

**Evaluation of the California Academic
Partnership Program (CAPP)
California High School Exit Examination
(CAHSEE) Projects**

**Annual Report for the
2003-04 Academic Year**

Noraini Abdullah-Welsh, Senior Research Associate
Rebeca Diaz Meza, Research Associate
Erica Holmes, Research Associate
Colin Ormsby, Research Associate
Jordan E. Horowitz, Senior Project Director

December 10, 2004

QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.

**4655 Lampson Avenue
Los Alamitos, CA 90720**

**Evaluation of the
California Academic Partnership Program
(CAPP)
California High School Exit Exam
(CAHSEE)**

Annual Report 2003-2004

Noraini Abdullah-Welsh, Senior Research Associate
Rebeca Diaz Meza, Research Associate
Erica Holmes, Research Associate
Colin Ormsby, Research Associate
Jordan E. Horowitz, Senior Project Director

December 10, 2004

This publication was prepared by WestEd, under contract from the Chancellors Office of the California State University. The opinions and recommendations expressed herein are the views of the authors and do not necessarily reflect the official position of the funding agency. For information concerning obtaining additional copies of this report, direct inquiries to:

California Academic Partnership Program (CAPP)
CSU Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA 90802

CONTENTS

CONTENTS	I
INTRODUCTION	1
BACKGROUND.....	1
THE STRUCTURE OF THIS REPORT.....	2
EVALUATION ACTIVITIES.....	2
CALEXICO UNIFIED SCHOOL DISTRICT	4
DESCRIPTION OF THE PROJECT.....	4
CHANGES AND MODIFICATIONS MADE DURING THE 2003-04 ACADEMIC YEAR.....	5
<i>Changes to Key Staff</i>	5
<i>Changes to Activities</i>	5
<i>Changes to Objectives</i>	5
UPDATE ON PROJECT SERVICES AND ACTIVITIES.....	6
<i>Overview of the Year</i>	6
<i>Project Services and Activities</i>	6
RECOMMENDATIONS.....	11
<i>Continue Productive Collaborations</i>	12
<i>Encourage Academic Performance of Students Beyond the CAHSEE</i>	12
CHULA VISTA AND MAR VISTA HIGH SCHOOLS	13
DESCRIPTION OF THE PROJECT.....	13
CHANGES AND MODIFICATIONS MADE DURING THE 2003-04 ACADEMIC YEAR.....	14
<i>Changes to Key Staff</i>	14
<i>Changes to Activities</i>	14
<i>Changes to Objectives</i>	14
UPDATE ON PROJECT SERVICES AND ACTIVITIES.....	15
<i>Overview of the Year</i>	15
<i>Project Services and Activities</i>	16
RECOMMENDATIONS.....	20
<i>Continue with successful collaboration</i>	20
<i>Extend the collaboration across sites to include elementary schools</i>	21
FARMERSVILLE UNIFIED SCHOOL DISTRICT	22
DESCRIPTION OF THE PROJECT.....	22
CHANGES AND MODIFICATIONS MADE DURING THE 2003-04 ACADEMIC YEAR.....	22
<i>Changes to Key Staff</i>	23
<i>Changes to Activities</i>	23
<i>Changes to Objectives</i>	24
UPDATE ON PROJECT SERVICES AND ACTIVITIES.....	24
<i>Overview of the Year</i>	24
<i>Project Services and Activities</i>	25
RECOMMENDATIONS.....	29
<i>Stabilize the District Administrative Structure</i>	29
<i>Re-introduce CAHSEE Courses</i>	29

<i>Continue to Emphasize College Preparation and College Choice</i>	30
HOOPA VALLEY HIGH SCHOOL	31
DESCRIPTION OF THE PROJECT	31
CHANGES AND MODIFICATIONS MADE DURING THE 2003-04 ACADEMIC YEAR.....	31
<i>Changes to Key Staff</i>	31
<i>Changes to Activities</i>	32
<i>Changes to Objectives</i>	32
No changes were made to project objectives during the 2003-04 academic year.	32
UPDATE ON PROJECT SERVICES AND ACTIVITIES	32
<i>Overview of the Year</i>	32
<i>Project Services and Activities</i>	33
RECOMMENDATIONS.....	38
<i>Conduct needs assessment of tutorial services</i>	38
<i>Continue collaboration with Captain John Continuation School</i>	39
<i>Clarifying roles and responsibilities of the CAPP Leadership Team</i>	39
<i>Conduct a cross-site visit</i>	39
JORDAN FRESHMAN ACADEMY.....	40
DESCRIPTION OF THE PROJECT	40
CHANGES AND MODIFICATIONS MADE DURING THE 2003-04 ACADEMIC YEAR.....	41
<i>Changes to Key Staff</i>	41
<i>Changes to Activities</i>	41
<i>Changes to Objectives</i>	42
UPDATE ON PROJECT SERVICES AND ACTIVITIES	42
<i>Overview of the Year</i>	42
<i>Project Services and Activities</i>	43
RECOMMENDATIONS.....	46
<i>Include teachers in the cross-site communication</i>	47
<i>Clarify the roles and responsibilities of team members</i>	47
LOWER LAKE HIGH SCHOOL.....	48
DESCRIPTION OF THE PROJECT	48
CHANGES AND MODIFICATIONS MADE DURING THE 2003-04 ACADEMIC YEAR.....	48
<i>Changes to Key Staff</i>	48
<i>Changes to Partnerships</i>	49
<i>Changes to Activities</i>	49
<i>Changes to Objectives</i>	49
UPDATE ON PROJECT SERVICES AND ACTIVITIES	49
<i>Overview of the Year</i>	49
<i>Project Services and Activities</i>	50
RECOMMENDATIONS.....	53
<i>Implement grade level and/or department level meetings</i>	53
<i>Schedule another summer mini-institute</i>	53
<i>Continue efforts to reform AVID at LLHS</i>	54
<i>Hiring a new project director</i>	54

SACRAMENTO HIGH SCHOOL.....	55
DESCRIPTION OF THE PROJECT	55
CHANGES AND MODIFICATIONS MADE DURING THE 2003-04 ACADEMIC YEAR.....	56
<i>Changes to Key Staff</i>	56
<i>Changes to Activities</i>	56
<i>Changes to Objectives</i>	56
UPDATE ON PROJECT SERVICES AND ACTIVITIES	57
<i>Overview of the Year</i>	57
<i>Project Services and Activities</i>	58
RECOMMENDATIONS.....	64
<i>Continue communication with the middle schools</i>	64
<i>Continue involving California Middle School in the Genre Study Group</i>	64
<i>Continue articulation effort in math</i>	64
SAN LORENZO HIGH SCHOOL.....	65
DESCRIPTION OF THE PROJECT	65
CHANGES AND MODIFICATIONS MADE DURING THE 2003-04 ACADEMIC YEAR.....	65
<i>Changes to Key Staff</i>	65
<i>Changes to Partnership</i>	66
<i>Changes to Activities</i>	66
<i>Changes to Objectives</i>	66
UPDATE ON PROJECT SERVICES AND ACTIVITIES	66
<i>Overview of the Year</i>	67
<i>Project Services and Activities</i>	67
RECOMMENDATIONS.....	72
<i>Maintain the study center</i>	72
<i>Closely monitor student achievement in physics course</i>	72
SHAFTER.....	73
DESCRIPTION OF THE PROJECT	73
CHANGES AND MODIFICATIONS MADE DURING THE 2003-04 ACADEMIC YEAR.....	73
<i>Changes to Key Staff</i>	73
<i>Changes to Activities</i>	74
<i>Changes to Objectives</i>	74
UPDATE ON PROJECT SERVICES AND ACTIVITIES	74
<i>Overview of the Year</i>	74
<i>Project Services and Activities</i>	74
RECOMMENDATIONS.....	80
<i>Focus on standards</i>	80
<i>Math Activities</i>	80
CAHSEE DELAY.....	82
THE ADMINISTRATOR’S PERSPECTIVE	82
THE TEACHER/CURRICULUM PERSPECTIVE	84
PARENTS AND STUDENTS	85
CONCLUSIONS	86

ARTICULATION BETWEEN MIDDLE AND HIGH SCHOOLS	87
COMMON CURRICULUM	87
VERTICAL TEAMING	88
CROSS SITE COLLABORATION.....	90
CONCLUSION.....	90
INSTITUTIONALIZATION	92
FUNDING.....	92
INSTRUCTIONAL MATERIALS	93
PARTNERSHIPS	93
CRITICAL MASS OF SUPPORT	94
DISTRICT SUPPORT	94
PHILOSOPHICAL CHANGE ON THE PART OF PARTICIPANTS.....	94
PROFESSIONAL DEVELOPMENT	95
LEADERSHIP	95
CONCLUSIONS	96

DATA WORKSHOP	97
PURPOSE	97
PRESENTING THE DATA WORKSHOP	98
DATA COLLECTION	99
LESSONS LEARNED	100
SUCCESSES	101
CONCLUSIONS	101
CAPP CAHSEE ACTION RESEARCH PROJECTS	103
FOCUS	103
SUPPORT	103
ACCOUNTABILITY	104
RECOMMENDATIONS	104
STAFF CHANGES AND THEIR EFFECTS ON THE CAPP CAHSEE PROJECTS	106

INTRODUCTION

In this report we present findings, analyses, and recommendations from the third year of the evaluation of the California Academic Partnership Program (CAPP) projects funded to address issues related to the California High School Exit Examination (CAHSEE).

Background

Working with identified high schools, their feeder schools, and post-secondary educational institution partners, the project is designed to improve the college-going rates among students in underrepresented schools at nine sites around California, with a focus on improving the proportion of students passing the CAHSEE. The nine sites are:

- Calexico High School, Calexico Unified School District, Imperial County
- Chula Vista High School and Mar Vista High School, Sweetwater Union High School District, San Diego County
- David Starr Jordan High School, Ninth Grade Academy, Long Beach Unified School District, Los Angeles County
- Farmersville High School, Farmersville Unified School District, Tulare County
- Hoopa High School, Klamath-Trinity Unified School District, Humboldt County
- Lower Lake High School, Konocti Unified School District, Lake County
- Sacramento High School, Sacramento City Unified School District, Sacramento County
- San Lorenzo High School, San Lorenzo Unified School District, Alameda County
- Shafter High School, Kern Union High School District, Kern County

In addition to the overarching CAPP goal of improving college-going rates among their students, these sites were to address the following two goals related to the CAHSEE : (a) to prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade and (b) to ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

The Structure of This Report

This report opens with a chapter describing each project site. These chapters include project descriptions; changes and modifications made during the year to staff, activities, and objectives; updates on project services and activities (including an assessment of implementation); and recommendations. After the site chapters, we present chapters addressing three key issues: (a) the effects of the decision by the California Department of Education to delay the graduating class who must pass the CAHSEE to receive a high school diploma from 2004 to the class of 2006, and accompanying actions; (b) articulation between high schools and middle schools; and (c) institutionalization of project activities and partnerships. We close the report with a detailed description of the CAHSEE data workshops.

Evaluation Activities

WestEd's Evaluation Research program area conducted a variety of activities to support this third year formative evaluation of the CAPP CAHSEE projects. This multiple method approach, combining qualitative and quantitative data, resulted in a comprehensive description of individual project activities and cross-initiative issues. Evaluation activities this year included:

- **CAHSEE Workbook: Annual Progress Report**: We redesigned the workbook used by the projects to report on their activities, budgets, and student data. Information from the workbook was used to guide site visits and further inquiry. Additionally, we added sections to the workbook to support decisions by the CAPP Office and Advisory Committee about additional funding to these sites.
- **Site Visits**: Researcher liaisons conducted at least two site visits to each of the project sites. During these site visits we provided evaluation assistance, observed project programs and activities, and collected data. We followed up most visits with telephone calls to collect information from respondents not available during the visit.
- **Data Workshops**: Research liaisons conducted a workshop at each site designed to explicate CAHSEE data for the identified high school. Noraini Abdullah-Welsh, the lead research liaison, disaggregated CAHSEE data provided to her by each of the high schools. Charts and other visual displays were created for each site and a customized workshop was presented to school and district administrators, lead faculty, and others. Feedback was extremely positive.

- **Faculty Survey:** We administered the faculty survey for the third year. To support cross-year comparisons we did not make revisions to the instrument. Findings were presented at meetings and conferences.
- **Meetings:** Horowitz (the project director) and research liaisons attended a number of CAPP meetings during the year. These included the Advisory Committee meetings, conferences, and other planning meetings. We made presentations at most meetings and conferences, including the Annual K-16 Partnership Conference at California State University, Long Beach.
- **Technical Assistance:** Research liaisons worked with project site directors to provide needed assistance around evaluation issues.
- **Reports:** The second year report was delivered along with the student data report for each project site.

CALEXICO UNIFIED SCHOOL DISTRICT

In this chapter we describe the progress made by the Calexico Unified School District CAPP CAHSEE project during the 2003-04 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes to key staff, activities, and project objectives. We then provide an update on the progress made developing and implementing project services and activities. We close with an analysis of the progress, to date, at this site and some recommendations.

Description of the Project

The Calexico Unified School District California Academic Partnership Program (CAPP) California High School Exit Examination (CAHSEE) project includes Calexico High School (CHS), William Moreno Junior High School (WMJHS), and De Anza Junior High School (DJHS). The collaborative faced several challenges in the last three years. CHS was an II/USP school and a Program Improvement School. The Calexico School District hired WestEd's Comprehensive School Assistance Program to help CHS improve its academic performance. The resulting activities from the school improvement plan brought much change to the school. During the process, the school experienced confusion and turmoil.

The high school and the two participating junior high schools entered into collaboration in 2001 with the award of the CAHSEE grant from CAPP. CHS had a large number of students who did not pass the CAHSEE; therefore, the grant focused student academic support services on helping students pass the CAHSEE. To accomplish this goal CHS worked with the junior high schools to better align curricula. CHS also implemented CAHSEE courses at the high school, and provided more comprehensive school support such as tutorials and parent outreach.

Year three grant activities also focused on developing student learning plans, developing better intervention strategies such as CAHSEE courses, implementing a districtwide data system to better monitor student progress, purchasing commercial tutorial materials for student use, and involving more parents in their children's education. The collaborative made progress in many of these areas, including better communication among the schools, implementation of CAHSEE classes at the high school, and the math department became proactive in their student and parent support programs. The program has implemented a districtwide data management program that allows teachers to access student academic records. In addition, many teachers at the school,

particularly in the math department, used data from student tests and grades to drive decisions concerning curriculum. The high school math department continued a successful collaboration with neighboring Chula Vista and Mar Vista Senior High Schools. Further, the high school and junior high school math departments had open dialogues. These dialogues helped support the development of a districtwide math curriculum. Many of these successes were directly related to the district's involvement in the CAPP CAHSEE program. As a math teacher at one of the participating junior high schools said, "We (the math) departments are talking now and that is a direct result of the CAPP money and support."

Changes and Modifications Made During the 2003-04 Academic Year

In this section we provide information about changes and modifications made to the project during the past year. We include changes in three areas: (a) key staff; (b) activities; and (c) objectives

Changes to Key Staff

There were a number of changes to key staff members in the last year. The CAPP project director was appointed as the interim principal at Calexico High School. In October of 2003 an interim project director also was appointed. The CAPP CAHSEE contact person for English/language arts left Calexico High School and there did not appear to be a lead person for English/language arts at the high school. Lastly, clerical support was eliminated from CAPP funding in 2003-04.

At the time of this report, the district had hired a permanent principal and the interim principal returned to her post at the district office.

Changes to Activities

Responses from the project indicate that due to the delay in the CAHSEE exam, the high school shifted its focus from helping current juniors and seniors pass the CASHEE to working with sophomore students in the class of 2006 pass the CAHSEE.

Changes to Objectives

No major changes were made to project objectives during the 2003-04 academic year.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the Calexico Unified School District CAPP CAHSEE site. We open with a general description that includes obstacles faced and how they were addressed. We then present a table summarizing the extent to which activities were implemented (fully, somewhat, or not at all). This is followed by a discussion of the three goals of the CAPP CAHSEE initiative and the extent to which goal attainment was supported by project activities.

Overview of the Year

Although Calexico Unified School District faced continued challenges in 2003-04, the district and the participating schools made great progress toward achieving their goals and implementing associated activities. Their most notable accomplishment was the great strides the high school mathematics department made in the implementation of reform activities. The math department continued its relationship with neighboring Chula Vista and Mar Vista High Schools. They also worked closely with WestEd's Math Matters program and, along with the two junior high schools in the district, they began a constructive dialogue on aligning math curriculum in the district.

However, the English/language arts departments at all three schools were not as successful in their collaboration. Although all three schools adopted the Holt curriculum, they had a less formal collaboration among the sites than did the math department. This may have been largely due to the fact that the high school CAPP CAHSEE English/language arts contact person took another position in the summer of 2003. One school administrator commented that the collaboration among the three schools' English departments was an area that needed continued attention.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the Calexico Unified School District's CAPP CAHSEE project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2002-03). Table 1 provides a summary of the extent to which services and activities were accomplished. Following the table, we assess the attainment of the CAPP CAHSEE goals.

Table 1*Service and activity implementation for Calexico Unified School District CAPP CAHSEE Project*

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
Districtwide 7-12 assessments will be developed to assess English/language arts and mathematics standards.	✓		
Districtwide grade level ELA, ELD, and mathematics curriculum, focused on mastery of selected ELA and mathematics standards will be developed and tailored to meet the needs of students.	✓		
Districtwide support and intervention strategies focused on CAHSEE and foundational standards will be devised and prescribed to enhance standards-based core curriculum learning experiences (including extended learning opportunities offered outside the school day).	✓		
Teachers will be trained in ELA, ELD, and/or mathematics standards, in assessment practices, in new curriculum, and in the use and orchestration of curricula.	✓		
Parents and community members will be coordinated to provide support to students.	✓		
Adjustments to students' individual learning plans will be made in light of CAHSEE, results, and interventions specific to students needs will be implemented.		✓	
Districtwide 10-12 support and intervention strategies focused on CAHSEE and foundational standards will be devised and prescribed to students as needed. This may include reading intervention classes, writing classes, and extended learning opportunities.	✓		

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
Counselors will review records of students who have not passed the CAHSEE to determine if factors such as attendance and behavior may be impacting student achievement; appropriate measures will be aligned to mitigate these factors.		✓	
Districtwide data management procedures will be implemented to monitor and document student participation and progress.	✓		
Commercial or other independent tutorial materials will be researched and acquired.	✓		
Students and parents will be trained in the use of the materials, and materials will be checked out to parents. Student use of materials will be monitored and documented.			✓
Students who failed the CAHSEE will be provided with test-taking skills course of study in addition to other interventions.		✓	
Student coursework that leads to or includes A-G offerings and AP courses will be realigned to provide clearer pathways with multiple entry points to meet varying student needs.		✓	
Parents and students will be counseled during the annual review of the student's individual learning plan to discuss the importance of meeting A-G requirements and the student's progress in fulfilling them. Parents will be advised starting as early as seventh grade as to the educational options available to their children as well as ways in which to assure that their children can keep those options open.		✓	
Counselors will be trained in providing students with planning strategies that lead them into A-G and AP courses and help them access support to be successful in completing them.			✓
AP and A-G course offerings will be expanded.		✓	
Teachers will be trained in AP course content and strategies.		✓	

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
Junior high and high school will collaborate on the development of an annual college fair. Colleges will be contacted to arrange for outreach offerings to be provided to students.	✓		

Goal one: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade.

Calexico High School's math department made great strides in developing common assessments and involving parents in programs, such as their Saturday math academy. As a result of their work with WestEd and other external support providers, many faculty members made use of professional development activities related directly to the CAHSEE. All three schools' math departments used common assessments and are aligning the curriculum. At the time of this report, the English/language arts departments were in the process of aligning curricula, but had not yet completed this project. There was less collaboration among the junior high schools and the high school in 2003-04 than in previous years. Although the high school did not implement individual learning plans for students based on their CAHSEE results, there has been some progress in this area.

In 2004, the CASHEE math results for tenth grade students at Calexico High School improved. Seventy-two percent of the tenth graders who took the exam passed the math portion. However, only 55 percent of the tenth grade students who took the English/language arts CAHSEE passed.

Goal two: To ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

Data from the California Department of Education indicated tenth grade students did not perform as well on the English/language arts portion of the exam in 2004 as they did 2003. In 2003, 391 of the 640 (61%) tenth graders who took the CAHSEE passed the English/language arts portion. In comparison, 2004 test scores showed only 384 of the 696 (55%) tenth graders passed the CAHSEE English/language arts.

