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

Annual Report for Academic Year 2004-05

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December, 2005

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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 middle schools, and postsecondary educational institution partners, the CAPP CAHSEE project is designed to improve the college-going rates among underrepresented students, with a focus on improving the proportion of students passing the CAHSEE, at nine high schools in California. The participating high schools 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
- Jordan High School, Freshman 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 (Charter) High School, St. Hope Public Schools, 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 CAPP CAHSEE partnerships were to address the following two goals related to the CAHSEE: (1) to prepare all students in the participating schools to pass the CAHSEE at the

end of the 10th grade and (2) to ensure students who did not pass the CAHSEE in grade 10 received the support needed to pass it by grade 12.

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, discussed the logic model for the program activities in relation to the CAPP CAHSEE goals, 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**: Noraini Abdullah-Welsh, the lead research liaison, disaggregated the February or March 2005 CAHSEE data provided that each CAPP CAHSEE high schools (including some CAPP Standards sites) provided for the Data Workshop at the June 2005 CAPP Conference). Charts and other visual displays were created for each site to discuss as they addressed a series of questions focused on the use data to plan instruction and/or intervention for the respective groups of students. Verbal feedback from the respective school teams on the timeliness and appropriateness of the session were very 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 third year report was delivered along with the student data report for each project site.

The Structure of This Report

This report opens with a project site chapter that include a description of the project; modifications made during the year to key staff, activities, and objectives; updates on project services and activities (including an assessment of implementation); and site level recommendations. After the site chapters, we present chapters addressing two key issues: (1) college–going culture; and (2) CAHSEE support and remediation, followed by some general recommendations for all CAPP CAHSEE schools.

CALEXICO HIGH SCHOOL

In this chapter we describe the progress made by the Calexico Unified School District CAPP CAHSEE project during the 2004-05 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05* 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 and recommendations.

Description of the Project

The Calexico Unified School District (CUSD) 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). Currently CHS has three higher education partners: (University of California, Office of the President (UCOP), University of California College Prep Online (UCCP) and University of California at San Diego – Early Academic Outreach Program (UCSD-EAOP). CHS, the focal point of most grant activities, enrolled 2,011 students during the 2004-05 school year. Latino students represented 97.6 percent of the overall student population. While Asian students accounted for approximately 1.4 percent of the student population, White students formed only 0 .7 percent during this school year. Fifty-eight percent of the students attending FHS were English Learners (EL). According to California Department of Education statistics, nearly 73 percent of enrolled students qualified for free or reduced lunch.

The CUSD collaborative has faced several challenges in the last three years. CHS was an Immediate Intervention / Underperforming Schools Program (II/USP school) and a Program Improvement School. The CUSD hired WestEd's Comprehensive School Assistance Center to help CHS improve its academic performance. The resulting activities from the school improvement plan brought much change to the school.

Changes Made During the 2004-05 Academic Year

In this section we provide information about changes and modifications made to the project during the past year in three areas: key staff, activities, and objectives.

Changes to Key Staff

There was no staff changes noted for the 2004-05 school year.

Changes to Activities

During a School Board meeting early in the 2004-05 term, the Board of Trustees voted not to allow Calexico teachers to participate in the *Math Matters* Professional Development. *Math Matters* is a comprehensive professional development program that gives teachers and administrators skills and strategies to help students succeed in math. The program is focused on the needs of low-performing schools to help meet the standards. *Math Matters* provides a series of workshops and seminars, among other services, to enable schools to: Develop standards-based lessons with appropriate content strategies, practice proven instructional strategies, apply new skills that will help students succeed. Under the direction of Tom Lester, teachers in CSUD incorporated *Math Matters* techniques into curriculum development and classroom instruction.

Although many of the teachers at Calexico supported the *Math Matters* program, teachers who did not support the program believed they did not need outside assistance to help them improve the math department. The decision to remove the program came after much debate and continues to be source of disagreement among teachers. Many teachers in Calexico stated, " We are still committed to meeting our objectives. We will not stop until every student is able to pass the CAHSEE."

Changes to Objectives

No major changes were made to project objectives during the 2004-05 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 *CUSD* CAPP CAHSEE site. We open with a general overview that includes obstacles faced and how they were addressed. This is followed by a discussion of the CAPP CAHSEE program activities in relation to professional development, student support and remediation, and curriculum and instruction.

Overview of the Year

Although CUSD continued to have challenges in 2004-05, the district and participating schools made great progress toward achieving their goals and implementing the CAPP CAHSEE program activities. CHS, which had been designated as a Program Improvement School (PI), has shown great gains in the last few years. They were able to increase both their Adequate Yearly Progress (AYP) and CAHSEE scores immensely and overcame their redesignation with unprecedented gains. As noted in the annual workbook, the CSUD was on the verge of becoming a PI District and it was CHS CAHSEE scores (as evidenced in the final grade span analysis) that kept CUSD out of this unwanted status.

One of the most notable accomplishments at CHS occurred in the high school math department with the implementation of reform activities. The math department continued its collaboration with neighboring Chula Vista and Mar Vista High Schools. Along with the two junior high schools in the district, they began a constructive dialogue on aligning math curriculum in the district.

As in the past years, the English/Language Arts (ELA) departments at all three schools were not as successful in their collaboration. Although all three schools were using a common curriculum, they continued to have less formal collaboration among the sites than did the math department. ELA teachers reported they struggle with, " developing vocabulary for instructional lessons, focusing lessons on expository writing, and teacher's view of English as an "art" rather than a standard subject." These disagreements continue to impede progress within the department and make it difficult for the development of a professional learning community.

Project Services and Activities

In this section we describe the progress made on each of the services and activities proposed by the CAPP CAHSEE projects in the CUSD. The proposed services and activities were detailed in the site's 2004-05 workbook. Also, while working on the logic model of program activities, we learned a particular activity being implemented may not merely address one of the CAPP CAHSEE goals, but it could effect multiple goals. For example, Standardized Achievement Test (SAT) and CAHSEE test preparation could increase both CAHSEE pass rates as well as increase A THROUGH G course enrollment. Therefore, the discussion in this section will focus on three broad areas: (1) professional development, (2) student support and remediation, and (3) curriculum and instruction.

Professional Development

Professional development activities were limited in 2004-05. The aim of CHS's principal was to ensure teachers spent the majority of time in the classroom providing instruction. Although the principal provided time and financial reimbursement for professional development time spent outside of school hours, many teachers were not receptive to this change in policy. The debate continued for a significant portion of the school year, so many teachers did not participate in collaborative meetings. However, toward the end of the school year, teachers began to see the importance of the collaboration and began to consider before school and/or after school meetings.

Further, during the summer of 2004, CHS teachers and teachers from both middle schools participated in a weeklong summer institute at Chula Vista High School. The week of professional development allowed CHS staff to broaden their knowledge of best practices focused on assessment of student learning. Subsequently, CHS teachers revised and developed quizzes, tests, and other forms of common assessment materials for their math department.

Additionally, staff from the Sweetwater School District visited CHS to gain an understanding of their Saturday parent-student workshops. These cross collaborative visits allowed both projects time to discuss parental involvement programs coupled with student support services.

Student Support and Remediation

The math department at CHS made strides in providing CAHSEE support courses, *Homework Center* development, and parental involvement in support services. Under the direction of the principal, dramatic changes were made to the master schedule at CHS during 2004-05, including the addition of CAHSEE math support classes. The once elective CAHSEE classes, which were intended to assist students in passing the CAHSEE, has been modified to reflect a parallel class structure.

Identified students who might have difficulty passing their Algebra course were enrolled in an Algebra Support Class simultaneously. Potential students were identified utilizing multiple measures (i.e. California Standards Test (CST), California Testing and Reporting (CAT 6), teacher recommendations and evaluations using classroom performance, Mathematics Diagnostic Testing Project (MDTP), and grades). During the 2004-05 school year, CHS ran five sections of Algebra support.

The intent of the Algebra Support course was to align the curriculum of the students' actual math class and their CAHSEE support course. Although pass of the CAHSEE was still the overall goal, the specific purposes of the course were to:

- Diagnose mathematical needs and fill in academic deficits;
- Front load and pre-teach necessary materials to students prior to them seeing the material in their Algebra course; and
- Assist students in their success of their math course.

In terms of parallel and/or support classes for English Language Arts (ELA), CHS continued to offer Academic Support Classes to students who were struggling in Reading. Utilizing work done by Leslie McPeak, which emphasized core teams of teachers to assess student need, identify needed literacy resources and create literacy strategic and implementation plans, the English department began the initial steps in this direction. CHS students who were scoring Far Below Basic or Below Basic on the California Standards Test were given the Diagnostic Assessment in Reading (DAR). Based on DAR results, they received one or two hours of intensive reading instruction. Approximately 300 students received one or two hours of additional support during 2004-05.

Calexico High School's Homework Center (HWC) opened at the beginning of the 2004-05 and remained open for the entire school year. Held in the library, the HWC was open every Monday through Thursday from 3:00 p.m. to 5:00 p.m. With an average daily attendance of 75 students, the HWC represented one of CHS' greatest accomplishments. Certificated teachers and both college and high achieving high school students staffed the HWC. The coordinator of the HWC, Lydia Dyer, tracked (1) number of students attending, (2) content areas in which students are asking for assistance, (3) staff present in HWC, and (4) cost of staff per student. Mrs. Dyers noted that attendance varied from 25-130 students, with attendance swelling just prior to and after the CAHSEE administration. Students requested assistance in math most frequently. With three staff members and three tutors in the HWC daily, the average cost per student was approximately $1.44 per day.

In addition to the HWC, Mrs. Dyer also coordinated the English and Math Saturday parent-student CAHSEE workshops. The Saturday workshops provided additional opportunities for students to gain and solidify skills needed to pass the CAHSEE. Juniors who had not passed one or both parts of the exam were the first group invited to attend the seven-week workshop with their parents. Although these courses took place on Saturday mornings, more than 85 students and parents attended the first session and 115 pairs of parents and students attended the second

session. According to Mrs. Dyer, students who attended the majority of the seven sessions showed more consistent gains in their CAHSEE scores.

The CAHSEE pass rate for all students increased from 2002 to 2005 in both math and ELA. There was a 19 percent increase in the pass rate of all students in ELA from 30 percent in 2002 to 19 percent in 2005. The available data on the California Department of Education (CDE) website show that 10th graders increased 33 percentage points in the ELA, from 30 percent in 2002 (the first year they took the CAHSEE) to 63 percent in 2005.

The pass rate of the math portion of the CAHSEE for all students increased by 42 points from 20 percent in 2002 to 62 percent in 2005. The pass rate for 10th graders on the math portion increased by 40 points from 30 percent in 2002 to 70 percent in 2005 and 11th grade students improved by 11 points.

Curriculum and Instruction

As reported by teachers in CHS math department, one of the most helpful activities was their collaborative work with Chula Vista High School. Participation in the summer institute assisted CHS math teachers in the development of common assessments and ways to assess student learning.

In ELA, the department administered assessments incorporated into the Holt curriculum series adopted by all the schools. Much work has been done to begin using item-analysis to further analyze and determine students' strengths and areas of needs. The adoption of a common curriculum was the most significant vertical teaming effort by the English departments at the three partnering schools. English teachers stated, "After much debate, with the support of our principals the district adopted the Holt curriculum. I think this is a move in the right direction, our kids need continuity."

As stated in the activities for 2004-05, CHS planned to use *Cycles of Inquiry* to analyze student work. The *Cycles of Inquiry* process required a deep analysis of common assessments results conducted by Instructional Support Facilitators (ISF). The role of the ISF was to utilize the results form the common assessment analysis, coupled with classroom observations to provide hands-on professional development and coaching in instructional strategies to staff members. The ISF found this activity to be very time consuming and labor intensive. As a result, it had not been implemented as fully as intended.

Data from the CDE indicate 10th grade students increased their scores on the ELA portion of the exam from 2004 to 2005. In 2004, 55 percent of 10th graders who took the CAHSEE passed the ELA portion. In comparison, 2005 test scores showed 60 percent of 10th graders passed the CAHSEE ELA.

Data for the math portion of the test showed slight decrease in the pass rate. In 2004, 72 percent of 10th graders who took the math portion of the CAHSEE passed. In contrast, the proportion of the 10th graders who took the math portion of the exam and passed declined to 62 percent in 2005. In response to this, decline the math department instituted a Math recovery class in both Algebra and Geometry. Students who received either a D or an F in their courses attended six hours of re-teaching and then allowed to re-take course examinations. Rather than focusing on just the CAHSEE, CHS teachers believed success in math courses would assist the students taking the CAHSEE and meeting A through G requirements.

Longitudinal data on A through G completion showed an initial upward trend in the number of students completing these requirements (Table 1). However the data showed a 9 point reduction from 19 percent in 2003 to 10 percent in 2005 in the percentage of graduates who completed all required courses for UC and/or CSU entrance. This represented a 4 percent decrease overall since the beginning of the project.

Table 1
Longitudinal data on A through G completion at Calexico High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	466	45	10%
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>

Recommendations

In this section we provide two 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 2004-05*.

Continue Productive Collaborations

We recommend Calexico High School's Math department continue the tutoring center and the Saturday workshops. Through their own data collection efforts, teachers at Calexico have documented the efficacy of both programs. Further more, we recommend the ELA departments of the high school and the two junior high schools continue using their common curriculum (i.e. Holt curriculum) and to expand their vertical teaming efforts to increase the strength of articulation.

Encourage Academic Performance of Students Beyond the CAHSEE

Similar to our findings from previous evaluations, we recommend Calexico High School continue to encourage academic advancement of students beyond CAHSEE courses, including the A through G requirements. This is particularly noteworthy in light of the significant decrease in the number of students completing A through G requirements during 2004-05 school year.

Establish a Professional Learning Community

Reform of any kind is a difficult process and the principal of CHS has met those challenges head on. His mission was to implement changes that would increase the academic performance of students. During this process there has been conflict among teachers, administrators and the district. This conflict impedes the development of a profession learning community (PLC). To develop a PLC at CHS, there must be, at minimum: a culture of collaboration and trust among teachers and collective responsibility for all student achievement. CHS must focus their efforts on developing a culture collaboration within each department, each school and among schools to create an atmosphere where student learning and achievement is the central focus.

CHULA VISTA AND MAR VISTA HIGH SCHOOLS

In this chapter we describe the progress made by the Chula Vista High School and Mar Vista High School California Academic Partnership Program (CAPP) California High School Exit Examination (CAHSEE) project during the 2004-05 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05* with supporting information gathered during site visits and follow-up communications.

The chapter opens with a brief description of the project. We follow this description with information about project 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 recommendations.

Description of the Project

The CVHS and MVHS CAPP CAHSEE project involves Chula Vista High School (CVHS), Mar Vista High School (MVHS), and Chula Vista Middle School (CVMS). The schools worked jointly with two postsecondary partners: San Diego State University (San Diego Math Project) and Southwestern Community College. Project director –Katrine Czajkowski- teaches English at Mar Vista High School.

The CVHS and MVHS CAPP CAHSEE partnership attempts 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 includes English/Language Arts (ELA) and math components 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.

The three schools are part of the Sweetwater Union School District (SUHSD) near San Diego, California. SUHSD serves over 40,888 students in 2004-05 in 25 middle and high schools in San Diego County. In 2004-05, CVHS served 2,867 students, and there were 2,236 at MVHS. Hispanic/Latino students represented the majority of the student population at both high schools, representing over 81 percent at CVHS and almost 65 percent of the school enrollment at MVHS. Although White (non-Hispanic) students formed the second largest student group at both high schools in 2004-05, they represented about 8 percent at CVHS and approximately 23 percent of the overall student enrollment at MVHS.

In comparing the two partnership high schools, data indicated a slightly higher percentage of Fluent English Proficient (FEP) students at CVHS (about 29 percent) than at MVHS (over 22 percent). English Learners (EL) formed about 28 percent at CVHS and over 24 percent of the overall student enrollment at MVHS. Redesignated FEP represented over 11 percent at CVHS and about 7 percent of the student population at MVHS. Although approximately 55 percent of the students at CVHS qualified for free and reduced priced lunch at CVHS, over 48 percent qualified at MVHS in 2004-05.

Changes Made During the 2004-05 Academic Year

In this section we provide information about modifications made to the project during the past year in three areas: key staff, activities, and objectives.

Changes to Key Staff

There were no major staffing changes to the project during the last year.

Changes to Activities

Although English teachers had to almost completely abandon their previous plans for curriculum work in ELA with the new Holt textbook adoption, they were able to use their SMART support to "maximize the benefit of pullout days for English teachers, especially at Mar Vista High School" (*Workbook: Annual Progress Report Academic Year 2004-05*, p. 18).

Changes to Objectives

The site leaders and project director collaborated to develop four new objectives related to the CAPP CAHSEE goals. The objectives are:

- Increase enrollment –and success- in A through G math courses;
- Develop a professional learning community for teachers of English and Math at SMART schools;
- Develop and implement equitable practices and policies challenging low expectations for marginalized students; and
- Improve teachers' abilities to use a variety of data to make instructional decisions.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the CVHS and MVHS CAPP CAHSEE sites. We open with a general description that includes obstacles faced and how they were addressed. This is followed by a discussion of the CAPP CAHSEE program activities in relation to professional development, student support and remediation, and curriculum and instruction.

Overview of the Year

In the past four years, the CAPP CAHSEE initiative provided seed money for creating formal partnerships between CVHS and MVHS, as well as with CVMS. In 2004-05, teachers at the three schools continued to collaborate in both ELA and math, as well as with Calexico High School. In addition, the math departments at MVHS and CVMS began collaboration and developed a joint site plan. This plan outlined processes and activities that would take place at each site, including teacher participation in "pullout day" activities. Videotaping of classroom instruction to link classroom instruction and student achievement did not occur although administrators and instructional leaders involved in SMART continued to conduct classroom observations.

Math teachers at CVHS reviewed, revised, and updated the scope and sequence (including common syllabi for similar courses) and common six-week assessments. In addition, instead of mandating students to repeat a semester course they failed, CVHS math teachers continued with "grade recovery" programs to address gaps in student mastery of current math standards. MVHS 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, and then the math coach did item analysis to determine mastery of standards by teacher. The three CAPP CAHSEE sites at SUHSD integrated data analysis of these common assessments into ongoing professional development activities to align the math syllabi and assessment to the CAHSEE standards. The activities also ensured all students had access to rigorous standards-based instruction and teachers had high expectations that their students would succeed.

To ensure students enroll in and pass A through G math college preparatory courses, CVHS will reduce the number of Extended Algebra courses to two in fall 2005 on a trial basis. Two credentialed math teachers will team-teach three two-hour Algebra with Support classes. Of the two Extended Algebra courses offered, one would be offered to bilingual or special education students and the other would be for transfer students, who might not have had the same level of

exposure to the content of Algebra courses as students from the partnership schools. The newly appointed principal at CVHS was instrumental in initiating the effort and two teachers who were deeply involved in the SMART activities –Daniel Cohen and Jaimme Pascua Jones- played critical roles in ensuring this happened.

District-wide adoption of a new ELA curriculum slowed the momentum in the cross-site collaboration efforts among English teachers at the high schools. The district mandate to implement the curriculum with fidelity also diverted the English teachers attention during the first semester. However, by the second semester, the English teachers have begun to collaborate again. During the hiatus, the project director was instrumental in establishing a web-based list serve communication system so English teachers at both CVHS and MVHS could collaborate electronically and the system continues to serve that role.

During 2004-05, SUHSD began implementing the *Compact for Success Program*, a guaranteed admissions program and educational reform partnership between San Diego State University (SDSU) and SUHSD. The 2006 deadline for passing the CAHSEE as a graduation requirement actually helped their Compact because it involved the first group of students who were required to pass the CAHSEE to graduate from high school and who would be enrolling at SDSU.

Project Services and Activities

In this section we describe the progress made on the services and activities the CVHS and MVHS CAPP CAHSEE project proposed. We based the proposed services and activities on the site's prior year workbook (2004-05). Also, while working on the logic model of program activities, we learned a particular activity did not merely address one of the CAPP CAHSEE goals. For instance, at CVHS, by limiting the enrollment in Extended Algebra only to transfer and bilingual or special education students and offering Algebra with Support to returning students, they are able to focus on both the CAHSEE pass rate for first time takers and student enrollment in A through G courses. Therefore, to eliminate redundancy, the discussion in this section will focus on three areas: (1) professional development, (2) student support and remediation, and (3) curriculum and instruction.

Professional Development

The CVHS and MVHS CAPP CAHSEE project continued to provide math and English teachers with on-going professional development opportunities through pullout days, funded by SMART in partnership with Title I, and Summer Math Institute at CVHS, MVHS, and CVMS.

These professional development activities also supported the three CAPP CAHSEE goals by: preparing all students in participating schools to pass the CAHSEE at the end of the 10th grade; providing needed support to students who did not pass the CAHSEE in grade 10 to pass it by grade 12; and ensuring those who passed the CAHSEE completed coursework leading to college.

CVMS math teachers had three pullout days, while MVHS and CVHS English and math teachers had two days each. By leveraging their SMART funds to partly support these events, the CVHS and MVHS CAPP CAHSEE project was able to provide teachers with teacher-led opportunities for professional development (including curriculum development work). Cooperation with leaders at each school and integration of SMART goals within ongoing school reform efforts were critical for the success of providing teachers with the pullout opportunities.

The project also institutionalized the philosophy that "teachers need – and will use – time for working together on substantive tasks," but it also holds individuals "accountable for doing what they're supposed to do or accomplish" (*Workbook: Annual Progress Report Academic Year 2004-05,* page 5). In a teacher focus group, one teacher said, "The collaboration is part of the school culture or synergy." He added that although "the pullout days are centrally directed and planned, as funded by different initiatives, the value for the teachers is what the activity is, not how it is funded." Furthermore, their overall goal as a program is to "improve student achievement through CAHSEE mastery and college readiness."

Consequently, teachers at CVHS and MVHS met three times a year, by department and across grade levels, to focus on the CAHSEE at regularly planned and organized off-campus workshops. During these workshops, they studied the CAHSEE released items and connected them to the state- and publisher-mandated curriculum, did "backward mapping" from major assessments, revised their scope and sequence to ensure adequate allocation of time and resources to CAHSEE skills and content, and discussed instructional practices that support student mastery of CAHSEE-specific skills.

The project director was instrumental in establishing an alternative means of facilitating teacher communication across sites when face-to-face communication was not feasible. She established relationships with District-level Instructional Technology staff to learn how to post and moderate the SMART Grant conference on their intranet system, as well as establish posting and editing privileges to site leaders. The English and math teachers at both high schools used the system to share documents, post discussions, and improve communication.

The administrators and instructional coaches involved in SMART activities conducted classroom observations to determine if teachers were teaching appropriate materials at the appropriate level in all subject areas and whether or not standards were clearly stated and expressed to students. They were not able to videotape the classroom observations as intended, but will do so in the coming year.

