

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

**Final Report:**

**Chula Vista and Mar Vista High Schools**

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# CHULA AND MAR VISTA HIGH SCHOOLS

## Description of the School and Student Population

The Chula and Mar Vista High Schools (CMVHS) California Academic partnership Program (CAPP) California High School Exit Exam (CAHSEE) project involves Chula Vista High School (CVHS), Mar Vista High School (MVHS), and Chula Vista Middle School (MVMS) in the Sweetwater Union High School District, near San Diego, CA. As seen in Tables 1 and 2, student enrollment increased at both high schools over the course of the CAPP CAHSEE initiative. Hispanic/Latino students were the majority at both schools throughout the CAPP CAHSEE grant period, but represented a larger percentage of the student enrollment at CVHS than MVHS.

**Table 1**

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

*Chula Vista High School*

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Total Enrollment</b>	2,620	2,720	2,722	2,736	2,867	2,904	2,918	2,942
<b>Student Race/Ethnicity</b>								
African American	7%	6%	6%	6%	6%	5%	5%	5%
American Indian/ Alaskan Native	1%	1%	1%	1%	1%	1%	1%	1%
Asian	1%	1%	1%	1%	1%	1%	1%	1%
Filipino	4%	5%	4%	3%	3%	3%	3%	4%
Hispanic or Latino	72%	74%	76%	78%	81%	81%	82%	81%
Pacific Islander	1%	1%	1%	1%	1%	1%	1%	1%
Caucasian/White (not Hispanic)	14%	13%	12%	10%	8%	8%	7%	7%
<b>Language Proficiency</b>								
English Learners	22%	25%	25%	25%	28%	27%	28%	29%
Fluent English Proficient	23%	23%	26%	29%	29%	33%	34%	37%
Redesignated as Fluent English Proficient	7%	5%	5%	12%	11%	12%	8%	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%.

Hispanic/Latino students represented 72 percent of the student population in 2000-01 and 82 percent in 2006-07 of the CVHS student enrollment (an increase of 10 percentage points). The second largest student ethnic subgroup was Caucasian/White students, representing 14 percent of the student enrollment in 2000-01, and 7 percent in 2006-07 (a reduction of 7 percentage points). Each of the other student ethnic subgroups represented less than 5 percent of the student enrollment. These moderate shifts in the demographic composition of the student

body at CVHS occurred during the first three years of the project period. Over the last four years, since 2004-05, the ethnic composition of the school has remained quite stable.

**Table 2**

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Total Enrollment</b>	2,184	2,399	2,382	2,296	2,236	2,198	2,212	2,173
<b>Student Race/Ethnicity</b>								
African American	4%	5%	5%	5%	4%	4%	4%	4%
American Indian/ Alaskan Native	1%	1%	1%	1%	1%	1%	1%	1%
Asian	1%	1%	1%	1%	1%	1%	1%	1%
Filipino	5%	5%	5%	6%	6%	6%	5%	5%
Hispanic or Latino	63%	64%	62%	63%	65%	65%	69%	70%
Pacific Islander	1%	1%	1%	1%	1%	1%	1%	1%
Caucasian/White (not Hispanic)	26%	25%	25%	23%	23%	22%	19%	19%
<b>Language Proficiency</b>								
English Learners	22%	25%	24%	24%	24%	23%	25%	25%
Fluent English Proficient	20%	20%	19%	22%	22%	13%	26%	27%
Redesignated as Fluent English Proficient	6%	6%	2%	6%	7%	9%	6%	5%

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%.

Hispanic/Latino, the majority ethnic subgroup at Mar Vista High School (MVHS), accounted for 63 percent of the student enrollment in 2000-01 and 70 percent in 2007-08, an increase of 7 percentage points. As in the case at CVHS, Caucasian/White students were second large student ethnic subgroup throughout the study period. White students represented a slightly higher percentage of the total student enrollment at MVHS than at CVHS in both 2000-01 (26% as compared to 14%) and in 2007-2008 (19% as compared to 7%).

## **Description of Chula and Mar Vista High Schools CAPP CAHSEE Project**

### *Project Objectives, Activities, and Focus*

Throughout the CAPP CAHSEE grant, the Chula and Mar Vista High Schools (CMVHS) CAPP CAHSEE project focused on increasing student performance through the “Standards Mastery and Responsive Teaching” (SMART) goals (see Figure 1 for an example of a logic model for the CMVHS CAPP CAHSEE project). During the first year of the project, teachers documented students’ mastery of standards and measurable outcomes by aligning curricula and

developing common assessments. Teachers responded to students needs in classroom instruction, based on their examination of student work.<sup>1</sup>

During the second year of the project (2002-2003), the project’s goal shifted from an emphasis on assessment to the development of more effective instruction by refining interventions to support classroom learning and improving and institutionalizing teachers’ ability to use data to systematically plan instruction. The project supported teams of teachers to develop plans for effective instruction and pursue long-term relationship with “skilled service/support providers.” However, these activities were not sustained through the remaining years of CAPP CAHSEE grant (*Workbook: Annual Progress Report Academic Year 2001-02*, p. 18).

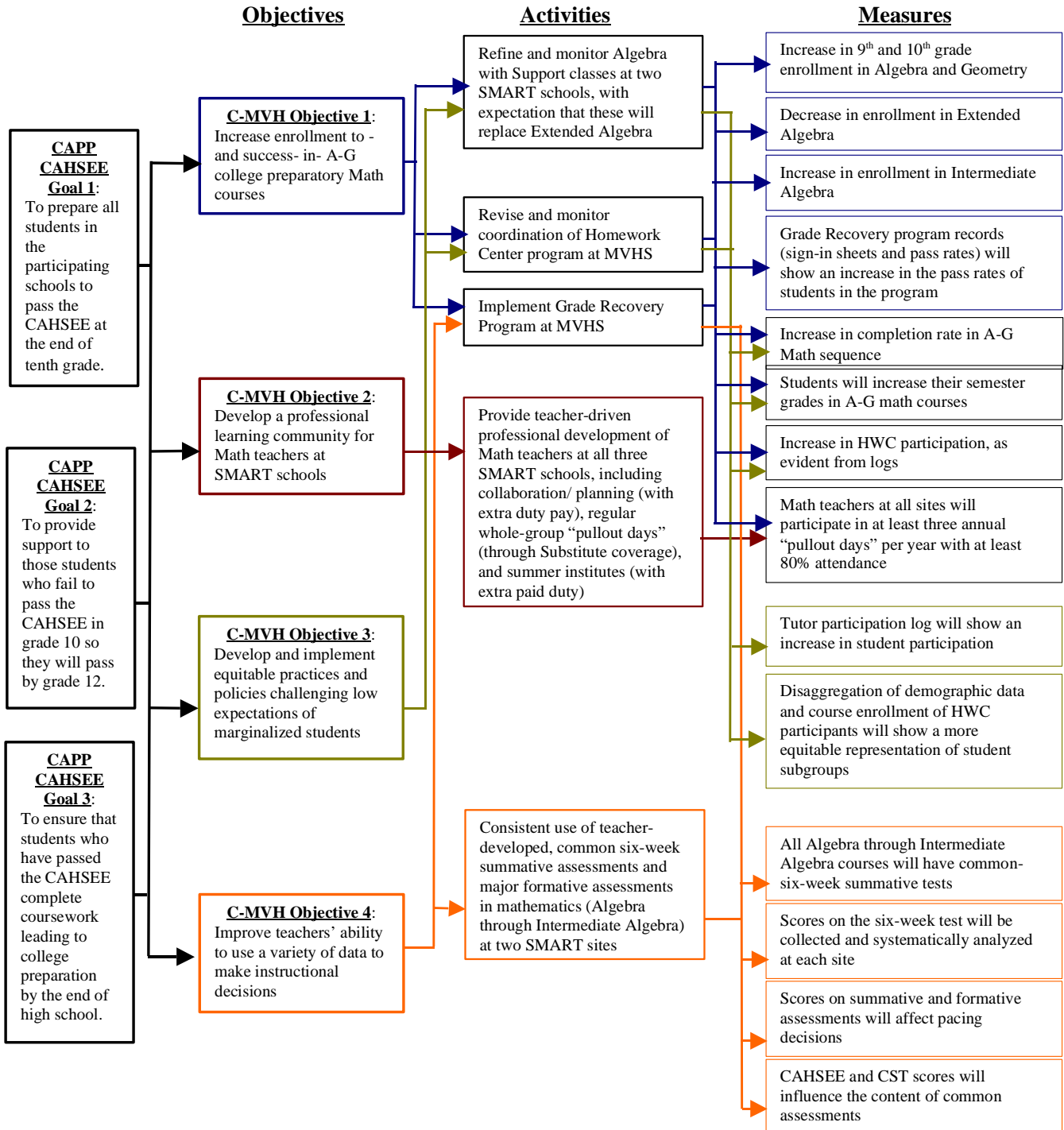
During year three, major changes in resource allocation at CVHS affected the proposed SMART/Title I activities, including the funding that had been allocated for a resource teacher for math (the focus of most of the SMART efforts). Also during year three, the work in the English department was enhanced through the development of CAHSEE-related curriculum and lesson sequences for sophomores—thereby focusing on preparing first time test-takers to pass the CAHSEE.

