California Academic Partnership Program (CAPP)
California High School Exit Exam (CAHSEE)

Final Report:

Jordan High School

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JORDAN HIGH SCHOOL

In this chapter we describe the progress made by the Jordan High School (JHS) California Academic Partnership Program (CAPP) California High School Exit Exam (CAHSEE) project during the six years of CAPP CAHSEE program implementation. For this chapter, we have compiled and analyzed data collected during interviews with key staff and partners during semi-annual site visits and information from prior *CAPP CAHSEE Workbook: Annual Progress Reports*, Annual Reports, and Student Data Reports.

The chapter opens with a brief description of the school and student population. We follow with a description of the JHS CAPP CAHSEE project, including changes that have occurred over the six years of implementation in: project objectives, activities, and focus; project leadership and staffing; and partnerships and collaboration. We then discuss implementation issues and outcomes in relation to the progress of the project towards meeting the three CAPP CAHSEE overarching goals and their specific objectives. We close with an analysis of the institutionalization issues, followed by conclusions and recommendations.

Description of the School and Student Population

The JHS CAPP CAHSEE project involves the JHS main campus, Jordan Freshman Academy (JFA), and its feeder middle school, Lindbergh Middle School (LMS) in the Long Beach Unified School District (LBUSD). The JHS CAPP CAHSEE project is unique from the other CAPP CAHSEE projects in that the high school houses 9th graders on a separate campus apart from the 10th to 12th graders. JFA is organized around small learning communities with approximately 150 students "housed" in a "family" of four-to-six teachers on a separate campus. Students at JFA receive two English classes: one English class and one reading class. In addition, students who need additional help in Algebra are given extra coursework in math. Most JFA students are enrolled in Algebra ABCD (a two-year Algebra course) and most incoming 9th graders enroll in Algebra AB, which covers one-half of the Algebra text in one full year (rather than the whole book in one year as in Algebra 1/2).

Table 1 below shows JHS' student enrollment numbers and demographic subpopulation composition during the course of the CAPP CAHSEE project. As shown, overall student enrollment increased at both JHS and JFA during the course of the CAPP CAHSEE project. When the project began in SY 2000-01, there were 3,901 students enrolled at JHS, and another 1,111 students enrolled at JFA. By the end of the project in SY 2006-07, enrollment in the CAPP CAHSEE program had increased to 4,138 students at JHS and 1,234 at JFA. Enrollment

numbers from the 2007-2008 academic year show that the total enrollment decreased slightly for JFA and increased slightly for JHS since the end of the CAPP CAHSEE program.

The student population at both JHS and JFA is fairly diverse. While approximately half of the student population at both campuses is Latino, African Americans constitute just over a quarter of the population followed by a small percentage of Asians, Pacific Islanders, and white students. Over the course of the CAPP CAHSEE project, the Latino population at both schools has increased approximately 8 percent, from 51% to 59% at JHS and from 48% to 57% at JFA. On the other hand, the African American population at both schools has decreased approximately 3 percent during the project from 29% to 26% at JHS and from 31% to 27% at JFA. The proportion of Asian students decreased as well from 8% to 1% at JHS and from 10% to 1% at JFA. The other racial and ethnic subpopulation decreased slightly or stayed relatively unchanged. Student population figures from 2007-2008 show that the proportion of the total study body that is Latino is continuing to increase gradually over time at both JSA and JFA.

When the CAPP CAHSEE project began in SY 2000-01, approximately 30 percent of JHS' students were categorized as English Learners (EL). This proportion had decreased to 19 percent by SY 2006-07. The proportion of students classified as "fluent English proficient" increased from 22% to 36% during the course of the project, while those "redesignated as fluent English proficient" increased from 8 to 12 percent. Since the end of the grant, the proportions of English Learners and other language groupings have been stable.

At the beginning of the JHS CAPP CAHSEE project in SY 2001-02, low student academic achievement was a major issue for JHS, e.g., JHS had a baseline Academic Performance Index (API) of 496 and did not meet its school-wide and comparable improvement goals nor was the school eligible for any awards. That year, the 10th English/Language Arts (ELA) CAHSEE pass rate was 56 percent and the math pass rate was 29 percent.

Table 1

Student Demographics by Ethnicity and Language Proficiency (2000-01 through 2007-08): Jordan High School

JORDAN FRESHMAN ACADEMY	***2000-01***	***2001-02***	***2002-03***	***2003-04***	***2004-05***	***2005-06***	***2006-07***	***2007-08***
Total Enrollment	1,111	1,093	1,221	1,184	1,226	1,184	1,234	1,197
Student Race/Ethnicity								
African American	29%	32%	29%	29%	29%	27%	26%	25%
American Indian/ Alaskan Native	0%	0%	0%	0%	0%	0%	0%	0%
Asian	8%	7%	7%	7%	6%	5%	1%	4%
Filipino	2%	1%	2%	1%	1%	2%	2%	2%
Hispanic or Latino	51%	52%	53%	53%	56%	59%	58%	63%
Pacific Islander	5%	5%	5%	5%	5%	5%	1%	4%
Caucasian/White (not Hispanic)	5%	3%	5%	4%	3%	3%	4%	2%
Multiple or No Response	0%	0%	0%	0%	0%	0%	7%	0%
JORDAN HIGH SCHOOL								
Total Enrollment	3,901	4,085	4,135	4,340	4,383	4,279	4,138	4,158
Student Race/Ethnicity								
African American	31%	31%	30%	29%	29%	28%	27%	26%
American Indian/ Alaskan Native	0%	0%	0%	0%	0%	0%	0%	0%
Asian	10%	9%	8%	7%	7%	7%	1%	5%
Filipino	2%	2%	2%	2%	1%	2%	2%	2%
Hispanic or Latino	48%	49%	51%	53%	54%	55%	57%	60%
Pacific Islander	5%	5%	5%	5%	5%	6%	1%	4%
Caucasian/White (not Hispanic)	5%	4%	4%	4%	3%	4%	3%	3%
Multiple or No Response	0%	0%	0%	0%	0%	0%	9%	0%
Language Proficiency								
English Learners	30%	29%	30%	27%	24%	20%	19%	19%
Fluent English Proficient	22%	21%	23%	26%	30%	33%	36%	38%
Redesignated as Fluent English Proficient	8%	7%	6%	13%	21%	15%	12%	11%

Data source: http://data1.cde.ca.gov/dataquest

Note: Percentages are rounded to the nearest whole number. Therefore, totals do not necessarily add to 100%.

Description of Jordan High School CAPP CAHSEE Project

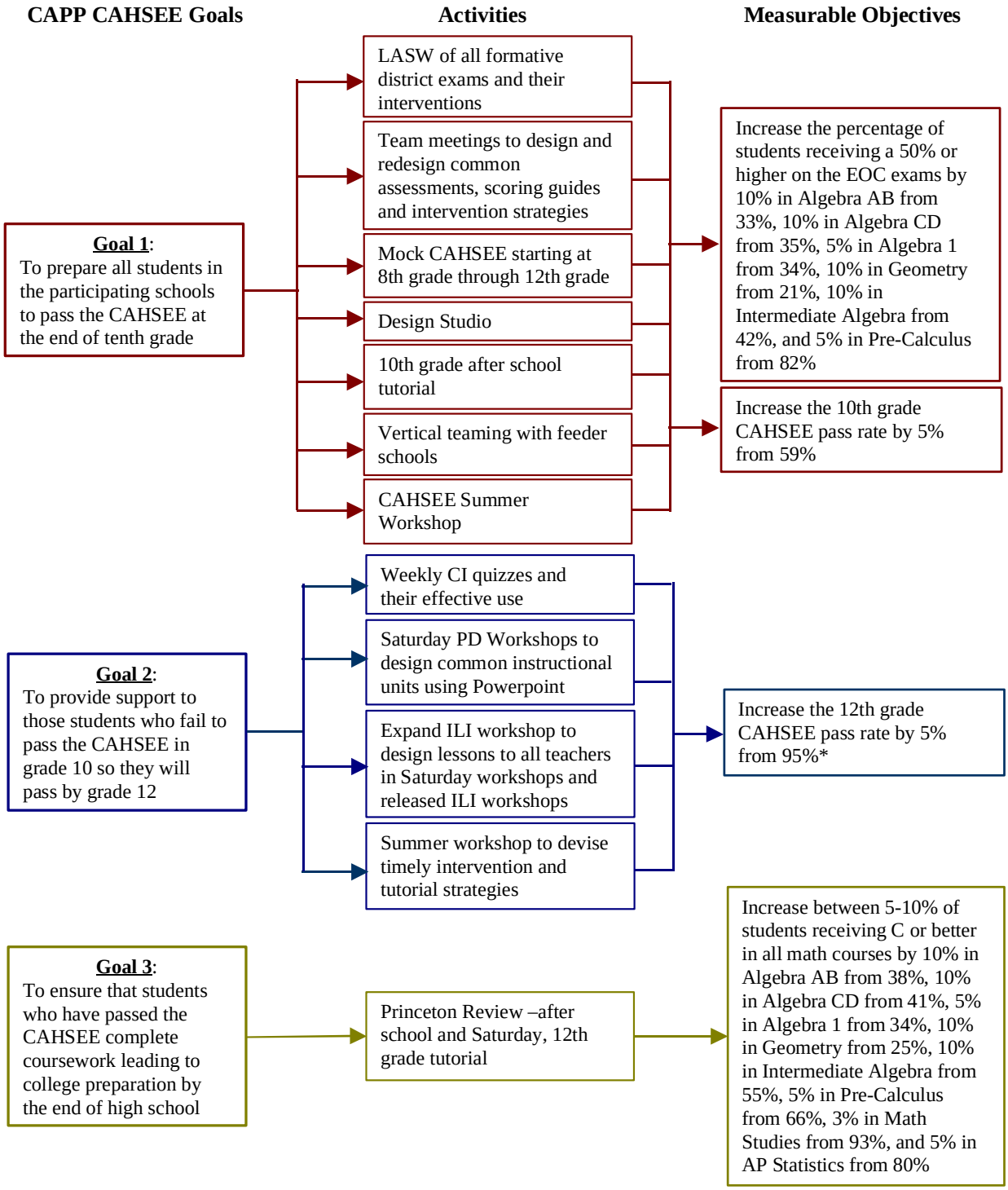
Project Objectives, Activities, and Focus

The initial focus of the JHS CAPP CAHSEE project was on improving math and writing by providing professional development, support from teacher coaches, monthly meetings to examine student work (LASW), and a variety of student support strategies. Figure 1 below displays the 2006-07 Logic Model for the JHS CAPP CAHSEE project. Math and writing were initially targeted for intervention because they were the two major content areas on the CAHSEE and a high percentage of JHS students has performed below proficiency on district and state assessments.

The focus of the project shifted exclusively to math program activities in SY 2004-05 in anticipation of reduced CAPP funding levels when the Year 4 *Plans for Continuation Funding* requests were being submitted. Consequently, JHS' professional development activities shifted to providing math teachers with tools they needed to plan, guide, and assess what students learn based on district-developed math content standards. Similarly, student intervention was tailored towards increasing student mastery of math content and skills.

Figure 1

Logic Model for 2006-07 CAPP CAHSEE Goals, Measurable Objectives, and Activities



Based on *CAPP CAHSEE Projects Workbook: Annual Progress Report, Academic Year 2005-06* (Revised 3/22/2007)

* Data provided by Research and Development, Long Beach Unified School District

During the first year of the JHS CAPP CAHSEE project, LMS teachers consistently participated in the project's monthly meetings using data to inform classroom instruction and intervention. Consequently, LMS met its goal of increasing student enrollment in Algebra and Pre-Algebra within the first year of the project. Improved articulation of math courses between the two schools also ensured that students entering JFA from LMS were placed in the correct math courses, and that did not have to repeat the Algebra courses they had already taken and passed at LMS.

LMS and JFA also provided after-school tutorials with varying success. While LMS was more successful at meeting the targeted number of students, JFA student participation in after-school tutorials tended to be lower because JFA students preferred to go home rather than stay for the after-school tutorials. However, by incorporating math intervention into the advisory period when other students were taking electives at the end of the day, JFA was able to meet its targets for JFA student participation in 2002-03. These advisory period math tutorials were focused on preparing students to pass the CAHSEE and they supported students in learning basic math facts to increase their abilities to solve algebraic problems.

As the 2004 deadline requiring all students to pass the CAHSEE to graduate approached, the project increasingly focused on improving the math and ELA CAHSEE pass rates of students. In addition to expanding project activities to include 10th graders on the main campus in 2004-05, CAPP CAHSEE project activities increased the focus on CAHSEE prep for math outside the school day. The project also focused on developing a professional learning community and data-driven instruction as well as continuing to implement strategies already in place for math (e.g., collegial walkthroughs, LASW, curriculum maps, pacing guides, common unit assessments and rubrics, and summer professional development). Additionally, the project implemented 14 center-based Algebra sections at both JFA and JHS and two sections of Geometry at JHS in 2004-05 using college aides to work with students.

Although project staff considered articulation from elementary to middle and middle to high school as part of the *Continuation Plan* for math, this was not a focus of CAPP-funded activities during 2004-05. While CAPP funds continued to support monthly team meetings to examine student work, other funding sources were also used to support program activities that had been started with CAPP funding. Additional funding was a means to sustainability.

In 2004-05, the English department did not fully implement some of the CAPP CAHSEE activities that would have developed a professional learning community (PLC) that used diagnostic, formative, and final assessment data to determine and track student mastery of skills tested on the CAHSEE. Because minutes allocated to implement these activities shifted to school-wide testing release time for various students not directly involved in testing, these English program activities did not occur.