To better prepare the students to pass the CAHSEE, teachers were trained in both the content and format of the CAHSEE. In addition to reviewing the CAHSEE blueprint and released items, the CVHS and MVHS CAPP CAHSEE project integrated mock CAHSEE responses into their pullout days. Their joint ELA pullout with MVMS showed a common trend among middle school teachers where many were unfamiliar with the content and expectations of the CAHSEE although most CAHSEE standards (especially for math) appear below the 9th grade.

The CVHS and MVHS CAPP CAHSEE project required teachers to collect, analyze, disaggregate, and discuss various student achievement data to guide classroom instruction. For example, all 9th grade English teachers at MVHS agreed to give the same midterm test and complete an item analysis to identify areas where students needed re-teaching. Their willingness to share their students' results with each other reflected their commitment to the idea that they needed to work together, not in isolation, as they continued to develop a community focused on collective responsibility and collaborative leadership.

Student Support and Remediation

The CVHS and MVHS CAPP CAHSEE project continued to provide student support and remediation activities that supported the CAPP CAHSEE goals of preparing all students to pass the CAHSEE at the end of grade 10 and providing needed support to students who have not passed the CAHSEE at grade 10 to pass it by grade 12. These student support and remediation activities include the Homework Centers, grade recovery, and CAHSEE preparation courses.

The initially-CAPP funded Homework Centers at CVHS and MVHS continued to operate as they have for the past five years and have become institutionalized at both schools. Teams of math teachers at CVMS took turns offering students regular after-school services. The model at CVHS remained fairly consistent to its original, though teachers of various subjects were assigned supervisory responsibilities.

Grade recovery for Algebra, Geometry, and Intermediate Algebra at CVHS continued during the fall semester, where a team of teachers assumed responsibility and the majority of participating students did, in fact, improve their grades for the semester. Math teachers at MVHS also borrowed Calexico High School's CAHSEE parent workshop model and provided a series of Saturday workshops that involved almost all the EL and special education students who had not passed the CAHSEE as of March 2005. Involving parents with their students at these Saturday workshops was both positive and effective. The test-prep became an opportunity for parents, students, and teachers to work through released items while gaining confidence and an expectation of success. As a result of the Saturday Parent Workshop, the CAHSEE pass rate has

increased with non-English Language Development (ELD) and Special Education students doing the best. However, the CVHS and MVHS CAPP CAHSEE project staff would like to determine how they could better serve their ELD students.

MVHS and CVHS teachers also visited all students who had not passed the CAHSEE and then "pulled out" these students from their "reading" period to practice CAHSEE items in the subject they needed to pass. The CVHS and MVHS CAPP CAHSEE program staff did not advocate the enrollment of "at risk" first-time takers in CAHSEE preparation classes. They believed these classes replaced an A through G elective and should only be used as the ultimate final resort to support "really weak students" who had not been able to complete the A through G sequence (*Workbook: Annual Progress Report Academic Year 2004-05*, page 20). Instead of requiring ELD 7-8 students to take a CAHSEE-preparation elective, teachers at MVHS integrated the CAHSEE prep curriculum into their second hour of a two-hour ELD 7-8 course. These students took electives and capitalized on their enrollment in a language-intensive course for support on CAHSEE standards. In addition, EL and special education students participated in 30-hour modules during the seventh period or after school rather than being pulled out of an elective during the school day.

To determine if the CAPP CAHSEE project at CVHS and MVHS was successful in providing needed support to students who did not pass the CAHSEE in grade 10 to pass it by grade 12, we examined the combined CAHSEE pass rates for 12th and 11th graders. However, the combined CAHSEE ELA or math pass rates for 12th graders were not available for 2001 to 2005 and the combined CAHSEE pass rates for 11th graders were only available for 2003 and 2005 on the California Department of Education (CDE) Dataquest website because "the number of pupils in the category was too small for statistical accuracy" (http://data1.cde.ca.gov/dataquest/cahsee).

The state data showed that although the math pass rate for 11th graders increased at both high schools from 2003 to 2005, the ELA pass rate decreased at CVHS and increased at MVHS for the same time period. The combined ELA CAHSEE pass rate for 11th graders decreased by 4 points at CVHS from 36 percent in 2003 to 32 percent in 2005 and increased by 14 points at MVHS from 23 percent in 2003 and 37 percent in 2005. In comparison, the combined CAHSEE math pass rate for 11th graders at CVHS increased by 23 points from 20 percent in 2003 to 43 percent in 2005 and increased by 14 points at MVHS from 22 percent in 2003 to 39 percent in 2005.

Although differences in the ELA and math pass rates could be explained by changes in the tests at the state level, program activities that focused on providing remediation and support in math to students who did not pass the CAHSEE appeared to be having positive impact on the CAHSEE math pass rates of 11th graders at both high schools. Consequently, the CVHS and MVHS CAPP CAHSEE project seemed to be moving toward attaining the CAPP CAHSEE goal

of providing needed support (particularly in math) to students who did not pass the CAHSEE in grade 10 to pass it by grade 12.

Curriculum and Instruction

In the area of curriculum and instruction, the CAPP CAHSEE project at CVHS and MVHS supported the CAPP CAHSEE goals of preparing all students in participating schools to pass the CAHSEE and ensuring all students who pass the CAHSEE complete coursework leading to college. To address these two CAPP CAHSEE goals, the CVHS and MVHS CAPP CAHSEE project tried to change the traditional schedule at MVHS, continually reviewed and revised their pacing guides and common assessments, and changed the Algebra course offering at CVHS.

MVHS tried to allow flexible time for teachers so they could implement a professional learning community based on the work of Rick DuFour. They considered adopting a model that would be either a "pure block" of periods lasting 120 minutes (A/B) or a "modified block" that includes an "extended learning period" that would provide teachers with flexibility and additional opportunities to connect with students in their classes. However, the teachers voted against changing the "traditional" bell schedule at MVHS by a 5 percent margin. The change in the schedule would have increased learning opportunities for all students.

At CVHS, the math teacher continued to review, revise, and update their pacing guides, scope and sequence maps, and common six-week assessments. They also included changes in the SUHSD math curriculum and adjustments required for CAHSEE preparation for Algebra 1-2, Geometry 1-2, and Intermediate Algebra 1-2. Teachers participated in joint "scoring sessions" for Algebra and Geometry courses, which resulted in recommendations on how to change instruction based on student work. At MVHS, resource teachers led the effort to revise and update benchmark assessments and curriculum guides. At CVMS, the math teachers aligned Math 7 and Algebra 1-2 classes within the school and developed, implemented, and revised common assessments for each course.

The CAPP CAHSEE project at CVHS and MVHS restricted enrollment to non-college-preparation Algebra classes because of their concern for the high number of Pre-Algebra or "Extended Algebra" classes their District allowed schools to implement. While MVHS and CVHS both shared the goal of placing as many students as possible into Algebra, nearly one-third of MVHS freshman took Extended Algebra this year. In addition to students not passing Extended Algebra and the course serving as a dumping ground for students, this practice meant students in Extended Algebra were taking a math class two years below their grade level. It also affected the school's Academic Performance Indicator (API) and limited the students' potential for completing A through G course requirements for college admission.

In response to this concern, CVHS piloted two-hour block of Algebra with Support to be team-taught by strong teachers in fall 2005. They provided students with support dependent upon where they are. Extended Algebra was only offered to transfer students who might not have similar exposure to Algebra and bilingual or special education students.

In English, the adoption of Holt as the curriculum delayed work at all SMART schools. However, teachers, particularly in 9th grade, have begun to collaborate on ensuring the mandated materials worked more effectively for students.

To determine the success of the CVHS and MVHS CAPP CAHSEE project in attaining the two CAPP CAHSEE goals of preparing all students to pass the CAHSEE at the end of 10th grade and ensuring all students who pass the CAHSEE complete coursework leading to college, we compared longitudinal CAHSEE pass rates at both CVHS and MVHS and A through G course enrollment, completion, and pass rate data.

The state CAHSEE data showed at both CVHS and MVHS, the percentage of students who passed the ELA and math portions of the CAHSEE increased from 2001 to 2005. At CVHS, the combined ELA CAHSEE pass rate for all students increased from 65 percent in 2001 to 76 percent in 2005 and by 5 percent at MVHS from 56 percent in 2001 to 61 percent in 2005. The ELA CAHSEE pass rate for 10th graders at CVHS increased by 33 percent from 43 percent in 2002 (the first year they took the CAHSEE) to 76 percent in 2005 and increased by 34 points at MVHS from 38 percent in 2002 to 72 percent in 2005.

The math CAHSEE pass rate for all students at CVHS increased by 29 percent from 39 percent in 2001 to 68 percent in 2005 and by 22 percent at MVHS from 38 percent in 2001 to 62 percent in 2005. In 2002, 28 percent of CVHS 10th graders who took the math portion of the CAHSEE passed and 77 percent passed in 2005, indicating a 49-point increase. At MVHS, 21 percent of 10th graders who took the math portion of the CAHSEE passed in 2002 and 71 percent passed in 2005, indicating a 50-point increase.

Our data analysis showed comparable increases in the ELA and math CAHSEE pass rates at both CVHS and MVHS, which could be a reflection of on-going collaboration between the two schools and close articulation of the curriculum as students enter the schools from MVMS. Consequently, the increased pass rates in the ELA and math portions of the CAHSEE at both high schools implied the CVHS and MVHS CAPP CAHSEE project was beginning to attain the CAPP CAHSEE goal of preparing all students in the participating schools to pass the CAHSEE at the end of 10th grade.

To determine if the CVHS and MVHS CAPP CAHSEE project was ensuring students who passed the CAHSEE completed coursework leading to college, we examined longitudinal data on graduation and A through G course completion and pass rates. The state data indicated a slight decrease from 2002 to 2004 (Table 2). The data showed a 4-point decrease in the

percentage of high school graduates from CVHS with A through G completion from 30 percent in 2002 to 26 percent in 2004.

Table 2

Longitudinal Data on A through G Completion at Chula Vista High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	519	134	26%
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>

District data also showed that the overall student enrollment in all English and math A through G preparatory courses at CVHS decreased by 290 students from 2002 to 2004 and the percentage of student who passed with C or better decreased by 6-point from 68 percent in 2002 to 62 percent in 2004. In 2004, CVHS students performed better on A through G English courses (74 percent) than in math (49 percent passing).

Similarly, longitudinal state data on A through G completion at MVHS showed a 5-point decrease in the percentage of graduates who completed A through G courses from 25 percent in 2001 to 20 percent in 2004 (Table 3).

Table 3

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

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	489	100	20%
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>

Although district data for A through G course enrollment for MVHS were not available for 2002, the overall A through G course enrollment at MVHS decreased by 80 students (4 percent) from 2,186 students enrolled in 2003 to 2,106 in 2004. The percentage of students who passed with a C or better also decreased by 12 percent for all A through G English and math courses from 2003 to 2004. Data provided by the Project Director showed that students at MVHS tended to perform better in English than in math A through G courses. While the percentage of students who passed with C or better decreased in both English and math, there was only a 4 percent decrease in English and 18 percent decrease in math.

Hence, our analysis of longitudinal state and district data indicated that although more students passed the CAHSEE, there was a slight decrease in the number of students who enrolled and passed with C or better in all A through G courses. Consequently, the available data implied that the CVHS and MVHS CAPP CAHSEE project experienced a slight slippage in attaining the goal of ensuring students who passed the CAHSEE completed coursework leading to college. On-going examination of classroom instructions and their linkage to student achievement through videotaping and peer observations that the CVHS and MVHS CAPP CAHSEE project is undertaking would definitely provide useful insights into how to increase the attainment of this CAPP CAHSEE goal. In addition, the Algebra with Support classes were still in the early stages of implementation so any outcome would not be reflected in the available data.

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 CVHS and MVHS 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 2004-05*.

Continue with Successful Collaboration

The collaboration efforts have been so successful that their best practices have been implemented district-wide and in other CAPP CAHSEE schools, as well as supported by comparable increases in the ELA and math CAHSEE pass rates at both CVHS and MVHS. Through on-going collaboration within the CVHS and MVHS CAPP CAHSEE partnership schools, the program has been able to develop collective responsibility and collaborative leadership. Teachers at the three partnership schools emphasized on-going collaboration that focus on teacher leaders, development, review, and revision of common assessments, and continual examination of student work and achievement data as critical aspects of their program. Consequently, teacher stated that the practice is so ingrained in how they teach and has been institutionalized. Strategic allocation of other sources of funding further guarantees sustainability of their implemented program activities after funding ends.

In the coming year, the CVHS and MVHS CAPP CAHSEE will target collaborative efforts to examine classroom impact by observing classroom teaching and learning. Although they did not begin videotaping the classroom observations this year, doing so would definitely allow a more in-depth examination of what actually happens in the classroom and provide a deeper

understanding of the relationship between classroom instruction and student achievement, particularly the A through G course enrollment and pass rates.

Cross-site collaborations and networking opportunities among the CAPP CAHSEE projects should also continue because they enable the sites to learn about best practices, lessons learned, and challenges, as well as provide on-going support in their implementation of CAPP CAHSEE program activities and services. For example, the successful Saturday Parent Workshop from Calexico High School has now been implemented at MVHS and other CAPP CAHSEE sites resulting in increased parent involvement and student CAHSEE pass rates.

Extend the Collaboration Across Sites to Include Elementary Schools

High schools in high school districts should extend vertical teaming efforts to elementary schools. Although the middle and high schools are collaborating in the CVHS and MVHS CAPP CAHSEE program, 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 schools so students entering each level have mastered the standards from the previous educational level. Student focus groups also supported the importance of vertical teaming because those who attended CVMS reported they were better prepared for the high school curriculum and CAHSEE than those who came from other middle schools. For these non-CVMS students, middle school served only as a review of the elementary school curriculum, not a preparation for high school or the CAHSEE.

Continue Working with the District to Access Student Data

WestEd experienced some challenges while attempting to access the most recent CAHSEE data for the June Conference despite following district protocol for securing the data. Since the schools are a part of the district, a better process for securing the most recent data needed to be in place. This would allow teachers to have access to the most recent student level data to plan for instruction and intervention. It appeared the Evaluation and Research Department in the district seemed more likely to release data to individuals within the district than to someone who was not. This was evident by the quick turnaround when the project director contacted the appropriate district staff in her recent procurement of detailed longitudinal A through G college prep course data.

FARMERSVILLE HIGH SCHOOL

In this chapter we describe the progress made by the Farmersville Unified School District during the 2004-05 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05* 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 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 recommendations.

Description of the Project

The Farmersville Unified School District (FUSD) CAPP CAHSEE collaboration includes Farmersville High School (FHS) and Farmersville Junior High School (FJHS). 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 large migrant population.

During the past few years, the collaborative between FHS and FJHS has made progress toward reaching the goals established in the original proposal. Both schools continue vertical teaming efforts to bridge curricula between high school and junior high school. In addition to vertical teaming, the schools have made strides toward creating targeted CAHSEE interventions and engaged in numerous college preparatory activities.

FHS, the focal point of most grant activities, enrolled 562 students during the 2004-05 school year. Latino students represent 88 percent of the overall student population, an increase of two percent from last school year. Although White students account for approximately 12 percent of the student population during the 2003-04 school year, they comprise10 percent of the student body in 2004-05. Thirty-five percent of the students attending FHS were English Learners (EL). According to California Department of Education (CDE) statistics, nearly 83 percent of enrolled at FHS students qualified for free or reduced lunch.

Changes 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 in three areas: key staff, activities, and objectives.

Changes to Key Staff

There were a number of key staff changes in Farmersville that may affect the outcomes of recent school reforms supported by CAPP CAHSEE. The principal of FHS, who also served as the CAPP project director, elected to transfer to a continuation high school during the middle of the 2005 spring semester. The vice principal served as interim principal until late May, when he was confirmed as principal. This transition was difficult for FHS due to the abrupt changes in senior administration and the uncertainty of permanent leadership until late in the school year.

Changes to Activities

There were no significant changes were made to the planned activities in the 2004-05 academic year.

Changes to Objectives

Project objectives were unchanged during the 2004-05 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. This is followed by a discussion of the CAPP CAHSEE program activities in relation to: (1) professional development, (2) student support and remediation, and (3) curriculum and instruction.

Overview of the Year

The Farmersville collaborative began the 2004-05 school year with an optimistic outlook on the future direction of the school district, their schools, and the CAPP CAHSEE project. After overcoming major administrative staffing changes at the district and school level during the 2003-2004 school year, FHS began the 2004-2005 school year with a newly appointed dedicated and eager principal, Robert Taylor. Unfortunately, Mr. Taylor was transferred in spring 2005 to become principal of another school. Mr. Taylor stated, " that the principal of the alternative program was unable to finish out the school year and the board of trustees elected to transfer me into that position." As a result, Mr. Vega, who had served as vice principal became interim principal After Mr. Taylor left the position. Mr. Vega was later confirmed as principal in April

2005. WestEd staff, CAPP liaisons, and leaders of both the English and Math departments assisted the newest principal in understanding the purpose and history of the CAPP CAHSEE project at FHS. With minimal support, FHS teachers began work on project activities. In the wake of yet another major administrative change, the staff at FHS focused their efforts multi-directionally. They had to operate without permanent leadership, while continuing to ensure FHS student's academic needs were met. One teacher stated, " I can't control what happens outside of my classroom, but I can control what happens inside of my classroom and my job is to ensure that my students learn. That's what I intend to do no matter what." Teachers at FHS continued to make great progress toward reform efforts in their school.

FHS and FJHS continued vertical teaming efforts across the two school sites. The high school also continued to concentrate on aligning the curricula to state standards. Additionally, the schools continued to share student information in an effort to develop early identification of students who might need intervention and support to assist with the transition from middle to high school. For example, both schools continued to implement test preparatory academies to help students improve test-taking strategies for the CAHSEE and other required standardized tests.

FHS continued to prepare students and parents for college. FHS and FJHS actively promoted programs such as Advancement Via Individual Determination (AVID), and engaged in student and parent outreach with impressive results. Teachers provided SAT preparation classes, financial aid form assistance, and college application tutorials for parents and students. FHS plans to continue expanding A through G offerings and AP courses over the coming years.

Data collected during the site visit indicated the new school administration remained committed to the reforms promoted and funded by the CAPP CAHSEE grant. However, with the current instability in the district, 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 of the FUSD CAPP CAHSEE project. The proposed services and activities from the site's prior year workbook (2004-05). Also, while working on the logic model of program activities, we learned a particular activity being implemented may not merely address one of the CAPP CAHSEE goals, but it could effect multiple goals. For example, Standardized Achievement Test (SAT) and CAHSEE test preparation could increase both CAHSEE pass rates as well as increase A through G course enrollment. Therefore, the discussion in this section will focus on three broad areas: (1)

professional development, (2) student support and remediation, and (3) curriculum and instruction.

Professional Development

A critical focus of the FUSD CAPP CAHSEE project is to encourage continued professional development activities to help teachers become more successful in preparing students to pass the CAHSEE. Specifically, professional development activities are intended to either impact instructional practices, facilitate analysis of data, and or change practices and programs. FHS staff participated in professional development through the Instructional Leadership Initiative, attendance at AVID and Advanced Placement (AP) conferences, English Department Summer Institute, and the writing project at CSUF.

The goal of the Instructional Leadership Initiative (ILI) was to develop the capacity for standards-based instruction within high schools participating in the California Academic Partnership Program (CAPP). The ILI, under the current direction of Trudy Schoneman, assisted each school in designing and implementing standards-based instructional units that include the development of common assessments and performance standards. Within the past year, math and English departments at FHS have begun intensive work with the ILI. Within the math department, this work has primarily focused on development of new math units, common assessments, and the revision of existing units using the ILI template. The English department focused on implementing a pre-designed common assessment to all of their English classes with the exception of English Language Development (ELD). The focus of the ILI within the English department was to encourage collaboration among teachers and to create an atmosphere welcoming to articulation, sequenced writing curriculum, common assessments, and scoring rubrics. Through work done with the ILI, the English department recognized the need for standardized instruction and grading in their department and plans to begin to close the gaps.

Additionally, teachers from both departments attended AVID and AP conferences to increase their knowledge and skills to assist students in preparation for college. The AVID national conference was held in San Diego, CA. This year's theme was *Accelerating Equity and Achievement.* During the conference, teachers worked with other teachers from across the state and attended workshops to exchange ideas and gain knowledge about multiple topics to help students succeed. Specifically, teachers received information on innovative curriculum and professional development leading to equity and achievement, district-wide strategies for closing the gap, and unique collaborative models for effective school-wide academic reforms. Teachers found exposure to the material and the opportunity to exchange ideas with other academic professionals to be an invaluable part of their work. The teachers reported "the desire to

continually discover new ways to introduce students to more advanced academic material and to prepare them for college."

In May 2005, the English teachers also participated in the development of a proposal for a Summer *Curriculum Institute.* Under the direction of Alice Kawazoe, the English department teachers met to discuss their goals, plans, and desire for the future direction of the English department. As stated previously, through their work with the ILI, English teachers were able to identify both strengths and weaknesses of their department. Their next step was to come together and determine ways to close the gap between instruction and student achievement. The proposed goals of the Summer Institute were to:

- Map the current, existing critical reading and writing curriculum for grades 9-12;
- Identify gaps, repetition, overlap, and imbalance in critical reading and writing curriculum;
- Develop a sequenced critical reading and writing curriculum for grades 9-12;
- Identify, review and incorporate existing critical reading and writing units into the curriculum;
- Develop additional critical reading and writing units; and
- Develop assessments and scoring guides (rubrics).

The development of their goals and outcomes provided a professional development opportunity for the English teachers. As they were forced to critically examine the intra and inter workings of their department, they developed specific measurable activities to fix them. Participation in these workshops helped to strengthen the development of a professional learning community at FHS. Teachers thought the instability in school administration coupled with professional development activities have served to strengthen teacher collaboration, collective responsibility for student work, and a commitment to high quality instruction. One teacher stated, " I have noticed that we rely on each other more, are open to common instructional practices more, and the professional development helps us learn tools for working together successfully."

Student Support and Remediation

FHS designed CAHSEE courses to prepare incoming students to pass the exam and offered remediation services for those students who failed. During the 2004-05 school year, math and

English teachers used a CAHSEE test preparation practices similar to the KAPLAN model. However, the revised FHS preparation model relied heavily on instruction presented by teachers. Math and English teachers visited all 10th grade cadres and taught test preparation skills and targeted standards reflected on the CAHSEE (Hot Standards) for both Algebra I and ELA. This intense preparation concentration was implemented for an entire month prior to the CAHSEE administration. Additionally, FHS offered CAHSEE math courses and focused practice in English class and tutoring. FHS teachers and students attributed the increase in CAHSEE MATH pass rates and steady pass rates in English to their intense preparation skills activities. Student quotes taken from the workbook indicated their appreciation and recognition of the focus being placed on first time passage for students. One student stated, "When teachers put all this attention on the test, we know it's important and we take it seriously." Similarly another student said, " I felt ready to take the test. Before, I was kind of nervous, but when I got the test, I know most of the answers, or at least I thought I knew the answers. I guess I did o.k. 'cause I passed."

