Chapter I: INTRODUCTION

The School History and Description

College Park High School is a public high school in the Mount Diablo Unified School District (MDUSD) in Contra Costa County, California. MDUSD currently operates 28 elementary public schools, nine 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 community of about 34,127 is considered a middle class suburb in the San Francisco Bay Area with a median age of 42.8 years and with a median income of $77,000 per household annually and 11.7% of the 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.

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. The 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.

The Mount Diablo Unified School District (MDUSD) is a public school district in Contra Costa County, California. It currently operates 28 elementary public schools, nine 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.
School Vision

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

School Mission

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

Student Demographic Data

Enrollment has been consistent over the years as the school presently serves approximately 2,100 students in grades 9 – 12, from the areas serving the Pleasant Hill community along with students living in the southern portion of Martinez, the city of Pacheco, and small portions of Lafayette and Walnut Creek. College Park High School receives students from three junior high schools and occasionally from alternative education. College Park High School is a public high school located in a suburban neighborhood in Pleasant Hill, California, in Contra Costa County.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>African American</td>
<td>62</td>
<td>63</td>
<td>70</td>
</tr>
<tr>
<td>Asian</td>
<td>186</td>
<td>191</td>
<td>190</td>
</tr>
<tr>
<td>Filipino</td>
<td>96</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>436</td>
<td>416</td>
<td>472</td>
</tr>
<tr>
<td>Native Hawaiian and Pacific Islander</td>
<td>13</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>White (Not Hispanic)</td>
<td>1107</td>
<td>1136</td>
<td>1092</td>
</tr>
<tr>
<td>Multiple Two or More Ethnicities</td>
<td>26</td>
<td>31</td>
<td>42</td>
</tr>
<tr>
<td>Not Reported</td>
<td>15</td>
<td>24</td>
<td>28</td>
</tr>
</tbody>
</table>

Pleasant Hill has a diverse population and the school consists of students from six cities: Concord, Lafayette, Martinez, Pacheco, Pleasant Hill, and Walnut Creek. The
community is composed of the following racial/ethnic make-up: 67.9% White, 13.4% Asian, 12.1% Latino, 4.1% two or more races, 2.0% African-American, 0.2% American Indian and Alaska Native, and 0.2% Native Hawaiian and other Pacific Islander. This somewhat mirrors the student enrollment at College Park High School: White - 56%, Latino - 23%, Asian 9%, African American 3%, two or more races, 2.0%, and other Pacific Islander 5%.

The 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.

<table>
<thead>
<tr>
<th>Student Enrollment by Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2013-14</td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Socially Economically Disadvantaged Students (SED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students on Free/Reduced Lunch Lunch</td>
</tr>
<tr>
<td>#</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2013-14</td>
</tr>
</tbody>
</table>

Homeless and Foster Youth
### Significant School Data

<table>
<thead>
<tr>
<th></th>
<th>Foster Youth</th>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>5</td>
<td>43</td>
</tr>
<tr>
<td>2016-17</td>
<td>8</td>
<td>28</td>
</tr>
</tbody>
</table>

#### Enrollment Data/English Language (EL) Learners

- It is reported that the school works closely with Mt. Diablo Unified School District to leverage resources to meet the needs of the homeless and foster care students. Notably, School Resource Technician (SRT) collaborates with site counselors and administrative staff to identify and serve the homeless and foster youth population. The SRT 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’s 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. There are four social work interns that are readily available to provide direct support to our homeless and foster youth 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 SRT are daily touchpoints for these students and provide nurturing support in moments of need.

#### College Park High School

WASC Visiting Committee Report, March 2017
student population designated as EL learners has stayed steady at about 4%. Of the EL Learners at College Park, 62% are Spanish speakers.

<table>
<thead>
<tr>
<th>Total Enrollm</th>
<th>1950</th>
<th>1892</th>
<th>1949</th>
<th>2022</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>% EL</td>
<td>4.5%</td>
<td>4.3%</td>
<td>4.8%</td>
<td>3.8%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

The significant subgroups in order of size are:

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>472</td>
<td>23.4</td>
</tr>
<tr>
<td>SED</td>
<td>456</td>
<td>22.7</td>
</tr>
<tr>
<td>Asian</td>
<td>190</td>
<td>9.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>100</td>
<td>5.0%</td>
</tr>
<tr>
<td>EL</td>
<td>83</td>
<td>4.1%</td>
</tr>
<tr>
<td>African American</td>
<td>70</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

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. It is reported that 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 led 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 was 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 was 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.

It is reported that 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. The principal who joined College Park in 2011-12, left to take a position with another district at the end of the 2015-16. The current principal, a former MDUSD administrator, became principal of College Park High School in August of 2016. It should be noted that at the end of the 2015-2016 school year, two vice principals took lateral positions elsewhere. A former English teacher from Oak Grove Middle School, and a former assistant principal at Harvest Middle School, both became vice principals at College Park High School.

Another significant change is the 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.

Summary about Counseling and Student Support staff
College Park currently has four full-time counselors and a college and career advisor. There is also the addition of a Wellness Center which has four marriage and family therapist interns that are supervised by a licensed MFT. These interns work with a caseload that supports some of the neediest students. The counseling staff coordinates and meets weekly with the interns to collaborate about long term care for the students. All four counselors are trained in crisis counseling, but also support students in academic and college and career counseling as well. Throughout the
academic year, the counselors are continuing to address students with multiple D and F grades; in an attempt to address one of the school's goals of increasing the number of students who are UC and CSU "a-g" college eligible.

**Student Academic Performance Data and Analysis**

**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. Both English and Mathematics stayed steady from 2012 to 2014 based on CST. During those years, students in English and Mathematics scored better than the district and state averages. Students in Mathematics scored significantly lower than the district and state averages. A transition was made from CST tests to CAASPP testing in 2014-15.

College Park offers many course choices for 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.

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. CPHS increased by 4% while MDUSD increased by 9% and CA increased by 8%.

