

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

Final Report:

Calexico High School

**Erica Holmes, Research Associate
Julie Aronson, Project Director**

October 31, 2008

TABLE OF CONTENTS

DESCRIPTION OF THE SCHOOL AND STUDENT POPULATION	1
DESCRIPTION OF CALEXICO HIGH SCHOOL CAPP CAHSEE PROJECT	3
<i>Project Objectives, Activities, and Focus</i>	3
<i>Project Leadership and Staffing</i>	7
<i>Partnerships and Collaboration</i>	8
IMPLEMENTATION: ACTIVITIES AND ISSUES, SY 2000 – 2007	9
<i>Professional Development</i>	9
School-Level Professional Development.....	9
<i>Curriculum and Instruction</i>	13
Summer Academies	13
Math Recovery.....	13
Cyber High School.....	14
<i>Student Support and Remediation</i>	15
Parallel Support Courses.....	15
Homework Center.....	16
Saturday CAHSEE Workshops.....	16
FINDINGS, OUTCOMES, AND ANALYSIS	17
<i>Student Outcomes</i>	17
CAHSEE Pass Rates.....	17
College Preparatory Course Enrollment and Completion	21
High School Graduation and Preparation for College	24
<i>Staff and Teacher Outcomes</i>	26
<i>Schoolwide Outcomes</i>	27
INSTITUTIONALIZATION ISSUES.....	27
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	28
<i>Continue Productive Support Activities and Collaboration</i>	29
<i>Encourage Academic Performance of Students Beyond the CAHSEE</i>	29
APPENDICES.....	30

CALEXICO HIGH SCHOOL

Description of the School and Student Population

The Calexico High School (CHS) California Academic Partnership Program (CAPP) California High School Exit Examination (CAHSEE) project included Calexico High School (CHS), William Moreno Junior High School (WMJHS), De Anza Junior High School (DJHS), and San Diego State University (SDSU).

Calexico is in Imperial County and is the southernmost city in California. Its name is a morpheme of California and Mexico and its identity as a border city is like that of the adjacent Mexican town of Mexicali, where many individuals travel back and forth across the border each day to work, shop, visit family, and to send their children to school. Additionally, many Mexican immigrants and their families relocate to Calexico each year. An estimated 60,000 people, from within and outside of the United States, pass through Calexico each day. Because Calexico is home to many immigrant families, many students are transient or enter the U.S. school system in late childhood speaking little to no English.

As of the 2000 census, the population of Calexico was 28,109; or a total of 6814 households. Calexico has one of the highest Hispanic populations of any California city; over 95 percent of the population is of Hispanic origin. The remaining five percent of the population includes white, African American, Native American, Asian, and Pacific Islander. The median household income was \$28,929, and about 26 percent live below the poverty line, including approximately 31 percent of those under the age of eighteen.

When the Calexico CAPP CAHSEE project was first implemented in SY 2000-01, there were 1,698 students enrolled at Calexico High; student enrollment had increased to 2,137 in SY2006-07. As shown in Table 1, over the course of the six years of CAPP CAHSEE project, the Latino student population increased slightly, so that Latino students constituted about 98 percent of the student enrollment in the last several years. White and Asian students each represented approximately 1 percent of the student population. Due to the high influx of students from Mexico, when the project began in SY 2000-01, about two-thirds (65%) of Calexico's students were English Learners (EL); the EL population of the school decreased over the course of the project, and by the end of the CAPP project, only about half (48%) of Calexico's students were classified as English learners. Over the course of the project, there was a corresponding 17 percentage point increase in the percentage of students classified as Fluent English proficient (FEP), from 27 percent in SY 2000-01 to 44 percent in SY 2007-08. Students who were redesignated as fluent English proficient (RFEP) formed 3 percent of the student enrollment in

2000-01 and 6 percent in 2007-08. Approximately three-quarters of Calexico students qualified for free and reduced priced meals during the course of the project.

Table 1

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total Enrollment	1,698	1,778	1,869	1,826	2,011	2,133	2,190	2,137
Student Race/Ethnicity								
African American	0%	0%	0%	0%	0%	0%	0%	0%
American Indian/ Alaskan Native	0%	0%	0%	0%	0%	0%	0%	0%
Asian	2%	2%	2%	2%	1%	1%	1%	1%
Filipino	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic or Latino	97%	95%	96%	97%	98%	98%	98%	98%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
Caucasian/White (not Hispanic)	1%	3%	1%	1%	1%	1%	1%	1%
Multiple or No Response	0%	0%	1%	1%	0%	0%	0%	0%
Language Proficiency								
English Learners	65%	67%	65%	61%	58%	66%	52%	48%
Fluent English Proficient	27%	26%	25%	31%	33%	29%	40%	44%
Redesignated as Fluent English Proficient	3%	1%	0%	3%	4%	0%	22%	6%

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

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

Calexico High School at the Beginning of CAPP CAHSEE Initiative

When the CAPP CAHSEE project began in SY 2000-01, the Academic Performance Index (API) for Calexico High School was 487 in SY 2000-01 and the school did not meet its schoolwide or comparable improvement growth targets. Similarly, that year, Latino students or students who were socio-economically disadvantaged (the two major student subgroups) did not meet their subgroup growth targets. Approximately 19% of the 522 twelfth grade students at CHS took the SAT. Their average verbal score was 413 and their average math score was 446, and their average SAT total score was 859. Of the students who took the SAT, about 20 percent achieved a total score of 1000. Of the 522 twelfth graders, 444 graduated, so the simple graduation rate was about 85 percent in SY 2000-01. (The NCES graduation rate for CHS was much higher at almost 96 percent that year.) Finally, about 17 percent of Calexico’s graduating class of 2001 earned passing grades (C or better) in the full A-G course sequence necessary to make them eligible for admission into the University of California (UC) or California State University (CSU) systems. The baseline data for number of graduates who were enrolled in

college showed that 17 went to a UC, 24 were at a CSU, and 294 were enrolled at a community college. Thirty-one students dropped out of CHS in SY 2000-01, a one-year dropout rate of 1.8 percent.

Description of Calexico High School CAPP CAHSEE Project

Project Objectives, Activities, and Focus

Calexico High School and its two feeder junior high schools entered into collaboration in SY 2000-01 with the award of the CAHSEE grant from CAPP. During the baseline year, Calexico High School (CHS) had a large number of students who did not pass the CAHSEE. Therefore, the English Language Arts (ELA) and mathematics departments initially focused on providing student academic support services to help students pass the CAHSEE. To accomplish this goal, CHS math and ELA faculty worked with math and ELA faculty from the junior high schools to better align their curricula. CHS also implemented CAHSEE courses and provided more comprehensive student support, such as tutoring and reaching out to parents.

The Calexico CAHSEE project faced several challenges in the first three years. Because CHS was an Immediate Intervention/Underperforming School Program (II/USP) school and a Program Improvement (PI) school, the Calexico Unified School District was able to hire WestEd's Comprehensive Assistance Center (CAC) to provide the school with support to improve student academic performance. The resulting activities from the school improvement plan brought much change to the school.