As a result of anticipated reduced levels of CAPP funding and the sporadic implementation of English program activities at both JFA and LMS, the JHS CAPP CAHSEE project objectives and activities became more focused on math in 2005-06 (math activities had been more consistently implemented since the initiation of the project). Math teachers continued to play a key role as course team leaders as the department continued to refine its work as a professional learning community focused on improving student achievement. The project also continued to provide professional development to improve math instruction to increase student learning. In response to the 2006 CAHSEE requirement for graduation, after-school and Saturday CAHSEE prep courses were provided to 11th grade students who had not passed the CAHSEE. The Saturday professional development activities focused on alternative instructional methods using technology as well as the use of response boards to motivate students and monitor their understanding of the math content being taught.

In the sixth and final year of the JHS CAPP CAHSEE grant, the project continued to implement (1) LASW team meetings to design common assessments, scoring rubrics, and intervention strategies; (2) after-school and/or Saturday tutorials; (3) summer workshops; (4) Saturday professional development; and (5) vertical team meetings with their feeder middle schools.

Project Leadership and Staffing

There were a number of changes in the leadership and staffing of the JHS CAPP CAHSEE project between 2001-02 and 2006-07. Several of the leadership changes resulted in some loss of momentum and reductions in the level of staff participation in the implementation of program activities (see Table 2 for *CAPP CAHSEE Project Leadership and Staffing Changes*).

From SY 2001-02 to 2003-04, JHS' CAPP CAHSEE project director was Megan Stanton from the High School Office-Gear UP department at LBUSD. As the project director, she was responsible for building relationships with teachers and principals at both JFA and LMS and for organizing the teachers to carry out project activities.

Table 2

CAPP CAHSEE Project Leadership and Staffing Changes during the Course of Project: Jordan High School

Name	Role(s) in CAHSEE Project	Role(s) in School/District	Year(s) in Role	Reason for Change
SY 2000-2003				
Megan Stanton	CAPP CAHSEE Project Director	High School Office-Gear UP Department, Long Beach Unified	2001-02 to 2005-06	Left to become Assistant Principal of Newcomb Academy
Audra Pittman	Math Lead, JFA	Math Coach, JHS	2001-02 to 2005-06	Accepted position as High School Math Coach, JHS and will no longer be JFA Math Coach in 2001-02; then left JHS in 2004-05
Jane Reid	CAPP Math Coach, LMS	District Coach, Math	2001-02 to 2003-04	Reduced hours on CAPP to train high school math coaches
Peggy Gutierrez	CAPP Math Coach, LMS	Math teacher, LMS	2001-02 to 2004-05	Became math coach because of Reid's reduction of hours; In 2006, she became Assistant Principal at LMS
Cassie Fanton	CAPP Literacy Coach, LMS	English teacher, LMS	2001-02 to 2003-04	Replaced by Ronald Yearwood
Naomi Deveaux	CAPP Literacy Coach, JFA	English teacher, JFA	2000-01 to 2003-04	Left the school
SY 2003-2007				
Ronald Yearwood	CAPP Literacy Coach, LMS	English teacher, LMS	2003-04 to 2004-05	Appointed by LMS Principal to replace Cassie Fanton; no reasons were provided
Sheila Tolan	Intended to oversee CAPP CAHSEE project activities when project director Stanton was on maternity leave; Supported CAPP CAHSEE program activities at JFA	Principal, JFA	2003-04 to 2005-06	Was vice principal at JHS; became JFA principal to replace Victor Jarels
Duane Youngbar	CAPP Literacy Coach, JHS	English teacher, JHS	2003-04 to 2004-05	Replaced Naomi Deveaux left; ELA was not part of CAPP in 2005-06
Kelly Hurley	Supported implementation of CAPP CAHSEE program activities	Assistant Principal, JHS	2005-06	Became involved when CAPP CAHSEE program activities expanded to the main campus
Peggy Chang	CAPP CAHSEE Coordinator, JHS	CAPP Math Coach, JHS	2005-06 to present	Replaced Audra Pittman who left
Cheryl Cornejo	CAPP Project Director	CAPP District Coordinator	2005-06 to present	Replaced Megan Stanton

In 2003-04, Stanton's direct involvement at JFA decreased as she became more focused on replicating CAHSEE program efforts at other schools in the district. Consequently, she relied on the CAPP coaches to both structure and organize CAHSEE program efforts. As her responsibilities at the district level increased, she also intended for the teachers and principals to build their capacity to assume responsibility for implementing project activities at the schools. While teachers at JFA did note her decreased presence, no one really filled in where she had left off.

In a second key staff transition, Duane Youngbar replaced Naomi Deveaux as the English Coach at JHS in 2004-05. The change resulted in a slight delay in the implementation of the LASW meetings and peer observations in the English department. It was not until spring 2005 that that JHS was able to implement these activities. It was also during this period of time that the focus of the JHS CAPP CAHSEE program shifted to just primarily math.

Partnerships and Collaboration

Partnership with Lindbergh Middle School

The JHS CAPP CAHSEE project is a partnership among JHS, JFA, and their main feeder school LMS which are part of the LBUSD. During the first three years of the project most of the CAPP CAHSEE activities took place at JFA and LMS. JHS was not involved until 2004-05 when the program activities were expanded to include 10th graders on the main campus and in 2005-06 to the whole JHS campus with less emphasis on LMS.

In 2002-03, the partnership between LMS and JFA expanded as teachers at both schools met several times to conduct vertical team meetings. Both schools were committed to examining student data and discussing how to use data to improve instructional practice at the meetings. LMS staff engaged in vertical teaming with JFA math and English teachers to align curricula and ease the transition from middle to high school. The LMS math coach believed that the articulation meetings were critical to the partnership and set a precedent for the school – and possibly for the district. Consequently, LBUSD viewed the partnership between the two schools as a model in the district, which resulted in Stanton's effort to replicate the same level of partnership across other schools in the district.

The articulation meetings also helped JFA place incoming freshmen into appropriate math courses in 2002-03. JFA offered Geometry for entering freshman who had taken Algebra at LMS and mastered high school Algebra standards in 8th grade. Both schools also examined the population of LMS students entering JFA to determine how they performed on mock CAHSEE exams to guide instructional practice and student intervention for the upcoming year. LMS

teachers were also invited to participate in the 2003 summer training for JFA math teachers although they were not able to attend the training due to previous classroom commitments.

In 2003-04, LMS applied for and received nearly $1 million from the Federal Gear UP Grant and State High Priority Grant, which resulted in a shift in the priorities at LMS. Although LMS was listed as a partner in the *2005-06 Plans for Continuation Funding* that JHS submitted to CAPP, LMS involvement in the JHS CAPP CAHSEE project during this period was limited to its participation in the vertical teaming meeting in May 2006.

Partnership with California State University, Long Beach (CSULB)

When the CAPP CAHSEE project began in 2001-02, Mark Wiley (an English professor from CSULB) served as the higher education partner for the JHS CAPP CAHSEE project. Wiley was involved in a CAPP Summer Writing Institute for all English and English Language Development (ELD) teachers from JFA and LMS in summer 2002. During the institute, teachers worked in teams learning how to write in different genres and how to transfer the knowledge to teaching each genre to the students. They also completed grade level curriculum maps and planned common writing tasks and units to use in grade-level teams. Wiley also provided the teachers with a series of after-school workshops in November and December 2002 to follow-up and revisit their curriculum maps. In winter 2002, Wiley accepted another position that prevented him from continuing his role as the CSULB CAPP English coach.

The partnership with CSULB was not active in 2003-04 because they could not identify any individuals to support their CAPP CAHSEE program. However, the CSULB partnership resumed in 2004-2005 through the use of college aides as tutors to support implementation of learning centers for Algebra at both JFA and JHS and Geometry at JHS and continued through 2006-2007. In June 2006, the partnership with CSULB was strengthened when Professor Angelo Segalla, a CSULB math professor, provided a CSU-Early Assessment Program Workshop to help JHS math teachers analyze the district-administered 9th grade Mock CAHSEE and determine classroom strategies for remedying the identified errors.

Implementation: Activities and Issues, SY 2000 – 2007

In this section, we describe and analyze the implementation of program activities and services at the JHS CAPP CAHSEE site from 2000-01 through 2006-07. We worked with the JHS CAPP CAHSEE project leaders to develop logic models (see Figure 1 for *2005-06 Logic Model for CAPP CAHSEE Goals, Major Objectives, Measurable Objectives, and Activities*) that aligned program activities to the CAPP CAHSEE overarching goals and project-specific

measurable objectives and outcomes. In the process, we learned that each activity being implemented typically addressed multiple CAPP CAHSEE goals and project objectives. Consequently, we focus on three major areas – professional development, curriculum and instruction, and student support and remediation – and how each supported the CAPP CAHSEE overarching goals and the JHS CAPP CAHSEE project's specific objectives. In addition, we describe challenges that the JHS CAPP CAHSEE project faced in implementing the program activities and services as well as how they were addressed.

Professional Development

Through the CAPP CAHSEE grant, staff at JFA and LMS participated in three types of professional development activities: (1) school-level professional development that the staff and teachers initiated and facilitated; (2) Instructional Leadership Initiative (ILI); and (3) Design Studios.

School-Level Professional Development

The JHS CAPP CAHSEE project implemented multiple levels of professional development opportunities throughout the six years of the project, including: on-site professional development through the use of coaching, vertical teaming efforts between partnership schools, CAPP Summer Institutes, and Saturday Professional Development (math only). These different types of school-level professional development are discussed within the context of the respective departments. Although all schools utilized similar forms of professional development activities, the focus varied across the departments and sites.

Professional Development in the English Department

On-Site Professional Development in the English Department

The JHS CAPP CAHSEE project provided on-site professional development using coaches in the English department to implement their program activities from 2001-02 through 2004-05. Based on existing teacher collaboration as well as the strengths and needs of each site, the focus of the coaching at JFA and LMS was somewhat different. Teachers at both schools benefited from working with on-site coaches – especially new teachers who received coaching on curriculum planning and classroom management.

When the project began in 2001-02 at LMS, the coaching focused on teacher collaboration to examine student work within grade level department teams. However, teachers needed a more

rigorous structure focused on instruction so they could better understand why students produced the work they did. Consequently, during the first two years of the project, the CAPP Literacy coach provided English teachers with job-embedded professional development targeted at improving students' writing skills. In general, these activities included classroom observation, one-on-one coaching on specific writing skills, and implementation of district-mandated writing genres. LMS teachers also benefited from their work on curriculum mapping with the LMS literacy coach who also arranged for teachers to have release time for peer observations during their common conference periods. The project encountered two challenges in providing on-site professional development at LMS. First, the year-round schedule at LMS did not allow for regular meetings and led to the cancellation of some meetings. As a result, LMS scheduled a three-day team meeting to plan curriculum and to develop units and assessments. Second, there were many new or second-year JFA teachers so the coaches focused on classroom management instead of content or writing skills.

In contrast, during the first two years of CAPP CAHSEE, the JFA teachers examined student work and created common assessments. Their onsite coach helped to develop curriculum units that English teachers implemented; they then met to discuss the unit. Literacy coaches also helped teachers do curriculum mapping for 9th graders and develop some units as a group. The on-site coach (also the department chair) and district coach also collaborated with teachers to share common difficulties and find the most effective ways of teaching writing based on their evaluation of student work. Although teachers were initially hesitant to share their students' work, they increasingly saw it as a beneficial professional activity. The biggest impact both coaches observed was teachers' willingness to collaborate to improve instruction.

Vertical Teaming Effort in the English Department

The English departments at JFA and LMS targeted the improvement of students' writing skills through teacher participation in vertical teaming efforts during the first four years of the grant. Overall, the English departments were successful in their collaborative efforts and worked successfully towards the goals of the CAPP project. The literacy coaches facilitated CAPP Summer Writing Institutes for LMS and JFA teachers to support teachers in learning how to write in the required genres and how this transferred to teaching the genres to students. Teachers worked to create an anthology of English teacher writing, developed and completed curriculum mapping, and planned common writing tasks and units in cross-grade and grade level teams. The CSULB CAPP coach also provided follow-up coaching at JFA and LMS.

When LMS received a Federal Gear UP Grant and State High Priority Grant in 2002-03, their focus shifted away from the CAPP CAHSEE grant. Consequently in 2003-04, vertical teaming did not occur consistently between the LMS and JFA English departments. A change in

the LMS English Coach in 2003-04 also meant that some CAHSEE program efforts were not as ell implemented as they had been in previous years. In addition, at JFA, allotted release days were shifted to accommodate school-wide testing release time for various students not directly involved in testing. Although JFA planned to shift the meetings to a paid, after-school status, this did not occur. In 2005-06, the English department was not included in the proposed *Continuation Plan* as the JHS CAPP CAHSEE project shifted its focus to math.

Professional Development in the Math Department

On-site Professional Development in the Math Department

The LMS math department focused on the results of the chapter assessments in their LASW meetings. However, they encountered problems because teachers were varied in the pacing of their instruction. Using the district pacing guide for math, the CAPP math coach worked with the math teachers as a department and individually to "get all teachers of the same course on the same schedule" (*2001-02 Workbook: Annual Progress Report*; p. 15). To further fine-tune the pacing schedule, LMS created and used common assessments from the chapter tests. By 2002-03, the role of the LMS math coach/department chair included quarterly observation of each math teacher, followed by modeling, co-teaching developed lessons, analysis of student work, and discussion of delivery strategies. The LMS math coach also continually examined data to identify areas of needed improvement because it allowed coaches and teachers to see which teachers needed support to help the highest need students.

Beginning with the second year of implementation, all JFA math teachers moved from chapter tests to common assessments across math classes. In general, the creation of common assessments was a very successful component of the project. Teachers met monthly to develop tests in pairs or small groups, rotate the tests among colleagues for feedback, and then to develop a final version of an assessment. Two lessons learned during the first year of implementation were: 1) computer-generated test questions that came with the text book were not adequate; and 2) tests created after the material was taught were more effective than chapter tests created ahead of time because teachers had a better sense of what the book covered. Teachers also met after tests had been administered to review student performance.

