- Explore ways to provide time and resources needed for supporting teachers.

B-1 STANDARDS-BASED CURRICULUM

1.1 School uses **educational research** related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

FINDINGS:	EVIDENCE: Conference attendance forms
College Park's curriculum is informed by educational research. Teachers have attended many conferences to support the curriculum in which they teach. This research has lead to changes in grading policy, as reflected in course syllabi, and has allowed multiple opportunities for student reinforcement and success.	Course Syllabi
The math department has been trained on the common core and the implementation of these new standards since 2014. They have examined a 2 year Algebra program, new AP math standards, as well as PD on common formative assessments.	Conference agendas / notes/materials
Science teachers have become more aware of the new Next Generation Science Standards. After receiving training at the district level teachers worked through a series of lessons to help modify the current curriculum to incorporate models of scientific phenomenon.	Lessons plans incorporating recent research
Jen Kennedy, the Photography teacher, was part of a social-emotional cohort called Empowering Educators. From this experience a final project was created for Advanced Photo students that involved showing their connection to what is deeply important to them by transferring images onto a sculptural item. For example, a baseball player transferred photographs that represent him and his interests onto a baseball bat in a pattern that was compositionally pleasing. Additionally, Ms. Kennedy had a 3-year contract with the non-profit AJA Project whose vision states they work to "provide photography-based programming and an assets-based model to transform the lives of youth and communities so they may become agents of personal and social transformation." In collaboration with AJA, students communicated their voice around issues that students chose within each yearly theme (Year 1 was stress, Year 2 was about their	

community and their role in it). The culmination of their work was two public photo gallery shows at Pleasant Hill City Hall, two Zines, and one multi-media slide show. Lauren Weaver, a World History teacher, attended and presented a lesson at the annual CCSS (California Council for Social Studies) conference held in March 2015 and attended the "Teaching History: Fostering Historical Thinking Across the K-16 Continuum" conference in May 2015. In the last three years the World Language Department has attended Foundations I, II, and III courses from the Berkeley World Language Project. Thematic Units combining Language Arts and World Language standards have been created and implemented. A cadre of teachers representing the English, Social Sciences, Math, Special Education, and Science departments attended Marzano Research "Art and Science Teaching" trainings over the course of three years from 2013-2016. Teachers attended two or three full-day trainings every year to be trained in the Marzano 41 elements of effective teaching. Teachers were introduced to activities and strategies to increase student engagement , 10 design questions to consider while unit planning, and 3 segments to incorporate into every lesson. Based on these trainings, lessons that utilized Marzano strategies were created and implemented in the classroom. Additionally, at a staff meeting in the Spring of Year 1, staff were introduced to instructional rounds, which is a model that allows staff to observed peers from other disciplines. In Year 2, staff were shown Larry Bell's Twelve Powerful Words and decided to adopt these terms schoolwide. Despite having a team of teachers from multiple departments in attendance, strategies and principles from the Art and Science trainings have not become part of CPHS culture schoolwide. Our staff has faced many	Screenshot of history conferences flyers attended Email listing teacher cadre and training dates 2015-2016

challenges with meaningfully implementing Marzano Research into our school. The majority of the teacher cadre who received the trainings changed every year, there has been an inconsistency of support from administration as staffing changes occurred, and since the Marzano trained teachers who attended were from differing content areas, this meant they could not work to collaborate with one another to create lessons. The Science department has been engaged in implementing the new Next Generation Science Standards through inquiry based labs. The English department has attended EL trainings and AVID conferences as well as working with local Junior College, DVD, to support articulation.	

1.2 Academic and College and Career Readiness Standards for Each Area

Indicator:
The school has defined academic standards and college and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a g" requirements.

Prompt:
Evaluate to what extent there are defined academic standards and college and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a g" requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.

FINDINGS: Across campus every department has begun to align courses to new state and federal standards. Math and English have already aligned their courses to the common core. Science is in the	**EVIDENCE:** **Course Syllabi** **Professional development minutes and notes**

process of introducing the new Next Generation Science Standards. Every teacher produces a syllabus that states the standards and expectations for each course. A great majority of College Park courses satisfy the UC "a-g" requirements and have received UC approval to receive that designation. Many professional development opportunities throughout the year have allowed departments to examine and align these new standards into their courses. New national core arts standards. AB 2862, signed into law on 9/26/16, authorizes the revision and adoption of new VAPA standards. The English Department has developed Performance Standard chart based on ELA Common Core. Science department has a new set of computer programs that are all aligned to national standards and are utilized in most life science courses. The science department has also introduced the Project Lead the Way (PLTW) curriculum addressing the medical science field. Math is switching to Common Core-aligned textbooks for Algebra I, Geometry, and Algebra II for the 2016-2017 school year. As for advanced coursework, all courses affixed with the Advanced Placement label comply with the College Board's standards for what those courses should embody; the courses of study for those courses are on file in the AP website.	**Lesson Plans** **English Performance Standard Chart** **PTLW course description** **VAPA course descriptions.** **Common terms, lesson plans** Printout of manual Copy of new math textbooks AP Website AP course descriptions. Examples of student work.

1.3 Congruence

Indicator:

There is congruence between the actual concepts and skills taught, the academic standards, the college and career readiness standards, and the schoolwide learner outcomes.

Prompt:
Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college and career readiness standards, and the schoolwide learner outcomes.

FINDINGS:	**EVIDENCE:**
Each subject area is teaching skills consistent with academic standards and student learner outcomes. Common assessments are created at department levels and analyzed to inform curriculum and instruction. For example, the English department developed common assessments that are based on essential common core standards that have been identified by teachers for each grade level. Currently, the focus of common assessments for English is argumentative writing and the department is working to create a writing based common assessment that all students will take. Freshmen and sophomores will respond to one prompt and juniors and seniors will respond to another. The essays will be graded by the department using a common rubric that addresses the different skills and standards that they have identified as power standards to teach. In addition, the Foreign Language Department has also developed common assessments for each level of the languages based on subject matter standards that they have selected as essential. The common assessments are given quarterly. During Professional Learning Communities, foreign language teachers meet and analyze common assessment data to determine student strengths and areas of need. In Science, teachers have developed projects and labs that are aligned to the state standards. Presentations, inquiry based labs, guest speakers as well as course-specific projects in Principles of Biomed and Human Body Systems	**Examples of lessons or units and corresponding student work** **EX: Lesson: Synthesized English Essay on "To Kill a Mockingbird"** **Scantron results for school assessment, OARS results for district assessment** **Departmental assessment results** **Teacher observation sheets** **Examples of labs**

demonstrate that what is actually being taught is congruent with the academic and college and career readiness standards. The math department has revised grading policies for Algebra I, Geometry, and Algebra II to allow students to retake Chapter/Unit tests to demonstrate new learning on assessed topics. Additionally, the math department has revised departmental grading policies to permit students to turn in late or missing assignments for partial credit to eliminate the adverse penalty of a 0. Special education students access reading and math curricula individually, in small groups and whole class in the self-contained Special Day Class/Severely Handicapped setting for 3-5 periods per school day. Students all have Individual Education Plans, "IEP," with goals for Life Skills English/Language Arts and Math in the SEIS IEP Area of Need category Functional Academics. These students access the general education curriculum by enrolling in general education elective classes including Biology, Art, Art-Glass, Drama and Physical Education. Some of these students access the PE curriculum without modifications or accommodations. All students receive accommodations and modifications to the curriculum in the other elective classes.	**Student work in each of the PLTW courses.**

1.4 Integration Among Disciplines
Indicator:
There is integration among academic and career technical disciplines at the school and where applicable, integration
of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt:

Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security.

FINDINGS:	EVIDENCE:
College Park does offer formal interdepartmental courses such as American Threads classes for juniors that combine US history and Literature. World Perspectives is a course for sophomores that combines World History with 10th grade English. Within these classes, students complete crossover assignments that meld history content with English skills. Examples of integrated projects for American Threads include the Family History Project and the Music Project, and for the Sophomore Perspectives class, students write using common essay formats and learn how to synthesize information for Socratic Seminars. For one project, students use information learned in the world history classroom involving forms of government before analyzing the form of government revealed in their English class through the reading of Antigone. Visual Arts classes on campus have many crossover connections with other disciplines. Video production shoots many different classes in action and has filmed the yearly Holocaust Survivor talk presented to all Sophomore World History students. Video Production also creates a video catalog of elective classes (as described by the teachers who teach them), that explains the course content to students. Advanced Photo students work closely with the Yearbook class. Advanced Photo students are hired to complete certain photo shoots, which are edited and delivered back in the same way a professional photographer would work with an editor. Photo students also teach Yearbook students some Photo Shop techniques and help with layout planning. Photo Classes also incorporate English skills as students are tasked with identifying imagery and	CPTV.web Winterfest program Course catalog Photos of event and program Threads Syllabus World Perspectives Syllabus. Examples of student work Examples of photography student work Student critical listening journals

visual symbols from the poem, "Where I'm From" by George Ella Lyon before being tasked with identifying visual symbols and imagery for their own photographs. The Culminating project is the "Day in My Life Project" and the incorporation of imagery allows students to think deeper and make sensory connections that an audience could understand.	
Video Production assignments promote collaboration with numerous classes and activities at College Park, including but not limited to languages, sciences, visual and performing arts, P.E., math, leadership, and CTE courses including sports medicine and photography. Each year video production students record Math Day activities. The math department creates an elaborate activity / festival in which students solve equations though processes of inquiry and discovery Video production class supports leadership class in presenting rallies and assemblies. Video students record the event and run a live feed to a big screen in the venue. Video students also record campaigns for students running for school leadership positions. CPTV Productions supports many non-profit and government agencies in the area with video services: Meals on Wheels and Senior Outreach Services, ASPCA, The Alzheimer's Foundation, County Connection Transportation, Families First, Family Services, The Marin Marine Mammal Center, All in Need, The Gardens at Heather Farms, Cancer Support Community, The City Channel of Pleasant Hill, and more.	Example: https://vimeo.com/164593592
Ceramics classes integrate history, english, science. For both a Native American and a Persian or Greek Cultures assignment, students must research the culture, the traditional design	Displays of work in school hallways and classrooms

and firing techniques before creating their piece. Chemistry concepts are taught when students learn about how glazes and clay have chemicals in them, and depending on the firing, reduction or oxidation, different results are achieved. Geology is explored through the learning about clay and metallic oxides that we use to color the ceramics. In Ceramics I, students have a creative writing extension. The assignments allows students to create a ceramic shoe or boot before writing a story about the owner of that shoe. Choral and instrumental music courses are vertically aligned. The choir's annual Renaissance Holiday Feast event integrates history, instrumental and vocal music, drama, and community outreach. Additionally, the choir classes integrate English writing skills during critical listening quickwrite exercises.	PLC and department meeting minutes

Articulation and Follow□up Studies
Indicator:
The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow□up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt:
Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow□up studies of graduates and others regarding the effectiveness of the curricular program?

FINDINGS:	EVIDENCE:
Each spring parents of incoming freshmen are invited to visit the College Park campus to meet	Flyers advertising feeder school visitations to schools to place on school website, marquee,

and talk with College Park faculty and staff at an 8th grade parent night/Open House. Administrators and counselors visit middle schools in our feeder pattern. From October to December, feeder pattern administrators meet to discuss logistics, curriculum changes, and needs to organize feeder pattern articulations for visits in February and March each year. During these visits, the vice principals and counselors discuss course offerings at College Park High School and course requirements for graduation, including "a-g" requirements to be UC/CSU eligible, tailored towards what students "should" take during their freshman year. Along with student speakers, staff conduct a question and answer session on what student life is like at College Park High School: parking and traffic, spirit, sports, performing and fine arts, leadership, dances, clubs, dress code and rules & regulations, and school hours. Math students are assessed for suggested placement through a district matrix that district monitors and distributes in conjunction with the 8th grade administrators and the master scheduler at the high school level. Student-athletes enrolled in the Sports Leadership class visit local elementary and middle schools to promote College Park's athletic programs and athletics in general. Students emphasize the positive health benefits of athletic participation and the importance of academic performance in becoming a successful student-athlete. The VAPA (Visual and Performing Arts) department has many levels of articulation with feeder schools, other area high schools, and the local junior college, DVC. The band, orchestra, and choir attend area festivals where many schools perform. The art program hosts an art show that is judged by DVC faculty. Also, the Choir teacher regularly visits College Park to instruct supplementary clinics. The two instrumental music teachers, Jorge Jimenez and	newsletters (Falcon Flyer), emails, letters to parents, and poster advertising around school campuses. Feeder pattern administrative notes/minutes, agendas, sign-in sheets, and emails. Course cards and applications. Distribution of information sheets. Emails, assessments, and math matrix. Field trip forms, bus receipts DVC arts show flyer Area festivals email invitation

Alexa Tsarnas, go to Valley View Middle School every year for a performing arts day to articulate the possibilities in the music program at the high school level. Additionally, the choir visits elementary schools. English teachers collaborate with professors at DVC, the local Junior College across the street from College Park High to support articulation of College Park High students.	Field trip forms, bus receipts
Special Education students have a transition IEP meeting before they come to high school. Parents, students, the special education teacher and administrator discuss available high school classes. Students work with their support team to select classes to take from 8th grade to senior year. Students are not on graduation track so they don't need to have all their classes planned from 8th grade to senior year. Electives students take vary by year depending on student interest and ability, and the availability of classes. The ROP advisory committees meet with professionals in the subject area to discuss curriculum and program goals.	Write-ups IEPs

B2. Access to Curriculum Criterion
All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

Indicator:
All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre□technical training for all students.
Prompt:

How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre technical training for all students.

FINDINGS:	EVIDENCE:
All College Park students have access to the full curriculum that is offered here at College Park. Each department offers core curriculum courses as well as a large range of electives and specialized courses. Every February, administrators visit English classrooms to go over the course catalog and inform students of their choices for the next school year.	Course Catalog Examples of student program cards
Additionally, the counselors work with students in multiple capacities to support their individual educational needs. The counseling department works with the administration in order to help students in selecting courses as well as making sure are being successful in the courses they select by monitoring their grades and performance. All students are given access to "Naviance," an online program designed to help students figure out the type of college or career that might best fit them. The counselors work with students every year with Naviance. Counselors meet individually with students and use Naviance during counseling sessions. They also lead whole class sessions in the computer lab where students are introduced to more aspects of Naviance. They are given tools to navigate the program and take assessments using Naviance to gage career and college choices that cater to their personal needs. Sheila Welsh, who heads the College and Career Center, works with students to assist them with college applications, recommendations, and in gaining insight into the college they would most like to attend. College and Universities host informational talks on campus for students to	Email from the Counseling Department announcing fall 2016 "Naviance" training for Sophomore students Naviance, career center, etc Schedule of college visits Fliers for 8th grade parents

attend throughout the year. The science department does an extensive presentation to all science students informing them what science class they can take and what will be covered in each of the classes. This includes demos, explanation of models, as well as student work. AP Teachers hold informative meetings discussing AP class requirements, expectations, as well as topics to be be covered In Social Studies individual teachers spend time with students to discuss course options, and what department electives may interest them such as Sociology, Psychology, AP Psychology, Human Rights, Geography, as well as Criminal Law. Special education students take elective classes as described above. Most special education students do not meet requirements for AP classes. Students with different disabilities could possibly qualify for AP classes. Examples of students who could qualify for AP classes could include a student with Autism Spectrum Disorder who had high academic skills, a student with only physical disabilities or a student who needed Adapted/Assisted Communication or Assistive Technology.	Schedule of science talks Series data of AP enrollments AP Meeting agendas/school bulletins where they are announced.

2.2 Accessibility. Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extend do the instructional practices of teachers and other activities facilitate access and success for all students?

FINDINGS:	EVIDENCE:
College Park has adopted the Project Lead the Way pathways for Computer Science and Biomedical Science. The Computer Science pathway includes Computer Science Principles (formerly Computer Science and Software Engineering) and Computer Science A (formerly Computer Software Applications).	Computer Science --computational artifacts- Lesson plans/ student work samples Project Lead the Way Assignment guidelines, online tutorials (M. Thomas)

In Computer Science principles, students are taught the principles of computer science through research on the impact of computing, career exploration, and creation of computational artifacts. Among the computational artifacts that students create are Android apps, Python GUIs, and interactive websites. In Computer Science A, students learn object oriented programming with Java and engage in labs investigating Chatbots, image editing, and more. The College and Career Center also assists students, by listing summer internships, volunteer opportunities, summer career prep program, and part□time jobs – and involve literally hundreds of CPHS students each year. But vocational training is not just limited to the classroom. Useful vocational skills are embedded in much of the school's robust activities. Many ASB rallies feature student□produced videos, and the activity of clubs like Robotics, Key Club, and AVID involve training in skills that might have immediate application in the marketplace. AP Environmental science uses many real world examples when discussing various world environmental problems. As part of a unit on human development and child rearing, Psychology students learn about parenting and the demands of parenthood through a baby simulation that lasts for one week. Prior to the simulation, students learn about the developmental needs and costs involved in raising a baby as well as teenage pregnancy and parenting. Students then become parents to a ten-pound flour sack baby which they must care for at all times over the course of the week. At the end of the project, students write a reflection sharing what they have learned during this process. To build on their hands-on learning experience, teen mothers in MDUSD	**Examples of APES projects.** **Worksheet on the costs of raising a baby and articles on the costs** **Student work samples: Flour Baby Project reflection** **Photo of Presentation by Crossroads High teen mothers** **Assignment: Child Observations**

who attended Crossroads High visit the Psychology students to share with them about teen parenting. Then, students are tasked with observing and interacting with children at two different developmental stages in order to test our developmental theories learned in class. The Personal Finance Class is a rigorous class that offers many real world applications for students. Students learn how to conduct research on a variety of topics in order to better understand finances. They also learn how to analyze their findings using spreadsheets. For example, in the "Find a Career Project," students research salary breakdowns for three different careers, students also research income amounts needed to secure various apartments during the "Apartment Project", and in the "Home Budget" project students use excel to determine a monthly budget needed to manage a household income. Other real-world projects include banking and credit card comparisons, determining food costs for half a month, as well as determining total costs and loan breakdowns involved in both buying a car and buying a house. Additionally, Personal Finance students have a variety of speakers throughout the year that link with the topic studied. Speakers include professionals in engineering, construction, architecture, U.S. Army/ National Guard, FBI, Wells Fargo representatives, HR Financial Planners, and Computer Science. World language classes align content standards with real life applications. For example students write cover letters for a mock job interview in the target language or students pretend going to a restaurant where they order in the target language from a student generated menu. AREAS OF IMPROVEMENT FOR ACCESS: The P.E. department would like to explore ways for student athletes to receive course credit for being on a sports team. They are also looking into expanding the P.E. Department to offer more	**Personal Finance Assignments:** **Find a Career** **Apartment Project** **Home Budget** **Food Project** **Comparing Banks** **Comparing Credit Cards Project** **Car Purchase** **Buy a House Project** **List of Speakers for Personal Finance class**

zero period P.E. classes, and are looking into the option of offering a seventh period P.E. class	

2.3 Student-Parent-Staff Collaboration - Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.

FINDINGS:	EVIDENCE:
Mrs. Sheila Welsh, our career and college advisor, helps all students in selecting a path best suited for them. The College and Career Center offers resources for students to support their success in post-secondary endeavors. Further, students can research individual college programs and develop a high school plan to help prepare for life after high school.	PSAT attendance ACT test dates Naviance Program
In the past, sophomores have taken the PSAT during school time	MDUSD college fairs, application workshops
Annually, Parents, teachers, administration and students meet to develop student learning goals or to establish or refine goals. These meetings involve creating accommodations and communicating to teachers the individual needs of the special education students to ensure a positive and successful learning experience.	
Students are introduced to various career options through talks given by guest speakers. Special Education, personal finance, and AVID courses host a variety of speakers so students can be introduced to various careers from a personal, first-hand perspective.	List of Guest Speakers who visited Personal Finance class

2.4 Post High School Transitions - The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

FINDINGS:	EVIDENCE:
College: Special education students who complete high school with a certificate of completion are eligible to attend the MDUSD Bridge post-secondary until the fiscal year in which they turn twenty-two years old. The Bridge program is very flexible. Students can attend Bridge part time and, for example, Diablo Valley College part time or they can work part time. This class prepares students for Bridge. Career: The SDC-SH curriculum for this class includes Life Skills English/Language Arts, Math, Science/Health, Social Studies/History, Transition and Strategic Support. Students all have at least one IEP goal addressing future employment.	DVC articulation information DVC assessment and placement for incoming freshmen info

Areas of Strength:

Rigor - common assessments are a key piece. District is giving 9th and 10th grade English testing to determine levels or rigor. We don't have a pacing guide for English Common Core, so formative assessment is more important.

Parent expresses concern that common assessments such as a common final exam can be unfair if the teacher is not covering common material.

Common assessment can be just a few keystone questions woven into a larger test that is not common.

Common writing assessment, we can use prompts, rubrics, and outlines to demonstrate rigor.