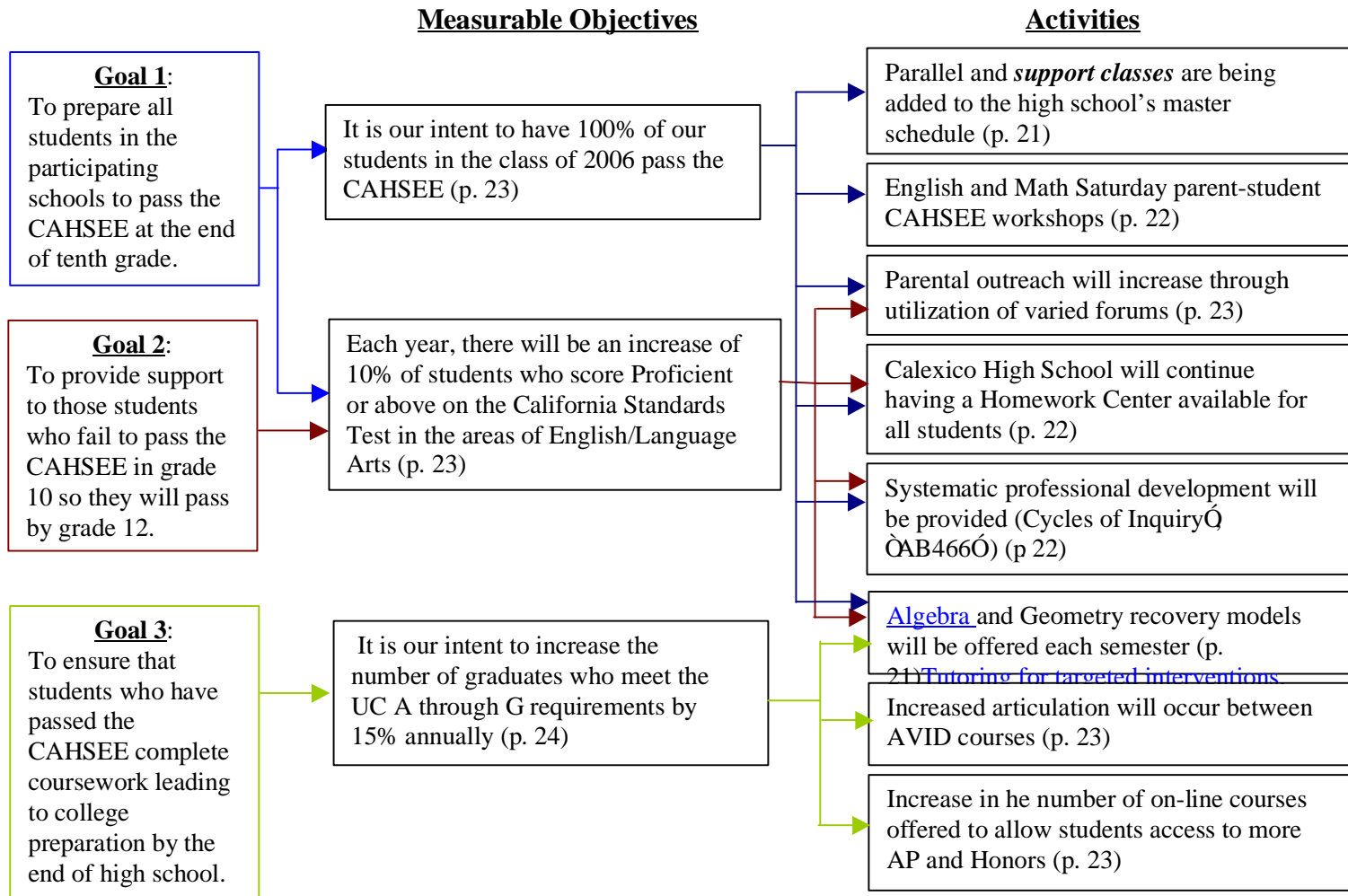
By year three of the CAPP CAHSEE grant, project activities expanded to include the development of student learning plans, implementation of a districtwide data system to better monitor student progress, purchase of commercial tutorial materials for the students, and involvement of more parents in their children's education. Figure 1 shows a logic model of Calexico's CAHSEE project, which shows the overarching goals of the CAPP initiative, the specific objectives of the Calexico CAHSEE project, and activities related to the goals and objectives.

The Calexico CAHSEE project made significant progress during the course of the initiative, including improved communication between the schools, the implementation of CAHSEE classes at the high school, and more proactive student support, especially in the math department, by involving parents in the support of students. In addition, by implementing the district-wide data management program, teachers were able to access student academic records. Consequently, many CHS teachers, particularly in the math department, used data from tests and grades to drive their decisions concerning curriculum.

In addition to the open dialogues that the high school and junior high school math departments had to support the development of a districtwide math curriculum, Calexico High School's math department developed and maintained a successful collaboration with neighboring Chula Vista and Mar Vista Senior High Schools by the third year of the grant. This cross-site collaboration continued throughout the duration of the project.

Figure 1

2005-06 Calexico High School CAPP CAHSEE PROGRAM Logic Model for CAPP CAHSEE Goals, Measurable Objectives, and Activities



CHS continued to make great progress toward achieving their goals and implementing the CAPP CAHSEE program activities. After overcoming their designation as a “Program Improvement” (PI) school, CHS was able to maintain the growth in both their Adequate Yearly Progress (AYP) and CAHSEE scores. Members of the CHS staff attributed their success to having a stable school administration, the implementation of grade recovery programs, academic support classes, the homework center, and various other instructional and academic support strategies.

In 2004, the California Board of Education decided to delay the implementation of the CAHSEE as a graduation requirement until 2006. This decision allowed CHS to shift their focus from helping current juniors and seniors to pass the CASHEE to working with sophomore students in the class of 2006 to pass the CAHSEE. This shift changed the primary focus of the CAPP project at Calexico from intervention to prevention.

However, the school experienced extreme turmoil from decisions made at the School Board and district level when the Calexico Unified School District Board of Trustees voted not to allow CHS teachers to participate in *Math Matters*. The *Math Matters* program is a comprehensive professional development program that provided teachers and administrators skills and strategies to help students succeed in math. The program focused on the needs of low-performing schools to help meet the math content standards.

Through a series of workshops and seminars, *Math Matters* had enabled schools to: (a) develop standards-based lessons with appropriate content strategies; (2) practice proven instructional strategies; and (3) apply new skills designed to help students succeed. Under the direction of Tom Lester of WestEd, teachers in the Calexico Unified School District incorporated *Math Matters* techniques into curriculum development and classroom instruction. Although many teachers at CHS supported *Math Matters*, they did not want the professional development because they believed they did not need outside assistance to help them improve the math department. The decision to remove the professional development came after much debate and continued to be a source of disagreement among teachers.

Although the math department did not continue with the WestEd professional development, they continued to collaborate with Chula Vista and Mar Vista High Schools beginning in SY 2003-04. To strengthen their math department, CHS incorporated some strategies used at Chula Vista and Mar Vista High Schools. In addition, CHS and its two partnership junior high schools continued dialogue on aligning math curriculum.

The English/Language Arts (ELA) departments at the three schools were not as successful in their collaboration as were the math departments. Although all three schools used a common ELA curriculum, they continued to have less formal collaboration among the ELA departments at the three schools sites than did the math departments. ELA teachers struggled with developing

vocabulary for instructional lessons, focusing lessons on expository writing, and teachers’ views of English as an “art” rather than a standard subject. These disagreements continued to impede progress within the department and made it difficult for the development of a professional learning community. As a result, after two years of inclusion in the CAPP CAHSEE project, CHS decided to focus their primary efforts in the math department. This focus on math continued throughout the remaining years of the Calexico CAPP CAHSEE project.

Project Leadership and Staffing

Calexico’s CAPP CAHSEE project underwent a number of staffing changes, as shown in Table 2. In their initial proposal, Calexico’s CAPP CAHSEE collaboration named the district’s Secondary Curriculum Coordinator – Pat Levy – as the CAPP CAHSEE project director. However, CHS lost their principal after the first year of the project, at which time CAHSEE project director Levy was appointed as the interim principal of CHS, and a math teacher – Lydia Dyer – was selected to coordinate all CAHSEE-related math and partnership activities at the high school. An interim CAPP CAHSEE project director also was appointed in October 2003. During the same year, the CAPP CAHSEE contact person for English/language arts (ELA) left Calexico High School and was not replaced. Lastly, clerical support was eliminated from CAPP funding in SY 2003-04.

Table 2
Leadership Changes at Calexico High School

Name	Role(s) in CAHSEE Project	Role(s) in School/District	Year(s) in Role	Reason for Change
SY 2001-2003				
Pat Levy	CAPP CAHSEE Project Director	District Secondary Curriculum	2001-02 to 2002-03	Initial project director until appointed Interim CHS Principal
Lydia Dyer	Coordinator of CAHSEE-related math activities	Math Lead Teacher	2003-04	CAHSEE project director appointed as interim principal
SY 2003-2007				
Gilbert Barraza	Managed CAPP CAHSEE Budget	CHS Principal	2004-05	Hired as new principal in SY 2003-04
Pat Levy	CAPP CAHSEE Project Director	District Secondary Curriculum Coordinator	2004-05	Resumed CAHSEE project director and district roles when Barraza became principal
Doreen Johnson	Interim Project Director	District Instructional Support Services for 7 th -12 th Grades	2004-05	Appointed by District to take over as CAHSEE project director

Name	Role(s) in CAHSEE Project	Role(s) in School/District	Year(s) in Role	Reason for Change
Gilbert Mendez	CAPP CAHSEE Project Director	CHS V.P. of Curriculum and Instruction	2005-06	Appointed by principal to assume CAHSEE project director role

The district office hired a permanent principal – Gilbert Barraza – in the spring of 2004, and the interim principal, Pat Levy, returned to her post at the district office and resumed her duties as the CAPP CAHSEE project director. SY 2004-05 brought additional leadership changes to the CHS CAPP CAHSEE project. Doreen Johnson was appointed by the district office to direct the CAPP CAHSEE project, and the high school principal, Gilbert Barraza, took on CAPP CAHSEE budget responsibilities. Then Principal Barraza shifted all CAPP CAHSEE administrative responsibilities, activities and control from the district to the high school. By SY 2005-06 this shift was complete. The principal appointed his new vice principal of curriculum and instruction – Gilbert Mendez – as the project director, assuming full responsibility for the CAPP CAHSEE project. This transition was extremely difficult for Calexico High School teachers, who had been informally acting as coordinators of the project, ensuring that activities were implemented successfully. The introduction of vice principal Mendez as project director transferred control of the project from the teachers to the administration.