The JFA math coach examined disaggregated data and supported teachers in their classrooms by providing information about best practices and materials. The coach also reviewed teachers' results compared to school-wide data to provide them with a better idea as to how their students were performing. These conversations often led to discussions about teaching strengths and challenges. However, due to conflicting obligations between JFA and the main campus, the

JFA math coach had difficulty finding enough time to examine the results from the common assessments.

By the third year of the project, the LMS and JFA math coaches had formed stronger relationships with one another than the English coaches because they developed the scope, sequencing, and pacing guide used at both sites. However, communication was not as frequent as teachers and coaches would have liked, e.g., the math meetings did not occur monthly as planned but only three times due to time constraints of the high school math teachers. In addition, only a few LMS math teachers participated in the meetings.

With the continuation of funding in 2005-06, the focus of the JHS CAPP CAHSEE program activities shifted to the JHS main campus and JFA with LMS becoming less involved. Under the leadership of the math coach Chang and Assistant Principal Hurley, the JHS CAPP CAHSEE project began to implement a professional learning community. The expansion of the CAPP CAHSEE program activities to the main campus resulted in a clearer focus on improving CAHSEE preparation. Both Chang and Hurley strongly encouraged and supported data-driven program improvements.

The use of technology increased in 2005-06. According to Chang, "technology added a platform for teacher collaboration" (Winter 2006 site visit). She was also instrumental in posting lessons, common assessments, activities, and instructional strategies on the server for teachers to access. The teachers found the online resources so useful that they began to add to and modify materials that had been posted. The effort was so successful that the district had to allocate more disk storage on the server.

Vertical Teaming Effort in the Math Department

The goal of the vertical teaming effort in the math departments at LMS, Hamilton Middle School (HMS), JFA, and JHS was to provide students with a strong foundation in Pre-Algebraic concepts to increase their success in 9th grade Algebra1/2. During the first year of the grant, the teachers focused on common challenges in instruction and Algebraic concept attainment to better align the math curriculum as students moved through the different grade levels. Gear UP funds provided teachers with paid time to collaborate and address issues and challenges related to instruction, assessment, tutoring, and grading in Algebra classes across the three sites. As a result of meeting with JFA teachers in 2001-02, there was better articulation of math courses between LMS and JFA.

As JFA and LMS math teachers continued vertical teaming to align middle school and high school standards using CAPP funds, they also considered including elementary schools to strengthen their efforts in Year 3 but this was not fully realized. While vertical teams of 6th through 12th grade teachers did not occur in 2003-04, teams of teachers of 6th through 8th grade

and teams consisting of 9th through 11th grade teachers did meet to analyze student work and common assessment in department level meetings. These types of teacher collaboration increased substantially from 2001-02 to end of the project.

CAPP Summer Math Institutes

The JHS math department participated in summer professional development activities throughout the six years of the CAPP CAHSEE grant to focus on curriculum mapping, common assessments, and effective instruction and intervention strategies. In summer 2003, math teachers from LMS and JHS participated in the CAPP-funded Western Assessment Collaborative (WAC) approach to standards-based unit planning. Facilitated by consultants provided by CAPP and WAC, teams of middle school and high school teachers collaboratively planned units of study with high school teachers.

The focus of the summer institutes shifted at JFA when the math coach, eight JFA teachers, and six college aides participated in the CAPP Math Institute in August 2004 to develop curriculum for the new Algebra Centers classes. Participants were trained in the structure of the three learning centers used in the approach. Their analysis of student achievement data from the first year implementation of the centers-based Algebra classes demonstrated that students whose teachers had implemented all aspects of the approach made more gains than students whose teachers had not implemented all aspects of the approach. In addition, students reported improved attitude towards math from being in the centers-based classroom.

In June 2006, using Gear UP funds, JHS math teachers participated in a two-day workshop where CSULB math professor (Angelo Segalla) used his error-analysis method to assist them to analyze district administered 9th grade spring Mock CAHSEE. The goal was to examine the underlying reason as to why so many students had chosen the wrong answer in the Mock CAHSEE. Through the use of item- and error-analysis, teams of teachers collaborated to reconstruct possible steps that had led to the selection of incorrect answers. Following the two-day workshop, JHS math teachers also participated in summer professional development to devise timely interventions and tutorial strategies based on data analysis.

Saturday Professional Development

During the last two years of the CAPP CAHSEE project, math teachers participated in a series of Saturday professional development activities. The goal of these Saturday professional development activities was to examine alternative instructional methods using technology. In general, teachers were excited about the possibilities of increased student learning and the opportunity to create lessons in teams which resulted in additional Saturday Lesson Design

Workshops. Math teachers decided as a group to create common PowerPoint lessons by course teams and by chapters, with the intention of teaching and then revising the lessons.

By April 2007, the teams had created at least one lesson for each section of the Algebra 1 and Geometry courses, which were available on the shared L-drive for all teachers to use. In addition to going to the Internet to look for lessons stored as alternative lessons in their team folders, the teachers included the checking for understanding and tutorial strategies into their lessons from the Summer 2006 professional development. Because these were common lesson plans, lesson designers and users critiqued and modified these lessons in the workshops. The workshops elevated department morale, content presentation standards, and the quality of effective instruction. The joint sense of ownership also generated more buy-in and adaptation.

Instructional Leadership Initiative

Through the support of CAPP, the math department at JFA became involved in the Instructional Leadership Initiative (ILI) in summer 2003 when JFA teachers participated in the WAC. The work continued in 2003-04 when JFA teachers started developing common units within the Algebra curriculum and utilizing WAC to align their units to the standards. JFA math teachers also used the WAC to write common scoring guides for their common assessments.

As the project moved to the main campus in 2004-05, ILI also included teachers at JHS where they worked with Trudy Schoneman to develop math units and common assessments within each course team (Algebra A/B, Algebra ABCD, Geometry). While ILI increased levels of teacher collaboration and trust within the math department, it also increased the time teachers spent vertically aligning their instructional practice and curriculum. In January 2005, some of the teachers presented at ILI/CAPP Conference in Long Beach to demonstrate the process they learned from the ILI project.

Using the Professional Learning Communities (PLC) model, leadership at JHS was distributed to department chairs, head counselor, and academic counselors in 2004-05. Each teacher leader developed a professional development plan within their department or group. Department chairs and coaches received support from an outside consultant and coach who in turn helped shape the knowledge and understanding of a professional development plan and how the plan supported the work of the department.

The project continued professional development with ILI and Trudy Schoneman to expand detailed lesson planning, common assessment, and LASW to the entire math department on release days and on Saturdays through 2006-07. The Algebra and Geometry teams collaborated with Schoneman to design common assessments, scoring guides, and LASW for the March ILI

conference where the teams presented the data. Through collaboration with other high schools, the teams redesigned common assessments and devised intervention plans.

Teacher collaboration continued to grow in the sixth year of CAPP funding and resulted in increased ownership and buy-in into the process and developed products. As the math teachers continued to develop as a professional learning community in 2006-07, teacher collaboration continued and became an integral part of their school culture.

Design Studios

Key program staff participated in the Design Studios at San Lorenzo High School (SLHS) and Mar Vista High School (MVHS). Through their participation at the MVHS, they modified their after-school tutoring program to increase attendance. Their attendance at the Design Studios, particularly the one at MVHS, also inspired them to host the Design Studio in February 2007. As had occurred at MVHS, the planning for the Design Studio coincided with their accreditation so that they were strategic in how they gathered data.

In February 2007, JHS hosted the third Design Studio, which attracted 58 participants from six CAPP schools, CAPP liaisons, and CAPP staff. The event included classroom observations, panel discussions, and topic centers at both JHS and JFA. The experience of hosting the Design Studio proved invaluable to the JHS team responsible for planning, organizing, and hosting the event.

The JHS team faced and successfully addressed many logistical challenges, including: (1) the limited days available for the event despite their large campus, (2) the location of the math programs across two separate campuses, (3) the amount of time available to ensure a meaningful experience in the classroom, and (4) a LBUSD union policy that limited the number of visitors to three in each classroom.

The most frequent recommendation for improving the effectiveness of the Design Studios was “more time,” e.g., participants wanted to have more time on the two campuses so they could see and learn more than was possible within the existing two-day schedule. Teachers also indicated that they wanted more and longer classroom observations, and more time for working with teachers, staff, and students in order to better understand the dynamics of the two campuses. In addition, participants reported that they would like more formal and informal opportunities to interact and share information with other school teams. Finally and most importantly, the participants strongly recommended that additional time be allocated for them to meet with their school teams to discuss what they had observed and how these “lessons” could be modified to fit their school sites. Overall, the feedback indicated that JHS team provided an excellent Design

Studio with a model that could be implemented at other schools with some modifications that would fit their respective contexts.

Curriculum and Instruction

The JHS CAPP CAHSEE project implemented curriculum and instruction activities that addressed the CAPP CAHSEE goals of preparing all students to pass the CAHSEE by grade 10 as indicated by the 10th grade CAHSEE pass rate. These activities also ensured that students who had passed the CAHSEE also complete their coursework leading to college preparation by the end of high school. As discussed earlier, the English department at LMS and JFA only participated in the JHS CAPP CAHSEE project from 2001-02 to 2004-05. As the focus of the project shifted to the main campus, LMS no longer actively participated in the project.

English Department

With the intent of increasing ELA CAHSEE pass rates, the English department focused on professional development to improve students' writing skills related to changes in classroom instruction.

JFA English teachers administered and recorded diagnostic, formative, and final assessment throughout 2003-04. These assessments were analyzed through LASW meetings and the information was also tracked for increased student mastery of specific standards or skills embedded within the assessments. The objective was to increase the number of students passing the CAHSEE on their first attempt in 10th grade to 70 percent as measured by the 9th grade End of Course (EOC) exam and standards mastery assessments. Based on analysis of the EOC exam, CST, and EOC grades, JFA more accurately placed their students to increase the 10th grade CAHSEE pass rate. Borderline and non-proficient students were placed in classes that met daily and those who would pass the CAHSEE the first time in classes that met for 100 minutes every other day.

Math Department

The JHS CAPP CAHSEE project staff participated in vertical teaming efforts to increase student enrollment in Algebra and Pre-Algebra in the middle school. LMS met the target within the first three years. Consequently, JFA offered fewer Algebra A/B (first half of Algebra) sections and more Algebra 1/2 sections. The reduction in the number of Algebra A/B indicated that more students were entering JFA ready to take Algebra 1/2 rather than Algebra A/B. This, in turn, meant that a larger pool of students was eligible to complete the A through G requirements

by the completion of high school. Because JHS main campus was not included in the project until 2005-06, student enrollments in Algebra courses were not compiled and analyzed.

By the fourth year of Jordan's CAPP CAHSEE project, LMS offered six full sections of 8th grade Algebra, enrolling nearly half their 8th grade students in the class. To support the growth of students in Pre-Algebra and Algebra, LMS developed a math pullout program with the support of CAPP funds. The pullout program provided students with individualized help from a teacher who differentiated the same Pre-Algebra curriculum using computers, small group, and one-on-one strategies. The format had a number of benefits. It enabled students to be tested, re-taught, and then re-tested during the school day, thereby, addressing the difficulty of having students participate in after-school tutoring. Because of the targeted intervention, 8th grade student performance on the CST increased so that over 54 percent scored at proficient or advanced proficient levels in General Math and 94 percent were at proficient or advanced proficient levels in Algebra (*2004-05 Annual Workbook*, p. 4). The scores and demonstrated progress of all subgroups at their school contributed to a significant boost in LMS API that they were no longer on the school improvement program. LMS made the most growth out of all LBUSD middle schools in 2003-04 and 2004-05.

Student Support and Remediation

The JHS CAPP CAHSEE project provided a number of student support and remediation activities that supported the two CAPP CAHSEE goals of (1) providing support to students who failed the CAHSEE in 10th grade to pass the CAHSEE by 12th grade and (2) ensuring that students who have passed the CAHSEE complete coursework leading to college preparation by the end of high school. They implemented tutorials (before, within, and after-school), used Mock CAHSEE to identify students who needed interventions, and implemented centers-based classroom.

Tutorials

During the first three years of CAPP CAHSEE program implementation (2001-02 through 2003-04), the project provided after-school math tutorials for students who had enrolled in Algebra and needed extra support in basic math skills. The focus shifted to CAHSEE prep and intervention during the following three years of CAPP CAHSEE as the 2006 CAHSEE requirement for graduation approached. By then, the focus on planning and implementing effective CAHSEE intervention strategies (such as mini after-school and weekend preparation

courses) had shifted to students who had not passed the CAHSEE by 11th grade (2005-06/Year 5 Plans for Continuation Funding in *2004-05 Workbook*).

Beginning in 2001-02, JFA and LMS provided before- and after-school tutorials for students who needed extra support in basic math to help students at risk of failing Algebra. JFA math teachers also targeted students with low SAT-9 math scores or who were failing math courses. LMS focused on students who had failed Pre-Algebra or Algebra, emphasizing basic math skills and Pre-Algebra and Algebra skills on different days with these students.

Based on the previous years' implementation, JFA and LMS modified their tutorial program to address the issue of attendance and to target students' areas of need throughout the CAPP CAHSEE grant. Consequently, LMS implemented a seventh period using a teach/re-teach model and after-school tutorials in 2002-03. The seventh period tutorial focused on mathematical concepts to help students who had failed the EOC exam in a class. The after-school tutorial was aimed at low-level math students. LMS received a CDE HPSG grant which provided tutoring to 400 low performing students. As a result, the CAPP tutorial was disbanded temporarily but reinstituted later for Algebra and pre-Algebra students.

Because student attendance was a challenge, JFA implemented a tutorial program during an advisory period (the last period of the day in 2002-03) while other students took AVID, journalism, speech, or study skills. They used the "re-teach/re-test" model with students who had failed chapter tests and used college aides as tutors. The tutoring focused intensely on preparing students for the CAHSEE by teaching essential Algebraic concepts and providing supports so they could learn basic math facts to increase their ability to use the facts in Algebra.