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<sup>1</sup> Although there was slightly more emphasis on math than ELA at this site, because of lower initial student achievement in math, the project also included English/Language Arts (ELA) program activities.

**Figure 1**

*2006-07 Logic Model for CAPP CAHSEE Goals, Chula-Mar Vista HS Objectives, Activities, and Measures: Chula and Mar Vista High*



Based on CAPP CAHSEE Projects Workbook: Annual Progress Report, Academic Year 2005-06 (Revised 3/21/2007)

Beginning the fourth year of CAPP CAHSEE, the CMVHS CAPP CAHSEE project focused on increasing student enrollment and success in A through G courses. In an effort to put students on track to complete A through G courses by the end of high school, the schools enrolled more students in “acceleration” summer classes.

The project supported the development of a professional learning community (PLC) by providing teachers with categorically funded release time so they could work as a resource team to plan the Design Studio, teacher-led professional development, and various other school initiatives. In addition, they used the district intranet system to improve communication among and between teachers and other school leaders; thereby, allowing them to post and retrieve documents and engage in discussions.

In support of the development of a PLC, the project focused on increasing teachers’ ability to use multiple assessment data to inform instruction for English and math teachers. Consequently, teachers at the three schools received and analyzed a variety of data from different sources to ensure better student placement in courses and identify those who needed specific interventions. The teachers agreed to anchor classroom assessments within the context of essential standards to drive instruction, as well as the pacing and emphasis for each grading period.

In addition, through the professional development and curriculum support, the CMVHS CAPP CAHSE project focused on curriculum writing and alignment efforts. CVHS math teachers reviewed, revised, and updated the pacing guides, scope and sequence maps, and common assessments to include Sweetwater Union High School District (SUHSD) math curriculum and adjustments to accommodate CAHSEE prep. MVHS teachers reviewed and revised the benchmark assessments and curriculum guides. CVMS math teachers aligned Math 7 and Algebra 1-2 classes within their school and developed, implemented, and revised common assessments for each course. They also aligned all common assessments, syllabi, and curriculum maps to the CAHSEE blueprint and released items.

The project also developed and implemented equitable practice and policies that challenged low expectations for marginalized students. MVHS teachers integrated equity concerns within teacher-led professional development efforts that focused on inclusion and access through shared themes of literacy and assessment. They also provided students with access to a variety of support programs (e.g., Algebra with Support program at CVHS, Homework Center at MVHS, and after-school individual tutoring).

The CMVHS CAPP CAHSEE project implemented activities in both math and ELA throughout the six years of CAPP CAHSEE despite changes in leadership, staff, and partnerships, although CVHS dropped out of the project in 2005-2006, after this school got its

third principal during the project period. Project staff was strategic in accessing other funding sources to support teacher collaboration and professional development with pullout and release days, thereby creating a professional learning community.

***Project Leadership and Staffing***

There were various changes in the project leadership and staffing in the CMVHS CAPP CAHSEE project. The most significant change was the transfer of the project director from CVHS to MVHS and the level of administrative support. The Project Director, Katrine Czajkowski, for the CMVHS CAPP CAHSEE project has been with the project since its inception (see Table 3 for *CAHSEE Leadership and Staffing Changes from 2001-02 to 2006-07*). In November 2003, Katrine Czajkowski left her position as Categorical Coordinator and fulltime resource teacher at CVHS to take a full-time teaching position at MVHS.

**Table 3**

*CAHSEE Project Leadership and Staffing Changes During Course of Project:*

*Chula and Mar Vista High Schools*

<b>Name</b>	<b>Role(s) in CAHSEE Project</b>	<b>Role(s) in School/District</b>	<b>Year(s) in Role</b>	<b>Reason for Change</b>
<b>SY 2000-2003</b>				
Katrine Czajkowski	CAPP CAHSEE Project Director	Categorical Coordinator and English Teacher, CVHS; English Teacher, MVHS	2001-02 to present	Was at CVHS when the project began, but moved to MVHS in November 2003 and remained there through year six; assumed the lead in ELA implementation of SMART goals at MVHS
William Grant	SMART Site Leader, CVHS	Chair, Math, CVHS	2001-02 to 2003-04	Retired and was replaced by Greg Molina
Greg Molina	SMART Site Leader, Math, CVHS	Math teacher	2002-03 to 2004-05	Replaced William Grant who retired as math chair; replaced by Daniel Cohen and Jaimme Pascua-Jones, who became Co-Chairs of CVHS Math Department and lead math teachers in implementation of SMART goals

<b>Name</b>	<b>Role(s) in CAHSEE Project</b>	<b>Role(s) in School/District</b>	<b>Year(s) in Role</b>	<b>Reason for Change</b>
Erin Brunner	English SMART Site Leader, CVHS	English teacher, CVHS and Categorical Coordinator, CVHS	2001-02 to 2005-06	Was English SMART Site Leader in 2001-02; Replaced Czajkowski as Categorical Coordinator at CVHS in 2003-04; Support SMART activities through Site Plan and matching funds; Replaced by Christie Montierth as Categorical Coordinator in 2005-06 but by then CVHS was no longer a partner
<b>SY 2003-2007</b>				
Kim Armbrust	SMART Site Leader, Math, CVHS	Math teacher	2003-04 to 2004-05	Replaced by Daniel Cohen and Jaimme Pascua-Jones, who became Co-Chairs of CVHS Math Department and lead math teacher in implementation of SMART goals
Bill Olinger	Support SMART activities through Site Planning and matching funds	Categorical Coordinator, MVHS	2003-04 to present	Shift of program to MVHS
Daniel Cohen	SMART Site Leader, Math, CVHS	Co-Chair, Math, CVHS	2004-05 to 2005-06	Transferred to MVHS in 2006-07
Jaimme Pascua-Jones	SMART Site Leader, Math, CVHS	Co-Chair, Math, CVHS	2004-05 to 2005-06	Went on maternity leave; Shift of CAPP CAHSEE program activities to MVHS only
David Hatz	SMART Site Leader, English, CVHS	English teacher	2003-04 to 2005-06	Replaced Brunner as English SMART Site Leader at CVHS
Mary Young	SMART Site Leader, Math, MVHS	Math resource teacher, MVHS	2001-02 to 2006-07	Left MVHS to join Olympian High School
Chip Case	SMART Site Leader, MVHS	Math teacher and Chair, Math, MVHS	2004-05 to present	Became math chair in 2006-07
Geo Barker	SMART Site Leader, English, MVHS	Chair, English, MVHS	2001-02 to 2003-04	Czajkowski took over lead in ELA implementation of SMART goals

With the third principal at CVHS in five years and the consequent instability of project leadership, the CMVHS CAPP project shifted its focus to only MVHS, which had implemented the project activities more consistently in the past four years. In addition, with the elimination of partners in the CAPP CAHSEE program implementation, individuals who served as site leaders no longer played an active role (as seen in Table 2). Other leadership changes included the

involvement of MVHS school administrators who supported SMART activities through administrative supervision when Czajkowski transferred to MVHS in 2003-04.