Partnerships and Collaboration

The Calexico High School (CHS) CAPP CAHSEE project originally included CHS, William Moreno Junior High School (WMJHS), De Anza Junior High School (DJHS) and San Diego State University (SDSU). In 2003, the school district began working towards expanding their partnership to include University of California Office of the President (UCOP), which became an official collaborative partner in the fall of 2004. These partnerships remained unchanged throughout the duration of the project.

A notable accomplishment was the collaboration that formed between CHS and two other CAPP CAHSEE projects, Chula Vista and Mar Vista High Schools. In 2004, math teachers from CHS visited Chula Vista and Mar Vista to exchange instructional strategies to increase student math performance. Both the Homework Center and the Math Recovery classes at CHS were developed as a result of this collaboration. In addition, the collaboration with Chula Vista and Mar Vista High Schools assisted CHS in implementing new student support activities and aligning the curriculum and assessment. The CHS math department continued its relationship with the neighboring schools throughout the duration of the project.

CHS also worked closely with the two junior high schools, engaging in constructive dialogue focused on aligning math curriculum in the district. The math departments at the three

schools also participated in common professional development activities and developed a math placement system for incoming 9th grade students.

However, the ELA departments at all three schools were not as successful in their collaboration. Although all three schools adopted the Holt curriculum in 2003, the ELA departments had less formal collaboration than did the math departments. This was largely due to the fact that Calexico High School's CAPP CAHSEE ELA contact person took another position in the summer of 2003, which left the department without leadership. As a result, the ELA department was not an active part of the CAPP CAHSEE project.

Implementation: Activities and Issues, SY 2000 – 2007

In this section, we describe and analyze the implementation of program activities and services at the Calexico High School (CHS) CAPP CAHSEE site from SY2000-01 through SY2006-07. For the past three years, we worked with CHS CAPP CAHSEE project to develop logic models that aligned program activities to the CAPP CAHSEE overarching goals and project-specific measurable objectives and outcomes. In the process, we learned that a particular activity being implemented typically addressed multiple CAPP CAHSEE goals and project objectives. Consequently, we focus on three major areas – professional development, curriculum and instruction, and student support and remediation – and analyze how each supported the CAPP CAHSEE overarching goals and the CHS CAPP CAHSEE project's specific objectives. In addition, we describe the challenges that the CHS CAPP CAHSEE project faced in implementing the program activities and services, as well as how they were addressed.

Professional Development

Through the CAPP CAHSEE grant, staff at Calexico High School (CHS) participated in three types of professional development activities: (1) school-level professional development initiated, facilitated, or implemented by school staff and teachers; (2) Instructional Leadership Initiative (ILI); and (3) Design Studios.

School-Level Professional Development

The primary foci of staff development throughout the six years of the CAPP CAHSEE project was continued instructional strategies improvement, development of common assessments, utilization of student performance data, and alignment of courses to the state content standards. CHS staff participated in various professional development activities to assist

them in achieving their CAPP CAHSEE goals. However, as discussed above, their ability to do so fluctuated as the school administration changed.

In SY 2003-04, teachers participated in at least nine professional development activities that focused on mathematics standards, assessment practices, and the implementation of new curriculum. These activities included creating an active collaboration with Mar Vista (MVHS) and Chula Vista High Schools (CVHS). However, professional development activities were limited in SY 2004-05. The new principal at CHS wanted teachers to spend the majority of their time in the classroom providing instruction, thereby limiting any professional development activities that would require teachers' attendance during the school day. 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; as a result, many teachers did not participate in the collaborative meetings before or after school. Toward the end of the school year, however, teachers began to see the importance of collaboration and began to participate in these meetings.

Although teachers were allowed more release time during SY 2005-06 compared to the previous year, professional development opportunities continued to be limited. Administrative focus was primarily directed towards a spring 2006 WASC accreditation visit. In spite of this, teachers-leaders found time to meet periodically to discuss and collaborate on writing curriculum and analyzing student data. Teachers reported that these meeting times were a crucial part of their professional development and an invaluable strategy to help them improve their instruction.

Instructional Strategies

In collaboration with WestEd's *Math Matters*, math teachers participated in systemic professional development that occurred for two years. Math teachers were provided instruction, modeling, coaching, and follow-up. Participating teachers also taught lessons in groups and pairs, and also received feedback on their instruction. In the first Cohort, 17 secondary math teachers completed the entire *Math Matters* training and in the second cohort, approximately 50 secondary teachers were trained. However, as noted previously, after much debate Calexico Unified School district decided to discontinue the *Math Matters* program in 2004. Many teachers were disappointed and expressed the importance of *Math Matters* in improving instructional strategies. In addition to *Math Matters*, CHS focused on three school-wide research-proven instructional strategies in SY 2003-04. Based on Robert Marzano's book, *Classroom Instruction that Works*, CHS staff was trained in note taking, differences and similarities, and summarizing. These strategies were then implemented in every department.

CHS English (ELA) and English Language Development (ELD) departments received a two-day training on standards-based writing focused on response to literature from the Imperial County Office of Education. As part of this training, ELA teachers analyzed student work using common rubrics and worked collaboratively to calibrate their scoring of student work.

Common Assessments

In 2003, English/Language Arts (ELA) teachers received training on the newly adopted *Holt* or *High Point* curriculum series, depending on which courses they taught. The following year, the ELA department administered assessments incorporated into the *Holt* curriculum. Using item-analysis methodologies, common writing prompts, and rubrics to assess these skills, the department assessed areas of students' strengths and needs.

Teachers also received framework trainings from Imperial County Office of Education and lead teachers from each of the secondary schools received training from the Math Diagnostic Training Program (*MDTP*). The training focused on the value of assessment, the most effective uses of data, and configuration of support classes. English teachers from both junior high schools received intensive professional development on writing focused on all standards-based writing styles (i.e. summary, response to literature, expository).

Finally, during the summer of 2003, teachers from CHS and both junior high schools participated in a weeklong summer institute at Chula Vista High School. The institute allowed CHS, Chula Vista, and Mar Vista faculty to share their knowledge of teaching strategies and discuss ways to improve assessment. Subsequently, CHS teachers revised and developed quizzes, tests, and other forms of common assessment materials for their math department. By SY 2004-05, the CHS math department had developed common assessments for all math areas. These assessments included six-week tests and final examinations. Additionally they developed weekly common quizzes and lesson plans for all Algebra and Geometry courses, which they continued to administer throughout the CAPP CAHSEE project.

Utilization of Student Data

As previously noted, the Calexico High School ELA department conducted an item-analysis of the *Holt* assessments during SY 2004-05. During that year, CHS also planned to use *Cycles of Inquiry* to analyze student work. The *Cycles of Inquiry* process required common assessments analysis conducted by an Instructional Support Facilitator (ISF). However, due to changes that occurred at the high school, as well as time constraints, this process was not implemented.

In SY 2005-06, teachers continued the inquiry process to focus on analyzing results from common assessments and compiling item analyses results for both Algebra 1 and Geometry. They analyzed the first semester data and identified students' specific areas of weakness. The process was intended to provide focus and direction for curriculum and instructional practices, as well as serve as a catalyst for discussion of lesson plans, assessments, remediation and teaching strategies. The resource teachers used Cycles of Inquiry results and classroom observations to provide instructional strategies grounded in best practices. Although time constraints brought on by the WASC accreditation limited teacher training, staff members received hands-on professional development and coaching as a result of the *Cycles of Inquiry* process.

Design Studios

Calexico High School hosted the last of four "design studios" sponsored by CAPP during the CAPP CAHSEE initiative. Calexico's two-day design studio was held in May of 2007. It was attended by project teams from most of the other CAPP CAHSEE projects, as well as a number of CAPP staff, advisory committee members, and consultants. In addition, a number of district staff attended, as well as members of the school board and city officials, including Calexico's mayor. Like the design studios hosted by the other schools, Calexico's design studio incorporated a number of panel presentations and discussions, classroom and program visits, and opportunities for both formal and informal discussions between and among school teams.