Additionally, FHS math teachers revised the Algebra IA and B courses, which were designed for "at risk 9th grade math students," special education students, and 11th grade students who had not passed the CAHSEE examination. These courses were combined to provide the students with a yearlong course and continued instruction. The uninterrupted sequence allowed teachers to support students through the curriculum and provide more targeted student specific intervention. The high school and the junior high school also collaborated to focus on standards in classes and on test-taking strategies for 9th and 10th graders. Through vertical teaming the schools discussed specific teaching and intervention strategies.

FHS teachers also offered before and after school tutoring. Teachers scheduled tutoring time in their classrooms throughout the week, reminded student of appointments, and encouraged attendance. FHS is still in the process of developing their tutoring program. After school tutoring is available in math and English with every teacher. Unfortunately, they found student attendance was not steady and often the most needy students did not come. However, teachers have stated a commitment to developing a program that is effective for students and plan to implement some of the strategies they learned from other schools at the CAPP conference.

The CAHSEE pass rate for all students increased from 2001 through 2005 in both math and ELA. There was a 23 point increase in the pass rate of all students in English/Language Arts (ELA) from 43 percent in 2001 to 66 percent in 2005. Available data on the CDE website showed that 10th graders made an increase of 36 points in the ELA pass rate from 30 percent in 2002 (the first year they took the CAHSEE) to 66 percent in 2005. Eleventh grade students also increased scores on the ELA, increasing 5 points from 2003-04 to 2004-05 school year. The pass rate of the math portion of the CAHSEE for all students increased by 43 points from 23 percent

in 2001 to 66 percent in 2005. The pass rate for 10th graders on the math portion increased by 43 points and 11th grade scores increased from 18 percent in 2003-05 to 28 percent in 2004-05.

Curriculum and Instruction

Math and English teachers at FHS are dedicated to improving and restructuring the curriculum and instruction to meet the academic needs of their students. Both departments are continually trying to develop new ways of providing instruction to help close gaps between FHS performance and national and state performance. The debate at FHS regarding block versus traditional scheduling continues. Currently the school is operating on a modified block schedule, but teachers disagree about the benefits and drawbacks to students only attending certain classes once or twice per week. With the changes in school leadership and district administration, teachers were very doubtful that the scheduling debate would be resolved any time soon. " One teacher stated, we have larger issues to worry about, like who's going to be in charge next week. We haven't had a stable administration in years, therefore, we can't make any sustained major changes in the way that we operate."

However, each department has continued to focus efforts on aligning curriculum to the standards and creating common assessments. Within the math department, significant progress was made in this area. As stated previously, the work with the ILI provided the knowledge and structure to bring the department together to accomplish their goal.

Additionally, the creation of a yearlong Algebra course allowed for targeted intervention, for both passing of the CAHSEE and for future academic success of students who have fallen behind. The math department has also created two sections of CAHSEE math for 10th grade students identified as having math difficulties. The course focused on CAHSEE skills and concepts these students had not mastered. These CAHSEE math courses provided intensive instruction with individualized attention to each student. They also utilized consistent practice and test taking skills to help students pass the examination successfully.

The English department decided to focus efforts on strengthening 9th –12th grade reading and writing skills. The English department created and implemented a unit and common assessment on critical reading and writing. Once again, this was made possible through their work with the ILI. The English department plans to develop more units and common assessments for CAHSEE intervention.

Table 4
Longitudinal data on A through G completion at Farmersville High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	113	25	22%
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 was not a consistent trend in the proportion of students completing A through G requirements, FHS made strides in preparing students for college compared to the previous years. More students completed the A through G requirements in the 2004-05 school year than any other year since the implementation of CAPP (Table 4).

FHS also prepared students for college by offering a number of college preparatory informational meetings for students and their parents. School counselors also offered assistance with college applications and financial aid forms. Additionally, students were taken on college field trips to introduce them to the college campus. Parents were also invited on these field trips to help ease their fears about their children leaving home. Additionally, both the middle and high school conducted college workshops in Spanish and English. 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 2004-05*.

Stabilize the District Administrative Structure

As stated in last year's report and reiterated by staff via the CAPP workbook, the recent changes to school and district leadership has been a major obstacle. The need for stability at both levels, school and district, is apparent. Major leadership changes undoubtedly affect the faculty, administration, and students of the district. As noted in previous reports, the change in leadership at the high school has the greatest impact on CAPP CAHSEE project since the principal, who was also the project director only held the position for less than 1 school year, and was just

becoming familiar with the goals and requirements of the grant. With his departure teachers were left without direction and support. However, the newly elected principal has stated his commitment to the project and has made major efforts into getting his staff back on track.

Continue Collaboration in the English Department

We recommend the English department continue to work with the ILI on the development of units and common assessments. The nuances of ELA instructions made it difficult for English teachers to find a common starting point. However, with the recent utilization of a common unit and assessment, the teachers realized the importance of standardized curriculum and grading, which is a new direction within the department that had been proven to positively impact student.

HOOPA VALLEY HIGH SCHOOL

In this chapter we describe the progress made by the Hoopa Project during the 2004-05 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05* 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 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 recommendations.

Description of the Project

The Hoopa CAPP CAHSEE project is a partnership among the majority of 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 (HVES), Trinity Valley Elementary School (TVES), Jack Norton Elementary School (JNES), and Orleans Elementary School (OES). The four elementary schools serve a kindergarten through eighth grade student population. The district office and three of the schools in the partnership are situated 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 located on the coast approximately 60 miles west of the Hoopa Valley.

KTJUSD enrolled 1,076 students at 7 schools during the 2004-05 school year. In the same year HVHS enrolled 240 students, which represents the lowest enrollment at the high school in over ten years. Five of the seven schools enroll a majority American Indian student population. American Indian students make up over 90 percent of the population at three elementary schools in the district. HVHS also enrolls a predominantly American Indian student population (70 percent), and White students make up 24 percent of the high school population. California Department of Education (CDE) statistics show that over the past four years the American Indian student population at HVHS has decreased slightly while the White student population has increased slightly. HVHS has no English Language Learners and almost half of the students (48 percent) qualify for free or reduced lunch. District-wide approximately 56 percent of the students qualify for free or reduced lunch.

Since the inception of the CAPP CAHSEE grant in 2001-02, the Hoopa Valley project, including the target schools involved, experienced several changes in staffing, partnerships, and activities. Over the past four years, project leadership has changed from a co-directorship to Dr. Rafferty becoming the sole project director. The leadership team, consisting of representatives from the schools in the partnership, remains intact and has recently increased its efforts to further define members' roles and responsibilities. The higher education partner continues to be HSU, where Dr. Rafferty directs the Center for Educational Excellence, Collaboration and Inquiry. Hoopa students visit HSU regularly throughout the school year for events such as American Indian College Motivation Day and Sophomore College Day. The most recent focus of the CAPP grant at Hoopa was on developing standards based curriculum through participation in the Instructional Leadership Initiative (ILI).

Changes Made During the 2004-05 Academic Year

In this section we provide information about changes and modifications made to the project during the past year in three areas: key staff, activities, and objectives.

Changes to Key Staff

Hoopa Valley High School (HVHS) started the 2004-05 academic year with a new principal, Dr. Jack Crippen, who also assumed the responsibility as co-director of the CAPP grant with Dr. Cathleen Rafferty. The former HVHS principal, Ella Dobrec, transferred to Trinity Valley Elementary School in Willow Creek, where she took the position of principal. Although Ms. Dobrec was no longer co-directing the CAPP grant, she continued to be involved as a member of the CAPP leadership team.

In Summer 2005 the school board removed the district superintendent from his position. The superintendent was a leader and supporter of the CAPP grant since its inception.

Changes to Activities

According to Hoopa's 2004-05 Workbook, "no significant changes were made" to the planned activities in the 2004-05 academic year.

Changes to Objectives

No changes were made to project objectives during the 2004-05 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 CAPP CAHSEE site. We open with a general description that includes obstacles faced and how they were addressed. This is followed by a discussion of the CAPP CAHSEE project based on three major areas: professional development, student support and remediation, and curriculum and instruction.

Overview of the Year

The HVHS leadership team got off to a bumpy start in the fall of 2004 as members adjusted to the new principal's leadership style and as disagreements regarding the CAPP budget surfaced. These challenges prompted CAPP leaders at Hoopa, with the support of their CAPP consultant, Alice Kawazoe, to devise new strategies for working more effectively. Some of the changes included an increase in collaboration, holding leadership team meetings more consistently, developing a transparent budget, clarifying roles and responsibilities of the members, and Dr. Cathleen Rafferty becoming the sole project director. By the end of the 2004-05 school year, the CAPP leadership team was developing a new operating structure.

Project Services and Activities

In this section we describe the progress made on the project services and activities the Hoopa CAPP CAHSEE project proposed to accomplish. This section is organized by three major areas: (1) professional development, (2) student support and remediation, and (3) curriculum and instruction.

Professional Development

Trudy Schoneman's Instructional Leadership Institute (ILI) was the most significant professional development opportunity at HVHS in 2004-05. The work involved developing and revising an instructional sequence and common assessment for ninth grade English and Algebra I. Math and English/Language Arts (ELA) teachers from three schools in the partnership (HVHS, HVES, and JNES) took part in the professional development, which resulted in units and assessments utilized in fall 2004. HVHS teachers presented these units at the CAPP statewide conference in January 2005. Despite lack of clarity regarding the level of commitment and time required to conduct the ILI work, teachers regarded the experience as valuable. A junior high teacher stated, "It was helpful to work with high school teachers to know what they are

expecting." Teachers expressed that participation in ILI helped them understand the depth and breadth of the standards. A high school teacher expressed "feeling good" about the opportunity to share their work with teachers from other CAPP schools at the CAPP conference. Teachers agreed the collaboration time in summer 2004, facilitated by Schoneman and Kawazoe, was beneficial and a practice they would like to continue in summer 2005.

HVHS teachers attributed their motivation to schedule collaboration time during the summer to their experience at San Lorenzo's Design Studio, which occurred in spring 2005. Hoopa CAPP staff who attended the Design Studio overwhelmingly found the experience positive. The project co-director described it as excellent. A high school teacher stated that participating in San Lorenzo's Design Studio was a highlight of the 2004-05 school year. Hoopa's math teachers stated they were inspired by San Lorenzo High School's uniformity and collaboration in Algebra I. Hoopa's math department chair stated their vision for scheduling a week for collaboration during summer 2005 would involve discussions and planning regarding a revised Algebra I curriculum. Kawazoe supported and encouraged the notion that the math department needs to uniformly agree on a scope and sequence as well as collaborative analysis of student work and grading.

Hoopa teachers acted on their desire to increase collaboration by observing each other's classes, motivated by Rick DuFour's presentation at the January 2005 CAPP Conference in Long Beach. A high school teacher stated that DuFour's idea of "teaching being the second most private act" impacted her the most and prompted her to change her practice. The same teacher stated that the woodshop teacher and the Spanish teacher, both of whom were relatively new, observed her classroom during the 2004-05 school year. Teachers agreed that the opportunity to observe each other teaching, along with giving each other feedback, was a practice they would like to implement at their school. Members of the English Department at HVHS indicated they would be willing to give up their prep period to visit their peer's classrooms. The project co-director, Dr. Rafferty, also saw an opportunity for lesson study among the math department teachers since they will all teach Algebra I in the upcoming school year.

Student Support and Remediation

HVHS provided numerous interventions designed to increase student achievement as well as interest in higher education. For the third year in a row HVHS offered the CAHSEE math course to students who had not yet taken the exam. According to the math department chair, "We put a lot of work into our CAHSEE math class last year and had pretty good success with the lower end kids. We loaded the class with kids who we thought had no chance of passing the test without intervention, and over half passed the test."

Hoopa High also continued to administer a mock version of the CAHSEE to all ninth graders. Staff used the results of the mock exam to determine student placement in the CAHSEE math course. Staff members were also encouraged by the increase in the number of students who took the SAT. Hoopa High's counselor recruited and transported 60 students to the SAT administration at a coastal high school situated 60 miles from the reservation. In January 2005, HVHS hosted representatives from HSU, who assisted nearly half of the twelfth graders (20 of 48) in completing on-line applications for financial aid. Additionally, Hoopa High continued its commitment to expose students to college life by visiting various colleges and universities, including HSU, Chico State University, College of the Redwoods, and Stanford University. Staff indicated the visits to college campuses motivated students to apply to college and, in some instances, enrolled in these colleges. According to HVHS staff, three seniors enrolled at Chico State for fall 2005 and two others enrolled at Butte Junior College in Chico. By visiting colleges, students also became aware of scholarship opportunities. For example, as stated in the workbook, "as a result of the HSU visitation, one student is a finalist for the Gates-Millennium Scholarship."

To determine if the CAPP CAHSEE project at Hoopa was able to provide the needed support to students who did not pass the CAHSEE in grade 10 to pass it by grade 12, we examined the combined CAHSEE pass rates for 11th graders. The combined CAHSEE pass rate for eleventh graders at Hoopa was available only for 2003 and 2005. The state data showed that although the math pass rate increased at Hoopa from 2003 to 2005, the ELA pass rate decreased during the same time period. The pass rate in math for 11th graders at Hoopa rose from 29 percent in 2003 to 47 percent in 2005. Alternately, the pass rate in ELA for 11th graders at Hoopa fell from 83 percent in 2003 to 47 percent in 2005. These rates suggest the need for English department staff and tutoring staff at Hoopa High to focus on more remediation activities geared to students who did not pass the CAHSEE in tenth grade.

Curriculum and Instruction

The progress HVHS made in its curriculum did not happen without struggle. Teachers expressed feeling unsupported by the new high school principal and to some extent by the district. A high school teacher stated the department had to "argue even to have a CAHSEE math course." Another example of the new principal's lack of support for the goals of the CAPP grant was the near cancellation of the AP Calculus course. When enrollment in the course fell below the expected 15 students, the principal attempted to cancel the course. The 11 Hoopa High students enrolled in the course who went to the principal requesting it not be cancelled were met with resistance. The principal recommended to these students that they go to College of the

Redwoods or take it at a high school in Eureka. A veteran teacher at Hoopa High described the instability in reform efforts in general being due to administrator and teacher turnover. The teacher added that HVHS had a new administrator approximately every three years.

Despite these challenges, HVHS staff succeeded in developing instructional units through their participation in ILI (as mentioned previously in this report). English and math teachers from HVHS and two feeder schools in the district taught these units in fall 2004 and presented them at the January 2005 CAPP conference. The next step is for math and English teacher teams to create common assessments that could be articulated each year. In collaboration with Alice Kawazoe, the English and math teachers planned to meet for a week in the summer of 2005 to continue the work started through the ILI effort. Teachers also voiced their desire to collaborate regularly throughout the school year and hoped the district would grant a district-wide early release day weekly. According to one teacher, " Ideally, it would be once a week. [Students] would go home early, say every Wednesday, and we [teachers] would collaborate from 1:00 to 4:00. Realistically I don't see that happening. We're in the process of proposing this right now. Our teacher's union has taken it to the negotiating table. We want it district-wide so that once a month we can have all the English teachers from whole district getting together…their side likes the idea of collaboration but doesn't want us to be paid for it."

HVHS teachers look forward to curriculum changes expected to occur during the 2005-06 school year. All incoming ninth graders will enroll in Algebra I and about a third (about 20 of 60 students) will also enroll in a math lab. Also, all three teachers in the math department will teach one section of Algebra. The high school also expects to have 10 students enrolled in AP Calculus, which according to the principal is "extraordinary considering the school size." Additionally, 22 students are enrolled in pre-calculus for the 2005-06 school year. Finally, Hoopa will continue to offer the CAHSEE math class. The only difference, to which teachers do not necessarily look forward, is that students may have to take the CAHSEE math class as an elective due to the possibility the high school will go to a six period day.

The CAHSEE pass rate for all students at HVHS increased from 2001 to 2005 in ELA and math. In ELA the pass rate increased 15 points, from 54 percent in 2001 to 69 percent in 2005. The pass rate in math experienced a more significant increase of 29 points, from 38 percent in 2001 to 67 percent in 2005. California Department of Education (CDE) data also showed that 10^{th} graders made increases in both ELA and math. In ELA, the pass rate increased 32 points from 43 percent in 2002 (the first year they took the CAHSEE) to 75 percent in 2005. In math, 10^{th} grade scores increased similarly to ELA scores, from 44 percent in 2002 to 73 percent in 2005.

Disaggregating CAHSEE data by ethnicity showed differences in performance between American Indian and White students. In ELA, both ethnic groups increased the pass rate from

2001 to 2005. However, White students showed consistently higher pass rates. The most recent results showed American Indian students passing the ELA section at 63 percent while White students passed at 90 percent. According to the CDE website, the average passing rate on the ELA section for students statewide was 65 percent in 2005. This means American Indian students at Hoopa are slightly below the state average and White students are significantly above it. In math, longitudinal data showed White students consistently outperformed American Indian students until 2005. In 2005, the discrepancy in the pass rate in math between the two groups reversed with American Indian students passing at 68 percent compared to White students, who passed at 65 percent. The CDE website shows the average passing rate on the math section for students statewide was 63 percent in 2005. This means both American Indian and White students at Hoopa performed above the state average.

Table 5 shows the longitudinal data on graduation and A through G completion of students at Hoopa High. The data for Hoopa High indicated a four-point reduction from 30 percent in 2001 to 26 percent in 2004 in the percentage of graduates who completed all courses required for UC and/or CSU entrance. Although the most recent completion rate signifies an increase from 2002 and 2003 results, the rate continues to lag below 2001 results. This finding suggests the need for dialogue and further exploration among project leaders, including teachers and administrators from the high school and the feeder schools, to determine the reasons behind lower completion rates. This issue is critical given that Goal 3 of the CAPP grant is to increase the number of students who attend institutions of higher education.

Table 5
Longitudinal data on A through G completion at Hoopa Valley High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	42	11	26%
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 Hoopa's CAPP CAHSEE proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05*.

Support Teacher Collaboration Time

We recommend Hoopa project leaders establish time for teacher collaboration during the summer and school year. Teachers who participated in the ILI work with Schoneman and Kawazoe appreciated the weeklong collaboration time during the summer and wished to continue holding summer institutes in the future. Teachers also expressed the desire to have a weekly district-wide early release day to meet with their colleagues regarding curriculum, instruction and assessment.

Continue the Work Started through the ILI

We recommend Hoopa teachers continue to expand on the work begun through the ILI participation. During the 2004-05 school year, Hoopa teachers worked on developing and revising an instructional sequence and common assessments. Teachers recognized the next step is for ELA and math teams to create common assessments that could be articulated each year. Given that Hoopa continues to participate in the ILI, project leaders should clarify early on the level of effort and time commitment so teachers know what to expect and what is expected of them.

Continue SAT Student Support

WestEd recommends HVHS continue to provide transportation to the SAT site on the coast. The number of Hoopa students who take the SAT continues has risen every year since the high school funded transportation to the test site, located approximately 60 miles from the reservation. This effort has been a success and should continue to be supported in line with Goal 3 of the CAPP grant.

Increase Emphasis of Goal 2 of the CAPP Grant

Goal 2 of the CAPP grant is to ensure students who do not pass the CAHSEE in grade 10 receive the support needed to pass it by grade 12. CAHSEE results for eleventh grade students at Hoopa indicate the need to increase the support provided in ELA to students who did not pass the CAHSEE as tenth graders. Hoopa High staff may begin by identifying the low-scoring areas of the ELA section of the CAHSEE and determine a strategy for intervention based on these findings.

Address Decline in A through G Completion Rates

CDE data also indicates a decline in the percentage of student who successfully complete their A through G requirements. The percentage of graduates who completed A through G requirements dropped from 30 percent in 2001 to 26 percent in 2004. This finding is cause for concern, for it suggests Hoopa is not making progress toward its goal of increasing the number of students who attend post-secondary institutions. We recommend project and site leaders further explore the drop in A through G completion. Furthermore, Hoopa staff should consider examining A through G course enrollment data to determine whether student underperformance is more severe in any particular subject matter.

JORDAN HIGH SCHOOL FRESHMAN ACADEMY

In this chapter we describe the progress made by the Jordan High School California Academic Partnership Program (CAPP) California High School Exit Exam (CAHSEE) project during the 2004-05 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05* 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 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 recommendations.

Description of the Project

The Jordan High School (JHS) CAPP CAHSEE project involves the Jordan Freshman Academy (JFA), 10th graders at JHS, and their main feeder school, Lindbergh Middle School (LMS), which are a part of the Long Beach Unified School District (LBUSD). The project is a unique case among the CAPP CAHSEE projects because it houses 9th graders on a separate campus from the 10th to 12th graders. It currently focuses on 9th graders at the freshman academy and 10th graders on the main campus.

The JHS CAPP CAHSEE project focuses on professional development for teachers in writing and math, and the needs of English Language Learners. These two academic areas were selected because they are the two major content areas on the CAHSEE and a high percentage of students performed below proficiency on district and state assessments in these two subject areas. The professional development was designed to provide teachers with tools they needed to plan, guide and assess what students learn in writing and math based on district developed content standards.

During the 2004-05 academic year, there were 4,383 students enrolled at JHS, with 1,226 students housed at JFA. Hispanic/Latino students represented over 54 percent of the student enrollment at JHS in 2004-05, followed by African-American students at over 28 percent. Approximately 24 percent of the students were English Learners (EL) at JHS. While almost 30 percent were considered Fluent English Proficient (FEP), about 21 percent were Redesignated FEP (RFEP). Over 65 percent of the students at JHS in 2004-05 qualified for free and reduced price lunch.

Changes Made During the 2004-05 Academic Year

In this section we provide information about modifications made to the project during the past year in three areas: key staff, activities, and objectives.

Changes to Key Staff

The return of the project director from maternity leave brought renewed focus to the program this past year and regain of lost momentum during her short absence, as seen in the implementation of learning centers in math courses at both JHS and JFA.

Duane Youngbar replaced Naomi Devereaux as the English Coach at JHS. Devereaux coordinated the CAPP CAHSEE program activities in the English department. The change delayed implementation of the Looking at Student Work (LASW) meetings and peer observations in the English department until the second semester.

Changes to Activities

For the 2005-06 academic year, the JHS CAPP CAHSEE project will focus on math instruction for struggling students and not include any CAPP CAHSEE program activities in the English department. The project will continue to refine the use of learning centers for Algebra and Geometry courses to engage reluctant learners in math processes at both JFA and JHS. It will also continue to develop a professional learning community within the math departments through peer observations and LASW meetings.

Changes to Objectives

In their request for continuation of funding beyond the 2004-05 academic year, JHS CAPP CAHSEE project identified three major objectives:

- Objective 1: To engage all math teachers in professional development focused on improving instructional practices, including curriculum and assessment design, Looking at Student Work (LASW), peer observations, which will lead to improved student learning evidenced by increased 10th grade CAHSEE pass rates.