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. CPHS decreased by 5% while MDUSD decreased by 12% and CA decreased by 24%. While 63% of all students met or exceeded standards, 43% of African American students and 54% of Hispanic students met or exceeded standards. 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. 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. 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.

**Graduates meeting "A – G" requirements**
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent meeting &quot;A – G&quot;</th>
<th>Number meeting &quot;A – G&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>21.3%</td>
<td>23 out of 108</td>
</tr>
<tr>
<td>2013-14</td>
<td>24.7%</td>
<td>18 out of 73</td>
</tr>
<tr>
<td>2012-13</td>
<td>20.6%</td>
<td>20 out of 97</td>
</tr>
<tr>
<td>2011-12</td>
<td>15.7%</td>
<td>13 out of 83</td>
</tr>
<tr>
<td>2010-11</td>
<td>22.6%</td>
<td>14 out of 62</td>
</tr>
</tbody>
</table>

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.

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

Significant Changes Since the Last WASC Visit
AP Programs Changes
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.

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

Student Learning Outcomes

Effective Communicator:
Is proficient in writing, speaking, and listening adapted to audience, task, purpose and discipline.

Global Citizen and Responsible Worker:
Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.

Health and Wellness Advocate:
Demonstrate a commitment to physical and mental well-being of self and others to make a positive and healthy choice.

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.

Effective and 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.

Self-Directed Learner:
Independently seeks and uses resources including teachers, peers, print, and digital reference with perseverance and endurance to engage in new learning toward academic, professional and personal goals.

Community Contributor:
Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve problems, and achieve shared goals.
Chapter II: PROGRESS REPORT

College Park High School has made significant progress in addressing all of its Critical Areas of Follow up since the last WASC Visiting Committee. School improvement is part of the culture established by the school’s leadership. All required planning for individual programs have been unified into a single plan for pupil achievement. The implementation and monitoring of the School wide Action Plan have served as a guide and reference for the last six years. Since the 2011 report, school data from a variety of sources and stakeholder involvement have been used to evaluate whether the implementation of the plan has provided evidence of positive outcomes for student learning. Development and implementation of this plan is an ongoing task at the school.

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.

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.

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.

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.

**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 which include 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.

**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.

**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.

**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.

**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.

**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.
Chapter III: SELF STUDY PROCESS

The Visiting Committee believes that Life College Park High School has met all of the WASC criteria in developing the Self-Study Report. As part of the WASC process, in 2014, College Park established a leadership team comprised of teachers and administrators; in its efforts to meet WASC requirement, the leadership team involved teachers, classified staff, parents, and students in the preparation of the self-study report.

One of the functions of the leadership team is to develop and update the School’s Action Plan for Student Achievement annually. Each year the team reviews the goals set forth in its WASC/Action Plan for Student Achievement and evaluates its success in implementing the plan. In areas that have been completed, they celebrated. In areas that have not been successfully completed, they re-double their efforts to make certain they accomplish the goal or officially decide the goal needs to be adjusted. After reviewing progress on the current goals, the leadership team reviews the data regarding how the students are doing and then set additional goals (with objectives and an outline of who is responsible) with a review during the next cycle of inquiry. As a result, College Park has updated its Action Plan annually and has met many of the WASC goals from the 2014 self-study.

Chapter IV: QUALITY OF THE SCHOOL’S PROGRAM

Part A: What Currently Exists
CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Organization Criterion
To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP and the belief that all students can achieve at high academic levels?

College Park High School’s vision and mission are stated in the self-study document. College Park’s vision exemplifies the belief that all students can learn, be successful, responsible, and ultimately become good citizens. The mission supports the vision by stating that the school is to cultivate a community of critical thinkers who will acquire knowledge, skills and values to ultimately become prepared and engaged citizens. The vision and mission statements also align with the district’s LCAP, which has goals around high expectations of students and high quality instruction to support students learning at high academic levels.
College Park High School’s vision and mission are also aligned to their student learning outcomes, and all are displayed on their school website. The mission statement and student learning outcomes are visible in most classrooms and community areas. Staff discusses how the mission and vision are supporting an ongoing shift in culture and continue the ongoing improvements of the school.

An area of growth would be to articulate clearly the review process, assuring how staff, parents, and students are involved in the process. For example, the self-study describes how staff reviews the mission annually, along with the site council. It also states that parents were “invited to” focus groups and “invited to” vote on the mission and vision. The parent group also discussed inconsistencies in their involvement throughout the WASC process. There is no evidence that students were involved in the process. Moving past having parents “invited to” focus groups, and having mechanisms to involve them and students to more defined engagement is critical.

A2. Governance Criterion
To what extent are the district policies and procedures clear regarding the selection, composition, and specific duties and roles of the governing board and district administration in relationship to the school and staff?

The governing board has a clear strategic plan posted to the web page and the superintendent has clear goals that support student learning and parent involvement. The superintendent also supports a positive climate and culture throughout the district. The superintendent ensures implementation of the LCAP and the strategic plan by aligning all goals and objectives to them. These include statements supporting equity, and prioritizing expenditures on educational needs. It is clear that in Mount Diablo Unified School District, all students are important, and the district supports all students succeeding in the district, including College Park High School students.

The board and superintendent also work to develop a close relationship with school sites by attending special events and graduations, and conducting Town Hall meetings and LCAP meetings to hear from the public regarding various topics.

College Park High School’s principal also reports annually to the governing board regarding the school’s overall progress, operations, student performance, and fiscal health. During this presentation, the governing board and the superintendent are able to ask questions with regards to specifics about College Park High School’s progress.

A3. Leadership and Staff Criterion
To what extent based on student achievement data, does 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? To what extent does 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?

The self-study states that “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.” This includes training for Response to Intervention (RTI), Professional Learning Communities (PLCs), the use of common assessments, collaboration within and between departments, and the use of the cycle of inquiry. All of these strategies are research-based effective measures supporting student learning.

The school must improve existing structures for internal communication and planning. This was a consistent theme amongst all stakeholder groups, including certificated and classified staff, students, and parents.