A comparison of the level of support and implementation at CVHS and MVHS indicates there was more administrative support of the CAPP CAHSEE project at CVHS in 2002-03 than in the last two years that the project was there. MVHS staff seemed more involved in and committed to the CAPP CAHSEE project than CVHS staff. A CVHS lead commented on the lack of support from their principal and that non-alignment between what they were trying to do in the CAPP CAHSEE project and the administrative priorities and mandates. CVHS staff also were less willing to implement CAPP CAHSEE program activities than MVHS staff. For instance, tutorial at CVHS was less targeted and more teacher-centered than at MVHS. Also, the intensity of implementation of the CAPP CAHSEE project appeared to have followed Czajkowski so that when she moved to MVHS, the level of implementation was higher than at CVHS. This could be explained by the commitment and dedication of the staff at MVHS staff and Czajkowski's presence at the school coupled with the high level of administrative support for the project. These school-level supports were absent at CVHS beginning in 2003-04.

### ***Partnerships and Collaboration***

When the CAPP CAHSEE project began in 2001-02, the schools – Chula Vista High School (CVHS), Mar Vista High School (MVHS), and Chula Vista Middle School (CVMS) – worked jointly with the following post-secondary partners: San Diego Math Project at San Diego State University (SDSU), Southwestern Community College (SWCC), and San Diego Area Writing Project (SDAWP) and CREATE at University of San Diego (USD). Faculty members from SDSU were associates from Collaborative Academic Preparation Initiative (CAPI), a project that developed ways to reduce placement of graduates into remedial SDSU courses in math and writing and thus, aligned with the goals of this project. Other partners included Mathematics Diagnostic Testing Project (MDTP) and the San Diego County Office of Education (SDCOE).

The partnership served to increase student performance primarily through the "Standards Mastery and Responsive Teaching" (SMART) goals. The aim of the project was to help teachers document mastery of standards and measurable outcomes by aligning curricula, developing common assessments, and being responsive in their instruction as they developed and examined student work. In 2001-02, the CMVH CAPP CAHSEE project at these schools placed slightly more emphasis on math because the partnered schools perceived a greater need to address gaps in student achievement in math. However, although the project initially included English/Language Arts (ELA) and outlined activities to promote student achievement in both

math and ELA in 2001-02, ELA was no longer included in the CAPP CAHSEE program activities in 2006-07.

Although Mar Vista Middle School (MVMS) was listed as a partner in the initial proposal, teachers from the school were less involved and more resistant to participation so they did not participate in any CAPP CAHSEE program activities throughout the six years. Like many of the CAPP projects, secondary and post-secondary partners were involved in the grant, but what was unique about this project was that the participating partners made collective decisions about the direction of the project and worked closely to accomplish the grant activities. SMART meetings were critical to the CAPP CAHSEE grant. The team consisted of the project director; site leaders in math and English from CVHS, MVHS, and CVMS; school administrators, and IHE representatives from SWC, UCSD, and SDSU. Members found ways of using school data to help inform instructional practice and were very dedicated to the goals of the SMART grant and to the partner schools. They attended voluntary bi-monthly meetings during the academic year. During meetings, staff outlined an agenda and each site leader provided an update of what was accomplished to pursue the goals of the grant. It was a truly productive group as evidenced by the amount of data they shared with one another at each meeting and the extent to which data was used (including, failure rates for students enrolled in CAHSEE, grade recovery results, and ELA portfolio requirements for the middle school).

In 2006-07, partly due to the decreased level of CAPP funding available, the project involved only MVHS. CVHS and CVMS were no longer partners. CVHS had its third new principal in five years and the previous two principals had not been supportive of CAPP CAHSEE program activities. Consequently, the project shifted its focus to only MVHS.

### **Implementation Activities and Issues, SY 2000-2007**

In this section, we describe and analyze changes in the implementation of program activities and services at the Chula and Mar Vista High Schools (CMVHS) CAPP CAHSEE project from 2000-01 through 2006-07. For the past three years, we worked with the CMVHS CAPP CAHSEE project to develop logic models that aligned program activities to 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 how each supported the CAPP CAHSEE overarching goals and the CVMHS CAPP CAHSEE project's specific objectives. In addition, we describe challenges that the CVMHS 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 CVHS, MVHS, and CVMS participated in three types of professional development activities: (1) school-level professional development that staff and teachers initiated and facilitated; (2) Instructional Leadership Initiative; and (3) Design Studios. The professional development activities supported the overall CAPP CAHSEE goals to prepare all students to pass the CAHSEE at the end of grade 10, provide support so that those who failed passed the CAHSEE by grade 12, and ensure that those who passed completed college preparatory courses that lead to college admission.

#### *School-Level Professional Development*

##### *Professional Development in the English Department*

The CMVHS CAPP CAHSEE project fostered collaboration by middle- and high-school teachers with their post-secondary partners and with other teachers at the high schools as part of their professional development.

During the first of CAPP CAHSEE, teachers met and worked with a coach from SDSU during pullout days to discuss strategies that worked and did not work in addressing the CAHSEE standards, as well as align goals and skills outlined in the coursework with skills on the CAHSEE. The coach also visited the schools once a week to help teachers with lesson planning, find ways that the school could use the library resources, and in some instances co-taught lessons with teachers in the English department. In addition, the teachers learned to give students critical reading questions similar to questions on the CAHSEE and then assigned students to produce a culminating product. The English teachers found that the process helped their students to focus when they read, which ultimately improved their students' reading and writing achievement.

The English teachers also revised and updated course syllabi to include key standards for each grading period, core literatures, materials, and expected outcomes throughout the grant. They included mastery criteria by outcome to support consistent grading of student work. In the fourth year, professional development and teacher collaboration stalled because teachers were dealing with the district mandate to implement the Holt curriculum with fidelity. But they

eventually resumed collaboration when they focused on how to implement the adopted curriculum more effectively during the second semester.

The CVHS and MVHS CAPP CAHSEE project continued to use regular pullout days (partially funded by CAPP) so teachers could meet throughout the grant. They used the District intranet to improve communication among and between teachers and other school leaders, and continued to use the SMART conference to post and retrieve documents and participate in discussions. At MVHS, resource teachers met biweekly and the monthly SMART Site Leader meetings continued to be a venue for sharing cross-site information. By providing students with regularly scheduled minimum days, both high schools “banked” minutes for staff development and planning time during the day.

### *Professional Development in the Math Department*

The project provided professional development to math teachers during the summer and pullout days throughout the CAPP CAHSEE grant period. As in the case with professional development in the English department, a math coach worked with the teachers in the beginning, and the project later shifted towards developing a professional learning community (PLC) towards the end of the grant.

Beginning in the summer of 2001, the math teachers at Chula and Mar Vista High Schools, as well as Chula Vista Middle School (CVMS), collaborated with the San Diego Math Project (from SDSU) to discuss CAHSEE and how they could better address the standards in the various math courses. Using funds from various sources to pay for substitutes, math teachers at the three schools used pullout days to discuss and review data and plan instruction, as well as develop standardized course syllabi to guide placement, grading and policy decisions. They also created rubrics for grading open-ended questions on math assessments and articulation from the middle to high school.

CVMS math teachers also aligned their math syllabi to the high school model. Math teachers at the three schools met regularly to develop common assessments aligned to standards determined as the most important at each site and which reflect district and state priorities. CVHS and CVMS teachers focused on the multiple-choice format, but MVHS teachers used the constructed response format. CVMS teachers administered the assessments in all 7<sup>th</sup> grade math classes and used the CVHS model to report the results of the tests for teacher discussion. Workshops, pullout days, and other opportunities allowed teachers to review, discuss, and challenge test data as an accurate assessment of student knowledge. MVHS teachers collaborated with WestEd through CAPP/WAC (or ILI) for this effort.

Other partners such as Mathematics Diagnostic Testing Program (MDTP) staff provided teachers with data on how students performed on the MDTP. By training teachers to examine and use data to inform instruction, they were able to determine areas that needed additional support and those that required less instructional focus. Teams of high school math teachers also revised the syllabi for Algebra, Geometry, Intermediate Algebra, and other courses and included “sample questions” that students should be able to answer upon completion of each course.