Areas of concern:

Sophomores cannot generally take electives.
We need more zero period options, especially P.E.

Category C: Standards-based Student Learning: Instruction

C1. **Challenging and Relevant Learning Experiences Criterion**

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.

Findings	Supporting Evidence
Here at College Park High School, students have access to a variety of Advanced Placement and Honors classes spanning all core subject areas, which include rigorous college-level research projects. Formal writing assignments are geared towards interdisciplinary content, providing students with synthesized learning opportunities. Students receive ample opportunities to interact with teachers during instructional time as well as before school, after school, lunchtime, and during designated intervention periods.	**- Course Catalog** **-AP Government research paper,** **- AP Psych project,** **-W. History essay prompts** **-Socratic Seminar prompt** **-Biology Animal Research Final Project**

C1.1. Additional Online Instruction Prompt: Evaluate the effectiveness of **timelines and pacing guides** for completing coursework for asynchronous online instruction.

Findings	Supporting Evidence

At College Park High School, many of the teachers use curriculum pacing guides for their courses. These guides are helpful to students and their families in determining a productive study schedule and anticipating upcoming assignments. At this time, the teachers using curriculum pacing guides are teaching courses in World History, Science, and Math.	- **World History Pacing guide** **- Science** **- Math**

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

Findings	Supporting Evidence
Students are aware of the standards expected of them prior to learning daily and long term assignments. Some teachers introduce standards concurrent with introduction of new and more advanced instructional units.	**-World Languages Project** **- Math standards in textbook.** **-Social Science standards presented in front of classrooms**

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.

Findings	Supporting Evidence
All teachers can be reached by email through School Loop, providing both students and parents email access to the faculty. In addition to the school system, many College Park teachers have other class specific websites to connect with their students and/or to provide extra practice and facilitate learning. Students who miss instruction can access software programs and other personal websites to receive	**Teacher Websites** **School Loop** **New.schoolnotes.com** **Edmodo** **Online textbooks for math** **CPTV** **Remind**

instruction. Many of the internet activities give students instant feedback, creating a dynamic, interactive method to review material for better retention and to prepare for assessments. Use of the internet during instruction also creates the opportunity for students to learn good internet practices to encourage technological literacy.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
Teachers are trained on Google classroom and other teachers use school loop, available through the district, to articulate activities/assignments to enhance student engagement. Newer textbooks, used in some departments, provide students with online activities and resources. In our photography class, which also teaches darkroom, the teacher uses a smart board to deliver instruction and demonstrate edit techniques in Adobe software. Most classrooms have ELMOs, document cameras in order to deliver instruction.	**Google Classroom** **Math textbook online** **PowerPoint lectures** **Smart board (photo class)**

C2.1. Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.

Findings	Supporting Evidence
Teachers at College Park have switched to EADMS for	**-EADMS training agenda**

online assessment data gathering.

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.
C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Supporting Evidence
AVID, a two year old program at College Park High School, requires tutorial sessions of which students study for classes via guided deep questioning. Some teachers at College Park use interactive games that guide students towards mastery of standards. Some teachers at College Park use research papers or collaborative activities to teach state adopted standards. Examination of Student Work	**-AVID tutorial study sessions (TRF form)** **-World History Power-n-Pride simulation** **-Research prompts** **- Socratic seminars** **- Science Labs**

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.
C2.3. Prompt: Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
Students at College Park receive instruction that guides them in synthesizing information. Instruction is delivered in relevant, purposeful ways in order to draw relationships and comparisons both across the subject areas as well as in the real world. Learning supports such as writing scaffolds and guided notes are encouraged and available to facilitate student learning. Students are also assessed on their knowledge in various ways including group discussions that require the students to synthesize information and discuss deeper meaning of content. Additionally, College Park	**- English: Antigone synthesis essay** **- Socratic Seminar Prompt** **- PE resting heart rate worksheet** **- US Gov. Debate Prompt** **- Student edited photographs** **- Cornell notes** **- Research Paper** **- Lab Reports**

has three computer labs that can accommodate entire classes, allowing students opportunities to access, explore, research, and organize information online in a structured learning environment.

C2.3. Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

Findings	Supporting Evidence
Many teachers use turnitin.com and google classroom both to assign and accept student work. Turnitin allows dynamic feedback which can be either written or audio. Additionally, students can use turnitin to edit papers once they have been submitted. Google documents also allows students to continually edit an essay or paper after it has been turned in for a grade. In advanced German classes, the students uses a chat room "Today's Meet" to practice interpersonal writing. College Park High has recently switched to EADMS to assess student growth in analyzation and reading comprehension of text. Students have access to their testing information and teachers, most importantly, have access to testing data for students in all of their classes. Reports are dynamic and easy to access. College Park students have access to San Francisco public library cards. The students can conduct research using JSTOR, EBSCOhost and other collegial level research databases with the help of the librarian.	**- google classroom** **- EADMS** **-SF public library research database** **- Google classroom** **- turnitin.com** **- German class chat room "Today's Meet"**

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Supporting Evidence
Students demonstrate understanding and are able to	**-Math parabolas culminating**

employ higher level thinking skills through a variety of projects. Many teachers at College Park assign projects and hands-on learning activities ranging from skill-building to culminating large-scope research papers. Students are assigned projects in arts and elective courses as well as their core science, social studies, English language arts, and even mathematics classes synthesizing information from notes and research across departments and disciplines.	**project** **-US Government Research Paper (Kropf's paper)** **-Socratic Seminars** **-Power N' Pride Simulation**

C2.5. Indicator: Students use technology to support their learning.
C2.5. Prompt: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
College Park teachers use technology to guide student research papers. This is the first year that College Park has been issued Chromebooks for student use. This is a new addition to College Park and a few teachers are using these computers within their instruction. Computer labs are available for entire classes before, during, and after school. Library resources include computer labs, research volumes, and publications. Access to youtube tutorials and school wikis, teacher websites, home link, Turnitin.com is used primarily for submitting papers in order to check for plagiarized work.	**- Chromebook Cart in J Hall** **- Computer Labs in Library and A3** **-Haider, Kropf, Hallquist Website Link** **-turnitin.com**

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.
C2.6. Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
Many teachers use a variety of software programs for	**-Google Classroom**

students to gain knowledge beyond the textbook. Students across curricular areas utilize Google Classroom to work on writing assignments, submitting initial and final drafts and collaborating with peers. Teachers in many subject areas also offer recommended websites for extra practice. Students are guided in the use of internet sources for research projects. Many World language classes use target-language websites as authentic language input in combination with Webquests for authentic language-use practice. Teacher advocacy also achieved access to youtube which is used by many teachers to facilitate a real-world connection to the curriculum being covered in the classroom.	**- Research through CP library** **- Edmodo** **- Chemistry websites** **-Target language websites** **- Youtube** **- Turnitin.com**

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

Findings	Supporting Evidence
Counselors at College Park train students at the freshman level to use Naviance, an online tool that supports students as they prepare for postsecondary pursuits. The program enables students to complete applications and exposes them to programs within disciplines that offer career opportunities. It also allows students to log community service hours required by their teachers. Some of our teachers at College Park offer internships through their elective classes.	**-Naviance** **- Internships through Sports med, photo**

C2.7. Additional Online Instruction Prompt: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

Findings	Supporting Evidence

- Students at College Park are exposed to opportunities for real world experiences through a variety of ways including a stock market project, German career day, and a transition program for our special education students.	- **Stock market project in**] - **German Career day field** - **IEP goals for transition**

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

College Park High School is dedicated to ensuring students are prepared for the demands of college, career readiness and real world experiences. Our staff provides challenging and relevant work across all departments. Many teachers at College Park assign research papers and collaborative activities that increase student awareness as well as prepare them with necessary skills to be successful in college and their careers.

Many students at College Park are aware of their expected performance standards and learning expectations via a variety of teacher chosen strategies. Some teachers display the state adopted standards while others use the school board adopted textbooks in order to educate the students upon what is expected from them.

Technology plays a vital role in our students learning experience at College Park. While many teachers use personal class websites to connect their students learning experiences, others choose to utilize the district adopted Homelink software program. Technology at College Park serves as a tool for students to practice guided research, create demonstrations to apply and display their knowledge.

College Park staff has explored a few ways of introducing student access to career opportunities through internships and other job fair programs. These opportunities are focused towards R.O.P classes and electives.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Research plays a vital role in all departments at College Park. The use of research projects throughout all departments will adequately prepare our students for the rigor of college and careers.
2. Technology is integrated within our instruction across many departments at College Park. Students become competent on common software programs as their instruction requires the use of technology.

3. Many students at College Park are taught to synthesize information from all of their courses and prior experiences. In doing so, research projects and the use of technology show evidence of most of our students performing in all content areas at a high level.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Increase the use of common assessments and pacing guides throughout all departments to guide instruction at a similar pace.
2. Reorganize and train teachers in the use of PLC's to determine which students need further instruction.
3. Increase the use of RTI within departments to structure students into specifically assigned teacher guided support based upon common assessment scores.

Category D: Standards-based Student Learning: Assessment and Accountability

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.

2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

➔ Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. The responses that include findings and evidence for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

- At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs
- Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Findings	Supporting Evidence
An overall view of CPHS data can be found using the LCFF State Funding Priorities Snapshot. This document shows student achievement by school compared to district and state and shows student achievement on AP tests and EAP results over the last three years. This information is broken out by student groups based on ethnicity, socioeconomic status, and our EL students. Other information includes percent of students completing "a-g" requirements. Graduation rates, suspension rates and expulsion rates for the school, district, and state are also tracked over the previous three years.	**http://cphs.mdusd.org/SARC**
Standardized Exams The CAASPP tests understanding of the Common Core standards and is required by all 11th graders. Testing takes place during the school day. Data is disaggregated by gender, ethnicity, socio-economic status, parent education, and students with disabilities. CAASPP results are available to all stakeholders through the CA Department of Education website. The CAHSEE was a state test required by all high school students as a requisite for graduation. The CAHSEE has been suspended. CST test in science has continued to be administered to students in 10th grade. The test currently covers cell biology, genetics, ecology, evolution, and physiology as well as investigation and experimentation. This test will soon be	**http://caaspp.cde.ca.gov/** **http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=1&lstCounty=07&lstDistrict=61754-000&lstSchool=0731646** **http://www.princetonreview.com/college/psat-information**

realigned to the Next Generation Science Standards (NGSS).	**http://www.cde.ca.gov/ta/tg/hs/cahseesuspendfaq.asp**
SARC Student performance data is provided on our CPHS website through the School Accountability Report Card (SARC). The SARC is updated yearly by the district office and the school administrators. Note: Some discrepancies in results for CAASPP were found on the SARC for 2015-16. The assessment department of the district office has been notified to determine the causes. All data used for this WASC report is from dataquest.	**http://cphs.mdusd.org/SARC** **http://sarconline.org/Sarc/About/07617540731646**
Other Achievement Data AP Exam results are also gathered using the College Board website. Each AP teacher has access to his/her own class results and students have access to their own results through the College Board website. CPHS also tracks PSAT/SAT scores, ACT scores, "a-g" requirements met, and graduation rates.	**See Chapter 1 Data**
HomeLink The district and site support the use of Homelink for teachers to communicate test scores and work completion to parents and students. At the high school level, students are allowed access to their homelink account through a unique password and are encouraged to check this frequently. Homelink allows students to see GPA, graduation credits, national test scores, current class progress and prior class grades. In 2015-16, Homelink was used by 78 of the 87 teachers at College Park. Departments using homelink exclusively include Visual and Performing Arts, Mathematics, and World Languages. Of the remaining 9 teachers not on homelink, most provide students or parents a printout of grades upon request.	**http://cphs.mdusd.org/HomeLink**
D/F Analysis At the site level, CPHS began tracking the number of Ds and Fs in all of its courses in 2014-15 to monitor student progress and gauge college readiness. Data is gathered from our Aeries system by administrators. Teachers also have the ability to track Ds and Fs for their own classes using the Aeries	**Chapter 1 Data**

Homelink database. The number of Ds and Fs is closely aligned with the percent of students completing "a-g" required courses.	
NAVIANCE Students and parents utilize the NAVIANCE website to plan for and track college readiness. Presentations are given to parents in the evenings and students during the school day to help them use NAVIANCE.	**Welcome to NAVIANCE ppt presentation**
Progress Reports Progress reports are sent out every 6 weeks, with grades at the quarter and semester. A grade distribution timeline is posted on the school website for students and parents. Progress reports are given to each student. Students in danger of failing at progress report time have their report mailed to their home address.	**http://cphs.mdusd.org/welcomeparents**
Mathematics Placement Test for incoming 9th graders At the mathematics level, MDUSD along with district teachers have begun implementation of diagnostic tests at the middle school level to assist with math placement for students entering CPHS in 9th grade. These tests include an MDUSD Numeracy Test, MDTP, I Ready and Grade 7 CAASPP results. The numeracy test and i-ready tests assess basic number skills while the MDTP and CAASPP are valid and unbiased state and national tests. The cut-off and weight applied to each test have not yet been determined as valid and all MDUSD schools will be adjusting and monitoring in the next few years to ensure equity and reliability.	MDUSD Numeracy Exam
PLC Meetings Some departments meet as a PLC for the purpose of examining raw and disaggregated data from standardized tests.	

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
CAASPP Results CPHS provides information to our parents and community through the CPHS website. Information includes how the CAASPP differs from previous national/state tests, how CPHS students performed, and what actions CPHS is taking. Individual CAASPP test results are reported directly to the parents of students at CPHS.	**http://cphs.mdusd.org/commoncore**
PSAT Results Individual PSAT results are reported to students directly by our college and career advisor. Students are notified electronically of their test results and support is offered through the College and Career Center.	**MDUSD website:** **http://www.mdusd.org/reports**
SARC School Accountability Report Cards are an overall tool for parents and community members to see results for CAASPP, CAHSEE, SAT/ACT results, and percent of students meeting "a-g" requirements. These SARC reports are available on the CPHS website as well as the MDUSD website.	**MDUSD website: CPHS SARC** **CPHS website https://cphs-mdusd-ca.schoolloop.com/SARC**
Staff/Department Meetings Dissemination of all assessment data above is presented to teachers at staff meetings. Teachers are requested to use this data to guide planning and instruction. However, this is an area to be worked on as departments are adjusting to data that is quickly available and useful in altering instruction.	**PowerPoint Presentation**

A special note that most staff have agreed to use data driven measures to ensure accountability for our RTI schedule. Specifically, our RTI goal includes tracking of PSAT scores, percent of students completing "a-g" requirements, and number of Ds and Fs school wide.	

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
DISTRICT/SCHOOLWIDE SYSTEM The departments of mathematics, English, and Science have used the OARS system for semester final summative assessments. The data is discussed by each department and although differences are noted and adjustments are made for the next year, data has not been used in a routine manner. MDUSD has recently contracted with EADMS which is a more user friendly data collection and organization system. Analysis of schoolwide data has not been widespread until the implementation of the RTI schedule in 2015-16. Currently, teachers are kept apprised of the EAP and Smarter Balanced results to make decisions about the benefits of the RTI schedule on student learning.	
Common Assessments All depts have recently instituted common assessments for the purposes of creating common goals across courses and for identifying students who are in need of Tier 3 Intervention during RTI	**Samples of Dept. Common assessments**

D1.3. Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program

Findings	Supporting Evidence
NA	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
Teachers at CPHS use a variety of assessments including formative, summative, projects, essays, portfolios, and presentations. Each department has chosen different ways to implement and use these assessments.	
Common Assessments ● The math department has common assessments for Algebra 1, Geometry, and Algebra 2/Trig. ● Some World Language and Social Studies teachers work in pairs to develop a common multiple choice assessment or standards based assessments. ● In the science department, chemistry teachers use the same lab assessments and the tests reflects the same concepts. ● The English Teachers have recently developed a common assessment for each grade level as well as a rubric for grading. ● The Special Ed teachers give the Woodcock Johnson test as a guide to understanding student's academic ability. The data is used to write goals and develop accommodations to help students be successful in the classroom.	Social Science: Worksheets and teacher generated questions Social Science: Chapter Test Social Science: Research Project Social Science Common Assessment 10 step guide to research papers
Formative Assessments ● Essays: Some English and Social Science teachers assign a draft essay so they can provide feedback before a final paper is turned in. ● Quizzes and Tests: All departments use small quizzes to assess recent progress/understanding. Some of	**English Vocabulary Quiz** **English Punctuation and Grammar Quiz**

these are multiple choice, quick writes, verbal pair shares, or open response. In World Language everyone has to correct and return the test, in others the corrections gave students some points back (half of the points missed) or increases their grade up to a C, or retakes are not for every student. ● Warm-up: Many teachers use a warm-up or "Do Now" to assess student understanding of the prior lesson, to lay a foundation for the day's work, or to preview upcoming material. ● Regular Homework and Classwork: All teachers assign classwork and/or homework so students can demonstrate proficiency. This takes the form of observation of performances in performing arts, display of artwork, performance tasks and problem practice in mathematics, quick writes and close reading in some English and Social Sciences. Some World Language teachers require verbal activities. ● Class Discussions: Most classes allow regular discussion to allow teachers to determine student understanding and allow students to explore and share ideas. Many of the math teachers use a group seating arrangement to facilitate group discussions. ● Performance: In Physical Education students are continuously assessed on performance of physical activities as well as effort. In Performing Arts, students are assessed on their participation in community events, their level of performance in singing, acting, and playing a musical instrument. ● Standards Based Grading: Some teachers use a standards-based method of grading unit which includes introducing the standard at the beginning of the unit, putting the standard in student friendly language, introduce learning goals, using quick writes and pair-share for formative assessments, pair-share for formative. Student response examples are shown to the class the next day and reteaching takes place at this time to clear up misconceptions. ● Informal Assessments: Teachers in all levels of mathematics courses also use a variety of project based assessments, performance based tasks, exit quizzes, or thumbs up-thumbs down quick assessment. Informal verbal assessment checks are given by most math teachers almost daily	**English Visual Project with Summary** **English Essay** **Math Test Correction Forms** **Math Learning Quizzes** **Math Example of Test and Retake** **Math Homework Questions** **Mathematics Projects** **Math EADMS Algebra 1 Common Assessments** **VAPA: Performance Videos** **VAPA: Quiz for Art and Design** **VAPA:Self-Portrait Assessment for Art 1**
Summative Assessments ● Multiple Choice Exams: These exams are used	Sample Department Exams

primarily in math, science, world language, and social sciences. AP classes often have students practice AP multiple choice exams. They are most often utilized as semester exams. ● Short Answer Exams: These are frequently given by math, science, english, social science, science, and world language. ● Research Papers/Essays: Many of the social science teachers require a research paper or essay. ● Poster Projects: Some science teachers will require a poster project and possible presentation for assessment purposes. ● Performance-based tests: Students in PE are required to complete the Physical Fitness tests which include abdominal strength, aerobic capacity, body composition, flexibility, trunk extension strength, and upper body strength. Students in choir, drama, or instrumental music might be videotaped or assessed through a performance within the community.	
Student Interaction ● Socratic Seminar is currently used by Visual Arts, AVID, AP Literature teachers. ● Lab Investigations: Many of the science classes demonstrate lab activities or ask students to complete tasks with a partner or group. ● Think-Pair-Share: A few in math and social studies utilize Pair Share to determine student level of understanding. ● Peer Evaluation: Instrumental Music utilizes peer evaluation by breaking students into sections, having the first chair lead the group, students evaluate each other and complete a rubric for the evaluation. Some English classes use peer editing while some mathematics classes have students compare answers and discuss to check work.	

D2.1. Additional Online Instruction Prompts: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

Findings	**Supporting Evidence**

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

Findings	Supporting Evidence
Modification of Lesson Plans Some World Language, Social Studies, and Mathematics teachers assess by pair share, learning quizzes, and exit tickets. Adjustments are made to instruction immediately or by the next day of instruction to clear up misconceptions. In Instrumental Music, teachers modify instruction by slowing the tempo, holding a single note, or scaffolding in another manner. If a student does not demonstrate success in essay writing in English, some teachers reteach outline, developing a thesis and reading strategies.	Academic report Psych report with data At A Glance which provides copies of goals and accommodations
Rubrics to Evaluate Progress and Set Goals ● The English Department has developed common assessments for all grade levels along with a common rubric. This has been developed this year and will be revisited to adjust as needed. ● Some Science, social science, VAPA and math teachers use a rubric for projects, presentations, performance tasks, and community performances.	Sample Dept. Rubrics
Formative pre-tests, quizzes, unit tests ● Pre-tests are performed by the music teacher by having students play through so the teacher can determine the level of need. ● Some teachers in Math and Social Science give	Sample Dept Quizzes and Unit Tests

formative quizzes, then reteach, use manipulatives, or provide another method of scaffolding to support students. ● All Algebra 1, Geometry, and Algebra 2 teachers use Unit tests as a formative assessment, allowing students to retake a unit test once they demonstrate understanding. Each teacher has a different procedure for retakes.	
Test Scores ● Most teachers use test scores to gauge understanding and some use this measure to adjust for current students and when making plans for the following year. ● The special education department are continually reviewing student goals and accommodations based on individual class assessments. Many students are enrolled in an Academic Success class which provides some one-on-one help in a variety of subject areas. Teachers also provide copies of rubrics, graphic organizers, and other forms of scaffolding to help support students based on assessment results.	