Ensuring collaborative efforts to fully implement initiatives will be an area of emphasis for the school to support all students achieving high standards, and the schoolwide learner outcomes. Focused efforts in this area have already produced results, as demonstrated by the significant gains seen in ELA CAASPP performance that the school site reports were directly related to the collaborative work of English teachers.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development? Is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Mount Diablo Unified School District provides BTSA training to new teachers. In addition, College Park High School administrators provide a “new teacher orientation” to support new teachers transitioning to College Park by explaining rules, procedures, and expectations of College Park High School. There are also teacher trainings for specific programs like AVID, and summer trainings on a variety of topics like the use of technology to support instruction. The district has provided a Teacher on Special Assignment (TOSA) to guide the development of RTI.

An advantage of aligning the school’s Student Learning Outcomes with the districts is that staff can now choose to take advantage of professional development opportunities provided by the district that are in alignment with the SLOs.

College Park notes that PLC time, department meetings, and staff meetings have been placed on the monthly rotation for after school meetings. During the PLC time there is evidence that staff has begun using the results of common assessments to impact instructional practices and improve student learning. The school also cites a focused
schoolwide effort on improving student writing as showing positive results in student learning data.

A continued area of growth is to develop a clear professional development plan that includes training for all staff on Professional Learning Communities, Response to Intervention, effective use of data, and other key initiatives that support student learning. This was a previous critical area of follow up that continues to need to be addressed.

A5. Resources Criterion
To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

College Park cites that all expenditures are aligned to the vision and mission, and the superintendent’s goals include placing “priority on educational needs and programs when making budget decisions.” The vision and mission statements also align with the MDUSD LCAP goals of:

- All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.
- High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students’ backgrounds to ensure they are college and career ready.
- Parents, family, and community will be informed, engaged, and empowered as partners with Mount Diablo Unified to support student learning.

Through this alignment there is evidence that resources are utilized effectively and appropriately in accordance with the legal intent of programs and the LCAP. Multiple stakeholders have described staffing needs due to the growth of the school. Clarity around district staffing formulas would support greater understanding in this area.

There is also evidence that resources have greatly improved to the school in recent years, including LCAP monies, bond monies, PTSA funds, grants, and booster organization fund raising. Facilities, including new landscaping and a football field renovation, instructional materials, and two new counselors are all cited as examples of improved resources at the site, supporting students both in the physical campus, as well as with curriculum and support, enabling students to accomplish academic standards, college and career readiness standards, and schoolwide learner outcomes. The district is also supporting the site with a significant technology infrastructure improvement. This improvement in technology will support improved communication at the site, and
support greater integration of technology into instruction to support higher student achievement.

Areas of Strength

- Alignment of the vision and mission of College Park High School with the superintendent’s goals and the district LCAP.
- Beginning implementation of research-based effective strategies like Professional Learning Communities, use of common assessments, staff collaboration, and RTI.
- Support of students and staff with new staff like a Teacher on Special Assignment and two school counselors.

Areas of Growth

- Ensuring deep implementation of initiatives like PLCs, effective teacher collaboration, and RTI.
- Developing a clear and sustained professional development plan that supports key initiatives like PLCs, RTI, and the use of data to support instruction.
- Engaging stakeholders beyond “inviting to participate”, and utilizing leverage points like booster organizations as a mechanism to improve.
- Development of a clear system of communication that involves all staff, certificated and classified, parents, and students effectively.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

College Park High School strives to provide each student with a rigorous, relevant, 21st Century education. Many teachers have attended conferences to ensure the curriculum they teach is informed and supported by current educational research, leading to, among other things -- changes in assignments and grading policy, multiple opportunities for student reinforcement and success, and an effort to consistently implement updated research-based instructional strategies.

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 several full-day trainings every year and were introduced to activities and strategies to increase
student engagement, design questions to consider while unit planning, and 3 elements to incorporate into every lesson. Based on these trainings, lessons utilizing Marzano strategies were created and implemented in the classrooms.

Nearly all the courses at College Park are UC a-g approved. The high school has a closely articulated relationship with Diablo Valley College, and many of College Park student take advantage of the DVC opportunity.

The Mathematics and English departments have aligned their courses to conform with California Common Core standards and are working on common assessment tools within their department. AP courses follow current AP standards.

The Science department is working on the Next Generation Science Standards, and after receiving training, teachers worked through a series of lessons to help them modify the current curriculum to incorporate more models of scientific phenomenon.

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.

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. Additionally, Advanced Photography students are part of a project with a vision 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.”

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. 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. 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.

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.
Science teachers have developed projects and labs 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 demonstrate that what is actually being taught is congruent with the academic and college and career readiness standards.

College Park offers 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. College Park also integrates multiple disciplines organically in many other classes. For example:

Video Production assignments promote collaboration with other 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. Other Visual Arts classes incorporate verbal, written, and symbolic communications skills into the class projects.

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 and firing techniques before creating their piece. The ceramics classes reinforce science as 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 assignment allows students to create a ceramic shoe or boot before writing a story about the owner of that shoe.

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.

Each spring, parents of incoming freshmen are invited to visit the College Park campus to meet and talk with College Park faculty and staff at an 8th grade parent night/Open House. Administrators and counselors visit middle schools in the College Park HS feeder pattern.

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.
B2. To what extent do all students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and to prepare them for the pursuit of their academic, personal, and career goals?

The counseling department works with the administration to help students select courses, as well as making sure the students are 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.

In addition to the College/University prep and AP classes, 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).

All College Park students have access to the full curriculum offered at College Park. Resource students sit in regular classes as appropriate, with an Instructional Aide as needed. Resource also get direct instruction on the core curriculum in their sheltered classes. Special education students also 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.

The school has implemented open enrollment in their AP courses, and have seen an increase in the number of students taking the AP.

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 gauge career and college choices that might best fit them.

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 attend throughout the year.

B3. Preparation for Career and College Criterion

College Park supports a robust AP program in a wide variety of disciplines with 423 students taking a total of 638 exams in the Spring of 2016, with 46% of the exams scoring a 3 or above. Those students will start college with both the extra units earned
and the experience of working successfully at the college level. Scores on both the SAT and ACT tests regularly outpace both the district's (MCUSD) and the state’s scores.