However, data for the math portion of the test showed great improvement. In 2003, 52 percent (328) of the tenth graders who took the math portion of the CAHSEE passed. In contrast, the proportion of the 691 tenth graders who took the exam jumped to 72 percent (491) in 2004.

The success of the math intervention programs was most evident regarding these test results. The math department developed successful intervention programs at the high school, including the department's Saturday school, which involved students and their parents. In addition, the high school implemented a number of other interventions that directly relate to students success, including a very successful Homework Center. The district's adoption of Edmin's data management program allowed teachers access to student data. A number of

teachers, particularly in the math department, utilized student data to drive decisions about pedagogy. Although parents and students were not necessarily trained in the use of materials to be checked out and taken home, the adoption of commercial test-taking materials (such as Advantage Learning Systems and Accelerated Math and Reader) provided much needed support material to the collaborating schools.

Goal three: Students who pass the CAHSEE complete coursework leading to college.

2002-03 disaggregated A through G data was not available for Calexico High School. Longitudinal data on A through G completion showed an upward trend in the number of students completing these requirements (Table 2).

Table 2
Longitudinal data on A through G completion at Calexico High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	481	89	19%
2002	440	72	16%
2001	444	63	14%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at <http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

Although no disaggregated data for 2002-03 about the A through G requirements are available, Calexico High, William Moreno Junior High, and DeAnza Junior High Schools made progress toward improving completion rates and college preparation. Although the counseling office was not retrained to provide students with planning strategies that would lead to the successful completion of their A through G requirements, the schools made some progress toward other goals. The school continued to expand its offering of A through G coursework and trained more faculty to teach these courses. The three schools also implemented programs to increase students' awareness of college opportunities. They had college fairs and conducted other outreach activities through programs such as AVID and GearUP.

Recommendations

In this section we provide recommendations for the coming year. These recommendations are based on the information in this report as well as the Calexico Unified School District CAPP CAHSEE project's proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04*.

Continue Productive Collaborations

We recommend that Calexico High School continue productive collaborations with the junior high schools' math departments, and with nearby Chula Vista and Mar Vista High Schools. Further, we recommend that the English/language arts departments of the high school and the two junior high schools reinvigorate their collaboration.

Encourage Academic Performance of Students Beyond the CAHSEE

We recommend that Calexico High School continue to encourage academic advancement of students beyond CAHSEE courses, including the A through G requirements. We also recommend that the school encourage the counseling office to develop the individual student learning plans originally proposed. Continued concentration on developing student learning plans will ensure students get assistance in areas they might need greater academic support. Developing student learning plans also will allow teachers and counselors the opportunity to help students stay on track to complete their A through G requirements from the time they enter high school.

CHULA VISTA AND MAR VISTA HIGH SCHOOLS

In this chapter we describe the progress made by the Chula Vista and Mar Vista Senior High School CAPP California High School Exit Examination (CAHSEE) Project during the 2003-04 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes in key staff, activities, and project objectives. We then provide an update on the progress made developing and implementing project services and activities. We close with an analysis of the progress, to date, at this site and some recommendations.

Description of the Project

The CAPP California High School Exit Examination (CAHSEE) project at this site involves Chula Vista High School (CVHS), Mar Vista High School (MVHS), and Chula Vista Middle School (CVMS). The schools are located in the Sweetwater Union High School District, near San Diego, California. They worked jointly with two post-secondary partners: San Diego State University (San Diego Math Project) and Southwestern Community College.

The Chula and Mar Vista High School CAPP CAHSEE partnership attempted to increase student performance primarily through the "Standards Mastery and Responsive Teaching" (SMART) goals. The partly-CAPP funded project aimed to help teachers document mastery of standards and measurable outcomes by aligning curricula, developing common assessments, and being responsive in their instruction as they develop and examine student work. This project included English/language arts and mathematics component and activities to promote student achievement in both areas. The project targeted all high school students at CVHS and MVHS and seventh and eighth grade students at CVMS.

In addition, the Sweetwater Union High School District (SUHSD) began implementing the *Compact for Success Program*, a guaranteed admissions program and educational reform partnership between San Diego State University and SUHSD in the 2004-05 school year. The 2006 deadline for passing the CAHSEE as a graduation requirement actually helped their Compact because it involved the first group of students who would be required to pass the CAHSEE to graduate from high school and would be going to San Diego State University.

In 2003-04, the CVHS and MVHS CAPP CAHSEE Project continued their successful collaboration with the math departments of Calexico High School, another CAPP CAHSEE

project. In addition, the math departments at Mar Vista High and Mar Vista Middle Schools began collaboration and developed a joint site plan. The plan outlined processes and activities that would take place at each site, including teacher participation in “pullout day” activities.

The project director –Katrine Czajkowski- who was previously the resource teacher and categorical coordinator at Chula Vista High School ended the year teaching English at Mar Vista High School.

Changes and Modifications Made During the 2003-04 Academic Year

In this section we provide information about changes and modifications made to the project during the past year. We include changes in three areas: (a) key staff; (b) activities; and (c) objectives.

Changes to Key Staff

In November 2003, CAPP Project Director Katrine Czajkowski left her position as Categorical Coordinator and full-time resource teacher at Chula Vista High School. Czajkowski left her position at CVHS to take a full-time teaching position at Mar Vista High School. While serving as the project director, she taught five English classes daily. Consequently, she had limited time to work on SMART projects or communication. Upon her departure from Chula Vista High School, Erin Brunner, English SMART site leader, assumed the Categorical Coordinator role and served as the CAPP Coordinator at Chula Vista High School.

Changes to Activities

Despite success and high receptivity of the Special Summer 2004 at Chula Vista Senior High School, they did not offer it this year. Instead, they used the funds to support a collaborative summer math curriculum development and data analysis institute for teachers at all partner sites.

Changes to Objectives

No changes were made to project objectives during the 2003-04 academic year.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the Chula Vista and Mar Vista Senior High Schools CAPP CAHSEE site. We open with a general description that includes obstacles faced and how they were addressed. We then present a table summarizing the extent to which activities were implemented (fully, somewhat, or not at all). This is followed by a discussion of the three goals of the CAPP CAHSEE projects and the extent to which goal attainment was supported by project activities.

Overview of the Year

In the past three years, the CAPP CAHSEE initiative provided seed money for creating formal partnerships between Chula Vista and Mar Vista Senior High Schools, as well as Chula Vista Middle School. Under the partly-CAPP funded SMART program, teachers at three schools collaborated in both English/language arts and mathematics. In addition to the continuing collaboration with Calexico High School, the math departments at Mar Vista Senior High and Middle Schools collaborated to develop a joint site plan in 2003-04. The plan outlined processes and activities that would occur at each site, including teacher participation in “pullout day” activities.

Math teachers at CVH published a scope and sequence document (including common syllabi for similar courses). They revised and implemented a common six-week assessment. In addition, instead of mandating students repeat a semester course they failed, CVH math teachers developed “grade recovery” programs to address gaps in student mastery of current math standards. Through their participation in WAC activities under the leadership of a full-time resource teacher, MVH math teachers also participated in similar activities. The math teachers administered benchmark tests across the different courses and devoted significant effort to designing instruments and scoring student work. All CVMS math teachers also administered and scored common assessments. The three CAPP CAHSEE sites at SUHSD attempted to integrate data analysis of these common assessments into ongoing professional development activities. In addition to aligning the math syllabi and assessment to the CAHSEE standards, they ensured that all students had access to rigorous standards-based instruction and teachers had high expectations that their students would succeed.

The CV and MVHS CAPP CAHSEE program developed sequential activities for students and teachers. Their activities were useful for students as they learn to read and for teachers as they teach expository text for English/English Language Development (ELD) of SMART. However, the emphasis was directed more toward teaching than assessment of student mastery.

The delay of the CAHSEE resulted in the postponement of the district wide *Compact for Success*. *Compact for Success* intended to prepare students to pass the CAHSEE and UC entrance exams. Although the summer portion of the program was not implemented at the end of the 2003-04 school year, the schools plan to offer the semester portion scheduled for the 2004-05 school year. The Compact also involved student enrollment in eighth grade algebra so they will have taken algebra by the end of ninth grade.

Unfortunately, SUHSD absorbed the remainder of the action research budget into their general funds, therefore, the CVHS and MVHS CAPP CAHSEE initiative would not be able to complete their action research project. Consequently, the project director is working on compiling data from teachers at the schools to develop a case study designed to describe how participation in a project like the CAPP CAHSEE initiative affects teacher's transformation into instructional leaders.

Finally, the partnership with WestEd's Office of Teacher Professional Development did not occur due to budget cuts that resulted in staffing reductions at WestEd. MVHS is no longer working with WAC because the project ended; but MVH staff praised the success and richness of the WAC experience.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the Chula Vista and Mar Vista High Schools CAPP CAHSEE project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2002-03). Table 3 provides a summary of the extent to which services and activities were accomplished. Following the table we assess the attainment of the CAPP CAHSEE goals.

Table 3*Service and activity implementation for Chula Vista and Mar Vista High Schools CAPP CAHSEE project*

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
Curriculum writing and alignment efforts.	✓		
Development of common assessments and data analysis for improved instruction.		✓	
Grade recovery and intervention program development and implementation.		✓	
Site-designed professional development for teachers.	✓		
Enrichment opportunities for students.		✓	
Assessment Seminars.	✓		
Tutorial programs.	✓		
Partnership with WestEd Office of Teacher Professional Development.			✓
Project dissemination through presentations/visits.	✓		

Goal one: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade.

To prepare students in both high schools to pass the CAHSEE at the end of tenth grade, the partnership engaged in curriculum alignment, development of common assessments, data analysis, and site-designed professional development for teachers.

In 2003, math teachers from CVHS, CVMS, MVHS, and San Diego State University met at the end of August for a week-long institute. They spent the week addressing the California Standards Test, CAHSEE scores, the SUHSD *model lesson plan*, and a variety of other topics. English teachers from CVMS and CVHS met for two weeks in summer 2003 to develop lesson sequences and to consider development of common assessments. The SMART site leaders designed and led both events. A significant portion of the SMART/CAPP fund was used to pay teachers' hourly wage for attendance.

Additionally, MVHS math and English teachers participated in four pullout days per department. Their activities focused on the CAHSEE (including responding to a sample prompt and reviewing multiple-choice questions). The first CVHS math pullout day emphasized the SMART goals (analysis of end-of-course, six-week, and MDTP exam results). The site administrators directed the remaining opportunities for teachers to meet. However, the diversion of substitutes for five participating math teachers to other departments required them to return to the site during at least one of the scheduled events.

The English/language arts CAHSEE pass rate for tenth graders at CVHS increased from 43 percent in 2002 to 75 percent in 2003 and 73 percent in 2004. Their mathematics CAHSEE pass rate for tenth graders was 28 percent in 2002, 50 percent in 2003, and 71 percent in 2004.

The same upward trend was seen in the CAHSEE pass rate for tenth graders at MVHS. The English/language arts pass rate was 38 percent in 2002, then 66 percent in 2003, and finally 69 percent in 2004. The mathematics pass rate was 21 percent in 2002, 50 percent in 2003, and 73 percent in 2004.

Goal two: To ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

To attain goal two, the CVHS and MVHS CAPP CAHSEE initiative developed and implemented the grade recovery and intervention program, as well as tutorial programs. Consequently, both schools implemented six-week "grade recovery" tests for algebra and geometry. CVHS also offered a program for intermediate algebra in 2003-04. The numbers of

participating students at CVHS was much higher than at MVHS, which provided the structure and initial materials and tools to CVHS. No similar programs for English were implemented at any site.

The administration at CVHS took over the Homework Center at the school in the middle of the 2003-04 school year. This resulted in restricted access to the center. Using extended day funds, CVMS also provided students with access to their math and English teachers. CVHS provided study sessions for end-of-course exams for the first semester in 2003-04.

CAHSEE pass rate data only are available for eleventh graders in 2003. There were no CAHSEE data for twelfth grade students from 2002 through 2004. At CVHS, 36 percent of eleventh graders passed the English/language arts and 20 percent passed the mathematics portions of the CAHSEE. In comparison, 23 percent of eleventh graders passed the English/language arts CAHSEE and 22 percent of eleventh graders passed the mathematics portion at MVHS.

Goal three: Students who pass the CAHSEE complete coursework leading to college.

Chula and Mar Vista High Schools provided enrichment opportunities through their Special Summer program. In 2002, they offered algebra 1-2 (1 section), geometry 1-2 (2 sections), intermediate algebra (1 section), math analysis (1 section), biology (1 section), and chemistry (1 section). Students who participated in Special Summer 2002 and 2003 continued to excel in subsequent courses. Much to the disappointment of students and teachers, they did not offer the program this summer due to retraction of the principal support at CVHS. Competition for these classes was intense and more than twice as many students were served in Summer 2003 than in 2002. Parents expressed strong support for the efforts that focused on success instead of remediation. The project director attributed significant parent involvement to increased numbers of English Learners enrolled in AP courses and who took college courses over the summer.

The longitudinal data on A through G course completion indicate a slight decrease from 2001 to 2003 (Table 4).

Table 4

Longitudinal data on A through G completion at Chula Vista High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	556	148	27%
2002	496	149	30%
2001	511	168	33%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at <http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

Overall, in 2003, Chula Vista High School students performed better on A through G English courses (78%) than in math (57% passing). CVHS offered four English preparatory courses in spring 2003. Of those, students performed lowest in English 9 (60%) and best in English 12 (87%). Most students performed well in English honors, with the pass rate ranging from 83 percent to 94 percent. CVHS offered seven math classes ranging from Algebra to AP Statistics. Students had the most difficulty passing Algebra 1 (43% passing), followed by Intermediate Algebra (58%), and Math Analysis (62%).

Longitudinal data on A through G completion at Mar Vista High School showed a slight upward trend from 2001 to 2003 (Table 5).

Table 5

Longitudinal data on A through G completion at Mar Vista High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	473	127	27%
2002	492	111	23%
2001	389	99	25%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at <http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

Student performance on the A through G courses tended to be better in A through G English courses (74%) than in math (59 percent). The students performed the lowest on English 9 (61%) and better on English 12 (75%). Eighty-nine percent of students passed with C or better in English Honors and AP English classes. As at CVHS, students performed most poorly in Algebra 1 where only 36 percent passed with a C or better, followed by Geometry (60%). Students in AP Calculus did the best in which 100 percent passed with a C or better.

Recommendations

In this section we provide recommendations for the coming year. These recommendations are based on the information in this report as well as the Chula Vista and Mar Vista High Schools CAPP CAHSEE project's proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04*.

Continue with successful collaboration

The collaboration efforts have been so successful that their best practices are implemented districtwide and in other CAPP CAHSEE schools. In the coming year, the CVHS and MVHS CAPP CAHSEE initiative will target their collaborative efforts to examine classroom impact by

observing classroom teaching and learning. The classroom observations will be videotaped to allow a more in-depth examination of what actually happens in the classroom. The team will develop classroom observation protocols that will be used to guide the observation and post-observation conversation. We suggest the use of coaching protocols (modeled by Marilyn Tabor and/or Amy Duncan) to guide these post-observation conversations so that observed teachers serve as the source of information on the effectiveness or ineffectiveness of their lessons while watching the videotaped lessons.

Extend the collaboration across sites to include elementary schools

High schools in high school districts should develop a relationship with elementary and middle feeder schools. Although the middle and high schools are collaborating, the impact of their strong collaboration could be further strengthened when elementary school teachers are included in the collaboration. This would enable backward mapping of the standards to extend to the elementary school so that students entering each level have mastered the standards from the previous educational level.

FARMERSVILLE UNIFIED SCHOOL DISTRICT

In this chapter we describe the progress made by the Farmersville Unified School District during the 2003-04 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes in key staff, activities, and project objectives. We then provide an update on the progress made developing and implementing project services and activities. We close with an analysis of the progress, to date, at this site and some recommendations.

Description of the Project

The Farmersville Unified School District CAPP CAHSEE collaboration includes Farmersville High School (FHS) and Farmersville Junior High School (FJHS). In the last year the collaborative made progress toward reaching the goals established in the original proposal. Both schools continued vertical teaming efforts to bridge curricula between the high school and the junior high school. In addition to vertical teaming, the schools emphasized discussions about standards-based curriculum. They also implemented new programs to help students prepare for college.

Farmersville High School, the focal point of most grant activities, had approximately 569 students in the 2003-04 school year. Over 86 percent of the student population were Latino, while White students accounted for approximately 12 percent of the student population. Nearly 34 percent of the students attending the school were English Language Learners (ELL). According to California Department of Education statistics, over 78 percent of students enrolled in the school qualified for free or reduced lunch.

The town of Farmersville is on the outskirts of Visalia in Central California's Tulare County. Agriculture is an important part of the economy in the area and the town has a rather large migrant population.

Changes and Modifications Made During the 2003-04 Academic Year

In this section we provide information about changes and modifications made to the project during the past year. We include changes in three areas: (a) key staff; (b) activities; and (c) objectives.

Changes to Key Staff

There were a number of key staff changes in Farmersville that may affect the outcome of recent school reforms supported by CAPP CAHSEE. The principal of the high school, who also served as the CAPP project director, transferred to a new elementary school. The newly elected school board dismissed both the superintendent and assistant superintendent. Over the summer the board hired a new superintendent, but his employment lasted only eight days when the board also dismissed him. Later in the summer of 2004, two board members were recalled in an election and replaced. Two more board members, including the board president, face a recall in November, 2004.

Changes to Activities

Most of the changes in activities in 2003-04 were the result of staff and district budget changes. Growth at the high school of approximately 50 students also caused some changes in project activities.

Despite staffing changes, the Freshman Academy continued in 2003-04. The high school also opened its Sophomore Academy to help students prepare for the CAHSEE.

The ELL Academy added a third level for newcomers. Although the academy experienced some staffing changes, improvements this year included staff development in High Point and the acquisition of materials and software. The Academy teachers also met with WestEd and the county office of education to fine-tune the program. Much of the Academy's work focused on better identifying students who should enroll in the ELL Academy. It now uses the High Point diagnostic tests to identify those students. Although the school used the CELDT test scores, the staff doubted the accuracy of this test. In the past, the results from the CELDT were often too late to help determine student placement.

The high school changed the focus of their CADRE classes so they better reflected the academic orientation of the school. The CADRE intervention activities emphasized math intervention, Accelerated Reading, and test prep. These intense interventions were in keeping with the increased emphasis on academic performance at the school.

In 2003-04, the high school focused much of its reform efforts on A through G requirements. According to a WestEd report, the high school students' pass rate in English was generally high. In contrast student pass rates were much lower in math. As a result the school changed its math sequence. The school began math interventions to help the students pass Algebra 1A and 1B. High school faculty believed this would ensure students would finish the A through G requirements. Although math often operates as a gatekeeper for minority students,

Latino students generally did better than non-Latino students in upper division math courses, including passing math analysis and calculus at a high rate. The project used some CAPP funding to purchase Kaplan materials for the SAT preparation and CAHSEE test preparation.

Changes to Objectives

No changes were made to project objectives during the 2003-04 academic year.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the Farmersville Unified School District CAPP CAHSEE site. We open with a general description that includes obstacles faced and how they were addressed. We then present a table summarizing the extent to which activities were implemented (fully, somewhat, or not at all). This is followed by a discussion of the three goals of the CAPP CAHSEE projects and the extent to which goal attainment was supported by project activities.

Overview of the Year

The Farmersville collaborative continued to make great progress towards continuing reform efforts in their schools. Particularly impressive is the relationship that the junior high school and the high school developed over the three years of the grant. Both schools had strong leaders who provided support to their staff and the educational reforms introduced. The recent shuffling of administrative staff, including the high school principal who also served as the project director, likely will affect the future of the project.

Nevertheless, the schools continued their vertical teaming efforts across the two school sites. The high school also continued to concentrate on aligning curricula to state standards. Both schools continued to implement test preparatory academies to help students improve test-taking strategies for the CAHSEE and other required standardized tests.

Both sites continued to prepare students and parents for college. Programs such as AVID were actively promoted on both campuses and both schools engaged in student and parent outreach with impressive results. Teachers and administrators reported overhearing more students talking about college than in previous years. The high school hopes to continue expanding its A through G offerings and AP courses over the coming years.

Site visit data indicated that teachers and administrators remained committed to the reforms promoted and funded by the CAPP CAHSEE grant, but with the current instability in the district

many feared that reforms may be ignored in light of greater political realities currently playing out in the district.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the Farmersville Unified School District CAPP CAHSEE project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2002-03). Table 6 provides a summary of the extent to which services and activities were accomplished. Following the table we assess the attainment of the CAPP CAHSEE goals.