- Objective 2: To plan and implement effective CAHSEE intervention strategies, such as mini after school and weekend preparation courses, which will target students who have not passed the CAHSEE by the 11th grade.

- Objective 3: To provide alternative approaches to Algebra and Geometry for struggling students by presenting the curricula in an innovative and engaging format.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the JHS CAPP CAHSEE sites. We open with a general description that includes obstacles faced and how they were addressed. This is followed by a discussion of the CAPP CAHSEE program activities in relation to professional development, student support and remediation, and curriculum and instruction.

Overview of the Year

Coaching continued to be strong in the math departments at the JHS and LMS. The math coaches at both schools were instrumental in scheduling LASW meetings so teachers met regularly in vertical teams at their respective sites to analyze student work and common assessments in department level meeting. In addition, the math coach at JHS scheduled peer observations so math teachers could examine effective instructional and motivational strategies as well as classroom management.

The math department at LMS continued to make strides in increasing the number of students enrolled in Algebra or Pre-Algebra. The unprecedented growth LMS experienced in math over the past two years contributed to the substantial boost in their API score. Within the same time period, LMS made the most growth of all LBUSD middle schools. They are no longer in the state program improvement program because they demonstrated progress with all subgroups. In their current 8th grade class, over 54 percent of students at LMS who took the General Math California Standards Test (CST) scored at the proficient or advanced proficient levels. For students who took the Algebra CST, 94 percent scored at the proficient or advanced proficient levels. In the past three years, their API has grown from 550 to 681.

Although low student turnout prevented efforts to implement after-school tutoring programs at JHS, the implementation of the after-school and Saturday CAHSEE intervention classes had surprisingly high attendance this year. The project also implemented learning centers as an innovative approach to Algebra and Geometry instruction this year, thereby expanding the CAPP CAHSEE program activities to 10th graders at JHS.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the JHS CAPP CAHSEE project proposed to accomplish. We took the proposed services and activities from the site's prior year workbook (2004-05). While working on the logic model of program activities, we learned a particular activity did not merely address one of the CAPP CAHSEE goals. For instance, the vertical teaming effort in the math department at LMS affected both the CAHSEE pass rate for first time takers and student enrollment in A through G courses. Therefore, to eliminate redundancy, the discussion in this section will focus on three areas: (1) professional development, (2) student support and remediation, and (3) curriculum and instruction.

Professional Development

The JHS CAPP CAHSEE project conducted professional development activities that addressed the CAPP CAHSEE goals in several ways. First, professional development activities ensured teachers received appropriate training to prepare all students in the participating schools to pass the CAHSEE at the end of 10th grade. Second, teachers also received training on how to provide support to students who did not pass the CAHSEE in grade 10 to pass it by grade 12. Third, the teachers received training to ensure students who passed the CAHSEE complete coursework leading to college. The activities include math summer institutes, vertical team meetings, and classroom observations.

The JHS CAPP CAHSEE project conducted two math Summer Institutes: one was focused on the Algebra and Geometry Learning Centers at JHS and the other was on curriculum planning at LMS. Eight teachers and the math coach from JHS, and six college aides, participated in the August 2004 CAPP Math Summer Institute. The institute focused on curriculum development for the new Algebra and Geometry learning center classes and how to structure the three individual centers used in this approach. There were fourteen sections of Algebra learning center classes and two sections of Geometry that served 9th through 11th graders. The JHS CAPP CAHSEE project experienced some challenges in their implementation of the Algebra and Geometry learning centers, including the tutors' math aptitude and their irregular attendance. In addition, there were varying levels of implementation among teachers with higher student gains observed among those who implemented all aspects of the approach in contrast to those who did not. At the LMS summer curriculum planning institute, all math teachers met to map out standards-based lessons, quizzes, and chapter tests for the year. As in the past three years, the

LMS math department continued to use their curriculum map to guide instruction and pacing for assessments.

As stated in last year's annual report, although department chairs continued to communicate informally, vertical team meetings across the sites have lessened since the completion of the vertical team training in the third year of the grant. As the math curriculum leader took steps to clarify placement criteria into Algebra to ensure 8th grade teachers could more accurately recommend students for high school Algebra courses, vertical teams involving teachers from grades 6 through 12 do not occur regularly. Instead, teams across grades 6 through 8 at LMS and 9 through 12 at JHS and JFA continued to meet to analyze student work and common assessments in department level meetings at the respective sites. For instance, at JHS, math teachers met monthly to analyze student work after school, using a data analysis protocol for multiple-choice exams and a modified WestEd protocol for unit exams with open-ended questions. In addition, the LMS math teachers met bi-month to analyze student, discuss possible reasons for common errors observed in student work, and collaboratively examine strategies for reteaching the targeted concepts. Consequently, the JHS CAPP CAHSEE project plans to expand vertical teams to include feeder middle schools and teachers are also beginning to address how to bring closer collaboration between the JHS main campus and the JFA.

The math and English departments at JHS scheduled peer observations during the 2004-05 school year. The math department at JHS scheduled two peer observations as department walkthroughs or in small groups. The department walkthroughs focused on the use of instructional strategies. Teachers in the small group format observed classroom management, motivational strategies used with students, and specific math instructional strategies. Prior to each observation, the team of teachers chose a focus question to address teacher and student actions, and classroom environment. Following each observation, teachers who conducted the observation debriefed with the observed teacher and the math coach. Scheduling was a major challenge in peer observations because groups of teachers were out of the classroom at the same time so the math coach planned to calendar these observation days calendared to eliminate scheduling conflicts in 2005-06.

In comparison, the English department at JHS has not been as successful at implementing peer observations. The English teachers agreed to conduct monthly one-period "collegial visits" on a one-on-one basis, which will allow them to "observe a fuller picture of their colleagues' teaching" (*Workbook: Annual Progress Report for Academic Year 2004-05;* page 7) rather than the group walkthroughs.

Student Support and Remediation

The JHS CAPP CAHSEE project provided student support and remediation that supported all three CAPP CAHSEE goals. The student support and remediation included: a math pullout program at LMS and CAHSEE prep courses at JHS.

The LMS math pullout class supported the CAPP CAHSEE goal of preparing all students to pass the CAHSEE at the end of grade 10 and ensuring students who pass the CAHSEE complete coursework leading to college. By facilitating student growth in pre-Algebra and Algebra, the LMS pullout math program provided students with individualized help from a teacher and supported their growth in pre-Algebra and Algebra. The eighth grade Pre-Algebra teacher sent 8 to 10 students three times per week to the pullout teacher, who differentiated the same Pre-Algebra curriculum used in the classroom but at a slower pace to enhance the comprehensibility of the lessons. In addition, the pullout class included the use of computers, small groups, and one-on-one teaching strategies. Since the regular eighth grade teacher had a smaller classroom when the pullout math program occurred, the teacher was able to cover the lesson with fewer students. The pullout class helped with classroom management in the regular eighth class and provided students in the pullout program with more confidence in their math skills. The class was also ideal for testing, reteaching, and retesting because of the difficulty in having students participate in after school tutoring. By implementing the pullout program, non-compliant students had an opportunity to retest even if they could not attend an after-school tutoring program.

To prepare all students to pass the CAHSEE by the end of grade 10 and ensure students who did not pass the CAHSEE in grade 10 received support needed to pass it by grade 12, the JHS CAPP CAHSEE project held three rounds of CAHSEE preparation courses during after school and Saturday programs at JHS. The first round focused on the November administration of the CAHSEE and targeted 11th graders who had not yet pass the examination. The five-week course included a section for math and for English, respectively, and met for two hours per week. The second round of CAHSEE prep was for 10th grade students who were taking the CAHSEE for the first time in March. The eight-week course met for two hours per week. Finally, the third round was a three-week intensive session that met two hours per week and targeted 11th graders who had still not passed the CAHSEE.

Although some sessions were held on Saturday mornings, 100-120 students attended each CAHSEE prep session. Parental approval appeared to be key to the successful implementation of the CAHSEE prep this year. Students were also required to participate in all sessions per each round of CAHSEE prep. Teachers reported that in some instances, parents chose to have their children participate in both the after school and Saturday session although they needed to signup

for only one. Overall, JHS staff were pleased students and parents responded to and participated in the intervention.

School data showed the number of JHS students who passed both sections of the CAHSEE continued to increase as a result of the Saturday morning CAHSEE preparation classes for math and English. For the class of 2006, 40 percent of 11th graders passed both sections of the CAHSEE. These students received a variety of CAHSEE prep curriculum and interventions, and took multiple mock-CAHSEE practice tests. However, although 12th grade students in the Class of 2005 had the same opportunity to attend the CAHSEE prep as the 11th graders, only 23 percent passed both sections of the CAHSEE.

To determine the success of the JHS CAPP CAHSEE project in providing needed support to students who did not pass the CAHSEE in grade 10 to pass it by grade 12, we also examined the combined CAHSEE pass rates for 11th and 12th graders at JHS. However, the combined CAHSEE ELA or math pass rates for 12th graders were not available for 2001 to 2005 and the combined CAHSEE pass rates for 11th graders were only available for 2003 and 2005 on the California Department of Education (CDE) Dataquest website because "the number of pupils in the category was too small for statistical accuracy" (http://data1.cde.ca.gov/dataquest/cahsee).

The state data for JHS showed that although the math pass rate for 11th graders increased from 2003 to 2005, the ELA pass rate decreased during the same time period. The combined ELA CAHSEE pass rate for 11th graders decreased by 2 percent at JHS from 27 percent in 2003 to 25 percent in 2005. In comparison, the combined CAHSEE math pass rate for 11th graders at JHS increased by 12 percent from 14 percent in 2003 to 26 percent in 2005.

Although differences in the ELA and math pass rates could be explained by changes in the tests at the state level, program activities focused on providing remediation and support in math to students who did not pass the CAHSEE appeared to have little impact on the CAHSEE math pass rates of 11th graders at JHS. Consequently, since the pass rates of 11th graders in either portions of the CAHSEE was rather low in relation to the number of students who took either portion of the test, the JHS CAPP CAHSEE project might not be successful in moving toward attaining the CAPP CAHSEE goal of providing needed support (particularly in math) to students who did not pass the CAHSEE in grade 10 to pass it by grade 12.

Curriculum and Instruction

The JHS CAPP CAHSEE program activities addressed the first and third CAPP CAHSEE goals to prepare all students to pass the CAHSEE at the end of grade 10 and ensure students who pass the CAHSEE complete coursework leading to college. To attain these two goals, the project

used multiple sources of data for accurate placement of students, and implemented center-based classroom in Algebra and Geometry at JHS and the math pullout program at LMS.

The JHS CAPP CAHSEE project used multiple sources of data to accurately place 9th graders in the appropriate math course. As part of the decision-making process to accurately place the students, the Research Department at LBUSD and the JHS math coach examined the students' CST scores, End of Course results, and course grades. The effort also provided information on the correct level of student support needed to pass Algebra and the CAHSEE, thereby increasing the possibility that students who passed the CAHSEE complete coursework leading to college.

The JHS CAPP CAHSEE project also implemented learning centers in 14 Algebra sections and 2 sections of Geometry. Teachers met weekly to collaboratively plan lessons and center activities. However, implementation was impacted by: teacher buy-in to the process; performance/skill level of college aides; and teachers' depth of content knowledge. To monitor the implementation process, the JFA CAPP CAHSEE project will continue to analyze student achievement and survey data and solicit information from teachers to determine successful and non successful practices as well as support needed to facilitate effective implementation of learning centers in Algebra and Geometry.

To determine the success of the JHS CAPP CAHSEE project in attaining the two CAPP CAHSEE goals of preparing all students to pass the CAHSEE at the end of 10th grade and ensuring all students who pass the CAHSEE complete coursework leading to college, we compared longitudinal CAHSEE pass rates and A through G course enrollment, completion, and pass rate data at JHS.

Our examination of longitudinal CAHSEE pass rate at JHS showed variations in the ELA and math CAHSEE pass rates from 2001 to 2005. The ELA CAHSEE pass rate for all students decreased by 5 percent for all students in ELA from 50 percent in 2001 to 45 percent in 2005 and increased by 2 percent for 10^{th} from 56 percent in 2002 (the first year they took the CAHSEE) to 58 percent in 2005. The CAHSEE math pass rate for all students increased by 17 percent from 26 percent in 2001 to 43 percent in 2005 and by 26 percent for 10^{th} graders at JHS from 29 percent in 2002 to 55 percent in 2005.

The available longitudinal CAHSEE data implied despite a large increase in the math CAHSEE pass rate from 2002 to 2005, the JHS CAPP CAHSEE project activities was not very successful in preparing all students to pass the CAHSEE by the end of grade 10 because almost half of students who took the CAHSEE did not pass either portion of the test in 2005. Hence, continuing peer observations could provide critical insights into the link between classroom instruction and student achievement.

Table 6 shows the longitudinal state data on graduation and A through G completion of JHS graduates. The data for JHS indicated a one percent reduction from 18 percent in 2001 to 17 percent in 2004 in the percentage of graduates who completed all courses required for UC and/or CSU entrance.

Table 6
Longitudinal data on A through G completion at Jordan High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	630	100	17%
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>

In addition, although district data showed an increase of student enrollment in both English and math A through G college preparation courses from 2002 to 2004 at JHS, there was a 6 percent decrease in the percentage of students who passed all A through G courses with a C or better from 55 percent in 2002 to 49 percent in 2004. The percentage of students who passed with a C or better in English decreased by 12 percent from 67 percent in 2002 to 55 percent in 2004 and there was a 17 percent decrease in the percentage of students who passed with a C or better in math from 63 percent in 2002 to 46 percent in 2004.

Hence, our analysis of longitudinal state and district data indicated that although there was an increase in the percentage of students who passed the CAHSEE from 2001 to 2005, there was a greater reduction in the percentage of students who passed with C or better in math than in English A through G courses despite an increase in all A through G course enrollment from 2002 to 2004. In short, although more students who passed the CAHSEE enrolled in coursework leading to college, the percentage of those who passed these courses decreased. Consequently, the JHS CAPP CAHSEE project was not able to attain the goal of ensuring students who passed the CAHSEE successfully complete coursework leading to college.

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 JHS 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 2004-05*.

Linking Classroom Instruction and Student Achievement

The lack of success of the JHS CAPP CAHSEE projects in attaining the three CAPP CAHSEE goals is a concern. In examining the CAPP CAHSEE program activities at JHS, there should be higher student outcomes because the project is implementing effective school reform strategies (e.g., vertical teaming, individualized instruction and support). However, although district data showed more students enrolled in all A through G courses, the number and percentage of students who passed with a C or better decreased from 2002 to 2004. In addition, the CAHSEE pass rates showed nearly half of JHS 10th graders are not passing either portion of the test. Therefore, we recommend strengthening the implementation of peer observations to gain insights into the actual quality of classroom instruction and examining the link to the student achievement to determine if the implemented program activities were "meeting students' needs academically and emotionally" (Horowitz et al, p. 23).

Expanding Vertical Teams

In the 2003-04 workbook, the Jordan CAPP CAHSEE program staff stated they would expand the program to the 10th graders on the main campus, resulting in closer collaboration between the two high school sites. Implementation of the learning centers in Algebra and Geometry at Jordan showed an emergence of this trend. In 2004-05, we learned that a major challenge in implementing the learning centers and LASW at JHS was the difficulty teachers had transferring the information or process they learned into their classroom practices.

We recommend expanding the vertical teams in the JHS CAPP CAHSEE project to include LMS again. The math department at LMS has been very successful in establishing their professional learning community and are seen as the model for a successful professional development within and outside the district. Tapping into their expertise could help with transference challenge at JHS. A tighter collaboration with LMS could also alleviate the lack of transference as JHS teachers observed implementation of the LASW process at LMS. Continuation of currently scheduled department walkthroughs and peer observations in the math department at JHS would also ensure the learning centers were implemented with greater fidelity. In addition, the use of data and more successful and effective teachers as mentors would increase effectiveness of implementation of CAPP CAHSEE program activities, transference of teachers' knowledge to their own classrooms, and increased impact on student achievement.

LOWER LAKE HIGH SCHOOL

In this chapter we describe the progress made by Lower Lake High School (LLHS) CAPP CAHSEE project during the 2004-05 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05* with supporting information gathered during site visits and follow-up communications.

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 recommendations.

Description of the Project

The CAPP CAHSEE project at Lower Lake is a partnership among 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.

KUSD enrolled 3,290 students at 10 schools during the 2004-05 school year. In the same year LLHS enrolled 794 students while OHMS enrolled 535 students. The majority of the students at LLHS are White (68 percent), followed by Latino students, who make up 17 percent of the high school population. Over the past four years of the CAPP grant the White student population at LLHS has decreased approximately six percent while the Latino student population has increased approximately four percent. These changes in student demographics, whereby the percentage of Latino students continue to increase, are representative of changes taking place across California public schools as evidenced by statistics found on the California Department of Education (CDE) website. The number of English Learner (EL) students at LLHS increased over the four-year period as well. English Learners enrolled at LLHS increased from 29 students in 2002 to 56 students in 2005. Across the district, the number of English Learners enrolled, 345 students, is the highest in over a 10-year period. More than half of LLHS students (55 percent) qualified for free or reduced lunch. At the district level, over 75 percent of the students qualified for free or reduced lunch.

Since the inception of the CAPP CAHSEE grant in 2001-02, the Lower Lake project, including the target schools involved, experienced several changes in staffing, partnerships, and

activities. Over the past four years, the project director position switched hands three times. The middle and high school principals, who have been key stakeholders throughout the grant, remained consistent up until Spring 2005 when the LLHS principal resigned. Both schools overhauled their administrative structures, hiring Educational Planning Specialists (EPS's) to replace the more traditional vice principal positions. The EPS restructuring, which took place after the first year of CAPP implementation, was a reform led by the district office. Since the new district superintendent came on board during the 2003-04 school year, a sense of mutual respect and support began to develop among staff at the two target schools and the district office. On the other hand, partnerships with higher education institutions weakened over the years. Lower Lake dismantled its formal partnership with Sonoma State University (SSU), and while the partnership with Yuba Community College remains intact the partners continue to confront the challenge of defining roles and responsibilities. Yet, LCOE staff searched for ways to foster new partnerships, as evidenced by recent working relationships with the University of California Office of the President (UCOP) and the University of California at San Francisco (UCSF). The most recent focus of the CAPP grant at Lower Lake has been on the Instructional Leadership Initiative (ILI), which has involved the English and math departments in revising curriculum.

Changes Made During the 2004-05 Academic Year

In this section we provide information about modifications made to the project during the past year in four areas: key staff, partnerships, activities, and objectives.

Changes to Key Staff

In Fall 2004, Tim Gill came on board as the new CAPP CAHSEE director. Gill, a product of the Konocti Unified School District and graduate of LLHS, previously conducted and facilitated professional development efforts with math teachers at both the high school and the feeder middle school. As the new director of the CAPP grant for LLHS, Mr. Gill decreased the funding of his position from 50 percent to 20 percent, in an effort to distribute the responsibility of overseeing the grant and give more decision-making power to key staff at LLHS and OHMS.

In Spring 2005 the LLHS principal announced his resignation. The principal informed staff he received an offer to become principal at another school in northern California. In fall 2005 LLHS started the academic year with a new principal.

Changes to Partnerships

In 2004-05 LLHS maintained its partnership with the local community college, Yuba College, Clear Lake Campus, and initiated partnerships with UCOP and UCSF. Resources and funding from the Regional Academic Initiatives and Educational Partnerships Office at UCOP enabled LLHS and OHMS to offer an Algebra Academy to incoming 9th graders during Summer 2005. The collaboration with UCSF involved the Center for Science Education Opportunity and, as stated in the 2004-05 Workbook, was intended to "provide outreach support for students, parents, counselors, and administrators at OHMS and LLHS." These newly formed partnerships contributed to the goals of the CAPP grant, specifically in increasing the number of students who enrolled in college.

Changes to Activities

The activities teachers performed in the Instructional Leadership Institute (ILI) with Trudy Schoneman replaced the activities teachers planned to conduct in their Teacher Learning Teams due to the similarities in the scope of the work.

Changes to Objectives

No changes were made to project objectives during the 2004-05 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. This is followed by a discussion of the CAPP CAHSEE project based on three major areas: professional development, student support and remediation, and curriculum and instruction.

Overview of the Year

In Fall 2004, Tim Gill became the new project director of the CAHSEE project at LLHS. Gill worked closely with LLHS and OHMS math teachers in lesson study during the previous school year (2003-04). Middle and high school staff appreciated Gill's staff development expertise. A school administrator stated it was "important to have someone like Tim who is known for staff development district-wide." Math teachers also expressed support for Gill in his

new position. At the same time, staff indicated they would like to have more face-to-face time with the project director. A school administrator suggested the value of reinstating monthly or quarterly CAPP collaborative meetings to give staff an opportunity to share progress and determine further needs.

The CAPP project at LLHS benefited from administrator stability at both the high school and the feeder middle school. Additionally, staff valued the Educational Planning Specialist (EPS) structure established at both schools during the second year of CAPP implementation. In particular, the 9th grade high school EPS surfaced as the instructional leader at the high school. According to the project director, " [the EPS] demands a lot from people involved in the project and staff respond in a positive way to that. She has high expectations and holds staff accountable." The high school principal maintained his involvement in the grant by encouraging teachers to participate in CAPP activities.

In spring 2005, the principal at LLHS announced his resignation because he accepted an offer in another district. While staff anxiously anticipated the announcement of a new principal, they also acknowledged the EPS structure and the involvement of the LCOE would help maintain the progress of the CAHSEE reform efforts.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the LLHS CAPP CAHSEE Project proposed to accomplish. This section is organized by three major areas: (1) professional development, (2) student support and remediation, and (3) curriculum and instruction.

Professional Development

Math and English teachers from LLHS and OHMS met in teacher learning teams during the 2004-05 school year. Math teachers collaborated on refining benchmark assessments, pacing of Pre-Algebra and Algebra I, and planning for intervention classes for the 2005-06 school year. . A major outcome of the collaboration was reducing the number of Pre-Algebra sections at the high school from 11 to 6. The math teacher learning team also developed a pacing plan for Algebra I and refined the benchmarks and assessments for the course.

English teachers focused on analyzing California Standards Test (CST) and CAHSEE standards and developing intervention strategies for students who did not meet academic expectations. The principal at OHMS supported the efforts of the teacher learning teams, yet wanted more vertical articulation between the middle school and high school teachers. For

example, she stated that ideally math teachers at both schools would meet several times during the school year to "not just talk about curriculum, but actually look at student work." The principal indicated that if teachers at the middle school increased their awareness regarding the high school curriculum by hearing it firsthand from the high school teachers, they would have a better sense of curricular areas to cover.