College Park is in its second year with the AVID program helping students raise their sights towards college and improve listening / study skills to make them more college ready.

College Park is also helping non-college bound students find their path. The Naviance program helps assess and guide students to programs that meet their requirements. The photo and video courses help students along their career path, as do the robotics, medical pathways, and personal finance

**Areas of strength for Standards-Based Student Learning: Curriculum:**

- The staff is consistently and mindfully aligning their curriculum to meet expectations and standards (California Common Core, Next Generation Science Standards, UC, Community college, CTE, and career pathways).
- Departments have, or are working on common assessments
- Thematic and cross-discipline project assignments in many areas.
- The school has implemented a scheduled RTI period.
- The school has implemented the AVID program.
- The numbers of D and F grades in Algebra 1 has been significantly reduced.

**Areas for growth: Key issues for Standards-Based Student Learning: Curriculum:**

- As much as is possible, make curriculum standards intrinsic to the CPHS culture to compensate for natural changes in personnel – institutionalize the dream (curriculum).
- Continue to focus, improve, and monitor the efficacy of the RTI to ensure it “… 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.”
- Monitor and maintain the expected rigor of the academic subjects.
- Develop an Individual Learning Plan for each student so the student, parents, and counselor can better monitor the student’s progress in completing the a – g requirements and goals.
Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Many of the Fine Arts classes support demonstrated learning in multiple disciplines.
- Nearly all the courses at College Park are UC a-g approved.
- Some CPHS students take classes at DVC.
- Laudable success on State and AP assessments.
- School-wide RTI period in the schedule.

**CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

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

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

One of the goals brought out in the Self Study is to increase the number of students who graduate from College Park High School ready for both college and career. In particular, the school has undertaken measures to reduce the D and F rate and increase the number of students who have met the UC/CSU a-g requirements prior to graduation. These strategies have focused on improving how students receive information about a-g requirements and the use of their new RTI program to reduce the D and F rate.

The team observed some teachers using probing questions and other strategies to encourage students to express deeper levels of understanding and apply higher levels of problem solving and critical thinking beyond recall, however, these strategies are not consistently evident throughout the school, with most students being asked to reproduce “recall” level information for classwork, homework and projects.

Students at College Park High School have access to AP and Honors classes in every department in order to ensure a variety of rigorous course options for students and achievement of passing scores on the AP exams is well over 50%.

In order to ensure students are prepared for both college and career, students at College Park are also trained in using both the college and career selector and preparation tools in the online tool “Naviance.” A few elective courses offer internships, including sports medicine and photo.
Students in the CPTV video production class engage in relevant learning experiences by providing video services to local non-profit agencies such as Meals on Wheels, the ASPCA, and more, which supplement their study of video production techniques and the video production work they complete on campus. In addition, there are two Project Lead the Way programs on campus that provide participating students with concrete connections between academics and career pathways. One program is in Computer Science and the other is Biomedical Science.

In order to ensure both broad and deep knowledge of essential standards, CPHS offers interdisciplinary courses, such as “American Threads” and “World Perspectives,” combining standards from ELA and history. These courses are specifically designed to include cross-over assignments. For example, students study forms of government in 10th grade history before analyzing the form of the government that is revealed through their study of the Greek play Antigone in English.

Schoolwide Learner Outcomes have been established, but are not yet woven throughout the learning experiences of students. In fact most students asked were not aware of them, but some teachers have begun introducing them in their classes and tying them to their content. Defining success in those Schoolwide Learner Outcomes and developing measurable outcomes has not yet begun, but is a next step.

C2. Student Engagement Criterion

To what extent do 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?

A couple of high-impact strategies for multimedia and technology integration were noted in the self study, including the multimedia tools being implemented in the school’s Principles of Biomedical Science and Human Body Systems courses, whose teachers are collaborating on their use of new technologies. The campus has three computer labs large enough to accommodate entire classes. Students use these labs to access, explore, research and organize information. In some classes, students are encouraged to use their phones for research or to participate in other activities using technology. World language teachers frequently include target-language Web sites in their instruction for authentic language practice. Teachers in the district now have access to YouTube so that they are able to harness educational media available on that platform in their classes.

A few teachers were observed using PPT and other digital media to present content. During the visit, many lessons focused on textbook- and teacher-centered instruction,
with limited opportunities for students to interact in meaningful ways or to demonstrate rigorous application of content to real-life scenarios beyond the simple recall of facts.

In order to promote higher levels of thinking and deeper inquiry for all learners, the school’s new AVID program requires tutorial sessions in which students study for classes via guided deep questioning. In addition, some teachers use the Socratic Seminar in their courses and some algebra and geometry teachers are using an inquiry-based instructional approach and science teachers are using inquiry-based labs.

The number of students earning Ds and Fs in Algebra 1 has dropped by more than 50% since 2010-2011. Some math teachers have implemented a procedure allowing students to reassess when they have not been able to show proficiency on targeted standards. In addition, the implementation of RTI has been highlighted by all stakeholder groups as both allowing for personalized differentiation and powerfully supporting student achievement.

**CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**Areas of strength for Standards-Based Student Learning: Instruction (if any):**

- The school schedule has been purposefully designed to ensure all students have access to tiered support through RTI, with very high stakeholder buy-in for both the RTI schedule and its implementation.
- The campus has begun a successful AVID program that supports academic achievement and completion of a-g requirements.
- The Project Lead the Way programs, as well as two internship programs and the CPTV production program are creating clear pathways to post-secondary opportunities for students.
- Students and teachers have access to technology during instruction via multiple computer labs and Chromebook carts.