CVHS math teachers reviewed, revised, and updated the pacing guides, scope and sequence maps, and common assessments for Algebra 1-2, Geometry 1-2, and Intermediate Algebra 1-2 to include changes in the district math curriculum and adjustments made for CAHSEE prep. Under the guidance of resource teachers, MVHS math teachers revised and updated their benchmark assessments and curriculum guides. CVMS math teachers aligned Math 7 and Algebra 1-2 and developed a common end-of-semester exam for each course. They also attempted to connect English and ELD teachers to each other through revision of the curriculum to include key and CAHSEE standards.

CVHS math teachers administered and scored the same common six-week tests in Algebra, Geometry, and Intermediate Algebra. CVMS math teachers also administered common tests that they developed with CVHS colleagues during the Summer 2004 Institute. The teachers then participated in joint scoring sessions focused on Algebra and Geometry, which resulted in recommendations on how to modify instruction based on student work.

Although CVHS and MVHS continued to use common assessments during the fourth year of CAPP CAHSEE, they did so in different ways. CVHS teachers collaboratively developed and used six- and 12-week Algebra, while MVHS teachers used teacher-developed common formative and summative assessments. The schools agreed that they needed to use these test data more effectively to make decisions about how students could learn more. But before that could happen, they needed to get all teachers who taught specific course to give the tests and then analyze the data to inform their instructional decisions.

During the final year of CAPP CAHSEE, the project used CAPP and other funding to provide four all-day pullout days for MVHS math teachers to meet in course groups. The schoolwide emphasis on creating a professional learning community (PLC) supported teacher collaboration for curriculum development, meeting facilitation, or other purposes, using funds from other sources (such as Title I, LEP). CAPP funds, which served as the catalyst for teacher collaboration, also paid for course leadership and extra duty and since then, teachers learned to value collaboration so that it had now been institutionalized.

### *Vertical Alignment*

The CMVHS CAPP CAHSEE project supported vertical alignment efforts during the first three years of the grant to better prepare all students to pass the CAHSEE and support those who did not. The project used CAPP funds to pay for teachers' extra duty rate that allowed teachers from the three partnership schools to participate in summer leadership/content area institutes where they designed and implemented common assessments.

Math teachers at MVHS and MVMS also developed a joint site plan to include activities and processes at each site during year 3 of CAPP CAHSEE. Like many CAPP CAHSEE partnerships, vertical alignment with the middle schools was difficult for a number of reasons. First, counselors and administrators considered articulation problematic and never really supported articulation between the middle and high school curriculums. Second, although time for collaboration in small groups was secured through payments for extra duty with CVMS, CVHS, and MVHS math resource teachers—who developed the tests and analyzed the data and facilitated the process—the effort was time-consuming. Consequently, vertical alignment between middle and high school did not occur beyond 2003-04 as the partnership with the middle school weakened.

### *Instructional Leadership Initiative*

Teams of math and ELA teachers at Mar Vista High School participated in the Instructional Leadership Initiative (ILI) professional development facilitated by the Western Assessment Collaborative (WAC) from 2001-02 to 2003-04. ILI focused on standards-based instruction and was a continuation of a previous CAPP grant at the school. The CAPP/WAC working sessions provided teachers with alternate ways to assess their programs so that instead of designing assessments prior to test dates, math teachers designed math assessments before they taught the unit. The process also required teachers to examine more closely what and how they assessed, as well as develop strategies for improvement.

The CAPP/WAC work concluded in 2003-04 when CVHS and MVHS teachers worked with WestEd's Office of Teacher Professional Development. The WestEd content area coaches led teachers in English and English Language Development (ELD), social studies, and science through video case study analysis and lesson planning or delivery that emphasized the needs of EL. The coaches also spent part of each departmental pullout day working with teachers to improve their knowledge of and ability to use essential instructional strategies (including Habits of Mind, metacognition, and graphic organizers) (*Annual Progress Report Workbook for*

*Academic Year 2002-03*; p. 6). Title I, CAPP, ELL, and other funds supported WestEd's contract with CVHS.

### *Design Studios*

The CMVHS CAPP CAHSEE project staff participated in the Design Studios since its inception in 2005, as participants and then as host of the event. Some teachers attended the first Design Studio at San Lorenzo High in spring 2005 and were "motivated to stay true to [their] ideals" and students when they returned to their schools (*Annual Progress Report Workbook for Academic Year 2004-05*; p. 16).

Then in spring 2006, MVHS hosted the Design Studio. However, the site leaders at CVHS were not aware of the event or its focus because they were not involved in the planning of the effort (Winter Site Visit 2006) nor did their staff participate in the Design Studio. Although the Design Studio focused on the "Literacy Academies" which were also implemented at CVHS, MVHS opted to implement a different rendition of the same program. The MVHS model moved away from a deficit model to focus on increasing students' awareness of their achievement scores so that they were empowered to take control of their academic performance.

MVHS also renamed their Literacy Academies "Team Triton" and "Team Aztecs" and showcased these students that school teams observed in the classrooms and Computer Centers. Participants also engaged in dialogues about the specifics of the program with counselors, teachers, and assistant principal. The Design Studio was a great success. School teams left the Studio energized and better equipped with knowledge and resources to address and tackle similar issues they face at their respective schools. For instance, the Sacramento High CAPP CAHSEE project modified the MVHS Homework Center (HWC) to strengthen their HWC, resulting in higher student participation and improved academic performance.

### ***Teacher Action Research***

The Chula and Mar Vista High Schools (CMVHS) CAPP CAHSEE project was one of four sites that CAPP approved for additional funds to conduct an action research project in 2001-02. The project intended to track CVHS and MVHS graduates between 1990 and 2001 because only a small number of students were accepted to either University of California (UC) or California State University (CSU) in 2001-02. Their goal was to understand the profiles of students who were accepted to UC and CSU and find ways to increase the number of eligible students.

The action research project had a clearly outlined plan detailed in the original grant agreement. If the project had been carried out through the final phase, both high schools would

have benefited, ultimately leading to useful information that would help students matriculate. Unfortunately, SUHSD absorbed the remainder of the action research budget into their general fund. Therefore, the project was not able to complete their action research project in 2003-04. Consequently, the project director worked on compiling data from teachers at the schools to develop a case study designed to describe how participation in a project like the CAPP CAHSEE initiative affected teacher's transformation into instructional leaders.

### *Curriculum and Instruction*

The CMVHS CAPP CAHSEE project implemented program activities that supported the overall CAPP CAHSEE goals through efforts in curriculum and instruction, such as development and implementation of common assignments and pacing schedules.

Beginning in 2001-02, math and ELA teachers from the partnership schools collaborated to develop common assessments (a critical component of all math courses at CVHS and MVHS). MVHS math teachers developed common assessments using WestEd's Western Assessment Collaborative (WAC) model. On the other hand, CVHS math teachers began work on common assessments in Algebra in 1998 with a CAPP mini-grant and then moved on to assessments for Geometry and Intermediate Algebra with the CAPP CAHSEE grant. The assessments closely followed the course syllabi and were aligned with the math standards. Common assessments were also provided for Extended Algebra 1 and 2.

Both CVHS and MVHS also made concerted efforts to link letter grades to mastery of key standards in year one of CAPP CAHSEE. Previously, rubrics for student course grades within departments were not consistent. By the end of the first year of CAPP CAHSEE, the project had developed common syllabi and common assessments, which incorporated CAHSEE standards, for all math classes (except Pre-Calculus). In contrast, the English departments did not implement this in 2001-02, but planned to do so in 2002-03. Although the district required students to create English portfolios, which contained common written texts, and CVMS administered pre- and post-tests in math, it was not clear how the middle school was involved and the extent they were involved with common assessments.

At MVHS, teachers were not only on the same pacing schedule, but they had also created and used common assessments. Because teachers used the same rubric to evaluate student work, students in Algebra were given the same assessments and evaluated similarly across all Algebra classrooms. Many assessments had two forms so students who failed an assessment were encouraged to get tutoring from the classroom teacher or in the tutoring center; then they would re-take an alternate form of the assessment.