LLHS math and English teachers also participated in the Instructional Leadership Initiative (ILI) facilitated by Trudy Schoneman. Teachers developed instructional units focused on 9th grade CAHSEE standards. Initially, LLHS teachers were reluctant to engage in the ILI work because they believed the previous project director imposed the decision to participate in this professional development. Teachers did not appreciate the "top down" approach. Teachers also believed they already had done this work in their teacher learning teams during previous years. Additionally, the math teachers stated they would have preferred a facilitator with more expertise in math. Yet, despite these reservations, teachers were satisfied with the product and the experience of presenting their units at the January 2005 CAPP conference in Long Beach. An English teacher stated, "In the English department a challenge during the year was to put together something meaningful for us, while she [Trudy] wanted it to be appropriate for the CAPP conference." Teachers and the project director agreed the Long Beach experience was valuable. The feedback the teachers received from colleagues at other CAPP schools helped them feel their work was important. The LLHS teachers have since agreed to continue the ILI work during the 2005-06 school year.

LLHS teachers who attended DuFour's presentation at the CAPP conference in Long Beach said the experience changed their practice. For example, the English department agreed that student work submitted late should be acceptable, although the English department chair stated some members of the department did not necessarily feel that way prior to DuFour's presentation. Teachers also modified their approach to assessment as a result of the presentation. For example, a math teacher indicated he provides students who score below 70 percent on tests with unlimited opportunities to improve their score on the test. In an effort to monitor progress more frequently, the middle school staff also increased their assessment schedule in language arts from twice to several times per year. Finally, the project director stated that DuFour's notion that teachers should agree on grading reinforced the high school teachers' participation in ILI.

LLHS also participated in several other professional development opportunities, including: the CMC North Math Conference, Superintendent's High School Summit, California League of Middle Schools Conference (CLMS), Renaissance Learning National Conference, and the Science Standards Based Workshop. Teachers shared information from the conferences in their teacher learning teams. According to the principal at OHMS, through CAPP support, teachers

had the opportunity to attend conferences, like CLMS, where they obtained confirmation of strategies that work and learned new approaches as well.

Student Support and Remediation

LLHS provided several interventions designed to increase student achievement and interest in higher education. LLHS offered after school tutoring, began implementing an Algebra Academy, and coordinated student visits to college campuses.

LLHS continued to offer the Extended Learning Program (ELP) to help students at risk of failing a class. The program took place after school and served an average of 85 students per week. Yet, teachers were concerned that half of the eligible students did not attend ELP due to transportation limitations. According to LLHS teachers, "there are students [who] have expressed an interest in coming in for help [to ELP] but did not have transportation." Although LLHS provided funds for transportation for the after school program, the bus did not serve the outskirts of town. Despite these concerns, teachers recognized the cost of expanding transportation was not feasible given the high school's budget. Another concern was teachers' sense of feeling overextended. For example, the math teachers described spending three afternoons per week tutoring students after school, which made for "draining days" and less personal time.

The Algebra Academy, which was scheduled to kick-off in summer 2005, resulted from a partnership between Konocti District schools and the outreach unit at the University of California Office of the President (UCOP). The purpose of the program is to increase student preparedness in Algebra as they transition from middle school to high school. According to the project director, the program had great success in the Imperial Valley and now Blas Guerrero from UCOP has contributed $15,000 to replicate it in Lake County. Approximately 45 students will participate in the Algebra Academy. Another benefit of the Algebra Academy is its emphasis on fostering a college-going atmosphere by including college visits and A through G counseling for students.

In 2004-05 LLHS and OHMS took over 160 students on visits to college campuses. The CAPP grant funded five visits to the following colleges: Sacramento State University, Sonoma State University, and the University of California at Davis.

To determine if the CAPP CAHSEE project at Lower Lake was able to provide the needed support to students who did not pass the CAHSEE in grade 10 to pass it by grade 12, we examined the combined CAHSEE pass rates for 11th graders. The combined CAHSEE pass rates in math and ELA for 11th graders at Lower Lake were available only for 2003 and 2005. The state data showed that although the pass rate in math increased at Lower Lake from 2003 to

2005, the ELA pass rate stayed the same during that time period. The pass rate in math for eleventh graders at Lower Lake rose from 17 percent in 2003 to 33 percent in 2005. Alternately, the pass rate in ELA for 11th graders at Lower Lake remained at 32 percent from 2003 to 2005. These rates suggest the need for English department staff and tutoring staff at LLHS to focus on more remediation activities geared to students who did not pass the ELA section of the CAHSEE in tenth grade.

Curriculum and Instruction

OHMS structured its courses with a rigorous assessment and intervention system. The middle school teachers invested great effort on developing pacing plans and benchmark assessments. Students who did not score 70 percent proficient on the benchmarks were automatically enrolled in the after school program, where they were expected to make up the deficiency. According to the middle school principal, the staff found the new 7th graders more reluctant to make up the benchmarks after school. The principal stated, "We had to clarify [to the students] from the beginning that our school does not go from 8:00 to 3:00, but from 8:00 to 5:00."

The middle school staff used the teacher learning teams as an arena to discuss curriculum, instruction, assessments, and interventions. The middle school principal indicated she would like more support for classroom observations or classroom monitoring to increase accountability of how particular topics are taught. For example, an issue that arose in the teacher learning teams was the discrepancy in student performance between and among classrooms. Students in one class may refuse to complete the benchmark or have a high failure rate, while the students in another class may overwhelmingly pass the same benchmark. Therefore, even when teachers reached agreement regarding the contents and grading system for a particular benchmark, there may still be a need to more closely examine instructional strategies. The principal suggested that perhaps a team of staff development experts or a team made up of the county office of education staff along with school administrations visit school to conduct classroom observations. Ideally, these observations would take place routinely and not only as a "one-shot deal."

The Lower Lake schools made progress in math curriculum reform and plan to continue making improvements in the upcoming school year. OHMS increased the number of Algebra I and Pre-Algebra sections. In 2004-05 the middle school offered two sections of Algebra I, compared to one section the previous year, and doubled the number of students enrolled in Algebra I to 60. The project director believed low math scores on the CAHSEE in past years resulted from the small percentage of eighth graders enrolled in Algebra I. Historically at Lower Lake, most students enrolled in general math. The project director stated, "Students took two

years of math that had nothing to do with the math on the CAHSEE." He added that the state penalized schools on the Academic Performance Index for not having students enrolled in Algebra prior to ninth grade. Lower Lake High recognized the urgency in raising CAHSEE math performance and has since committed to reducing the number of Pre-Algebra sections from 11 to 6 in 2005-06.

The CAHSEE pass rate for all students at LLHS increased from 2001 to 2005 in ELA and math. In ELA, the passing rate increased 16 points, from 50 percent in 2001 to 66 percent in 2005. The pass rate in math experienced a more significant increase of 32 points, from 28 percent in 2001 to 60 percent in 2005. CDE data also showed 10th graders made increases in both ELA and math. In ELA the pass rate increased 31 points from 44 percent in 2002 (the first year they took the CAHSEE) to 75 percent in 2005. In math, 10th grade scores increased from 27 percent in 2002 to 68 percent in 2005.

Disaggregating the CAHSEE data by ethnicity showed differences in performance between the two major subgroups, White and Latino students. In ELA, both ethnic groups increased the pass rate from 2001 to 2005. Yet, White students tended to show higher pass rates throughout the time period. The most recent results showed White students passing the ELA section at 72 percent while Latino students passed at 55 percent. According to the CDE website, the average pass rate on the ELA section for students statewide was 65 percent in 2005. This means White students at LLHS are above the state average and Latino students fall below it. In math, longitudinal data showed White students consistently outperformed Latino students. In 2005, the discrepancy in the pass rate in math between the two groups was the widest it has been since the exam was administered in 2001. White students passed at 67 percent compared to Latino students who passed at 42 percent. The CDE website shows the average pass rate on the math section for students statewide was 63 percent in 2005. This means White students at LLHS performed above the state average while Latino students scored significantly below it.

Table 7 shows the longitudinal data on graduation and A through G completion of students at Lower Lake High School. The 2001 through 2004 data for LLHS showed a significant decline in the percentage of graduates who completed all courses required for University of California (UC) and/or California State University (CSU) entrance. The percentage of students who successfully passed A through G courses fell from 25 percent in 2001 to 8 percent in 2004.

Table 7
Longitudinal data on A through G completion at Lower Lake High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	107	9	8%
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 Lower Lake's CAPP CAHSEE proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05*.

Reinstate CAPP Leadership Team Meetings

We recommend the project director convene the key leaders in the CAPP reform for regular meetings during the 2005-06 school year. The leadership team could decide the frequency of the meetings, whether they take place monthly or quarterly. Regularly scheduled meetings could enhance communication among the partners involved. Leaders in the CAPP initiative from each of the sites could bring each other up-to-date on the successes and challenges of implementation. This avenue may be even more critical during the 2005-06 school year, given LLHS has a new principal.

Schedule Vertical Articulation Meetings

We recommend the Lower Lake project schedule opportunities for vertical articulation between the ELA and math teachers at LLHS and OHMS. Vertical articulation meetings could raise teachers' understanding of instruction, curriculum, and assessment at the two schools. Furthermore, as cited earlier in this report, teachers could take this opportunity to review student work across sites.

Continue ILI Participation

Interviews with teachers and administrators at Lower Lake clearly demonstrated support for ILI. Teachers valued instructional units produced and the opportunity to present their work to colleagues from other CAPP schools at the Long Beach Conference in January 2005. We recommend Lower Lake clarify with Schoneman the level of effort and time commitment of the ILI work at the onset of the 2005-06 school year.

Address the Gap in CAHSEE Student Performance

CDE data indicates a disparity in CAHSEE performance between White and Latino students. The gap in achievement is particularly wide in math. We recommend English and math department staff at LLHS and OHMS address this issue openly and incorporate this data in discussions regarding curriculum, instruction, and assessment. These discussions should involve project leaders, including administrators and EPS's at both schools.

Address Decline in A through G Completion Rates

CDE data also indicates a decline in the percentage of student who successfully complete their A through G requirements. The percentage of graduates who completed A through G requirements dropped from 25 percent in 2001 to 8 percent in 2004. Yet, the percentage appears to have drop suddenly after 2003. This finding is cause for concern, for it suggests Lower Lake is not making progress in its goal of increasing the number of students who attend post-secondary institutions. We recommend project and site leaders further explore the sudden drop in A through G completion. Furthermore, LLHS staff should consider examining A through G course enrollment data to determine whether student underperformance is more severe in any particular subject matter.

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 2004-05 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05* 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 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 recommendations.

Description of the Project

The Sacramento High School (SHS) 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, California Middle Schools (CMS) and Kit Carson Middle School (KCMS), in the Sacramento City Unified School District (SCUSD).

Led by St. Hope Corporation, a nonprofit organization, SHS reopened as an independent charter school in September 2003. The new charter school does not have admissions requirements and is organized around five small learning communities or "super schools." They are: School of Arts; School of Health Services; School of Business and Media Communication (a merge of School of Business and School of Journalism); School of Law and Public Services; and School of Math, Engineering, and Science.

To ensure every student has at least one adult who looks after his/her welfare, each small school within SHS has an advisory that meets for 20 minutes each day, with an extended time of 40 minutes every Wednesday. Purchased from SureScore, Inc., through Gear-Up funds, the advisory curriculum focuses on college preparation, study skills, and team building. Some of the advisories took part in community service projects and peer mentoring.

In 2004-05, CMS, KCMS, and SHS continued their collaboration with the School/University Partnerships (S/UP) at the University of California, Davis. The Director of UC Davis's Area 3 Writing Project (A3WP) provided professional development for English/Language Arts (ELA) teachers at SHS. The university also continued to build their relationship with the middle school and new relationships with the teachers, parents, students and

administrators at SHS. However, collaboration across the math department at SHS and CMS has not resumed since the math coach left at the end of 2004-05 school year.

There were 1,692 students enrolled at SHS in 2004-05. African/American students represented over 33 percent, followed by Hispanic/Latino students at about 27 percent and then White (non-Hispanic) at almost 17 percent. English Learners (EL) were about 15 percent of the student population, while approximately 8 percent were Fluent English Proficient (FEP) and about 8 percent were Redesignated FEP students. Over 46 percent of the students at SHS qualified for free and reduced lunch in 2004-05.

Changes Made During the 2004-05 Academic Year

In this section we provide information about changes and modifications made to the project during the past year, including changes in three areas: key staff, activities, and objectives.

Changes to Key Staff

Elizabeth Virgil replaced Donald Hair as the principal and the main contact for the CAPP CAHSEE project at CMS. Al Rogers replaced Margaret Fortune as the Superintendent of St. Hope Public Schools. The previous Superintendent left when Governor Arnold Schwarzenegger appointed her as director of the Governor's Initiative to Turn Around Failing Schools within the Office of the Secretary for Education. With the merging of the School of Business and School of Journalism into the School of Business and Media Communication, the principal of the School of Business is now the Director of Schoolwide Programs, which included CAPP and Gear-Up, and the principal who was responsible for the School of Business is the principal of the newly formed school.

Changes to Activities

The SHS CAPP CAHSEE program made changes to their activities to better address the needs of their teachers and students, including:

- Delaying implementation of Accelerated Math at CMS until February 2005 when teachers were preparing students for the STAR;
- Addressing teachers' need for materials that supplemented Accelerated Math and the Prentice-Hall textbook during their work on alignment of the Accelerated Math with the adopted math curriculum at CMS;

- Modifying how they provided the COT tutoring based on students' COT assessments in strands, including how the project determined the focus of student intervention and tutor training; and

- Abandoning the use of interactive computer tutoring to reinforce tutored concepts through practice during the Summer Academies and CAHSEE Prep classes.

Changes to Objectives

Although the work at SHS and CMS have focused on the CAPP CAHSEE goals to prepare all students to pass the CAHSEE by the end of grade 10 and increase the number of students who successfully complete coursework leading to college preparation, the primary barriers to achieving both goals have been low enrollment and low completion rates in Algebra I. Consequently, for 2005-06, the SHS CAPP CAHSEE project will focus on increasing student achievement in Algebra I through the following revised objectives:

- Objective 1: Prepare students to succeed in Algebra I by providing Summer Algebra Academies for SHS students and incoming 9th graders.

- Objective 2: Increase achievement for SHS students in Algebra I during the regular school year through the use of manipulatives to teach core concepts.

- Objective 3: Increase student achievement for seventh and eighth graders on the California Standards Tests through implementation of the *STAR Rise* program and provision of tutor support at CMS

- Objective 4: Increase student achievement in math at CMS through the continuation of individual Teacher Action Research Projects.

- Objective 5: Improve student achievement in ELA through Action Research by ELA teachers at SHS.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the SHS CAPP CAHSEE sites. We open with a general description that includes obstacles faced and how they were addressed. This is followed by a discussion of the CAPP CAHSEE program activities in relation to professional development, student support and remediation, and curriculum and instruction.

Overview of the Year

In 2004-05, the SHS CAPP CAHSEE project implemented activities that addressed the CAPP CAHSEE goals, which were also supported by a Gear-Up Grant. SHS also benefited from two SBC grants awarded to UC Davis' School/University Partnerships to support an after-school tutoring program and develop a data tracking system, respectively. In addition, through its partnerships with UC Davis Medical Center, SHS benefited from funding received from the Irvine Foundation, the Bill and Melinda Gates Foundation, Wells Fargo, Mondavi Center, and McGeorge School of Law.

Based on the interest of SHS English teachers to help prepare their students for the writing portion of the CAHSEE, the CAPP project director contacted the Area 3 Writing Project Director who provided two after-school workshops, which were poorly attended.

The project used COT as part of their CAHSEE preparation classes during summer school and the regular semester, but problems with accessing computers prevented the use of computers to reinforce tutored concepts. COT will not be implemented in the CAHSEE prep classes at SHS in 2005-06.

The SHS CAPP CAHSEE project began aligning the Accelerated Math program with the adopted Prentice-Hall math curriculum at CMS. Teachers' need for materials that supplemented Accelerated Math led to the development of student workbooks and teacher guides to address standards on the seventh and eight grade CST.

Although not funded by the CAPP grant, SHS has increased its presence at the middle schools through their Gear-Up activities and use of the fund to hire a fulltime counselor at each middle school. Through their focus on developing "college going culture, the counselors supported CAPP CAHSEE goals through: revision of the Gear-Up for college curriculum to meet specific science and English/Language Arts (ELA) standards; Student Study Team (teacher, counselor, parent of the student) meetings to discuss high school and college requirements and career choices with students and parents; and several parent and student nights to address University of California A through G requirements, high school graduation requirements, parent involvement, and financial aid.

In the 2004-05, the CHS CAPP CAHSEE project used their CAPP grant to support five teacher research projects: three individual projects at CMS and two group projects at SHS. The research projects focused on preparing students for enrollment and successful completion of Algebra I through the development of lessons using manipulatives in their Pre-Algebra and Algebra courses, design of a common end-the-year assessment for all math classes at SHS, and creation of a math culture at CMS.

Finally, the principals of the three small schools involved in CAPP CAHSEE program activities (School of Business and Media Communication, School of Math, Engineering, and Science, and School of Health Services) continued to collaborate and learn from each other, consolidating resources to implement best practices that yield higher student outcomes within their respective schools and at SHS.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the SHS CAPP CAHSEE project based on the proposed services and activities from the site's prior year workbook (2004-05). While working on the logic model of program activities, we learned a particular activity did not merely address one of the CAPP CAHSEE goals. For instance, the use of small group advisories (although not directly funded by CAPP grants) supports the goal of preparing students in the participating schools to pass the CAHSEE at the end of grade 10, provides support to those who did not pass the CAHSEE in grade 10 to pass it by grade 12, and ensure those who pass the CAHSEE complete coursework leading to college. Therefore, to eliminate redundancy, the discussion in this section will focus on three areas: (1) professional development, (2) student support and remediation, and (3) curriculum and instruction.

Professional Development

The SHS CAPP CAHSEE provided professional development at SHS and CMS that supported the CAPP CAHSEE goals of preparing all students to pass the CAHSEE at the end of grade 10 and ensuring students who pass the CAHSEE complete coursework leading to college. The professional development activities were teachers training on COT materials for the Summer Academies and CAHSEE prep classes, writing workshops for English teachers, teacher training on newly adopted curriculum, and teacher research projects at SHS.

Two teachers who worked with tutors in the Summer CAHSEE Academies and four teachers in the fall CAHSEE Prep Classes attended the training for COT materials. There was inconsistency in teachers' attendance at the training sessions was not consistent and their use of the materials during the classes. The teacher who used the materials the most was the math teacher in the Summer Academies where his role as teacher was parallel to the tutors and they were equally responsible for instruction. The teacher also worked side-by-side with the tutors to evaluate the work for the day and plan the lessons for the next day. According to the teacher, "the *CASHEE on Target* opened some doors in my teaching Algebra by integrating some of the

games and techniques and by simplifying or providing alternative ways of teaching some of the concepts" (*Workbook: Annual Progress Report for Academic Year 2004-05*, page 20).

The Area 3 Writing Project Director provided two after-school workshops to help English teachers prepare their students for the writing portion of the CAHSEE. During the workshops, teachers were required to write their own responses to the CAHSEE prompts, thereby allowing them to analyze the assignment, examine the instructions for students, and address the skills required to write in the particular genre being explored. Both workshops also included a comprehensive set of resources. Unfortunately, only one English teacher attended the first workshop, and a special education teacher attended the second workshop.

In response to the large numbers of students who scored below basic and far below basic in ELA and math on STAR tests, the SHS CAPP CAHSEE project implemented ELA and math reforms. In Fall 2004, 9th and 10th grade English teachers received training in a newly purchased textbook aligned to California state standards. New textbooks and teacher training for 11th and 12th grade English teachers will take place in Fall 2005. A similar reform occurred in math where a math curriculum team met to recommend a new textbook aligned to California state standards.

To increase student enrollment and ensure their successful completion in Algebra 1, math teachers at SHS were engaged in two teacher research projects: (1) development of Algebra lessons using manipulatives, and (2) a design of end-of-year exams for all math classes.

Based on the hypothesis that students with difficulty "preparing for Algebra or performing at appropriate levels within Algebra could be helped to understand the core concepts and applications" (*Workbook: Annual Progress Report for Academic Year 2004-05*, page 13), two SHS math teachers and a CMS math teacher collaborated to develop Algebra lessons using manipulatives. The team prepared 60 hours of lessons for the Summer Pre-Algebra Academy to prepare entering 9th graders for Algebra and for the Summer Algebra Academy for high school students who needed to retake the course, respectively. Findings from classroom observations, pre-and post-test scores, and participant questionnaires will also be used to guide implementation of these lessons in math support classes during the academic year.

The second teacher research project involved the development of common end of the year exams and documentation of the process and outcomes. Following their attendance at the CAPP Conference in January 2005 where Rick DuFour discussed implementation of a professional learning community, math teachers decided to develop and use common end of the year exams for all six math courses (Algebra 1A, Algebra IB, Geometry, Algebra 2, Pre-Calculus and Calculus) offered in all six small schools. The premise behind the development of these assessments was to ensure all math teachers emphasize a common set of high standards and collective responsibility for the curriculum, instruction, and student outcomes –thereby

establishing a professional learning community across all the schools at SHS. To complete the task, the teachers formed committees and some teachers served in more than one. Following the development of these common assessments, the teachers also planned to conduct annual review of teaching, learning, and student outcomes to ensure instruction is aligned with the core concepts tested.

However, during the development of these common assessments, the SHS CAPP CAHSEE project decided to purchase "Edu-Soft," a software program to generate questions based on the state standards requested. The purchase shifted the task from "hand-made tests to computer generated ones" and "resulted in temporary suspension of the work" (*Workbook: Annual Progress Report for Academic Year 2004-05, page* 14). The teachers will resume their meetings and finalize the end-of-year exams for implementation in the 2005-06. Once the exams are implemented, teachers will continue to meet to align instruction to the assessments and determine the impact of their efforts on student achievement.

Finally, in 2004-05, the SHS CAPP CAHSEE project did not implement the two planned professional development activities listed below:

- Expansion of the writing project work to middle school English teachers; and
- Continuation of writing preparation for the CAHSEE through continuation of genre studies with English teachers.

Student Support and Remediation

To ensure all students pass the CAHSEE at the end of grade 10 and provide support to those who did not pass the CAHSEE in grade 10 to pass it by grade 12, the SHS CAPP CAHSEE project:

- used COT to support 10th graders at risk of failing the CAHSEE in the CAHSEE preparation classes and 11th graders who did not pass either one or both portions of the CAHSEE in the summer academies at SHS; and
- provided individualized learning to students who were below grade-level in math through implementation of Accelerated Math at CMS.

The SHS CAPP CAHSEE project used the COT tutoring program in the CAHSEE preparation classes for 10th graders and 11th graders in the Summer Academy. Using COT,

teachers and tutors worked with 11th graders who failed one or both sections of the CAHSEE and provided preparation to 10th graders who were at risk of failure in their first attempt.