Table 6*Service and activity implementation for Farmersville Unified School District CAPP CAHSEE project*

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
Formation of vertical and lateral teams in English/language arts and math to align high school and junior high curricula to the state standards by May 2003.	✓		
Align math and language arts standards.	✓		
Teachers will be offered training in Advancement Via Individual Determination (AVID), CPM, Advance Placement (AP), and vertical teaming. All teachers will have their Cross-cultural, Language and Academic Development certificate (CLAD) by 2004.		✓	
All students in the JHS and HS will be taught AVID learning strategies.		✓	
Parents will be invited to ten workshops each year that will provide information on <i>Parenting Successful Students</i> .	✓		
Students who fail the CAHSEE will take remediation courses throughout the year or in the summer.	✓		

Goal one: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade.

A critical focus of the CAPP CAHSEE reforms in the Farmersville collaborative was the alignment of academic standards. To do this, the high school and junior high school began vertically teaming across different academic subjects. Vertical teaming ensured that student knowledge builds from one year to the next because teachers use consistent curricula and vocabulary. This ensures that students are not merely prepared for the CAHSEE, but are also taught state standards.

Farmersville Junior High School and High School continued to make great strides in their efforts to align curricula within and between the two schools. The science department continued to move forward with their work aligning curricula. In the last year the schools' math and the English departments made great efforts to work more closely. In the past some friction existed between the English departments of the two schools, but that appeared to have diminished and a new spirit of collaboration took hold. This increased collaboration also facilitated the alignment of math and English curricula to state standards at both schools. Teachers used student work to determine whether they were meeting state standards in content areas.

Results from the last two years of CAHSEE test administration indicate the reforms have had the desired effect. Data from the 2004 administration of the test shows that 81 of 122 tenth grade students who took the math portion of the exam passed (66%). This rate is much higher than that of 2003 when only 23 percent of the 141 tenth graders who took the exam passed the math portion. Although the upward shift is not as dramatic, the number of students who passed the English/language arts portion of the exam rose from 58 percent in 2003 to 66 percent in 2004.

Goal two: To ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

Farmersville High School designed CAHSEE courses to help students who failed to pass the exam receive the necessary interventions. Due to the delay of the exam, the school did not offer CAHSEE courses in 2003-04. The high school and the junior high school used this time to focus on standards in classes and on test-taking strategies for the ninth and tenth graders. The two schools used vertical teaming time to discuss how they would share teaching the CAHSEE standards and the district adopted Kaplan test taking strategies. The high school continued with a

more targeted intervention strategy during its CADRE period along with test preparation. The high school also continued to use Focus on Achievement with great success.

Data on eleventh grade students who took the English/language arts portion of the CAHSEE in 2003 show 26 percent of the 99 students who took the exam passed. Eighteen percent of the 199 eleventh grade students who took the mathematics portion of the exam passed.

Goal three: Students who pass the CAHSEE complete coursework leading to college.

A through G data, disaggregated by ethnicity, show that Latino students passing college preparatory English courses with a C or better did so at a rate comparable or higher than Caucasian students in 2002-03. The proportion of Caucasian students passing English 10P was 18 percentage points higher (91%) than their Latino peers (73%). Caucasians also passed with a C or better at a higher rate in English 12P (93%) than Latinos (87%). However, although the number of students was low for both groups, Latino students passed 11th grade honors English at a higher rate (50%) than that of Caucasians (0%). Latinos also passed English 12P at a higher rate (96%) than Caucasian students (89%).

2003 disaggregated data indicate that Caucasian and Latino students generally performed poorly in college preparation math courses, particularly in algebra 1B and geometry. For example, no Caucasian students passed algebra 1B with a C or better, while only 23 of the 87 Latino students (26%) did. Latino students did better in upper division college math preparatory courses, passing math analysis and calculus at a higher rate (77% and 100% respectively).

Longitudinal data for the last three years do not show a clear trend for Farmersville High School students completing the A through G requirements (Table 7). Although the proportion of graduates completing the A through G requirements in 2002 (21%) was much higher than in 2001 (13%), that percentage dropped in 2003 (16%).

Table 7
Longitudinal data for completion of A through G requirements at Farmersville High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	92	15	16%
2002	90	19	21%
2001	78	10	13%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at
<<http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>>

Although there were no consistent trends in the proportion of students completing A through G requirements, Farmersville made great strides preparing students for college in other ways. The junior high school held a number of college preparatory programs for students and

their parents. For example, both schools continued to aggressively implement the AVID program, which now spans grades six through twelve. The high school is now a fully accredited AVID school. At this time, only a few teachers have not completed their CLAD training.

Programs at both schools concentrated much of their efforts preparing parents and students for college. Turnout for the college preparation programs was impressive. The junior high school and the high school continued to actively work to involve parents in the college preparation process and make them aware of the CAHSEE. Both schools conducted workshops in Spanish and English, and the junior high school now has a very successful college outreach program to Spanish speaking parents. Likewise, the high school continued to actively reach out to students through its new college counseling center, staffed by a full-time college counselor who is partially funded by CAPP.

Recommendations

In this section we provide recommendations for the coming year. These recommendations are based on the information in this report as well as the Farmersville Unified School CAPP CAHSEE project's proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04*.

Stabilize the District Administrative Structure

Perhaps the greatest need in the Farmersville School District is stability. The recent upheaval in the district will undoubtedly affect the faculty, administration, and students of the district. The change in leadership at the high school will have the greatest impact since the principal, who was also the project director for the CAPP CAHSEE project, was the driving force behind many of the reforms that took place at the high school. If the new high school principal does not support current reform efforts and the faculty implementing them, the project is in danger of not fully implementing reforms introduced by CAPP CAHSEE.

Re-introduce CAHSEE Courses

We recommend that Farmersville re-introduce, when necessary, the various intervention strategies introduced during the last three years of CAPP funding, including CAHSEE courses. The high school's CAHSEE intervention courses were of great value to students who had not previously been successful on the test.

Continue to Emphasize College Preparation and College Choice

We recommend that the schools continue their emphasis on college preparation and college choice. The opening of the college counseling center at the high school and the early outreach programs at the junior high school undoubtedly will reap substantial results in the coming years. In conjunction with the implementation of programs such as AVID, this will have a great effect on the number of students thinking about, prepared for, and actually attending college.

HOOPA VALLEY HIGH SCHOOL

In this chapter we describe the progress made by the Hoopa Valley High School CAPP CAHSEE project during the 2003-04 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes in key staff, activities, and project objectives. We then provide an update on the progress made developing and implementing project services and activities. We close with an analysis of the progress to date at this site and some recommendations.

Description of the Project

The Hoopa Valley High School CAPP CAHSEE project is a partnership among schools in the Klamath-Trinity Joint Unified School District (KTJUSD). The schools involved are: Hoopa Valley High School (HVHS), Captain John Continuation School (CJCS), Hoopa Valley Elementary School (HVES), Trinity Valley Elementary School (TVES), Jack Norton Elementary School (JNES), and Orleans Elementary School (OES). The four elementary schools serve the kindergarten through eighth grade student population. The district office and three of the schools in the partnership are within blocks of each other on the Hoopa Indian Reservation. The remaining three schools are further removed along the Klamath and Trinity River Valley basin towns. The primary higher education partner, Humboldt State University (HSU), is approximately 60 miles west of the Hoopa valley.

Changes and Modifications Made During the 2003-04 Academic Year

In this section we provide information about changes and modifications made to the project during the past year. We include changes in three areas: (a) key staff; (b) activities; and (c) objectives.

Changes to Key Staff

In 2003-04, the CAPP CAHSEE project at Hoopa Valley High School (HVHS) lost the Lead Teacher Advocate (LTA) from Trinity Valley Elementary School (TVES) and was not able to replace him. In addition, at the end of the school year, the district reassigned Ella Dobrec, principal at Hoopa High and the project's co-director, to TVES. Dobrec will no longer serve as

co-director of the CAPP CAHSEE project. However, she will continue to be involved with the grant as the representative from this feeder school on the CAPP leadership team. Jack Crippen, the new principal at HVHS, will co-direct the project along with Dr. Cathleen Rafferty from HSU.

Changes to Activities

According to the project directors, there were “few changes if any” to the planned activities in the 2003-04 academic year.

Changes to Objectives

No changes were made to project objectives during the 2003-04 academic year.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the Hoopa Valley High School CAPP CAHSEE site. We open with a general description that includes obstacles faced and how they were addressed. We then present a table summarizing the extent to which activities were implemented (fully, somewhat, or not at all). This is followed by a discussion of the three goals of the CAPP CAHSEE projects and the extent to which goal attainment was supported by project activities.

Overview of the Year

Hoopa Valley High School (HVHS) successfully implemented the majority of the CAPP CAHSEE activities planned for 2003-04. Project leadership at HVHS was consistent over the three years of the CAPP grant. The project directors worked collaboratively with the Lead Teacher Advocates (LTAs) representing the high school and feeder schools in the partnership.

However, the CAPP leadership team continued to face the challenge of clarifying roles and responsibilities of its members. Interviewed staff indicated that the efforts should be more collaborative and not as hierarchical. The leadership team assigned the bulk of the responsibilities to the LTAs at the high school. An interviewed teacher suggested that the project directors should inform team members of responsibilities that must be fulfilled to earn the full stipend early in the academic year.

In 2004-05, the new principal at HVHS will take over as co-director of the grant. As the new director, he will play a critical role overseeing the implementation of activities at the high

school and feeder schools. Another new development is the addition of a new CAPP-funded activity, the Instructional Leadership Initiative (ILI) formerly housed at WestEd. Participating teachers had positive feedback about the work led by Trudy Schoneman and Alice Kawazoe.

Project Services and Activities

In this section we describe the progress made for each of the services and activities the Hoopa Valley High School CAPP CAHSEE project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2002-03). Table 8 provides a summary of the extent to which services and activities were accomplished. Following the table we assess the attainment of the CAPP CAHSEE goals.

Table 8*Service and activity implementation for Hoopa Valley High School CAPP CAHSEE project*

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
LTAs work with other math and English colleagues regarding CAHSEE standards and curriculum articulation.		✓	
Tutoring Network.	✓		
Continue offering accelerated coursework for junior high students.	✓		
Offer more advanced/upper division math courses at HVHS.	✓		
Increase student visitations to colleges and universities.	✓		
Increase community involvement in student leadership activities and continue CAHSEE remediation coursework.	✓		
Increased focus on content area literacy (reading/writing).	✓		
Promote strong collaborative relationships between the community and school district.		✓	
Projects designed to involve students in the community.	✓		
Create stronger ties to Captain John High School and all feeder schools.		✓	
Site visits to high performing schools.			✓

Goal one: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade.

Math and English teachers in the Klamath-Trinity district continued aligning curricula and assessments to the California state standards. The LTAs, who are members of the CAPP leadership team, led in these efforts at their school sites and participated in districtwide groups and committees.

The district math team also worked on aligning the Algebra I curriculum to the California State standards. This group also reformatted the district performance assessments (DPAs) according to the state standards, STAR test, and CAHSEE. Furthermore, the district purchased and implemented Accelerated Math. This supplemental program provided instant feedback to teachers regarding the areas in which students were weak and the type of support students needed. The project used the newly acquired *STAR Math Software*, which tests basic skills and provides a percentile ranking, to place students in *Accelerated Math*. At the junior high level, Hoopa Elementary School provided two math laboratories for students scoring far below basic and below basic on the STAR test. These labs were designed primarily to reinforce basic skills and conceptual understanding.

In English/language arts, the teachers developed assessments, refined grading instruments, and participated in professional development. The English/language arts team developed standards-based periodic mastery assessments called *School Wide Writes* for the junior high and high school. According to the 2003-04 Workbook, these assessments focused on the “writing genres most used by the CAHSEE.” During professional development sessions, fourth through eighth grade English/language arts teachers reviewed the generic six-point rubric to establish a single rubric per grade level. English/language arts teachers have also attended in-services on analysis of standardized test scores and diagnostic testing, backward mapping lesson planning; Reading in the Content Area (RCA); and developing a systematic spiraling approach. According to the 2003-04 Workbook, teachers began working with Trudy Schoneman and Alice Kawazoe to articulate a unified, systematic approach focused on teaching comprehension and analysis of literature across English/language arts and math.

HVHS implemented other instructional changes in English/language arts. The district acquired materials and resources that focus on the “power standards” (from the California Content Standards for English 1.0 Writing Strategies), such as standards-aligned textbooks, novels, and dictionaries. The district also mandated two class periods of English/language arts for HVHS students who scored at or below the 30th percentile. Students in this category take two English/language arts classes by forfeiting an elective course. Another recent initiative is the

Reading Institute for Academic Progress (RIAP), which focused on assisting teachers to improve students' academic literacy (reading, writing, listening, speaking, thinking) skills to better prepare them for success in college. This CSU funded project, coordinated by Dr. Cathleen Rafferty, involved teachers from both Hoopa Valley High and Captain John Continuation Schools.

In 2004, the CAHSEE math results for tenth graders at Hoopa Valley High School improved. Seventy percent of tenth graders who took the exam passed the math portion in 2004 in comparison to 44 percent in 2002 and 50 percent in 2003. In English/language arts, there was an improvement from 2002 to 2003, followed by a slight decrease in the passage rate from 2003 to 2004. Forty-three percent of students who took the English/language arts portion passed in 2002, 83 percent passed in 2003, and 70 percent passed in 2004.

Goal two: To ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

In 2003-04, HVHS provided tutorial services and a CAHSEE math support course to assist students in passing the CAHSEE. Both activities were a continuation of the previous year. An average of 142 students attended tutoring each month. This tended to increase immediately prior to the end of a grading period and during eligibility for athletics. *The Tutoring Network* monitored the tutoring at HVHS, which high school counselor facilitated and included representatives from six partner organizations. As stated in the 2003-04 Workbook, "the objective of the Network is to improve services and enhance communication." The CAHSEE math course originally was designed to provide added support to eleventh and twelfth grade students who had not passed the CAHSEE. However, because of the state department's decision to delay the CAHSEE as a requirement, many students dropped the course. Despite low enrollment, HVHS maintained three sections of the math course because ninth and tenth graders also were taking the course. The project enrolled ninth and tenth graders in the math support class to prevent them from failing the CAHSEE. HVHS staff determined a student's potential for not passing based on their low scores on a mock CAHSEE administered to ninth graders in spring 2003. Staff asserted that the ninth and tenth graders who remained in these sections benefited from the more individualized attention.

The 2003 CAHSEE results (obtained from the CDE website) indicated that the passing rate for eleventh grade students was 29 percent in math and 69 percent in English/language arts. There was no data on passing rate for eleventh graders for 2002 and 2004. There were no passage rate data for twelfth grade students posted for 2002 though 2004.

Goal three: Students who pass the CAHSEE complete coursework leading to college.

In 2003-04, Hoopa Valley High School continued to offer a number of opportunities to increase college attendance among students. HVHS provided the opportunity for course acceleration to seventh and eighth grade students by working collaboratively with Hoopa Elementary. Additionally, HVHS continued to make progress in its effort to offer more advanced math and English coursework. The AVID program was another avenue by which students received information about college. Furthermore, many students became familiar with college campuses and college life through the presence of recruiters and visits to these campuses.

Since Year One of the CAPP grant, Hoopa Middle School students had the opportunity to accelerate their coursework by enrolling in math and English/language arts courses at Hoopa High. The purpose of this activity was to get students into the more advanced courses early enough so they met or exceeded college preparation requirements. According to the project directors, "If students were not starting early (i.e., eighth grade) then they would not have enough advance preparation to take Calculus until college." Currently two eighth grade students are enrolled in geometry. The high school's long term goal is to have ninth graders in Geometry, tenth graders in Algebra II, eleventh graders in Pre-calculus, and twelfth graders in Calculus. HVHS also plans to offer Advanced English in conjunction with the College of the Redwoods, which is adjacent to the high school.

HVHS staff expected that enabling junior high level students to enroll in high school level coursework would support increases in the number of upper division math courses offered. For the first time in over six years, HVHS offered AP Calculus AB, which utilizes the curriculum from UCCP online courses with the APEX learning system. Currently, only three students are enrolled in the course. The former Trigonometry class was upgraded and titled Pre-Calculus with Trigonometry. The decision to make these modifications was based on the expectation that more students would take Calculus in the next few years as well as the need to provide students with challenges and more rigorous preparation for college.

HVHS offered an AVID course to all ninth graders. The AVID teacher distributed a formal information letter to all parents of eighth grade students during the second semester prior to ninth grade high school registration. After the letter, the teacher visited the feeder school communities to recruit parents and students. The students and their parents completed a contract that identified terms, conditions, and goals for participation. In 2004-05, HVHS added a second AVID class with the long-term goal of offering AVID throughout the four years. In June 2004, additional AVID training was provided to teachers in Sacramento.

HVHS also increased student preparation for, and awareness of, college by facilitating student participation in college entrance exams, hosting college recruiters, and providing visits to

various campuses. For the past two years Hoopa High transported students to Eureka High School to take the SAT exam. In 2003-4, the counseling department took two groups of students, one in the fall and a second in the spring. Additionally, the counseling department at Hoopa Valley High School hosted “College and Career Day,” which had representatives from 44 agencies this spring. Over 200 students attended the event. On six separate occasions, Hoopa students also had the opportunity to visit the following college campuses: Humboldt State University, College of the Redwoods, and Stanford University. For example, 32 students visited HSU for American Indian College Motivation Day in November 2003.

Table 9 shows a decrease of 10 percent in the number of students enrolled in A through G courses from 30 percent in 2001 to 20 percent in 2002 and 2003.

Table 9

Longitudinal data on A through G completion at Hoopa Valley High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	61	12	20%
2002	61	12	20%
2001	63	19	30%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at <http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

Recommendations

In this section we provide recommendations for the coming year. These recommendations are based on the information in this report as well as the Hoopa Valley High School CAPP CAHSEE project’s proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04*.

Conduct needs assessment of tutorial services

In addition to conducting a survey of students assessing their attitudes toward the Learning Center, the Hoopa Valley High School CAPP CAHSEE Initiative needs to conduct a needs assessment of its tutorial services. It would also be helpful to interview a small group of students to obtain more in-depth information and to gain their perspective. The San Lorenzo High School CAPP CAHSEE project would be a good example of an effort to incorporate student perspectives to enhance tutorial services. WestEd suggests that in addition to surveying students who use the services, Hoopa Valley High School might consider surveying students who do not use tutoring to better understand the rationale for non-participation in the tutoring program and to determine the needs of these non-participating students.

Continue collaboration with Captain John Continuation School

The Hoopa Valley High School CAPP CAHSEE project made some progress in its collaboration with Captain John Continuation High School. The counselor from HVHS periodically visited the continuation school to discuss issues such as articulation and transfer credits. Additionally, a teacher from Captain John participated in the RIAP literacy initiative coordinated by Dr. Rafferty. The project directors should continue these efforts to involve staff from Captain John because of the number of students who transfer back and forth between the two high school campuses.

Clarifying roles and responsibilities of the CAPP Leadership Team.

In 2001, the WestEd evaluation report suggested that the CAPP CAHSEE leadership team at HVHS clarify their roles and responsibilities. Issues surrounding roles and responsibilities resurfaced in year three of implementation. We recommend that the co-directors, lead teacher advocates, and superintendent revisit this issue to create a formal written document defining the role of a lead teacher advocate and specifically indicate the responsibilities of each member.

Conduct a cross-site visit.

For the past two academic years, the CAPP CAHSEE Leadership Team at HVHS planned to conduct a cross-site visit to other schools in California. In year two, HVHS teachers planned to visit San Lorenzo High School and McClymonds. In year three, HVHS planned to visit Anderson Valley High School and Winters High School. Yet due to scheduling and time constraints, these cross-site visits did not occur. We recommend that the Hoopa Valley High School CAPP CAHSEE leadership team conduct a cross-site visit in year four of CAPP implementation.

JORDAN FRESHMAN ACADEMY

In this chapter we describe the progress made by the Jordan Freshman Academy CAPP California High School Exit Exam (CAHSEE) project during the 2003-04 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes in key staff, activities, and project objectives. We then provide an update on the progress made developing and implementing project services and activities. We close with an analysis of the progress, to date, at this site and some recommendations.