The partnership schools participated in monthly meetings despite the challenge of getting teachers from all three schools to meet. They attributed their success to clear expectations of accomplishments so everybody was prepared to share and receive useful materials and information. In addition, their mutual commitment to shared goals allowed them to continue the highly functional assessment seminars

CVHS and MVHS teachers learned to use a variety of data for decision-making more effectively. They analyzed the CAHSEE results by item to identify areas of student need, drive instruction, and inform placement. When the project began, the Project Director was experienced with the district database system so it allowed her to extract data used for placement and assessment purposes. However, when the district changed their database system and after her transfer to MVHS in 2003-04, she did not have the same level of access to the data and had to go through to the SUHSD Evaluation and Research Department to retrieve data.

### ***Student Support and Remediation***

Throughout the CAPP CAHSEE grant, CMVHS CAPP CAHSEE project provided several student support and remediation programs to provide support to students who did not pass the CAHSEE including summer enrichment/acceleration program, grade recovery, CAHSEE prep, Homework Center, and Algebra with Support classes.

#### ***Summer Enrichment/Acceleration Program***

The CMVHS CAPP CAHSEE project began providing summer enrichment from 2001-02 to 2006-7, with the exception of the summer of 2004. The schools placed tremendous resources that included time and energy into staffing the summer courses, ensuring that teachers from each school were involved. By doing so, they focused on attaining their goals to: (1) ease the transition process for entering freshman from CVMS; and (2) continue vertical alignment, particularly in math and science, between the middle and high schools.

The students who participated in summer classes excelled in subsequent courses. Competition for these classes was intense and more than twice as many students were served in Summer 2003 than in 2002. Parents expressed strong support for the efforts that focused on success instead of remediation. The project director attributed significant parent involvement to increased numbers of EL enrolled in AP courses and among those who took college courses over the summer.

Beginning the second year of the grant, the project offered more courses, that included: Biology, Chemistry, Geometry, Algebra 1-2, Intermediate Algebra, Math Analysis, and

Piano/Keyboard/Music Theory. The seven-week courses allowed students to receive one-year of academic credit, which enabled them to accelerate through the A through G course requirements more quickly. The program was open to both MVHS and CVHS students, including entering freshman. Students who had previously failed academic courses or needed to repeat an academic course qualified for the enrichment classes. The summer classes also attracted a number of students who would have been enrolled in Extended Algebra, which put them two years ahead of where they would have been if they had not participated in the program.

MVHS continued to provide the summer enrichment program in 2006-07 by offering Algebra and Geometry classes. Students from both classes successfully moved to the next level. Because the Geometry fed into their Intermediate Algebra Honors class, the students were on-track to enroll in Advanced Placement Calculus BC. The project anticipated the institutionalization of the summer enrichment program because it had been very successful and students wanted to enroll in the classes. The project also learned that the students successfully retained the knowledge and skills they learned and mastered from these classes throughout their math education at the high school.

Despite the successes of the summer enrichment program, the project faced a number of challenges in implementing this program. During the second year of grant, there was lack of communication with counselors about placement of students into the summer enrichment program because counselors were not fully aware of the course offerings and discouraged some students from taking the courses even if they were eligible. The project director addressed this challenge by having regular meetings with counselors.

During the third year of the grant, although students and their parents wanted the summer enrichment program, the district did not. After the CVHS principal retracted his support for the summer program, the project could not offer the program during the summer of 2004. After the project used data to show that the participating students were more successful over time, they were able to convince the district to reinstate the program for future summers.

### *Grade Recovery*

Throughout the six years of CAPP CAHSEE program implementation, the project implemented the grade recovery program to ensure that low performing students continued to the second semester of Algebra without having to repeat the first semester. Both high schools implemented the program using somewhat different models.

The CVHS grade recovery program was effective because they used common assessments and grade recovery materials developed for Algebra, Geometry, and Intermediate Algebra. The materials were used after the first six-week grading period of each semester. Students who failed

the common assessment had the opportunity to attend the program to help improve their course grade. Teachers determined the types of problems causing students the most difficulty, the standards they were tied to, and focused their instruction accordingly. The CVHS grade recovery program yielded positive results in 2002-03 in a relatively short amount of time. Their data showed that 75 percent of students who passed the grade recovery exams earned a grade of C or higher at the end of the semester. However, CVMS and MVHS did not implement the program in English and math using the same model as CVHS.

Teachers from San Lorenzo High School visited CVHS in 2002-03 to learn about the Grade Recovery Program. San Lorenzo teachers found useful strategies while CVHS gained an external perspective of their program from their colleagues. Calexico High School teachers also visited CVHS to learn about the program. Based on this visit, CVHS and Calexico High School (CHS) decided to collaborate to build a similar model at Calexico.

During the third year of CAPP CAHSEE, the partnership between CVHS and Calexico High School (CHS) challenged both schools to find more effective ways to support student success in math. While both schools provided six-week grade recovery tests for Algebra and Geometry, CHS also offered an Intermediate Algebra program. Consequently, the grade recovery at CHS had higher student participation than at CVHS. Having CHS as a critical friend and collaborator provided an incentive to continue the process. However, monitoring the outcome data at CVHS was challenging because CVHS did not have staff members who could retrieve data from the district database system.

CVHS offered six- and twelve-week “grade recovery” workshops in Algebra in 2005-06. While most teacher offered students the opportunity to retake major exams, the workshops provided “focused reviews” on an individualized basis based on student need. At MVHS, math teachers generated and administered formative assessments for Algebra and Extended Algebra. Both high schools planned to collaborate to implement a more consistent “grade recovery” program in 2006-07. Although both schools used common six-week assessments in Algebra, they wanted to find more effective ways to use the data.

### *CAHSEE Prep*

The CMVHS CAPP CAHSEE project began providing CAHSEE prep in 2001-02 and continued to do so through 2006-07. However, the project did not advocate the enrollment of first-time takers who were at-risk to fail the CAHSEE. Unlike the other CAPP CAHSEE projects, the CMVHS CAPP CAHSEE program staff did not support enrolling “at risk” first-time takers in CAHSEE prep classes because the classes took the place of an A through G elective. The project considered enrollment in CAHSEE prep classes as the final resort to support “really

weak students” who could not complete the A through G sequence (*Workbook: Annual Progress Report Academic Year 2004-05*, p. 20) so that they could graduate from high school by fulfilling the CAHSEE graduation requirement.

In 2001-02, the Sweetwater Union High School District required that high schools offer low performing students special CAHSEE courses in math and English, in addition to their regular courses. Although these courses were not part of the SMART grant activities, they were important to the grant’s goal of helping students prepare for the CAHSEE, and staff were interested in how the class impacted test results. However, the SMART team found that students who were enrolled in CAHSEE courses did more poorly than students who did not attend the specialized courses. Eighty-two percent of 11<sup>th</sup> grade students who were enrolled in the CAHSEE math course failed the test, compared to 78 percent who failed but who were not enrolled in the course. Due to the postponement of the CAHSEE test requirement, district wide CAHSEE courses were cancelled.

Beginning in 2004-05, MVHS math teachers borrowed the CAHSEE Parent Workshop model from Calexico High School (CHS) and provided a series of Saturday workshops that involved almost all the English Learner (EL) and special education students who did not pass the CAHSEE. Involving parents with their students at these Saturday workshops was both positive and effective because the test-prep became an opportunity for parents, students, and teachers to work through released items while gaining confidence and creating an expectation of success. As a result of the Saturday Parent Workshop, the CAHSEE passage rate increased for non-ELD and Special Education students. During the final year of CAPP CAHSEE, the school modified the Parent Workshops to include 10 college tutors who provided assistance at the six sessions that 30 students and their families attended. The tutors established contact with their students’ families via phone calls, flyers, and home visits.

### *Homework Center*

Building upon existing programs and using assessment data to justify staffing decisions, CVHS and MVHS provided the Homework Center (HWC) that served large numbers of students who were below expectations throughout the six years of CAPP CAHSEE. Seventh through 10<sup>th</sup> grade students, who underperformed in the six-week assessments, received one-on-one tutoring at the HWC. The administration at CVHS took over the HWC at the school in the middle of the 2003-04, which resulted in restricted access. However, CVHS provided study sessions for end of the course exams for the first semester in 2003-04. On the other hand, CVMS used extended day funds to provide students with after-school access to their math and English teachers.