**Key issues for Standards-Based Student Learning: Instruction (if any):**

- In order to increase student achievement, College Park High School would benefit from a school-wide focus on implementing a variety of high-impact instructional strategies beyond lecture and textbooks that are purposefully selected to meet identified students’ needs; promote content, academic and global readiness literacies; and foster the attainment of grade-level standards.
- In order to truly impact the D/F rate across the instructional program and improve all students’ success in academic content, CPHS would benefit from a sustained analysis of student work that occurs school-wide, in all subject areas and that includes identification of next instructional steps based on the analyses. Areas of focus could include:
Exercising student artifacts from courses across the curriculum to determine the degree of students’ engagement in relevant work and achievement of targeted standards

- Analyzing work samples for evidence of students’ ability to apply higher-order thinking or problem-solving skills

- Ensure that educational technology is not only accessible, but leveraged in powerful ways throughout the instructional program.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Observation of the school program revealed pockets of powerful practice, but also a high number of teachers relying on lecture and/or textbooks as the primary means of delivering content; a majority of students completing activities that merely require recall of information; and few instances of students engaged in rigorous and relevant work.

- Other than a couple of specific subject examples, there is no mention of ongoing analysis of student work to inform instructional practices.

- While there are some powerful applications of technology use by teachers and students that were evident in the Self Study and the visiting committee’s observations—for example, in the biomedical pathway—technology is only minimally used throughout the rest of the instructional program, and often in passive ways, such as watching a video or taking notes from an overhead or PowerPoint.

**CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

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

College Park High School supports 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 90% teachers at CPHS. CPHS administrators track D’s and F’s using Aeries and Homelink to monitor student progress and gauge college readiness.

CPHS distributes progress reports every 6 weeks and grades are sent out at the quarter and semester. Progress reports are given to each student. Students in danger of failing
at progress report time have their report mailed to their home address. A grade distribution timeline is posted on the school website for students and parents.

CPHS provides student performance data on their website through their School Accountability Report Card (SARC). The SARC is updated annually by the district and site. Parents, staff and students can access CAASPP results through the CA Department of Education website. AP Exam and PSAT results are also gathered and available on 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. Individual PSAT results are reported to students by their advisor. CPHS also tracks, ACT scores, "a-g" requirements met, and graduation rates. Students and parents utilize the NAVIANCE website to plan for and track college readiness.

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

College Park High School departments have created and implemented common assessments and formed Professional Learning Communities to facilitate discussions on data analysis and best practices. For example, the Chemistry Department executes item analysis following common assessments to improve best teaching practices. EADMS software is used to collect data on common assessments to help facilitate discussions.

CPHS teachers have expressed utilizing a variety of formative and summative assessments to determine student achievement. Summative assessments have been created to mirror State and College Board tests. For example, AP classes use DBQs similar to those on the AP tests for assessments. Additionally, common assessments have been created to mirror the content tested on the CAASPP SBAC tests.

CPHS teachers and administration have expressed adjusting instructional approaches to meet the needs of all students. The teachers use pair share, exit tickets, scaffolding and reading and writing strategies. Assessments are used to determine level of need and to make adjustments to current and future class schedules, including Academic Success classes which provide additional one on one support.

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

College Park High School include stakeholders in assessing and monitoring student progress through community meetings such as District LCAP, PTSA, Site Council, “Joe with Joe” and staff. At the meetings CPHS has used programs such as OARS to provide data to help identify gaps in students’ foundational skills. CPHS has recently
transitioned to EADMS, which connects to their AERIES software system to provide data and allows for online assessments.

CPHS has transitioned from analyzing data from CST tests to CAASPP tests. CAASPP data is collected from the CA Department of Education website. CPHS also collects and analyzes data for the PSAT from the College Board website and D and F rates from their software systems. Data decisions vary by department and teachers.

CPHS uses assessment data to make school wide changes. Data generated a response to implement a new bell schedule that allowed for a RtI period to better address all students’ needs. CPHS additionally used WASC data to adjust their algebra classes.

Professional development activities, such as conferences, have been supported by the school and district. Several teachers have attended AVID and RtI trainings, and math teachers have attended the CA Math Conferences. Additional allocations have been used to supplement the Math Department’s curriculum.

The district and board determine and set graduation requirements, credits and courses completion requirements. Due to funding in recent years, the board lessened required credits and has recently increased credits for graduation. The district additionally sets per student per night homework duration caps.

**CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

College Park High School has recently experienced several transitions that could have had an effect on assessment and accountability. The site, at the district’s behest, has experienced a go-around in student graduation credit requirements. The required standardized and graduation tests required by the state such as CST and CAHSEE have replaced or canceled all together. The site itself has altered its bell schedule to allow for new programs such as RtI, and the site has transitioned from OARS to EADMS for data collection and analysis.

Despite the multiple changes that have occurred recently, CPHS has shown growth. Many departments have created and implemented common assessments, formed Professional Learning Communities, and utilized a variety of formative and summative assessments.
Area of Strengths:

- Teachers have formed Professional Learning Communities to communicate. PLCs can meet by department, by course or cross-curricularly.
- CPHS puts great emphasis on the PSATs and has increased its participation rates due to district funding coverage. CPHS analyzes the data for student growth.
- Common Assessments have been created and given regularly by most departments.

Key issues for growth:

- Lack of structure in Professional Learning Communities for the benefit of teacher and student growth. Clarity of expectations and structure is necessary. Lack of formal collaboration by department, subject level and cross-curricularly to analyze data for student growth.
- Not all teachers use the data software system for data entry or for data analysis.
- Professional development plan based on assessment results is lacking.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

E1-1:

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, the school newsletter, is available online and is updated weekly. Taking the lead is the school administration with both Twitter and Instagram accounts, the ASB and Leadership groups as well maintain 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.

Parents have access to HomeLink to review their student's grades. Teachers are expected to respond to parent emails and/or communication within 24 hours or 1 business day. More than 90% of the staff uses HomeLink to update student grades, enabling students and parents to acquire up-to-date information regarding class
progress. If necessary, students can ask teachers directly about progress, which teachers provide in a timely fashion.

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 freshmen orientation. These leaders break down barriers to encourage incoming freshman to ask questions and become familiar with life at CPHS. 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. The use of Link Crew leaders during RTI classes is seen as extremely effective by students, staff and parents.