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

Findings	Supporting Evidence
Assessments by Dialogue ● Some teachers use student feedback about classroom progress, most often at the end of the year/semester. Most of this feedback is in the form of informal discussions while a few teachers distribute a survey. ● For example, some social studies teachers conduct	**Example Student Feedback Form**

class discussions and/or assign journal writings on issues relating to students' academic concerns, college and career planning, and effective teaching strategies. This way we learn how to better plan and pace our lessons, limit the workload we require, and address the issues that concern our students. ● Conversations are part of the daily activities in most Foreign Language classes. ● (Optional) World Language uses world activities in the assessment too, for example create a menu, ask for directions, state opinions, agreements/disagreements.	**Example of journal/discussion topic.**
Student Survey ● On a wider scale, student surveys are used to determine school goals such as the type of schedule, how students are using their time during school, and if students have suggestions on improving the school schedule.	**Student Survey for RTI**

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard S: Program Improvement**:** A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Findings	Supporting Evidence
Stakeholder involvement in assessment and monitoring of CPHS student progress involves the district, board, staff students and parents along with business and industry community to a varying degree. Community meetings held by the superintendent at every school site per semester to gather information to design the goals for the LCAP. PTSA, Site Council, "Joe with Joe" morning meetings, staff and department meetings are held monthly to continue an open dialogue between all stakeholders.	**CPHS Meeting Schedule**
DISTRICT AND BOARD The district and board supports student progress through LCAP funding, purchasing of CA state standards aligned curriculum and providing professional development for teachers and principals. The district and board also supports CPHS by providing systems to help identify gaps in students' foundational skills. The main system used prior to 2015-16 was OARS which was used extensively by some departments and minimally by others. The district conducted a survey of schools and teachers to determine issues with this system and has since implemented the EADMS (Educator's Assessment Data Management System). Four CPHS teachers have	**Aeries Homelink log in for parents and students** **Aeries sample of email report of student's missing assignments** **Link to SARC**

volunteered to participate in extensive training for this system so that they may in turn train the remaining staff. At a first glance, EADMS is more user-friendly, connected to Aeries data to provide history and growth data, and allows assessments to be taken online or using pencil and paper.	**EADMS link in Aeries listed below "log out"**
The district and board have made funds available to hire one School Support Administrator for Mathematics and one math coach to be shared among the five high schools. The School Support Administrator hire in 2015-16 has facilitated the creation of a new Algebra 1A/B course for struggling students as well as worked with math teachers to identify essential skills and write common assessments to monitor the progress of students school wide.	**PowerPoint of Algebra 1A board presentation** **District designed curriculum with high school representations from all comprehensive sites and alternative education.** **Professional Development trainings on ALEKS.**
CPHS STAFF CPHS staff impacts the monitoring of student progress through department discussions and PLC. However, each department runs PLCs in a different manner with some departments organizing by course level and others organizing by teaching philosophy. Still other departments are struggling to determine how a PLC can be used to help student in their subject area.	**Tuesday staff meetings: staff, department, PLCs, and WASC.** **Department chair meetings monthly during common prep (end of the day) and recently during lunch.**
PARENTS, STUDENTS, AND COMMUNITY MEMBERS Parents, business and industry community members are involved in the monitoring process primarily through discussion in PTSA meetings, city leaders volunteering as club leaders, and grants provided by city organizations and businesses. For example, our PLTW Computer Science courses arose from parent input to the principal and our new robotics course arose from teacher and parent requests to the principal. PLTW Biomedical courses arose in response to teacher and student requests to the principal and has grown to include Principles of Biomedical Science, Human Body Systems, and Medical Interventions. Although student progress is not monitored by parents and community through grade results, student demand and enrollment are taken into	**PLTW annual teacher training** **AVID Training Conference**

account when developing the master schedule. In response to parent request for increasing college awareness and student qualification for UC/CSU eligibility, AVID was introduced to the school community and has grown in popularity for the last three years. After analyzing assessments and grade results, community members have requested more teacher led interventions to help at-risk students. As a result, Response to Interventions was adopted by the staff into the school's bell schedule.	**AVID Informational Nights** **AVID applications and interviews** **Bell schedule committee meeting notes, data collections, and teacher surveys.** **RTI presentations and student passes.**

Additional Online Instruction Prompt: Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.

Findings	Supporting Evidence

CPHS website, MDUSD website for Reports and Plans

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.

Findings	Supporting Evidence
SCHOOL ANALYSIS OF DATA Beginning in 2014-15 and in conjunction with discussions about a bell schedule involving RTI, staff have begun to collect and analyze data from CAASPP, PSAT data, and number of Ds and Fs. CAASPP and PSAT data are provided through the CA Department of Education and College Board respectively. The use of this data to make decisions varies by department with some departments analyzing data but not making changes while others have made changes at the department level or individual teacher level. For example, the mathematics department noted that while CPHS students scored above other students at the state and national level overall, our students scored below levels in the statistics concepts. This led directly to a shift in the pacing guide with all Algebra 1 teachers beginning the year by teaching statistics concepts. We determined this was in the best interest of student learning because of student relatability	**EAP Analysis Powerpoints** **"a-g" eligibility statistics** **Subject level math meetings** **(Algebra I meetings)**

to the concept and the ability to reference statistics throughout the course.	
IMPACT ON SECOND LANGUAGE LEARNERS The analyzing and usage of this data has impacted second language learners minimally in the mainstream classroom and is an area CPHS must address. Currently all Algebra 1 EL students are identified to teachers during attendance taking and information from the EL Coordinator with analysis of CELDT scores--testing occurs annually in September.	**Students labelled in AERIES/ABI as "1" for EL students.** **CELDT scores and district EL placement matrix**

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
Assessment results have caused changes in the following ways: SCHOOL PROGRAM ADJUSTMENTS RESPONSE TO INTERVENTION SCHEDULE	
Based on the need to address all student needs at CPHS, staff researched, developed, and voted to implement a schedule involving a Response to Intervention period. This RTI schedule for the current year 2016-17 was supported by 82% of teachers (official vote count) and about 90% of students and parents (through online survey).	**Bell schedule survey, parent survey via Falcon Flyer (email), and webpage. Survey results comprised into a PowerPoint presentation.**
The first step in developing a structure to support RTI is often the most difficult at a secondary level. Now that the structure is in place at CPHS, teachers are collaborating and brainstorming to determine how best to support our diverse	**PLC meetings** **RTI student/teacher passes**

student population. Although most students are currently in a "study-hall" type RTI, students are allowed to obtain passes to travel to teachers for help, use the computer lab, and in some cases attend enrichment seminars and presentations. Other types of RTI classes piloted this year are:	**Sexual assault assembly by Human Rights Education** **Holocaust speaker**
Intervention RTI – Developed for students having at least two Ds or Fs, teacher tracks work progress using homelink, facilitates communication between other teachers, student, and parents.	**Intervention RTI 3 class rosters**
Subject Specific Intervention RTI – Teacher volunteers who work one on one with intervention students who are sent to the teacher as needed.	**Subject Specific Intervention RTI 4 class rosters**
Advisory RTI – Teachers volunteering as Advisory teachers often take on more than 30 students but are allowed to select students who fall into a significant subgroup.	**Advisory RTI 1 class roster**
Freshman Only RTI – These classes build on our link crew so that 4-5 volunteer link crew leaders are placed in the same RTI class. The teacher acts as a guide while link crew leaders act as mentors to help freshman students adjust and be successful at the start of their high school career. Activities during this RTI might also include AVID strategies for note-taking, self-reflection, and role-playing so students learn to communicate with adults.	**Freshman Only RTI 3 class rosters**
It is anticipated that these ideas will continue to develop as each teacher becomes familiar with the structure and purpose of RTI.	**Response to Intervention Workshop, Seattle, Washington by Solution Tree**
Research was provided by a student support intern outlining our RTI deficiencies and strengths with suggested research to develop a plan.	**School psychologist intern pilot RTI research paper**
An RTI schedule has been voted in by staff (82% approval) for the second straight year to address support of struggling students.	**MDEA bell schedule vote results**
CHANGE IN ALGEBRA 1 COURSES	
Decreasing the number of Ds and Fs for Algebra 1 students was identified as a WASC goal during our 3-year cycle revisit. Consequently, the pros and cons of our current Algebra 1 program were discussed at the site and district level. This conversation and analysis of data resulted in replacing the AIMS I intervention class for Algebra I (2-hour class each day for struggling students) by an Algebra 1A/B course (2-year course supporting the lack of foundational skills in students that results in completion of Algebra 1	**Course catalog description for Algebra 1A** **Algebra 1A/B course description to the Board of**

requirement and two years of mathematics credit toward graduation.) This Algebra 1A/B course is in use by many schools and districts in the county and these models were used to develop this class for CPHS.	**Education**
PROFESSIONAL DEVELOPMENT ACTIVITIES Off site and conference professional development activities have been supported by the district and principal with 25 teachers attending AVID training over two years and xx teachers attending RTI training in 2015-16. This training has resulting in offering three AVID courses during 2015-16 and xx AVID courses during 2016-17. Many teachers in the mathematics department attend a CA Math Conference each year with two teachers attending the national conference in 2015-2016. One of the math teachers attending was also a presenter at the national level.	**AVID conference registration forms**
RESOURCE ALLOCATIONS The mathematics department has used assessment results and lack of gains to create a new Algebra 1A/1B course to replace the prior AIMS I intervention course that accompanied Algebra I. Mathematics has also noted that the text heavy math problems required for success at the college level must be practiced more in the classroom. Therefore, we requested and received funding from the CPHS site council to supplement the new CCSS textbooks with inquiry based and discovery teaching in mathematics.	**Site Council project funds proposal** http://cphs.mdusd.org/sitecouncil

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
Graduation requirements, credits, and course completion requirements are determined at the district and board level. From 2010 to 2014, 200 credits were required for graduation that which included only two years of mathematics. This decrease in requirements was instituted by the district and board in response a variety of reasons including decreased funding for summer school. Since then, funding has increased and resources have been reallocated so that three years of mathematics is required for graduation with a total of 220 credits required.	**Board meeting minutes 2013; revised board meeting graduation minutes 2014 to include CTE state requirement**
Review of homework and grading policies has been done minimally with teachers being informed of the board policy of 30 minutes of homework per night per subject, with the exception of AP and honors courses. Teacher syllabi are posted on the school website and show grading policies and homework expectations for most teachers.	**Board approved homework policy** **CPHS Student Handbook** **http://cphs.mdusd.org/syllabi**

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process**.**

D3.5. Prompt: Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Findings	Supporting Evidence
Administrators are responsible for test security. Documents are not released to teachers until the morning of the test.	**Email explaining PSAT and CAASPP procedures.**

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The elimination of the CASHEE and the transition to CAASPP testing only once during a student's four years requires changes to be made to CPHS past assessment and accountability methods. School-wide results for state testing continue to be posted on the school website. Departments have begun to implement common assessments and rubric grading to a varying degree.

The OARS district reporting system was replaced with a more user-friendly EADMS system in 2016-17 to allow a quicker turnaround for department data analysis. Several teachers have been trained on this system with some departments further along that others. Currently, Algebra 1 teachers are using EADMS with a district created assessment to gather data and alter instruction. Other courses and departments will be following suit.

Although formative assessments are used by some teachers and departments, not all courses make use of this type of assessment. Discussions are ongoing in PLCs to create a commonality among similar courses so as to better provide intervention to students in need. In 2016-17, math and English have begun the process by writing and grading the common assessments. In Algebra 1, students scoring low on these common assessments are recommended to an intervention teacher during RTI. Thus far, only a handful of Algebra 1 students have been placed for temporary intervention. However, it is hoped that this procedure of common assessment and intervention can be replicated to other courses.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Students Learning: Assessment and Accountability: Areas of Strength

- Most teachers meet formally in PLC groups or informally to communicate concepts being taught, teaching methods and student performance. There is some cross curricular support also with the Threads class (English and Social Sciences) as well as
- Based on formative assessments, many teachers allow test corrections, retakes, or opportunities for students to redo assignments to ensure students are learning the standards being taught.
- A few departments/courses have begun to create and use common assessments so that concepts are taught consistently and best teaching practices can be shared.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Common Assessments: Although informal discussions often occur, we must take action on the findings so as to align priority standards and ensure students are learning the agreed upon priority standards. We are beginning to understand that common assessments do not mean duplicate teaching, but rather an assessment of one or more concepts related to a standard. A foundation is key for student success in subsequent courses.
2. Changes to Instructional Practices: We must use our ability to get along to share and drive instructional practices. Supporting students to become lifelong learners means we must model this by being open to change. Safe discussions are needed to begin this process and we are beginning with our PLCs. These PLCs look different between departments so a clear SMART goal must be determined for each PLC. We can also begin classroom visits, instructional rounds, and lesson cycle planning as a team.
3. Data Analysis: Data analysis has been sporadic and inconsistent due to a difficult system (OARS) and lack of cohesion at the department/course level. With the introduction of EADMS, we hope some of the logistical difficulties will be alleviated. Using EADMS for key concepts can better help to identify students in need of intervention. With support from the district, the data analysis of EADMS test has begun for Algebra 1.

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

Professionally Acceptable Assessment Process

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts Regular Parent Involvement

E1.1.

Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1.

Prompt:

Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
CPHS disseminates pertinent academic information as well as campus activities/events to parents and the community regularly via a variety of avenues. The Falcon Flyer is , the school newsletter, is available online and is updated weekly. CPHS participates in Peachjar Flyers, regularly sent to parents regarding outside of school opportunities for students. Many athletic teams, the school administration, the ASB class and the sports Leadership class maintain both Twitter and Instagram accounts which are updated regularly to disseminate pertinent campus information. Each student is provided a student planner during walk-through which provides the rules/procedures, graduation requirements,and athletic participation guidelines.	• Falcon Flyer • Peachjar Flyers • Twitter updates • Website Event Calendar • Student Planner • CPTV broadcast

Parents have access to HomeLink to review their student's grades. Teachers are expected to respond to parent emails within 24 hours or 1 business day. More than half the staff uses HomeLink to update student grades, enabling students and parents to acquire up-to-date information regarding class progress.	• HomeLink
John Altschull runs the Link Crew program, with the goal of orienting all College Park Freshmen to school culture and life. All freshmen are invited to participate and become a part of a small group with two Link Leaders who are upperclassmen. All Link Crew leaders go through a rigorous two-day training prior to the day of freshmen orientation. These leaders break down barriers to encourage incoming freshman to ask questions and become familiar with life at College Park High School. Several Link Crew leaders maintain contact throughout the school year with their group in "push-in" RTI classes, serving as academic role models and mentors.	• Freshmen Orientation (Altschull) • Push-in RTI Rosters
The AVID Program began at CPHS in 2015, enrolling two sections of sophomore AVID students and one section of freshmen AVID students. In 2016-2017, the program grew to two sections of juniors, one section of sophomores, and two sections of freshmen. Parents are regularly updated monthly regarding workshops, SAT dates, and fundraisers. Parents also have the opportunity to attend AVID specific workshops such as course card guidance, "a-g" requirements, and how to support their student in high school. The AVID Program in conjunction with the counseling staff and the feeder middle schools developed a consistent process for recruitment. Informational parent nights are offered to all parents in the district whose have a child that may benefit from AVID.	• AVID Monthly Updates via email to AVID families • Workshop sign ins and ppt • Master Schedule • Recruitment timeline • Parent Informational Night sign in and ppt. • Recruitment Timeline • MDUSD common application • Middle School outreach emails/nominations
CPHS parents hold positions on school committees and are involved in decision-making processes regarding school	• Site Council minutes • PTSA minutes

culture, monetary decisions, budgets, and events. Site Council includes parents, staff, and students with the goal of developing and approving the Single Site Plan for Student Achievement. They approve textbook adoption, allocate the budget and aid in the approval of the site Emergency plan. The Parent Teacher Student Association supports campus activities and events as well as donates funds for educational endeavors. The Leadership class maintains a student rep on the PTSA committee who disseminates information via ASB meeting minutes. College Park has an active boosters club in several areas including: Athletic Boosters, Instrumental Music Boosters, Choir Boosters, Drama Boosters and our newly-formed Visual Art Boosters. Many of these groups maintain an online presence to keep parents and the community more easily connected and makes donations. (Jimenez, Keck, Kennedy, Gardner, Rockwell)	• Booster agendas • ASB minutes
Parents and community members are invited to attend and participate in campus activities, informational night, and events (translators available upon request). The PTSA and the Pleasant Hill Police Department collaborate to bring Every 15 Minutes to CPHS every two years. With parent volunteers, juniors and seniors, along with staff members, participate in a two-day program to educate students on the dangers of drinking and driving. Parents are provided with the opportunity to visit campus and obtain information regarding upcoming senior events on Senior Parent Night and Junior Parent Night. A Parent Performance Night is held the Tuesday prior to the on-campus Multi-Cultural Rally. This rally is the most popular rally during the year and has the most student participants. Back-to-School night provides and opportunity for teachers to provide syllabi and information regarding the upcoming school year while Open House/8th Grade Night allows parents to new student work and progress. 8th grade	• Every 15 Minutes • VAPA • Senior Night Agenda • Parent Performance Night Announcement Flyer • Back-to-School Night • Event Calendar

families are invited to attend Open House to learn more about academic, athletic and elective programs.	
The College/Career Center, run by Sheila Welsh provides regular application nights, financial aid workshops, scholarship nights, and admission representative speakers.	● College Simulation ● List of admissions reps and parent nights
Parents and the community are provided numerous opportunities to partake in the student activities both on and off campus. Parent chaperones are able to participate in school activities and events such as dances, field trips, neighborhood caroling, drama performances , volunteers in the French 1 classes, housing German exchange students, and completing donor card registration.	● Winter Dance chaperone list ● Host Families
Care Team [counselors, psychologist, admin] meet weekly to review referrals from teachers, parents and admin to determine the level of support needed [ie., SST, IEP, 504, Medical/Health, Attendance, behavior]. They provide student interventions with parent involvement.	● Care Team form
CPHS is developing a Wellness Center staffed with a partnership of Social Work Interns from St. Mary's College and JFK University. Care Team makes referrals for the most critical cases needing more intense socio-emotional support on a weekly basis.	● Wellness Center
Administrators coordinate initial and annual 504 or IEP meetings for their alphas.	
Counselors and Administrators hold an individual conference with all students who have D or F on their progress reports. Letters are mailed home. Seniors and their parents are invited to meet if they are not on track for graduation and provided information for credit recovery.	● Probationary contracts (AVID) ● Behavior contracts with teachers/administrators .

The Pleasant Hill Education Foundation (PHEF) raises money and distributes these funds to support teaching and learning in programs throughout Pleasant Hill schools. Focus on academic programs with a focus on STEM. Additionally, the PTSA collects donations for a variety of uses including academics, supplies, programs, and parent education (speakers). The principal and a teacher representative attend every PTSA meeting where parent questions are answered and informal discussions are held on the future of the school. (PTSA website).	• **Website www.fphe** • **PTSA website**

Use of Community Resources

E1.2.

Indicator: The school uses community resources to support student learning.