Despite modifications to the tutoring program, student attendance continued to be a challenge during the first three years of the project. Incorporating the tutorial into the regular school day did not result in higher student participation at JFA. Although teachers were ready and willing to prepare and teach the tutorials, students did not want an additional math class every day, nor did they want to attend a tutorial at the end of the day. In addition, students were not motivated to participate in the tutorials since grades were not assigned to work completed in the tutorials and grades from the tutorial class not correlated with passing grades in math courses. Teachers speculated that the lack of time to prepare a strong curriculum for the tutorials also made the content unappealing to students. JHS used CAPP funds to pay for several days of planning, but it was not enough to create the type of curriculum needed.

During the last two years of CAPP CAHSEE, JHS used different funding sources to support three Saturday CAHSEE tutorials in 2005-06. First, the project provided Saturday tutorials in January 2006 for 10th graders who needed both English and math tutorials. These tutorials were taught by JHS staff and funded by CAPP. Second, they used their Senior CAHSEE fund to contract with Princeton Review to support seniors who did not pass the November 2005

CAHSEE for the after-school and Saturday CAHSEE tutorials. Third, using ELL funds, the project also provided after-school and Saturday CAHSEE tutorials for 11th graders. In addition, local churches provided a four-week Saturday tutorial taught by a LBUSD teacher before the March CAHSEE administration.

In addition, the JHS test coordinator organized after-school tutorials for 10th graders. Because these students benefited the most from a short-term intervention, the coordinator sent sign-up letters to 10th grade "bubble" students (who scored 22-34 out of 50 in the spring 2006 LBUSD 9th grade CAHSEE) and requested that teachers contact the students via phone. Although 10th grade student participation was low in 2005-06, over 80 percent of students who signed up for the tutorials actually participated in the tutorials. Teacher recruitment via individual counseling sessions and/or phone calls was also used to increase student participation in 2006-07; teachers succeeded in signing up 289 students from a list of 560 identified students.

JHS also provided 12th grade math CAHSEE pullout classes to implement small group tutorials before the November CAHSEE administration. The project used Senior CAHSEE funds to provide the same intervention prior to the March 2006 CAHSEE. JHS also used the Princeton Review to provide after-school and Saturday tutorials to 12th grade students prior to the November 2006 CAHSEE.

Mock CAHSEE

To increase their CAHSEE pass rate, JHS used common standards-based assessment to provide student-centered instructional activities directed at student deficiencies. In March 2002, JFA administered the Mock CAHSEE for 9th graders – one of only two schools in the LBUSD to do so. Of the 9th grade students who took the exam, 25 percent passed the ELA multiple-choice section, answering at least 65 percent of items correctly and another 29 percent received "borderline" scores, answering between 51 percent and 64 percent of the items correctly. Three percent of JFA students who took the exam passed the math section and 13 percent received "borderline" scores.

JHS continued to conduct multiple administrations of the Mock CAHSEE to 10th and 12th graders who took the math CAHSEE in years four and five. With the assistance of the LBUSD Research Department, the first administration of the Mock CAHSEE in September 2005 led to the identification of 10th grade "bubble" students (i.e., those who scored between 22 to 34 out of 50) for short-term targeted CAHSEE tutorials in January 2006 and prior to the February 2006 administration of the CAHSEE. The 10th grade "bubble" students were also identified because they performed at Below Basic and Basic levels on the California Standards Tests (CST).

Centers-based Algebra and Geometry Classrooms

To provide alternative approaches that presented Algebra and Geometry curriculum in an innovative and engaging format for struggling students, JHS implemented 14 Algebra and 3 Geometry sections of centers-based classrooms at JFA and JHS beginning in 2004-05. Funded by CAPP, High Priority, and Gear UP, they used college aides to work as tutors for the students. All college aides were trained in AVID methodologies with the use of Cornell notes as the most popular strategy. The AVID training also included levels of inquiry throughout the lesson design so students worked beyond recall and comprehension levels into analysis and synthesis.

In their first year of implementation, project staff learned that teachers who implemented centers-based learning with fidelity had higher student outcomes than those who did not. JHS refined the centers-based classrooms in six sections of Algebra ABCD in the 9th grade and four sections of Geometry ABCD for 10th grade "bubble" students (those who scored 22 to 24 out of 50 items on the November 2005 Mock CAHSEE) in 2005-06. They adopted the Carnegie Learning software, which diverted the role of the college aides to helping students to work on the computer instead of completing practice and homework problems in small groups. Students preferred the new software because it was more engaging.

Findings, Outcomes, and Analysis

In this section, we present findings and outcomes related to the CAHSEE project activities and implementation described above. Because the project had various impacts and contributed to a variety of outcomes, we present our findings at three levels: student outcomes, teacher and staff outcomes, and school-wide outcomes.

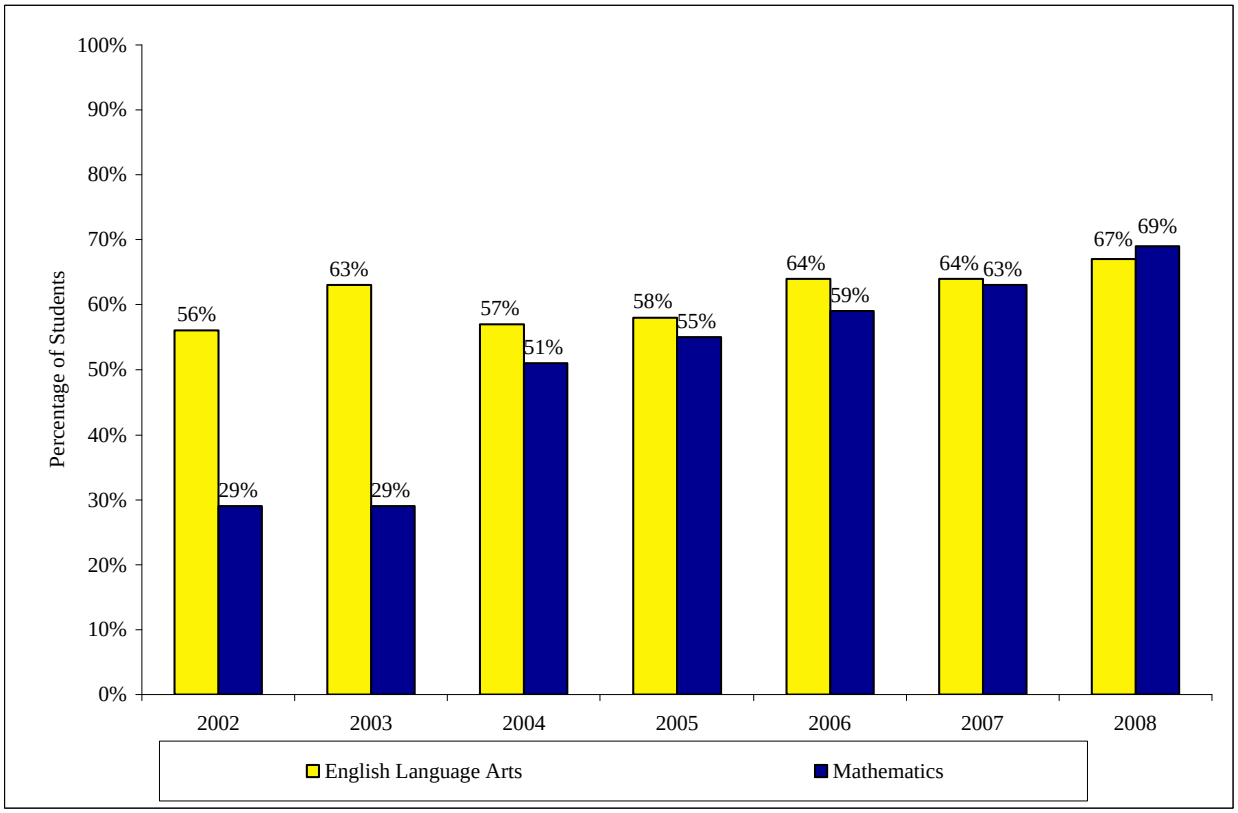
Student Outcomes

Figure 2 illustrates the SY 2001-02 to SY 2007-08 CAHSEE tenth grade pass rates to Jordan High School. The tenth grade pass rate on the ELA portion of the exam increased 11 percent over the course of the project. Although the ELA pass rate fluctuated from year to year, the trend was positive, beginning at 56% in SY 2001-02, and reaching a high of 67 percent in SY 2007-08. On the math portion of the CAHSEE, the tenth grade pass rate climbed steadily during the grant period. In SY 2001-02, only 26 percent of tenth graders passed the CAHSEE; by SY 2007-08, the math pass rate increased to 69 percent. Although math scores were consistently lower than ELA scores each of the seven years, the discrepancy between the pass rates declined from 27 percent in 2002 to two percent in 2007-08. This suggests that the focus on math

program activities and the expansion of the project to include the freshman academy had a substantial impact on the math CAHSEE pass rate for 10th graders at Jordan High School.

Figure 2

Tenth Grade CAHSEE Pass rate from 2001-02 to 2007-08: Jordan High School



Data source: http://data1.cde.ca.gov/dataquest

Table 3 illustrates ELA pass rates by major subgroups. All ethnic subgroups made gains in ELA pass rates from 2001-02 to 2006-07. Hispanic students, the largest ethnic subgroup at JHS, made steady gains from a low of 44 percent in 2002-03 to a high of 64 percent in 2006-07. The pass rate for African American students, the second-largest ethnic subgroup at JHS, remained relatively steady through the six-year period. Although a small percentage of the overall student population at JHS, both Asian students and White students showed marked improvement in ELA pass rates from year one to year six (increases of 18 and 23 percentage points respectively). During the 2007-2008 academic year, Asian students experienced a significant decline in their ELA pass rate (from 85% to 71%), but it is too soon to say whether this is a temporary fluctuation or the beginning of a downward trend.

Table 3 also shows ELA pass rates disaggregated by language proficiency and other student factors. Both the Redesignated as Fluent English Proficient and the English Language

Learner subgroups showed declines in ELA pass rates (5 percentage points and 9 percentage points respectively). Socio-economically disadvantaged students showed gains across the project period, gaining 15 percentage points (53% in 2001-02 to 68% in 2007-08). Special education students also exhibited modest gains, increasing their pass rate by eight percentage points (from 12 percent in 2001-02 to 20 percent in 2006-07).

All subgroups except English Language Learners and special education students had their lowest pass rates in 2002-03. Most subgroups achieved their highest pass rates in 2006-07 (with the exception of African American students and Pacific Islander students).

Table 3

Tenth Grade English Language Arts CAHSEE Pass Rates by Major Subgroups[1] (2001-02 through 2007-08): Jordan High School

	2001-02[2]	*2002-03*	*2003-04*	*2004-05*	*2005-06*	*2006-07*	*2007-08*	*Change from 2001-02 to 2007-08*
Total Tenth Grade Pass Rate[3]	56%	63%	57%	58%	64%	64%	67%	**11%**
Student Race/Ethnicity								
African American	55%	53%	54%	56%	62%	58%	62%	**7%**
Asian	67%	60%	71%	64%	82%	85%	71%	**4%**
Hispanic or Latino	55%	44%	54%	56%	62%	64%	67%	**12%**
Pacific Islander	63%	52%	57%	75%	60%	71%	77%	**14%**
Caucasian/White (not Hispanic)	60%	44%	62%	67%	76%	83%	83%	**23%**
Language Proficiency								
English Only	57%	52%	57%	61%	64%	64%	66%	**9%**
Redesignated as Fluent English Proficient	93%	85%	87%	88%	87%	88%	88%	**-5%**
Limited English Proficient	35%	32%	32%	31%	32%	26%	27%	**-8%**
Additional Student Subgroups								
Socio-economically Disadvantaged	53%	43%	55%	56%	64%	65%	68%	**15%**
Special Education	12%	13%	15%	11%	16%	17%	20%	**8%**

Data source: http://data1.cde.ca.gov/dataquest

* To protect student privacy, the CDE does not report test results in categories with fewer than 10 students.

Table 4 illustrates math CAHSEE pass rates by major subgroups. The overall 10th grade pass rate climbed 34 percentage points during the CAPP project supported by gains of at least 25 points for every ethnic subgroup. Additionally, all other student subgroups realized gains of more than 20 percentage points with the exception of special education students who achieved an

[1] This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

[2] There are no data for SY 2000-01 because10th grade students were given the CAHSEE beginning in SY2001-02.

[3] Prior to SY 2004-05, tenth grade CAHSEE pass rate data are not disaggregated by subgroup. Therefore, the subgroup data for school years 2001-02, 2002-03, and 2003-04 may include students from other grades.

increase of nine points in their math CAHSEE pass rate. As with English Language Arts, the math CAHSEE pass rates were at their lowest in 2002-03. Since the end of the CAPP CAHSEE project, math CAHSEE pass rates have continued to rise overall and for every ethnic subgroup except Asians (whose pass rate dropped by six percentage points). As a group, English learners experienced the largest gain in math pass rates between 2006-07 and 2007-08—a gain of 13 percentage points in a single year.

Analysis of the CAHSEE pass rates indicate that the consistent and ongoing focus on math instruction and intervention had an impact on the math CAHSEE pass rate at JHS from 2002 to 2007. Because the math department was strategic in the CAHSEE program activities (including professional development), they were able to address areas of need and thereby improved the 10th grade CAHSEE pass rate for all students across all subgroups. Consequently, we can conclude that the JHS CAPP CAHSEE project was successful towards attaining the CAPP CAHSEE goal of preparing all students to pass the math CAHSEE in the 10th grade.