By the fourth year of CAPP CAHSEE, the initially CAPP-funded HWC had been fully institutionalized at both high schools. The CVHS model was fairly consistent with its original design, although the CVHS subject area teachers were also assigned supervisory responsibilities. However, they did not collect any evaluation data to determine program effectiveness. Because Title I funds were used to support the HWC, there were no funds for monitoring and the CAPP CAHSEE project director was no longer the Categorical Coordinator at CVHS. MVHS expanded the HWC with “content area tutoring and access to technology” in 2005-06 (*Workbook: Annual Progress Report, Academic Year 2005-06*, p. 6) and added 15 community college tutors with strong math backgrounds.

MVHS successfully implemented the HWC in 2006-07. They revised and improved their HWC to include a “Writing Center” where over 200 students received assistance with their academic writing assignments four days a week, either on a walk-in basis or referred by their teacher. They used materials and processes developed at CVHS and received positive results. Almost 70 percent of the first semester students recovered their grades, which was the “about the same percentage of students who managed to earn scholarship grades of C or better for the first semester” (*Workbook: Annual Progress Report Academic Year 2006-07*; p. 4). The MVHS staff also used the intranet to exchange documents and tests, which saved a lot of time because they did not have to develop needed assessments.

### *Algebra with Support Classes*

To ensure that students who passed the CAHSEE completed coursework leading to college preparation, the CAPP CAHSEE Project at CMVHS restricted enrollment in non-college-preparation Algebra classes. This was because of their concern for the high number of Pre-Algebra or “Extended Algebra” classes that their District allowed schools to implement. While the high schools shared the goal of placing as many students as possible into Algebra, nearly one-third of MVHS freshman took Extended Algebra in 2004-05. In addition to students not passing Extended Algebra and the course serving as a dumping ground for students, this practice meant that students in Extended Algebra were taking a math class that was two years below their “grade level,” thereby affecting the school’s API and limiting the students’ potential for completing A through G course requirements for college admission (site visit, June 1, 2005).

Instead of enrolling students in Extended Algebra, CVHS piloted the practice of offering two-hour blocks of Algebra with Support in 2004-05. A pair of credentialed math teachers team-taught three, two-hour Algebra with Support classes. Of the two Extended Algebra courses offered, one was offered to bilingual or special education students and the other was for

transferred students, who did not have the same level of exposure to the content of Algebra courses as students from the partnership schools.

CVHS and MVHS expanded the Algebra with Support program in 2005-06. At CVHS, the Algebra with Support classes increased from three to four sections. At MVHS, a collaborative team of special education and regular teachers taught the Algebra with Support. The experience proved as an excellent venue for special education and regular classroom teachers to observe and share effective math instructional strategies.

During the last two years of the grant, the schools used CAPP funds to support “collaborative” classes for regular and special education students in Algebra with Support classes. The collaboration was effective because it allowed the teachers to observe and then implement effective instructional strategies that they learned from each other. The full-time teachers required to teach these classes were difficult to recruit although more sections could have been created with more funding. In addition, they were unable to use Title I money for teaching assignments where students received grades.

## **Findings, Outcomes, and Analysis**

In this section, we present findings and outcomes related to the CAPP 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, teacher and staff outcomes, and schoolwide outcomes.

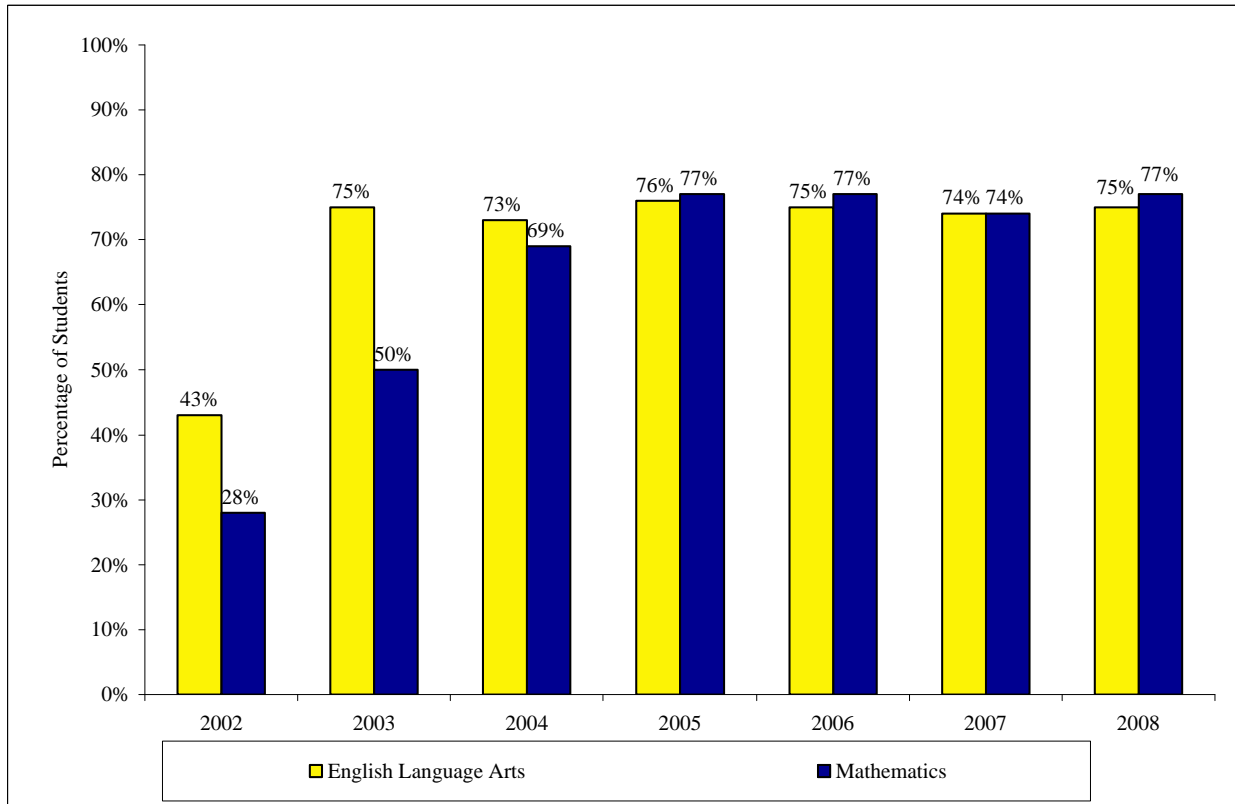
### ***Student Outcomes***

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 Chula and Mar Vista High Schools. 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.

The Chula and Mar Vista High Schools (CMVHS) CAPP CAHSEE project supported the overall CAPP CAHSEE goals by consistently implementing program activities that attempted to prepare all students to pass the CAHSEE in grade 10, provide support to those who did not pass to do so by grade 12, and ensure those who passed also completed coursework leading to college.

**Figure 2**

*Tenth Grade CAHSEE Pass rate from 2001-02 to 2007-08: Chula Vista High School*



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

As shown in Figure 2, the longitudinal CAHSEE data for CVHS indicate that the 10<sup>th</sup> grade ELA CAHSEE pass rate jumped from 43 percent in 2002 to 75 percent the following year, then remained high throughout the duration of the project. Pass rates for math portion of the CAHSEE climbed more slowly from 2002 to 2004, but remained high and matched or surpassed ELA pass rates for the final three years of the project.

**Table 4**

*Tenth Grade English Language Arts CAHSEE Pass Rates by Major Subgroups<sup>2</sup> (2001-02 through 2007-08): Chula Vista High School*

	2001-02 <sup>3</sup>	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Change from 2001-02 to 2007-08
<b>Total Tenth Grade Pass Rate<sup>4</sup></b>	43%	75%	73%	76%	75%	74%	75%	<b>32%</b>
<b>Student Race/Ethnicity</b>								
African American	47%	63%	68%	97%	76%	81%	84%	<b>37%</b>
Filipino	*	88%	94%	89%	86%	89%	94%	<b>6%</b>
Hispanic or Latino	43%	58%	71%	73%	73%	71%	73%	<b>30%</b>
Caucasian/White (not Hispanic)	44%	61%	91%	89%	86%	88%	82%	<b>38%</b>
<b>Language Proficiency</b>								
English Only	54%	71%	79%	89%	82%	85%	80%	<b>26%</b>
Redesignated as Fluent English Proficient	*	100%	93%	95%	95%	93%	97%	<b>-3%</b>
English Learners	28%	40%	43%	42%	41%	38%	44%	<b>16%</b>
<b>Additional Student Subgroups</b>								
Socio-economically Disadvantaged	42%	61%	70%	74%	73%	73%	71%	<b>29%</b>
Special Education	17%	17%	25%	50%	39%	47%	37%	<b>20%</b>

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.