Description of the Project

The Jordan Freshman Academy CAPP California High School Exit Exam project involves Jordan Freshman Academy (JFA) and their main feeder school, Lindbergh Middle School (LMS), both of which are a part of the Long Beach Unified School District (LBUSD). The post-secondary partner for the collaborative is California State University, Long Beach. JFA is a unique case among the CAPP CAHSEE projects. It houses ninth graders on a separate campus from the tenth to twelfth graders. The project currently focuses on ninth graders at the Freshman Academy and all activities this past year addressed ninth graders and middle school students at LMS. Students at JFA receive a double dose of English—one English class and one reading class. For the first time since the CAPP funding, all Jordan High School students have gone through JFA. This provides an opportunity to determine the longitudinal impact of JFA on student outcomes in the coming years.

The coaching component was still strong at both sites. Coaches at both schools were experienced and teachers found meetings with them productive and useful for their own classroom needs. However, although the coaches at both sites communicate, the teachers at Jordan Freshman Academy said that they have not been in communication with LMS teachers.

According to the March 2004 Long Beach Unified School District (LBUSD) School Bulletin, LMS took top honors in the first annual Student Achievement Growth (SAGA) awards by achieving the most academic growth of any school in LBUSD. It made a gain of 73 points over the 2001-2002 Academic Performance Index (API). The API for African American students increased by 89 points. The school has moved its API from the 400s to 600s in four years. In

addition, LMS rated a top 10 on a scale of 1 to 10 among statewide schools with high percentage of students (eight out of ten) on free and reduced priced lunch.

For the past two years, the Academic Performance Index of Jordan High School has improved when it met its growth targets for the whole school and the student subgroups. In 2004, Jordan High School exceeded its growth target of 14 points when its API increased from 528 in 2003 to 559 in 2004 (an increase of 31 points).

Changes and Modifications Made During the 2003-04 Academic Year

In this section we provide information about changes and modifications made to the project during the past year. We include changes in three areas: (a) key staff; (b) activities; and (c) objectives.

Changes to Key Staff

Ron Yearwood is now the Literacy CAPP coach at LMS. The Project Director will be on maternity leave for part of the coming school year. Sheila Tolan, the new Principal at JFA, will be assuming some of the Project Director's role and responsibilities at the school.

Changes to Activities

In the past two years of CAPP funding, the Jordan Freshman Academy CAPP CAHSEE Program focused on writing. In summer 2004, they sent a team of teachers to a reading workshop at CSULB so they could assist their students to increase their proficiency in all content areas and writing genres.

In addition, after two years of CAPP, the Jordan Freshman Academy CAPP CAHSEE project found that its after-school tutoring program was not adequate. They had not been able to promote the tutoring program and could not successfully recruit students who needed the most help. Consequently, they decided no longer to provide after-school tutoring because it was not worth the monetary investment to tutor the few students who participated.

As they continued math vertical teaming to align middle school and high school standards with CAPP funds, they will now include elementary teachers to strengthen their efforts. They plan to meet quarterly to discuss matriculation from elementary to middle and middle to high school. They also continued course development, continuing to find innovative ways to approach algebra. In 2003-04, the JFA CAPP CAHSEE program began using funds from other grants to help in the transition after the CAPP funding ends.

During the next year, the JFA CAPP CAHSEE program will extend the grant activities to the tenth grade to continue supporting students in their tenth grade math classes and CAHSEE preparation outside of the school day. By doing this, they would be able to see if their work in the ninth grade was successful for the students.

Changes to Objectives

No changes were made to project objectives during the 2003-04 academic year.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the Jordan Freshman Academy CAPP CAHSEE site. We open with a general description that includes obstacles faced and how they were addressed. We then present a table summarizing the extent to which activities were implemented (fully, somewhat, or not at all). This is followed by a discussion of the three goals of the CAPP CAHSEE projects and the extent to which goal attainment was supported by project activities.

Overview of the Year

The Project Director started as the initiator of communications during the first year of the grant. During the first year of the grant, she introduced the process of articulation. Teachers spent the summer in cross-site joint planning that enabled them and the principals to get to know each other. During the second year, there was teaming within and between the sites. In the third year of the grant, the project director lessened her direct involvement and relied on CAPP coaches to structure and organize program efforts. It was intended for the teachers and principals to build their capacity to take over the project as the Project Director's responsibilities at the district now included replicating what was done at JFA at the other high schools in the district. However, in an attempt to continue the momentum from years one and two, the decreased presence of the Project Director impacted implementation of the CAPP grant activities during 2003-04. The new principal at JFA will assume more responsibilities in the CAPP CAHSEE program in 2004-05 while the Project Director is away.

Although the math coaches and Project Director reported that JFA and middle schools communicated quite frequently in 2003-04, the same level of communication did not occur in English/language arts (ELA). The ELA teachers did not appear to be involved in dialogue with the middle school and none reported consistent and ongoing cross-site communication in 2003-04. Most ELA teachers reported higher levels of communication in the first year of the project

than in the past two years. The most common reason was time constraints. For example, although the teachers at both sites had vertical team training through the College Board and saw the benefit and purpose of vertical teaming, there were timing conflicts. Vertical teaming is time-consuming and scheduling conflicts arose when teachers did not have time to lead the effort. Although the Algebra course team leader attempted to lead the effort and schedule meetings, the ELA teachers did not exert the same amount of effort.

Consequently, the math coaches developed stronger relationship than English/language arts coaches. The math coaches developed the scope and sequencing, as well as pacing, guide used at both sites. These activities were accomplished although communication was not as frequent as teachers and coaches preferred. The math meetings were scheduled to occur monthly, but the department met only three times in 2003-04. In addition, only a few math teachers at LMS participated in collaborative meetings. Building upon their prior work with WAC to plan standards-based units for algebra, LMS and JFA math teachers developed common scoring guides for their common assessments this year.

In 2003-04, LMS applied for and received nearly \$1 million from the Federal Gear-Up Grant and State High Priority Grant, resulting in a shift in their priorities. Additionally, the LMS principal replaced the previous English coach, which meant that some CAHSEE program efforts might not have been as well implemented as in the previous years. In an interview, the new English coach seemed uncertain of the CAPP CAHSEE program efforts or what supporting the program meant (despite conversations with the Project Director).

In 2003-04, the Jordan Freshman Academy CAPP CAHSEE programs did not re-establish the partnership with CSU because they no longer had any individuals identified from CSULB to support their CAPP CAHSEE program. For the first two years of the grant, they worked with an English professor from CSULB until he took a new position that prevented him from keeping his commitments to CAPP. The program had never worked with anyone from the CSULB math department.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the Jordan Freshman Academy CAPP CAHSEE project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2002-03). Table 10 provides a summary of the extent to which services and activities were accomplished. Following the table we assess the attainment of the CAPP CAHSEE goals.

Table 10*Service and activity implementation for Jordan Freshman Academy*

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
Enroll increased numbers of students in Algebra or pre-Algebra in middle grades.	✓		
Provide after school math tutorials for students who are enrolled in Algebra and need extra support in basic math skills.	✓		
CAPP Math Summer Institute.	✓		
Monthly time for math teachers to score and analyze assessments.		✓	
Monthly English and ELD meetings to score and analyze writing assessments.	✓		
Provide ELD teachers with PD on writing skills that address needs of English Language Learners (ELL)			✓
Vertical Team Training and Implementation in math and English		✓	
Algebra Data Analysis.	✓		
AVID Methodology Training for 9 th grade teachers in English, ELD, Foreign Language, Math, and Science.	✓		

Goal one: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade.

Based on analysis of the end of course exam, California Standards Test, and end of course grade, the Jordan Freshman Academy CAPP CAHSEE program was able to more accurately place their students in classes to ensure CAHSEE passage. They placed borderline and non-proficient students 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.

In the English department, they gave and recorded diagnostic, formative, and final assessments throughout the year. They analyzed the assessment data to track student mastery of specific standards or skills embedded in the assessments. They hoped this would increase the number of students who pass the CAHSEE on their first attempt at tenth grade to 70 percent.

Although the pass rate in English/language arts CAHSEE for tenth graders at Jordan High School increased from 56 percent in 2002 to 63 percent in 2003, it decreased to 57 percent in 2004. In contrast, the mathematics CAHSEE pass rate for tenth graders increased from 29 percent in 2002 and 2003 to 51 percent in 2004.

Goal two: To ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

To attain this goal, the Jordan Freshman Academy CAPP CAHSEE program used specific instructional strategies to meet the needs of learners. Building on the existing coaching model and professional learning communities, they tracked student progress by using common standards-based assessments and instructional strategies targeting identified areas of need. In doing so, they hoped to reduce the number of students needing reading intervention in tenth grade and increase the number eligible for honors and International Baccalaureate, as well as meet the A through G requirements.

Because tutoring did not work, they planned to build support for students through the re-introduction of houses or small learning communities in both the freshman and sophomore grade levels. They added content-area literacy to the reading classes to support the student success in core subjects and the functional and expository text on the CAHSEE.

The only available CAHSEE pass rate data for eleventh graders was from 2003. The CAHSEE pass rate for eleventh graders was 27 percent for English/language arts and 14 percent in math. There were no data available for twelfth graders.

Goal three: Students who pass the CAHSEE complete coursework leading to college.

Since Jordan Freshman Academy only has ninth graders and the CAHSEE only is administered in grade ten and beyond, there are no students who have passed the CAHSEE taking A-G coursework. Table 11 shows the longitudinal data on A through G completion of students at Jordan High School.

Table 11
Longitudinal data on A through G completion at Jordan High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	619	117	19%
2002	635	85	13%
2001	626	114	18%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at
<<http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>>

The data for Jordan High School indicate an increase from 13 percent in 2001-02 to 19 percent in 2002-03 for the number of graduates who completed all courses required for UC and/or CSU entrance. The disaggregated 2003 data of Jordan High School students who passed English A through G courses across ethnic groups show a 17 percentage point gap between Asian (80%) and white (63%) students in English 1-2. In college preparatory math, the gap between subgroups is even higher.

Of particular concern is Algebra AB, with a 38 percentage point difference between Asian (70%) and white students (32%). In Geometry 1-2, 33 percentage points separate African American (77%) and Latino (44%) students. Asian students surpassed the other subgroups in math, except for Geometry 1-2 where African American students had the greatest proportion of students passing (77%). Overall, across both English and math courses, Asian students had the highest pass rate (77%), followed by Filipino (60%), Latino (58%), African American (54%), and white (54%) students.

Recommendations

In this section we provide recommendations for the coming year. These recommendations are based on the information in this report as well as the Jordan Freshman Academy CAPP CAHSEE project's proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04*.

Include teachers in the cross-site communication

Cross-site communication needs to involve more teachers, not just the coaches. Compared to previous years, teachers reported that the amount of time teachers spent in vertical teaming decreased in 2003-04. Nevertheless, the math and ELA teachers at both sites needed opportunities to discuss student work. To sustain the CAPP CAHSEE program efforts, communication needs to occur more consistently between the mathematics department at LMS and JFA. Otherwise, there will be less assurance that the intent of the CAPP CAHSEE program at the sites would be implemented faithfully.

Clarify the roles and responsibilities of team members

Due to commitments to other district projects, the project director spent less time at Jordan Freshman Academy. Although the teachers acknowledged this, CAPP coaches did not assume responsibility for taking over the CAPP CAHSEE program efforts from previous years, as was intended.

LOWER LAKE HIGH SCHOOL

In this chapter we describe the progress made by Lower Lake High School's CAPP CAHSEE project during the 2003-04 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes in key staff, partnerships, activities, and project objectives. We then provide an update on the progress made developing and implementing project services and activities. We close with an analysis of the progress, to date, at this site and some recommendations.

Description of the Project

The CAPP CAHSEE project at Lower Lake was a partnership between the Lake County Office of Education (LCOE) and two schools in the Konocti Unified School District (KUSD). The schools are Lower Lake High School (LLHS) and Oak Hill Middle School (OHMS). The higher education partner is Yuba College, Clear Lake Campus (formerly called Clear Lake Community College). All of the partners involved are located in close proximity to each other in rural Lake County.

Changes and Modifications Made During the 2003-04 Academic Year

In this section we provide information about changes and modifications made to the project during the past year. We include changes in three areas: (a) key staff; (b) partnerships, (c) activities; and (d) objectives.

Changes to Key Staff

In April 2004, the CAPP CAHSEE project director, Chris Tydeman, left the position to pursue other opportunities. Chuck Mansell, a staff member at LCOE, became the interim project director for the remainder of the school year. However, in September 2004, Mansell took an administrative position in another school district and no longer served as the interim CAPP CAHSEE director. LCOE, the grantee, is in the process of identifying a new director.

Changes to Partnerships

In 2003-04, the Lower Lake High School CAPP CAHSEE project dropped its partnership with Sonoma State University due to the university's distance and minimal participation. Lower Lake High School maintained its partnership with Yuba College, Clear Lake Campus (formerly called Clear Lake Community College) as its higher education partner.

Changes to Activities.

No changes or modifications were made to project activities during the 2003-04 academic year.

Changes to Objectives

No changes were made to project objectives during the 2003-04 academic year.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the Lower Lake High School CAPP CAHSEE site. We open with a general description that includes obstacles faced and how they were addressed. We then present a table summarizing the extent to which activities were implemented (fully, somewhat, or not at all). This is followed by a discussion of the three goals of the CAPP CAHSEE projects and the extent to which goal attainment was supported by project activities.

Overview of the Year

The Lower Lake High School CAPP CAHSEE Project succeeded in carrying out all six of the activities planned for 2003-04. Since its inception, the CAPP grant at Lower Lake focused primarily on providing professional development to teachers and staff. Every year since the beginning of the CAPP grant, teacher support and commitment for CAPP-funded activities increased. Staff at the sites attained a significant level of respect for former project director Tydeman, as well as for the other LCOE staff involved in implementation. In addition, the new district superintendent has expertise in curriculum and assessment and expressed her support for the goals of the CAPP grant.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the Lower Lake High School CAPP CAHSEE Project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2002-03). Table 12 provides a summary of the extent to which services and activities were accomplished.

Goal one: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade.

Teachers at Lower Lake High School participated in ongoing professional development. In 2003-04, math and English teachers at LLHS and OHMS met regularly as department teams to revise assessments and instructional practices. During the meetings, teachers reviewed performance assessment data and discussed whether or not specific items were valid measures of student knowledge. These bimonthly discussions led to further modifications of assessments and instructional practices. In an effort to promote communication and collaboration between disciplines, the administrators of both schools assigned specific teachers to work on curriculum and instruction within English/language arts or math teams. Additionally, departments outside of math and English, such as history and science, integrated the development of math and English/language arts skills in content-based instruction.

Lesson study was one successful professional development activity at LLHS. Teacher teams from four disciplines—English, math, science, and history—completed one cycle of lesson study. The school administration provided release time to ensure full staff participation. In lesson study, teachers planned collaboratively, observed each other teaching a lesson, and then reflected on and retaught the lesson. Staff appreciated the teacher-directed approach in lesson study. The activity increased collaboration and camaraderie among staff. The math department planned another cycle of lesson study.

The CAHSEE passage rate for tenth graders at Lower Lake High School has been steadily increasing from 2002 to 2004. Forty-four percent of tenth graders passed the English/language arts portion of the CAHSEE in 2002, followed by 68 percent in 2003 and 69 percent in 2004. In the math portion of the CAHSEE, 27 percent passed in 2002, 50 percent passed in 2003, and 64 passed in 2004.

Table 12*Service and activity implementation for Lower Lake High School CAPP CAHSEE Project*

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
Performance assessment review/revision.	✓		
Lesson study teams: effective instructional and assessment practices.	✓		
Design a high school and middle school acceleration program.	✓		
Enhancing language arts and math instruction in the other content areas.	✓		
Develop an on-site college preparation program.		✓	
Streamline the process required—GPA verification form and FAFSA—for LLHS students for a Cal Grant.	✓		

Goal two: To ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

LLHS and OHMS continued to provide tutorial services. Both sites implemented a newly developed after-school program called *Supplemental Educational Services* (SES). Core subject area teachers served as instructors for SES, so highly qualified teachers provided high quality instruction. Because attendance at the after-school tutoring was voluntary, student participation remained a challenge. The elimination of AmeriCorps in the district resulted in the implementation of the after-school tutorial program. However, AmeriCorps will be reinstated at both sites in fall 2004 and after-school tutoring services will be discontinued. LLHS also continued to offer mandatory Title I-funded tutoring through the Tutorial Learning Center (TLC). The TLC provided additional support to students who did not pass the CAHSEE. These students attended two to three class sessions per week. The curriculum was based on CAHSEE English/language arts and math study guides. During year three of CAPP implementation, LLHS staff refined TLC services to align instruction to regular core programs.

There were no CAHSEE passage rate data for twelfth graders posted on the CDE website for 2002, 2003 or 2004. Data for CAHSEE passage rate for eleventh graders were only available for 2003 where 32 percent passed the English/language arts and 17 percent passed the math portion of the CAHSEE.

Goal three: Students who pass the CAHSEE complete coursework leading to college.

The Lower Lake High School CAPP CAHSEE Project continued to increase the number of students eligible for college through AVID, visits to college campuses, FAFSA guidance, and EPS support. Although the AVID program struggled to maintain student interest and enrollment, it remained intact. In 2003-04, 34 ninth through twelfth grade students participated in AVID, representing a decrease in enrollment from 2001-02 and 2002-03. LLHS staff recognized that improving the program required more extensive staff training and delivering the program in a manner faithful to its design. The high school planned to train a teacher to oversee the AVID program and would allow two preparation periods to this staff member, as required by the AVID design.

Using funds from the College Preparation Partnership Program (CPPP), LLHS and OHMS students visited six different colleges and universities. In addition, LLHS assisted over 100 twelfth grade students in filling out the FAFSA in their American government class. Then the high school scheduled a Parent Night to complete the FAFSA application process, which

required parent information and authorization. By the March 2003 deadline, all LLHS twelfth graders received FAFSA assistance and 22 students received a Cal Grant, double the number from the previous school year. Finally, in 2003-04 the EPS played a more significant role in building and increasing student interest in postsecondary education. The EPS monitored student academic progress through a newly adopted procedure called *Personal Learning Plans* (PLPs). According to data collected for the research project, students viewed the EPS as their primary resource for college preparation and entrance requirements.

Table 13 shows a slight decrease in the number of students enrolled in A through G courses from 25 percent in 2001 to 21 percent in 2002, then an increase to 25 percent for 2003.

Table 13
Longitudinal data on A through G completion at Lower Lake High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	96	24	25%
2002	106	22	21%
2001	106	26	25%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at
<<http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>>

Recommendations

In this section we provide recommendations for the coming year. These recommendations are based on the information in this report as well as the Lower Lake High School CAPP CAHSEE project's proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04*.

Implement grade level and/or department level meetings.

Implement grade level and/or department level meetings at Lower Lake High School, perhaps by reducing the number of whole staff meetings during the school year. Given structured time during the school day, teacher teams could meet to discuss the ongoing reforms in instruction, curriculum, and assessment.

Schedule another summer mini-institute.

Schedule another summer mini-institute to continue successful activities, such as the lesson study groups. The teachers expressed concern about the amount of out-of-class time the process took. Holding a summer institute and compensating teachers for their extra effort would maintain

the collaboration initiated, especially in the math department, between staff members. This also would acknowledge the role of teachers as professionals whose time is valued.

Continue efforts to reform AVID at LLHS.

As stated in the research project report submitted by the external evaluator (Karen MacDougal), the AVID program at LLHS requires revision. In year three of CAPP implementation, fewer high school students participated in AVID than in the previous two years. The AVID program would benefit from more extensive teacher training and the assignment of a staff member to oversee the program.

Hiring a new project director.

LCOE's search for a new project director will be very important to keep the momentum of the CAPP project in Lower Lake High School for year four. A site administrator stated that given resistance of some high school teachers, the project director's role is critical. The new project director should be hands-on (as was Tydeman) to help the two sites stay focused on the CAPP CAHSEE reform efforts.

SACRAMENTO HIGH SCHOOL

In this chapter we describe the progress made by the Sacramento High School CAPP California High School Exit Examination (CAHSEE) Project during the 2003-04 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes in key staff, activities, and project objectives. We then provide an update on the progress made developing and implementing project services and activities. We close with an analysis of the progress, to date, at this site and some recommendations.

Description of the Project

The Sacramento High School CAPP CAHSEE Project involves Sacramento High School (SHS), now a charter school that is part of St. Hope Public Schools, and two feeder middle schools, Kit Carson (KCMS) and California Middle Schools (CMS), in Sacramento. The two middle schools are located in the Sacramento City Unified School District (SCUSD).