E1.2. Prompt: Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	**Supporting Evidence**
Teachers and staff members utilize guest speakers and community members to enhance curriculum as well as provide students with real-life learning. Within the **VAPA Department**, the Instrumental Music Boosters Program funds coaching for students by local Bay Area professional musicians. These coaches instruct in each of the four instrument families (Woodwinds, Brass, Strings & Percussion) once a week throughout the year. Additionally, the instrumental music program participates in and hosts Music	Personal Finance Class: Military, health, banking, engineering, law enforcement, auto mechanics. Music Booster paystubs for coaches Rubric, review, and program from

Festivals throughout the year, providing students and other programs the opportunity to perform in specific genres of music as well as receive feedback from trained adjudicators through the California Music Educators Association (CMEA).	festivals
The choir program (VAPA Department**)** collaborates with the City of Pleasant Hill to perform at the annual Tree Lighting Festival.	Pleasant Hill Tree Lighting Program
The **Social Science** department had a Holocaust speaker in a ticketed assembly, for interested students, from 2014 to 2016 The Human Rights class holds a junior/senior assembly regarding sexual assault for the past two years.	● pictures of speaker ● Human Rights flyer/email
The teachers in the **Science** department offer credit for students who attend UC Berkeley lectures as well as participate in Science Saturdays at Livermore Lab. Biology teachers participate in John Muir "Best Day" as well as Bio Link to procure leftover equipment to be used in classrooms. The physics teacher also brings in local guest speakers while the Robotics club has just secured a $20,000 grant. Science students attend DVC to observe college students dissecting a cadaver.	● John Muir "Best Day" email ● Grant letter
The **Math** department participates in the California Mathematics League competition several times a year with about 100 students participating in the fall. Two years ago CPHS students started participating in the Hour of Code as supported by parents and each year the department holds a Math Field Day, with 8-10 parents volunteering as well as former alumni attending. In the personal finance class, guest speakers instruct students in career exploration and educational options.	● CML event calendar ● Video of Field Day from CPTV
Each year, in the **English** department, freshmen students are given the opportunity to apply for a San Francisco library card, providing them with a wealth of resources not available at our own site library. The Diablo Valley College (DVC) librarian hosts a presentation on research skills for the English	● SF Library Card application

department; DVC English professors and CPHS English teachers also participate in articulation and alignment collaboration. **Foreign Language** is a part of the French Alliance and also utilizes parent volunteers in French 1 classes. The German program hosts an exchange program, allowing CPHS families to become host families; many of the CPHS students then do a summer exchange in Germany. The **AVID program** utilizes parent volunteers for Homecoming Tailgate fundraising. College tutors are employed to work with AVID students three times a week in small groups to support learning. AVID holds a yearly "Decision Day" sponsored by the PTSA to recognize seniors who will be attending college the following year. AVID also secures funds from parents and community members to attend college field trips with students, having attended UC Berkeley, UC Davis, and CSU Chico since fall of 2015. Leadership/ASB connects with local restaurants to fundraise for the CPHS student body as well as each student body class. These funds are used for student activities, prom, ball, and rallies. Parent volunteers make food and water donations for dances and chaperone all dances.	● Host family applicaiton ● "Decision Day" emails ● Tailgate fundraising ● Snap-raise ● Budget
Programs work in conjunction with the Pleasant Hill community (and beyond) to support students academically as well as emotionally.	● Every 15 Minutes ● Field Trips: Chinatown, ● French Alliance ● Donors Choose ● John Muir Medical professional collaboration HBS ● Children's Hospital professional collaboration ● Bio Link - SF airport and science leftover equipment ● TUPE ● Great Shakeout ● College Field Trips ● College Representatives

E2.
School Environment Criterion
The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment
E2.1.
Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.
E2.1. Prompt: Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

Findings	**Supporting Evidence**
Healthy Kids Survey data from 2014	2014 CHKS
Behavior and probation contracts are utilized for AVID students who are not fulfilling their academic obligations; once placed on probation, a student is dropped from the program if improvements are not made within the quarter. Interventions are implemented for said students prior to dropping from the program.	AVID Probation policy and contract
Students sign an Acceptable Use Agreement every year during Walk-Through for appropriate technology use. The CPHS planner includes guidelines for students regarding responsible internet use and filters are installed throughout the network.	Acceptable Use Policy and walk-Thru Procedure

A new tardy policy was implemented in the 2016-2017 school year for all students; students who receive three tardies obtain an after-school detention; at five tardies, a student receives a Saturday school.	Weekly detention Attendance policy and communication strategy
A Positive Behavioral Intervention Supports Team is in the beginning stages of training with the goal of Phase I implementation for 2107-2018. Other Means of Intervention (OMI) are being used as an alternative to suspensions and other consequences.	PBS team roster and agenda
The learning community of staff and students engage in safety drills each year [ie, fire, earthquake, lockdowns]. A riot ensued on our campus involving several hundred students from other schools coming onto our campus about the outcome of the November elections. This caused our school to review our current safety plan and engage our school community on a new level of concern for potential future threats. The school revises the safety plan on an annual basis in February for final approval by the board of education.	Safety plan Teacher reference pamphlet Safety drill log Emergency Plan; news report
The school planner is provided to every student with school rules and a bell schedule though some of the information is inaccurate. A planner overview is planned in the first week of school.	Student Planner and Handbook
MFT interns provide counseling for students in need as well as support groups for students recommended through the CARE team.	Frank
TUPE	Student trainings
To participate in school activities, students must maintain a GPA of 2.0.	Permission Slip Student Handbook
Needs: bathrooms, clarification/enforcement of school policy; library; school nurse, emergency plan finalized	

High
Expectations/Concern for Students

E2.2.

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2.

Prompt:

Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	**Supporting Evidence**
CPHS maintains over 30 clubs on campus representing a variety of student interests.	● List of Clubs (GSA, Filipino, French, Robotics, etc.)
Healthy Kids Survey [completed in 2014- every 2 years]	● Survey results
College Park provides differentiated instruction through different levels of course offerings. Students have the opportunity to choose between regular college prep, Advanced Placement, and Honors courses. College Park students are "a-g" ready at a rate of 39%. Get AP statistics. Get D and F statistics.	● Master schedule
In the 2015-2016 school year, CPHS implemented an RTI schedule. During the RTI period, students have the opportunity to make up missed test/quizzes or receive tutoring from teachers or other students.	● RTI schedule

Every March, the Leadership class facilitates a Multicultural Week culminating in a rally featuring dances from around the world. Students have the opportunity to represent their culture in group performances. Each day is a different themed day to honor individual differences. A Parent Performance Night is held in the gym the Tuesday before the rally.	• Multicultural Rally/Week • Event Calendar and photos from Performance Night
There are a variety of interventions that address academic, socio-emotional and behavioral supports for students at CP. Care Team [counselors, psychologist, admin] meet weekly to review referrals from teachers, parents and admin to determine the level of support needed [ie., SST, IEP, 504, Medical/Health, Attendance, behavior]. CPHS is developing a Wellness Center staffed with a partnership of Social Work Interns from St. Mary's College and JFK University. Care Team makes referrals for the most critical cases needing more intense socio-emotional support on a weekly basis. Administrators coordinate initial and annual 504 or IEP meetings for their alphas.	• RTI • Behavioral Interventions • CARE • SST
Counselors and Administrators hold an individual conference with all students who have D or F on their progress reports. Letters are mailed home. Seniors and their parents are invited to meet if they are not on track for graduation and provided information for credit recovery. Tutoring is provided by the Math teacher each Wednesday after school. Peer tutoring is also available after school on Wednesday and Thursday in the library. Special Education students are placed in Algebra 1A and Algebra 1 in order to receive more individualized and direct instruction in Algebra concepts.	• Peer Tutoring • Math tutoring • AVID/APUSH Study-a-thon
This is the 2nd year of RTI implementation at CP. Currently there are targeted supports for students: 2 Science intervention classes, 1 Math and 1 English. A determination is being made about placing students those subject specific RTI classes. There are also a number of teachers who offer an RTI academic coaching environment and students can request to attend these	• Sped algebra classes • Sped mainstream into one class

RTI classes. About 5% of teachers are doing a subject specific RTI Class at this time. Teachers qualified Support programs in place	 ● % of teachers credentialed ● Nationally Board Certified Teacher (English) ● ROP courses ● CTE courses ● AP offerings ● SDAIE classes ● Algebra 1A/B and I

Atmosphere
of Trust, Respect, and Professionalism

E2.3.

Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3.

Prompt:

Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Findings	**Supporting Evidence**
Staff Senate RTI/schedule vote Site Council	

E3.

Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1.

Prompt:

Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

Findings	**Supporting Evidence**
Students are given a variety of opportunities to engage with the school community around points of advocacy such as peer tutoring, tobacco use prevention, bullying prevention, and fostering a positive school culture.	Peer Tutoring TUPE AVID Field Day Challenge Day
CP added two new counselors this year in addition to developing a Wellness Center partnership with St. Mary's and JFK University. Counselors and administrators make referrals for students to receive counseling by four MFT interns and a Psychologist Intern through the Wellness Center. Counselors and administrators dedicate time to address behavior and academic support to students in their alphas and collaborate with teachers to best support students. CP has a school nurse that is on campus 2 days a week.	Counselors Teachers Admin and counselors MFTs School nurse
The Care Team meets weekly and makes appropriate referrals to the various programs available to our students based the academic, socio-emotional or behavioral needs. Parents are encouraged to fill out referrals for services or intervention programs also.	Peer Tutoring SST Intervention plan 504/IEP Home Hospital

	Special Ed program Independent Study Continuation Career Center MFT interns
Implementation of AVID program	Implemented program in 2015-2016 school year (three sections) and increased to five sections in one year Recruitment process established - 8th grade presentations, interviews, teacher recs from three main feeder middle schools ____21__ teachers attended Summer Institute in 2015 and __10__ in 2016 Goal of implementing one WICOR strategy in 60% of classes by end of 2016-2017 school year Site Team implemented and taking beginning steps
Implementation of RTI (peer tutors, trained AVID tutors, freshmen push-in with tutors)	

E3.1.

Additional Online Instruction Prompts: Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

Findings	**Supporting Evidence**
Cyber High and Edgenuity are offered for upperclass students to replace credit or re-engage with curriculum.	Cyber High Edgenuity

Settings are provided within the school day and before and after the school day for students to complete coursework, earn original credit, or replace credit.	
The College and Career Center is a fully-staffed learning environment where students may hear from visiting colleges and universities, receive help on applications, or research post-high school opportunities. Ms. Sheila Welsh, College Park's College and Career Advisor, provides on-site and on-demand support for students in various stages of transitioning from high school.	College/Career Center
Visits from representatives from a variety of colleges, universities, and other secondary learning institutions are a staple at College Park High School. Representatives from all around the country present in the College and Career Center to student groups.	College Representative Schedule

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2

Prompt:

Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

Findings	**Supporting Evidence**
Students are provided multiple opportunities to engage in and build small learning or support communities around a variety of needs. The Wellness Center hosts small groups of students with like social-emotional	Wellness Center AVID - Team Building Finals Cram

needs while groups in AVID build community around common goals and academic initiative.	
College Park High School hosts a spring Human Rights Assembly each year where students engage in learning and reflection around the subject matter presented in Mr. Joel Swett's Human Rights class. Students with exceptionalities, including those with learning and health impairments, are guaranteed support services and accommodations through federal and state programs. On-site, the CPHS Learning Center is available for students with IEPs to complete work in a small, quiet environment with a teacher to proctor.	Human Rights assembly Learning Center Modified Curriculum
Administrators and teachers have benefited from a wide variety of trainings, to include the PLCs at Work conference, AVID Summer Institute, CADA (California Association of Directors of Activities) Annual Conference, Local and Statewide technology summits, and ongoing trainings surrounding Career and Tech Ed (CTE). Leadership students engage with other local students leaders at Concord High School's annual spring leadership exchange.	Workshops and Trainings
A small group of teachers and an administrator attended a professional development workshop called **Learning for Living: School Culture Summit** which aimed to identify and implement a positive school culture to improve teacher effectiveness and student learning environment.	School Culture Workshop

E3.2.

Additional Online Instruction Prompt: Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

Findings	Supporting Evidence
Students have access to a variety of online learning as a means to both supplement, remediate, and replace the original instruction. Students participate in ALEKS systematically as a part of the Algebra 1A. Cyber High is offered throughout the school year as a means to support students toward graduation.	Nano High Cyber High Insperion ALEKS

Support
Services – Interventions and Student Learning

E3.3.

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3.

Prompt: Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

Findings	Supporting Evidence
How do we monitor effectiveness of interventions (RTI data) How do we accurately identify student needs (EADMS, OARS, transcript, test scores,) COUNSELING DEPARTMENT ELL identification and "graduation" into reg English classes	Math tutoring RTI passes Make-up tests Take home tests Online textbooks with resources Math club Differentiation of instruction Study skills units
Parents are involved in Math Field Day by supporting	RTI passes

booths, supplying materials and chaperoning students.	Syllabi home Boot Camp (Calculus) Math Field Day Bi-annual writing assignments by grade level Senior Awards Creative Writing Award Harvard Book Prize Portfolios Turn-It-In Edmodo ERWC Common rubrics writing
	Science Saturday at Livermore Lab College Inspirion Program (Tibbott) Online tutorials Nano High Research Lectures at Berkeley Open Studio SDC students enrolled in one elective School Activities to foster buy-in

3.3.

Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	**Supporting Evidence**
Chrome books are supplied to students in Algebra 1A. Some teachers have student computers in their	Computer Lab reservation Log. [sign up sheet located

classrooms with internet access. Personal Finance classes use the Computer Lab to learn Excel.	with Cherie Cheng, Office Manager

Equitable

Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4.

Prompt:

Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

E3.5. Indicator:

The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5.

Prompt: Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
Student Clubs Leadership AVID Site Council School Board	Student election results

E3.5.

Additional Online Instruction Prompt: Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness

of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

ACS WASC
Category E. School Culture and Support for Student Personal and Academic Growth:

Summary,
Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Currently, teachers and staff at College Park High School are offering a wide range of communication and means of support for students and parents. Most teachers, as experts in their field/subject area are very active in efforts to involve parents and community for the benefit of our students. Not only are basic tools for communication utilized, particularly online and electronically, but teachers are actively engaged in making meaningful connections with our community through methods that involve face-to-face interactions with professionals and community members in most subject areas.

Additionally, College Park teachers and staff have begun to successfully address critical learner needs both academically and emotionally through the implementation of RTI and the Wellness Center. Overall, student and parent response to these programs has been positive and well received.

It is clear that student/parent support through community involvement is important to the teachers and staff at College Park. It is also through this connection that we are able to create a school culture that is open, welcoming and accepting of students and parents from diverse backgrounds.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth:

Areas of Strength

Systems are in place that support students both emotionally and academically. Teachers and staff are actively involved in programs and activities that augment and support student learning. Both curricular and co-curricular activities remain a priority for most programs and subject areas school-wide, thus fostering a school culture that is accepting and supportive.

Category E: School Culture and Support for Student Personal and Academic Growth:

Areas of Growth

Despite efforts, there is still a small group of teachers that do not utilize online and electronic tools for communication with students and parents. Working as a staff to get every teacher using online communication remains an area of growth. Additionally, we continue to make efforts as a staff to communicate effectively as professional educators to move our school forward in a positive and constructive manner. Bodies such as Staff Senate, Department Chairs and School Site Council remain significant groups on campus that are continuing to make efforts in this regard.

Chapter V

Critical Learner Need #1: By implementing a Response to Intervention (RTI) structure within the school day, College Park High School will increase achievement for all learners, especially our English Language Learners, special education, socio- economically disadvantaged, Hispanic, and African American students.

Goal: Continue to design a formal structure and process for all intervention teachers during RTI period that supports student achievement, reducing the D's and F's, and increasing a-g completion rates beginning in the 9th grade year.

What can students do during the RTI period?

Organization: Update student planners for the upcoming week.
Rewrite and Review class notes: Clarify notes you have taken. Highlight important topics and write a summary for each page of notes you have.
Question: Think of questions you may have about the materials. Schedule a time with a study group or your teacher to get these questions answered.
Homework: Complete assigned homework for any class.
Review and Practice: Review past chapters, quizzes or tests, reread a chapter or rework problems. Create flashcards.
Anticipate: Read the next chapter in your textbook and predict what questions you may have. Make connections to what you have learned in previous weeks.
Read: Find a book and read for pleasure. Complete make-up assignments.

Teachers have made agreements with site and district administration, along with the teacher union (Mt. Diablo Educators' Association), surrounding RTI duty. No teacher is obligated to do more than take attendance during that period. Teachers are free to volunteer for more intensive intervention classes, and can provide help to their own students during the designated time period.

The links to the RTI documents are here:
http://cphs.mdusd.org/cms/resources?d=x&folder_group_id=1424591836626&group_id=1424591836626&id=1439532730753

Supporting Data
Conferences with students occur on an annual basis to update and plan for a-g eligibility.
2014-15 and 2015-16 Bell Schedule voting indicates staff support for ongoing implementation of systematic Response to Intervention. The RTI process is clearly described for staff, parents, and students through an "RTI Explained" document and "RTI Student Agreement" (Appendices M and N).
EAP data for 2014-15 indicates fewer CPHS students are "ready" for college in English Language Arts than in previous years. The "conditionally ready" group increased to 41%. In 2015-16, 81% of students met or exceeded the ELA standards.
According to the 2016-2017 staff survey, more than 80% of teachers and 60% of parents and students indicate that schoolwork and curriculum are always or mostly rigorous or challenging.

Tasks/Strategies	**Means to Assess Improvement**	**Method of Reporting**	**Timeline**	**Progress**
Develop process for students to be identified, placed, and supported during RTI	Staff meeting and individual conversations, small group work with departments, data analysis	Minutes, PowerPoint data presented at staff meetings, notes from instructional coaches meetings	August 2016, January 2017, May 2017, and ongoing	Teachers held a RTI draft to select students to help with interventions
Encourage and communicate to students to fulfill "a-g" college requirements, through	Communication with community about importance of being college and career ready	Website information, student presentations, counselors	2017-20, ongoing	New counseling staff took over disseminating course card information and UC/CSU requirements to students through English

course card presentations and grade level meetings	9th grade counselor meeting for new freshmen	correspondences via Naviance and emails		classes
Review “a-g” requirements with staff	Professional development days surveys, data analysis of 12th grade “a-g” eligibility per year	Staff meetings	August 2017, August 2018, August 2019, and ongoing	Staff received updated CSU/UC a-g requirements, a-g AVID Poster displayed in all rooms starting 2014-15
Implement strategies to inform students and parents about “a-g” requirements before the students choose courses for the following year	Course offering reviews, academic counselor conferences	Staff meetings and department meetings regarding master schedule; cross-curricular team meetings	Summer 2017, and ongoing	All students presented a-g data by Admin, and new counselor Naviance planner module purchased and being implemented starting 2014-15
Promote programs that offer “a-g” requirements.	Student achievement of target goals; report cards; master schedule	SPSA; student achievement data, reports to School Site Council; PTSA; staff meetings	June, 2017 and ongoing	Addition of new STEM and music courses--all “a-g” approved; adding AVID to grades 9-11; implementation year of the AVID program for grades 9-11--program set to expand as students move through the grade levels. Leadership approved for a-g eligibility.

Ongoing development of the AVID program and implementation of AVID strategies in content-area classes	AVID Site Team PLC Teams	Master Schedule AVID ISS	Summer 2017 Annually	Currently have five total sections of AVID across three grade levels.
Develop the technology program on campus by providing targeted staff development and by creating opportunities for both teachers and students to utilize new technology.	Administration District TIS department PLC Teams	Site Tech Plan District Tech Plan Computer: Student ratio	Updated tech plan 2018, ongoing	COWs available in Algebra 1A classes. Three COWs available for student use. Stationary computer labs with ability to accommodate up to three full classes of students concurrently.

Critical Learner Need #2: Develop student skills through focus Student Learner Outcomes of self-directed learner, effective and ethical user of technology, and complex thinker.

Goal: Embed focus schoolwide learner outcomes in general curriculum by the end of the 2018-19 school year with goal of all schoolwide learner outcomes embedded by 2021-22.

Supporting Data
83% of students plan to continue their education beyond high school.
50% of students report that they understand why the work they do in school is important.
There are approximately 340 computers or chromebooks available for student use around campus, a 7:1 ratio. Each classroom is equipped with an overhead projector and document camera.
21% of students attempt an AP exam in a given year. 70% of these students will attain a score of 3 or better.

Tasks	**Means to Assess Improvement**	**Method of Reporting**	**Timeline**	**Progress**
Embed indicators for SLOs into rubrics for content-area assessments	PLC team data review	Single Plan for Student Achievement (SPSA); Reports to School Site Council; PTSA; staff meetings	August, 2017 and ongoing	SLOs posted in each learning environment on campus
Explore ways to assess student progress on SLOs	Formal and informal departmental assessments; student,	SPSA; Reports to School Site Council; PTSA; staff meetings	Fall 2017 and ongoing	SLOs developed through feedback from previous WASC report

	staff, and parent surveys; discussions			
Provide professional development for faculty on differentiated instructional strategies to meet the learning needs of all students	Teacher participation in professional development opportunities; development of differentiated lesson plans and instructional strategies through *The Art & Science of Teaching* (Marzano) and *English 3-D* (Kinsella)	Staff meetings; department meetings; cross-curricular team meetings	Fall 2016 and Spring 2017, and ongoing	Quarterly professional development district pull-out days
Investigate ways for students to self-assess and monitor their progress in SLOs	PLC meetings Student feedback Curriculum development	Survey and assessment results	Fall 2017 and ongoing	
Analyze methods to create classroom environments that promote self-directed learning	PLC and Staff Meetings Professional Development	Classroom learning tasks and objectives Student Achievement Survey and assessment results	Fall 2017 and ongoing	
Increase access to technology in classrooms for all students.	Collaboration with district Allocation of site funds	CPHS Technology Plan SPSA Reports to School Site Council and PTSA	Fall 2017 and ongoing	Purchase of Chromebooks before 2016-17 school year

	Exploring opportunities for outside funding			

Critical Learner Need #3: As part of the CPHS community, along with administrators and certificated staff, all members of the school community, including classified staff, parents, community members, and students, will be directly involved in the major decision making of the school on matters that result in educational and academic change for student learning.

Goal: Ensure that an environment of transparency and collaboration is infused in all aspects focused on student learning.

Supporting Data
Implementation of monthly community meetings with school principal.
Use of school-to-community surveys including CPHS parent (34% participation), staff (93%), and student (48%) surveys and MDUSD school climate survey.
CPHS School Site Council composed of teachers, students, administrators, and parents.
Monthly Staff Senate and Department Chair meetings are held with administration and teacher representatives.