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 registration guidance, "A-G" requirements, and how to support their student in high school and beyond. The AVID Program in conjunction with the counseling staff, and the feeder middle schools has 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 at CPHS.

CPHS parents hold positions on school committees and are involved in decision-making processes regarding school culture, budgets, and events. Site Council includes parents, staff, and students with the goal of developing and approving the Single Site Plan for Student Achievement. The Site Council approves textbook adoption, allocates the budget and aids in the approval of the Site Safety plan. The Parent Teacher Student Association supports campus activities and events as well as donates funds for educationally connected endeavors. The Leadership class maintains a student rep on the PTSA committee who disseminates information to others via ASB meeting minutes. CPHS has active booster clubs in several areas including: Athletics, Instrumental Music, Choir, Drama and our newly-formed Visual Arts. Many of these groups maintain an online presence to keep parents and the community more easily connected and to maintain a consistent medium for fundraising.

The PTSA and the Pleasant Hill Police Department collaborate to bring Every 15 Minutes to CPHS every two years. Key community members, parent volunteers, juniors, seniors, along with staff members, participate in a two-day program to educate students on the dangers of drinking and driving. E15 is a well known and successful program in high schools today. The effects of the program are seen campus-wide in classrooms.
Parents and community members are invited to attend and participate in campus activities, informational nights, and events. Examples of informational nights include: 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. The Multi-Cultural Rally was the first and most mentioned school-wide spirit event mentioned by students. A follow-up to the Multi-Cultural Rally is the “It’s Okay to Be…” week, where students proudly display a group that they belong to- cultural, athletic, ethnic, gender based, etc. Back-to-School Night provides an opportunity for teachers to provide syllabi and information regarding the upcoming school year while Open House/8th Grade Night allows parents to view student work and progress. 8th grade families are invited to attend Open House to learn more about academic, athletic and elective programs.

The College and Career Center, run by Sheila Welsh provides regular application nights, financial aid workshops, scholarship nights, and admission representative speakers. The support of the college and career technician is integral to the admission success of several students on the CPHS campus. Those that are aware of the services provided and the support given use it effectively. Those students who are not supported by the college/career tech are supported in other ways including AVID and outside consultants.

Care Team (counselors, psychologist, administrator) 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) for a given student. The Care Team provides student interventions with parent involvement after an initial meeting if necessary. 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/or annual 504 or IEP meetings for their alpha students.

Counselors and Administrators hold an individual conference with all students who have D or F on their progress reports. Letters are mailed home and Seniors and their parents are invited to meet if they are not on track for graduation and provided information for credit recovery. Credit recovery may include taking Cyber High or Edgenuity classes before or after school and/or during the normal school day. The Pleasant Hill Education Foundation (PHEF) raises money and distributes these funds to support teaching and learning in programs throughout Pleasant Hill schools. 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 most PTSA meetings where parent questions are answered and informal discussions are held on the future of the school. Parents are very interested in better attendance by the principal and a broader sharing of data as it relates to student achievement.
E1-2:

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 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).

The Social Science department has had a Holocaust speaker in a ticketed assembly, for interested students, for the last four years. The Human Rights class holds a junior/senior assembly regarding sexual assault for the past two years. In Sociology, Planned Parenthood has visited and spoken to students regarding sexual health and contraception.

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 Diablo Valley College (DVC) to observe college students dissecting a cadaver.

The Math department participates in the California Mathematics League competition several times a year with about 100 students participating this past fall. Two years ago, CPHS students started participating in the Hour of Code, which has grown tremendously in a short period of time. Supported strongly by parents, 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.

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 DVC librarian hosts a presentation on research skills for the English 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, offering a two-way exchange of ideas and cultures.

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 (two or four year) 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. Many Programs work in conjunction with the Pleasant Hill community (and beyond) to support students academically as well as emotionally.

E2. School Environment Criterion
To what extent is the school a safe, clean, and orderly place that nurtures learning?
To what extent is the school’s culture characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

E2-1:

CPHS has a student population of over 2000 students with five administrators and four campus monitors. The learning community of staff and students are scheduled to engage in safety drills each year (ie, fire, earthquake, lockdowns). This school year has resulted in five different false fire alarms and no scheduled fire drills. Several hundred students from other campuses in the Pleasant Hill/Concord areas and community members marched through the local neighborhood after the November presidential election. Some of those students and/or community members came onto campus to convince CPHS students to join the protest. The ensuing situation caused two staff members to be assaulted and a severe campus disruption. The overall lack of communication following this situation caused CPHS to review its current safety plan, and engage the 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.

A Positive Behavioral Intervention Supports Team (PBIS) is in the beginning stages of training with the goal of Phase I implementation for 2107-2018. CPHS’s PBIS team is currently struggling with the administrative change-over at the start of the 2016-17 school year. Most members of the team have left for various reasons and the new administrator in charge is currently seeking new members for a re-vamped team. One administrator and one teacher have attended a training in Oregon this year in preparation for the 2017-18 school year.
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 grading period. Interventions, which include access to AVID tutors and Link Crew mentors are implemented for said students prior to being dropped from the program.

Timely attendance at CPHS has been an issue historically. CPHS sits on a one-lane each way street that houses a junior college and a middle school. Traffic before and after school is a challenge, so to begin the 2016-17 school year a new tardy policy was implemented for all students; students who receive three tardies obtain an after-school detention; at five tardies, a student receives a Saturday school. This new policy has been effective based upon student, staff and parent interviews and communication.

E2-2:

CPHS maintains over 30 clubs on campus representing a variety of student interests. Some of the active clubs include: Gay-Straight Alliance, Filipino, French, and Robotics clubs. The Healthy Kids Survey, completed every two years has shown steady growth for the students at CPHS.

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. Both AVID and Link Crew provide tutors for students during this time period to a very high success rate. Most staff members are bought into the RTI schedule on a regular basis, while there are a few staff members who only provide the bare minimum during the RTI period.

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.