The three schools worked with School/University Partnerships (S/UP) at the University of California, Davis. Effective July 1, 2004, the new project director of the CAPP CAHSEE project is the GEAR UP High School Advisor at SHS. The Director of UC Davis's Area 3 Writing Project (A3WP) provided professional development for English/language arts teachers. The S/UP math coordinator, who was also affiliated with the CSUS Math Project, provided mathematics professional development. SHS had a long history with UC Davis, which started with the UC Davis Math Project in 1997 (then called the Northern California Math Project). The university continued to build their relationship with the middle schools and are building new relationships with the teachers, parents, students and administrators at SHS.

Led by St. Hope Corporation, a nonprofit organization, SHS reopened as an independent charter school in September 2003. While 85 percent of the students from the previous SHS returned, very few teachers did. The new charter school does not have admissions requirements and is now organized around six small learning communities or "super schools" (Kolb, personal communication, May 2004). They are: School of Arts; School of Health; School of Business; School of Journalism; School of Public Services; and School of Math, Engineering, Science.

Changes and Modifications Made During the 2003-04 Academic Year

In this section we provide information about changes and modifications made to the project during the past year. We include changes in three areas: (a) key staff; (b) activities; and (c) objectives.

Changes to Key Staff

Beginning July 1, 2004, Maryann Straub will replace Elizabeth Bishay as Project Director. Maryann Straub will manage all CAPP CAHSEE activities. She was the SHS GEAR UP Advisor who developed the small advisory model at the school. She was also the liaison between UC Davis and Sacramento High School for all GEAR UP and CAPP CAHSEE project implementation. In 2003-04, Straub worked with SHS principals to integrate CAHSEE On Target with various other programs (such as, after school, summer academy, and Math Concepts). CAHSEE on Target is a comprehensive tutoring program designed to prepare high school students for the math and English/language arts portion of the CAHSEE.

Gennel Miles, UC Davis – SCUSD Site Manager, returned to Father Keith B. Kenny Elementary School. After taking a leave from Father Keith B. Kenny Elementary School to work as a liaison between UC Davis and the district for three years, Miles is now principal at the school. S/UP had not decided whether they would refill this position at the time of this report.

Changes to Activities

In 2004-05, CAHSEE On Target will replace the math activity in the project at SHS. As the first cohort approaches the CAHSEE graduation requirement deadline, this direct intervention program became a priority for schools in need of targeted CAHSEE preparation supplemented by skilled tutors.

Changes to Objectives

The project revised their objectives for providing CAHSEE tutoring to improve scores in Algebra Readiness. They will use CAHSEE On Target, a CAHSEE-aligned tutorial program that provides small-group and individual tutoring in a classroom setting. The revised objectives for Sacramento High School CAHSEE On Target Pilot:

1. Sixty students (48% of those who have not yet passed the math section) will pass the exam in November 2004.

2. Forty students (30% of those who have not yet passed the English/language arts section) will pass the exam in November 2004.
3. The pass rate of tenth-grade CAHSEE test takers will increase by 10 percentage points in 2005 over the pass rate of first-time test takers in 2004 in both subject areas tested.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the Sacramento High School CAPP CAHSEE site. We open with a general description that includes obstacles faced and how they were addressed. We then present a table summarizing the extent to which activities were implemented (fully, somewhat, or not at all). This is followed by a discussion of the three goals of the CAPP CAHSEE projects and the extent to which goal attainment was supported by project activities.

Overview of the Year

Although the charter initially affected the level of communication between the middle and high schools, SHS has been working within the district legal mandates to re-establish communication and collaboration with the middle schools. For instance, in addition to collaboration on planning the 2003 summer bridge academy for incoming ninth graders from the CAPP middle schools, SHS has hosted several open houses for middle school students, their parents, and principals. The SHS GEAR UP advisor has also made presentations of the schools within SHS to the middle schools.

The principal at California Middle School retired at the end of the 2003-04 school year. The assistant principal is now the principal and the main contact for the CAPP CAHSEE project there. Although the English/language arts teachers had a conversation with the English/language arts coach to plan activities for the 2003-04 school year, they did not occur at CMS. Due to their low Academic Performance Index score, district-mandated professional development at CMS took precedence. Instead, CMS teachers were invited to participate in the Genre Study Group at KCMS provided by Kathleen Dixon, the A3WP Director, where one CMS teacher participated. The Genre Study Group is based on the work of Heather Lattimer's *Thinking Through Genre: Units of Study in Reading and Writing Workshops 4-12*. The A3WP continues to work with SHS administrators to initiate professional development for the teachers there.

The math CAPP CAHSEE program efforts were more successful in maintaining collaboration between the schools because Fran Gibson, the math project coordinator, facilitated

consistent and ongoing monthly meetings. During the meetings, the teachers met to discuss assessments and shared effective instructional strategies. Teachers who participated in these meetings found them highly beneficial. However, due to budget cuts in the UC, Gibson will no longer work on the CAPP project but will remain on staff as a contract employee in a joint program with CSUS.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the Sacramento High School CAPP CAHSEE project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2002-03). Table 14 provides a summary of the extent to which services and activities were accomplished. Following the table we assess the attainment of the CAPP CAHSEE goals.

Table 14*Service and activity implementation for Sacramento High School CAPP CAHSEE Project*

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
1. Implementation of Discover Math Program and use of MDTP as pre and post test.	See discussion under Goal 1.		
2. Provide all middle and high school with teachers access (registration, stipends or release time and assistance in obtaining substitutes) to summer professional development workshops, including: Reading and Writing in the Content Areas; Teaching the Forms of Writing Specified by State Standards; Teaching Writing in the Elementary Classroom (grade 6 teachers); Building a community of Readers and Writers; Teaching Writing to English Language Learners.		✓	
3. Provide all participating teachers with ongoing classroom coaching and demonstration lessons in group and individual work sessions that focus on lesson planning and strategies specific to content areas and above material. Provide intensive coaching to new and emergency- credentialed teachers. This activity will be supported by the School/University Partnerships coordinators associated with each of the California Subject Matter Projects.		✓	
4. Extend curriculum alignment in English/language arts and Mathematics to the sixth grade.		✓	
5. Establish high school performance standards to measure student progress in standards-based culminating tasks. (E/LA only)		✓	
6. Provide writing assessment training to all teachers in grades six through ten. Test to be administered in the beginning and at the end of the year.		✓	
7. Align high school assessment with culminating tasks and performance standards.		✓	
8. Create writing folders for each student to chronicle successful completion of culmination tasks.			✓
9. Provide test scores to GEAR UP counselors for referral as appropriate to GEAR UP tutors.		✓	

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
10. Summer academy and fall English Concepts Program to address the strands that students failed on the CAHSEE.	✓		
11. Two programs are planned for the high school and the middle school, to provide CAHSEE preparation and intervention (remediation) services to students in grades 7-11.		✓	
12. The percentage of entering freshmen required by CSUS and UC Davis to take remedial English and mathematics (CSUS only) courses will drop by 10 percentage points by 2007 (the first year the cohort groups will enter college).	The f? ? ? ? ? ? ? ? ? ? completed tenth grade in June 2004. Activities are planned for summer 2004 and 2004-05 school year.		
13. All eighth-graders will receive the opportunity to participate in test preparation programs for SAT or ACT.		✓	
14. All CAPP/GEAR UP students will be encouraged to take SAT or ACT by end of first semester of 12 th grade if they have completed geometry or higher-level mathematics.	The f? ? ? ? ? ? ? ? ? ? completed tenth grade in June 2004. Activities are planned for summer 2004 and 2004-05 school year.		
15. All students will be encouraged to take the Kaplan test prep academy and the SAT or ACT exam by the end of the first semester of 12 th grade if they satisfy the mathematics criteria.	The f? ? ? ? ? ? ? ? ? ? completed tenth grade in June 2004. Activities are planned for summer 2004 and 2004-05 school year.		
16. All students and their parents or guardian will receive written information on the SAT and ACT in tenth grade.	✓		
17. GEAR UP cohorts will receive individual counseling on the exam content and activities recommended for preparation in ninth and tenth grade with parent or guardian present.		✓	
18. SAT / ACT Test Prep at Sacramento High School.	✓		
19. Small-Group Advisories at Sacramento High School.	✓		
20. GEAR UP for College Curriculum Revise and Alignment with Science Standards.	✓		

Goal one: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade.

Sacramento City Unified School District paid for and implemented *Discover Math* (DM) training. However, the schools discontinued DM when they discovered that the program required a minimum of four tutors in the classroom, which the partnership tutoring program could not independently provide and which the district would not fund. Instead, the teachers opted to use the funds for backwards mapping project.

Math teachers from partnership elementary, middle and high schools met monthly in a vertical team model to support their efforts in the classroom. They planned lessons following the lesson study process as a site team at each school. They also engaged in mathematics exercises to enhance their math background and support their classroom management strategies. In addition to the monthly vertical team meetings, site teams met three to four times monthly to plan, observe, and debrief on their lessons. The exercise included elementary school teachers to ensure that backward mapping occurred throughout the different educational levels in math. Currently, they have a sixth, fourth, a third, and first grade teacher involved in the discussions and collaboration.

Two teachers from CMS attended one of Area 3 Writing Project (A3WP) summer open programs. CAPP funds supported their attendance by paying the registration fees and tuition for continued education units. Although Kathleen Dixon planned professional development for state assessed writing applications at KCMS, these plans were not carried out as scheduled from September 2003 through March 2004. Other district mandated professional development took precedence when the school's API scores fell. As a solution, teachers from CMS were invited to participate in a Genre Study Group at KCMS where teachers from both middle schools studied the characteristics of various literary genres (or applications as they are termed in the California State language arts Standards) and strategies for teaching students to read and write effectively in a variety of genres.

The district's adoption of the Holt standards-based English/language arts text extended curriculum alignment to the sixth grade standards. Because Kit Carson Middle School is a sixth through eighth grade school, sixth grade teachers participated in the Genre Study Group. All of the materials in the chosen text -*Thinking through Genre*- were aligned with California State Standards.

In 2003-04, the A3WP was not as successful in re-establishing previous CAPP CAHSEE English/language arts program efforts at SHS as they had with the middle schools. For instance, the project was not able to initiate professional development for the new teachers at SHS. It has

also not been able to establish high school performance standards to measure student progress in English/language arts culminating tasks. In addition, although the previous SHS had begun creation of these writing folders, the reconstituted SHS was not involved in creating writing folders for students to record their success completing the culmination tasks. When SHS was closed and its faculty disbanded, the district removed these pre-existing folders. However, in the coming school year, the A3WP will work through the new project director –Maryann Straub- to develop a plan that meets the needs of faculty (as agreed upon with the school leadership) and which accommodates the six-school structure at SHS.

According to the CDE data, the English/language arts CAHSEE pass rate for tenth graders at SHS decreased from 68 percent in 2002 to 63 percent for 2003, then increased to 66 percent for 2004. In contrast, the mathematics CAHSEE pass rate for tenth graders increased steadily from 37 percent in 2002 to 50 percent in 2003, and finally to 65 percent in 2004.

Goal two: To ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

Because the first cohort has just completed tenth grade in June 2004, the SHS CAPP CAHSEE project plans to implement a summer academy in 2004 and fall English Concepts program during the school day in fall 2004. A teacher and four tutors will run the program in each participating classroom. Both programs specifically address the strands that students have failed on the CAHSEE. In addition, the A3WP director continues collaboration with the SHS administrators to access teachers to work on the writing assessment. The CAHSEE program assessments will replace the writing assessment as a measurement tool for students in the academy.

Through the continuation of funding for 2004-05, the project plans to implement the CAHSEE on Target tutorial program in a classroom setting where teachers and tutors work with eleventh graders who failed one or more sections of the CAHSEE on their first attempt in spring 2004. The program will also provide preparation to tenth graders who are at high risks of failure on their first attempt. The CAHSEE On Target program is aligned to a high priority at SHS where 100 percent of its students are able to pass the CAHSEE by the end of twelfth grade.

There is no data on CAHSEE pass rates for eleventh graders in 2002 or 2004 in English/language arts or Mathematics. The 2003 CAHSEE pass rate for eleventh graders was 33 percent for English/language arts and 21 percent for mathematics. Due to the postponement of the CAHSEE, no eleventh or twelfth graders took the CAHSEE in 2004.

Goal three: Students who pass the CAHSEE complete coursework leading to college.

All eighth-grade students received *ACT Explore* at both middle schools where they discussed assessment findings in follow-up classes with the GEAR UP program staff. Students also conducted an internet-based research project to further explore the careers identified on their assessment as potential goals.

The GEAR UP advisor at SHS researched and provided SAT/ACT information to the ninth and tenth grade GEAR UP cohorts information on A through G course requirements and college entrance exams. In fall 2004, SHS offered test-prep classes for the SAT and ACT to all juniors and seniors. These test prep classes will be repeated in Spring 2005. *SureScore* provided training for these courses. In spring 2004, 23 juniors completed an SAT prep class offered by Princeton Review.

Reaching parents is a challenge because SHS does not have PSTAs set up. Since students who are not performing at grade level are academically ineligible for admissions to UC/CSU, SHS is targeting parents of eleventh graders who are academically eligible to enroll in the Kaplan test prep academies. However, SHS provides test prep information to all parents through the GEAR UP newsletter.

The middle schools did not administer a full ACT test prep because it was an additional test in the list of tests students were already taking. Additionally, the middle school students confused ACT with other standardized tests and they were too busy trying to get through Pre-Algebra and Algebra.

All parents of eighth graders received written information on the test prep program, GEAR UP programs in which their children participated at the middle school sites, and a 21st Century Scholars Certificate. The GEAR UP counselor also discussed college admission requirements and the educational pathways that included community college, state university, and UC options with students and parents. All GEAR UP students in seventh and eighth grades participated in 12 hours of in-class activities that examined pathways to college. Small advisories at SHS provided all GEAR UP students with college admissions information, including testing types, dates, and procedures. SHS will offer a test preparation academy in fall 2004 for academically eligible juniors.

Data on students completing A through G requirements showed a slight decrease from 44 percent in 2002 to 39 percent in 2003, after a very large gain was made from 14 percent in 2001 (Table 15).

Table 15*Longitudinal data on A through G completion at Sacramento High School*

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	356	138	39%
2002	324	142	44%
2001	333	47	14%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at
<http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

Recommendations

In this section we provide recommendations for the coming year. These recommendations are based on the information in this report as well as the Sacramento High School CAPP CAHSEE project's proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04*.

Continue communication with the middle schools

SHS is rebuilding the relationship that existed prior to the charter by working within the district legal mandates. For instance, SHS hosted open houses in spring 2004 for middle school students and their parents. In addition, the GEAR UP advisor made presentations of the schools within SHS to the middle schools. Finally, at the end of the school year, SHS hosted an open house and campus tour for all middle school principals in the district.

Continue involving California Middle School in the Genre Study Group

Despite the involvement of only one CMS English teacher, open invitations to the other English/language arts teachers to participate continue. Teachers who participated in Genre Study value the training and were encouraged when a recent administration of the SAT writing portion mirrored the work they were doing.

Continue articulation effort in math

Teachers who were interviewed at both middle schools valued the effort because it provided additional instructional strategies and a deeper understanding of the math concepts they taught. With the reassignment of Fran Gibson, the math coach, it is uncertain if the successful math articulation effort could be sustained.

SAN LORENZO HIGH SCHOOL

In this chapter we describe the progress made by the San Lorenzo High School CAPP CAHSEE project during the 2003-04 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes in key staff, partnerships, activities, and project objectives. We then provide an update on the progress made developing and implementing project services and activities. We close with an analysis of the progress to date at this site and some recommendations.

Description of the Project

The CAPP CAHSEE Project at San Lorenzo is a collaboration between San Lorenzo High School (SLHS) and Edendale Middle School (EMS). The external partners are Stanford University, Mills College, and WestEd. The math department chair (Cabana) and the English department co-chairs (Russo and Richman) at San Lorenzo High directed the project. Led by staff in the English/language arts (ELA) department, the CAPP CAHSEE reform effort continued to center on creating a school-wide focus on reading and literacy. For the past three years, a main objective of the project has been to improve students' reading skills. In 2003-04, the high school underwent a Western Association of Schools and Colleges (WASC) accreditation review.

Changes and Modifications Made During the 2003-04 Academic Year

In this section we provide information about changes and modifications made to the project during the past year. We include changes in four areas: (a) key staff; (b) partnerships; (c) activities; and (d) objectives.

Changes to Key Staff

San Lorenzo High School (SLHS) began the 2003-04 school year under the leadership of a new principal (Sheryl Cambra), who became actively involved in the leadership team overseeing the implementation of the CAPP grant. Cambra was the third principal at SLHS since the inception of the grant in 2001-02. Additionally, the co-chair of the English department (Dan

Moulthrop) left SLHS to enroll in graduate school so another teacher (Mike Richman) from the department took his position. Richman and Russo shared directorship of the CAPP grant. Finally, an EMS teacher (Veronica Hillman) joined the leadership team to represent the middle school's humanities department.

Changes to Partnership

San Lorenzo's partnership with Stanford University expanded to include another professor (Dr. Na'ilah Nasir), who began working with the high school. Like Dr. Jo Boaler, who partnered with SLHS for several years, Dr. Nasir is a professor in the School of Education. She is studying student attitudes and learning in mathematics.

Changes to Activities

In the 2002-03 Annual Progress Report Workbook, San Lorenzo proposed six activities for year three. In actuality, the site carried out five of the six activities, eliminating the "Complex Instruction Study Group." In addition, San Lorenzo changed the title of one activity from "English, Math, Science, and Social Studies Summer Institutes" to "Supporting A through G Requirements."

Changes to Objectives

The San Lorenzo High School CAPP CAHSEE project added a new objective aimed at increasing the number of students who would successfully complete the A through G college preparatory series. San Lorenzo addressed this objective by supporting departments outside of math and English to revise their curricula and pedagogical approach. At the end of 2002-03, the high school science and social studies departments requested funds to hold summer institutes. The summer institutes enabled teachers to work collaboratively to identify strategies to better meet the needs of students. The CAPP leadership team at San Lorenzo funded these departments. The science department revised its physical science course. The social studies department created an interdisciplinary team of teachers called the Sheltered Study Group whose purpose was to address the needs of English Language Learners.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the San Lorenzo High School CAPP CAHSEE project. We open with a general

description that includes obstacles faced and how they were addressed. We then present a table summarizing the extent to which activities were implemented (fully, somewhat, or not at all). This is followed by a discussion of the three goals of the CAPP CAHSEE projects and the extent to which goal attainment was supported by project activities.

Overview of the Year

San Lorenzo High School succeeded in carrying out five of the six activities planned for 2003-04. Project leadership at San Lorenzo was consistent over the past three years of the CAPP grant. The project directors continually reassessed the effectiveness of the CAPP CAHSEE activities. They also maintained a collaborative approach to implementation through the CAPP leadership team. Staff from both SLHS and EMS made up the leadership team, which remains a driving force for action and oversees the progress of the grant. Despite a significant amount of staff time committed to the WASC assessment, they moved forward reaching the goals of the CAPP grant in 2003-04.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the San Lorenzo High School CAPP CAHSEE project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2002-03). Table 16 provides a summary of the extent to which services and activities were accomplished. Following the table we assess the attainment of the CAPP CAHSEE goals.

Table 16*Service and activity implementation for San Lorenzo High School CAPP CAHSEE Project*

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
School-wide focus on literacy.	✓		
Math course development, with an emphasis on Algebra for All.	✓		
Complex Instruction Study Group.			✓
Leadership team to support and monitor implementation.	✓		
Create new student support structures.	✓		
Supporting A through G requirements.	✓		

Goal one: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade.

San Lorenzo High School teachers and staff participated in a number of professional development activities in 2003-04. Their primary focus continued to be literacy. The English/language arts teachers dedicated a significant amount of time revising the ninth grade English course titled *Academic Literacy*. The math department at San Lorenzo focused on revising its Algebra I course. Work in both subject matter areas was done in collaboration with teachers from the main feeder school, Edendale Middle School (EMS).

Two Literacy Coordinators (Russo and Richman) from the English department were responsible for organizing activities in English/language arts. For example, the Literacy Coordinators planned a day-long literacy professional development activity during one of three staff development days. In addition, Richman coordinated the Academic Literacy group which consisted of 10 teachers who met monthly to revise curricula and assessments for the course. The Literacy Coordinators also planned and facilitated the mid-year Academic Literacy reflection day.