The COT program developer trained the tutors on program implementation, suggested materials, and provided training on additional strands. Although tutors received training in all math strands and initially selected the area in which they specialized, diagnostic data using the COT assessment showed that students needed tutoring in all strands so the project revised plans to separate the sessions into different learning areas. Instead, the students were broken up into small groups for instruction where tutors divided their two-hour lesson into parts and student groups rotated among the five tutors. The SHS CAPP CAHSEE project offered ELA instruction in both reading and writing to all students, where tutors sometimes worked with students in small groups or the teacher instructed the class as a whole.

During the Summer Academy, students attended a two-hour class in ELA, followed by a two-hour class in math, or vice versa. Students who already passed one section of the CAHSEE from the 2004 administration were not required to take the class in that subject. The initial intent was to recruit students who failed one or more strands of the ELA or math section of the CAHSEE although they passed their English and/or math classes. The Summer Academy was intended to provide support in the particular strands and standards to students who already passed the class, but had failed the CAHSEE. However, this strategy resulted in too few students to support a class and the recruitment was broadened to include any student interested in participating.

The School of Business and School Health offered 85-minute CAHSEE prep classes during the regular school day. Math was offered on Tuesdays and Thursdays, and ELA was offered on Mondays and Wednesdays. On Fridays, the principals of each school were responsible for planning an activity. While the Business School principal taught a leadership class that day, the math and ELA teachers in the School of Health took turns teaching an extra class in their subject every other Friday.

The SHS CAPP CAHSEE project encountered some problems in the implementation of the CAHSEE prep classes. First, the teachers assigned to teach the CAHSEE prep class assumed additional assignment to their regular teaching load. Consequently, depending on the small school with which they were affiliated, the four teachers who participated did so during their preparation periods two or three days each week. In the School of Health Sciences, the teachers also gave up an additional preparation period every other Friday. The use of the preparation period was problematic because the teachers had no break in their day or time to prepare for their regular class load or even the CAHSEE prep class. The teachers also did not have time to meet with tutors to plan lessons or to discuss student progress or behavior. As a result, tutors assumed

the bulk of the responsibility for planning and leading the sessions and the teachers only assisted, which is a reversal of the roles of teachers and tutors.

Second, the large, open physical space with long rectangular tables where the classes were held made it difficult for tutors to hold their students' attention.

Finally, the project also encountered problems with accessing equipment (i.e., working copy machines and computers) to support implementation of the COT tutoring program. For instance, tutors were also not able to provide needed materials in a timely manner because the copy machines were sometimes inoperable. Also, computers in poor working order prevented integration of interactive computer tutorials to reinforce tutored concepts through practice, resulting in non-implementation of a critical COT program component. The project was also unable to implement the computer tutorial in the Summer Academies because the tutors did not have access to the computer labs.

At CMS, four UC Davis undergraduates trained in the COT tutoring program worked in six classrooms, including two Accelerated Math classrooms. The tutors were responsible for working with small groups of students who were struggling with key mathematical concepts in their classes. Because the tutors had previously tutored students at SHS and there was considerable overlap of standards tested for the CAHSEE and the CST in math for 7th grade and General Math in 8th grade, they were prepared to work with middle school students. Teachers reported the tutors were well trained in both subject matter and in pedagogy, and they were highly effective in translating the concepts in meaningful ways to the students. Some teachers did not utilize tutors effectively or incorporate a small group model in their classrooms.

To determine the success of the SHS CAPP CAHSEE project in providing needed support to students who did not pass the CAHSEE in grade 10 to pass it by grade 12, we examined the combined CAHSEE pass rates for 11th and 12th graders. However, the combined CAHSEE ELA or math pass rates for 12th graders were not available for 2001 to 2005 and the combined CAHSEE pass rates for 11th graders were only available for 2003 and 2005 on the California Department of Education (CDE) Dataquest website because "the number of pupils in the category was too small for statistical accuracy" (http://data1.cde.ca.gov/dataquest/cahsee).

The state data showed the ELA CAHSEE combined pass rate for 11th graders at SHS was 33 percent in 2003 and 45 percent in 2005, a 12 percent increase. The math pass rate for 11th graders at SHS increased by19 percent from 21 percent in 2003 and 40 percent in 2005. Therefore, although the total number of students served through the Summer Academies was still lower than initially anticipated, the available state data showed an increase in the pass rates of 11th graders at SHS. Consequently, although the pass rates of 11th graders in either portions of the CAHSEE was rather low in relation to the number of students who took either portion of the test, the SHS CAPP CAHSEE project might be moving toward attaining the CAPP CAHSEE

goal of providing needed support to students who did not pass the CAHSEE in grade 10 to pass it by grade 12.

Curriculum and Instruction

The SHS CAPP CAHSEE project addressed the CAPP CAHSEE goals to prepare all students to pass the CAHSEE by the end of grade 10 and ensure students who pass the CAHSEE complete coursework leading through college through the following curriculum and instruction program activities: placement of students in support classes at SHS; alignment of Accelerated Math to the adopted math curriculum at CMS; and three teacher research projects at CMS.

Through its ELA and math reform efforts in 2004-05, SHS adopted an ELA curriculum aligned to the state standards and provided training to some teachers (with additional teacher training scheduled for fall 2005) to facilitate its implementation. In addition, all students who tested one or two years below grade level were placed in an ELA support class in addition to their grade level English class. Beginning in January 2005, students who read more than two years below grade level were placed in a literacy class (REACH) for three hours each day instead of their grade-level English class. As part of their math reform effort, the project will assign students who did not master concepts during their regular math class to after school tutoring.

In addition, the SHS CAPP CAHSEE project aligned the Accelerated Math with the school-adopted Prentice Hall math curriculum at CMS. While the project intended to jointly develop a tutoring curriculum with the CMS math teachers, the teachers wanted materials they could use immediately because of their frustration with the Prentice-Hall math curriculum and concern about the sequence of lessons in the textbook. Furthermore, although the Accelerated Math Program generated numerous practice questions, it provided little instruction and explanation for students who were struggling with the material. In response to the needs of teachers and students, the School/University Partnership curriculum specialist independently developed a companionship curriculum, *STAR Rise*, which was organized into individual student workbooks for each of the four strands.

The workbooks included cooperative learning activities and games to reinforce CST concepts and skills. Teachers will use these workbooks as supplements to the adopted math textbook because they focused on seventh grade California Standards Test (CST) in math and the 8th grade CST in General Math. Teachers also had access to a broad array of web-based resources, including short mini-lessons that supplemented specific skills and concepts, and computer tutorials that provided students with reinforcement and independent practice on these skills. The teachers will be piloting the materials in the classroom and providing constructive

feedback on the strengths and weaknesses of the curriculum. Their suggestions for improvement will be incorporated into future revisions.

The SHS CAPP CAHSEE project also implemented three teacher research projects at CMS. The three teacher researchers worked individually on: (1) core areas for focused teaching; (2) use of manipulatives in Pre-Algebra; and (3) creating a culture of math.

The three teachers at CMS defined their research questions and were at different stages of designing their research methodologies. The teacher who focused on core areas for focused teaching has implemented the research, while the other two teachers will implement their research in fall 2005. All three teachers were under extreme pressure from their schools to raise student scores on the statewide tests as their first priority. The teachers also differed in the amount of additional time they had and in their preference/ability to do the teacher research work in relation to their other responsibilities and time commitments. The teachers who managed to accomplish tasks between their larger responsibilities moved forward more quickly in the teacher research work and had more analytic focus. Those who needed larger blocks of uninterrupted time had difficulty finding the blocks of time and seemed less focus and had more general rather than analytical focus.

To help both types of teachers at CMS, the UC Davis staff in charge in teacher research met with them regularly, listened to their thoughts about their work, and responded with guidance that helped shape their thinking with options for them to decide. She also met regularly with the SHS math teachers who worked on the new teaching method for the Summer Academies. These meetings with the teachers were crucial in keeping the work moving forward at both SHS and CMS and involved a high investment of the teacher research staff person's time.

The research project on core areas for focused teaching was based on the hypotheses that identification of the standards/sub-areas in Pre-Algebra where far below basic students have not sufficiently accumulated and targeting these areas for focused teaching would potentially move these students up from far below basic to the next level. For this project, the teacher collected student performance data for far below basic students in Pre-Algebra during the 2004-05 academic year. She also analyzed data from assignments, quizzes, and tests to identify the core areas for focused teaching in 2005-06 and against benchmark data from 2004-05 to test the hypothesis.

The research project on the use of manipulatives in Pre-Algebra will be implemented in fall 2005. It was based on the hypotheses that the use of manipulatives with far below basic and below basic students in Pre-Algebra, together with transition lessons using pictures of manipulatives and drawings of the steps of the math process, could bring these very under-prepared students closer to preparation for Algebra before they leave middle school and enter a Summer Algebra class or workshop in Algebra readiness at the high school. The teacher has

prepared lessons using manipulatives and will include them to teach core lessons in fall 2005 and spring 2006. To test his research hypothesis, he will compare student outcomes from the class using the manipulatives with student outcomes from a control class where the manipulatives are not used.

The research project on creating a culture of math is still being developed. The project was based on the hypothesis that middle school students have little comprehension of how math is useful in the personal, academic, and work lives of people and as they grasp the importance of math for their adult lives, they will make more effort to learn it. For this research project, the teacher will compile materials that emphasize the importance of math in personal, civic, and work lives. He plans to conduct a pre-test survey, teach, and observe differences in the students' attitudes and efforts in learning math in his classroom. To test the hypotheses, the teacher will compare students' attitude toward and their effort to learn math between those who receive this background and those who do not.

To determine the success of the SHS CAPP CAHSEE project in attaining the two CAPP CAHSEE goals of preparing all students to pass the CAHSEE at the end of grade 10 and ensuring all students who pass the CAHSEE complete coursework leading to college, we compared longitudinal CAHSEE pass rates and A through G course enrollment, completion, and pass rate data at SHS.

Our analysis of state data showed a higher increase in the combined CAHSEE pass rates for the math portion than for ELA at SHS from 2002 to 2005. At SHS, the combined pass rate for all students in the ELA portion of the CAHSEE decreased by 5 percent from 68 percent in 2002 to 63 percent 2005 and increased by 8 percent for 10^{th} graders from 68 percent in 2002 (the first year they took the CAHSEE) to 76 percent in 2005. The math CAHSEE combined pass rate data for all students increased by 25 percent from 37 percent in 2002 to 62 percent in 2005 and by 33 percent for 10^{th} graders from 37 percent in 2002 to 70 percent in 2005. Although the increased math pass rate could be compounded by changes in the test format, the continual increase in the pass rate at SHS also showed the SHS CAPP CAHSEE project was moving toward preparing all students to pass the CAHSEE (particularly, math) at end of grade 10.

To determine if the SHS CAPP CAHSEE project was ensuring students who pass the CAHSEE complete coursework leading to college, we examined longitudinal data on graduation and A through G completion and pass rates. The state data showed was an 11 percent increase in the percentage of SHS graduates who completed A through G courses from 14 percent in 2001 to 35 percent in 2004 (Table 8). However, the available data also showed that after increasing by 30 percent from 14 percent in 2001 to 44 percent in 2002, the percentage of SHS graduates who completed A through G courses continually decreased from 2002 to 2004.

Table 8
Longitudinal data on A through G completion at Sacramento High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	286	100	35%
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>

However, our analysis of district data showed a 3 percent increase in the percentage of students who passed all A through G courses. It also showed that students at SHS performed better in math than in English A through G courses. The percentage of students who passed English A through G courses decreased by 4 percent from 65 percent in 2002 to 61 percent in 2004 and increased by 11 percent for math courses from 55 percent in 2002 to 66 percent in 2004.

Despite a decrease in the A through G course completion among SHS graduates, there were increases in the math A through G course pass rates from 2002 to 2004 and the combined math CAHSEE pass rate from 2002 to 2005. However, we need to disaggregate the CAHSEE pass rates for by schools because only three small schools within SHS participated in the SHS CAPP CAHSEE project and CAHSEE data from non-participating were included in the CDE database. Consequently, based on the available data, SHS seemed to be preparing all students to pass the CAHSEE by the end of grade 10 (as indicated by the increase in the 10th grade CAHSEE pass rates) and ensuring students who pass the CAHSEE complete coursework (particularly in math) leading to college.

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 SHS 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 2004-05*.

Continue to Rebuild and Expand Articulation Effort in Math

Teachers who were interviewed at the middle school during the last two years valued the articulation effort led by Fran Gibson, the previous math coach, because it provided additional instructional strategies and a deeper understanding of the math concepts they taught. Since her departure, collaboration between the math departments at both schools stalled. However, the

SHS CAPP CAHSEE project has rejuvenated the highly productive relationship when two SHS teachers and one CMS collaborated in the development of the math curricula for the Summer Academies. We recommend the project rebuild and expand the vertical articulation effort and collaboration with the middle schools, particularly in light of the new math curriculum adoption at the middle school, so the mathematic standards could be aligned from the middle to the high school.

Increase Collaboration with Other CAPP CAHSEE sites

As the SHS math teachers begin to develop common assessments, we recommend they visit other CAPP CAHSEE sites (e.g., Mar Vista High School and Calexico High School) to learn about the process used and challenges encountered. In addition, the increased cross-site collaboration would also provide insights into how to teacher participation in professional development activities. Other CAPP CAHSEE sites would also be an invaluable resource as SHS strives to establish a professional learning community.

Continue Communication with the Middle Schools

The SHS CAPP CAHSEE project has begun to reestablish their partnerships and collaborations with the middle schools through Gear-Up funded activities. Although not funded by the CAPP grant, these activities emphasize college-going culture in the middle schools, and address A through G requirements, thereby supporting the CAPP CAHSEE goals. Therefore, we recommend SHS continue to communicate and collaborate with the middle schools to further support both their Gear-Up and CAPP CAHSEE goals through the implemented program activities.

SAN LORENZO HIGH SCHOOL

In this chapter we describe the progress made by the San Lorenzo High School (SLHS) CAPP CAHSEE project during the 2004-05 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05* 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 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 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, Carlos Cabana, and the English department co-chair, Dorothy Russo, at San Lorenzo High co-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 four years, a main objective of the project has been to improve student reading skills.

SLHS and EMS are part of the San Lorenzo Unified School District (SLUSD), which is located in the San Francisco Bay Area. SLUSD served 11,544 students in 2004-05 in 15 elementary, middle and high schools. SLHS enrolled 1,566 students and EMS enrolled 846 students in 2004-05. The majority of students at SLHS are Latino (42 percent), followed by African American (26 percent), and White (15 percent). Over the past four years of the CAPP grant the Latino and African American student populations at SLHS have increased by four percent and three percent respectively, while the White student population decreased by five percent. The number of English Learners at SLHS increased over the four-year period as well. English Learners enrolled at SLHS increased from 230 students in 2002 to 250 students in 2005, making it the highest in over a ten-year period. Approximately 16 percent of San Lorenzo students are English Learners. Thirty percent of SLHS students qualify for free or reduced price meals. The number at the district-level is similar, with 33 percent of students qualifying for free or reduced price meals.

Changes Made During the 2004-05 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: key staff, activities, and objectives.

Changes to Key Staff

The project co-director and English department co-chair, Dorothy Russo, left SLHS in early Spring 2005 to go on maternity leave and relocate to another state. Additionally, a veteran English teacher and key leader in the CAPP reform, Laura Robell, left SLHS at the end of the 2004-05 school year.

Changes to Activities

San Lorenzo did not implement two activities in 2004-05. First, the social studies department chose not to conduct a summer institute. Second, staff did not implement the Academic Partnership Program because project leaders were unable to fill the coordinator position and other staff were unable to dedicate the time necessary to carry out the coordinator responsibilities.

Changes to Objectives

Project leaders did not make any changes to the grant objectives.

Update on Project Services and Activities

In this section we provide an update on the development and implementation of services and activities at the SLHS CAPP CAHSEE project. We open with a general overview that includes obstacles faced and how they were addressed. This is followed by a discussion of the CAPP CAHSEE project based on three major areas: professional development, student support and remediation, and curriculum and instruction.

Overview of the Year

Despite the constant principal turnover since the inception of the CAPP grant in 2001-02 at SLHS, the reform effort remained firmly intact with high staff morale. The current principal, who took the position during the 2003-04 school year, supports the goals of the CAPP grant and teacher leadership. Staff attributed the strength of the project to the project co-directors, who up

until Russo's departure in Spring of 2005, had remained consistent. In particular, staff appreciated Cabana's leadership style and his transparent and egalitarian allocation of grant funds. One staff member stated, "Carlos has been a stable force. He is very knowledgeable with the administration of the grant." Additionally, staff believed the momentum of the CAPP reform was due to the distributed leadership approach indigenous to SLHS. For example, departments such as English and math encourage a co-chair structure. Since year one of the grant, these two departments benefited from shared leadership by at least two staff members. The project director position had also been shared since year one of the grant. Project leaders have maintained a collaborative approach to implementation through the CAPP leadership team. Staff from both SLHS and EMS make up the team, which remains a driving force for action and oversees progress of the grant.

In 2004-05 SLHS hosted the Design Studio, providing other CAPP CAHSEE participants the opportunity to visit classrooms and engage in discussions with their staff. Over 30 teachers and administrators from CAPP schools throughout California participated in the Design Studio. Staff from schools such as Hoopa Valley High School and Lower Lake High School described the professional development event as valuable. The project director of the CAPP grant at Hoopa summarized the experience at the Design Studio as "excellent."

At the same time, the state designated San Lorenzo High a 1-1 school. According to the principal, "The district is one of a hundred and something districts identified program improvement under AYP because of Special Education students." SLHS staff expressed concern over this designation. As one teacher stated, "On the one hand, we hosted the Design Studio and received a ton of positive feedback about the way we interact with our students and the level of intellectual rigor, yet our students are not performing." The school remains committed to allocating funds for release time for a teacher to continue to disaggregate and analyze assessment data. Findings indicated, for example, that students who did not pass the CAHSEE March 2005 administration, fell into three categories: (1) special education, (2) low level EL, and (3) students who were new to the district.

Project Services and Activities

In this section we describe the progress made on each of the services and activities the SLHS CAPP CAHSEE project proposed to accomplish. This section is organized by three major areas: (1) professional development, (2) student support and remediation, and (3) curriculum and instruction.

Professional Development

SLHS teachers and staff participated in a number of professional development activities in 2004-05. They focused three staff development days on literacy, culture, and assessment based on the previous year's Western Association of Schools and Colleges (WASC) needs assessment. On the first staff development day teachers examined writing across the curriculum. Teachers continued to focus on literacy as well as campus climate on day two. The last staff development day, entitled "A Look at Data," involved analysis of assessment data to determine the effectiveness of intervention programs.

In 2004, CAPP funded Summer Institutes for ELA, math, and science teachers at SLHS. Each of the institutes was scheduled over a week during the summer. Math and ELA teachers from EMS held institutes that coincided with those of their high school counterparts. The math teachers focused on 8th grade curriculum, assessment, and CAHSEE preparation. The outcomes included departmental consensus of projects for Algebra A units, a pacing guide for the course, and modification of the unit sequence.

SLHS science teachers met for the first time for a weeklong period to plan for the new 9th grade *Conceptual Physics* course. Several outcomes resulted from the planning, including:

- Creating common skills assessments,
- Beginning to compile a library of inquiry-based activities,
- Fine-tuning the Rube Goldberg project,
- Further developing content, projects, and skills for each unit,
- Creating department-wide guidelines for lab reports, and
- Developing a plan for scaffolding lab reports throughout the course.

English teachers succeeded in developing units that integrated more reading strategies related to nonfiction, and worked on creating writing prompts aligned with those found on the CAHSEE, English Placement Test (EPT), and Scholastic Aptitude Test (SAT).

English and math teachers also participated in professional development activities sponsored by external agencies. Three new EMS humanities teachers participated in Strategic Literacy Initiative (SLI) training conducted by WestEd. Also, three SLHS math teachers participated in Revitalizing Algebra (ReAL) at San Francisco State University (SFSU). The math teachers attended weekly workshops to improve their content knowledge and pedagogy in math.

Student Support and Remediation

In 2004-05, SLHS continued to provide tutoring through the Study Center in a large classroom across the hall from computer labs where the EL students have their Algebra I class. A large percentage of the students who attended the tutoring program were EL. A coordinator, a bilingual aide, and three college students staffed the center, which was open during lunch and after school. SLHS would like to increase its capacity to serve a greater number of students in the tutoring program. In 2005-06, SLHS may require every 9th grader who is doing poorly academically to attend tutoring. The principal stated that she wanted to hire another teacher to staff the center, and may open up another classroom as well.

SLHS staff continued to utilize CAHSEE performance data to drive decisions for curriculum and instruction. English and math teachers analyzed data results during the Summer Institutes and throughout the year in weekly departmental meetings. SLHS dedicated one of their three staff development days to assessment data analysis. In an effort to raise student performance on the CAHSEE and other high stakes tests, SLHS offered a CAHSEE preparation course in English, and staff modified the curriculum in English and math courses to better target the skills needed for the exam.

In 2004-05, SLHS offered a nine-week English CAHSEE preparation course. As stated in the workbook, the veteran English teacher who taught the course found mixed results for the students enrolled. Some students' scores on the CAHSEE increased while others' scores decreased. Staff are confused by the inconsistent outcomes and continue to look for explanations and strategies to better support students.

In 2005-06, both the English and math departments plan to offer CAHSEE preparation courses. The English department will offer three sections of the prep course: two sections in the fall to 11th and 12th graders, and one in the spring for EL students. Staff devised the sheltered course for EL students after finding that many of the students who had not passed the test were EL. The math department will offer a prep course, which is scheduled to take place every other day, to 12th graders. Of the students who will likely enroll in the math prep course half have successfully completed Algebra and need targeted test support, and the other half have not completed Algebra successfully and need test support as well as Algebra support.

To determine if the CAPP CAHSEE project at San Lorenzo was able to provide the needed support to students who did not pass the CAHSEE in grade 10 to pass it by grade 12, we examined the combined CAHSEE pass rates for 11th graders. The combined CAHSEE pass rates in math and ELA for 11th graders at San Lorenzo were available only for 2003 and 2005. The state data showed that although the pass rate in math increased at SLHS from 2003 to 2005, the ELA pass rate decreased during the same time period. The pass rate in math for 11th graders at

San Lorenzo rose from 23 percent in 2003 to 36 percent in 2005. Alternately, the pass rate in ELA for 11th graders at San Lorenzo decreased from 39 percent in 2003 to 36 percent in 2005. These rates suggest the need for English department staff and tutoring staff at San Lorenzo to focus on more remediation activities geared to students who did not pass the ELA section of the CAHSEE in tenth grade.

Curriculum and Instruction

SLHS math and English departments made changes to their curriculum to better prepare students for the CAHSEE. The English department implemented more multiple choice, expository text, and reading strategies to help students navigate the exam. In math, the middle and high schools focused on the extent to which the 8th and 9th grade curriculum addressed the content of the released items. According to the project director, "Our working assumption is that best preparation for the exam [CAHSEE] is that students complete Algebra before the 10th grade." Perhaps the most significant curricular change this year was the principal's decision to require all 9th graders to enroll in a full year of Algebra.