The Calexico design studio was well received by those who were able to attend. In particular, visitors were impressed and moved by a visit to the homework center. Calexico's homework center was modeled after the successful homework center at Mar Vista High School, and clearly provided a much needed place for students to work before and after school and receive instructional support and tutoring. Another highlight was a presentation by the math teacher who coordinates the Saturday Student-Parent CAHSEE math workshops, at which students – and their parents – get math instruction for 6 consecutive weeks prior to the administration of the CAHSEE exam. Visitors were moved by the dedication of the math teacher in creating this successful student support program, especially her devotion to involving parents in successfully supporting their children academically.

The Calexico design studio also gave project staff the opportunity to give visitors a strong sense for the specific issues and culture of the school and the community, especially given that Calexico is a border town. Presentations from school faculty, staff and administrators addressed issues such as immigration, and discussed how district policies had impacted the school and its students. For example, the enforcement of an existing residency policy meant that students could no longer attend the school unless they resided in the U.S.; therefore, in order to be able to stay

in school, many students were living on their own or with non-family members in Calexico, because their families lived in Mexico, where there is no public secondary school. Visitors were also given the opportunity to explore the campus freely, visiting any classroom they wanted. Calexico visitors also experienced the cultural aspect of Calexico's proximity to the border; on the second evening of the visit, Calexico staff drove visitors over the border to have dinner in Mexico.

Curriculum and Instruction

The math department at CHS continually modified their curriculum and instruction in an attempt to improve student performance and academic success. Through activities such as the Summer Academies, Math Recovery classes, Cyber High, and encouraging students to enroll in A-G courses, Calexico High School (CHS) made strides towards reaching their CAHSEE goals.

Summer Academies

During the summer of 2003, fifty students participated in an English/Language Arts (ELA) Academy, which was intended to prepare students for success in their tenth grade English courses and then be able to advance to higher English courses at an accelerated pace. The ELA Academy also focused on preparing students to succeed in college-preparatory, academically rigorous courses. The ELA Academy was made possible due to the collaboration between the University of California Office of the President (UCOP) and the Calexico Unified School District.

CHS offered its first Algebra Academy in the summer of 2004, also through collaboration with the UCOP, where 80 students voluntarily participated. The purposes of the Algebra Academy was to provide targeted intervention to help students acquire adequate math knowledge, as well as to "recoup academic gaps" to better prepare students for higher levels of math. The following summer (2005), the math department held a Geometry Academy, which targeted incoming sophomores and focused on Geometry readiness skills, CAHSEE preparation, and embedding a college-going culture. CHS math teachers continued the Geometry Academy as part of the 2006 summer school offerings. The math academies were difficult to implement due to a shortage of available math teachers.

Math Recovery

Calexico High School launched its *Mathematics Recovery* Model in SY 2003-04. Through the partnership with Chula Vista High School, the recovery model was utilized with both

Algebra and Geometry students. Six weeks into the semester, students receiving a D or F in their math classes were invited to participate in a voluntary extended day recovery class. After receiving five hours of additional instruction, students were reassessed on the standards taught during that six-week period. Students were able to increase their course grade depending on the score on this additional assessment. *Mathematics Recovery* was implemented in the fall with Geometry students and in the spring, for both Geometry and Algebra. Calexico High School's lead math teacher, Lydia Dyer, tracked student attendance and the number of students whose math grades increased as a result of participating in Mathematics Recovery, as shown in Table 3. Because of the success of the program, CHS math teachers planned to continue the Geometry Academy as part of the 2006 summer school offerings.

Table 3

Success Rates from Mathematics Recovery; Calexico High School

<i>Semester</i>	<i>Course</i>	<i>Number of students who attended Math Recovery</i>	<i>Percentage of Students who increased their math grade due to Math Recovery</i>
First Semester	Geometry	130	73%
Second Semester	Geometry	120	31%
Second Semester	Algebra	102	41%

Data Source: Calexico High School

Cyber High School

During SY 2005-06, CHS offered an online after-school program that enabled students to make up courses they lacked for both graduation and/or college prep credit. Sponsored through Roosevelt High School in Fresno, the courses were accredited through the Fresno Unified School District and met the A through G college preparation course requirements. In addition, the curriculum is aligned with the California Content Standards and Frameworks.

Prior to enrolling in the program, each student and their accompanying parent met with an academic counselor, who explained the program and had both the parent and student sign a contract regarding his/her attendance. CHS offered two sessions on Mondays through Thursdays from 3:00 pm to 5:00 pm and from 5:00 pm to 7:00 pm. A math teacher staffed each session, monitored the student's progress, and provided needed assistance. The courses were challenging for many students and some did not have sufficient literacy skills or the ability to sit at the computer and concentrate for long periods of time. However, other students were able to make up college preparatory courses that they lacked and became A through G eligible. CHS offered these courses for a second year in 2006-07 and planned to continue offering Cyber High School courses as an additional option for students.

Student Support and Remediation

The math department at Calexico High School (CHS) implemented many strategies to increase student support and remediation on the campus. Through activities such as the parallel CAHSEE support classes, Saturday parent-student CAHSEE math workshops, the *Homework Center* development, and Math Recovery Classes, CHS made strides towards reaching their CAHSEE goals.

Parallel Support Courses

Under the direction of the new principal, dramatic changes were made to the CHS master schedule during SY 2004-05, including the addition of CAHSEE math parallel support classes. The once elective CAHSEE classes were intended to assist students to pass the CAHSEE, but were modified to reflect a parallel class structure. The intent of the Algebra Support course was to align the curriculum of the students' actual math class and their CAHSEE support course. Although passing the CAHSEE was still the overall goal, the specific purposes of the course were to: (1) diagnose mathematical needs and fill in academic deficits; (2) front load and pre-teach necessary materials to students prior to them seeing the material in their math course; and (3) assist students to succeed their math course.

Students were identified because they would potentially have difficulty passing their Algebra course and were enrolled in an Algebra Support Class. Their identification was based on the use of 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). After its inception, CHS provided multiple sections of these parallel support classes for Algebra and Geometry.

However, after reassessing the way the support classes operated, CHS adopted a new implementation structure for 2005-06. During that school year, students were placed in a double block of math. Rather than receiving math and support instruction from two teachers, students stayed with their math teacher for CAHSEE support. The students received credit for Algebra 1 during the first hour, and an elective credit for the second hour. During the first hour, the students received group and individualized Algebra 1 instruction and then a computer tutorial program in a lab setting during the second hour.

In English Language Arts (ELA), CHS continued to offer Academic Support Classes to students who were struggling readers. Utilizing work done by Leslie McPeak, which emphasized core teams of teachers who assessed student need, identified needed literacy resources, and created literacy strategic and implementation plans, the English department began the initial

steps. CHS students who scored Far Below Basic or Below Basic on the California Standards Test were given the Diagnostic Assessment in Reading (DAR) and then based on their DAR results, they received one or two hours of intensive reading instruction.

Homework Center

Calexico High School opened its Homework Center (HWC) at the beginning of SY 2002-03 and continued to do so during the entire tenure of the CAPP CAHSEE project. Held in the library, the HWC was open every Monday through Thursday from 3:00 pm to 5:00 pm. Initially, certificated teachers and college and high achieving high school students staffed the HWC. However, the direction of the homework center changed during SY 2004-05. Although the original intent of the HWC was to offer students assistance with specific homework problems, a shift was made to assist students in specific content areas in 2004-05. Consequently, there was a push for each department to commit to have a departmental staff person staff the HWC to provide specific content area instruction and direction to students who were struggling. However, this was a very difficult endeavor because the teachers complained of time constraints and after school commitments.

Despite varying attendance, the HWC continued to operate daily. The HWC coordinator, Lydia Dyer, tracked: (1) the number of students who attended; (2) the content areas in which students received assistance; (3) the staff present at the HWC; and (4) the cost of staff per student. Dyers noted that attendance was higher 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 \$1.41 per day.

Saturday CAHSEE Workshops

In addition to coordinating the HWC, Dyer 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. Additionally, the school offered a nine-week Saturday workshop to sophomores who were enrolled in Algebra I and sheltered Geometry. Although these courses took place on Saturday mornings, the workshops were well attended with an average of more than 100 pairs of parents and students attended the sessions. According to Dyer's analysis of student attendance and CAHSEE performance data, students who attended the majority of the seven sessions showed more consistent gains in their CAHSEE scores.

The general goals of the Saturday Parent Classes were to: (1) help the students pass the math portion of the CAHSEE; (2) create awareness of math curriculum; (3) help the student learn to read the test in English; (4) familiarize the student with test taking techniques; (5) support the efforts of raising scores on standardized examinations, such as CST & STAR testing program; (6) help increase parents' awareness of their responsibility in the academic development of their children; and (7) help in efforts to reach the community at large.