Tasks	**Means to Assess Improvement**	**Method of Reporting**	**Timeline**	**Progress**
Create a master schedule that reflects both college and career readiness.	Survey to community, students and staff; discuss curriculum direction with department chairs and stakeholders	Master Schedule; SPSA; Reports to School Site Council; PTSA; staff meetings	Beginning of each school year and ongoing	Timelines and due dates established for pilot courses

		Collaboration with department chairs and staff members		
Hold monthly meetings with community members	Discuss feedback with community	PTSA and Staff meeting	Ongoing	“Cup of Joe” morning monthly meetings
Develop intranet for important documents i.e. Google classroom	Staff survey	Staff meeting, to find out what important documents should be in this google classroom	Monthly beginning Fall 2018	Shared Google docs
Develop forum for student voice	Talk to Leadership and other students on campus	Leadership class and through weekly announcements	Beginning Fall 2018	Leadership business meetings held weekly
Work with staff to build consensus around CTE integration	Educate staff, measure impact on the master schedule, measure impact on staffing	Staff meetings, individual teacher meetings, student leadership conversation	Spring 2017-20	District level meetings
Work with staff on developing common assessment strategies	Unit exams Formative assessment	Department Chair meetings, PLC team meetings, TOSA, Instructional counsel	Beginning Fall 2017-Ongoing	PLCs designing common assessments
Explore the use of technology in classrooms to support	Admin Computer Technician	Share out with staff and community Number of staff and	Formation of tech committee by end of fall 2017	Staff developed PD Future PD established for teacher leaders who

instruction across departments	PD TOSA	students using EADMS, Homelink, School Loop	Technology rollout beginning Summer 2017 and ongoing	want to train staff on technology

Appendices

College Park High School
WASC Self Study 2016-17

College Park High School
2016-17 Bell Schedule

Monday, Tuesday, Friday

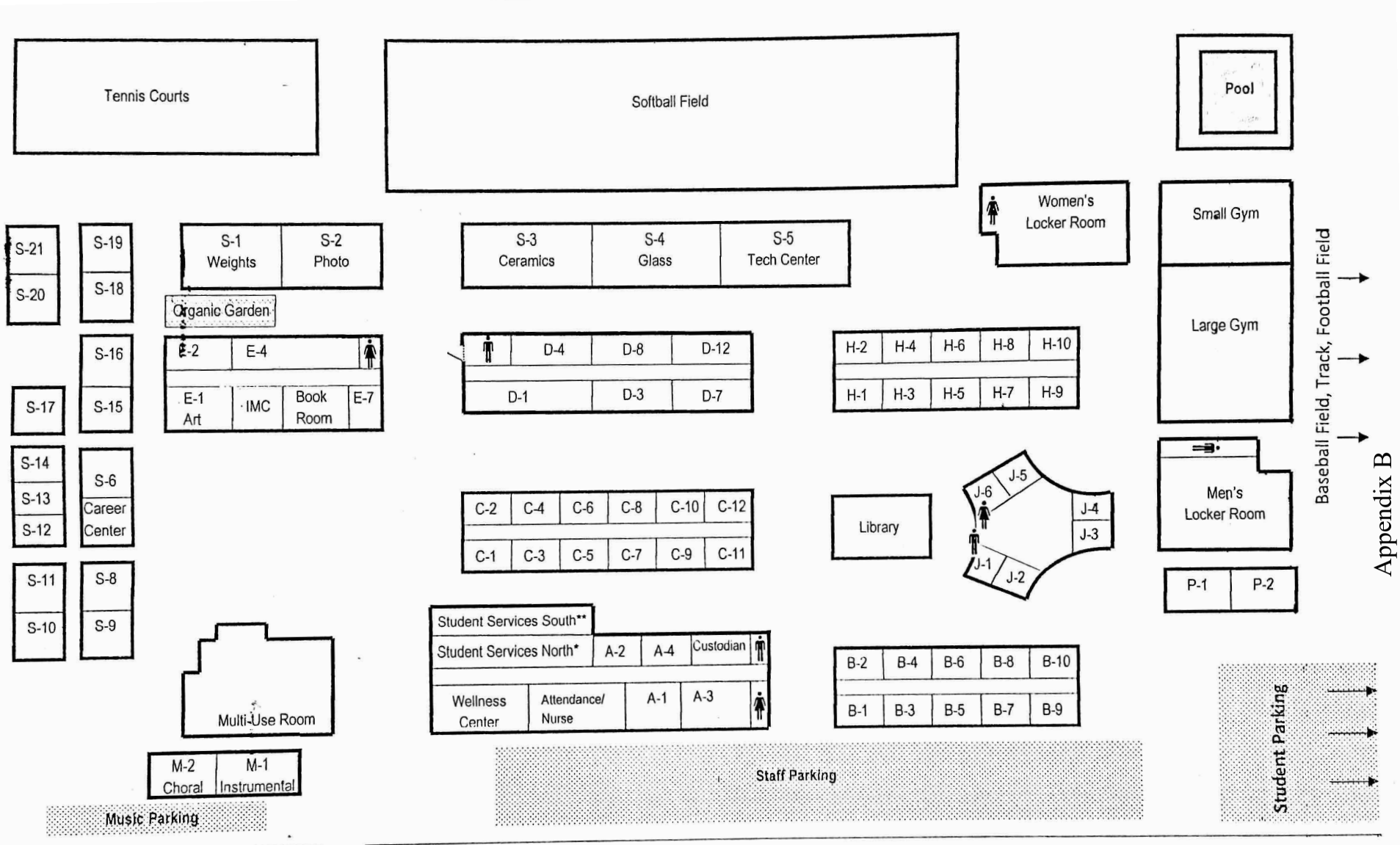
0º	7:00 - 7:45
1º	7:50 - 8:45
2º	8:53 - 9:48
Brunch	9:48 - 9:58
3º	10:06 - 11:01
4º	11:09 - 12:04
Lunch	12:04 - 12:34
5º	12:42 - 1:37
6º	1:45 - 2:40

Wednesday

0º	7:00 - 7:45
1º	7:50 - 9:25
Brunch	9:25 - 9:35
2º	9:43 - 11:18
RTI	11:26 - 12:23
Lunch	12:23 - 12:53
5º	1:01 - 2:36

Thursday

0º	7:00 - 7:45
3º	7:50 - 9:25
Brunch	9:25 - 9:35
4º	9:43 - 11:18
RTI	11:26 - 12:23
Lunch	12:23 - 12:53
6º	1:01 - 2:36



Appendix B

College Park High School
201 Viking Drive
Pleasant Hill, CA 94523

***Student Services North**

- Reception Area
- Athletics Secretary
- Vice Principal Offices
- Registrar/Treasurer
- School Psychologist

****Student Services South**

- Principal/Vice Principal Offices
- Office Manager
- Counselors
- Student Resource Technician
- Activities Secretary

IMC – Instructional Media Center
Men's Restroom
Women's Restroom

10/24/2016

Edit this form

College Park High School Parent Survey 2016-2017

Welcome to College Park High School Parent Survey. This survey is for the 2016-2017 school year. Your contributions will be used to determine future areas of improvement at CP. Thank you for taking the time to complete this survey.

* Required

My son/daughter's grade level *

Choose from list

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

My son/daughter's ethnic background *

Choose from list

- American Indian or other Native American
- Asian, Asian American, or Pacific Islander
- White [Non-Hispanic]
- Black or African American
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic or Latino
- Multiracial
- I prefer not to respond

INSTRUCTIONAL PRACTICE *

	Always true	Most often true	Sometimes true	Never true	N/A
My son/daughter's schoolwork is challenging.					
Teachers believe my son/daughter can do well in school.					

Appendix C

	Always true	Most often true	Sometimes true	Never true	N/A
My son/daughter's teachers are very knowledgable about the subjects they teach.	○	○	○	○	○
Teachers at CPHS are committed to making sure all students get a good education.	○	○	○	○	○

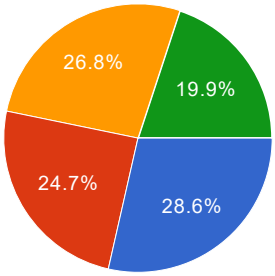
Submit

Appendix C

697 responses

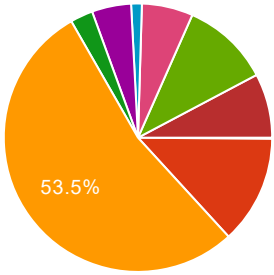
Summary

My son/daughter's grade level



9th Grade	**199**	28.6%
10th Grade	**172**	24.7%
11th Grade	**187**	26.8%
12th Grade	**139**	19.9%

My son/daughter's ethnic background



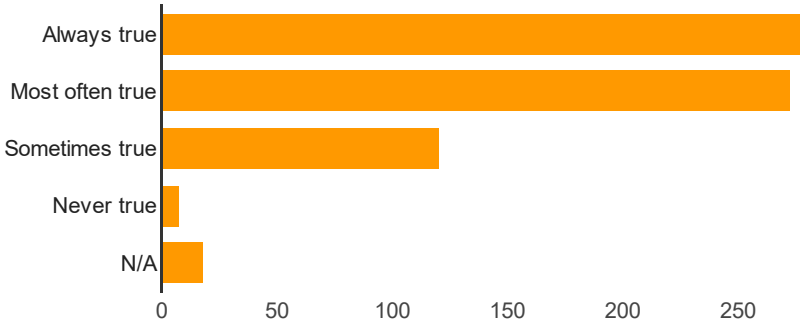
American Indian or other Native American	**1**	0.1%
Asian, Asian American, or Pacific Islander	**91**	13.1%
White [Non-Hispanic]	**373**	53.5%
Black or African American	**19**	2.7%
Mexican or Mexican American	**33**	4.7%
Puerto Rican	**9**	1.3%
Other Hispanic or Latino	**43**	6.2%
Multiracial	**74**	10.6%
I prefer not to respond	**54**	7.7%

My son/daughter's schoolwork is challenging. [INSTRUCTIONAL PRACTICE]

Appendix D

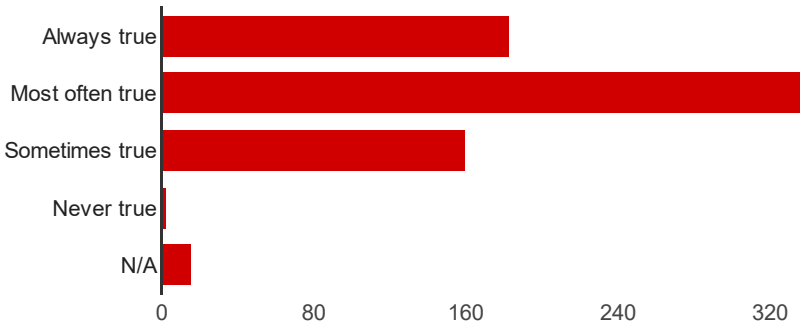
Never true	**12**	1.7%
N/A	**4**	0.6%

Teachers believe my son/daughter can do well in school. [INSTRUCTIONAL PRACTICE]



Always true	**277**	39.7%
Most often true	**273**	39.2%
Sometimes true	**121**	17.4%
Never true	**8**	1.1%
N/A	**18**	2.6%

My son/daughter's teachers are very knowledgable about the subjects they teach. [INSTRUCTIONAL PRACTICE]

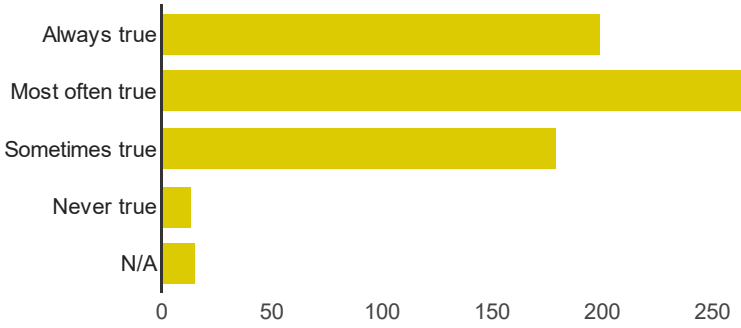


Always true	**183**	26.3%
Most often true	**336**	48.2%

Appendix D

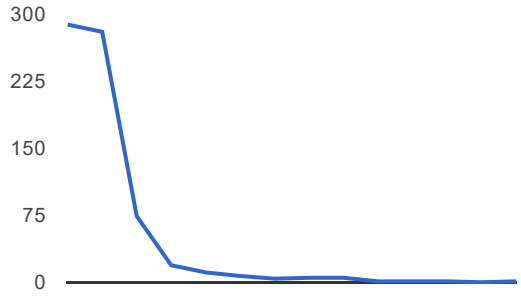
Sometimes true	**160**	23%
Never true	**2**	0.3%
N/A	**16**	2.3%

Teachers at CPHS are committed to making sure all students get a good education. [INSTRUCTIONAL PRACTICE]



Always true	**199**	28.6%
Most often true	**290**	41.6%
Sometimes true	**179**	25.7%
Never true	**14**	2%
N/A	**15**	2.2%

Number of daily responses



Appendix D

Edit this form

College Park HS Student Survey 2016-2017

Welcome to College Park High School Student Survey. This survey is for the 2016-2017 school year. Your contributions will be used to determine future areas of improvement at CP. Thank you for taking the time to complete this survey.

* Required

Select ethnic background
choose from list

- ○ American Indian or other Native American
- ○ Asian, Asian American, or Pacific Islander
- ○ Black or African American
- ○ White [non-Hispanic]
- ○ Mexican or Mexican American
- ○ Puerto Rican
- ○ Other Hispanic or Latino
- ○ Multiracial
- ○ Other
- ○ I prefer not to respond

After graduation I plan to:
Select your response below

- ○ Attend Diablo Valley College or other Community College in the area
- ○ Transfer to a 4 year college after attending DVC.
- ○ Attend a 4 year college after graduation
- ○ Enter a vocational training program [Culinary, Technology, Construction,Travel and Hospitality]
- ○ Not sure

Your Grade Level *
Choose from list

- ○ 9th Grade
- ○ 10th Grade
- ○ 11th Grade
- ○ 12th Grade

Gender *
Choose from list

- ○ Male
- ○ Female

Appendix E

I prefer not to identify

INSTRUCTIONAL PROGRAM *

	Always true	Most often true	Sometimes true	Never true	N/A
I learn a lot in my class.					
My teachers believe that I can do well in school.					
I believe I can get good grades and do well on assignments and tests.					
My teachers help me understand why what I'm learning in school is important.					
When I need extra help at school, I know how to get it.					
My classes are interesting.					
My schoolwork is challenging.					
My teachers know a lot about the subjects they teach.					
My teachers make sure that class time is not wasted.					
When my teachers give directions, I understand what I am supposed to do.					

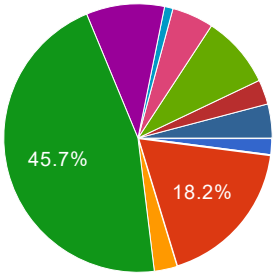
Submit

Appendix E

978 responses

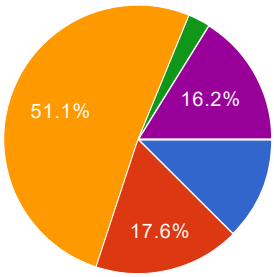
Summary

Select ethnic background



American Indian or other Native American	**20**	2%
Asian, Asian American, or Pacific Islander	**178**	18.2%
Black or African American	**27**	2.8%
White [non-Hispanic]	**446**	45.7%
Mexican or Mexican American	**92**	9.4%
Puerto Rican	**10**	1%
Other Hispanic or Latino	**49**	5%
Multiracial	**85**	8.7%
Other	**29**	3%
I prefer not to respond	**40**	4.1%

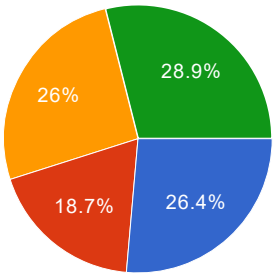
After graduation I plan to:



Attend Diablo Valley College or other Community College in the area	**122**	12.5%
Transfer to a 4 year college after attending DVC.	**172**	17.6%
Attend a 4 year college after graduation	**500**	51.1%
Enter a vocational training program [Culinary, Technology, Construction,Travel and Hospitality]	**26**	2.7%
Not sure	**158**	16.2%

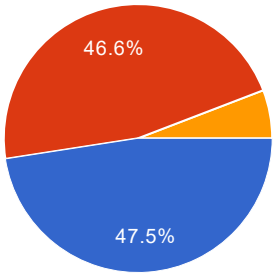
Appendix F

Your Grade Level



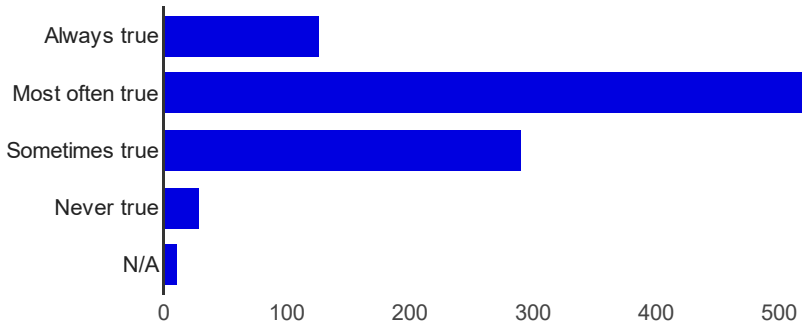
9th Grade	**258**	26.4%
10th Grade	**183**	18.7%
11th Grade	**254**	26%
12th Grade	**283**	28.9%

Gender



Male	**465**	47.5%
Female	**456**	46.6%
I prefer not to identify	**57**	5.8%

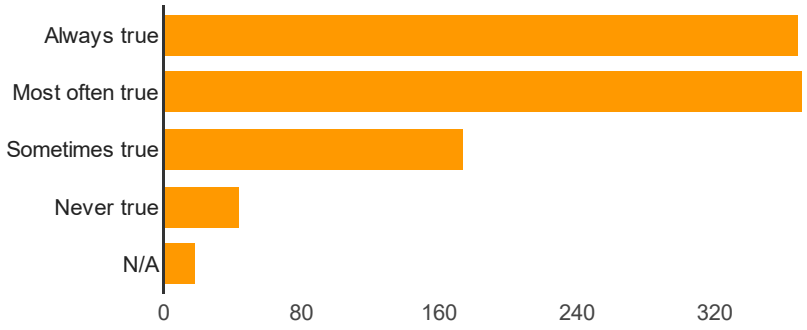
I learn a lot in my class. [INSTRUCTIONAL PROGRAM]



Always true	**127**	13%
Most often true	**519**	53.1%
Sometimes true	**292**	29.9%
Never true	**29**	3%
N/A	**11**	1.1%

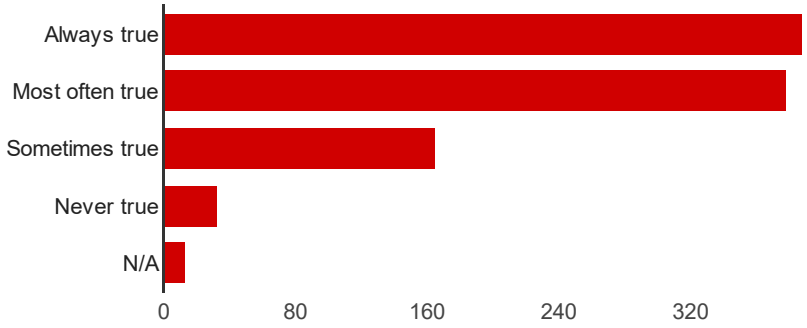
Appendix F

My teachers believe that I can do well in school. [INSTRUCTIONAL PROGRAM]



Always true	**369**	37.7%
Most often true	**371**	37.9%
Sometimes true	**175**	17.9%
Never true	**44**	4.5%
N/A	**19**	1.9%

I believe I can get good grades and do well on assignments and tests. [INSTRUCTIONAL PROGRAM]



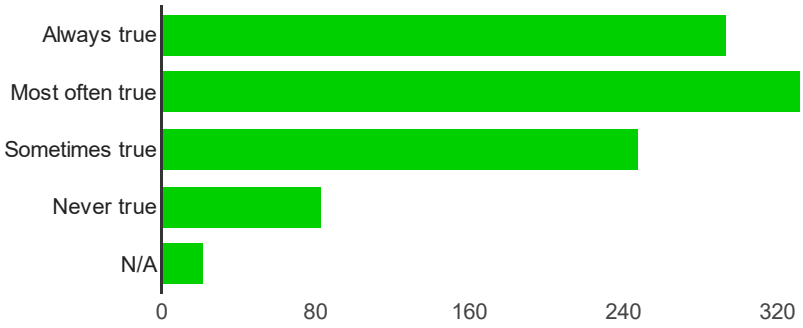
Always true	**388**	39.7%
Most often true	**378**	38.7%
Sometimes true	**166**	17%
Never true	**33**	3.4%
N/A	**13**	1.3%