From 2001 to 2005 the CAHSEE pass rate for all students at San Lorenzo decreased in ELA and increased in math. In ELA the passing rate decreased 3 points, from 55 percent in 2001 to 52 percent in 2005. The pass rate in math increased 25 points, from 28 percent in 2001 to 53 percent in 2005. California Department of Education (CDE) data for 10th graders, on the other hand, showed steady increases in both ELA and math. In ELA the pass rate increased 22 points, from 40 percent in 2002 (the first year they took the CAHSEE) to 62 percent in 2005. Tenth grade pass rates in math experienced an even greater increase of 32 points, from 31 percent in 2002 to 63 percent in 2005.

Disaggregating the CAHSEE data by ethnicity shows differences in performance among the three major subgroups: Latino, African American, and White students. The ELA data show mixed results for the three subgroups. The ELA pass rate for Latino and White students dropped from 2001 to 2005, whereas it increased for African American students. Data also showed that White students have consistently outperformed the other two subgroups every year since 2001. SLHS CAHSEE results in ELA for 2005 show the following pass rates: Latino (43 percent), African American (53 percent), and White (67 percent). According to the CDE website, the average pass rate on the ELA section for students statewide was 65 percent. This means Latino and African American students at SLHS fall below the state average and White students are above it. The math results, on the other hand, showed increased pass rates for all three subgroups during the same time period. With the exception of 2002 results, White students also consistently outperformed the other two subgroups on the math section of the CAHSEE. SLHS CAHSEE

results in math for 2005 show the following pass rates: Latino (48 percent), African American (47 percent), and White (60 percent). According to the CDE website, the average pass rate on the math section for students statewide was 63 percent. This means all three subgroups performed below the state average.

Table 9 shows longitudinal data on graduation and A through G completion of students at San Lorenzo High. The 2001 through 2004 data for San Lorenzo showed fluctuation in the percentage of graduates who completed all courses required for University of California (UC) and/or California State University (CSU) entrance. Yet, by 2004 the percentage of students who successfully passed A through G courses climbed 8 points since the first year of the CAPP grant, from 33 percent in 2001 to 41 percent.

Table 9
Longitudinal data on A through G completion at San Lorenzo High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	263	107	41%
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 based on the information in this report as well as San Lorenzo's CAPP CAHSEE proposal for the use of renewal funds identified in Section V of their *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05*.

Hold Summer Institutes

We recommend San Lorenzo High and Edendale Middle School ELA and math departments continue to convene for weeklong institutes in the summer. This practice has been in place at San Lorenzo for years and teachers continue to discuss the value of the institutes, which serve as a springboard for the oncoming academic year.

Expand Student Support Services

We recommend San Lorenzo follow through with its intent to expand tutoring services. Staff members discussed the value of the Study Center, which provides students a setting in

which to do homework. Also, staff indicated that a significant number of the students who attend the Center are EL. This is important to note, for these students have a lower pass rate on the CAHSEE compared to English fluent counterparts.

Address the Gap in CAHSEE Student Performance

CDE data indicates a disparity in CAHSEE performance among Latino, African American, and White students. We recommend English and math department staff at SLHS and EMS address this issue openly and incorporate this data in discussions regarding curriculum, instruction, and assessment. These discussions should also involve project leaders and administrators at both schools.

SHAFTER HIGH SCHOOL

In this chapter we describe the progress made by the Shafter High School CAPP CAHSEE project during the 2004-05 academic year. Information for this chapter was taken from the *CAPP CAHSEE Workbook: Annual Progress Report, Academic Year 2004-05* 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 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 recommendations.

Description of the Project

The Shafter High School (SHS) CAPP CAHSEE is a collaborative partnership among SHS, its primary feeder middle school, Richland (RMS), and California State University Bakersfield (CSUB). SHS is part of the Kern High School District (KHSD). The primary goal of this partnership is 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 involvement, and community support, the partnership seeks to ensure all students at SHS are given the tools and support necessary to successful pass the CAHSEE.

There were 1,419 Students enrolled in Shafter High School in the 2004-2005 school year. The school experienced a 5-point increase in its Latino student population, from 75 percent to over 80%. Conversely, the number of White students decreased from 25 percent to 18 percent and African American enrollment declined from 1.4percent to .6percent. Although Latino enrollment increased during the 2004-05 school year, the number of English Language Learners (ELL) remained steady at 25 percent.

Changes 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 in three areas: key staff, activities, and objectives.

Changes to Key Staff

No changes were made to key staff during the 2004-05 academic year.

Changes to Activities

No changes or modifications were made to project activities during the 2004-05 academic year.

Changes to Objectives

No changes were made to project objectives during the 2004-05 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 *SHS* CAPP CAHSEE site. We open with a general overview that includes obstacles faced and how they were addressed. This is followed by a discussion of the CAPP CAHSEE program activities in relation to professional development, student support and remediation, and curriculum and instruction.

Overview of the Year

The SHS CAPP CAHSEE project has been stable over the four years of the grant. This stability is due in part to the consistent leadership at the school, district, and CSUB. Unlike other schools and districts with CAPP CAHSEE projects, there have been no significant changes in leadership at SHS. This stability has contributed to their ability to focus their efforts, provide a continuum of support services, and evaluate and revise implemented activities. A major focus of the SHS project has been to strengthen the collaboration and partnerships between RMS and SHS; and CSUB. Through the strengthening of these partnerships, successful student matriculation and transition was seen as joint effort and created effective collaborative efforts.

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 based on the proposed services and activities from the site's 2004-05workbook. Also, while working on the logic model of program activities, we learned a particular activity being implemented may not merely address one of the CAPP CAHSEE goals, but it could effect multiple goals. For example, Standardized Achievement Test (SAT) and CAHSEE test preparation could increase both CAHSEE pass rates as well as increase A through G course enrollment. Therefore, the discussion in this section will focus on three

broad areas: (1) professional development, (2) student support and remediation, and (3) curriculum and instruction.

Professional Development

SHS staff participated in numerous professional development activities during the 2004-05 school year. At the beginning of the year, the district published a staff development calendar, which listed a variety of workshops. In January 2005, the district also offered two specific workshops for math and English teachers to review the CAHSEE study guide, and determine how to use the state review materials and test developed by the math and English district facilitators. SHS had two staff in-service days that focused on standards and common assessment development. In addition, all core department chairs, the principal, and assistant principal of instruction participated in an additional one-day benchmark workshop. The staff also had the opportunity to participate in 18 hours of staff development focused on standards, benchmarks, and performance assessments.

Advancement Via Individual Determination (AVID) teachers participated in the AVID trainings and the summer institute. Staff who worked with ELL participated in many workshops. In addition, all teachers who implemented the Accelerated Reader program participated in a two-hour instructional training, and all beginning teachers participated in the staff development program offered through the BTSA program.

The focus of all staff development at SHS was to better prepare teachers to infuse standards into their instruction. SHS administration believes more focused instruction will better prepare students for the CAHSEE and other standardized examinations. As a result of some of the training, SHS will offer time in the summer for core subjects to develop benchmark assessments to use all year, develop the scope and sequencing for the courses, and identify key vocabulary and ideas for non-core teachers to support the instruction. A very clear focus exists on standards-based instruction, standards-based assessment, and school wide literacy.

RMS also participated in several professional development projects during the 2004-05 school year, including Thinking Maps, AVID, Odyssey, Middle School Conference, GEAR Up, and a Marzano workshop. The teachers stated the Odyssey workshops were especially helpful because of the strategies they provided. Teachers reported some of the strategies provided useful teaching materials in ELD, language arts, math, science, health, and social studies. Additionally, Odyssey introduced the strategy of thinking maps, which allow students to conceptualize and organize ideas in a variety of ways. RMS reported many teachers have implemented the materials and strategies from the Odyssey training in their classrooms and in after school programs.

Student Support and Remediation

SHS administration believes it is critical to provide students with support and remediation as early as possible. For a student to receive the services needed immediately, SHS created a system for identifying the lowest 25 percent of incoming students prior to the beginning of the school year. Identification of these students was based on the pre-test given at the beginning of the summer school program. Once identified, students were grouped together to work with the math coach, who focused on either the state standards or CAHSEE strands where students had difficulty.

During the school year, teachers also identified students who had not passed the CAHSEE based on the potential for passing the test and on strands they had struggled with. They were grouped together in small groups of six or less for additional support. Students with skill gaps were tutored frequently for the two weeks prior to the administration of the CAHSEE. In addition, two CAHSEE review nights were scheduled for any student wishing to attend at both SHS and Buttonwillow High School.

During the 2004-05 school year a major goal of was to assess all *Foundations of Mathematics 1* students. During summer school, the math coach began the initial assessment all students to determine areas of need. Then the math coach, worked with these students in small groups for six weeks to help them strengthen their math skills.

SHS offered four *Foundations of Mathematics 1* classes and eight foundations of Mathematics 2 classes for students who did not have the necessary skills to be in an Algebra 1 class.

According to data collected by teachers at SHS, students who participated in the Foundations 1 summer program showed an overall improvement of 18 points from the pre- to post-test in the first semester. The greatest area of growth was in “classifying polygons,” with a 41-point improvement. Additionally, students made a 20 point increase in areas they typically had difficulty in such as: comparing fractions, order of operations, changing fractions to decimals and percents, area and perimeter of rectangles, triangles, parallelograms, and trapezoids.

During the second semester of summer school, the overall improvement from pre to post-test was 23 point. The greatest area of improvement, 38 points, occurred with two standards: (1) developing strategies for finding experimental; and (2) theoretical probabilities and finding all possible outcomes for an event. There was also 25 point improvement in the following areas: adding, subtracting, multiplying and dividing fractions; finding the area and circumference of a circle; evaluating expressions and solving one and two step equations; and finding the surface area of rectangular prisms; and the volume of prisms and cylinders.

During 2004-05, the math coach and classroom teachers discussed and monitored student progress several times a week. The math coach worked in classrooms with teachers to identify students who needed additional support. She worked with the students individually or in small groups in the classroom or in her work area. The math coach also met with both sophomores and juniors as she prepared them to take the CAHSEE. She also identified their particular needs and helped them make any necessary adjustments.

SHS offered three CAHSEE intervention courses to provide support for students who did not pass the CAHSEE in the 10th grade. This was the second year Shafter utilized this course. Tenth grade students who did not pass the exit exam were automatically enrolled in the CAHSEE English elective, resulting in approximately 74 students involved in these classes. Teachers used the "Meeting the California Challenge" curriculum and released test questions, and other materials to help prepare students for the exam.

SHS also used tutors in English and math. The tutors worked either individually or in small groups with at risk students to assist them in mastering the standards. Although CSUB provided tutors to both SHS and RMS in the past, budgetary constraints reduced the number of tutors provided this year. CSUB was able to provide RMS with two ELA tutors who assisted teachers in either individual or small group instruction. When possible, CSUB plans to increase the number of available tutors.

Curriculum and Instruction

The overall plan of the summer school program was to identify students' specific needs through a diagnostic evaluation and then develop lessons based on the use of manipulatives with small groups of students. Instruction focused on the development of an education plan for each target topic, with emphasis on the CAHSEE standards. Struggling students in Foundations 1, Foundations 2, and Applied Algebra and converted Algebra 1 classes needed additional assistance almost daily. Students with extended absences were pulled out of class for concentrated help. Students who worked in pullout groups worked using marker boards, which made identification of errors easier with immediate feedback for corrections.

The Kern High School District (KHSD) had actively worked with state standards to identify power standards. All departments have 18 hours of additional staff development time to work on performance assessments. The next phase is to develop clusters of benchmark questions so teachers can frequently assess the extent to which students mastered a standard. While all teachers were given the released test questions for both the CAHSEE and the STAR tests, all of the English and Math teachers were also given district-developed assessments to use with their students. Teachers were asked to give all 10th grade English and Mathematic students two

opportunities to experience a sample CAHSEE test, by using either the district developed tests, tests from the "*Meeting the California Challenge*" text, or teacher-developed tests. Most teachers used released test items, short assessments, and the two sample assessments for their review. In addition, teachers in the four core subject areas used the released test items to develop review materials and assessments for the STAR test. District power standards were emphasized in the curriculum, and departments were beginning work on creating benchmark assessments and pacing calendars.

SHS and RMS started campus-wide literacy programs this year. The goal was to incorporate reading into all classes, not just ELA classes and is based on the belief an increase in literacy skills would lead to an increase in the CHASEE pass rate. The program at SHS is in part a continuation of efforts begun by members of the Reading Institute for Academic Preparedness (RIAP), which included Karen Turner, also a member of the ELA Task Force for the CAPP grant. Members from this professional development seminar/workshop consisted of teachers from all campus departments. The group met once a month to present a reading strategy to all faculty, and then the faculty implemented the strategy.

SHS also has five literacy classes for incoming freshmen who read below the 6th grade level. Karen Turner used a variety of instructional strategies, tools, and curriculum to provide these students with literacy skills from basic decoding to comprehension. In addition, SHS incorporated the Accelerated Reader (AR) program into the curriculum for most 9th and 10th grade students. SHS will expand the program to 11th and 12th grade next year.

In the last three years, the number of Accelerated Reading offerings increased from fewer than 100 to over 3,000 novels. Furthermore, most ELA teachers have implemented daily sustained silent reading in their classroom and have incorporated the novels into their curriculum.

SHS also offered a Spanish Literacy Class for EL students who were not literate in their home language. Research has demonstrated that students who are literate in their home language transition more quickly into the English Language Development (ELD) classes. Some of the students who enrolled at SHS had very little formal education in Mexico. For example, one family consisted of a brother who had gone to school through 3rd grade and a sister who had only gone to school through the 1st grade. These students were enrolled in the ELD 1 classes and the Spanish Literacy class to help build basic literacy skills. SHS staff believed the effort to increase literacy would have a positive impact on the pass rate for the CAHSEE.

The class of 2006 CAHSEE pass rate for first time takers was 56.5 percent on the ELA portion. During the November administration, 32 juniors passed, raising the pass rate to 69 percent. Results from the February test, and the pass rate were 59.7 percent with 370 sophomores taking the test.

RMS also focused on reading across the curriculum by incorporating summary writings of assigned readings in courses outside of English. RMS incorporated on-demand writing into the 7th and 8th grade curriculum to better prepare students for state tests, including the CAHSEE. Seventh grade on-demand writing was implemented this year, and ELA teachers were working on implementing 8th grade on-demand writing during the 2005-06 school year. In preparation for on-demand writing, principal Kathy Mayes, and three ELA instructors attended a two-day in-service on on-demand writing. Furthermore, as part of their campus wide literacy program, all RMS students participated in Richland Readers Explore and Discover (RREAD). RREAD is sustained silent reading that took place 15 to 30 minutes every day during 5th period for all students. The total number of pages read, including at-home readings, was reported by teachers and students.

In addition, all students at RMS were expected to read AR designated books and take the quizzes related to these books. Alternatively, some teachers elected to read AR books to their students and then have students take the quizzes. Either way, students were engaged in AR reading. Disciplines outside of ELA were also using AR at RMS. In fact, all staff were given the opportunity to attend a six-day AR in-service in September 2004 to understand what students were being asked to do and how to encourage students to complete AR quizzes.

Lastly, teachers at SHS used CAPP CAHSEE grant funds to create *Standards Binders.* These binders consist primarily of teaching strategies to approach unwrapped state standards and assessment rubrics. Since the CAHSEE is based on standards, SHS teachers thought focusing on them in all grades via curriculum and teaching strategies would better prepare students for state tests, including the CAHSEE. Furthermore, SHS was devising assessments for their power standards (those standards deemed most crucial to master) and also plans to incorporate benchmarks into their binder.

RMS went a step further, dividing their binder into: a standards binder and a writing binder. Much like the SHS binder, the RMS standards binder includes the Pulliam Essential Learnings (the most important standards), on which each curricular area focuses. Furthermore, the writing binders are divided into genres with a variety of helpful information in each section. Teachers in Language Arts at RMS reported they liked the writing binders and utilized many of the strategies in the binder.

The number of students passing the math portion of the CAHSEE exam increased from 2001 to 2005. In 2005, 59 percent of SHS students passed the math portion of the CAHSEE, a 26 points increase since 2001. Additionally, 2005 represents the first year SHS scored above the state average. Although the math score for Latino students increased from 28 percent in 2001 to 50 percent in 2005, these students did not do as well on the exam as well as White students.

The percentage of Shafter students passing the ELA portion of the CAHSEE has also increased. In 2005 54 percent of SHS students passed the ELA section of the CAHSEE, an increase of 4 points since 2001. Although Hispanic/Latino students scored higher on the ELA in 2004 (50 percent) than they had in 2001, 2002, 2003 (43 percent, 38 percent, and 45 percent respectively), they consistently scored well below their White peers.

Available data on the California Department of Education (CDE) website showed that 10th graders made an increase of 10 points in the ELA pass rate from 44 percent in 2002 (the first year they took the CAHSEE) to 54 percent in 2005. The pass rate of the math portion of the CAHSEE for 10th graders increased by 41 points from 18 percent in 2001 to 59 percent in 2005.

Longitudinal data on A through G completion showed a downward trend in the number of students completing these requirements (Table 10). The data show an 8 point reduction from 21 percent in 2001 to 13 percent in 2005 in the percentage of graduates who completed all required courses for University of California and/or the California State University entrance. This represents a steady decrease each year since the beginning of the project. This phenomenon must be investigated further to determine the cause for the decline in A THROUGH G course completion rates.

Table 10
Longitudinal data on A through G completion at Calexico High School

Year	Number of Graduates	A-G Completion	Percentage of Graduates
2004	255	33	13%
2003	278	40	14%
2002	262	36	14%
2001	266	56	21%

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 *[school/project name]* 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*.

Collaboration

SHS and Richland have made significant progress in articulation and vertical teaming efforts. It is important for this relationship to be maintained and strengthened across all

departments within each school. Additionally, 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 students entering each level would master the standards from the previous educational level. This also could relieve the pressure felt at the high school for sole responsibility for passage of the CAHSEE.

CAHSEE Activities

In reviewing our evaluation materials, it became apparent SHS was not able to offer or implement as many CAHSEE supported activities as some of the other CAPP CAHSEE sites. In further examination of the project workbook it became evident SHS has fewer direct CAPP funds allocated to the school site. However, SHS's ability to make great strides in increasing the overall CAHSEE pass rates for their students stands as a testament to their dedication and commitment to their student's success. If SHS was able to increase student achievement as measured by CAHSEE pass rates with their current resources, their impact could be greater with increased resources. We recommend funding more direct services and school activities to have the greatest IMPACT on the students.

Address Decline in the Percentage of Students Completing A through G Requirements

The percentage of students completing A through G requirements has declined since 2001. The 3rd goal of the CAPP CAHSEE project is to ensure students complete course work leading to college preparation by the end of high school. However at SHS as the number of students passing the CAHSEE has increased, the number completing college-required courses decreased. It is important to determine the cause for the decline in students completing A through G course work and refocus efforts in this direction.

Closing the Gap

Although the number of Latino students passing both the math and ELA portion of the CAHSEE exam increased, these students continue to score lower than their white counter parts. As SHS has made great strides in increasing the number of students passing the CAHSEE, it is also important to focus on closing the gap in scores between their Latino and White students.

COLLEGE GOING CULTURE

The third goal of the CAPP CAHSEE project is to ensure that students who have passed the CAHSEE complete coursework leading to college preparation by the end of high school, while the objectives of the K-16 partnership are to increase college eligibility and the number of students who see college as a viable option and subsequently enroll. According to the work of McClafferty, McDonough, and Nunez (2002), the high school level must begin with the establishment of a college going culture. In their paper, *What is a College Culture? Facilitating College through Organization*, they found many aspects of a school's culture have tremendous impact on college attendance, specifically: the comprehensiveness of the school counseling program; a college preparatory curriculum; high academic standards with formal and informal communication networks that promote and support college expectations; a school staff who is collectively committed to students' college goals; and resources devoted to counseling and advising college-bound students.

Additionally, they identified nine principles of college culture: college talk; clear expectations; information and resources; comprehensive counseling model; testing and curriculum; faculty involvement; family involvement; college partnerships; and articulation.

We used these principles to guide interviews conducted with the school counselor, English and math department chairs, and students to understand the level of college culture at CAPP CAHSEE schools. Based on these interviews, we provide a brief summary of the responses from each of the three groups using the nine principles and end with a discussion of common themes that emerged across interviews.

College Talk and Clear Expectations

According to McClafferty, McDonough, and Nunez (2002), college talk refers to conversations being held on the high school campus regarding college attendance. A college culture requires clear, ongoing communication with students about what it takes to get to college. These types of interactions are necessary for students to understand what is required and expected of them if they want to stay on a college path. The explicit goals of college preparation must be clearly defined, communicated, and a part of the daily culture of the school so students, family, teachers, administrators, and staff recognize the role that each plays in preparing students for college.

When asked about the frequency of conversations taking place on their campuses, counselors' responses varied. Many counselors reported that the amount of college conversation is highly dependent upon the time of school year. Counselors stated the amount of college

conversation increases prior to SAT administration and at the end of the first semester when college applications are due. Other counselors reported, that through programs like AVID and Gear-Up, they are able to infuse college conversation and preparedness into ongoing curricular activities. During the school year, the counselors visit classrooms and discuss college entrance requirements, train teachers to answer college questions posed by students, and hold college fairs and rallies.

Both math and English department chairs at all of the schools interviewed stated that, as a faculty, they have frequent discussions about college. Unfortunately, most chairs reported that these conversations often are over-shadowed by the CAHSEE and other standardized test requirements. Department chairs also reported that, "Although we would like to see more of our students go to college, our focus has shifted to just trying to get them to high school graduation."

Many chairs reported their conversations and academic instruction focused more on lower performing students, offering an increased number of remedial course and fewer advanced courses. In addition, schools with a high immigrant population found that many of their students who were accepted into a four-year university were unable to attend due to financial constraints. One chair remarked, "Many of our students are undocumented. We have two students who have been in the United States since they were infants, but because they are undocumented they are ineligible for financial aid and their parents cannot afford to pay for college. Now in some ways I feel like I have set them up for disappointment."

From the students' perspective the amount of conversation taking place varied greatly. Students involved in programs such as Gear-Up and AVID participated in, and heard, conversations about college more frequently than students in the general student population. Students in preparatory programs reported that they often spoke about the colleges they would like to attend, the requirements, and alumni who went to college. Students who were not a part of these programs stated that teachers rarely spoke about college requirements, although (at the end of the school year) they would hear seniors talking about the colleges to which they were accepted. Additionally, students in the general population received information about college over the loudspeaker during the morning bulletin. Although college information was not given every day during the bulletin, they would announce special activities such as college day fairs and when college representatives would be on campus.