Findings, Outcomes, and Analysis

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

Student Outcomes

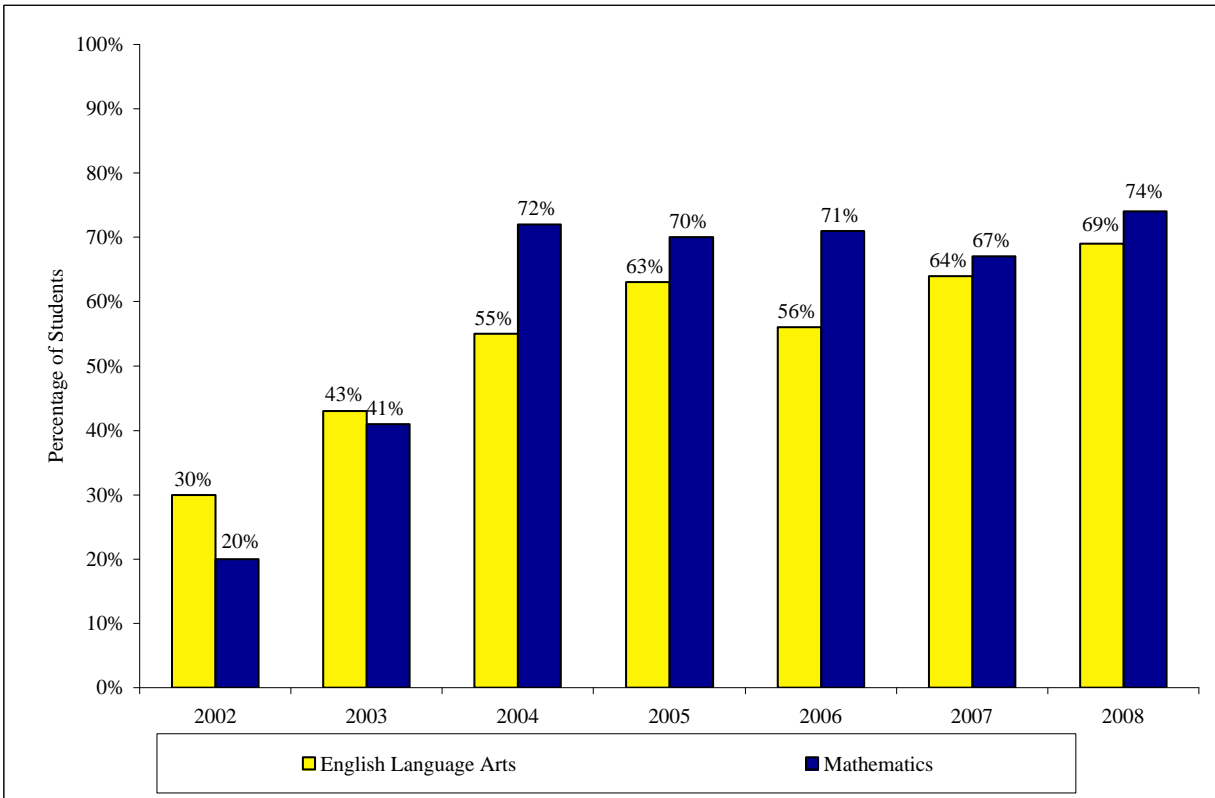
Student outcomes will be discussed using longitudinal data found on the California Department of Education (CDE) website, the California Postsecondary Education Commission, as well as from Calexico High School. The tables that follow display student performance on the CAHSEE, A through G courses, and the SAT. Additionally, we include data on college preparedness for Shafter students, including eligibility for four-year institutions as well as the number of students who actually plan to attend college.

CAHSEE Pass Rates

As noted above, one of the objectives of the Calexico High School (CHS) CAPP CAHSEE project set was for 100 percent of their students in the Class of 2006 pass the CAHSEE. While Calexico did not achieve this objective, considerable progress was made in the percentage of tenth grade students passing the CAHSEE in both ELA and math. Figure 2 shows the tenth grade CAHSEE pass rates for CHS from SY 2001-02 to SY 2007-08 for ELA and math. The ELA CAHSEE pass rate for tenth graders increased from 30 percent in SY 2001-02 to 69 percent in SY 2007-08. The tenth grade pass rate on the math portion of the CAHSEE increased from 20 percent in SY 2001-02 to 74 percent in SY 2007-08. Although there was some fluctuation from year to year, the tenth grade CAHSEE rates in both ELA and math generally increased over the course of the CAPP CAHSEE project, and reached an all time high in SY 2007-08.

Figure 2

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



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

Table 4 shows the tenth grade pass rate data by major student subpopulations on the English-Language Arts (ELA) portion of the CAHSEE from SY 2001-02 through SY 2007-08. The ELA CAHSEE pass rate for tenth graders increased from 30 percent in SY 2001-02 to 69 percent in SY 2007-08. Because almost all students at Calexico High School are Latino, the performance of Latino tenth graders is almost identical to the overall tenth grade pass rates. However, it is clear that English learners have been significantly challenged by the CAHSEE. Tenth grade CAHSEE pass rates of EL students increased from 27 percent to 43 percent over the course of the project, reaching a high of 49 percent in SY 2004-05. Meanwhile, almost all tenth grade students redesignated as fluent English proficient (RFEP) were able to pass the ELA portion of the CAHSEE each year. The tenth grade pass rate of English only speaking students fluctuated somewhat from year to year, although increased from 72 to 80 percent over the course of the project. The tenth grade ELA CAHSEE pass rate among low-income students at CHS increased fairly steadily over the course of the project, from 30 percent in SY 2001-02 to 69 percent in SY 2007-08. Finally, special education students in the tenth grade clearly struggled with the CAHSEE; their pass rate on the ELA portion of the exam increased from 3 percent in

SY 2001-02 to only 15 percent in SY 2007-08, while reaching a high passing rate of 33 percent in SY 2004-05.

Table 4

Tenth Grade English Language Arts CAHSEE Pass Rates by Major Subgroups¹ (2001-02 through 2007-08): Calexico High School

	2001-02 ²	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Change from 2001-02 to 2007-08
Total Tenth Grade Pass Rate³	30%	43%	55%	63%	56%	64%	69%	39%
Student Race/Ethnicity								
Hispanic or Latino	30%	43%	54%	62%	56%	64%	68%	38%
Language Proficiency								
English Only	72%	60%	77%	68%	89%	81%	87%	15%
Redesignated as Fluent English Proficient	*	96%	97%	96%	97%	95%	99%	3%
English Learners	27%	31%	35%	49%	46%	41%	43%	16%
Additional Student Subgroups								
Socio-economically Disadvantaged	30%	45%	55%	63%	56%	64%	69%	39%
Special Education	3%	10%	9%	33%	21%	8%	15%	12%

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

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

Table 5 shows the tenth grade pass rate data by major student subpopulations on the math portion of the CAHSEE. Overall, the tenth grade pass rate increased from 30 percent in SY 2001-02 to 69 percent in SY 2007-08. Again, since almost all students at Calexico High School are Latino, the performance of Latino tenth graders on the math portion of the CAHSEE is almost identical to the overall tenth grade pass rates. As was the case for the ELA portion, English learners clearly struggled with the math portion of the CAHSEE. Among English learners, the percentage passing increased from 17 percent in SY 2001-02 to 56 percent in SY 2007-08, down from a high of 66 percent in SY 2005-06. Students redesignated as fluent English proficient (RFEP) increased their CAHSEE pass rate in math from 44 percent to 95 percent in SY 2007-08. The tenth grade pass rate among English-only speaking students fluctuated somewhat from year to year, increasing from 18 to 87 percent over the course of the project. The tenth grade math CAHSEE pass rate among low-income students at CHS increased fairly steadily over the course of the project, from 20 percent in SY 2001-02 to 74 percent in SY 2007-

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

² There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY 2001-02.

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

08. Finally, special education students in the tenth grade were clearly unprepared to pass the math portion of the CAHSEE. Among tenth grade special education students, the pass rate on the math portion of the exam fluctuated from 0 percent in SY 2001-02, to 16 percent in SY 2007-08.