The English/language arts and math teachers from SLHS and EMS participated in the yearly summer institutes. The institutes, for which attendance was high, provided a setting that enabled teachers to continue working on strategies to increase student performance in the CAHSEE. For example, the English/language arts teachers taught test-taking strategies to tenth graders using CAHSEE test preparation books purchased with CAPP funds in 2002-03. They also focused on preparing their students to write persuasive essays found on the CAHSEE. As a result of the institute, a group of SLHS and EMS teachers continued to meet during the academic year to target persuasive writing and poetry. Math teachers used the summer institute to continue revising the Algebra I curriculum and as a springboard to begin the development of two proportional reasoning units. In addition, math teachers devised test-taking strategies in multiple-choice format for CAHSEE preparation courses.

SLHS teachers also participated in professional development activities sponsored by external agencies. Eleven teachers participated in SLI training, including the second year support group. Six SLHS teachers participated in Bay Area Writing Project training on grammar instruction and preparing students for the CAHSEE. These teachers then shared their learning with SLHS and EMS staff during the Literacy Institute. Six EMS math teachers attended a workshop sponsored by CPM and another attended a *Geometers SketchPad* training sponsored by Key Curriculum Press.

The CAHSEE passage rate for tenth graders at San Lorenzo High School has continued to increase for the math portion from 31 percent in 2002 to 57 percent in 2003, and then to 62 percent in 2004. On the other hand, the English/language arts CAHSEE passage rate increased from 40 percent in 2002 to 73 percent in 2003, then went down to 60 percent in 2004.

Goal two: To ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

In 2003-04 SLHS revamped its peer-tutoring program. Since 2002-03, staff at San Lorenzo recognized weaknesses in the program. At the same time, staff were convinced of the importance of maintaining such a program, particularly given their finding that lack of homework was a significant barrier to student academic success. A large proportion of Ds (61%) and Fs (34%) were due to homework not being submitted. Thus, in spring 2003 a group of SLHS staff conducted a cross-site visit to Chula Vista High School to obtain first-hand knowledge of its tutorial program. SLHS staff were impressed by Chula Vista's tutorial program and decided to allocate more resources and time to enhancing their peer-tutoring program.

SLHS made various modifications in its approach to provide support to students. SLHS began by involving students as researchers in a needs-assessment process. Based on the responses of students and staff surveyed, SLHS changed the name from *Peer Tutoring Program* to *Study Center*. The Study Center is now located in a large classroom where English Language Learners have their Algebra I class. The classroom is across the hall from the computer labs.

The CAPP CAHSEE Leadership Team set aside a release period for a Study Center Coordinator, whose job was to experiment with a broad array of support structures based on student and teacher feedback. They also allocated CAPP funds for a bilingual aide to be present every day after school, as well as for a second teacher to help staff the Center. The second teacher also supervised a computer lab when needed.

The Leadership Team also allocated SIP funds (\$4,000) for materials and resources for the Study Center. Donations from Key Curriculum Press and various current and former students and staff allowed the Study Center to sell drinks, snacks, and school supplies at minimum cost. An incentive program, supported by special Community Technology Grant (CTC) funds, was created to encourage and reward consistent student participation. The program, also provided a form that parents could use to monitor student attendance. As of early April 2004, the Study Center had over 2,500 student contacts, many of which were students who consistently attended.

SLHS also created the *Home Phone Call Program*, an outreach effort intended to inform parents regarding students' academic progress through Study Center resources. Using a simple form, teachers were able to request that Study Center staff make a phone call home to relate a

particular message such as: to advertise the Study Center or to report teacher concerns regarding student attendance or homework.

The CDE website does not have data on CAHSEE passage rate for twelfth graders for 2002 through 2004. CAHSEE passage rate data for eleventh graders was only available for 2003 where 39 percent of eleventh graders at San Lorenzo High School passed the English/language arts portion and 23 percent pass the math portion of the CAHSEE.

Goal three: Students who pass the CAHSEE complete coursework leading to college.

The San Lorenzo High School CAPP CAHSEE Project conducted several activities to increase the number of students eligible for college enrollment. SLHS offered two series of SAT preparation classes, enrolling 30 juniors and seniors. The English/language arts teachers reviewed directions and sample questions on the SAT with eleventh grade students. They also supported eleventh graders through the college application process, and required them to complete either a California State University (CSU) application or write a University of California (UC) personal statement.

In addition, the CAPP CAHSEE Project also offered Entry Level Math (ELM) preparation classes to seniors who planned to enroll at a CSU but needed to take the ELM exam. SLHS increased its commitment to the AVID program by offering two sections of the course in the 2003-04 academic year.

Perhaps the most significant structural change to support Goal Three was the SLHS' effort to increase student's access to A through G requirements by funding the science and social studies departments to revise their curricula. Both the science and social studies departments embarked on summer institutes to work collaboratively over an extended period of time. The science department revised its ninth grade physical science course, now titled *Conceptual Physics*. The decision to revise the course was due to the high number of ninth graders who did not pass the course. The social studies department created a *Sheltered Study Group* made up of six teachers from both social studies and science. The main purpose of this group was to focus on meeting the needs of English Language Learners. To support these students, the teachers developed cross-curricular structures in these two disciplines that would help students keep up with the fast pace and make the entire curriculum more meaningful. The most recent A through G course data indicate that San Lorenzo students passed college preparatory English/language arts and math courses at an average of 75 percent in 2002-03.

Data on students completing A through G requirements showed a slight decrease from 33 percent in 2001 to 32 percent in 2002, and another decrease to 28 percent in 2003 (Table 17).

Table 17*Longitudinal data on A through G completion at Sacramento High School*

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	283	79	28%
2002	278	88	32%
2001	244	80	33%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at
<http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

Recommendations

In this section we provide recommendations for the coming year. These recommendations are based on the information in this report as well as the San Lorenzo CAPP CAHSEE project's proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04*.

Maintain the study center

The revamping of tutorial services at San Lorenzo High School appeared to be very successful. The staff explored student and faculty needs and managed to increase student attendance. The cross-site visit to Chula Vista in spring 2003 proved productive. We recommend that SLHS continue to meet student needs by involving student voice in the effort. The idea is innovative and should be emulated by other CAPP sites throughout. We also recommend that SLHS continue to try to involve student tutors. A future step may be expanding services to middle school students in a collaborative effort with Edendale Middle School.

Closely monitor student achievement in physics course

SLHS provided funds for the science department to hold a summer institute with the objective of revising the ninth grade physical science course. The previous course was considered a barrier instead of a facilitator and ultimately satisfying the A through G requirements in this discipline. We recommend that SLHS monitor closely the progress and achievement of students enrolled in the course over the next couple of years to determine if and how it meets students' needs. Additionally, it would be interesting to see if the course better prepares students for science courses in grades ten through twelve.

SHAFTER

In this chapter we describe the progress made by the Shafter High School CAPP CAHSEE project during the 2003-04 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes in key staff, activities, and project objectives. We then provide an update on the progress made developing and implementing project services and activities. We close with an analysis of the progress to date at this site and some recommendations.

Description of the Project

Shafter High School was founded in 1928 as part of the Kern High School District. There were 1,284 students enrolled in Shafter High School in the 2003-04 school year. Over 75 percent of the student population is Latino, 23 percent are White and 1 percent are African American. In addition, one-fourth of Shafter's student population is English Language Learners. Shafter High School formed a partnership with its primary feeder middle school, Richland, and California State University Bakersfield (CSUB) to help students successfully satisfy the California High School Exit Exam (CAHSEE) requirements and encourage matriculation to college. Through curricular alignment of middle and senior high school course content, teacher training, parent, and community support, the partnership sought to ensure that all students at Shafter High School were given the tools and support necessary to successfully pass the CAHSEE.

Changes and Modifications Made During the 2003-04 Academic Year

In this section we provide information about changes and modifications made to the project during the past year. We include changes in three areas: (a) key staff; (b) activities; and (c) objectives.

Changes to Key Staff

No changes were made to key staff during the 2003-04 academic year.

Changes to Activities

No changes or modifications were made to project activities during the 2003-04 academic year.

Changes to Objectives

No changes were made to project objectives during the 2003-04 academic year.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the Shafter High School CAPP CAHSEE site. We open with a general description that includes obstacles faced and how they were addressed. We then present a table summarizing the extent to which activities were implemented (fully, somewhat, or not at all). This is followed by a discussion of the three goals of the CAPP CAHSEE projects and the extent to which goal attainment was supported by project activities.

Overview of the Year

The CAPP CAHSEE project at Shafter has been stable over all three years of the grant. There were no changes in leadership or partnerships since its inception. This stability was a major factor in their ability to carry out 16 of the 22 activities planned for 2003-2004. A major focus of the leadership team was to continually strengthen the partnerships between Richland Middle School and Shafter High School, and between Shafter High School and CSUB. Through the strengthening of these alliances, successful student matriculation and transition was seen as a joint effort and created effective collaborations.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the Shafter High School CAPP CAHSEE project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2002-03). Table 18 provides a summary of the extent to which services and activities were accomplished. Following the table we assess the attainment of the CAPP CAHSEE goals.

Table 18*Service and activity implementation for Shafter High School CAPP CAHSEE Project*

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
MATH ACTIVITIES			
Periodic (monthly) meetings for the Shafter and Richland staffs with CSUB staff to discuss mathematical topics and procedures of mutual interest, to develop activities to be used in the augmentation of instruction in such areas as measurement and estimation, fractions, use of graphing calculators, etc.	✓		
Since the CAHSEE requirement has been postponed to the class of 2006, we will focus on the current sophomores. At the beginning of the 2 nd semester (and perhaps earlier) we want to provide in-service workshops for all mathematics staff regarding the CAHSEE. We will develop a set of materials for all teachers of sophomores to use in their classes prior to the March CAHSEE administration.	✓		
We would like to pay mathematics staff to lead evening reviews (study sessions) for the sophomores in Shafter and Buttonwillow prior to the March 2004 CAHSEE administration. There is apparently a special need for such assistance to students in the outlying areas who cannot stay after school for tutoring because of bus limitations. We will develop review materials for all such staff members to use in these reviews.	✓		
We would like to have CSUB faculty and/or staff come and speak with various groups of students for specific reasons. For example, there is a need to reach Sophomores in Math Analysis. It seems that those students, though they have a great head start into mathematics, are NOT interested/motivated to take any more mathematics! They've heard that only four years at the level of algebra or above is required for most universities, so they see no reason to take any more.		✓	
We would like to have selected students from Applied Algebra classes visit CSUB. CAPP funds would pay for transportation and any other expenses.			✓
We would like to have a collective 180 hours of release time that can be allocated to the mathematics teachers from both schools. They will use this time to observe other teachers, to give presentations on selected topics to specific classes, to assist			✓

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
colleagues in the presentation of a modified/new activity, etc.			
The Shafter High mathematics staff would like to send two members (Nichols and Odom) to visit another similar CAPP high school. San Lorenzo High is an especially appealing school because they have a similar student mix, use a specially designed remediation scheme, but have a quite different structure including block scheduling of mathematics classes.			✓
The Richland mathematics faculty would like to begin scheduling a regular monthly one-hour meeting with CSUB faculty to work on the problems and issues unique to the middle/elementary school. One specific challenge is that they have been directed to redo their benchmarks. This is because their district has also directed the K-6 instructors to develop benchmarks and the district apparently wants the two sets developed together.			✓
The Shafter and Richland faculties have very much appreciated the tutoring provided through the CAPP grant and other sources and they feel the students have benefited tremendously. They both want as much mathematics tutoring for this year as can be provided—especially since some other sources (e.g. KEMP) will no longer provide tutoring assistance.	✓		
The Shafter mathematics faculty members contend that they have a special need for after-school tutors to serve the ELD1 students. They hope to get some funding to support the hiring of such tutors.			✓
ENGLISH ACTIVITIES			
ELA Task Force Meetings.		✓	
ELA Standards Binder.	✓		
ELA Portfolios.	✓		
CAHSEE Intervention Classes.		✓	
Tutoring.	✓		
Accelerated Reading.		✓	
SHS Literacy Class.	✓		

Service/Activity	Fully implemented	Somewhat implemented	Not implemented
ELA Style Manual.			✓
Parent Outreach/Institute.	✓		
Focused College Outreach.	✓		
OTHER ACTIVITIES			
Reading Institute Academic Preparedness.	✓		
Early Assessment.	✓		

Goal one: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade.

Shafter High School teachers worked diligently to ensure curriculum articulation and remediation from middle to high school. Teachers from both Shafter High and Richland Junior High Schools formally exchanged curricula and academic information regarding incoming students. This exchange of information allowed Shafter to place students in appropriate classes based on their academic proficiency level. Richland provided Shafter with student portfolios which contained writing samples dating back to kindergarten, STAR test results, and literacy staging cards. Thus, students at Shafer were placed into English/language arts (ELA) classes, based on their prior academic achievement.

Shafter faculty also created and implemented several math and reading programs designed to increase math and reading skills of ninth and tenth graders. One such program, Accelerated Reader (AR) had been implemented at Richland Middle School for several years. Shafter adopted AR in 2003-2004 for incoming ninth graders. Referred to as Shafter High School Sharp program, the program aimed to increase students' reading abilities through goal setting and incentives provided through PTA funds and community donations.

Additionally, Shafter devised a Spanish Literacy class for ELD 1 students who were not literate in their own language. This class was taken in conjunction with two periods of ELD 1. The course premise was based on research that showed language acquisition occurred best with students who were literate in their home language. Shafter faculty believed that "inadequate reading skills are one of the greatest impediments to students' ability to pass the CAHSEE in both English and math." Therefore, they made a concerted effort to devise reading classes and curricula that addressed and overcame this problem.

With Shafter's focus on early intervention and standardized instruction, the ELA task force designed a Standards binder to assist in designing standards-based assignments, vertically and horizontally aligning the curriculum to the standards, and tracking student progress. Each binder contained a breakdown of standards for each grade level and suggested teaching strategies. The binders were distributed and used by teachers to create lessons. Shafter's binder was further organized by "power standards"—those standards deemed the most important by the district.

Lastly, Shafter staff participated in several staff development workshops. The math faculty created an in-service workshop for all faculty who had sophomores in their classes. They designed a math instrument, which included a set of CAHSEE practice questions, to be utilized in various ways by Shafter math faculty. For example, it was used as homework assignments, in-class assignments, or as a math review.

The English/language arts CAHSEE passage rate for tenth graders at Shafter High school increased from 44 percent in 2002 to 63 percent in 2003, then decreased to 54 percent in 2004. In contrast, the math CAHSEE passage rate increased from 18 percent in 2002 to 42 percent in 2003, then increased to 59 percent in 2004.

Goal two: To ensure that those students who did not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12.

In 2003-2004, Shafter High School faculty instituted several activities to support students who were unsuccessful in passing the CAHSEE. Both the English/language arts and math departments instituted remedial instructions for this group. Within the math department, students were enrolled in math classes designed to target the specific skills necessary to pass the CAHSEE. In addition, Shafter math faculty members led review sessions for the sophomores in Shafter and Buttonwillow, another area high school, prior to the spring CAHSEE administration. They included Buttonwillow because students in the outlying areas were unable to stay after school for tutoring because of transportation issues.

The English/language arts department increased the number of reading classes in direct response to English scores on the CAHSEE. The Shafter High School teachers believed, "One of the main obstacles hindering students from passing the CAHSEE in both math and English is students' inability to read well enough to know what the questions on the exam are actually asking." CAHSEE English classes were available for sophomores who did not pass the English/language arts portion of the test.

Additionally, Shafter and Richland utilized CSUB tutors. The tutors assisted faculty on both campuses with English and math interventions. They allowed for one-on-one assistance to students in need. Both schools reported that the tutors were a valuable addition to the classroom.

There were no data on the CAHSEE passage rate for twelfth graders on the CDE website for 2002 through 2004. The only available CAHSEE passage rate for eleventh graders at Shafter High School was for 2003 when 25 percent passed the English/language arts portion and 23 passed the math portion of the CAHSEE.

Goal three: Students who pass the CAHSEE complete coursework leading to college.

During the 2003-2004 school year, Shafter High School engaged in a number of college preparation activities. Shafter faculty and CSUB representatives sought to introduce college requirements and advanced courses to students. In addition, CSUB faculty visited the Shafter campus and spoke with various groups of students about higher education. Shafter also

participated in AP and IB programs which gave students an opportunity to take college-level courses and exams while still in high school. During the 2003-2004 school year, Shafter offered students 8 AP classes covering 5 subjects. Lastly, SAT preparation classes were also offered on Shafter's campus. Juniors and seniors from neighboring high schools also attended the preparation workshop. Shafter faculty wanted this effort to be seen as an inclusive community endeavor.

Data on students completing A through G requirements increased slightly to 14 percent in 2002 from 12 percent in 2001, then remained at 14 percent in 2003 (Table 19).

Table 19

Longitudinal data on A through G completion at Sacramento High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2003	278	40	14%
2002	262	36	14%
2001	266	56	12%

Source: Enrollment-Freshmen at Public Institutions/College Going Counts at <http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

Recommendations

In this section we provide recommendations for the coming year. These recommendations are based on the information in this report as well as the Shafter High School CAPP CAHSEE project's proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2003-04*.

Focus on standards

The completion of the Standards binder and the proposed ELA Stylistic Manual appear to be helpful in institutionalizing standards-based instruction. It is important for sites to realize that standards-based practice goes beyond identifying the standards in current curricula, but includes creating standards-based instructional practices.

Math Activities

The math department activities are very comprehensive and detailed. However, only half of the activities were implemented. The math department at Shafter High School is very strong and they have forged collaborations with math faculty from both Richland Middle School and CSUB.

The math department should examine the obstacles that prevented them from implementing their planned activities and work together to overcome them.

CAHSEE DELAY

2003-04 marked the third year of funding for CAPP CAHSEE school sites. In June 2001, the CAPP office awarded grants to nine schools to implement a plan involving curricula and services to prepare students for the California High School Exit Exam (CAHSEE). Through alignment of middle and senior high school course content, teacher training, and parental support, the project sought to ensure that students were given the tools and support necessary to pass the CAHSEE. Originally scheduled for 2004, the State Board of Education (SBE) took action to move the passage of the CAHSEE as a diploma requirement to the class of 2006. The action was based primarily on findings of an independent study conducted last spring, as required by Assembly Bill 1609 (*California Education Code* Section 60857). The bill mandated an independent evaluation to examine whether the test development process and the implementation of standards-based instruction met the required standards for a high-stakes test. Key findings concluded that:

- Development of the CAHSEE meets all test standards for use as a graduation requirement;
- The CAHSEE requirement has been a major factor in the dramatically increased coverage of state academic content standards at the middle and high schools; and
- Many factors suggest the effectiveness of standards-based instruction will improve for each succeeding class

In the following sections, we discuss the implications of delaying the implementation of the CAHSEE passage graduation requirement from a local perspective. The discussion will address the sentiments of school administration, classroom teachers, parents and students.

The Administrator's Perspective

School administrators have the arduous task of establishing a climate and culture of academic success. Their responsibilities include daily school operations, curriculum and instruction development, staff management, student enrollment and achievement, campus safety, and community linkages. Without the support of teachers, staff, students, and parents, administrators agree their jobs would be virtually impossible. Therefore, administrators must gain the trust and respect of those in their charge to work together as a team to ensure student achievement. The introduction of the CAHSEE marked an area in which administrators recognized that without complete buy-in from the entire school community, student success

would be impossible. School administrators at the CAPP CAHSEE high schools worked diligently to impart the seriousness of the CAHSEE to their faculty, students, and parents. Some schools created a CAHSEE task force to examine and redesign curricula, others implemented remediation services for students who were below grade level in math and reading skills. Other schools focused their efforts on faculty development and parent training. Over the past three years, administrators stressed the importance of passing the CAHSEE and many faculty and students rose to the challenge. The July 2003 decision to delay the exam requirement by two years had multiple effects on this process.

The CAHSEE delay was a disappointment for some administrators. For some, the decision to delay the requirement undermined the time and effort they exerted to gain the support and trust of faculty, parents, and students. Administrators reported that it was difficult and continues to be difficult to get parents and students to understand the seriousness of the CAHSEE. Many parents did not believe their district would withhold a diploma based on the results of one exam. Most administrators agreed with the administrator who said, "Parents did not take the exam seriously until their child failed it." One remarked, "There is the sense that CAHSEE is simply the flavor of the month. This makes the teachers look not credible." In some ways, the delay confirmed parents' and students' belief that the CAHSEE will never be implemented. One administrator stated, "They think it's a joke; we're a joke. I just hope we can get them to see that this postponement doesn't mean that it won't be implemented."