There are a variety of interventions that address academic, socio-emotional and behavioral supports for students at CPHS. 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 alpha students.
Counselors and Administrators hold an individual conference with all students who have D or F on their progress reports and 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, which may include enrollment in Cyber High or Edgenuity. Tutoring is provided by the Math teachers each Wednesday after school. Peer tutoring is also available after school on Wednesdays and Thursdays in the library.

Special Education students are placed in Algebra 1A (1st year of 2 year sequence) and Algebra 1 in order to receive more individualized and direct instruction in Algebra concepts. 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. Consideration is being made about placing students those subject specific RTI classes, which may be based upon staff voting to keep a schedule that retains RTI. There are also a number of teachers who offer an RTI academic coaching environment and students can request to attend these RTI classes. About 5% of teachers are doing a subject specific RTI class at this time.

E2-3:

CPHS and MDUSD have gone through a litany of changes in leadership in recent years. In order to move the district forward, MDUSD leadership has worked hard to push the district well into the 21st century with instruction, leadership and technology. CPHS has undergone some of the same changes, but on a slower trajectory changing administrative teams for the 2016-17 school year. The challenges of a change in leadership at CPHS are evident as are the successes. As for the challenges, the level of trust is building, but still luke-warm as it relates to the entire staff of the new principal and his administrative team. There is a high level of respect for the new principal and his team and staff members operate with a sense of professionalism. Communication would be the largest challenge for CPHS at this time. The new principal is moving the school into the 21 century with communication- twitter, video messages, etc. The staff and some of the stakeholders are struggling getting on board with these new mediums of communication. The new principal and his administrative team will have to continue to work hard to bridge the divide between their modes and mediums of communication and the staff and school community at large.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school?

E3-1:
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. Many of these programs are coordinated through the MDUSD.

CPHS 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 alpha students, and collaborate with teachers to best support students. CPHS has a school nurse that is on campus two days a week to address student health needs. The other school days, student can come into the nurse’s office area and lie down if necessary before going home or returning to class.

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 and/or guardians, teachers and other staff personnel are encouraged to fill out referrals for services or intervention programs also.

Cyber High and Edgenuity are offered for upperclass students to replace credit or re-engage with curriculum. 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. These programs have seen a great benefit for those students who struggle with the traditional teacher-led curriculum.

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. Having a school of over 2000 students creates a challenge for the College and Career Center to adequately provide support for all students. Visits from representatives from a variety of colleges, universities, and other secondary learning institutions are a staple at CPHS. Representatives from all around the country present in the College and Career Center to student groups.

E3-2:

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 needs while groups in AVID and Link Crew build community around common goals and academic initiatives. CPHS hosts a Human Rights Assembly each Spring that represents reflection around what those students have learned in the 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 when necessary or dictated by and IEP.

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 Education (CTE).

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.

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, which is the two-year sequence of Algebra 1. Cyber High and Edgenuity are offered throughout the school year as a means to support students toward graduation.

E3-3:

CPHS is in the beginning stages of examining how student learning needs are effectively met through classroom instruction and determining which intervention are effective and efficient for the student population. Creating a schedule that has RTI, and maintaining that schedule each year is a challenge that is being conquered by CPHS. While there is no concrete data on RTI, anecdotally through interviews with all stakeholders- students, staff, parents, site and district administration, RTI is both effective and efficient. AVID has only been in place for one year, and the use of tutors and college communication has given many marginal students a boost towards a post-secondary education.

E3-4:

CPHS has not been effective in regularly examining the disproportionality in the demographic of students throughout class offerings. The new administrative team has not had adequate time to create a master schedule to address these concerns. The structure of CPHS- RTI and AVID specifically are beginning to address the issue of opening access to a greater portion of the student population to all classes. As RTI and AVID programs continue to grow, more students will have the support necessary to enroll in and succeed in more rigorous classes and to raise the A-G completion rate for the entire school.
E3-5:

CPHS has an expansive curricular and co-curricular program. Students and community are highly involved both during the day and after school and on non-school days. Leadership and AVID are two of the strongest and most effective programs on campus that link students both academically and socially. Student voices are heard on both the school site council and at the school board level. Students and community involvement in the Every 15 Minutes program, Multicultural Week/Rally, John Muir medical and Children’s Hospital professional collaborations and the Bio Link science equipment project show a key connection between CPHS and the local community.

Areas of strength:
- Care Team
- Link Crew and tutors
- AVID and tutors
- Student Leadership
- CPHS Booster Clubs (Athletics, Instrumental Music, Choir, Drama, Visual Art)
- College and Career Center

Areas of growth:
- School community communication (administration to all others)
- Site safety plan
- Wellness Center (solidification and expansion)

Chapter IV: Part B: Synthesis of Schoolwide Areas of Strength and Critical Areas for Follow-up

Throughout the self-study, the commitment of the school staff was identified as a primary area of strength. Staff quality, preparation and engagement in school improvement were stated as characteristics of this strength. The staff has also significantly invested in establishing viable Professional Learning Communities with the purposefulness to support their students’ capacity to learn.

College Park High School continues to identify both positive and negative changes in their demographic and in their academic performance. The school has begun to collect and analyze student’s data as part of the school improvement process. The administration and leadership team are to be commended for their attention to data and their use of student achievement information in formulating their improvement strategies. It should also be noted that the improvement process at College Park is highly organized through a single school plan for student achievement (SSPSA) that encompasses the requirements of various programs including WASC. It is apparent that
the assessment of the school program and its impact on student learning is done on an ongoing basis and is addressed annually in the update of the plan for pupil achievement.

College Park High School should be commended for promoting a safe learning community that values differences and uses those differences as strengths for its learning communities. The principal and the leadership team, together with the faculty and staff should be commended for establishing a school climate that continuously demonstrates genuine care, concern, and high expectations for students in a nurturing environment that honors individual differences conducive to student learning.

Schoolwide Areas of Strength

1. The school’s family-led booster programs consistently raise money for student activities and give parents opportunities for leadership.

2. There is alignment of the vision and mission of College Park High School with the superintendent’s goals and the district LCAP.

3. The school has begun to implement research-based effective strategies like Professional Learning Communities, use of common assessments, and staff collaboration.