CAHSEE English Language Arts pass rates for the two largest ethnic subgroups at CVHS improved by 30 percentage points (Hispanic students) and 38 percentage points (Caucasian/White students), respectively, over the course of the CAPP project. Pass rates for all other subgroups also increased notably, with the exception of a slight decline for students who were re-designated as fluent English proficient (100 percent in 2002-03 to 97 percent in 2007-08). In particular, ELA pass rates for both socio-economically disadvantaged students and special education students increased by 25 to 30 percentage points.

<sup>2</sup> This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

<sup>3</sup> There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY2001-02.

<sup>4</sup> 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.

**Table 5**

*Tenth Grade Math CAHSEE Pass Rates by Major Subgroups<sup>5</sup> (2001-02 through 2007-08):  
Chula Vista High School*

	<b>2001-02<sup>6</sup></b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>Change from 2001-02 to 2007-08</b>
<b>Total Tenth Grade Pass Rate<sup>7</sup></b>	28%	50%	69%	77%	77%	74%	77%	<b>49%</b>
<b>Student Race/Ethnicity</b>								
African American	25%	27%	56%	76%	85%	70%	75%	<b>50%</b>
Filipino	17%	47%	82%	90%	90%	100%	85%	<b>68%</b>
Hispanic or Latino	26%	32%	69%	75%	75%	72%	75%	<b>49%</b>
Caucasian/White (not Hispanic)	34%	46%	80%	90%	88%	83%	81%	<b>47%</b>
<b>Language Proficiency</b>								
English Only	33%	39%	66%	84%	85%	80%	79%	<b>46%</b>
Redesignated as Fluent English Proficient	*	67%	84%	94%	90%	90%	95%	<b>28%</b>
English Learners	14%	20%	53%	52%	49%	48%	55%	<b>41%</b>
<b>Additional Student Subgroups</b>								
Socio-economically Disadvantaged	26%	36%	70%	77%	75%	73%	74%	<b>48%</b>
Special Education	5%	4%	26%	38%	44%	39%	28%	<b>23%</b>

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 can be seen in Table 5, pass rates for the math portion of the CAHSEE increased dramatically across all major subgroups, with increases ranging from 28 percentage points (for students redesignated as fluent English proficient) to 68 percentage points (for Filipino students).

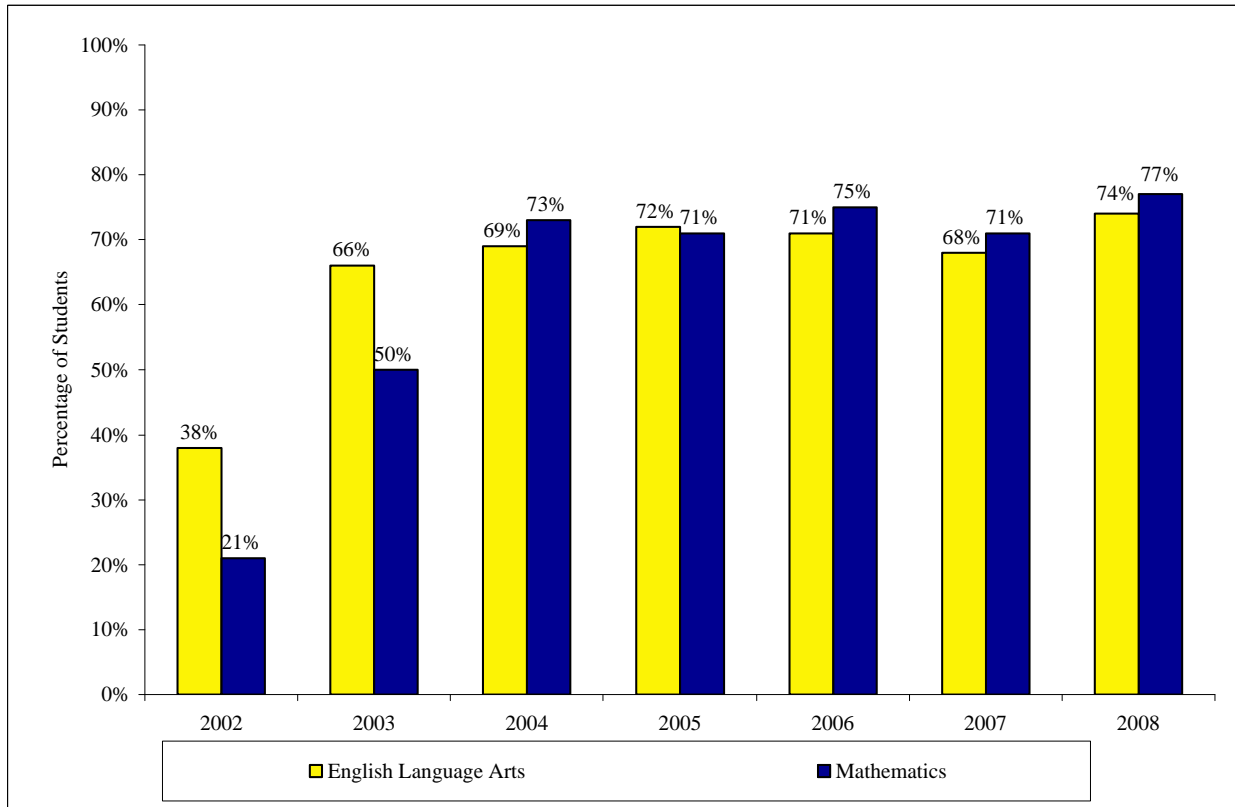
<sup>5</sup> This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

<sup>6</sup> There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY2001-02.

<sup>7</sup> 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.

**Figure 3**

*Tenth Grade CAHSEE Pass rate from 2001-02 to 2007-08: Mar Vista High School*



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

Overall CAHSEE pass rates at Mar Vista HS mirrored those of Chula Vista HS. Pass rates increased dramatically from 2002 to 2003 for both ELA and math, with math rates jumping again in 2004, then remaining steady throughout the duration of the project period, as shown in Figure 3.

**Table 6**

*Tenth Grade English Language Arts CAHSEE Pass Rates by Major Subgroups<sup>8</sup> (2001-02 through 2007-08): Mar Vista High School*

	<b>2001-02<sup>9</sup></b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>Change from 2001-02 to 2007-08</b>
<b>Total Tenth Grade Pass Rate<sup>10</sup></b>	38%	66%	69%	72%	71%	68%	74%	<b>36%</b>
<b>Student Race/Ethnicity</b>								
African American	8%	43%	58%	69%	68%	76%	72%	<b>64%</b>
Filipino	36%	60%	83%	80%	84%	86%	84%	<b>48%</b>
Hispanic or Latino	33%	39%	62%	66%	65%	61%	70%	<b>37%</b>
Caucasian/White (not Hispanic)	67%	77%	85%	87%	84%	84%	91%	<b>24%</b>
<b>Language Proficiency</b>								
English Only	52%	63%	77%	79%	82%	79%	79%	<b>27%</b>
Redesignated as Fluent English Proficient	*	91%	90%	95%	80%	97%	97%	<b>6%</b>
English Learners	21%	20%	29%	31%	34%	29%	39%	<b>18%</b>
<b>Additional Student Subgroups</b>								
Socio-economically Disadvantaged	31%	45%	64%	63%	65%	64%	71%	<b>40%</b>
Special Education	18%	13%	25%	29%	33%	34%	28%	<b>10%</b>

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.