My teachers help me understand why what I'm learning in school is important. [INSTRUCTIONAL PROGRAM]

Appendix F

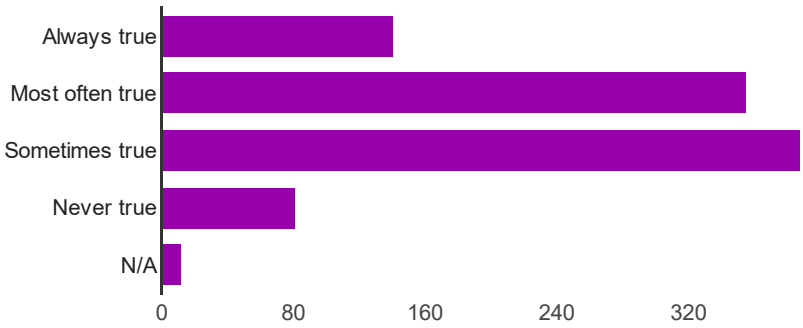
N/A	**19**	1.9%

When I need extra help at school, I know how to get it. [INSTRUCTIONAL PROGRAM]



Always true	**293**	30%
Most often true	**332**	33.9%
Sometimes true	**248**	25.4%
Never true	**83**	8.5%
N/A	**22**	2.2%

My classes are interesting. [INSTRUCTIONAL PROGRAM]

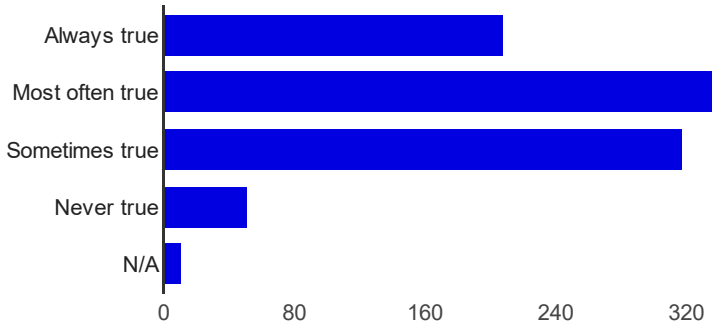


Always true	**141**	14.4%
Most often true	**355**	36.3%
Sometimes true	**388**	39.7%
Never true	**82**	8.4%

Appendix F

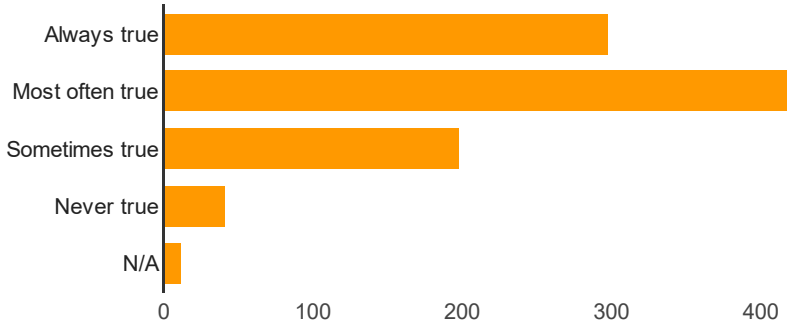
N/A	**12**	1.2%

My schoolwork is challenging. [INSTRUCTIONAL PROGRAM]



Always true	**208**	21.3%
Most often true	**391**	40%
Sometimes true	**317**	32.4%
Never true	**51**	5.2%
N/A	**11**	1.1%

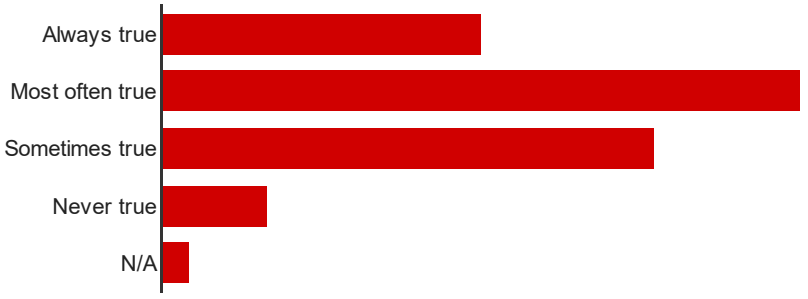
My teachers know a lot about the subjects they teach. [INSTRUCTIONAL PROGRAM]



Always true	**298**	30.5%
Most often true	**428**	43.8%
Sometimes true	**199**	20.3%
Never true	**41**	4.2%
N/A	**12**	1.2%

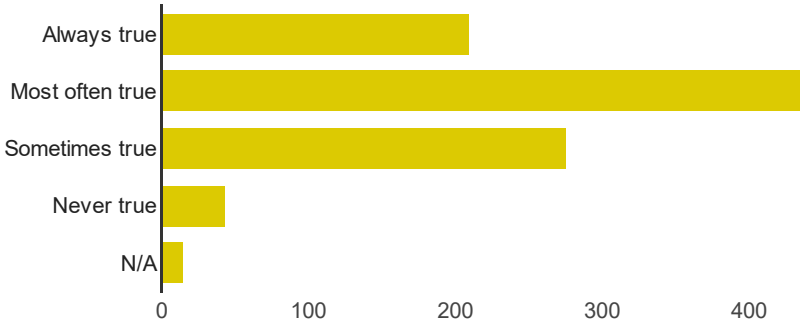
My teachers make sure that class time is not wasted. [INSTRUCTIONAL PROGRAM]

Appendix F



Never true	**65**	6.6%
N/A	**17**	1.7%

When my teachers give directions, I understand what I am supposed to do. [INSTRUCTIONAL PROGRAM]



Always true	**210**	21.5%
Most often true	**435**	44.5%
Sometimes true	**275**	28.1%
Never true	**43**	4.4%
N/A	**15**	1.5%

Number of daily responses

Appendix F

College Park High School Teacher Survey 2016-2017

Welcome to College Park High School Teacher Survey. This survey is for the 2016-2017 school year. Your contributions will be used to determine future areas of improvement at CP. Thank you for taking the time to complete this survey.

* Required

Please select your content area below: *

Choose from list

- ENGLISH
- MATH
- SCIENCE
- VAPA
- SPECIAL ED
- PE
- SOCIAL STUDIES
- WORLD LANGUAGES

INSTRUCTIONAL PRACTICE *

	Always true	Most often true	Sometimes true	Never true	N/A
Students find my classes rigorous and challenging.					
I believe all students in my classes can make substantial learning gains.					
My students express high expectations for their own learning.					
As I start every new unit, I tell my students exactly what they will be expected to know and be able to do at the conclusion of the unit.					
Students are attentive during classroom instruction.					
My activities and assignments are rigorous and demand higher-order thinking skills.					

Appendix G

	Always true	Most often true	Sometimes true	Never true	N/A
I feel very knowledgeable about the subject[s] I teach.	○	○	○	○	○
I use several different instructional strategies in every lesson.	○	○	○	○	○
I believe that good instruction can lead to closing achievement gaps between groups of students [eg., whites, latinos, African Americans].	○	○	○	○	○
I meet on a regular basis with other teachers to review student work and plan common lessons and assessments.	○	○	○	○	○
I have time to meet with other teachers for shared planning and collaboration.	○	○	○	○	○
Instructional time is protected from interruption by noninstructional activities such as announcements and assemblies.	○	○	○	○	○
School administrators ensure that the instructional program is coordinated.	○	○	○	○	○
School administrators ensure that sufficient time and resources are available to support the instructional program.	○	○	○	○	○

Appendix G

	Always true	Most often true	Sometimes true	Never true	N/A
When school administrators observe my teaching, they provide feedback on whether what I taught matches the written curriculum.	○	○	○	○	○

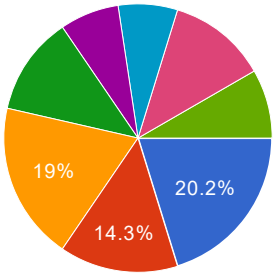
Submit

Appendix G

84 responses

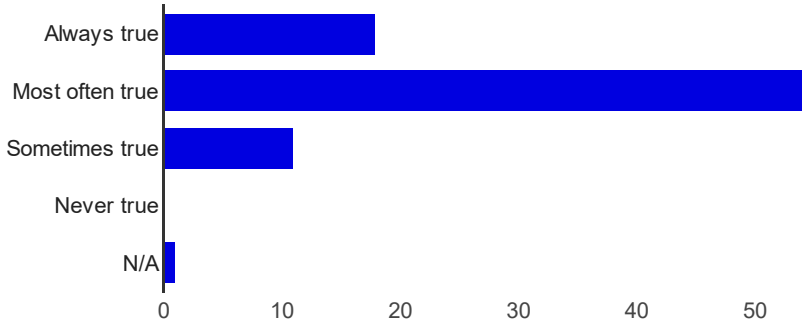
Summary

Please select your content area below:



ENGLISH	**17**	20.2%
MATH	**12**	14.3%
SCIENCE	**16**	19%
VAPA	**10**	11.9%
SPECIAL ED	**6**	7.1%
PE	**6**	7.1%
SOCIAL STUDIES	**10**	11.9%
WORLD LANGUAGES	**7**	8.3%

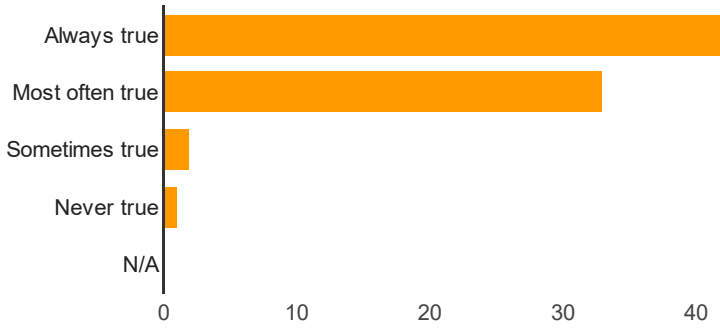
Students find my classes rigorous and challenging. [INSTRUCTIONAL PRACTICE]



Always true	**18**	21.4%
Most often true	**54**	64.3%
Sometimes true	**11**	13.1%
Never true	**0**	0%
N/A	**1**	1.2%

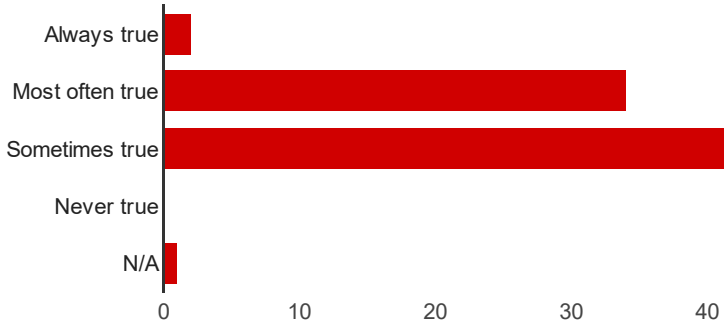
Appendix G

I believe all students in my classes can make substantial learning gains. [INSTRUCTIONAL PRACTICE]



Always true	**48**	57.1%
Most often true	**33**	39.3%
Sometimes true	**2**	2.4%
Never true	**1**	1.2%
N/A	**0**	0%

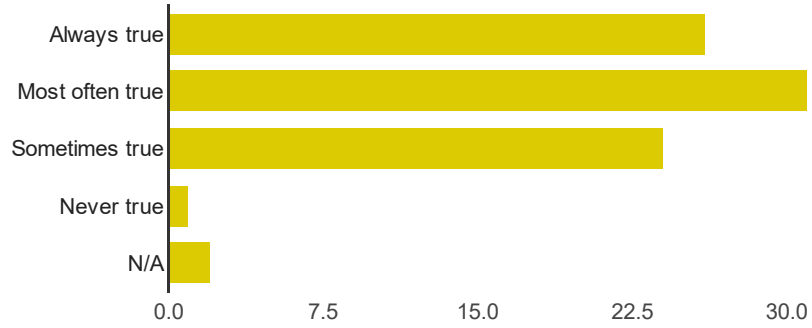
My students express high expectations for their own learning. [INSTRUCTIONAL PRACTICE]



Always true	**2**	2.4%
Most often true	**34**	40.5%
Sometimes true	**47**	56%
Never true	**0**	0%
N/A	**1**	1.2%

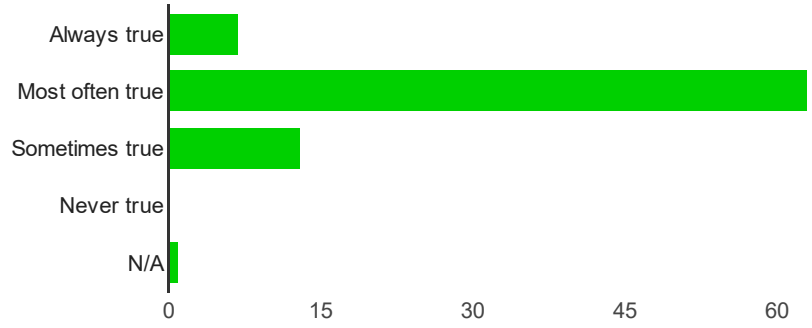
As I start every new unit, I tell my students exactly what they will be expected to know and be able to do at the conclusion of the unit. [INSTRUCTIONAL PRACTICE]

Appendix G



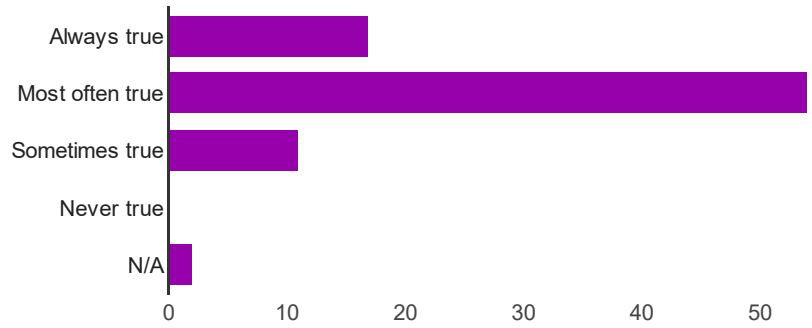
Sometimes true	**24**	28.6%
Never true	**1**	1.2%
N/A	**2**	2.4%

Students are attentive during classroom instruction. [INSTRUCTIONAL PRACTICE]



Always true	**7**	8.3%
Most often true	**63**	75%
Sometimes true	**13**	15.5%
Never true	**0**	0%
N/A	**1**	1.2%

My activities and assignments are rigorous and demand higher-order thinking skills. [INSTRUCTIONAL PRACTICE]

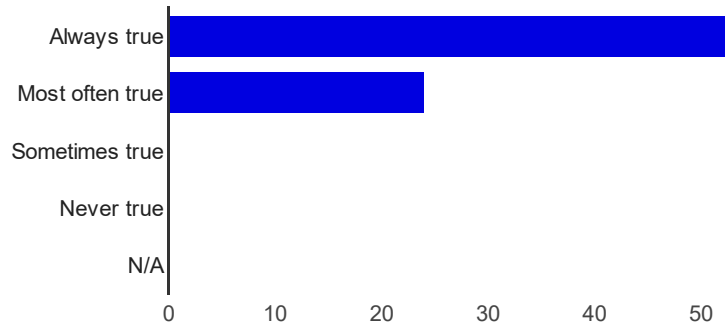


Always true	**17**	20.2%
Most often true	**54**	64.3%

Appendix G

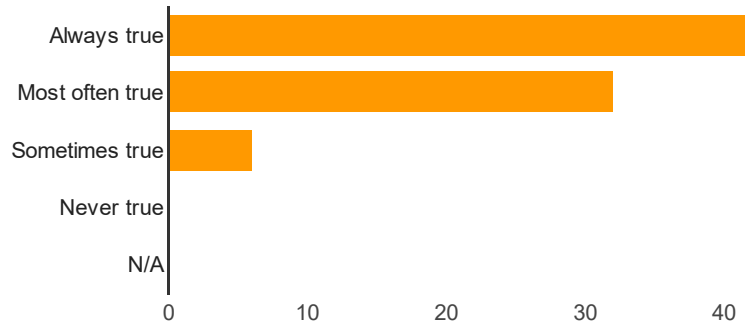
Sometimes true	**11**	13.1%
Never true	**0**	0%
N/A	**2**	2.4%

I feel very knowledgeable about the subject[s] I teach. [INSTRUCTIONAL PRACTICE]



Always true	**60**	71.4%
Most often true	**24**	28.6%
Sometimes true	**0**	0%
Never true	**0**	0%
N/A	**0**	0%

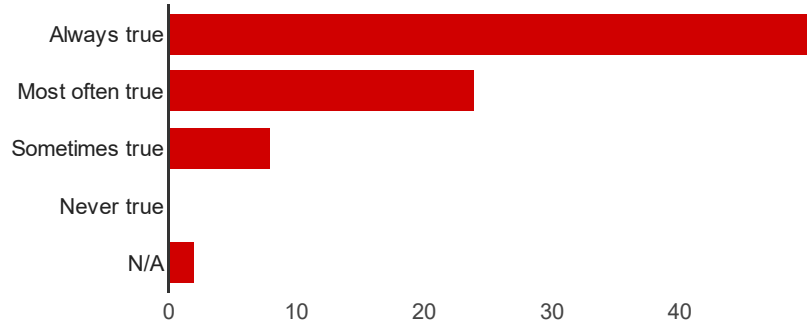
I use several different instructional strategies in every lesson. [INSTRUCTIONAL PRACTICE]



Always true	**46**	54.8%
Most often true	**32**	38.1%
Sometimes true	**6**	7.1%
Never true	**0**	0%
N/A	**0**	0%

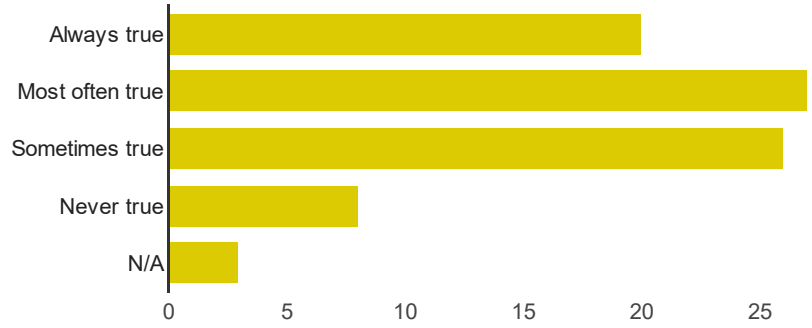
I believe that good instruction can lead to closing achievement gaps between groups of students [eg., whites, latinos, African Americans]. [INSTRUCTIONAL PRACTICE]

Appendix G



Always true	**50**	59.5%
Most often true	**24**	28.6%
Sometimes true	**8**	9.5%
Never true	**0**	0%
N/A	**2**	2.4%

I meet on a regular basis with other teachers to review student work and plan common lessons and assessments. [INSTRUCTIONAL PRACTICE]



Always true	**20**	23.8%
Most often true	**27**	32.1%
Sometimes true	**26**	31%
Never true	**8**	9.5%
N/A	**3**	3.6%

I have time to meet with other teachers for shared planning and collaboration. [INSTRUCTIONAL PRACTICE]

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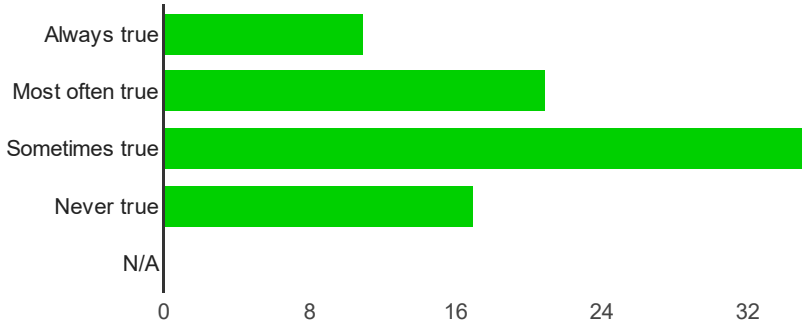
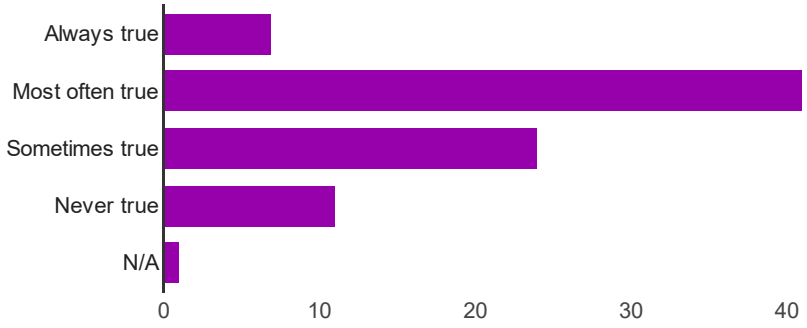
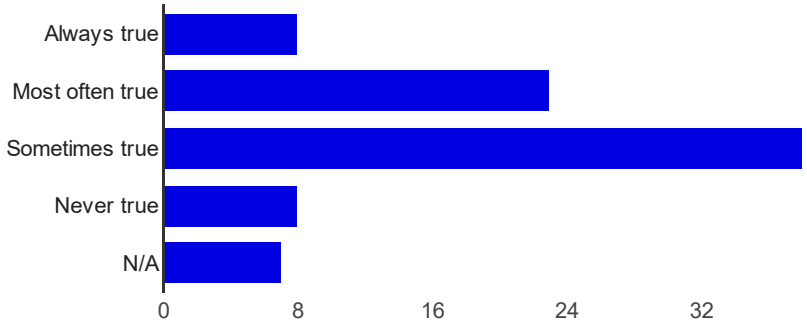