Table 4

Tenth Grade CAHSEE Math Pass Rates by Major Subgroups[4] (2001-02 through 2007-08): Jordan High School

	2001-02[5]	***2002-03***	***2003-04***	***2004-05***	***2005-06***	***2006-07***	***2007-08***	***Change from 2001-02 to 2007-08***
Total Tenth Grade Pass Rate[6]	29%	29%	51%	55%	59%	63%	69%	**40%**
Student Race/Ethnicity								
African American	25%	17%	44%	45%	48%	51%	59%	**34%**
Asian	45%	40%	73%	67%	78%	89%	83%	**38%**
Hispanic or Latino	31%	20%	52%	56%	61%	65%	71%	**40%**
Pacific Islander	23%	19%	48%	67%	54%	68%	77%	**54%**
Caucasian/White (not Hispanic)	26%	22%	57%	62%	74%	59%	65%	**39%**
Language Proficiency								
English Only	26%	18%	47%	52%	53%	58%	64%	**38%**
Redesignated as Fluent English Proficient	55%	47%	76%	84%	80%	83%	83%	**28%**
Limited English Proficient	17%	12%	37%	35%	40%	38%	51%	**34%**
Additional Student Subgroups								
Socio-economically Disadvantaged	30%	21%	52%	56%	60%	63%	71%	**41%**
Special Education	6%	5%	6%	11%	14%	15%	23%	**17%**

Data source: http://data1.cde.ca.gov/dataquest

* To protect student privacy, the CDE does not report test results in categories with fewer than 10 students.

[4] This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

[5] There are no data for SY 2000-01 because10th grade students were given the CAHSEE beginning in SY2001-02.

[6] Prior to SY 2004-05, tenth grade CAHSEE pass rate data are not disaggregated by subgroup. Therefore, the subgroup data for school years 2001-02, 2002-03, and 2003-04 may include students from other grades.

Analysis of the A through G course enrollment and pass rate data at JHS from 2002 through 2007 indicates that the enrollment of students in both English and math A through G courses increased considerably (Table 5). However, it should be noted that during the first three years of the project, the CAPP CAHSEE program activities only occurred at JFA, so the A through G data displayed for 2002 through 2004 includes JFA enrollment only. The huge increase in course enrollments in the final three years of the program is mostly due to the inclusion of A through G data for JHS.

The percentage of students who passed all A through G courses with a C or better decreased slightly from 55 percent in 2002 to 52 percent in 2007 (a 3 percent decline). English pass rates dipped from a high of 67 percent in 2002 and 2003 to a low of 52 percent in 2005 before rebounding to 60 percent in 2007. Math pass rates stayed mostly steady throughout the project period ending 3 percent lower in 2007 (41%) than in 2002 (44%).

Table 5

Number of students completing A through G college preparatory courses with a grade of C or better by ethnicity (2002 through 2007): Jordan High School

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Math & English	**Total**	**1,530**	**1,544**	**1,790**	**3,565**	**6,597**	**6,323**	**55%**	**58%**	**49%**	**49%**	**53%**	**52%**	**-3%**
Total for all English and Math A-G courses	Asian/Pacific Islander	171	160	212	491	997	882	65%	77%	65%	64%	69%	60%	**-5%**
	Caucasian/White	41	69	74	116	185	175	41%	54%	55%	46%	52%	49%	**8%**
	Black/African Amer.	580	548	556	1023	1704	1626	49%	54%	50%	44%	51%	50%	**1%**
	Hispanic/Latino	730	734	920	1919	3700	3621	57%	58%	43%	48%	50%	51%	**-6%**
	Native American	8	3	8	16	11	18	100%	0%	50%	50%	64%	56%	**-44%**
English	**Total**	**733**	**871**	**895**	**1,816**	**4,133**	**3,697**	**67%**	**67%**	**55%**	**52%**	**59%**	**60%**	**-7%**
Math	**Total**	**797**	**673**	**895**	**1,749**	**2,464**	**2,626**	**44%**	**47%**	**43%**	**45%**	**41%**	**41%**	**-3%**

Data source: Long Beach Unified School District

Note: The percent change is calculated by subtracting the baseline (or earliest available) year's data from the most recent year's data.

Table 6 illustrates SAT results for JHS students from 2000-01 through 2006-07. Twelfth grade enrollment increased steadily before dropping to 805 in 2006-07 (an increase of 30 students over 2000-01). The percentage of 12th graders who took the SAT test stayed mostly stable throughout the project period ending one percent lower in 2006-07 (24%) than in 2000-01 (25%). The average verbal score increased by four points over the course of the CAPP CAHSEE project, while the average math score decreased by 13 points, resulting in an overall decrease of 9 points for the average total (verbal + math) score.

Table 6

SAT Results (2000-01 through 2006-07): Jordan High School

	2000-01	*2001-02*	*2002-03*	*2003-04*	*2004-05*	*2005-06*	*2006-07*	***Change from 2000-01 to 2006-07***
12th Grade Enrollment	775	881	886	888	907	912	805	**30**
% 12th Graders Tested	25%	24%	19%	22%	21%	23%	24%	**-1%**
Average Verbal Score	404	387	390	406	394	406	408	**4**
Average Math Score	442	419	425	429	402	411	429	**-13**
Average Writing Score[7]						409	407	**-2**
Average Total Score (VM only)	846	806	815	835	796	817	837	**-9**
% Tested with Total Score > 1000[8]	20%	12%	17%	15	10%	12%[9]	11%	**-17%**

Data source: http://data1.cde.ca.gov/dataquest

Although the number of 12th grade students increased by 30 over the grant period, the number of graduates dropped by 64, resulting in a decrease of 11 percentage points in the graduation rate (Table 7).

[7] The SAT writing test was introduced in 2005-06.

[8] Calculated as a percentage of 12th graders who took the test (not the entire 12th grade enrollment, as the CDE typically calculates this statistic).

[9] With the addition of the SAT writing test, the combined score target increased to 1500 in 2005-06; thus this percentage is not strictly comparable to the data for previous years.

Table 7

High School Graduation and Eligibility for UC/CSU (2000-01 through 2006-07): Jordan High School

	2000-01	*2001-02*	*2002-03*	*2003-04*	*2004-05*	*2005-06*	*2006-07*	***Change from 2000-01 to 2006-07***
12th Grade Enrollment	775	881	861	888	907	912	805	**30**
12th Grade Graduates	626	635	619	630	632	607	562	**-64**
Graduation Rate[10]	81%	72%	72%	71%	70%	67%	70%	**-11%**
NCES Graduation Rate[11]	90%	91%	91%	86%	92%	79%	80%	**-10%**
Percentage of UC/CSU Eligible Graduates	18%	13%	19%	17%	17%	19%	29%	**11%**

Data source: http://data1.cde.ca.gov/dataquest

Table 8 shows the number of JHS graduates going to UC, CSU, and community colleges throughout the CAPP CAHSEE project. The overall number and proportion of JHS graduates who went on to college increased dramatically over the project period from 134 students (21% of all graduates in 2000-2001) to 288 students (47% of all graduates in 2005-06). Most of this increased college attendance resulted from a substantial increase in the number of students entering community college. The percentage of all college-bound graduates who entered 4-year colleges declined over this period, from 62% to 25%. (The absolute number of students going directly to a 4-year college declined by 10 students).

Table 8

Number of graduates going to UC, CSU, and Community Colleges (2000-01 through 2005-06): Jordan High School

	2000-01	*2001-02*	*2002-03*	*2003-04*	*2004-05*	*2005-06*	***Change from 2000-01 to 2005-06***
UC	21	13	15	12	12	15	**-6**
CSU	62	39	44	61	62	58	**-4**
Community Colleges	51	194	32	97	168	215	**164**

Data source: http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp

The dropout data for JHS varied widely over the course of the grant period. Dropout numbers dropped significantly in the second year (46 in 2001-02, down from 101 in 2000-01) and remained mostly stable until a sizeable jump to 250 in 2005-06 and 197 in 2006-07 (Table 9). The corresponding dropout rate was 2.6% in 2000-01, dropped to 1.1%-1.5% through the

[10] This statistic is calculated by dividing the number of 12th grade graduates by the number of 12th graders enrolled.
[11] This graduation statistic, calculated by CDE based on NCES definitions that factor in dropout data is calculated as follows: Number of Graduates (Year 4) divided by [Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)]

next four years, then vaulted to 5.8% in 2005-06 then back down to 4.8% in 2006-07. The sharp increase in dropouts beginning in SY 2005-06 suggests that the CAHSEE requirement may have led students to drop out of high school.

Table 9

High School Dropout Data (2000-01 through 2006-07): Jordan High School

	2000-01	*2001-02*	*2002-03*	*2003-04*	*2004-05*	*2005-06*	*2006-07*	*Change from 2000-01 to 2006-07*
Number of Dropouts	101	46	52	67	64	250	197	**96**
Dropout Rate[12]	2.6	1.1	1.3	1.5	1.5	5.8	4.8	**2.2**

Data source: http://data1.cde.ca.gov/dataquest

Staff and Teacher Outcomes

During the six years of the CAPP CAHSEE grant at JHS, there was a positive shift in the school culture and leadership model being implemented at JHS. When the project first began, the project director was the primary driving force behind the project. In addition to being the initiator of conversations between the school administrators, coaches, and teachers, the project director also coordinated meetings and was very involved in the implementation of the CAPP CAHSEE program activities at JFA. However, as her role in the district shifted and her direct involvement at the school decreased, vertical teaming efforts and teacher collaboration across sites decreased even though teachers continued to collaborate with their grade level and cross-grade level within their own schools.

Through the support and leadership of their on-site math coach, LMS teachers successfully institutionalized a PLC whereby teacher collaboration was the norm. By the third year of CAPP CAHSEE, the LMS teachers had already developed their pacing guides and curriculum maps enabling them to monitor student mastery of key mathematical concepts. Teachers were focused on evaluating student work to identify areas of weakness and then determining the appropriate intervention and instruction so that students were prepared to take and pass the CAHSEE at grade 10.

In contrast, teacher collaboration took longer to be fully implemented at JHS because CAPP CAHSEE project activities occurred mainly at the JFA campus. Although they had an on-site math coach, it was not as effectively implemented because the leadership structure within the math department was top-down. Hence, in the first fours years of CAPP CAHSEE, a PLC did

[12] This is the 1-year dropout rate, based on NCES dropout criteria, which CDE adopted starting in 2002-03. The 1-year dropout rate formula is: (Number of Grade 9-12 Dropouts divided by Number of Grade 9-12 Enrollment) X 100.

not exist at JFA or JHS. A change in the coaching leadership shifted the leadership model and things become more inclusive and distributive during the last three years of the project.

At the beginning of the project, teachers collaborated on the development of common assessments and unpacking the standards, but teacher collaboration was not an integral part of the school culture. As JFA students moved to the main campus, CAPP CAHSEE program activities also followed them and continued to expand during the remainder of the project. With the departure of the previous project director and JHS math coach, a positive shift in the school climate at JHS towards increased teacher collaboration also occurred. Through their continued work with ILI, the math department began implementing a PLC where the leadership was more distributive and shared rather than top-down. The math coach not only modeled effective lesson planning, she also served as a catalyst for teachers to begin exploring alternative instructional strategies using technology and strategies for checking student understanding and mastery of math concepts and operations. The assistant principal assumed an active role in facilitating conversation around student achievement data to focus on effective instructional strategies. Teacher collaboration was also encouraged through the development of common lessons posted on the district server. To date, the CAPP CAHSEE project appears to have a working PLC where the coach does not lead the effort and teachers have assumed leadership roles in the development and revision of common lessons. Teacher collaboration has become an integral part of the school culture as seen by the high level of teacher commitment, improved student learning, and student achievement during site visits and the Design Studio.

School Outcomes

Although JHS has had to struggle with its reputation as a low performing school for many years, they have made gains in the past six years. When the CAPP CAHSEE project was first implemented, the school had an Academic Performance Index of 497. JHS has made considerable progress during the years of the CAPP CAHSEE grant. In March 2005, JHS became a Decile 2 school and was taken off the California State Improvement Program for Underperforming Schools. Since 2002, JHS has increased its API score beginning with a score of 505 in 2002, 528 in 2003, 562 in 2004, 592 in 2005, 608 in 2006, and 609 in 2007. The JHS administration, academic coaches, teachers, and counselors have consistently focused their efforts on changing the school culture and climate to create a learning environment more conducive to improving student achievement. Throughout the past six years, they have examined instructional practices, student engagement, and curriculum – aspects which continue to be the foci of department and grade level meetings, LASW meetings, PLC discussions, school-wide and department level walkthroughs.

In addition, LMS took top honors in the first annual Student Achievement Growth (SAGA) awards by achieving the most academic growth of any school in the district (LBUSD *School Bulletin*, March 2004). The school has moved its API from the 400's to 600's in four years. The API for African American students alone increased 89 points. In addition, LMS rated a top 10 on a scale of 10 among statewide schools with high percentage of students (eight out of ten) on free and reduced price lunch in 2003-04.

Institutionalization Issues

A number of program activities will be sustained after the CAPP funding has ended: professional learning communities (including LASW, common assessments and lessons, and sharing of common lessons and assessments on public server); in-house (or school-level) professional development; and centers-based classrooms in Algebra and Geometry.

In their *Proposal for Continuation Funding* for 2004-05 (p. 24), the JHS CAPP CAHSEE project said that it would use the CAPP funds to build the PLC and buy time for teachers to collaborate (namely, through LASW). Teacher collaboration in LASW meetings provided teachers with the opportunity to reflect upon and modify their instructional practice to better support student mastery of the standards. The use and analysis of common assessments data was also included as part of the PLC. The proposal also included the continuation of activities such as backwards mapping, creation of standards-mastery assessments, collegial walkthroughs, peer modeling, coaching, in-house professional development, and follow-through coaching as essential components to continued student improvement. It should be noted that many of these activities were initiated through ILI and become ingrained into the school culture. Consequently, when reporting on these activities, the project staff often did not distinguish activities they had implemented separately from those with ILI.