Table 5

Tenth Grade CAHSEE Math Pass Rates by Major Subgroups⁴ (2001-02 through 2007-08):

Calexico High School

	2001-02 ⁵	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Change from 2001-02 to 2007-08
Total Tenth Grade Pass Rate⁶	20%	41%	72%	70%	71%	67%	74%	54%
Student Race/Ethnicity								
Hispanic or Latino	20%	40%	71%	69%	71%	67%	74%	54%
Language Proficiency								
English Only	18%	50%	83%	68%	75%	70%	87%	69%
Redesignated as Fluent English Proficient	44%	84%	93%	93%	98%	92%	95%	51%
English Learners	17%	32%	62%	61%	66%	49%	56%	39%
Additional Student Subgroups								
Socio-economically Disadvantaged	20%	42%	72%	70%	71%	67%	74%	54%
Special Education	0%	6%	20%	25%	25%	15%	16%	16%

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

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

As discussed above, the Class of 2006 was the first class required to pass the CAHSEE in order to earn a high school diploma. Senior CAHSEE pass rate data for SY 2005-06 through 2007-08 indicate that CHS was quite successful in supporting students who had not passed the CAHSEE during the tenth grade to pass it by the end of twelfth grade. By the end of SY 2005-06, approximately 90 percent (89.7%) of the Class of 2006 had passed both parts of the CAHSEE. By the end of SY 2006-07, about the same proportion (89.4%) of the Class of 2007 had done so. Finally, by the end of SY 2007-08, 92.1 percent of the Class of 2008 had passed the CAHSEE, a rate almost 2 percent higher than the statewide rate of 90.2 percent. While Calexico clearly needs to continue to focus efforts on helping students pass the CAHSEE in the tenth grade – especially among student subpopulations that are underperforming – the school has clearly made significant progress toward the CAPP CAHSEE initiative goal of preparing all students to pass the CAHSEE.

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

⁵ There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY 2001-02.

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

College Preparatory Course Enrollment and Completion

Rather than focusing on just the CAHSEE, CHS teachers believed that success in math courses would assist students on the CAHSEE and help them meet the A through G requirements, thus addressing the third CAPP CAHSEE goal. Analysis of the longitudinal A through G course enrollment and completion rates also provides insight into whether the Calexico High School (CHS) CAPP CAHSEE project met the third CAPP CAHSEE goal of ensuring that students who passed the CAHSEE completed coursework leading to college preparation by the end of high school.

As shown in Table 7, there were fluctuations in the number and percentage of Calexico graduates who enrolled in and passed (with a C or better) the full A-G course sequence making them eligible for UC and CSU. The percentage of Calexico graduates who fulfilled the A-G requirement varied from year to year during the CAPP CAHSEE project with no clear directional trend. The proportion of graduates fulfilling the A-G requirement ranged from a low of 10.8 percent in 2004 to a high of 20 percent in 2005. Similarly, there was no clear trend among graduates earning a total SAT score of greater than 1000; this ranged from a low of 17 percent to a high of 33 percent in 2005.

Table 7

Longitudinal data on A through G completion at Calexico High School

<i>Year</i>	<i>Number of Graduates</i>	<i>Percentage of A-G Completion</i>	<i>SAT Results % Students with Total Score > 1000</i>
2006	571	15.4 %	25%
2005	443	20.0 %	33%
2004	466	10.8 %	18%
2003	481	18.6 %	24%
2002	440	17.2 %	17%
2001	444	16.7 %	20%

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

Table 8 shows data on A through G course enrollment and pass rates at Calexico High School. The data shows an increase in the enrollment and pass rate in all math and English-language arts A through G courses from 2001-02 to 2006-07. In SY 2001-02, there were 1728 A-G course enrollments; in 2006-07 there were 2042 A-G course enrollments, an increase of 314 course enrollments. In SY 2001-02, 33 percent of those enrolled passed with a C or better; by SY 2006-07, the percentage passing increased to 57 percent. Disaggregating data by student race/ethnicity, there was an increase of 960 A-G course enrollments among Hispanic/Latino students, from 1,645 in 2001-02 to 2,005 in 2006-07; however, the percentage passing with a C or better decreased 69 percent in 2001-02 to 56 percent in 2006-07.

Enrollment numbers in English A-G courses declined during the course of the project, from 1,482 in 2001-02 to 678 in 2006-07. The percentage passing with a C or better increased from 69 percent in 2001-02 to 77 percent in 2006-07. Enrollments in math A-G courses increased sharply during the course of the project. Math A-G course enrollments increased from 246 students in 2001-02 to 1,364 in 2006-07, an increase of 1,118 students. However, as a larger proportion of students took A-G courses, their performance declined. Pass rates in the math A-G courses decreased from 66 percent in 2001-02 to 47 percent in 2006-07.

A comprehensive analysis of A-G course enrollment and performance over the course of the CAPP CAHSEE project at Calexico is not possible, as there were significant gaps and inconsistencies in the data collected over the course of the project. However, an analysis of the available data indicates that student enrollment in English A-G courses declined to some extent during the course of the project, and students enrolled in English A-G courses passed at high rates. In contrast, the enrollment in A-G math courses increased considerably during the course of the project. While the percentage passing these courses declined slightly as enrollment increased, the data suggest that many more students at Calexico are having the opportunity to take and receive support in more academic, college preparatory math courses.

Table 8

Number of Students Enrolled in A through G College Preparatory Courses and Percentage Passing With a Grade C or Better, By Ethnicity (2002 through 2007): Calexico High School

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Math & English	Total	1,728			1,271	2,430	2,042	33%			21%	34%	57%	24%
Total for all English and Math A-G courses	Asian/Pacific Islander	49			14	26	31	66%			50%	64%	100%	34%
	Caucasian/White	27			8	6	5	49%			21%	55%	80%	31%
	Black/African Amer.	2			2	2	1	5%			7%	18%	100%	95%
	Hispanic/Latino	1,645			1,247	2,396	2,005	69%			47%	67%	56%	-13%
	Native American	0			0	0	0	0%			0%	0%	0%	0%
English	Total	1,482				1,100	678	69%				82%	77%	8%
Math	Total	246			1,271	1,330	1,364	66%			48%	55%	47%	-19%

Data source: Calexico High School

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

High School Graduation and Preparation for College

The evaluation analyzed additional measures including SAT participation and performance, high school graduation and dropout rates, and eligibility for admission into the UC or California State University (CSU) systems to assess progress made toward supporting students to prepare for college. Table 9 shows the longitudinal SAT results for Calexico High School. As shown, 19 percent of Calexico twelfth graders took the SAT when the project began in SY 2001-01, the same proportion who took it when the project ended in SY 2006-07. However, while remaining unchanged from the beginning to the end of the project, the proportion of seniors taking the SAT fluctuated from year to year, from a low of 16 percent in SY 2004-05 to a high of 27 percent in AY 2001-02.

Table 9

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2000-01 to 2006-07
12th Grade Enrollment	522	527	573	524	579	571	611	89
% 12th Graders Tested	19%	27%	25%	20%	16%	18%	19%	0%
Average Verbal Score	413	400	414	429	451	452	451	38
Average Math Score	446	435	452	450	488	482	472	26
Average Writing Score ⁷						445	442	-3
Average Total Score (VM only)	859	835	866	879	939	934	923	64
% Tested with Total Score > 1000 ⁸	20%	17%	24%	3%	6%	25% ⁹	30%	10%

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

Among Calexico students taking the SAT, the average verbal score increased from 413 in 2000-01 to 451 in 2006-07, an increase of 38 points. The average math score increased from 446 in 2000-01 to 472 in 2006-07. Consequently, the average total score increased by 64 points from 859 in 2000-01 to 923 in 2006-07. The percentage of students who met or exceeded the SAT target score increased from 20 percent in SY 2000-01 to 30 percent in SY 2006-07.

Table 10 shows high school graduation data and the percentage of graduates eligible for enrollment at UC and CSU. Over the course of the CAPP CAHSEE project, the number of 12th

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

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

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

graders enrolled fluctuated somewhat each year, as did the number of students graduating. Using the NCES formula, the graduation rate fell from 96 percent in 2000-01 to 88 percent in 2006-07. (Please note that, beginning in SY 2006-07, graduation rate statistics are calculated using student-level dropout data for the first time, which makes the graduation and dropout data from this year forward more accurate but not completely comparable to data from previous years.) In addition, the percentage of graduates who were eligible for admission into UC/CSU fluctuated slightly from year to year, from 14 percent in 2000-01 to 16 percent in 2006-07.