Instructional time is protected from interruption by noninstructional activities such as announcements and assemblies. [INSTRUCTIONAL PRACTICE]



Always true	**7**	8.3%
Most often true	**41**	48.8%
Sometimes true	**24**	28.6%
Never true	**11**	13.1%
N/A	**1**	1.2%

School administrators ensure that the instructional program is coordinated. [INSTRUCTIONAL PRACTICE]



Always true	**8**	9.5%
Most often true	**23**	27.4%
Sometimes true	**38**	45.2%
Never true	**8**	9.5%
N/A	**7**	8.3%

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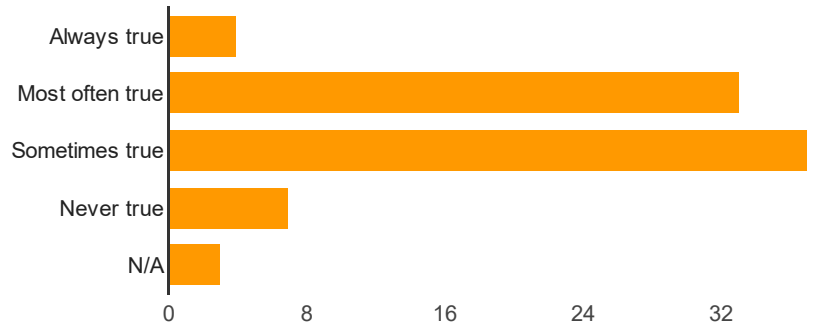
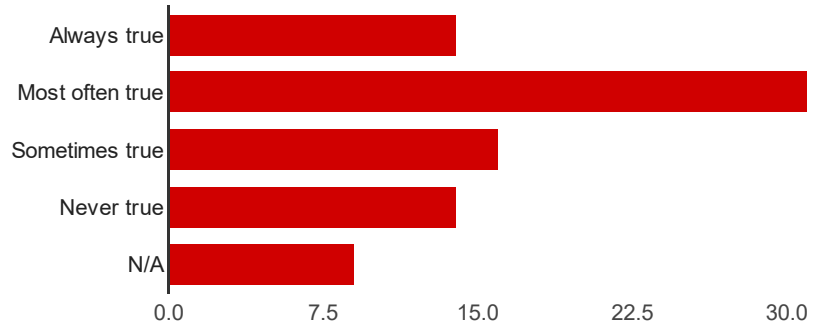
School administrators ensure that sufficient time and resources are available to support the instructional program. [INSTRUCTIONAL PRACTICE]



Always true	**4**	4.8%
Most often true	**33**	39.3%
Sometimes true	**37**	44%
Never true	**7**	8.3%
N/A	**3**	3.6%

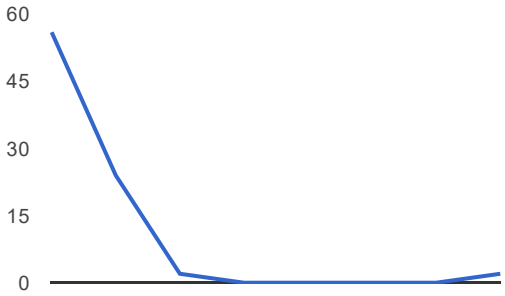
When school administrators observe my teaching, they provide feedback on whether what I taught matches the written curriculum. [INSTRUCTIONAL PRACTICE]



Always true	**14**	16.7%
Most often true	**31**	36.9%
Sometimes true	**16**	19%
Never true	**14**	16.7%
N/A	**9**	10.7%

Number of daily responses

Appendix G



Appendix G

Mt. Diablo Unified School District
Academic Calendar 2016-2017

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Aug 2016		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	**16(N)**	**17(N)**	**18(T)**	**19(T)**	20
	21	**22**	23	24	25	26	27
	28	29	30	31			
Sep 2016					1	2	3
	4	**5(L)**	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	
Oct 2016							1
	2	3	4	5	6	7	8
	9	**10(T)**	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	**28**	29
	30	31					
Nov 2016			1	2	3	4	5
	6	7	8	9	10	**11(L)**	12
	13	14	15	16	17	**18**	19
	20	**21(R)**	**22 (R)**	**23(R)**	**24(L)**	**25(B)**	26
	27	28	29	30			
Dec 2016					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	**19(R)**	**20(R)**	**21(R)**	**22(R)**	**23(R)**	24
	25	**26(L)**	**27(R)**	**28(R)**	**29(R)**	**30(R)**	31
Jan 2017	1	**2(L)**	3	4	5	6	7
	8	**9**	10	11	12	13	14
	15	**16(L)**	17	18	19	**20**	21
	22	23	24	25	26	27	28
	29	30	31				

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Feb 2017				1	2	3	4
	5	**6**	7	8	9	10	11
	12	**13(T)**	14	15	16	17	18
	19	**20(L)**	21	22	23	24	25
	26	27	28				
Mar 2017				1	2	3	4
	5	**6(T)**	7	8	9	**10**	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	**30**	**31(L)**	
Apr 2017							1
	2	**3(B)**	**4(R)**	**5(R)**	**6(R)**	**7(R)**	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						
May 2017		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	**29(L)**	30	31			
June 2017						1	2	3
	4	5	6	7	8	**9**	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	
July 2017							1
	2	3	**4(L)**	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

T = Work Day, All Teachers	L = Legal Holiday	N = New Teacher Day	**B** = Board Holiday	**R** = School Recess

Please note that there is no school for students on any of the special days designated above .

2016 Events

- August 16 & 17 – New Teacher Orientation
- August 18 & 19 – All Teacher In-Service Day
- August 22 – First Student Day
- Sept. 5 – Labor Day
- October 10 – All Teacher In-Service Day
- *October 28 – End 1st Quarter*
- November 11 – Veterans Day
- November 21-25 – School Recess
- November 24 – Thanksgiving Day
- November 25 – Board Holiday
- November 18 – End 1st Trimester
- December 19 - January 2 - Winter Recess

2017 Events

- January 2 – Legal Holiday
- January 16 – Martin Luther King Day
- January 20 – End 2nd Quarter
- January 20 – End 1st Semester
- February 13 – All Teacher In-Service Day
- February 20 – Presidents' Day
- March 6 – All Teacher In-Service Day
- March 10 – End 2nd Trimester
- *March 30 - End of 3rd Quarter*
- March 31 - Cesar Chavez Day
- April 3 – Board Holiday
- April 3 - 7 – Spring Recess
- May 29 – Memorial Day
- June 9 – Last Student Day/ End of 2nd semester
- July 4 – Independence Day

Mt. Diablo Unified School District

2016-17 Testing Calendar for Standardized Assessment Programs

Program	Testing Window or Date	Content Areas/Subjects Tested	Age/Grade
CELDT	**July 1-October 31, 2016** (Annual assessment of English Learners)	Listening, Speaking, Reading & Writing	K-12
	30 calendar days of enrollment (initial identification of new students)	Listening, Speaking, Reading & Writing	K-12
NAEP	**January through March, 2017**	Mathematics, Reading & Writing	4, 8
PFT	**February 1-May 31, 2017**	Aerobic capacity, body composition, upper body strength, abdominal strength, trunk strength & flexibility	5, 7, 9
CAASPP: Smarter Balanced Summative Assessments	**April 24-June 9**	English Language Arts & Mathematics	3-8, 11
	March 20-June 9	California Science Test – Pilot Test	5,8 and sample of 10, 11 and 12
CAASPP: California Alternate Assessment	**April 24-June 9**	English Language Arts & Mathematics	3-8, 11
	March 20-June 9	California Alternate Assessment for Science – Pilot Test	5,8 and sample of 10, 11 and 12

High School Assessments (Coordinated by MDUSD and/or Outside Contractors)			
AP®	**May 1-12, 2017**	Authorized AP Subjects	10-12
ACT	**September 10, 2016**	English, Mathematics, Reading & Science	11 & 12
	October 22, 2016		
	December 10, 2016		
	February 11, 2017		
	April 8, 2017		
	June 10, 2017		
CHSPE	**October 15, 2016**	English Language Arts & Mathematics	16 year olds or School Eligibility Verification
	March 18, 2017		
	June 17, 2017		
PSAT/NMSQT®	**October 15, 2016**	Critical Reading, Writing & Mathematics	11
PSAT 10	**March 2, 2017**		10
SAT®/SAT Subject Tests	**October 1, 2016**	Critical Reading, Writing & Mathematics plus 20 subject tests	11 & 12
	November 5, 2016		
	December 3, 2016		
	January 21, 2017		
	March 11, 2017 (no subject tests)		
	May 6, 2017		
	June 3, 2017		

Acronyms		
AP: Advanced Placement	**CAASPP:** California Assessment of Student Performance and Progress	**CELDT:** California English Language Development Test
CHSPE: California High School Proficiency Test	**NAEP:** National Assessment of Educational Progress	**PSAT/NMSQT:** Preliminary SAT/National Merit Scholarship Qualifying Test
PFT: Physical Fitness Test		

Updated 11/4/2016

College Park High School

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2016-2017 — Master Schedule - Fall — Page 1

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
55 Aiello, Melisse		ERWC/Y/26	ERWC/Y/21	Eng III Honors/Y/32	Eng III Honors/Y/29	ERWC/Y/33			Strategic Supp/Y/2
55 Aiello, Melisse		ERWC/Y/2	ERWC/Y/1						
510 Aiello, Tim		Zoology/Y/25	Zoology/Y/24	Zoology/Y/17	Zoology/Y/28	Earth Science II/Y/			Strategic Supp/Y/2
510 Aiello, Tim						Earth Science II/Y/			
1 Altschull, John		French II/Y/28	French II/Y/25	French III/Y/36	French III/Y/32		English I/Y/2		Strategic Supp/Y/2
1 Altschull, John							English II/Y/1		
1 Altschull, John							English III/Y/1		
1 Altschull, John							English III/Y/1		
1 Altschull, John							English IV/Y/1		
1 Altschull, John							Biology I/Y/1		
1 Altschull, John							Chemistry I/Y/2		
1 Altschull, John							Earth Science II/Y/		
1 Altschull, John							US History/Y/1		
1 Altschull, John							Psychology/Y/0		
1 Altschull, John							AP French/Y/5		
1 Altschull, John							Personal Fin/Y/0		
1 Altschull, John							Strategic Supp/Y/0		
1 Altschull, John							Sci/Physical/Y/0		
121 Alvarez, Joseph								No ADA Long Trm/	
121 Alvarez, Joseph								No ADA Shrt Trm/Y	
62 Armenta, Alejandro		Spanish II/Y/33		Spanish I/Y/33	Spanish II/Y/37	Spanish III/Y/36	Spanish II/Y/32		Strategic Supp/Y/2
13 Baie, James			Personal Fin/Y/32	Personal Fin/Y/36	Geometry/Y/36	Geometry/Y/36	Geometry/Y/36		Strategic Supp/Y/2
378 Barrios, Marcella		Biology I/Y/29	Envrnmnt Sci/Y/23	Envrnmnt Sci/Y/26	Biology I/Y/25		Biology I/Y/29		Strategic Supp/Y/2
93 Barron, Alex			CreativeWriting/Y/2	English IV/Y/33	English IV/Y/33	English IV/Y/31	English IV/Y/29		Strategic Supp/Y/3
10 Bautista, Joe					Basketball Adv/Y/3	Wt Train L1/Y/36	Ind/Dual Act L1/Y/4		Strategic Supp/Y/2
10 Bautista, Joe						Ind/Dual Act L2/Y/8			
11 Beltran, Myriam		AP Span Lang/Y/2	Spanish III/Y/33	Spanish III/Y/33	Spanish II/Y/37	AP Span Lang/Y/3			Strategic Supp/Y/2
11 Beltran, Myriam		Spanish Honors/Y/				Spanish Honors/Y/			
128 Benerofe, Doug		English III/Y/27	English III/Y/26	English III/Y/32		English III/Y/30	Eng II Pre-H/Y/28		Strategic Supp/Y/2
128 Benerofe, Doug			English III/Y/3						
35 Berson, Eric		French I/Y/31		French II/Y/33	French Honors/Y/2	French I/Y/27	French I/Y/33		Strategic Supp/Y/2
35 Berson, Eric					AP French/Y/36				
31 Billeter, Joseph		Citizen Law AB/Y/3	Citizen Law AB/Y/3		English III/Y/26	English III/Y/32	English III/Y/28		Strategic Supp/Y/2
31 Billeter, Joseph					English III/Y/3		English III/Y/1		
63 Bland, Dylan		Prin BioMed Sci/Y/	Prin BioMed Sci/Y/	Earth Science II/Y/	Earth Science II/Y/	Prin BioMed Sci/Y/			Strategic Supp/Y/3
63 Bland, Dylan				Earth Science II/Y/	Earth Science II/Y/				

Note: Teacher Aide classes not printed

Appendix J

College Park High School

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2016-2017 — Master Schedule - Fall —

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
58 Bodrog, Peter		Biology I/Y/26	Biology I/Y/28	AP Env Sci/Y/18	AP Env Sci/Y/17	Biology I/Y/28			Strategic Supp/Y/2
58 Bodrog, Peter		Biology I/Y/2	Biology I/Y/2			Biology I/Y/2			
57 Budge, Alan		Intro Film Stdy/Y/3	Intro Film Stdy/Y/2	ROP Intro Law/Y/1	ROP Intro Law/Y/2		English III/Y/29		Strategic Supp/Y/2
73 Bunten, Jan		Algebra I/Y/37	Algebra I/Y/26	Algebra I/Y/35	Algebra I/Y/27	Algebra I/Y/36			Strategic Supp/Y/3
73 Bunten, Jan					Algebra I/Y/1	Algebra I/Y/1			
68 Castro, Miguel		English I/Y/33		English II/Y/25	English II/Y/29	ELAcadLangDevA/	English I/Y/28		Strategic Supp/Y/2
68 Castro, Miguel				English II/Y/3	English II/Y/2		English I/Y/5		
15 Clark, Jana			Acad Success/Y/12	Biology I/Y/13	Biology I/Y/15				Strategic Supp/Y/1
23 Coito, Josh		English II/Y/29		English II/Y/27	AP Engl Lang/Y/22	English II/Y/30	AP Engl Lang/Y/23		Strategic Supp/Y/3
23 Coito, Josh		English II/Y/4		English II/Y/5		English II/Y/1			
38 Dahl, Joan		Personal Fin/Y/30	Alg II/Trig/Y/30		Personal Fin/Y/37	Personal Fin/Y/36	Alg II/Trig/Y/24		Strategic Supp/Y/1
94 Dawson, Teresa			English II/Y/25	English I/Y/33	English I/Y/30	English I/Y/33	English I/Y/33		Strategic Supp/Y/1
94 Dawson, Teresa			English II/Y/5						
50 Disney, Jeanne		Dance I-Arts/Y/12	Dance I-Arts/Y/10	Dance II-Arts/Y/5		English II/Y/30	English II/Y/32		Strategic Supp/Y/2
50 Disney, Jeanne		Dance II-Arts/Y/1	Dance I (HS) PE/Y	Dance III-Arts/Y/24					
50 Disney, Jeanne		Dance I (HS) PE/Y		Dance I (HS) PE/Y					
34 Douex, Al		Med Intervent./Y/29				ROP AdvSportMed	ROP AdvSportMed		
34 Douex, Al						ROP Sports Med/Y	ROP Sports Med/Y		
129 Eklund, Joel		US History/Y/31	World History/Y/32	US History/Y/28	US History/Y/29	US History/Y/32	World History/Y/34		Strategic Supp/Y/2
129 Eklund, Joel			World History/Y/1			US History/Y/1			
129 Eklund, Joel			World History/Y/1						
82 Ellenwood, Chris		Art Design II/Y/32	Art Design II/Y/32	Art Design II/Y/32	Art Design II/Y/31	Art Design Adv/Y/2			Strategic Supp/Y/2
45 Ford, Jo			Art Adv/Y/4	Art&Design I/Y/32	Art&Design I/Y/31		Art I/Y/32		Strategic Supp/Y/2
45 Ford, Jo			Art II Draw/Pnt/Y/2						
83 Frediani, Jason		US History/Y/33	US History/Y/27	World History/Y/33		US History/Y/29	World History/Y/34		Strategic Supp/Y/2
83 Frediani, Jason			US History/Y/5			US History/Y/4			
20 Furtado, Mark		Pre-Calculus/Y/34	Statistics/Y/31	Pre-Calculus/Y/34	Statistics/Y/28	Pre-Calculus/Y/36			Strategic Supp/Y/2
95 Gale, Ty			AP World Hist/Y/31	US History/Y/30	US History/Y/29	AP World Hist/Y/27	US History/Y/34		Strategic Supp/Y/2
95 Gale, Ty					US History/Y/3		US History/Y/2		
71 Gardner, Tony		English II/Y/31	English II/Y/30		Drama I/Y/32	Drama I/Y/32	Drama II/Y/10		Strategic Supp/Y/2
71 Gardner, Tony		English II/Y/1	English II/Y/3				Drama III/Y/7		
99 Gill, Harsimran		Algebra II/Y/36	Geometry/Y/31	Geometry/Y/32	Algebra I/Y/8		Algebra II/Y/37		Strategic Supp/Y/3
99 Gill, Harsimran			Geometry/Y/3	Geometry/Y/1					
16 Gray, Chris		AP Stat/Y/36	AP Stat/Y/31	CompSci A/Y/24	CompSciSoftEngr/		CompSciSoftEngr/		Strategic Supp/Y/2
18 Greer, Jami			AP Engl Lit/Y/18						
17 Haider, Laima		AP US Hist/Y/28	AP US Hist/Y/26		World History/Y/36	AP US Hist/Y/29	World History/Y/15		Strategic Supp/Y/2