Although some administrators stated that the CAHSEE delay lessened their credibility, others were relieved by the delay decision. It gave schools more time to prepare their students and train their faculty. Although schools implemented numerous activities in response to the CAHSEE requirement, all schools agreed that more needed to be done. Curriculum alignment and unpacking standards were very intense and time-consuming activities. However, once completed, schools must ensure that every teacher on their campus adopted the teaching strategies; the effort needs to extend beyond the English/language arts and math departments. Additionally, high school administrators recognized the importance of curriculum articulation from middle to high school. Therefore, they must forge relationships with their feeder schools to assist them in equipping their students with the necessary skills for high school transition. Lastly, schools must assess, place, and provide intervention services for students in need of remediation. For some administrators, the urgency of the added responsibilities related to the CAHSEE was overwhelming. The delay relieved some of the pressure and gave them additional time to implement activities and impact academic achievement.

The primary focus for many schools is increasing the academic success of students. In schools where a general approach was taken, the extra time gained from delaying the CAHSEE allowed them to develop more targeted interventions. Some schools were able to offer more

basic course to bring poor performing students to grade level. Other school administrators commented that they were able to spend more time developing intervention courses that taught skills directly related to the CAHSEE. This allowed classes to be more focused and individualized.

For several school administrators, the academic success of their students had serious implications. Some principals reported that part of their job review is based on student success on the CAHSEE. For these principals the term “ high stakes testing” took on a new meaning. However, administrators and teachers whose review included students’ performance on the CAHSEE were not directly affected by the delay. These individuals reported there were many other things on which their review was based and the CAHSEE represented a small portion. It did not appear to affect their attitude towards other high stakes testing. One principal reported, “It is just another piece I am being evaluated on.”

The Teacher/Curriculum Perspective

As with school administrators, teachers play an integral role in the implementation of the CAHSEE. Although student achievement is dependent upon a number of individual, environmental, social, and cultural factors, teachers often are held accountable for student success. Instructional practices and teacher commitment often are called into question when school test scores are low. Simple logic dictates that teachers are responsible for imparting knowledge; therefore if students are not knowledgeable the teacher is remiss. In reality, however, research shows that teachers are only part of the academic success equation. Nevertheless, the adoption of the CAHSEE had irrefutable consequences for teachers and classroom instruction. Teachers were an essential component in current curriculum evaluation, new curriculum development and instruction, and curriculum articulation endeavors. Both the institution of the CAHSEE and its delay influenced their activities in these areas.

Many teachers commented that the development of the CAHSEE shifted instruction back in the right direction. One teacher stated, “My focus is standards-based instruction, not the CAHSEE.” Teacher’s overwhelming sentiment is that the CAHSEE delay should not affect instructional practices. Teachers should be teaching to the standards regardless of the exam. Furthermore, departments should continuously unpack the standards and develop curricula and lessons based on them. Therefore, teaching should be focused on standards, not the CAHSEE. It is unclear whether these views are universal or unique to the CAPP CAHSEE project schools because they are immersed in standards-based instructional reform efforts.

Coupled with the understanding of the need to teach the standards is the need for training. Teachers commented on the need for training on standards-based instruction. There is a disparity

among teacher knowledge of the standards, how to unpack them, and how they translate into classroom instruction. Several teachers in English/language arts and math departments have participated in standards-based training and review sessions. However, most schools have not been able to extend these opportunities to other departments in the schools. Teachers think high school and middle school English/language arts and math standards must be integrated across subjects to facilitate learning.

Overall, collaboration tended to be more cohesive in math departments than English/language arts. Math departments appeared to be able to create common curricula, goals, and instructional practices more easily. The English/language arts teachers stated that part of their difficulty stemmed from not having a common language (e.g., topic, theme, and plot are used to refer to the same element). Differences such as these often confuse students and may affect collaboration and articulation. Shafter High School provides an example of an attempt to address this problem. Shafter staff collaborated with its feeder school, Richland Middle, to create an English/language arts (ELA) binder with common vocabulary, standards, and instruction. The binder was completed at the end of the 2003-04 school year; and they hope to use it as a tool to increase collaboration and articulation of curricula.

Even though teachers stated the CAHSEE delay had a minimal impact on classroom instruction, sites report changes in course sequence or course offering. Many sites shifted their focus on remediation from juniors and seniors to sophomores. Likewise, sites are assessing incoming ninth graders and placing them in remedial courses immediately.

Parents and Students

Parents and students had mixed reactions to the CAHSEE delay. School personnel reported that there appeared to be relief on the part of parents whose children were scheduled to graduate in 2004 and 2005. Prior to the delay, many parents were concerned that their children would not learn the necessary skills to successfully pass the CAHSEE. These parents feared their children would have to repeat the twelfth grade, even though they had successfully passed all of the required courses, or they would leave school with no diploma. Parents with children in special education or English language learner courses continue to have serious concerns. Some do not believe their children have the ability to acquire the necessary skills and deem it unfair to hold their children to the same standard as students not in these groups.

The interest in the CAHSEE seems to heighten for both parents and students once the student fails the exam. School personnel commented, "The majority of parents seem more concerned about the CAHSEE after their child fails the test the first time." More students took advantage of tutoring services, more parents attended CAHSEE school meetings, and students

appeared to take their work more seriously. In general, faculty reported students became more lackadaisical when the CAHSEE was delayed. The comment was directly linked to the earlier statement by administrators that students stopped taking the exam seriously so the test lost its credibility.

Conclusions

The nine CAPP CAHSEE school sites completed their third year of implementation in 2003-04. By aligning middle and senior high school course content, training teachers, and engaging parents, the project sought to ensure that students were given the tools and support necessary to pass the CAHSEE. Originally scheduled for 2004, the decision to postpone the exam requirement affected the school communities-at-large.

The CAHSEE delay had two primary implications. First, the delay gave schools more time to develop and implement instructional strategies to increase passage rates. It also afforded them more opportunity for staff development to ensure that all teachers were properly trained. Second, administrators believed that although the delay gave more time for program alignment, it also made them lose credibility among the students.

Teachers thought the delay should not affect classroom instruction. Teachers should be using standards-based instruction regardless of the CAHSEE exam. Teachers think if students learn the standards, passing the CAHSEE will not be an issue. Teachers agree the delay allows more time for curriculum development and implementation and provides more opportunity for the necessary training.

Some students became lackadaisical, not approaching their studies with as much fervor. This sense of apathy also was noted among parents. Most parents were not actively involved in CAHSEE preparation until their child failed the exam for the first time. Not surprisingly, parents of students graduating in 2004 and 2005 were relieved by the decision to delay the CAHSEE.

ARTICULATION BETWEEN MIDDLE AND HIGH SCHOOLS

In the three years of CAPP funding, CAPP CAHSEE schools have engaged in articulation between the middle and high schools with varying degrees of intensity and success. Differences in the degree of articulation between the middle and high schools seemed to vary among subject areas. Teachers reported that articulation efforts were easier in math than in English/language arts due to the nature of the math standards. They speculated that while math standards tend to build upon more basic math standards, English/language arts standards tended to spiral through the grade levels. In addition, the lack of common vocabulary in English/language arts to describe similar ideas and concepts was another challenge to any articulation efforts.

In this section, we discuss articulation between middle and high schools in the CAPP CAHSEE school partnerships. We will address middle-high school articulation in relation to common curricula, vertical teaming, and cross-site collaboration.

Common Curriculum

The adoption of a common curriculum at both the middle and high school is one way of facilitating articulation between the middle and high school. The common curriculum serves as a catalyst in cross-site collaborations because it necessitates the formulation of agreements about the scope, sequence, and pacing of instruction. It also enables the sites to accurately determine benchmarks that inform student mastery of the content and standards. The determined benchmarks and resulting analysis of student achievement data then can be used to plan needed interventions to bridge any achievement gaps, thereby ensuring that students are at grade level when they transition from the middle to high school.

At least two of the CAPP CAHSEE programs adopted the Holt series as a common curriculum for both the middle and high schools. Because the adoption was a district-level decision, all teachers were required to participate in the same districtwide professional development activities. Although the professional development schedule clashed with their previously planned summer institute, the adoption provided the partnership schools with a more targeted focus as they continued to collaborate during their common planning time.

At another CAPP CAHSEE project, the partnership schools collaborated to develop a scope and sequence, as well as pacing guide that were used across sites. Although the middle and high school were not implementing a common math curriculum, they have used the state standards and CAHSEE blueprints in this process. It is especially critical because the partnership sites have formulated an agreement to have a two-year Algebra program. Outlining the scope and sequence

is a way of guaranteeing that students transitioning to the ninth grade mastered the standards they need so they can be successful in the next course of Algebra they take.

Since the math coaches and teachers see the value in this effort, they plan to work with the elementary schools to ensure that elementary students transitioning to the middle school are at grade level. However, although the administrators believe they have good communication across the sites, the teachers have a different perspective since they are not involved in the same ongoing and consistent communication as the coaches. The math coordinators at both sites believe their cross-site collaboration is going very well. In addition, the CAPP funds enabled the middle school to engage in more common planning time and also paid for time the teachers spent observing each other's classrooms.

However, the adoption of a common curriculum also requires focused, ongoing, and consistent communication between the middle and high school. At another high school, a pre-established relationship broke down when one of the sites was reconstituted after much turmoil. This breakdown resulted in the adoption of different curricula at the middle and high schools. In this instance, the district may have played a role in the breakdown of the relationship when they imposed roadblocks that prevented the same level of communication as in previous years. The district also produced conflicting guidelines regarding the type of information that the partnership sites could share, despite a pre-established memorandum of understanding for their Reservation for College Program. Consequently, one of the feeder middle school principals lost faith that the relationship could be salvaged to the extent that the two sites would have the same level of communication they once had. Interestingly, the district mandated a common curriculum across schools at this locale.

Finally, at another CAPP CAHSEE partnership, the district decided they should use different textbooks at different school sites. They based their decision on the possibility that one curriculum would build upon gaps and/or weaknesses that the other might have. This approach has yet to be tested for its effectiveness.

Vertical Teaming

The CAPP CAHSEE schools also engaged in vertical teaming across sites. The vertical teaming effort resulted in the development of common assessments and use of specific diagnostic assessments at the eighth grade level. This enabled the sharing of data across sites so teachers at the high school have individual data about students coming from the junior to high school. A benefit of the vertical teaming effort is that high school teachers and middle school teachers established relationships so they know the standards that the middle school teachers covered and the standards that the high school teachers addressed. This knowledge also allowed

the high school teachers to remind students the standards they were taught in middle school when students reported not knowing a previously covered concept.

Another way schools have been able to share data across the different levels is through the use of student portfolios. These portfolios accompany the students from the middle to the high school. When used in conjunction with multiple student data sources, high school counselors and teachers were able to more appropriately place students in the ninth grade. This also enabled high school teachers to plan interventions to help students master standards they may not have mastered. However, at one high school, the district removed the student portfolios when the school was reconstituted although a majority of their students returned when the school reopened. It is not known what the district did with the student portfolios.

The CAPP grant had a positive impact on vertical teaming at a number of project sites. For example, the CAPP funds played a critical role in breaking down the philosophical barriers that existed between the one junior high and high school partnership. After several years of strained relationship, the junior high and high school developed a stronger relationship. Using CAPP funds, the schools were able to access Math Matters, which played a role in improving the relationship.

The CAPP funds also played a positive role at another CAPP CAHSEE project. Even though the math department had a strong relationship that predated CAPP, the availability of funds made the relationship stronger. CAPP funds provided compensation for teachers when they engaged in after-school collaborations. The funds also enabled teachers to observe each other's classroom.

Although the CAPP grant provided opportunity to communicate, some sites had difficulty moving beyond the initial planning conversations and were unable to commit to activities. For example, although the math programs at most sites were successful at vertical teaming, the same did not always occur in the English/language arts departments in the same schools.

From our site visits, we learned that the support of school administrators played a key role in ensuring vertical teaming. Although CAPP funds were instrumental at the above sites, the relationship between the school administrators also had an effect on the relationship between the junior high school and the high school. For instance, at a CAPP CAHSEE project, the close relationship between the high school and middle school principals facilitated the relationship between the staff at both sites. However, since the high school principal was moved to a new grade school, the relationship may now change because the new principal might not support the CAPP CAHSEE program efforts due to other more pressing school or district priorities.

We recommend that high schools in high school districts develop a relationship with their feeder junior high schools. As one example, a CAPP CAHSEE high school set up a structure in which the CAHSEE team leaders included two representatives from the feeder middle schools

and the high school. The team leaders met on a regular and consistent basis. At another CAPP CAHSEE high school, they focused on Algebra or English/language arts on alternate weeks. Every summer the middle school and high school met to discuss the algebra curriculum. The CAPP fund was the catalyst for the English/language arts week. Currently, they are trying to work out definitions of proficiency and common assessments. Finally, at another CAPP CAHSEE high school, the eighth grade algebra teachers are invited to the high school to discuss algebra at high school math meetings.

Cross Site Collaboration

At a number of CAPP CAHSEE sites, the funds served as a change agent. A number of CAPP CAHSEE projects claimed the funding enabled them to begin conversations with their feeder schools. The CAPP funds were used to compensate teachers for the time they spent developing common assessment; creating scope, sequence, and pacing guides; and backward mapping of the state standards. One high school math teacher reported that when teachers were compensated for developing a product, then it becomes a responsibility and they were more likely to invest time and effort.

The most successful example of cross-site collaboration for middle school to high school articulation occurred among three CAPP CAHSEE programs. The CAPP CAHSEE program used the CAPP funds to pay staff so teachers could work on curriculum articulation. Although the curriculum articulation began as a district mandate, teachers assumed ownership of the protocol that developed so it became a living document. Each year, they reviewed and analyzed the document to determine which objectives were attained and why others were not. They were so successful that the California Department requested permission to use their product as the prototype of an effective curriculum articulation and vertical teaming. In addition, the success in this CAPP CAHSEE program resulted in other CAPP CAHSEE schools adopting their best practices, and the district replicating them at the other high schools districtwide.

Conclusion

During the past three years of CAPP findings, CAPP CAHSEE projects engaged in various degrees of articulation between the middle and high schools with varying degrees of success and intensity. We found that key factors that support successful middle to high school articulation are: the adoption of common curriculum, vertical teaming, and cross-site collaboration. For most CAPP CAHSEE projects, the CAPP funds were the catalyst that enabled collaboration within and across sites to occur. While some sites have begun to utilize other funds to support these

successful and effective CAPP CAHSEE reform efforts that are now part of their school culture, others have not.

INSTITUTIONALIZATION

CAPP CAHSEE school sites completed their third year of funding in 2003-04. The sites will continue to receive funding in 2004-05. Because the 2003-04 school year was originally the end of the grant, WestEd focused some of our evaluation efforts on determining if the different sites will be institutionalizing activities sponsored or advocated by CAPP CAHSEE efforts. Evaluators interviewed teachers, school administrators, and district officials to determine the extent to which schools had institutionalized reforms set out in their original grant applications.

In their study of sustained school reform Century and Levy (2002) point out that schools that institutionalize reform efforts go through three phases. Those phases include: establishment of the reform activities; maturation, where the reform introduced at the school becomes widely accepted and internalized by participants, including teachers; and the evolution of the reform where it grows and adapts to meet the needs of the school.

For the purposes of this evaluation, we concentrated on phase two—maturation in our third year evaluation efforts. We concentrate on maturation because the CAHSEE sites have already introduced programs and a study of the evolution of reform at different sites would require a retrospective study to be conducted at a future date.

In the sections that follow we discuss efforts made by sites to institutionalize school reforms introduced. We discuss institutionalization in light of the elements common to schools that successfully institutionalized school reform as outlined in the Century and Levy study (2002). The elements discussed include: funding, instructional materials, partnership, critical mass of support, district support, philosophical change on the part of participants, professional development, and leadership.

Funding

Century and Levy (2002) write that, “(l)eaders can establish sustained programs with and without large influxes of external funds” (p. 5). They go on to describe that neither situation is better than the other. However, in instances where there is not yet broad agreement about approaches to change, funding allows for greater collaboration and experimentation with program approaches. The California Academic Partnership Program (CAPP) offered such an opportunity for schools participating in the CAPP CAHSEE initiative. Several sites participating in this round of funding were low performing schools with few resources to spend on reform. In many instances, the schools were in isolated locations with overworked teachers. CAPP funding provided many of these schools with the opportunity for greater collaboration, to buy and

introduce instructional material, and develop new courses to assist students who had not previously succeeded on the CAHSEE, among other reform efforts.

Instructional materials

Evidence from site visits indicate that many reforms introduced at the CAPP CAHSEE sites will be sustained over the coming years. The CAHSEE courses at most CAPP CAHSEE schools are reform efforts that will be sustained at most schools. Almost all schools participating in the CAPP CAHSEE initiative introduced CAHSEE courses to assist students who had either failed portions of the exam or were in danger of failing the exam. The CAHSEE courses provide an important example of a reform that would be institutionalized. These courses often provided new instructional materials to sites, as well as greater collaboration among staff. At many sites CAHSEE courses were cited as having had the greatest impact on student success on the exam. Generally reforms that provide funding (CAPP grant) and introduce instructional material are more likely to continue after the end of the grant (Century & Levy, 2002).

Partnerships

In addition to the seed money from CAPP and the introduction of new instructional material, it is important for sustained reform to develop partnerships with other institutions (Century & Levy, 2002). CAHSEE courses and other academic assistance programs, such as tutoring, led to dialogues across schools focused on the alignment of standards. Shafter High School and Richland Middle School provide an excellent example of collaboration across school sites particularly in mathematics. Leaders in the math departments of both schools will continue their collaboration.

The collaboration among schools is not restricted to a single project. Calexico High School, and Chula Vista and Mar Vista High Schools developed a strong collaborative relationship that brought the neighboring districts a relationship that was beneficial to the sites. Lower Lake also developed a strong relationship with its county office of education

Although not all collaborations with institutions of higher education were successful, Shafter High School and Richland Middle School developed a highly successful relationship with California State University, Bakersfield. Sacramento High School developed an equally strong relationship with the University of California, Davis. San Lorenzo High School also had a highly successful collaboration with Mills College that likely will continue after the sunset of the grant.

Critical Mass of Support

Collaboration among these various institutions and within the schools also built a critical mass of support necessary to the institutionalization of school reform. Century and Levy (2002) point out that when teachers, with outside support, are able to build a critical mass of support for reform efforts among teachers and other stakeholders, these efforts develop a “culture of program self-generation” (p. 5).

As schools develop greater support for reform within the community it is also important that they develop support for reform within their schools. Callexico High School is an excellent example of teacher support. Due in large part to the leadership of the math department, the school’s pass rate on the math CAHSEE increased significantly in the last year. Interview data indicate that teachers within that department support reform and will continue to implement reform measures after the sunset of the grant. In Shafter support from the math departments at both the junior high school and the high school led to support for reform across schools. The collaboration has been so successful that the math consultant from California State University, Bakersfield commented that he would continue to work with these schools even if no funding were available.

District Support

Century and Levy (2002) also point out that those schools that have support from their districts are more likely to institutionalize change. In Callexico, the relationship between the high school and the district office was originally strained because of a number of state-mandated reforms that were considered punitive. Support for reform, however, came from the district.

In almost all CAPP CAHSEE projects, district support was crucial to the success or failure of specific activities and undoubtedly will affect institutionalization. Where activities were not perceived to advance district agenda, there was little support and programs were not likely to endure. This was evident as changes in district administrators either: (a) brought new support for reforms at sites that had been less than successful or (b) caused reform efforts to fade because the new administrators had an agenda that did not support the reform efforts underway.

Philosophical Change on the Part of Participants

Perhaps one of the greatest hallmarks of change was a shift in the outlook or perception of teachers involved in reform efforts at the CAPP CAHSEE schools. For many teachers the introduction of CAHSEE interventions meant a shift in their philosophical approach to teaching. In short, teachers had to shift their philosophical beliefs from teaching toward the CAHSEE,

something teachers traditionally resisted, to teaching towards the state standards the test is designed to measure. According to data gathered from the WestEd faculty survey, during the past three years among faculty members there was greater acceptance of statewide standardized tests as part of a comprehensive assessment system. There also was increased knowledge of the standards and their use in instructional practice. Because teachers were able to make these fundamental shifts, the reform initiatives are more likely to be institutionalized (Century & Levy, 2002).