Table 10

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	<i>Change from 2000-01 to 2006-07</i>
12th Grade Enrollment	522	527	573	524	579	571	611	89
12th Grade Graduates	444	440	481	466	443	456	453	9
Graduation Rate ¹⁰	85%	84%	84%	89%	77%	80%	74%	-11%
NCES Graduation Rate ¹¹	96%	92%	89%	93%	97%	96%	88%	-8%
Percentage of UC/CSU Eligible Graduates	14%	16%	19%	10%	13%	13%	16%	2%

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

Analysis of college going data show that the enrollment of CHS students at UC, CSU, and community colleges fluctuated from year to year, with no major directional trends. As shown in Table 11, the number of CHS graduates admitted to UC increased from 17 in 2000-01 to 26 in 2005-06. During the same period, the number of CHS graduates enrolling in CSU decreased from 24 in 2000-01 to 20 in 2005-06. The number of Calexico graduates enrolling in community colleges fluctuated greatly from year to year, from 294 in 2000-01 to 219 in 2005-06, and reaching a high of 591 in SY 2003-04.

¹⁰ This statistic is calculated by dividing the number of 12th grade graduates by the number of 12th graders enrolled.

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

Table 11

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	<i>Change from 2000-01 to 2005-06</i>
UC	17	33	30	21	18	26	9
CSU	24	23	15	25	24	20	-4
Community Colleges	294	356	479	591	323	219	-75

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

As shown in Table 12, the number of students dropping out of Calexico High School has fluctuated considerably from year to year over the course of the project, from 31 students in 2000-01 to 71 in 2006-07. In SY 2000-01, the dropout rate was 1.8 percent. After declining from 2.5 percent in 2001-02, it declined steadily until reaching a low of 0.5 percent in 2005-06. However, in SY 2006-07, the dropout rate increased to 3.2 percent. It is important to note that in the same year, dropout data were collected at the individual student level for the first time, which makes the data more accurate, but not statistically comparable to previous years' data.

Table 12

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	<i>Change from 2000-01 to 2006-07</i>
Number of Dropouts	31	44	32	24	19	10	71	40
Dropout Rate ¹²	1.8	2.5	1.7	1.3	0.9	0.5	3.2	1.4

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

Staff and Teacher Outcomes

There were a number of important staff and teacher outcomes as a result of the CAPP CAHSEE grant. Collaboration between math teachers at Calexico High School increased. Math faculty collaborated with one another to create common assessments and analyze student assessment data, which helped to inform targeted intervention activities as well as to accurately place students in appropriate math courses.

The grant also facilitated collaboration between CHS and two other CAPP CAHSEE high schools – Chula Vista High School (CVHS) and Mar Vista High School (MVHS). The cross-site collaboration resulted in the sharing of common assessments. For instance, collaboration with CVHS resulted in the modification of the Homework Center at Calexico High School, making it

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

more tailored to and successful in addressing student needs. In addition, Calexico High School developed the successful practice of Saturday student – parent CAHSEE workshops for students and their parents, a model which MVHS adapted and implemented successfully. Teachers at the schools communicated throughout the school year, and continued to meet during the summer months to analyze data and plan intervention activities.

Schoolwide Outcomes

As described in this report, Calexico clearly made significant strides during the course of the CAPP CAHSEE project in developing and refining successful school-based programs that provided academic support for students. Many of these activities have been refined over the years and become a part of the school. In addition, Calexico faculty and staff have worked to improved the overall quality of curriculum and instruction, embedding academic standards in all aspects of instruction. Regular collaboration, as well as thoughtful analysis of student performance data, are examples of some of the ways the school culture has become more focused on academics. Finally, Calexico has involved parents in activities to support their students, which has not only served to improve the outcomes for students but has also had benefits for both the school and the families. Calexico High School has actively collaborated with other schools, providing student support models for other schools to emulate, while benefiting from the promising practices developed at other schools.

The Academic Performance Index (API) for Calexico High School (CHS) was 487 in 2000-01 and it did not meet its schoolwide and comparable improvement (CI) growth targets. Although CHS did not meet its schoolwide and CI growth targets in 2006-07, the API increased by 143 points to 630. Hispanic/Latino students or students who were socio-economically disadvantaged (the two major student subgroups) continued to not meet their subgroup growth targets during the 2000-01 baseline year and the sixth year of the CAPP CAHSEE grant.

Institutionalization Issues

A number of program activities at Calexico High School will be sustained after the CAPP finding ends, including the homework center, Saturday parent-student math workshops, parallel support classes, cyber high school, the development and use of common assessments, and teacher collaboration.

By SY 2004-05, many of the efforts and activities of CAPP CAHSEE were already being ingrained within the culture of CHS. For example, teachers were utilizing Math Matters strategies district-wide. The homework center and recovery classes will also remain regardless of

funding. Calexico's collaboration with Chula Vista and Mar Vista High Schools has continued, and the strong professional relationships developed during the CAPP CAHSEE project will continue. As the CAPP CAHSEE grant ended, CHS was looking to write additional grants to seek funding to expand extended day learning opportunities for their students. Although CAPP has assisted them in achieving these successes, the work needed to continue.

In 2006-07, the Calexico High School CAPP CAHSEE project applied for the dissemination grant. Through the dissemination grant, they intended to disseminate information on the Saturday Parent-Student Math sessions and the Spanish language course embedded with CAHSEE standards. Both programs have features that are unique because of the personnel involved, but can be adapted successfully by other schools. For example, the Saturday Parent-Student Math sessions have been successful due to the skills and dedication of the staff that organized the sessions, but the procedure and organization could be replicated at other schools. Similarly, the Spanish language class was successful because the teacher involved was the driving force in how the class functions, but the organization of the curriculum can be replicated.

The CHS project planned to use a variety of methods to disseminate information about their promising practices, including written materials, PowerPoint presentations, video, demonstrations, and training at school sites. The project staff also planned to provide conference presentations because organizations such as the National Association for Bilingual Education (NABE) and California Association for Bilingual Education (CABE)) and CAPP CAHSEE partnership schools have shown interest. In addition, other suitable arenas for dissemination will be explored.

Summary, Conclusions and Recommendations

During the six years of CAPP CAHSEE program implementation at Calexico High School, there were a number of key leadership changes that affected the project. The result was that some program activities, particularly those involving the English-language arts department, were not consistently implemented. In contrast, math teachers were much more able to implement planned project activities and participate in ongoing collaboration. As described in this report, the Calexico CAPP CAHSEE project was successful in raising CAHSEE passing rates among tenth graders and seniors, other indicators of student preparation for college were mixed. Nonetheless, Calexico has established a number of successful models and strategies for supporting students on the CAHSEE and for increased academic success. Teachers made great strides in establishing a professional learning community. With continued faculty collaboration, both within the school and with other schools, Calexico will likely stay on course to improve student academic performance in the future. To this end, we make the following recommendations:

Continue Productive Support Activities and Collaboration

Calexico High School's Math department should continue to operate the successful homework center and the Saturday parent-student workshops. Through their own data collection efforts, teachers at Calexico have documented the efficacy of both programs. In addition, the English/Language Arts departments of the high school and the two junior high schools should continue using their common (i.e. Holt) curriculum and 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 that Calexico High School continue to encourage academic advancement of students beyond CAHSEE courses, including the A-G requirements. This is particularly noteworthy in light of the fluctuating number of students enrolling in and successfully completing A-G courses over the course of the CAPP CAHSEE project.

Appendices

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

Appendix B: Number of Students Enrolled in A through G College Preparatory Courses and Percentage Passing With a Grade C or Better, By Ethnicity (2002 through 2007) at Calexico High School

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

	2001		2002		2003		2004		2005		2006		2007	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
ENGLISH LANGUAGE ARTS														
Total Students	1	*	361	30%	1,173	43%	696	55%	1,222	49%	1,548	41%	819	64%
Ninth Grade	1	*	361	30%										
Tenth Grade					640	61%	696	55%	746	63%	850	56%	819	64%
Eleventh Grade					533	21%			476	28%	423	20%		
Twelfth Grade											275	29%		
Unknown														
Race/Ethnicity														
African American	0	0%	0	0%	0	0%	0	0%	1	*	0	0%	1	*
American Indian/Alaskan Native	0	0%	0	0%	1	*	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	2	*	13	69%	9	*	12	83%	7	*	7	*
Filipino	0	0%	0	0%	1	*	0	0%	2	*	0	0%	0	0%
Hispanic or Latino	1	*	351	30	1122	43%	681	54%	1204	49%	1532	41%	796	64%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Caucasian/White (not Hispanic)	0	0%	6	*	14	50%	5	*	2	*	8	*	5	*
Unknown	0	0%	2	*	22	18%	0	0%	1	*	1	*	10	*
Language Fluency														
English Only	1	*	18	72%	55	60%	35	77%	57	67%	33	67%	43	81%
Initially Fluent English Proficient	0	0%	6	*	58	81%	57	82%	61	80%	66	86%	42	83%
Redesignated as Fluent English Proficient	0	0%	3	*	140	96%	157	97%	176	95%	116	93%	278	95%
English Learners	0	0%	334	27%	920	31%	443	35%	928	37%	1332	34%	454	41%
Unknown	0	0%	0	0%	0	0%	4	*	0	0%	1	*	2	*