A majority of students also confused the requirements for college entrance with the requirements for high school graduation. During the focus groups, students would respond that they knew the requirements for college. But when asked to list them, students would discuss needing two years of physical education and passing geometry. Often another student would interject, "No, that's needed for graduation, not college." Hence, very few students we interviewed were able to state the specific requirements and spoke of the requirements in a very

broad sense (e.g., “We need good grades and to be good in English and math.”). Although students were unable to discuss specific college requirements, many students at several schools reported that the requirements were posted on the walls of several classrooms and in the administrative hallways.

Information & Resources

A key component of establishing a college-going culture is information and knowledge. Students must have access to comprehensive, up-to-date information and resources related to college. Additionally, this information must be easily accessible (McClafferty et al, 2002).

All counselors interviewed stated that college information is readily available on their campus. Most schools had a display board that listed the names of colleges and provided brochures giving basic information about the schools. Counselors stated that students and parents could take any of the information displayed. They also could schedule appointments to speak with the counselors for additional information. All counselors stated that they tried to keep information as up-to-date as possible. During our spring site visits, a few counselors were in the process of setting up college display boards, posting names of students and the colleges to which they had been accepted. Additionally, schools distributed information about college academic requirements, financial aid, the application process, and specific colleges.

Many counselors also stated they spent time with incoming ninth grade students, explaining the difference between college requirements and high school graduation requirements. They stated they try to talk to ninth grade students to ensure these students take the classes needed to get into college. Counselors at some schools stated they also try to inform students about the English and math placement test, as well as the SAT and college GPA requirements. A few CAPP CAHSEE schools reported that the number of graduates who met the requirements to attend a four year university doubled in the past few years.

Some schools added a Guidance website linked to the school web page, and which allows students and their families to access individual college websites, test preparation websites, and career information. Additionally, the sites offer financial aid and scholarship information. Counselors stated that if a family does not have Internet access at home, they could use computers in their school library

Most department chairs did not have specific information about college material provided by the college counselors. However, they were knowledgeable about campus-wide activities that occurred and the information given when counselors visited their classrooms. Those interviewed believed that the materials distributed by the counselors were up-to-date and that the counselors made every effort to get the information to the students.

The majority of students stated that if they were interested in going to college they could speak to their school counselors or go to the career center. Several students stated there was college information in the hallways near the main office, counselor's office, and career center. Students believed this information was available and accessible.

Comprehensive Counseling Model

The Comprehensive Counseling Model requires all counselors be college counselors and that all student interactions with counseling staff become opportunities for college counseling. Additionally, all decisions about students' coursework and career options are made with postsecondary options in mind (McClafferty et al, 2002).

The amount of time spent on college counseling varied by school and counselor. Some counselors engaged in more formal college-going activities than others. Some counselors visited every classroom during the school year to discuss college requirements and options. Additionally, counselors held college information nights for students and parents, FAFSA workshops, college field trips, and college fairs. Other formal activities included helping students write their personal statements and complete their entrance applications.

Counselors also stated the number of students with whom they communicated varied from week to week. They stated that if there was a college event planned for that week, they could speak to more than half of the student body. However, if there were no events scheduled, they may only speak to 15 or 20 students about college. The majority of counselors stated that most of their college counseling activities were formal and to groups because few students would approach them informally about college.

Faculty Involvement

According to McClafferty et al (2002), school faculty must be kept up-to-date on important information related to college knowledge (e.g., admissions requirements, types of institutions, etc.). They must also be provided with ongoing professional development to allow them to play an active role in preparing students to aspire to, apply to, and attend college. This should include integrating college information and the very idea of college into regular classroom activities.

Department chairs who were interviewed stated that the counselors provided them with current information about college admissions. Additionally, teachers who participated in additional programs such as AVID and Gear-Up received information through program materials and workshops. However, teachers who were not a part of a college preparatory program relied solely on information provided by their school counselors.

Many English department chairs stated they integrated the idea of college by focusing on writing. A few teachers reported they have their students write essays that focused on their lives after graduation. For those involved in AVID, one of their writing assignments was to write a personal statement to accompany their college application. At one school, the math department partnered with a local college to have the math placement test waived for students who completed an agreed-upon sequence of math courses.

Family Involvement

Schools must provide parents and/or other family members with opportunities to gain knowledge about the college planning process. Parents also can be made aware that their children are "college material." Familial support is a major factor in a student's desire and ability to attend college successfully (McClafferty et al, 2002).

Many counselors stated that they hold college information sessions for students and their parents. During these sessions, parents are given information about college options for their children, academic requirements for college entrance, and financial aid. Some schools also mailed college brochures to the homes of all of their graduating seniors. Additionally, schools invited parents to accompany their children on college visits that occurred during the school year. One counselor said, "We like for parents to visit the campus with their child, because many of our parents have never been on a college campus themselves. They are often very reluctant to allow their child to leave home, even if it is to go to school. The college campus visits help to ease their fears."

Students reported that their parents were invited to attend college field trips and college fairs and were given information about college during back-to-school night and open house. Other students stated that the college counselor called their parents or sent a letter regarding college options. Yet, a number of students had no knowledge of whether the school contacted their parents.

College Partnerships

Forming active links between the school and local colleges and universities is vital to the creation of a college-going culture (McClafferty et al, 2002). Institutions of higher education are a source of current information regarding college requirements, they also can provide personnel for college fairs and tours, and mentorship for high school students. By participating in the preparation of graduating seniors for college, colleges can ensure students who are admitted to their institutions are prepared.

The underlying foundation of the CAPP CAHSEE project is the partnership between institutions of high education and K-12 schools. All CAHSEE projects are partnered with a four-year university. These partnerships have informed curricula and helped to maintain some focus on college attendance.

The primary college preparatory programs used by the CAPP CAHSEE schools interviewed were Gear-UP, AVID, and *Compact for Success.* Although they used different methods, all three programs were designed to prepare students to pass the CAHSEE and college entrance exams.

Articulation

Students should have a seamless experience in which a college message is communicated from kindergarten through twelfth grade (McClafferty et al, 2002). It is important for students to know that college is a possibility as soon as they enter the school system. Students must see college as a viable option and begin mental preparation for their attendance as soon as possible.

Several counselors reported that they hosted an eighth grade orientation night. During the evening workshop, eighth grade students and their parents were given information regarding success in high school. A significant portion of time was spent discussing the CAHSEE, high school graduation requirements, and college entrance requirements. None of the schools interviewed worked with elementary schools to share information about college.

The vast majority of students did not hear teachers talking about college in middle or elementary schools. Many students stated they never thought about attending college until they went to high school. A few students reported they had a teacher who talked to them about careers after high school and that they needed to attend college for most careers. However, the teacher did not explain the requirements for college or different college options.

Conclusion

During the interview process, there were common themes that emerged among the interviews. First, we found that students who participated in extra curricular college preparatory programs (such as AVID and Gear-Up) were more knowledgeable about college and had begun working on college entrance activities. These students were more likely to have gone on a college visit and to have had personal contact with a college counselor.

Second, counselors, department chairs, and students believed the emphasis on college was secondary to the focus on standardized test, such as the CAHSEE. Counselors and teachers mentioned the inability to offer more advanced courses because many teachers needed to teach

remedial English and math classes. Additionally, their immediate focus was on getting students to pass the CAHSEE because they thought students could not go on to college without it.

Finally, the two major barriers to the college culture were believed to be student home culture and college feasibility. Many students at CAPP CAHSEE schools were recent immigrants. Therefore, culturally, parents were perceived to be reluctant to allow their children to leave home and live elsewhere. Additionally, these children were expected to graduate from high school and contribute financially to the family. To combat these barriers, many schools tried to include the parents in college activities. Additionally, school personnel found that students who are not legal residents do not qualify for financial aid. At one CAPP CAHSEE school, four students who were accepted by four-year universities to begin in fall 2005 could not attend because they could not get federal assistance. Therefore, many schools are torn between pushing students to accomplish the highest academic attainment possible to go to college and the reality of their circumstances.

CAHSEE SUPPORT AND REMEDIATION

During the 2004-05 academic year, all CAPP CAHSEE sites continued to provide CAHSEE support and remediation. Based on the Annual Workbooks, we learned that the CAPP CAHSEE schools provided five common types of support and remediation to support the first two goals of the CAPP CAHSEE program: preparing all students to pass the CAHSEE at the end of tenth grade and providing support to those who do not pass the CAHSEE in grade ten. The program activities that supported these two goals were: CAHSEE preparation courses and workshops; intensive CAHSEE preparation through in-class tutoring or pullout; math and English support courses; integration of CAHSEE preparation into the curriculum; and homework and tutoring centers.

WestEd liaisons conducted interviews in spring 2005 of department chairs and students to obtain their views on CAHSEE support and remediation. The interviews served two purposes. First, we interviewed the teachers (including department chairs) to learn more about the CAHSEE support and remediation activities. Second, we wanted to obtain the teachers' and students' perspectives on these program activities, the CAHSEE itself, and the effectiveness of the activities. We interviewed a range of students from freshmen to seniors, as well as students who were more fluent in Spanish than English. In addition, while the WestEd liaison conducted the focus groups at most sites, the project director, coaches, and even a CAPP advisory member were instrumental in moderating the focus groups or encouraging students to elaborate on their responses.

In this chapter, we summarize the interviews and end with a discussion of lessons learned from CAPP CAHSEE schools about providing CAHSEE support and remediation.

CAHSEE Support Activities

When asked about the types of support provided to students prior to tenth grade, department chairs stated they emphasized the CAHSEE when students entered the school in ninth grade. The CAHSEE was discussed during back-to-school night and freshman orientation. Many teachers believed it was important to inform parents of graduation requirements as soon as possible. Teachers reported that parental involvement had a significant impact on how students viewed the CAHSEE and their subsequent performance on the test. Additionally, teachers tried to identify incoming freshman who had math or English skills below grade level, and place them in courses to bring their skills up to, or near, grade level prior to taking the CAHSEE.

The identification system worked differently at different schools. For example, one school received student work samples (from kindergarten through eighth grade) from the feeder middle

school. At another high school, the department chair worked closely with the feeder middle school math coach to assess the skill level of entering ninth grade students. Some schools administered a mock CAHSEE for all freshmen and used it as a placement test.

For tenth grade students, many schools implemented intensive CAHSEE review sessions prior to the exam. Many English and math teachers reviewed released items during their class periods to help students become familiar with answering the questions, the type of material covered, and to relieve their test-taking anxiety. Many math teachers reported they spent a significant amount of time reviewing word problems because many students had difficulty in that area. English teachers stated they focused on helping students with comprehension and writing skills for the essay portion of the exam. A few schools offered summer CAHSEE preparation courses for students entering tenth grade, which were designed to increase student skills needed to pass the exam.

To provide CAHSEE support prior to tenth grade, the math departments at the middle and high school in one CAPP CAHSEE partnership "focused on the extent to which [their] eighth and ninth grade curriculum addressed the content of the released items." They examined all the algebra released items, determined the items they needed to teach, and then changed their courses to incorporate them. They also examined the items they could "incorporate cheaply" and those they could ignore. The assumption at these two schools was that "the best preparation for the exam was that students completed algebra before the tenth grade." This is an example of how a school can move from a remediation focus to reforming instruction.

When asked about the support they received prior to tenth grade, students said they received a lot of support in their English and math classes. Students reported that many of their teachers reviewed sample questions and told them what they should expect on the exam. Many students stated that the focus on the CAHSEE intensified as the test date approached. The majority of students believed they received sufficient support and were adequately prepared to take and pass the exam. Some students who recently took the mock CAHSEE found it "quite easy." Others found the "math was easy" and the "English/language arts was hard."

CAHSEE Remediation Activities

For many schools, students who did not pass the CAHSEE were placed in classes specifically designed to enhance the skills needed to pass the exam. Unlike the CAHSEE summer school courses, enrollment was mandatory and might require that a student enroll in two English and/or two math classes that semester. Additionally, some schools provided after-school tutoring for students needing to retake the CAHSEE. Similarly, the Saturday tutoring offered at a

number of CAPP CAHSEE high schools targeted tenth grade students who did not pass the exam on their first attempt.

One school did not provide remediation partly because teachers, "did not want to deprive kids of electives and other courses." At another school a teacher found "there was a big difference between kids who had successfully completed algebra and those who had not passed successfully. If a kid had never taken algebra, how do I teach him algebra in context of CAHSEE?" The school will offer CAHSEE remediation classes in math to twelfth graders every other day because "half of the students have successfully completed algebra and need targeted test support [while the] other half are students who have not completed successfully and will receive test and algebra support."

Balance between Remediation and Modification of Instruction

Schools need to find a balance between identifying students who require remediation and deciding that too many students are not passing a strand of the CAHSEE, which is an instructional reform issue. That is, if a large enough number of students are not doing well in an area identified by the CAHSEE, schools must look at how they teach these standards and reform their classroom instruction related to these areas.

When teachers were asked about the balance between remediating students and identifying where a majority of students did not do well and modifying instruction, some teachers expressed difficulty making the distinction while others said that there was a fine line between the two. Others responded that it depended on the students.

Teachers at one school responded that they "started remediation because it was based on previous test scores." A teacher said that if students scored in the low 300 in their mean score, then remediation would occur. On the other hand, he would provide modification with support for students whose mean scaled score was 340. For another teacher, remediation occurred when students were "missing everything" and for a majority of students, "it was a matter of singling out where students were weak."

Teachers at one CAPP CAHSEE high school used *Algebra with Support* classes to illustrate the balance between remediation and instruction with modification. Although an Extended Algebra class was intended to provide students with remediation that would enable them to do better in Algebra, "it was not being successful." Instead the *Algebra with Support* provided support to students based on individual performance on specific skills. *Algebra with Support* classes occurred in a 2-hour block class taught by very "strong math teachers" and were "very successful." In short, while the Extended Algebra focused on student deficits and

remediating these deficits, the *Algebra with Support* scaffolded students' learning by building upon what they already know.

At another school, the teachers saw *Looking at Student Work* (LASW) as the, "cornerstone of how to modify instruction in the classroom." The process allowed them to "move forward when they consistently LASW" and modification of instruction "has to be more about where students are" so the teachers, "changed instruction based on what students could do." This process was believed to be, "more proactive in determining placement and planning instruction."

Importance of the CAHSEE

When we asked teachers about the importance of the CAHSEE, all teachers stated that "the other tests that students take have greater consequences for the school than the individual student; however, the CAHSEE directly affects the students. Failure on this exam could be detrimental for the rest of the student's life." Although teachers understood the significance of its consequences, many teachers believed that, "it holds too much power." Teachers understood the premise of the examination and the need to have a minimum level of competence prior to graduating high school, but many believed that the implementation should be revised. One teacher stated, "If we are going to test kids, we should test them at the end of each grade. That way we can identify those children who are struggling prior to tenth grade." Another teacher stated, "Years ago states held kids back. We didn't worry about the social aspects of retention. I'd like to see a grade continuum of CAHSEE-like tests."

When we asked students about the importance of the CAHSEE, some students thought the examination was extremely important, while others did not. Many students understood the connection between passing the CAHSEE and graduating high school. However, some students believed they could graduate if they did not pass the examination. Many teachers and students reported that, because students do not take the examination seriously, they do not put forth effort to pass it in tenth grade. Other students believed they had several opportunities to take the examination, so they did not feel pressure to pass it during their tenth or eleventh grade year.

Teachers and students did not think the exam accurately measured student learning or skill. One student remarked, "the test didn't include everything we learn" and the "questions were worded strange so that they were difficult to understand." Likewise a teacher remarked, "There are words put in the CAHSEE that are meant to trip students up." The students at one school stated, "[they wanted] the content to be reviewed all year, not just for one test," and "the test does not address critical thinking or problem solving in the way that we value learning." Although teachers and students held negative views about the test's validity, there was broad

understanding that all students must take and pass the CAHSEE to receive a high school diploma.

High School Coursework

When asked whether they felt adequately prepared for high school coursework, student responses were mixed. We discovered that students who attended a feeder middle school where there was significant articulation with the high school reported they felt more prepared than other students. Due to the CAPP CAHSEE grant, many schools created a strong collaboration with their feeder middle schools. These collaborations included curriculum articulation and textbook adoption. For this group of students, the ninth grade curriculum was a review of and built on what they learned in eighth grade. However, for many other students the transition to a high school curriculum was difficult. Consequently, many of these students thought middle school material was "a review of what they learned in elementary school" and that the "material was not challenging."

Some of the CAPP CAHSEE schools have large immigrant populations. Many of these students entered the American school system during high school and found the transition to be difficult. For example, many of the students interviewed in one school had been in the United States less than two years and reported that academic instruction in Mexico was very different from the U.S. Most of these students reported feeling unprepared to enter high school.

Additional Assistance that Schools Can Provide

When teachers were asked about additional assistance they could provide to help students pass the CAHSEE, teachers thought that they were doing everything they could. One teacher said that each year they embed more CAHSEE prep curriculum into English 10 core curriculum, give more multiple-choice tests, and read more expository text to prepare students for the CAHSEE. The teacher added, "When kids see that test is really going to affect them, they start to get more serious about it."

The students were asked if there were additional things the school could to help them pass the CAHSEE. Many students believed their schools were doing a very good job of preparing them to pass the CAHSEE. Many students spoke about the CAHSEE review materials, after school tutoring, and the mock CAHSEE. One student remarked, "If you want to pass the test, they do everything they can to help you." Another student remarked, "Some students just don't care, teachers offer a lot of help and the students won't take it."

Although a majority of students thought their school offered adequate support, students at one high school said they would like more CAHSEE preparation in their intermediate algebra class during the week before the exam, "to practice using test items and reviewing the concepts covered in seventh grade." Another observation made by a student was that there were no CAHSEE prep classes in the eleventh grade at their school.

Conclusion

CAPP CAHSEE schools employed a variety of strategies to better prepare students who would take the CAHSEE for the first time as well as those who had not passed. The interventions ranged from courses offered as part of the regular curriculum to small group coaching or tutoring to homework and tutoring centers. Some schools used multiple strategies throughout the academic year and in the summer.

Based on these interviews, we learned that:

- Involving parents in CAHSEE intervention and preparation was effective at a number of sites. Requiring parental consent played a critical role in increasing student participation in after-school and Saturday CAHSEE preparatory sessions. It also increased parents' knowledge of the CAHSEE and its significance to their children's future.

- Some schools were differentiating between the need to provide students with remediation and modifying instruction by changing their course offerings. This enabled the focus to shift to building upon students' knowledge and providing support where needed. By doing so, students were on-track to enroll and pass A through G college preparation courses, instead of repeatedly taking remediation courses.

- Although students understood the necessity of passing the CAHSEE, they realized that some were not passing the CAHSEE because they were not taking the test seriously.

- Clear articulation between middle schools and high schools were critical to ensure students were prepared for high school coursework and the CAHSEE. Student interviews further supported this. Students from feeder schools that are part of the CAPP CAHSEE partnership saw greater connection between the middle and high school curriculum. For them, middle school was not merely a review of elementary school curriculum, but the training ground for high school.

- Some students and teachers saw value in embedding the review of the content of the CAHSEE all year round, not just for the CAHSEE.

- CAHSEE support and remediation was available to students. Both teachers and students agree that their schools were “doing a good job” to help students pass the CAHSEE.

RECOMMENDATIONS

In this section, we provide recommendations for all CAPP CAHSEE projects based on the information from the Annual Reports and site visits of all the CAPP CAHSEE sites.

Continue with successful collaboration and networking opportunities

The CAPP Office plays an instrumental role in providing opportunities for the CAPP CAHSEE sites to collaborate and network with each other. These include events such as the Design Studio, CAPP conferences, and funding to conduct site visits of other CAPP CAHSEE sites. The school teams that participated in these events valued the opportunity to learn from each other's successes and obstacles. In addition, networking opportunities enabled the schools that were in the process of implementing or planning specific program activities to build upon and modify already developed products implemented at other sites. For instance, this year, we saw successful replication of the after school and Saturday Parent Institutes for CAHSEE preparation. These sites were able to increase student attendance at their after-school programs because parent involvement played a critical role. We recommend that the CAPP CAHSEE school partnerships continue to utilize each other as resource to continually build upon and expand the existing knowledge base. This will also ensure sustainability of successful program activities as CAPP-funded school partnerships continue to establish a viable collaborative network when the funding ceases.

Establish a system for accessing the most recent student data

A key challenge that most CAPP CAHSEE sites faced was access to the most recent CAHSEE data or A - G data. In the past two years, we learned that, although some CAPP CAHSEE sites were able to provide requested data without any problems, some school staff were uncertain who had access to the data or where the data were housed. In addition, while some districts required clear-cut protocols that should be followed before the data could be released, an email request to a key individual at the partnering university or community college also could result in the release of requested data. We recommend that CAPP CAHSEE partnership schools establish a system for gaining access to the most recent CAHSEE pass rate data and A - G course enrollment and pass rates. Detailed tracking and monitoring of student results would enable a better assessment of how the projects are progressing in attaining the CAPP CAHSEE goals and their project objectives. Additionally, easy access can translate into more effective and efficient use of student data for program and curriculum planning.

Better integration of college-going culture into program activities

Based on the student interviews, a recurring trend seen among non-AVID students was the disconnect between the curriculum used to increase their awareness of college requirements and their own lives. For a number of these students, the completion of modules was seen as an end in itself; so, for example, research regarding which colleges offered specific majors were mere exercises. A number of CAPP CAHSEE program staff present at these student focus groups were instrumental in engaging students in discussions about college-going culture, and the experience enabled them to reexamine their practices to ensure better school-wide integration of college-going culture. For instance, a number of CAPP CAHSEE partnerships decided they needed to use the college preparation course modules in all their core content areas instead of just English/language arts. They believe this would discourage students from seeing the activities as requirements only for their English courses. Therefore, we recommend that the information on college requirements and going to college be integrated among all core content areas.

Increase parent involvement

Although parental involvement tended to be more limited in middle and high schools than in elementary schools, we learned that it played a critical role in increasing student attendance in after-school and Saturday CAHSEE prep classes. When parent consent was sought and their attendance was encouraged (most successfully, at the Saturday Parent Institutes), there was an increase in the number of student participants, even at sites that previously struggled to encourage student participation.

In addition, parents of non-AVID students should be included in events where college information will be disseminated. This will increase their awareness about available resources for college preparation, college choice, financial aid, alternative routes to a college education, and the college application process. We recommend that CAPP CAHSEE sites increase parent involvement to increase student participation in CAHSEE prep classes, as well as students' and their parents' awareness of college requirements and opportunities.

Increase articulation between high schools and middle schools

We found many positive results of increased articulation between the CAPP CAHSEE high schools and their feeder middle schools. These included: (a) better articulation across curricula for similar classes (e.g., algebra); (b) more appropriate placement of students into ninth grade courses; and (c) students who felt better prepared for the increased demands of the high school curriculum.

Continue the Instructional Leadership Initiative and Evaluation

The Instructional Leadership Initiative (ILI) conducted by Trudy Schoneman received positive marks from the participating schools. We recommend this effort be continued through year five. We also suggest continuing the evaluation, originally funded through the Regional Educational Laboratory. This will ensure final effects can be assessed and reported.

REFERENCES

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