The project continued to successfully implement and expand these activities through 2006-07, albeit with modifications and revisions as a result of the evolving needs of the teachers and students as supported by CAPP, Gear UP, and High Priority grants. Throughout the years, the project has effectively used multiple student assessment data to ensure more accurate placement of students from middle to high school, examine their own instructional practices, and address the areas in need of improvement based on student data and error-analysis of student work. Teacher involvement, buy-in, and ownership have played critical roles in ensuring the sustainability of these program activities.

In comparison to the dynamics in the English department at both LMS and JFA/JHS, math teachers consistently participated in teacher collaborations from 2001-02 through 2006-07. Math teachers also participated in cross-site development of curriculum maps, pacing guides, and

common assessments. These efforts have been sustained at sites by other funding and school-, district-, and state-level priorities and demands. The Gear UP grant has been used to support some of these program activities although project staff also pursued other funding opportunities to support them.

Through support of a Gear UP grant, LMS continued to implement CAPP CAHSEE program activities beyond their direct involvement with the JHS CAPP CAHSEE project. The hiring of new staff did not impede the success of their development of PLC because teacher collaboration was a part of the school culture. Consequently, when new teachers have been hired, they are quickly assimilated into "how things are done" at LMS. The presence of a strong math coach was also instrumental in ensuring that new teachers receive the training they need to participate in teacher collaboration and be a part of the established professional learning communities.

School-level professional development in math continued to be implemented throughout CAPP funding and will be sustained with other sources of funding. Beginning in 2001-02, the project implemented summer professional development focused on vertical teaming and these events continued through year six. By 2005-06, teachers had greater ownership of the content of the professional development, which led to additional Saturday professional development activities. This continued to expand into the final year of CAPP CAHSEE funding.

Summary, Conclusion, and Recommendations

During the six years of CAPP CAHSEE program implementation, JHS and its partners underwent various changes to key leadership positions in the project. Consequently, some program activities, particularly those in English, were not consistently implemented as the new coaches went through the process of learning and understanding their roles and responsibilities in supporting the CAPP CAHSEE program implementation.

In contrast to the inconsistent implementation in English, the math coach and teachers succeeded in continuing their implementation efforts, modifying program activities to meet the needs of teachers and students within school and state imposed deadlines and priorities. They have succeeded in establishing a professional learning community committed to student success and the implementation of effective instruction in math.

Overall, JHS made great strides in changing the culture in the past six years with increased teacher collaboration and a more inclusive and distributive leadership model. The expansion of the CAPP CAHSEE program activities to the main campus has resulted in a greater focus and impact on increasing CAHSEE pass rates. Targeted CAHSEE interventions and a greater focus

on effective instructional strategies may have had an impact on the increasing math CAHSEE performance.

Hence, to ensure that JHS continue to develop and succeed, we provide the following recommendations.

Extend and maintain vertical team meetings with feeder middle and elementary schools

For the past two years, Assistant Principal Hurley and math coach Chang have discussed the need to resume the vertical teaming effort that began with LMS in 2001-02. They both recognize the value in vertical teaming and the need to acknowledge JHS students as being a by-product of the system. They also want to extend vertical teaming to the elementary school level to ensure a better alignment of the curricula from the high school to the elementary schools. The vertical team meetings with the feeder middle schools in 2006 were successful because of strong teacher engagement. Through the vertical teams, they identified gaps in the knowledge base and the need to intensify content proficiency of middle school math teachers. Consequently, we recommend that the JHS math coach and teachers continue to take leadership in ensuring that the team meetings continue to ensure clearer alignment and articulation of math content standards for each grade level. This will also allow the development of curriculum maps and pacing guides that extend from the elementary to high schools; thereby, helping to ensure that students master the basic math concepts that serve as the building blocks for more complex mathematical concepts.

Maintain partnership with CSULB

The recent reestablishment of the partnership with CSULB was a positive step for the JHS CAPP CAHSEE project because math teachers received professional development on error-analysis to better target intervention and instruction. We recommend the retention of this partnership as the JHS CAPP CAHSEE project continues to grow and develop into a stronger professional learning community. Currently, JHS math teachers are committed to providing highly effective math instruction to ensure student mastery of the math content and increase student academic performance. They are also committed and dedicated to using available technology and resources, as well as consistently engaging in LASW and continual re-examination of their instructional practices. The continuation of the CSULB partnership will then further serve to support the teachers in their professional development at a time when they are eager, ready, and committed to improving their classroom instruction.

Seek other sources of funding to support LASW meetings

Since 2001-02, the JHS CAPP CAHSEE project has implemented the LASW meetings to the PLC in math. Although the English teachers have participated in LASW meetings, they were not as consistent in English and they were in math. With the change in coaches and the shift in the focus to math only, the English department was not included in the CAPP CAHSEE project activities. While the initial focus in math was broader, math teachers became more strategic in their focus at LASW and internalized the process in the way they operated as a department. We recommend that the project seek other finding sources to support the effort based on their widespread success. Teachers established a professional learning community that uses and analyzes assessment data to determine gaps in student mastery of math skills and then determine the interventions to address the gaps. Through strong and consistent teacher collaboration, they also designed and modified common lessons that are housed in a centralized server that all math teachers can access. They continue to modify the lessons to improve the content and target higher student mastery based on their implementation. By seeking other sources of funding, the project would be able to provide teachers with more incentives through paid time to further support them in their work.

Continue to implement centers-based classrooms in Algebra and Geometry

The centers-based classrooms have been successful in addressing student needs through smaller group instruction, supported by technology to reinforce math skills being learned. The use of college aides as tutors was modified to serve as a means of supporting computer work instead of providing individualized assistance. We recommend the continuation of the centers-based classrooms to ensure student mastery and reinforcement of math skills and concepts. Furthermore, project data indicate that students performed better in centers-based classrooms and that they were more motivated because of the individualized and personalized assistance and attention they received – particularly when the components of centers-based classroom have been implemented with fidelity.

Analyze student achievement data to determine program effectiveness

Since its inception, the project has used data with varying levels of success. In addition to classroom level data, they have accessed district level data to continue to examine their own instructional practices, identify students' areas of need, modify common lessons and assessments, and determine strategies for re-teaching missed concepts. We recommend that the JHS CAPP CAHSEE project examine student data more closely to determine if the activities

they implement have the desired effect. This would allow them to continue to monitor program effectiveness and modify implemented activities, as needed.

Appendices

Appendix A: Combined California High School Exit Exam (CAHSEE) Results by Ethnicity and Language Proficiency (2001-02007): Jordan High School

Appendix B: Number and Percentage of students completing A through G college preparatory courses with a grade of C or better by ethnicity (2002 through 2007): Jordan High School

Appendix C: Project Objectives, Outcomes, Analysis, and Commentary for Jordan High School CAPP CAHSEE Project

Appendix A: Combined California High School Exit Exam (CAHSEE) Results by Ethnicity and Language Proficiency (2001- 2007): Jordan High School

	2001		2002		2003		2004		2005		2006		2007	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
ENGLISH LANGUAGE ARTS														
Total Students	**151**	**50%**	**817**	**56%**	**1,565**	**48%**	**1.109**	**57%**	**1,680**	**45%**	**1,937**	**48%**	**1,001**	**64%**
Ninth Grade	151	50%												
Tenth Grade			817	56%	923	63%	1,109	57%	1,011	58%	1,067	64%	1,001	64%
Eleventh Grade					642	27%			669	25%	545	28%		
Twelfth Grade									0	0%	325	32%		
Unknown	0	0%			0	0%			0	0%	0	0%		
Race/Ethnicity														
African American	32	19%	214	55%	663	60%	315	56%	436	47%	529	47%	265	58%
American Indian/Alaskan Native	0	0%	2		5	*	2	*	4	*	3	*	1	*
Asian	19	26%	69	67%	106	60%	86	71%	132	46%	131	58%	53	85%
Filipino	8	*	14	57%	23	52%	15	73%	28	54%	29	52%	15	67%
Hispanic or Latino	81	26%	424	55%	848	44%	585	54%	932	43%	1,081	47%	595	64%
Pacific Islander	6	*	43	63%	60	52%	61	57%	102	50%	100	45%	48	71%
Caucasian/White (not Hispanic)	4	*	42	60%	48	44%	45	62%	46	52%	62	63%	24	83%
Unknown	1	*	9	*	10	*	0	0%	0	0%	0	0%	0	0%
Language Fluency														
English Only	55	55%	349	57%	650	52%	479	57%	679	49%	801	50%	403	64%
Initially Fluent English Proficient	3	*	9	*	8	*	19	84%	19	68%	45	82%	43	79%
Redesignated as Fluent English Proficient	35	83%	160	93%	217	85%	261	87%	304	82%	370	82%	336	88%
English Learners	58	22%	296	35%	690	32%	350	32%	678	24%	721	27%	219	26%
Unknown	0	0%	3	*	0	0%	0	0%	0	0%	0	0%	0	0%

	2001		2002		2003		2004		2005		2006		2007	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
MATHEMATICS														
Total Students	**138**	**26%**	**854**	**29%**	**2,161**	**21%**	**1,103**	**51%**	**1,758**	**43%**	**2,046**	**46%**	**1,011**	**63%**
Ninth Grade	138	26%												
Tenth Grade			854	29%	967	29%	1,103	51%	1,016	55%	1,055	59%	1,011	63%
Eleventh Grade					1,194	14%			742	26%	625	27%		
Twelfth Grade									0	*	366	39%		
Unknown	0	0%			0	0%			0	*	0	*		
Race/Ethnicity														
African American	32	19%	227	25%	647	17%	310	44%	492	36%	618	38%	265	51%
American Indian/Alaskan Native	0	0%	2	*	11	27%	2	*	5	*	4	*	1	*
Asian	19	26%	69	67%	139	40%	85	73%	124	53%	126	62	54	89%
Filipino	8	*	14	25%	40	38%	15	60%	30	53%	30	57%	15	87%
Hispanic or Latino	69	26%	424	31%	1135	20%	589	52%	951	43%	1,092	47%	604	65%
Pacific Islander	6	*	43	23%	106	19%	60	48%	106	49%	107	45%	50	68%
White (not Hispanic)	4	*	42	26%	74	22%	42	57%	50	50%	67	52%	22	59%
Unknown	0	0%	9	*	9	*	0	0%	0	0%	0	0%	0	0%
Language Fluency														
English Only	52	21%	372	26%	938	18%	470	47%	750	41%	926	41%	406	58%
Initially Fluent English Proficient	2	*	10	*	14	43%	18	83%	19	68%	51	67%	42	83%
Redesignated as Fluent English Proficient	33	58%	171	55%	351	47%	261	76%	350	72%	418	72%	341	83%
English Learners	51	8%	299	17%	858	12%	354	37%	639	28%	651	33%	222	38%
Unknown	0	0%	2	*	0	0%	0	0%	0	0%	0	0%	0	0%

* To protect student privacy, the CDE does not report test results in categories with fewer than 10 students.

Note: In 2001, only 9th graders took the CAHSEE (voluntary year). In 2003, 11th graders were tested because of the initial 2004 graduation requirement that students pass the CAHSEE. In 2002, 2004, and 2007, only 10th graders took the CAHSEE.

Appendix B: Number and Percentage of students completing A through G college preparatory courses with a grade of C or better by ethnicity (2002 through 2007): Jordan High School

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Total for all English and Math A-G courses	Asian/Pacific Islander	171	160	212	491	997	882	65%	77%	65%	64%	69%	60%	-5%
	Caucasian/White	41	69	74	116	185	175	41%	54%	55%	46%	52%	49%	8%
	Black/African Amer.	580	548	556	1,023	1,704	1626	49%	54%	50%	44%	51%	50%	1%
	Hispanic/Latino	730	734	920	1,919	3,700	3621	57%	58%	43%	48%	50%	51%	-6%
	Native American	8	3	8	16	11	18	100%	0%	50%	50%	64%	56%	-44%
	Other	0	30	20	0	0	1	0%	60%	65%	0%	0%	0%	0%
Total		**1,530**	**1,544**	**1,790**	**3,565**	**6,597**	**6,323**	**55%**	**58%**	**49%**	**49%**	**53%**	**52%**	-3%
Total	**All English**	**733**	**871**	**895**	**1,816**	**4,133**	**3,697**	**67%**	**67%**	**55%**	**52%**	**59%**	**60%**	-7%
English 1-2	Asian/Pacific Islander	78	94	75	94	93	108	72%	80%	57%	61%	65%	49%	-23%
	Caucasian/White	18	38	27	27	22	33	44%	63%	56%	48%	55%	55%	11%
	Black/African Amer.	279	274	240	287	299	274	62%	64%	53%	48%	44%	53%	-9%
	Hispanic/Latino	327	398	373	510	573	529	69%	68%	42%	51%	48%	51%	-18%
	Native American	4	2	3	4	1	3	100%	0%	67%	25%	0%	67%	-33%
	Other	0	16	5	0	0	1	0%	56%	20%	0%	0%	0%	0%
Total		**706**	**822**	**723**	**922**	**988**	948	**66%**	**67%**	**48%**	**51%**	**48%**	51%	-15%
English 1-2 RSP	Asian/Pacific Islander		3						100%					N/A
	Caucasian/White		3						100%					N/A
	Black/African Amer.		27						52%					N/A
	Hispanic/Latino		16						63%					N/A
	Native American		0						0%					N/A
	Other		0						0%					N/A
Total			**49**						**61%**					N/A