	2001		2002		2003		2004		2005		2006		2007	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
MATHEMATICS														
Total Students			474	20%	1333	41%	691	72%	1036	62%	1278	57%	818	67%
Ninth Grade														
Tenth Grade			474	20%	633	52%	691	72%	745	70%	847	87%	818	67%
Eleventh Grade					700	30%			291	41%	319	29%		
Twelfth Grade											112	25%		
Unknown														
Race/Ethnicity														
African American	0	0%	0	0%	0	0%	0	0%	1	*	0	0%	1	*
American Indian/Alaskan Native	0	0%	0	0%	1	*	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	3	*	15	80%	9	*	10	*	6	*	7	*
Filipino	0	0%	0	0%	1	*	0	0%	2	*	0	0%	0	0%
Hispanic or Latino	0	0%	463	20%	1286	40%	676	71%	1018	61%	1263	57%	792	67%
Pacific Islander	0	0%	0	0%	0	0%	1	*	0	0%	0	0%	0	0%
White (not Hispanic)	0	0%	6	*	10	*	5	*	5	*	8	*	5	*
Unknown			2	*	20	30%	0	0%	0	0%	1	*	13	31%
Language Fluency														
English Only	0	0%	22	18%	76	50%	36	83%	55	62%	41	54%	43	70%
Initially Fluent English Proficient	0	0%	22	41%	74	59%	56	82%	54	70%	72	68%	44	91%
Redesignated as Fluent English Proficient	0	0%	41	44%	164	84%	157	93%	178	91%	120	93%	277	92%
English Learners	0	0%	389	17%	1018	32%	440	62%	749	54%	1044	52%	452	49%
Unknown	0	0%	0	0%	1	*	2	*	0	0%	1	*	2	*

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

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

Appendix B: Number of Students Enrolled in A through G College Preparatory Courses and Percentage Passing With a Grade C or Better, By Ethnicity (2002 through 2007) at Calexico High School

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Total for all English and Math A-G courses	Asian/Pacific Islander	49			14	26		66%			50%	64%		-2%
	Caucasian/White	27			8	6		49%			21%	55%		6%
	Black/African Amer.	2			2	2		5%			7%	18%		13%
	Hispanic/Latino	1,645			1,247	2,396		69%			47%	67%		-2%
	Native American	0			0	0		0%			0%	0%		0%
	Other	5			0	0		9%			0%	0%		-9%
Total		1,728			1,271	2,430		33%			21%	34%		1%
Total	All English	1,482				1,100		69%				82%		13%
ELD III	Asian/Pacific Islander	2				0		100%				0%		-100%
	Caucasian/White	0				1		0%				100%		100%
	Black/African Amer.	0				0		0%				0%		0%
	Hispanic/Latino	130				105		62%				82%		20%
	Native American	0				0		0%				0%		0%
	Other	0				0		0%				0%		0%
Total		132				106		63%				82%		19%
English 09	Asian/Pacific Islander	3						100%						N/A
	Caucasian/White	4						100%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	342						18%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
Total		349						19%						N/A

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
English 9 Honors	Asian/Pacific Islander	5						80%						N/A
	Caucasian/White	2						100%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	57						88%						N/A
	Native American	0						0%						N/A
	Other	1						0%						N/A
Total		65						86%						N/A
English 10	Asian/Pacific Islander					3						100%		N/A
	Caucasian/White					1						100%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					389						73%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
Total					393						73%		N/A	
English 10 Honors	Asian/Pacific Islander	3				3		100%				100%		0%
	Caucasian/White	1				1		0%				100%		100%
	Black/African Amer.	0				0		0%				0%		0%
	Hispanic/Latino	30				120		100%				90%		-10%
	Native American	0				0		0%				0%		0%
	Other	0				0		0%				0%		0%
Total		34				124		97%				90%		-7%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
English 11	Asian/Pacific Islander	4				3		75%				100%		-25%
	Caucasian/White	8				0		88%				0%		-88%
	Black/African Amer.	0				1		0%				100%		100%
	Hispanic/Latino	373				369		35%				70%		35%
	Native American	0				0		0%				0%		0%
	Other	3				0		100%				0%		-100%
Total		388				373		37%				70%		33%
English 12	Asian/Pacific Islander	5						100%						N/A
	Caucasian/White	4						100%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	321						85%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
Total		330						85%						N/A
AP English Composition	Asian/Pacific Islander	12				5		100%				100%		0%
	Caucasian/White	0				1		0%				100%		100%
	Black/African Amer.	0				0		0%				0%		0%
	Hispanic/Latino	99				98		81%				95%		14%
	Native American	0				0		0%				0%		0%
	Other	0				0		0%				0%		0%
Total		111				104		83%				95%		12%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
AP English Literature	Asian/Pacific Islander	12						75%						N/A
	Caucasian/White	4						100%						N/A
	Black/African Amer.	2						50%						N/A
	Hispanic/Latino	55						85%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
Total		73						84%						N/A
Total	All Mathematics	246			1,271	1,330		66%			48%	55%		-11%
Algebra 1	Asian/Pacific Islander	0			2	0		0%			100%	0%		0%
	Caucasian/White	1			1	1		0%			0%	100%		100%
	Black/African Amer.	0			0	0		0%			0%	0%		0%
	Hispanic/Latino	60			232	162		53%			36%	48%		-5%
	Native American	0			0	0		0%			0%	0%		0%
	Other	0			0	0		0%			0%	0%		0%
Total		61			235	163		52%			37%	48%		-4%
Algebra 1 Extended	Asian/Pacific Islander				1						100%			N/A
	Caucasian/White				1						100%			N/A
	Black/African Amer.				0						0%			N/A
	Hispanic/Latino				162						41%			N/A
	Native American				0						0%			N/A
	Other				0						0%			N/A
Total					164						42%			N/A

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Algebra 1 PL	Asian/Pacific Islander				0	0					0%	0%		0%
	Caucasian/White				0	0					0%	0%		0%
	Black/African Amer.				0	0					0%	0%		0%
	Hispanic/Latino				118	75					37%	65%		28%
	Native American				0	0					0%	0%		0%
	Other				0	0					0%	0%		0%
Total					118	75					37%	65%		28%
Algebra 1 SE	Asian/Pacific Islander				0	0					0%	0%		0%
	Caucasian/White				0	0					0%	0%		0%
	Black/African Amer.				0	0					0%	0%		0%
	Hispanic/Latino				87	32					57%	41%		-16%
	Native American				0	0					0%	0%		0%
	Other				0	0					0%	0%		0%
Total					87	32					57%	41%		-16%
Geometry	Asian/Pacific Islander				4	3					50%	100%		50%
	Caucasian/White				2	0					0%	0%		0%
	Black/African Amer.				2	1					50%	100%		50%
	Hispanic/Latino				376	758					44%	52%		8%
	Native American				0	0					0%	0%		0%
	Other				0	0					0%	0%		0%
Total					384	762					44%	52%		8%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Geometry SE	Asian/Pacific Islander				0						0%			N/A
	Caucasian/White				0						0%			N/A
	Black/African Amer.				0						0%			N/A
	Hispanic/Latino				19						68%			N/A
	Native American				0						0%			N/A
	Other				0						0%			N/A
Total					19						68%			N/A
Algebra II	Asian/Pacific Islander	0			7	5		0%			100%	100%		100%
	Caucasian/White	1			4	0		0%			50%	0%		0%
	Black/African Amer.	0			0	0		0%			0%	0%		0%
	Hispanic/Latino	19			253	173		63%			49%	56%		-7%
	Native American	0			0	0		0%			0%	0%		0%
	Other	0			0	0		0%			0%	0%		0%
Total		20			264	178		60%			50%	57%		-3%
CPM I	Asian/Pacific Islander	3						0%						N/A
	Caucasian/White	2						50%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	159						89%						N/A
	Native American	0						0%						N/A
	Other	1						0%						N/A
Total		165						87%						N/A

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007	
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007		
Math Analysis	Asian/Pacific Islander					4							100%		N/A
	Caucasian/White					1							100%		N/A
	Black/African Amer.					0							0%		N/A
	Hispanic/Latino					115							63%		N/A
	Native American					0							0%		N/A
	Other					0							0%		N/A
Total						120							65%		N/A

Data source: Calexico High School

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