4. The staff is and mindfully working to align their curriculum to meet expectations and standards through designing and administering common assessments in departments.

5. Faculty and staff continue their thematic and cross-discipline project assignments in many areas.

6. The school has successfully implemented the AVID program.

7. The numbers of D and F grades in Algebra 1 have been significantly reduced.

8. The school schedule has been purposefully redesigned to ensure all students have access to tiered support through an RTI class. There is high stakeholder buy-in for both the RTI schedule and its implementation.

9. Students and teachers have access to technology during instruction via multiple computer labs and Chromebook carts. There are plans for the whole campus to have strong wifi in every classroom by the end of the school year.

10. Stakeholder feedback has been beneficial to new programs and courses.

11. Departments meet weekly led by teacher department chairs.
12. Stakeholders report that student relationships with teachers are strong and that teachers care about their students.

13. Students are generally well behaved and engaged in class and on campus.

Schoolwide Critical Areas for Follow-Up:

1. The District, in collaboration with the School Leadership, should provide applicable professional development for faculty and staff to improve pedagogy, align curriculum, and increase their capacity to collect, disaggregate, and analyze student performance data (including classroom data). This will help the school make informed instructional decisions (i.e., differentiation) and encourage higher-order thinking in the implementation of rigorous standards-based curriculum and assessment.

2. The District should provide resources and opportunities for School Leadership to improve student, teacher and class access to instructional technology through improvements to infrastructure accessibility and hardware accessibility. It is also important to increase professional development opportunities for its use and accountability efforts to monitor effective implementation of new initiatives and programs such as AVID, RTI, Naviance, ELMO, Google Classroom, etc.

3. The School should continue to focus, improve, and monitor the efficacy of the RTI to ensure it “… 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.”

4. Design and engage in a sustained analysis of student work that includes identification of next steps based on the analyses. Areas of focus could include:
   a. Examining student artifacts to determine the degree of students’ achievement of targeted standards
   b. Analyzing work samples for evidence of students’ ability to apply higher-order thinking or problem-solving skills

5. Support all staff to implement a variety of high-impact instructional strategies that are purposefully selected to meet identified students’ needs, promote content and academic literacies, and foster the attainment of grade-level standards.
6. The School should continue to focus on strengthening the AVID and Special Education programs to improve student mastery of standards in English Language Arts for students in the SED, ELL and SWD subgroups.

7. The School District in collaboration with the School Leadership should develop a five-year Strategic Plan that looks at a rigorous curriculum review cycle, retention of administration, effective internal and external communication strategies for all stakeholders, student support services, curriculum mapping, and incorporates an Educational Technology Plan.

Chapter V: ONGOING SCHOOL IMPROVEMENT

College Park High School identified three major areas of critical academic need accompanied by short-term timelines for implementing action steps for achieving each of the respective goals. College Park looks to design a formal intervention structure by implementing a Response to Intervention (RTI) Program to increase achievement for all learners, develop student skills and learner outcomes schoolwide, and involve all stakeholders in major decision-making.

College Park acknowledges that their student subgroups have inconsistent levels of academic achievement. This RTI plan specifically addresses the need to reduce the numbers of D’s and F’s in 9th grade, as well as the disparate academic performance seen in different subgroups. For example, while College Park’s students earned math proficiency rates 7-18 percentage points higher than its feeder middle schools, the school acknowledges that on the PSAT white students met the math standard at a rate nearly twice that of the African American students.

Impediments to improvement:
The Action Plan currently reflects much of what has been done to address previous critical areas of follow up, and begins to address steps to move forward. How the school clearly involves and engages all stakeholders to deepen the implementation of significant initiatives, like RTI, PLCs, professional development and communication is required to insure success in this area. For example, in addressing Critical Area of Follow Up #4, the action plan states “Continued development of a PD plan” as a report of progress. The development of a “written professional development plan that is unique to the College Park High School” was specified in the previous WASC visit. Moving from “continued development” to having a completed plan with implementation is essential.
The student population continues to be diverse at College Park High School, but student performance varies significantly by demographic group. The school acknowledges these challenges and is working to build a more equitable program for students by implementing its RTI program and strengthening its Special Education Program. The visiting committee hopes that the faculty and staff will continue to use their PLCs to analyze student data and plan and refine RTI structures to support the needs of all learners. As the school continues in its continuous improvement process, the Visiting Committee has the following recommendations:

Schoolwide Critical Areas for Follow-Up:

1. The District in collaboration with the School Leadership should provide applicable professional development for faculty and staff to improve pedagogy, align curriculum, collaborate effectively, and increase their capacity to collect, disaggregate, and analyze student performance data (including classroom data) in order to make informed instructional decisions (i.e. differentiation) and encourage higher-order thinking in the implementation of rigorous standards-based curriculum and assessment.

2. The District needs to provide resources and opportunity for School Leadership to improve student, teacher and class access to instructional technology through improvements to infrastructure accessibility and hardware accessibility. It is also important to increase professional development opportunities for its use and accountability efforts to monitor effective implementation of new initiatives and programs such as AVID, RTI, Naviance, ELMO, etc.

3. Continue to focus, improve, and monitor the efficacy of the RTI to ensure it “… 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.”

4. Design and engage in a sustained analysis of student work that includes identification of next steps based on the analyses. Areas of focus could include:
   1. Examining student artifacts to determine the degree of students’ achievement of targeted standards
   2. Analyzing work samples for evidence of students’ ability to apply higher-order thinking or problem-solving skills
5. Support all staff to implement a variety of high-impact instructional strategies that are purposefully selected to meet identified students’ needs, promote content and academic literacies, and foster the attainment of grade-level standards.

6. Continue to focus on strengthening the AVID and Special Education programs to improve student mastery of standards in English Language Arts for students in the SED, ELL and SWD subgroups.

7. The School District in collaboration with the School Leadership should develop a five-year Strategic Plan that looks at a rigorous curriculum review cycle, retention of administration, effective internal and external communication strategies for all stakeholders, student support services, curriculum mapping, and incorporates an Educational Technology Plan.