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
English 1-2 Accelerated	Asian/Pacific Islander			16	30	34	24			100%	93%	79%	96%	-4%
	Caucasian/White			0	3	7	5			0%	100%	57%	80%	80%
	Black/African Amer.			12	19	31	18			92%	100%	94%	83%	-9%
	Hispanic/Latino			38	51	118	109			97%	96%	91%	83%	-14%
	Native American			0	0	0	0			0%	0%	0%	0%	0%
	Other			2	0	0	0			100%	0%	0%	0%	-100%
Total				**68**	**103**	**190**	156			**79%**	**96%**	**88%**	85%	6%
ELD English 4	Asian/Pacific Islander	5				4		80%				50%		-30%
	Caucasian/White	0				0		0%				0%		0%
	Black/African Amer.	0				0		0%				0%		0%
	Hispanic/Latino	22				40		91%				27%		-64%
	Native American	0				0		0%				0%		0%
	Other	0				0		0%				0%		0%
Total		**27**				**44**		**89%**				**30%**		-59%
English 1/2 Pacesetter	Asian/Pacific Islander			15						73%				N/A
	Caucasian/White			10						80%				N/A
	Black/African Amer.			26						81%				N/A
	Hispanic/Latino			49						80%				N/A
	Native American			1						0%				N/A
	Other			3						100%				N/A
Total				**104**						**78%**				N/A

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
English 3-4	Asian/Pacific Islander				109	99	85				62%	59%	60%	-2%
	Caucasian/White				30	31	19				53%	48%	58%	5%
	Black/African Amer.				237	280	248				47%	54%	48%	1%
	Hispanic/Latino				411	522	502				43%	53%	56%	13%
	Native American				4	3	1				50%	66%	0%	-50%
	Other				0	0	0				0%	0%	0%	0%
Total					**791**	**935**	855				**62%**	**54%**	54%	-8%
English 5-6	Asian/Pacific Islander					111	87					60%	64%	4%
	Caucasian/White					24	17					54%	41%	-13%
	Black/African Amer.					222	187					66%	61%	-5%
	Hispanic/Latino					387	382					57%	54%	-3%
	Native American					3	3					100%	33%	-67%
	Other					0	0					0%	0%	0%
Total						**747**	676					**60%**	57%	-3%
English 3-4 Accelerated	Asian/Pacific Islander					42						88%		N/A
	Caucasian/White					4						100%		N/A
	Black/African Amer.					28						64%		N/A
	Hispanic/Latino					78						72%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
Total						**152**						**76%**		N/A

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
English 5-6 Honors	Asian/Pacific Islander					19	15					95%	80%	-15%
	Caucasian/White					1	3					100%	100%	0%
	Black/African Amer.					11	34					73%	85%	12%
	Hispanic/Latino					21	52					76%	73%	-3%
	Native American					0	1					0%	100%	100%
	Other					0	0					0%	0%	0%
Total						**52**	105					**83%**	79%	-4%
Rhetoric & Comp	Asian/Pacific Islander					30	26					87%	81%	-6%
	Caucasian/White					10	2					70%	100%	30%
	Black/African Amer.					56	41					61%	68%	7%
	Hispanic/Latino					90	80					72%	76%	4%
	Native American					0	2					0%	100%	100%
	Other					0	0					0%	0%	0%
Total						**186**	151					**71%**	75%	4%
Multicultural Lit	Asian/Pacific Islander					27	32					74%	63%	-12%
	Caucasian/White					7	11					57%	64%	7%
	Black/African Amer.					63	81					68%	69%	1%
	Hispanic/Latino					117	142					62%	61%	-1%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**214**	266					**65%**	64%	-1%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
AP Lit/ Comprehension	Asian/Pacific Islander					21	16					57%	88%	31%
	Caucasian/White					2	2					100%	100%	0%
	Black/African Amer.					24	13					50%	69%	19%
	Hispanic/Latino					43	23					65%	87%	22%
	Native American					0	1					0%	100%	100%
	Other					0	0					0%	0%	0%
Total						**90**	55					**60%**	84%	24%
IB Eng HL I	Asian/Pacific Islander					19	24					100%	71%	-29%
	Caucasian/White					0	1					0%	100%	100%
	Black/African Amer.					14	9					93%	67%	-26%
	Hispanic/Latino					31	33					87%	45%	-42%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**64**	67					**92%**	58%	-34%
IB Eng HL II	Asian/Pacific Islander					13	18					100%	94%	-6%
	Caucasian/White					0	0					0%	0%	0%
	Black/African Amer.					4	10					100%	100%	0%
	Hispanic/Latino					12	28					100%	100%	0%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**29**	56					**100%**	98%	-2%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Advanced Elements of Expository Text	Asian/Pacific Islander					34	29					68%	76%	8%
	Caucasian/White					7	5					57%	60%	3%
	Black/African Amer.					31	23					77%	74%	-3%
	Hispanic/Latino					128	125					75%	70%	-5%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**200**	182					**74%**	71%	-3%
English 7-8	Asian/Pacific Islander					40	26					55%	69%	14%
	Caucasian/White					8	5					50%	60%	10%
	Black/African Amer.					56	50					55%	68%	13%
	Hispanic/Latino					138	99					51%	46%	-5%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**242**	180					**52%**	56%	4%
Total	**All Math**	**797**	**673**	**895**	**1,749**	**2,464**	2626	**44%**	**47%**	**43%**	**45%**	**41%**	41%	-3%
Algebra 1-2	Asian/Pacific Islander	25	4	26	40	79	98	84%	75%	81%	78%	52%	58%	-26%
	Caucasian/White	5	0	9	19	14	23	80%	0%	33%	42%	43%	39%	-41%
	Black/African Amer.	55	8	38	139	118	196	64%	63%	53%	44%	51%	40%	-24%
	Hispanic/Latino	84	12	83	205	340	416	65%	58%	54%	52%	45%	42%	-23%
	Native American	0	0	1	4	1	3	0%	0%	0%	75%	0%	33%	33%
	Other	0	3	3	0	0	0	0%	67%	67%	0%	0%	0%	0%
Total		**169**	**27**	**160**	**407**	**552**	736	**68%**	**63%**	**57%**	**51%**	**47%**	44%	-24%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Algebra 1-2 H Interm	Asian/Pacific Islander				15	42	14				93%	90%	86%	-7%
	Caucasian/White				0	2	2				0%	100%	100%	100%
	Black/African Amer.				5	20	16				80%	60%	81%	1%
	Hispanic/Latino				31	63	33				68%	56%	73%	5%
	Native American				0	0	1				0%	0%	100%	100%
	Other				0	0	0				0%	0%	0%	0%
Total					**51**	**127**	66				**76%**	**69%**	79%	3%
Algebra AB (Y)	Asian/Pacific Islander	59	46	25	35			47%	70%	32%	51%			4%
	Caucasian/White	13	22	10	13			15%	32%	40%	15%			0%
	Black/African Amer.	218	189	111	132			29%	43%	30%	27%			-2%
	Hispanic/Latino	266	273	149	242			39%	42%	19%	35%			-4%
	Native American	4	1	1	1			100%	0%	100%	0%			-100%
	Other	0	8	2	0			0%	63%	100%	0%			0%
Total		**560**	**539**	**298**	**423**			**36%**	**45%**	**26%**	33%			-3%
Algebra AB SDA	Asian/Pacific Islander				7	7	4				43%	43%	50%	7%
	Caucasian/White				0	0	0				0%	0%	0%	0%
	Black/African Amer.				0	0	0				0%	0%	0%	0%
	Hispanic/Latino				41	48	58				29%	23%	17%	-12%
	Native American				0	0	0				0%	0%	0%	0%
	Other				0	0	0				0%	0%	0%	0%
Total					**48**	**55**	62				**31%**	**25%**	19%	-12%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Algebra AB SE/RSP	Asian/Pacific Islander	1	3					50%	50%					0%
	Caucasian/White	4	4					41%	21%					20%
	Black/African Amer.	22	29					36%	64%					28%
	Hispanic/Latino	14	14					--	--					0%
	Native American	0	0					0%	0%					0%
	Other	0	0					39%	40%					1%
Total		**41**	**50**					**50%**	**50%**					0%
Algebra CD (Y)	Asian/Pacific Islander		4	43	60	58	43		75%	65%	52%	40%	35%	-40%
	Caucasian/White		0	18	13	12	9		0%	61%	23%	50%	33%	33%
	Black/African Amer.		8	120	104	150	131		63%	53%	35%	32%	24%	-39%
	Hispanic/Latino		12	191	213	299	256		58%	36%	42%	26%	28%	-30%
	Native American		0	2	1	0	0		0%	0%	100%	0%	0%	0%
	Other		3	3	0	0	0		67%	67%	0%	0%	0%	-67%
Total			**27**	**377**	**391**	**519**	439		**63%**	**46%**	**41%**	**30%**	27%	-36%
Algebra Interm 1	Asian/Pacific Islander				6	45	35				83%	67%	51%	-32%
	Caucasian/White				1	6	7				100%	0%	14%	-86%
	Black/African Amer.				2	60	66				100%	52%	39%	-61%
	Hispanic/Latino				8	115	134				63%	49%	43%	-20%
	Native American				0	0	1				0%	0%	0%	0%
	Other				0	0	0				0%	0%	0%	0%
Total					**17**	**226**	243				**76%**	**52%**	42%	-34%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Geometry 1-2	Asian/Pacific Islander	3	6	12	68	79	73	100%	67%	92%	53%	39%	37%	-63%
	Caucasian/White	1	2	0	8	15	17	100%	50%	0%	63%	20%	12%	-88%
	Black/African Amer.	6	13	9	83	157	145	17%	77%	44%	40%	20%	24%	7%
	Hispanic/Latino	17	9	37	157	304	340	59%	44%	70%	46%	23%	29%	-30%
	Native American	0	0	0	2	2	2	0%	0%	0%	50%	50%	50%	50%
	Other	0	0	2	0	0	0	0%	0%	50%	0%	0%	0%	0%
Total		**27**	**30**	**60**	**318**	**557**	577	**56%**	**63%**	**70%**	**46%**	**25%**	28%	-28%
Geometry 1-2 Accelerated	Asian/Pacific Islander				27	34	37				89%	71%	54%	-35%
	Caucasian/White				2	4	9				100%	100%	44%	-56%
	Black/African Amer.				15	35	43				47%	51%	56%	9%
	Hispanic/Latino				50	115	142				72%	50%	56%	-16%
	Native American				0	1	0				0%	100%	0%	0%
	Other				0	0	0				0%	0%	0%	0%
Total					**94**	**189**	231				**73%**	**56%**	55%	-18%
Algebra CD SDAIE	Asian/Pacific Islander				6		7				33%		43%	10%
	Caucasian/White				0		0				0%		0%	0%
	Black/African Amer.				0		0				0%		0%	0%
	Hispanic/Latino				44		43				45%		42%	-3%
	Native American				0		0				0%		0%	0%
	Other				0		0				0%		0%	0%
Total					**50**		50				**44%**		42%	-2%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Calculus AB AP	Asian/Pacific Islander					9	13					89%	23%	-66%
	Caucasian/White					0	1					0%	100%	100%
	Black/African Amer.					7	4					57%	100%	43%
	Hispanic/Latino					8	13					38%	69%	31%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**24**	31					**63%**	55%	-8%
Geometry AB	Asian/Pacific Islander					15						47%		N/A
	Caucasian/White					5						60%		N/A
	Black/African Amer.					24						25%		N/A
	Hispanic/Latino					52						27%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
Total						**96**						**31%**		N/A
IB Math Studies SL	Asian/Pacific Islander					6	13					100%	92%	-8%
	Caucasian/White					2	0					100%	0%	-100%
	Black/African Amer.					0	3					0%	100%	100%
	Hispanic/Latino					7	15					86%	93%	7%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**15**	31					**93%**	94%	1%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Intermediate Algebra Accelerated	Asian/Pacific Islander					3	18					100%	56%	-44%
	Caucasian/White					0	2					0%	100%	100%
	Black/African Amer.					1	14					100%	57%	-43%
	Hispanic/Latino					0	17					0%	41%	41%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**4**	51					**100%**	53%	-47%
Pre Calculus/Trig	Asian/Pacific Islander					24	36					83%	81%	-2%
	Caucasian/White					1	2					0%	50%	50%
	Black/African Amer.					7	19					71%	47%	-24%
	Hispanic/Latino					47	40					57%	70%	13%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**79**	97					**66%**	69%	3%
AP Statistics	Asian/Pacific Islander					10	1					80%	100%	20%
	Caucasian/White					1	0					100%	0%	-100%
	Black/African Amer.					6	1					83%	100%	17%
	Hispanic/Latino					4	10					75%	100%	25%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
Total						**21**	12					**81%**	100%	19%

Data source: Long Beach Unified District
Note: The percent change is calculated by subtracting the baseline (or earliest available) year's data from the most recent year's data.

Appendix C: Project Objectives, Outcomes, Analysis, and Commentary for Jordan High School CAPP CAHSEE Project

Objective	Outcome	Analysis	Commentary
On-site professional development to English and ELD teachers to improve writing skills	Coaches provided onsite job-embedded professional development to provide teachers with instructional and intervention strategies that would improve students' writing skills on the CAHSEE. Teachers worked in grade and cross-level grade level teams to engage in curriculum mapping and planning common writing tasks and unit. English and ELD teachers also participated in LASW meetings to examine student work from teachers who used a common assessment as the writing task. The focus was on how well students demonstrated the standards in the genres. Teachers also shared their lessons and instructional strategies.	English coaches provided professional development to teachers at both LMS and JFA at the beginning of the project. Then expanded to include the JHS main campus when the 10th graders who moved from JFA. Both activities became part of job-embedded professional development for JFA and LMS teachers during the first two years of CAPP CAHSEE. However, the change in the LMS English coach in 2003-04 and JHS English coach in 2004-05 resulted in non-implementation of proposed program activities. Then when the funding level was reduced, the project shifted its focus fully to only activities in the math department.	