Note: Teacher Aide classes not printed

Appendix J

College Park High School

2016-2017 — Master Schedule - Fall —

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
6 Hallquist, John		AP Psych/Y/35	AP Psych/Y/34	AP Psych/Y/37	AP Psych/Y/34	AP Psych/Y/35	AP Psych/Y/34		Strategic Supp/Y/2
56 Hellman, Cary		Chem I Honors/Y/2	Chemistry I/Y/23	Chemistry I/Y/27		Chemistry I/Y/26	Chemistry I/Y/25		Strategic Supp/Y/1
101 Hopp, Brian		Geometry/Y/25	Algebra I/Y/24		Algebra I/Y/35	Geometry/Y/34	Algebra I/Y/36		Strategic Supp/Y/2
101 Hopp, Brian		Geometry/Y/3	Algebra I/Y/3						
118 Huntley, Adam		English IV/Y/30	English IV/Y/31	English I/Y/30	English II/Y/31		English II/Y/33		
118 Huntley, Adam		English IV/Y/2		English I/Y/3					
132 Hurtado, Lance	Work Exp Edu S1/F		Basketball Adv/Y/3						
132 Hurtado, Lance	Work Exp Edu S1/F								
156 Jensen, Lesley		Ceramics II/Y/21	Ceramics I/Y/30	Ceramics I/Y/30	Ceramics I/Y/28		Ceramics I/Y/30		Strategic Supp/Y/2
156 Jensen, Lesley		Ceramics Adv/Y/5							
29 Jimenez, Jorge	Jazz Band/Y/19	Orchestra-Instr/Y/2	Symph Band-Inst/Y	AP Music Theory/Y	WindEnsemble/Y/4				Strategic Supp/Y/2
108 Joe, Russell			P E 9/Y/42	P E 9/Y/44	Team Sports L1/Y/	P E 9/Y/44	Team Sports L1/Y/		Strategic Supp/Y/2
979 Johnson, Lance		English I/Y/32	English IV/Y/33	English IV/Y/28	English IV/Y/31		English I/Y/32		Strategic Supp/Y/3
979 Johnson, Lance				English IV/Y/0	English IV/Y/0				
89 Jones, Sandy		P E 9/Y/45	Team Sports L1/Y/		P E 9/Y/41	Team Sports L1/Y/	P E 9/Y/36		Strategic Supp/Y/3
337 Keck, Jim	Persnl Fit L1/Y/43	Wt Train L2/Y/15	Wt Train L2/Y/14	Team Sports L1/Y/					
337 Keck, Jim		Wt Train L1/Y/28	Wt Train L1/Y/25						
76 Kennedy, Jen			Photo Arts I/Y/28	Photo Arts I/Y/30	Photo Arts I/Y/30	ROP Photo Adv/Y/(	Photo Arts I/Y/29		Strategic Supp/Y/3
76 Kennedy, Jen						Photo Arts II/Y/18			
130 Kriger, Valerie		Economics I/F/28		Economics I/F/35	Economics I/F/33	Yearbook/Y/24	Economics I/F/30		Strategic Supp/Y/3
130 Kriger, Valerie		Economics I/F/1							
91 Kristy, Erica					Geometry/Y/36	Pre-Calc Honors/Y	Geometry/Y/34		Strategic Supp/Y/2
91 Kristy, Erica							Geometry/Y/1		
275 Kropf, John		US Government/F/	AP GovPol US/F/25	AP GovPol US/F/35	AP GovPol US/F/3(		US Government/F/		Strategic Supp/Y/2
119 Kwirant, Sean		Earth Science II/Y/	Earth Science II/Y/	Biology I/Y/26	Biology I/Y/24	Biology I/Y/27			Strategic Supp/Y/2
119 Kwirant, Sean			Earth Science II/Y/	Biology I/Y/3	Biology I/Y/4	Biology I/Y/2			
119 Kwirant, Sean						Biology I/Y/1			
77 LaHommedieu, Maria		AP Calc AB/Y/29	AP Calc AB/Y/33		Algebra 1A/Y/15	AP Calc AB/Y/33	Algebra 1A/Y/19		Strategic Supp/Y/3
77 LaHommedieu, Maria					Algebra 1A/Y/6		Algebra 1A/Y/5		
160 Leingang, Daniel			Pre-Calculus/Y/25	Alg II/Trig/Y/26	Alg II/Trig/Y/24	Alg II/Trig/Y/32	Pre-Calculus/Y/22		Strategic Supp/Y/3
4 Mace, Delos			AP Macro Econ/F/3	AP Macro Econ/F/3	AP Macro Econ/F/3	US Government/F/	ROP Robotics/Y/21		Strategic Supp/Y/2
4 Mace, Delos						US Government/F/			
26 Marlar, Cheryl		Acad Success/Y/13				World History/Y/15			Strategic Supp/Y/1
183 McCraney, Marianne		Art I/Y/32	Art I/Y/32	AP Art Hist/Y/18		Art I/Y/32	Art Adv/Y/5		Strategic Supp/Y/2
183 McCraney, Marianne							Art II/Y/21		
104 Mirabella, Rani				Acad Success/Y/14	Acad Success/Y/8	Acad Success/Y/11	Acad Success/Y/13		Strategic Supp/Y/1

Note: Teacher Aide classes not printed

Appendix J

College Park High School

2016-2017 — Master Schedule - Fall —

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
347 Niedzielski, Angel		Pre-Calc Honors/Y	Pre-Calc Honors/Y		Algebra II/Y/32	Algebra II/Y/33	Algebra II/Y/34		Strategic Supp/Y/1
347 Niedzielski, Angel							Algebra II/Y/1		
323 Nolan, Andrew		Amer Thread/Eng/\	Amer Thread/Eng/\	Amer Thread/Eng/\	Amer Thread/Eng/\	Eng II Pre-H/Y/26			Strategic Supp/Y/2
323 Nolan, Andrew					Amer Thread/Eng/\				
984 O'Connor, Margaret		English IV/Y/33		English II/Y/28	English II/Y/25	AP Engl Lit/Y/22	English IV/Y/28		Strategic Supp/Y/2
12 Otus, Zehra		German II/Y/34	German I/Y/35	German III/Y/34	German II/Y/27	German I/Y/36	AP German/Y/19		Strategic Supp/Y/2
12 Otus, Zehra							German Honors/Y/		
96 Phan, Khoa		Geometry/Y/34	Geometry/Y/28	Geometry/Y/35		Geometry/Y/34	AP Calc BC/Y/14		Strategic Supp/Y/3
96 Phan, Khoa		Geometry/Y/3	Geometry/Y/3			Geometry/Y/1			
105 Philipps, Anna			Spanish II/Y/35	Spanish II/Y/36	Spanish I/Y/33	Spanish II/Y/36	Spanish I/Y/33		Strategic Supp/Y/2
87 Reese, Van		LS-Eng/LangArts/Y	LS-Math/Y/9		LS-Sci/Health/Y/6	LS-Soc St/Hist/Y/9	LS-Transition/Y/6		Strategic Supp/Y/9
106 Renaud, Paul		Video Prod I/Y/30	Video Prod I/Y/23	Video Prod I/Y/21	ROP AdvMediaCor				Strategic Supp/Y/2
106 Renaud, Paul					Video Prod II/Y/17				
107 Ridgeley-Mones, Cristina		World History/Y/36		US Government/F/	US Government/F/	World History/Y/37	World History/Y/37		Strategic Supp/Y/3
102 Ridings, Melissa		Aerobics L1/Y/45	Aerobics L1/Y/28	ELD 3/Y/18	P E 9/Y/43		P E 9/Y/37		
3 Rockwell B		Algebra I/Y/35		Treble Choir II/Y/27	Bass Clef Choir/Y/	Guitar-Beg/Y/27	Concert Choir/Y/36		Strategic Supp/Y/2
3 Rockwell B					Treble Choir I/Y/14				
110 Runyan, Jim		Physics/Y/23	Physics/Y/23	Earth Science II/Y/	Earth Science II/Y/		Earth Science II/Y/		Strategic Supp/Y/2
33 Saldivar, Denise		Spanish I/Y/36	Spanish I/Y/33	Spanish I/Y/35		Spanish III/Y/34	Spanish III/Y/33		Strategic Supp/Y/2
120 Schmidt, Susan		Acad Success/Y/15	English II/Y/15	English I/Y/9		English I/Y/10			Strategic Supp/Y/1
25 Scott, Doug			Biology I/Y/29	Biology I/Y/29	Biology I/Y/26	Biology I/Y/28	Envrnmnt Sci/Y/29		Strategic Supp/Y/2
7 Strange, Kathleen		Geometry/Y/21		Geometry/Y/37		Algebra 1A/Y/20	Algebra I/Y/33		Strategic Supp/Y/3
7 Strange, Kathleen		Geometry/Y/5					Algebra I/Y/2		
185 Swett, Joel		Amer Threads/SS/\	Amer Threads/SS/\	Amer Threads/SS/\	Amer Threads/SS/\	Human Rights Ed/\			Strategic Supp/Y/2
185 Swett, Joel				Amer Threads/SS/\					
30 Tellez, Samantha		English III/Y/27	English I/Y/33	English I/Y/33	English I/Y/30				Strategic Supp/Y/2
30 Tellez, Samantha		English III/Y/3							
66 Thomas, Kathleen	AVID-11/Y/22	AVID-10/Y/8			Leadership-Ren/Y/	AVID-11/Y/18			Strategic Supp/Y/2
66 Thomas, Kathleen		AVID-9/Y/8				AVID Tutoring/Y/1			
49 Thomas, Marcus			Human Body Sys/\	Human Body Sys/\	Chemistry I/Y/25	Human Body Sys/\	Human Body Sys/\		Strategic Supp/Y/1
86 Tibbot, Brian		Physiology/Y/24	Envrnmnt Sci/Y/11		Physiology/Y/25	Biology I/Y/30	Biology I/Y/27		Strategic Supp/Y/2
86 Tibbot, Brian							Biology I/Y/2		
90 Tsarnas, Alexa	Jazz Band/Y/25	Orchestra-Instr/Y/2	Beginning Piano/Y/	Concert Band/Y/43		Beginning Piano/Y/			Strategic Supp/Y/1
90 Tsarnas, Alexa						Piano II/Y/7			
109 Verducci, Renee						English IV/Y/32	English III/Y/19		
61 Virk, Raj		AP Bio/Y/19	AP Bio/Y/22	Chemistry I/Y/28	Chemistry I/Y/28		Chemistry I/Y/28		Strategic Supp/Y/2

Note: Teacher Aide classes not printed

Appendix J

College Park High School

2016-2017 Master Schedule - Fall

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
41 Vose, Kathy				Algebra 1A/Y/11	Algebra 1A/Y/12				Strategic Supp/Y/1
8 Warring, William	AVID-10/Y/24	AVID-9/Y/21		World History/Y/25	World History/Y/28	ASB Leadership/Y/			Strategic Supp/Y/3
27 Weaver, Lauren		World History/Y/37	World History/Y/36	Sociology I/Y/29		Psychology/Y/35	Sociology I/Y/24		Strategic Supp/Y/1
81 Weiss, Peter			Algebra II/Y/35	Algebra II/Y/37					
100 Winterich, Anne		ELD 2/Y/5	English I/Y/24	English I/Y/28	ELD 4/Y/10	English I/Y/33			Strategic Supp/Y/2
100 Winterich, Anne			English I/Y/6	English I/Y/5					
388 Wood, Scott		P E 9/Y/45	P E 9/Y/45	Wt Train L2/Y/15	Wt Train L2/Y/12	P E 9/Y/45	P E 9/Y/37		Strategic Supp/Y/2
388 Wood, Scott				Wt Train L1/Y/30	Wt Train L1/Y/30				
84 Young, Lynn		Chemistry I/Y/26	Chemistry I/Y/27		Envrnmnt Sci/Y/30	Chemistry I/Y/28	Chemistry I/Y/25		Strategic Supp/Y/2

Appendix J

Note: Teacher Aide classes not printed

2013-14 School Quality Snapshot

College Park High

Mt. Diablo Unified

201 Viking Dr., Pleasant Hill, CA 94523

2013 Distinguished School

Grades Offered: 9 - 12
Enrollment: 1,949
Charter: No
Title I Funded: No
CDS Code: 07-61754-0731646

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?
Please visit the following CDE web page for more information about the CAASPP system: http://www.cde.ca.gov/ta/tg/ca/

California's Academic Performance Index (API)

2013 Growth API	817
Growth from Prior to Current Year	2
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	No
2013 Growth API State Rank	8
2013 Growth API Similar Schools Rank	2

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian	Yes	-6
Filipino		--
Hispanic or Latino	No	4
Native Hawaiian or Pacific Islander		--
White	Yes	3
Two or More Races		--
English Learners	No	1
Socioeconomically Disadvantaged	Yes	22
Students with Disabilities		--

Green = Student group met target
Red = Student group did not meet target
-- = Student group is not numerically significant

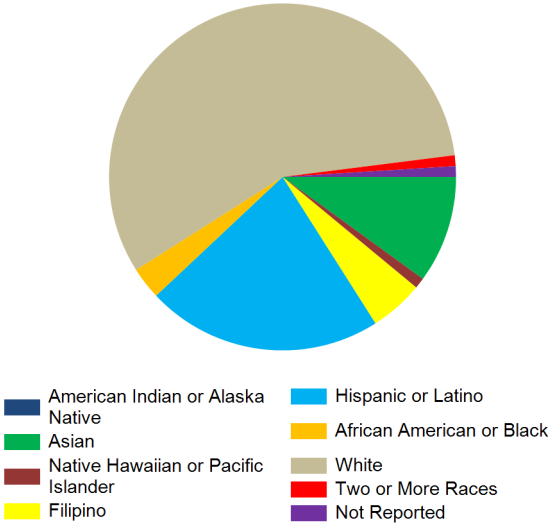
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

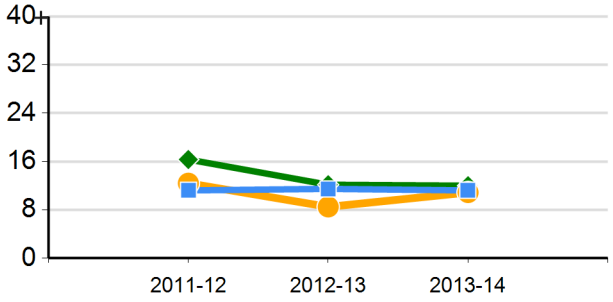
2013-14 Enrollment by Race/Ethnicity



2013-14 Subgroup Enrollment

English Learners	5%
Socioeconomically Disadvantaged	25%
Students with Disabilities	6%

Percentage of Students Redesignated to Fluent-English Proficient



Appendix K

2013-14 School Quality Snapshot

College Park High

Mt. Diablo Unified

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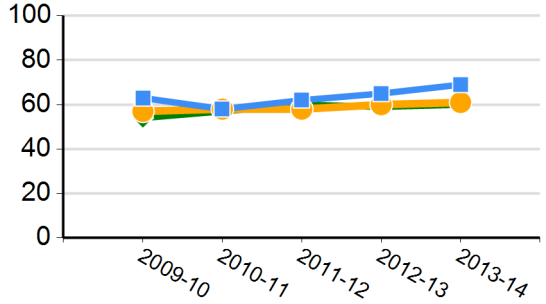
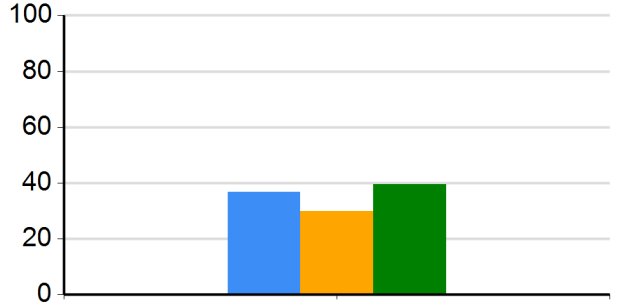
2013 Distinguished School

Grades Offered: 9 - 12
Enrollment: 1,949
Charter: No
Title I Funded: No
CDS Code: 07-61754-0731646

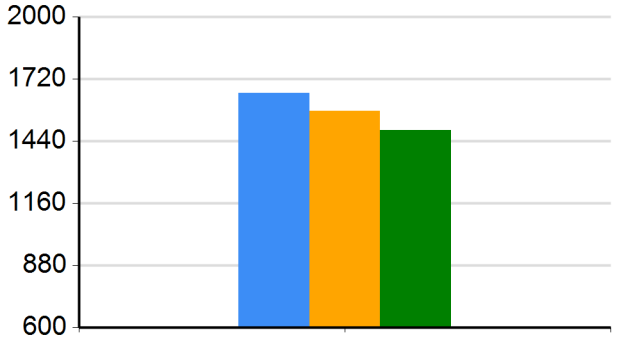
CST Science Results (percent proficient and above)



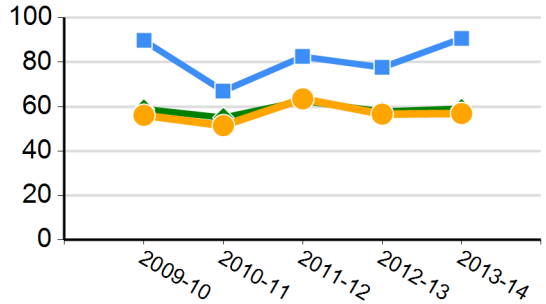
Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements



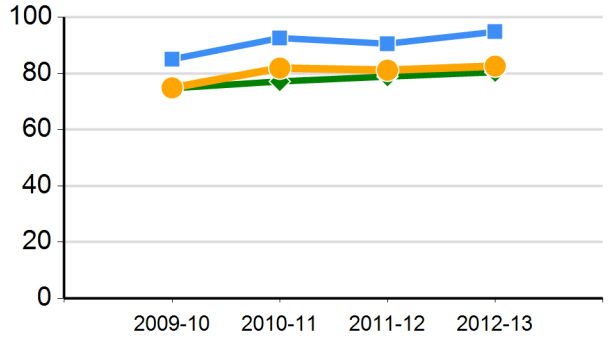
2012-13 Average SAT Score



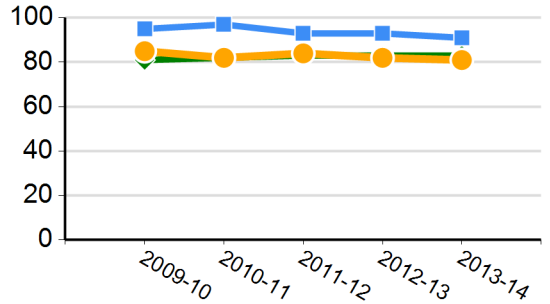
Percentage of English Learners Making Progress in Learning English



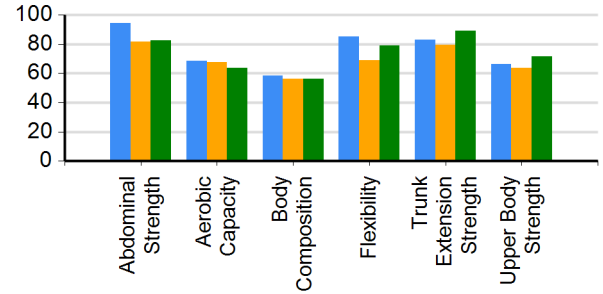
Cohort Graduation Rate*



CAHSEE English-Language Arts Grade 10 Passing Rate



Percentage of Students in the Healthy Fitness Zone in 2012-13



2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students

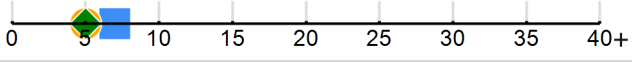


CHART LEGEND:

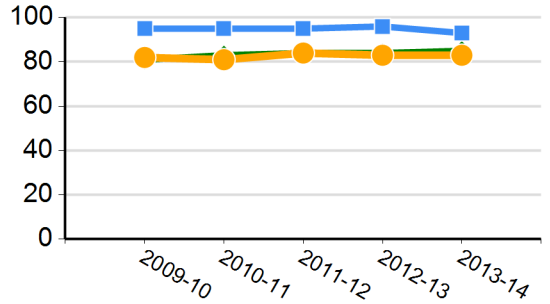
■ SCHOOL ● DISTRICT ◆ STATE

* Only four years of data are available

CAHSEE: CA High School Exit Examination
CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

CAHSEE Mathematics Grade 10 Passing Rate



Appendix K

Local Control Accountability Plan (LCAP) At-A-Glance 2014-2018

College and Career

Common Core State Standards (CCSS)	Multi-Tiered Systems of Support (academic and behavior)	Access to College and Career Pathways (A-G for all)	Access to tools and technology*	Student Leadership and learning	Extra curricular activities, VAPA and Athletics*	Counseling services*	Climate and Attendance

Parent & Community Engagement

Parent/Teacher conferences	Access to information and parent classes*	Parent Liaison staff	Support parent collaboration	Needs assessment to develop a communication plan

Appendix L

Professional Learning

Effective teaching and learning practices	Teacher and staff collaboration time	Implement Common Core State Standards	Implement social-emotional learning	Implement culturally responsive teaching practices	Coach and support leadership at the sites	Imbed ELD standards and full inclusion in all content areas	Exemplars

Special Populations

Early childhood education	Support for inclusion	Opening access and removing barriers	Increasing college and career opportunities	Supporting at-risk populations

* indicates additional supports provided for special populations

WASC
Acronyms used in 2015-2016 School Self-Study

API	Academic Performance Index
ASB	Associated Student Body
AYP	Adequate Yearly Progress
BMI	Body Mass Index
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CAPA	California Alternate Performance Assessment
CARE	Coordinated CARE Team
CCSS	Common Core State Standards
CELDT	California English Language Development Test
CLAD	Cultural Language Acquisition Development
COW	Computer on Wheels
CPHS	College Park High School
CTE	Career and Technical Education
DVC	Diablo Valley College
EIA	Economic Impact Aid
ELAC	English Learner Advisory Committee
ELL	English LAnguage Learner
ESLRs	Expected Schoolwide Learning Results
IEP	Individual Education Program
IISME	Industrial Initiatives for Science and Math Education
JFTK	Just for the Kids
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
MDTP	Mathematics Diagnostic Testing Process
MDUSD	Mount Diablo Unified School District
OARS	Online Assessment Reporting System
PBIS	Positive Behavior Intervention Systems
PBL	Project Based Learning
PLTW	Project Lead the Way
PHPD	Pleasant Hill Police Department
PHRP	Pleasant Hill Recreation and Parks
PTSA	Parent Teacher Student Association
ROP	Regional Occupation Program
RTI	Response to Intervention
SARC	School Accountability Report Card
SASS	Student Achievement and School Support
SCE	State Compensatory Education
SDAIE	Specifically Designed Academic Instruction in English
SED	Socio-Economically Disadvantaged

SEIS	Special Education Information System
SLBIG	School Library Block Improvemnt Grant
SLO	Schoolwide Learning Outcomes
SMART (goals)	Specific, Measurable, Attainable, Response-Oriented, Timebound Goals
SPSA	Single Plan for Student Achievement
SSC	School Site Council
STEAM	Science Technology Engineering Arts Mathematics
SWD	Students with Disabilities
TELS	Technology Enhanced Learning in Science
TOSA	Teacher on Special Assignment
UC/CSU	University of California/California State University
VAPA	Visual and Performing Arts
WISE	Web-based Inquiry Science Environment