Professional Development

Professional development is also a critical factor contributing to institutionalization. The CAPP CAHSEE conferences and the technical support provided by CAPP liaisons played pivotal roles in sustaining the reform introduced during the last three years. Many sites commented on the valuable support CAPP provided to faculty. They also commented that the conferences offered the opportunity to network with other schools engaged in reform, and the conferences provided valuable professional development opportunities for schools. Finally, the role of teachers in identifying their own professional development needs and the types of support they receive was a welcome change from the typical top-down system.

Leadership

Finally, leadership is a crucial element for reform institutionalization. In a time of increased accountability and continued teacher and school leadership turnover, this could be one of the greatest issues that will ensure the institutionalization of reform or its eventual demise at CAPP CAHSEE schools. For example, Farmersville High School's principal and CAPP program director was recently transferred to another position within the district. The principal was the driving force behind much of the reform that took place at the high school. Additionally, the recently elected school board let both the superintendent and assistant superintendent of the district go. Further, the new superintendent, hired in the summer of 2004, was only in the position for eight days before he too was let go. Later in the summer of 2004, two district board members were recalled and two new board members installed. Although none of the districts leaders were intimately involved in the day to day running of the CAPP CAHSEE program the loss of leadership and the potential resulting confusion may mean that school reform efforts introduced at the school will not become institutionalized.

Project leadership also plays an important role. To successfully institutionalize many of the reforms introduced as part of the CAPP CAHSEE project it is necessary to develop a distributed

leadership model. In schools, this means identifying teacher leaders who can carry the work forward on a day-to-day basis. Schools with strong teacher leadership, such as San Lorenzo and Mar/Chula Vista already have fully embraced many of the instructional and student support reforms.

Conclusions

Data collected over the last three years of the CAPP CAHSEE project indicates that several schools participating in the program have an excellent opportunity to institutionalize the school reforms introduced. In this section we cited several examples from sites that have met research-based criteria likely to lead to institutionalization set down by Century and Levy (2002).

To determine whether the sites participating in the CAPP CAHSEE reform efforts truly institutionalize their own instructional and student support reforms, the CAPP Office may wish to conduct a study in future years to determine which schools continued their reform efforts after the program funding ended.

DATA WORKSHOP

In this section we report the development, implementation, and site-based delivery of the CAHSEE data workshops developed for the CAPP CAHSEE high schools.

Purpose

At the request of the CAPP Office, WestEd provided three-hour data workshops at the following seven sites: Calexico, Chula-Mar Vista, Hoopa, Lower Lake, San Lorenzo, Sacramento, and Shafter High Schools. The data workshop was not offered at Jordan Freshman Academy and Farmersville High School. Jordan Freshman Academy decided that it already engaged in extensive data analysis efforts and the CAPP evaluation liaison agreed that the workshop was not needed there. The data workshop at Farmersville High School was cancelled due to school and district level staffing upheavals.

The purpose of the data workshops was to provide the school sites with a process for analyzing disaggregated student level data and then identifying appropriate instructional strategies to improve student learning and close the achievement gap. Although the workshops focused on CAHSEE data, lessons learned also applied to the analysis of all student data.

Although the CAPP Office required the project director, school principal, district data representative, math department chairs, and English department chairs to attend the workshop, others who participated at various sites included: CAPP Advisory Committee members and CAPP consultants, superintendents, middle school principals, middle school math or English teachers, high school counselors, staff from partnership universities or community colleges, and other district staff.

The workshop participants examined student level school wide CAHSEE data to:

- Compare schoolwide CAHSEE results with state results from the March 2003 administration of CAHSEE;
- Compare student performance CAHSEE results from the March 2003 administration with February or March 2004 administration of the CAHSEE (when available); and
- Examine trends in student performance by strands, pass rate, language fluency, ethnicity, and/or course enrollment in language arts and mathematics.

WestEd initially intended to review student performance on CAHSEE released items. This did not occur, although there was information about student's responses on specific test items.

WestEd did not have access to information that would determine what the test items were, whether the student's responses were correct, and which standards were being assessed.

Presenting the Data Workshop

Each workshop was conducted by two staff members: the evaluation research liaison working with the project site high school and another staff member involved in workshop development (Horowitz or Abdullah-Welsh).

During the data workshop, WestEd presented bar charts and tables that illustrated school and state level CAHSEE pass rates for the entire school population, followed by the pass rate of subgroups for English/language arts and math respectively. The presenters used the following four questions to guide the modeling of the data analysis process and group discussions:

- How does your school level CAHSEE data compare with the state data?
- What are the areas of strength indicated by your school's CAHSEE data?
- What are the areas in need of improvement indicated by your school's CAHSEE data?
- What are the areas of the curriculum where individuals need further opportunities to review, reinforce, and/or remediate their English/language arts or mathematics knowledge and skills?

WestEd provided five binders, each containing hard copies of student CAHSEE data sorted by area (English/language arts or math), grade level, and mean scaled scores. The data base also contained information about language proficiency status, math course enrollment, home language, ethnicity, and percent correct for each strand of the CAHSEE. Finally, the binders included other CAHSEE resources from the California Department of Education (noted below).

While examining student data, participants discussed how each department could begin to modify instructional practices and curricula to address identified gaps in students' performances, specific strengths and weaknesses across student subgroups, and priorities/action steps for each department. The goal was to move discussions from remediation (student-driven action) to instructional reform (classroom-based action). To guide future discussion about analyzing student achievement data as modeled in the data workshop, WestEd provided workshop participants with the following resources:

- CAHSEE blueprints for English/language arts and mathematics;
- CAHSEE released items for English/language arts and mathematics;

- STAR blueprints for English/language arts and mathematics; and
- California High School Exit Exam: Promoting Success –Remediation Planning Guide for Districts and Schools (January 2003).

The last resource provides an overview of the CAHSEE, planning process, and strategies schools can undertake to improve student performance on the CAHSEE. It also includes a checklist that schools could use to examine whether they provide standards-based instruction and how the standards are taught and assessed.

Data Collection

WestEd initially planned to use the March 2003 CAHSEE data. However, during the first data workshop at San Lorenzo, the participants recommended the use of the most recent CAHSEE data. Consequently, February or March 2004 CAHSEE data were used for workshops at Sacramento, Chula and Mar Vista, and Lower Lake High School because the districts were able to provide the data to WestEd for preliminary analyses.

To retain student anonymity, WestEd requested that districts eliminate student names and other identifiers. While one district randomly assigned identification numbers and retained a code sheet they shared only with the school, others included the district ID numbers.

The process of procuring CAHSEE data differed from site to site. At one district, WestEd had to submit a proposal that was reviewed and then approved by the Evaluation and Research Program at the district. At another, WestEd only needed to fax a letter requesting the data to the Evaluation and Research Program. However, most of the CAPP CAHSEE high schools proved their resourcefulness by tracking down and then forwarding the March 2003 data to WestEd as a simple email attachment.

In addition to being in either Excel or tab-delimited format, the provided database contained the following fields: (a) student identification number; (b) school; (c) student's grade (tenth, eleventh or twelfth grade); (d) gender; (e) primary ethnicity; (f) language fluency (English Learners, Initially Fluent English Proficient, Redesignated English Proficient, and English Only); (f) home language; (g) migrant status; (h) special education services; (i) correct or incorrect answer for each item on the CAHSEE (so there was a column for question 1 ELA, question 2 ELA, etc.); (j) mathematics classes taken; (k) CAHSEE scale score; (l) number correct for each CAHSEE strand in English/language arts and mathematics; and (m) percent correct on each CAHSEE strand in English/language arts and mathematics. All districts provided databases containing other fields (such as, secondary ethnicity and special education services). However, we eliminated these fields to reduce the amount of data, thereby simplifying the process for

workshop attendees. Instead we targeted specific data that would inform intervention (e.g., student performance on a specific strand and mathematics courses they had previously taken).

WestEd faced challenges obtaining the February or March 2004 CAHSEE data in a timely manner due to the workshop schedule. Most districts delayed sharing the data with schools, even though the state test administrators provided the data to districts within the intended timeline (the end of April and May for February 2004 and March 2004 respectively). In most instances, districts provided only the summary CAHSEE data and schools were unable to access student data prior to the beginning of the school year.

Lessons Learned

The number of workshop participants ranged from four to twenty. However, WestEd learned that the number of participants present was not as important as the participants who were there. The presence of key personnel would ensure that the modeled data analysis process would be replicated in the future. For example, the presence of a middle school principal and math teacher (in addition to those from the high school) enabled math teachers from both schools to determine why students were doing well in the measurement and geometry CAHSEE strand when they had not had any geometry classes in high school prior to taking the exam. They concluded that the middle school successfully covered the geometry standards and students did well in the related strand. Additionally, when university or community college partners participated, a school team began conversations about professional development activities that would result in higher student achievement in strands where most students were failing. Finally, when a district data analyst was present, she was able to see a different way to present the CAHSEE data to the school staff and determine what data she could provide or they could request to facilitate their data analysis efforts.

Most workshop participants saw value in the data workshop and appreciated time spent looking at and discussing their school level student data. Some participants asked many questions and understood the modeled data analysis process. However, when schools or districts did not provide WestEd with the most recent CAHSEE data, participants were frustrated and less likely to engage successfully in the data process.

Although WestEd attempted to provide workshops tailored to the specific sites by using site level data. This was not always possible because sites varied in their capacity to engage in data analysis. Participants at some sites had more experience analyzing data than others. In addition, departments within sites also differed. At one site staff in the English/language arts department was overwhelmed when asked to examine their student level data while the math teachers were not. A counselor at another school was frustrated when he was asked to examine

the school level data. Instead, he wanted the WestEd team to disaggregate and then present the data so he did not have to go through the data analysis process.

Successes

A number of workshop participants expressed gratitude when we provided the opportunity to participate in the data workshop. They indicated they would continue the same process by sharing the data with their peers. Participants valued the way their school data was presented because the presentation went beyond a general percent passed to analyze the performance of student subpopulations on specific strands.

Since the school teams were encouraged to further analyze their data for other possible trends, school teams were prompted to ask additional questions (e.g., How did the most recently enrolled English Learners performed in relation to those who have been here the longest?). While the WestEd presenters were encouraged when this happened, some school team members felt guilty and apologized for being off-task during the workshop.

Workshop participants also confessed that the modeled process was very difficult and challenging at first, because it forced them to look at their data in a different way than they had in the past. We also experienced resistance among some participants to assume responsibility for data analysis and linking it to reforms. Once participants understood the intent, they were able to see the value of the process and were interested in replicating the process with their peers.

At one workshop, WestEd downloaded school level data onto laptop computers so participants could electronically disaggregate student level data to guide their small group discussions. In doing so, WestEd staff were able to model how data could be sorted using Excel to answer questions that arose from the data analysis process. This proved valuable because it enabled a few workshop participants to develop graphs and charts to guide their conversations around data and instructional planning.

Conclusions

Although the data workshop was successful at some sites, the lack of the most recent data at other sites distracted the participants from fully engaging in the data analysis process modeled during the workshop. In general, participants commented they valued the process and would share the data with their peers the way they were presented at the workshop. Some participants reported that the modeled process was difficult because it forced them to look at their data from a different perspective; yet, they realized its importance. Finally, we were able to encourage some

who were initially resistant to actually analyze their data by actually modeling the sorting of their school level data using laptop computers in small group discussions.

CAPP CAHSEE ACTION RESEARCH PROJECTS

The RFP issued by CAPP in 2001 provided applicants the opportunity to apply for funding to conduct action research. Of the five sites that submitted a proposal that included an action research component, four received an award of \$20,000 at the inception of the CAHSEE funding cycle in 2001-2002. CAPP funded these four sites a total of \$60,000 each to carry out an action research project over a three-year period. The sites were: Farmersville, Chula Vista, San Lorenzo, and Lower Lake. With the exception of Farmersville, all sites carried out their proposed action research project and submitted a written report at the end of the three-year period. This chapter summarizes the progress of the sites in carrying out the research studies based on three areas of discussion: focus, support, and accountability. We end with recommendations for the implementation of future action research projects.

Focus

Chula Vista, San Lorenzo, and Lower Lake conducted research studies that addressed unique topics. The CAPP grant gave interested applicants the freedom to select topics that were meaningful and of interest to their particular context. Chula Vista initially embarked on a research project to determine “the path to a college degree for students from Chula and Mar Vista High Schools.” Due to unforeseen challenges, the research project director at Chula and Mar Vista High Schools changed the research question to address how programs that are based on acceleration provide more powerful results than those based on remediation. San Lorenzo conducted research on the impact of consistent homework completion on increasing students’ academic achievement. Finally, Lower Lake’s concern for the “very low percentage of LLHS students who were enrolling in a four-year college or university” fueled their research on effective strategies for raising A through G completion rates.

Support

The research project directors at the three sites received varying levels of support from school and district staff, as well as community members. The research project director at Chula and Mar Vista High Schools confronted a loss of funding to effectively carry out the study due to the district garnishing \$40,000 of the \$60,000 award. When the research project director addressed her concern about the lost funding with the districts’ grants director, the response was an acknowledgement that the research was important and that the district office “might be able to find some money” to restore the study as long as it did not cost as much as was lost.

Additionally, the Chula and Mar Vista project experienced difficulty obtaining anticipated guidance and direction from local college and university personnel doing similar research. They were unable to obtain student-level data due to issues of confidentiality and were unable to track students by their district ID numbers once they enrolled in colleges and universities.

The research project director at San Lorenzo reported that he did not ask the district for support, yet he acknowledged that he received a “wonderful level of support” from his school community. In the first year of the study, the research project director worked with a team of teachers from San Lorenzo High and Edendale Middle School. Fellow teachers “opened their doors” to the research team to conduct classroom observations and made themselves available for interviews. Parents and guardians at San Lorenzo demonstrated their support by completing a survey about homework. Over 750 parents and guardians shared their perspectives regarding their children’s homework through the survey conducted in year one.

A consultant external to the district conducted the Lower Lake research project. The consultant reported that the high school and Lake County Office of Education staff demonstrated their support by promptly returning her phone calls and providing data immediately.

Accountability

The research project directors were responsible for checking in regularly with their CAPP liaison to discuss the progress of their studies. At least once a year, the CAPP liaison met individually with the research project director during site visits. Additionally, the project directors and CAPP Liaison regularly corresponded by email and phone calls. At the end of the three-year funding period, the research project directors submitted written reports documenting the process, research questions, findings, and conclusions. Chula Vista, San Lorenzo, and Lower Lake submitted reports that varied in length and depth to the CAPP office. For example, Lower Lake’s report was 18 pages while San Lorenzo’s report was 123 pages.

Recommendations

Based on data that were obtained from the site visits, as well as the written reports submitted by Chula Vista, San Lorenzo, and Lower Lake, we provide the following recommendations.

- The sites funded to conduct research studies should be asked to formally report on the status of their study at least once each year to a designated group of CAPP liaisons and/or board members. For example, CAPP could convene the research project directors at mid-year to deliver a presentation to CAPP board members.

- The research project directors should also be asked to deliver a panel presentation at the yearly June CAPP conference. This would give the research project directors the opportunity to learn more about each other's research and increase awareness of research among teachers and administrators representing CAPP funded sites.
- CAPP may convene the research project directors once a year to discuss in a small group the successes and challenges associated with conducting research. This would provide a support system to research project directors. An outcome may be the development of a listserv to be used to share ideas and provide insight about carrying out the research.
- Research project directors and their site-based research team should be held accountable to deliver a presentation to their peers at a staff meeting at the end of the three-year funding cycle. The research team might also consider delivering the presentation to community members, including district personnel, feeder school staff, parents, and students.
- Research projects might consider involving high school students in the data collection and/or analysis and writing. By doing so, school staff would learn more about increasing access to higher education while providing a valuable experience to high school students. Exposing high school students to research would enhance their preparation for college. The experience may even include a stipend for the student(s). Junior and senior students may be given preference for participation and student researchers could be rotated every year or semester so as to reach more students.

STAFF CHANGES AND THEIR EFFECTS ON THE CAPP CAHSEE PROJECTS

In this section we present a table that describes the staff changes at each of the CAPP CAHSEE projects and the implications of these changes on project sustainability.

All projects except Shafter High School experienced staff changes during the 2003-04 academic year. The effects on the projects varied from none to potentially threatening the viability of specific programs and activities.

Table 20*Staffing Changes For CAPP CAHSEE Projects And Sustainability of Projects*

Project Name	Staffing Change	Impact on Sustainability of Project
Calexico Unified School District CAPP CAHSEE project	<ul style="list-style-type: none"> • Hired permanent high school principal; • CAPP project director who served as interim principal at Calexico High returns to the district; and • CAPP CAHSEE contact person for English/language arts left Calexico High School. 	None.
Chula and Mar Vista High School CAPP CAHSEE project	<ul style="list-style-type: none"> • Project director who was Categorical Coordinator at Chula Vista takes full-time teaching position at Mar Vista High School; and • English SMART site leader at Chula Vista High School assumed CAPP Coordinator role at Chula Vista High School. 	No impact on sustainability of the CAPP CAHSEE program efforts because the Project Director (the force behind the project) remains actively involved and highly committed to the project. The Project Director’s transfer has resulted in the shift in the venue for program activities to Mar Vista High School.
Farmersville Unified School District CAPP CAHSEE project	<ul style="list-style-type: none"> • High school principal who was also CAPP project director transferred to a new elementary school; • School board dismissed the superintendent and assistant superintendent; and • School board hired a new superintendent and then dismissed him after eight days in office. 	The change in leadership at the high school will have the greatest impact since the principal, who was also the project director for the CAPP CAHSEE project, was the driving force behind many of the reforms that took place at the high school. If the new high school principal does not support current reform efforts and the faculty implementing them, the project is in danger of not fully implementing reforms introduced by CAPP CAHSEE.

Project Name	Staffing Change	Impact on Sustainability of Project
Hoopa Valley High School	<ul style="list-style-type: none"> Lead Teacher Advocate from Trinity Elementary School left and the project has not been able to find a replacement; Hoopa Valley High Principal who was also CAPP co-director was reassigned to Trinity Valley Elementary School; and New principal at Hoopa Valley High will serve as CAPP co-director. 	<p>The change in leadership at the high school may have an impact on the sustainability of the project. The new Hoopa High principal, who will also co-direct the CAPP grant, will have to work very closely with Dr. Rafferty from Humboldt State. Both co-directors must continue efforts to ensure collaboration among and between the LTA's representing the various schools involved. The superintendent's leadership will also be critical in ensuring accountability of project leaders, who are primarily working for the district.</p>
Jordan Freshman Academy	<p>New Literacy CAPP coach at Lindbergh Middle School; and New principal at Jordan Freshman Academy.</p>	<p>Because the English/language arts department at LMS will not be involved in the CAPP reforms efforts for 2004-05, the change in the Literacy coach will not have an impact on the sustainability of the math component of the CAPP CAHSEE project at both the middle and high schools.</p>

Project Name	Staffing Change	Impact on Sustainability of Project
Lower Lake High School	<p>CAPP CAHSEE project director left; Staff member at Lake County Office of Education (LCOE) served as interim project director; Interim project director took a position in another district; and A new project director has been identified.</p>	<p>LCOE’s hiring of a new project director is very important in keeping the momentum of the CAPP project in Lower Lake High School for year four. A site administrator stated that given resistance of some high school teachers, the project director’s role is critical. The new project director should be hands-on to help the two sites stay focused on the CAPP CAHSEE reform efforts. According to a site visit report (10/13/04) by a CAPP board member, the new project director “may be able to turn [the project] around and show more progress” given his experience and the respect demonstrated to him by teachers and administrators.</p>
Sacramento High School	<p>The new CAPP project director is the SHS Gear UP Advisor; The UC Davis-SCUSD Site Manager returned to Father Keith B. Kenny Elementary to serve as principal; and The math coach will no longer work on the CAPP project</p>	<p>The new CAPP project director has been active and instrumental in re-establishing the communication and collaboration between the partnership schools so CAPP-CAHSEE program efforts will be rejuvenated. However, with the reassignment of Fran Gibson, the math coach, it is uncertain if the successful math articulation effort could be sustained with the same level of intensity.</p>

Project Name	Staffing Change	Impact on Sustainability of Project
San Lorenzo High School	New principal at San Lorenzo High School; and Change in co-chair of English department.	San Lorenzo staff viewed the change in principal at the high school positively. The staff, who had rallied to bring the principal to their site, believed the new principal to be very supportive of the CAPP reform efforts. The change in leadership of the English department co-chair should not have an impact on sustainability, as the directorship has been in the hands of two highly competent teachers representing the math and English departments.
Shafter High School	No changes in key staff during the 2003-04 school year.	None.