Objective	Outcome	Analysis	Commentary
Provide monthly time for English and ELD teachers to score and analyze writing assessments	This occurred during the first four years when the English department was part of the CAPP CAHSEE program activities. Then in 2005-06, the project to focus only on math program activities.	Coaches at both LMS and JHS worked with teachers in monthly LASW meetings to focus on instructional pacing, common assessments or writing prompts, and data driven instructional strategies based on students areas of strengths and needs during the first three years of CAPP CAHSEE. No data on program implementation was available in 2003-04. Although a growing number of JHS participated in monthly LASW in 2004-05, time allotted for scoring and analysis of writing at JHS and JFA shifted to school-wide testing release for students not directly involved in writing. They intended to shift the meetings to paid, after-school status; but this did not occur.	As the coaches changed, program implementation in the English department at JFA and JHS lost momentum. Coaches did not have the same level of shared understanding of the CAPP CAHSEE program activities. They were also unable to garner the same level of support from the teachers as the previous coaches.
Provide ELD teachers with professional development on writing skills that address the needs of EL	LMS and JFA met this target during the first two years of CAPP CAHSEE. Because there were no updates provided beginning in 2003-04, we are unable to determine if this continued	During the first two years of CAPP CAHSEE, coaches facilitated LASW meetings to ELD teachers at LMS and JFA. The district coach also worked with LMS teachers to introduce ELD materials and resources, as well as observed ELD classrooms and provided feedback. LMS also used HPSG grant to support ELD Intervention Specialist to work with ELD Track to track student success (or failure) and develop ways to increase ELD student achievement.	
Increase the number of students in grades 6-10 who score proficient on LBUSD writing assessment by 10% each year through June 2004	Met the target in 2001-02; but change in 7th state writing test so data was no longer collected.	Data was no longer collected in 2002-03 because of mandatory state writing test at 7th grade.	

Objective	Outcome	Analysis	Commentary
Increase the number of EL in grades 6-10 at participating schools who score proficient on LBUSD writing assessment/CELDT by 10% each year through June 2004	Did not meet the target in 2002-03	Data was no longer collected in 2002-03 because of mandatory state writing test at 7th grade.	
CAPP Math Institute (aka Summer Professional Development beginning 2005-06)	The project consistently and successfully implemented this program activity throughout the six years of CAPP CAHSEE, expanding and modifying it to meet teacher and student needs.	During the first two years, LMS and JFA teachers focused on curriculum mapping, common assessments, and projects for the school year. In year 3, JFA teachers developed common assessments for each curriculum unit. In year 4, when Jordan HS began implementing the Algebra centers-based, the institute focused on developing a curriculum and then training teachers and tutors on its implementation. Although LMS teachers participated in curriculum planning to map out standards based lessons and create quizzes and chapter tests that year, they were no longer actively involved in CAPP CAHSEE. Teacher collaboration around curriculum mapping had become the norm at LMS in the three years of CAPP CAHSEE. During the last two years of CAPP CAHSEE, the program activities expanded to the main campus. JHS math teachers focused on Continuous Improvement (CI) quizzes and response boards to check for student mastery. Teachers continued to develop common assessment and lessons, then posted them on the L-drive. Teachers also learned how to do error-analysis to drive instruction and intervention.	

Objective	Outcome	Analysis	Commentary
Monthly time for math teachers to score and analyze assessments	This activity was consistently and successfully implemented throughout the six years of CAPP CAHSEE	Under the guidance of math coaches, teachers at both LMS and JFA (then JHS) met monthly to analyze common math assessment data and determine students' areas of need throughout the funding. During the last two years of CAPP CAHSEE, JHS teachers also met to examine student work on chapter tests and collaborated to develop lessons, which were posted on the L-drive.	
Algebra Data Analysis	This program activity was first implemented ion 2002-03 and continued until 2004-05	The goal of the Algebra data analysis was to ensure better placement of 8th and 9th students who needed intervention using multiple assessment data. Placement of students in the appropriate 9th grade math course also ensured correct level of support for students to pass Algebra and the CAHSEE. In the process, the district developed an expanded curriculum for the Algebra course and met with teachers at cross grade level meeting to adjust master schedule and determine instructional needs. This resulted in double dose of Algebra for many students, which meant that they could not enroll in any elective. JFA also adjusted the master schedule through cross-grade level meeting to determine teacher needs.	

Objective	Outcome	Analysis	Commentary
Saturday Professional Development	The Saturday Professional Development was successfully and consistently implemented in 2005-06 and 2006-07	The Saturday Professional Development gained popularity among JHS math teachers in 2005-06. It began when the math coach introduced a variety of Powerpoint formats that highlighted alternative instructional strategies. In addition to CAPP grant, the coach sought other funding for additional similar events because teachers valued and actively to the collaboration. By 2006-07, Saturday PD helped to bond math department with 80% attendance; elevated dept spirit, content presentation standards, and quality of effective instruction; sense of ownership generated more buy-in and adaptation. The teachers' pride was evident in their willingness to participate in Design Studio.	
Creation and use of L-drive (common drive) folder for math department	The use of the L-drive for sharing instructional materials began on 2005-06 and continued to occur in 2006-07.	In 2005-06, the math coach began posting materials on the L-drive to enhance teacher collaboration. The folders contained common instructions, common lessons, CAHSEE data and resources, department business (including all forms used for LASW, peer observations, PD action plans) for easy access and data storage for analysis. JFA and JHS main campus teachers had taken ownership of the technological advantage and depended on it for instantaneous access to resources by 2006-07.	

Objective	Outcome	Analysis	Commentary
Textbook training (Math Curriculum and Prentice hall funded)	The training occurred in 2005-06, as proposed.	Although all math teachers at the high school participated in the Prentice Hall textbook training in summer 2005, none implemented the technology component of the textbook training or reflected on good strategies received from the training. Only some teachers remembered receiving the CD, while others did not remember much from the training. Because the trainer did not know enough math, the teachers wanted the coach to survey the teachers to determine those who needed another training.	
Baldridge strategies in the classroom	The training was cancelled in 2005-06 because they needed to focus on the needs of seniors who had not passed the CAHSEE	Although the Baldridge strategy had been effective in some classrooms, the training was cancelled. Instead all math teachers participated in Lee Jenkins' CI Workshop. As a result, all teachers discussed CI quiz weekly and plotted them on progress charts posted in the classrooms. The students were enthusiastic to discuss class, but not individual results. The teachers and students liked spirited competition and shared willingness to improve, with informal and verbal action plans observed.	
Senior CAHSEE teacher curriculum planning (CAPP CAHSEE goal 2)	This was only implemented in 2005-06	In 2005-06, three teachers taught seniors who failed the CAHSEE in CAHSEE/CAREER classes (while receiving math credits). In addition to not having enough CAREER textbooks for all students, the teachers did not have the curriculum or resource materials so the coach provided a temporary curriculum using mock CAHSEE test items and worksheets from district CAHSEE workbooks as learning and homework materials.	

Objective	Outcome	Analysis	Commentary
Vertical Team Training and Implementation in Math and English (CAPP/Gear Up funded)	Using a combination of CAPP and Gear Up funds, the project implemented vertical teaming from 2002-03 to 2006-07.	In 2002-03, English and math teachers at the schools attended College Board Vertical Team Training in teams to deepen their understanding and knowledge of how to implement productive vertical team in each content area. Although the training was completed in 2003-04, vertical teams of grades 6-12 did not occur; but teams of grades 6-8 and 9-12 met to analyze student work and common assessments in department meetings. JHS English teachers (10^{th} –12^{th} grade) met monthly in LASW meetings to discuss and plan interventions and preparation for CAHSEE and CST. In contrast, JFA teachers remained in 9^{th} grade cohort groups. In 2006-07, vertical teaming between JHS and the middle feeder schools resumed. It was difficult to gather all math coaches and teachers for vertical team meeting and planning because most schools were year-round and everyone had different tracks in 2005-06; but in 2006-07, only 1 middle school was year round.	The training increased teacher collaboration at the respective sites. But cross-site vertical teaming proved to be difficult because of the differing middle and high school calendar. Although the teachers valued the effort, it was time consuming.
Mar Vista High School (MVHS) Visit	This was implemented in 2002-03	A team of math teachers and coaches visited MVHS to observe their double dose program and system for developing and administering common assessment in math in 2002-03. But the visit was not as helpful because they actually observed CAHSEE prep courses that were integrated into the 9^{th} grade curriculum instead of a separate course offered prior to 10^{th} grade.	

Objective	Outcome	Analysis	Commentary
Peer observations in math and English	Peer observation occurred in the math department in 2004-05 and 2005-06 as department walkthroughs; but not in the English department	In 2004-05 and 2005-06, JFA math teachers participated in peer observations focused on the use instructional strategies. Small teacher groups also observed each other to focus on classroom management, motivation strategies used with students, and instructional strategies specific to math. Teachers chose focus questions prior to each observation that examined teacher and student actions, as well as classroom environment. The English department conducted a one period monthly collegial walkthrough on a one-on-one basis and avoided any group walkthroughs However, they faced scheduling problems as groups of teachers were out of the classroom at the same time. Although they planned calendared observation days on the days they were supposed to participate in professional development, this did not occur. Based on the 2005-06 walkthroughs, math teachers agreed to design lessons and implement lessons based on the Essential Elements of Effective Instruction (EEEI) model that emphasized good time management, test for understanding, and engaging instruction.	There was a lack of buy-in among English teachers to successfully implement peer classroom observation. In addition, the new English coach lacked motivation and did not have the needed rapport with the teachers to drive CAPP CAHSEE program implementation in the department.

Objective	Outcome	Analysis	Commentary
LMS and JFA teachers participation in Western Assessment Collaborative (WAC) to complete math unit planning (2002-03 Workbook) Continued professional development with ILI and Trudy Schoneman to expand detailed lesson planning, common assessment, and LASW to entire math department on release days and Saturdays (2006-07/Year 6 Plans for Continuation Funding)	The project began implementation of WAC/ILI in summer 203 and continued until 2006-07	In summer 2003, JFA teachers participated in WAC (later ILI) and continued working with Trudy Schoneman and math coach through 2006-07. As the CAPP CAHSEE project expanded to the main campus, additional math teachers received training. ILI increased levels of teacher collaboration and trust within the math department at JHS. It also increased time teachers spent in vertically aligning their instructional practice and curriculum. During the final year of CAPP CAHSEE, Algebra and Geometry teams collaborated with Schoneman to design common assessments, scoring guides, and LASW for the March ILI conference, where the teams presented data. Through collaboration with other high schools, both teams redesigned common assessments and devised intervention plans. Teacher collaboration has become the norm among JHS math teachers by 2006-07.	
Provide after-school math tutorials for students who are enrolled in Algebra and need extra support in basic math skills	The project implemented after-school math tutorials from 2001-02 to 2003-04 at JFA and LMS	LMS and JFA provided after school math tutorials for failing students during the first three years of CAPP CAHSEE. Although LMS was more successful, student attendance proved to be an on-going challenge at JFA throughout the implementation period. Incorporation of the program into the advisory period at JFA did not result in increased attendance. Students were not motivated to participate because they did not receive grades for the tutorial and credit for their tutorial participation.	

Objective	Outcome	Analysis	Commentary
Provide academic intervention for a minimum of 60 students in math at participating schools each year through June 2004	Did not meet the target in 2001-02, but did in 2002-03	They met their target at JFA in 2002-03 through the advisory period math class (n=82) and at LMS (n=199)	
55% of 10th grade students will pass CAHSEE math and 80% will pass CAHSEE English on their first attempt, and cumulative 70% of 11th grader students will pass CAHSEE math and 100% will pass CAHSEE English (2004-05/Year 4 Plans for Continuation Funding)	Did not meet math and English CAHSEE target for 10th grade and 11th students in 2004 and 2005		The target set for increased pass rates was too high and could not be easily attained on the timeframe.
Student-centered instructional activities directed at student deficiencies located in common standards-based assessment (CAHSEE prep) Objective 2: To plan and implement effective CAHSEE intervention strategies such as mini after school and weekend preparation courses which will target students who have not passed the CAHSEE by 11th grade (2005-06/Year 5 Plans for Continuation Funding)	The project implemented CAHSEE intervention from 2004-05 to 2006-07	As the 2006 CAHSEE graduation requirement deadline approached and with expansion of the CAPP CAHSEE program activities to the main campus, JHS provided CAHSEE after school and Saturday prep and intervention to 10th-12th graders prior to scheduled CAHSEE administrations. The staff used various strategies to recruit targeted students. The sessions were well attended and succeeded in increasing the CAHSEE pass rates of students who most consistent attended the scheduled sessions.	

Objective	Outcome	Analysis	Commentary
Centers based classrooms for Algebra at JFA and Geometry sections Objective 3: To provide alternative approaches to algebra and geometry for struggling students that presents curriculum in an innovative and engaging format (2005-06/Year 5 Plans for Continuation Funding) changed to "Use of centers approach in Algebra ABCD and some Geometry sections (2005-06 Workbook)"	Centers-based Algebra and Geometry classes were implemented at JFA and JHS from 2004-05 to 2006-07	JFA and JFA implemented centers-based Algebra and Geometry classes during the last three years of CAPP CAHSEE grant. As part of the implementation, teachers met weekly to collaborate on lesson planning and center activities. Student survey data showed improved attitude towards math. During their first year of centers-based implementation, they faced the challenges of lack of teacher buy-in to the process and attendance/ performance/skill level of college. During the second year of implementation, they modified the structure of the classroom by alternating between large group and small group problem solving sessions. They also adopted the Carnegie Learning software (CLS), which allowed students to work individually with the assistance of the tutors.	
Mock CAHSEE diagnostic and assessment tools will be used frequently to assess progress to plan for new strategies and tutorials. Tutorial centers or tutorials will be set up to focus on CAHSEE tutorials in regular weekly sessions and small group pull-out sessions before the actual CAHSEE administrations	JHS administered the mock CAHSEE in 2005-06 and 2006-07.	The mock CAHSEE was administered enrolled in math to identify students who needed tutorials. The feeder middle schools did not administer the abbreviated version of the mock CAHSEE to 8th graders in August 2006, as intended, because many middle schools converted from year-round to traditional schedule. JFA 9th graders were also given the mock CAHSEE and then the teachers did item analysis for each test scored at JFA and selected 10 most missed items for warm-up. They used the data to provide targeted interventions to the students.	

Data source: Annual Workbooks, 2001-02 to 2006-07