Tenth grade English/Language Arts CAHSEE pass rates increased across the board for all identified subgroups at MVHS. Hispanic/Latino students achieved a gain of 37 percentage points in their CAHSEE ELA pass rate, while Caucasian/White students raised their pass rate by 24 percentage points. Notably, the pass rate for socio-economically disadvantaged students climbed 14 percent the first year, another 19 percent the second year, then remained at that level for the duration of the project. During 2007-08, the first year after the CAPP CAHSEE project ended, the pass rate for socio-economically disadvantaged students climbed again, ending the period at a 71% pass rate, 40 percentage points higher than the rate experienced during the 2000-01 year.

<sup>8</sup> This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

<sup>9</sup> There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY2001-02.

<sup>10</sup> 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.

**Table 7**

*Tenth Grade Math CAHSEE Pass Rates by Major Subgroups<sup>11</sup> (2001-02 through 2007-08):  
Mar Vista High School*

	2001-02 <sup>12</sup>	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Change from 2001-02 to 2007-08
<b>Total Tenth Grade Pass Rate<sup>13</sup></b>	21%	50%	73%	71%	75%	71%	77%	<b>56%</b>
<b>Student Race/Ethnicity</b>								
African American	0%	32%	54%	68%	79%	73%	84%	<b>84%</b>
Filipino	15%	43%	90%	86%	90%	90%	92%	<b>77%</b>
Hispanic or Latino	19%	29%	70%	66%	72%	64%	73%	<b>54%</b>
Caucasian/White (not Hispanic)	37%	55%	80%	81%	82%	89%	90%	<b>53%</b>
<b>Language Proficiency</b>								
English Only	27%	43%	73%	75%	82%	81%	86%	<b>59%</b>
Redesignated as Fluent English Proficient	*	50%	93%	85%	82%	91%	95%	<b>45%</b>
English Learners	11%	19%	54%	46%	52%	41%	45%	<b>34%</b>
<b>Additional Student Subgroups</b>								
Socio-economically Disadvantaged	18%	39%	70%	66%	72%	65%	75%	<b>57%</b>
Special Education	10%	8%	22%	26%	42%	37%	32%	<b>22%</b>

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.

Increases in pass rates for the math portion of the CAHSEE at MVHS were even more dramatic, as shown in Table 7. The overall pass rate increased by 56 percentage points (from 21% in 2001-02 to 77% in 2007-08), while the increases for ethnic subgroups ranged from 53 percentage points for white students to 84 percentage points for African American students. All other identified student subgroups also experienced marked increases in CAHSEE math pass rates during the CAPP project, including a 57 percentage point increase for socio-economically disadvantaged students and a 22 percentage point increase for special education students. Special education students reached a high point in 2005-06 before a slight downturn in 2006-07 and 2007-08.

To determine if the project met its objective to increase the enrollment and pass rate in A through G courses we examined data provided by the district. According to the data summarized in Table 10, the number of course enrollments in English A through G courses at CVHS declined by 53% between 2000-01 and 2006-07, while the number of course enrollments in math A through G courses increased by 31%. (The overall number of students enrolled at CVHS

<sup>11</sup> This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

<sup>12</sup> There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY2001-02.

<sup>13</sup> 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.

increased by 12% during the same period.) Thus, the CAPP CAHSEE project was associated with a reduction in the frequency of enrollment in English A-G courses at CVHS, but an increase in the frequency of enrollment in math A through G courses. However, pass rates show the opposite trend, with the percentage of students passing their A through G English courses increasing by 16 percentage points over the project period and the proportion of students passing the math courses decreasing by 9 percentage points. The overall pass rate for English + Math A through G courses was the same in 2007 as it was in 2002 (68 percent) after dipping to a low of 60 percent in 2004.

At MVHS, enrollment in A through G courses increased by 20% over the CAPP CAHSEE project period (from 2,547 in 2002 to 3,045 in 2007), due primarily to an increase of 57% in the number of enrollments in math A through G courses, while the overall student body remained stable over this period. The increase in the frequency of enrollment in A through G courses was particularly great for Hispanic and African-American students, after adjusting for changes in the numbers of MVHS students from each subgroup over time. Most impressive, however, was the fact that—at the same time that the frequency of students taking A through G courses at MVHS increased—the percentage of students passing math A through G courses with a grade of C or better increased notably, from 57 percent in 2002 to 72 percent in 2007. English pass rates increased more moderately, from 72 percent in 2002 to 77 percent in 2007.

**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): Chula Vista 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	
<b>Math &amp; English</b>	<b>Total</b>	<b>4,065</b>	<b>3,931</b>	<b>4,147</b>	<b>3,678</b>	<b>5,127</b>	<b>3,221</b>	<b>68%</b>	<b>71%</b>	<b>60%</b>	<b>71%</b>	<b>68%</b>	<b>68%</b>	<b>0%</b>
Total for all English and Math A-G courses	Asian/Pacific Islander	355	290	216	204	270	185	71%	76%	65%	77%	79%	77%	<b>6%</b>
	Caucasian/White	511	444	383	302	396	214	72%	82%	67%	76%	73%	71%	<b>-1%</b>
	Black/African Amer.	249	241	224	196	269	148	68%	74%	61%	73%	64%	71%	<b>3%</b>
	Hispanic/Latino	2,929	2,934	3,299	2,956	4,140	2,655	67%	69%	59%	70%	67%	67%	<b>0%</b>
	Native American	20	22	25	20	46	19	45%	73%	60%	60%	76%	84%	<b>39%</b>
<b>English</b>	<b>Total</b>	<b>2,522</b>	<b>2,223</b>	<b>2,112</b>	<b>2,035</b>	<b>2,471</b>	<b>1,194</b>	<b>69%</b>	<b>76%</b>	<b>67%</b>	<b>75%</b>	<b>79%</b>	<b>85%</b>	<b>16%</b>
<b>Math</b>	<b>Total</b>	<b>1,543</b>	<b>1,708</b>	<b>2,035</b>	<b>1,643</b>	<b>2,656</b>	<b>2,027</b>	<b>67%</b>	<b>65%</b>	<b>53%</b>	<b>66%</b>	<b>58%</b>	<b>58%</b>	<b>-9%</b>

Data source: Sweetwater Union High School District

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

**Table 9**

*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): Mar Vista 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	
<b>Math &amp; English</b>	<b>Total</b>	<b>2,547</b>	<b>2,776</b>	<b>3,114</b>	<b>3,127</b>	<b>3,330</b>	<b>3,045</b>	<b>67%</b>	<b>64%</b>	<b>55%</b>	<b>56%</b>	<b>71%</b>	<b>74%</b>	<b>7%</b>
Total for all English and Math A-G courses	Asian/Pacific Islander	187	238	292	297	300	252	71%	73%	--	66%	77%	78%	<b>6%</b>
	Caucasian/White	685	674	724	679	662	599	69%	70%	60%	65%	76%	82%	<b>7%</b>
	Black/African Amer.	114	136	137	128	137	145	68%	71%	61%	56%	72%	78%	<b>4%</b>
	Hispanic/Latino	1,544	1,723	1,949	2,010	2,217	2,035	65%	59%	51%	51%	69%	72%	<b>4%</b>
	Native American	17	5	12	13	11	13	72%	69%	58%	33%	73%	54%	<b>1%</b>
<b>English</b>	<b>Total</b>	<b>1,634</b>	<b>1,666</b>	<b>1,532</b>	<b>1,730</b>	<b>1,750</b>	<b>1,610</b>	<b>72%</b>	<b>73%</b>	<b>73%</b>	<b>72%</b>	<b>72%</b>	<b>77%</b>	<b>5%</b>
<b>Math</b>	<b>Total</b>	<b>912</b>	<b>1,130</b>	<b>1,582</b>	<b>1,397</b>	<b>1,580</b>	<b>1,435</b>	<b>57%</b>	<b>50%</b>	<b>37%</b>	<b>43%</b>	<b>70%</b>	<b>72%</b>	<b>15%</b>

Data source: Sweetwater Union High School District

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

**Table 10***SAT Results (2000-01 through 2006-07): Chula Vista 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>
12 <sup>th</sup> Grade Enrollment	555	575	622	581	605	608	667	<b>112</b>
% 12 <sup>th</sup> Graders Tested	38%	36%	37%	37%	27%	30%	32%	<b>-6%</b>
Average Verbal Score	451	447	454	434	435	434	456	<b>5</b>
Average Math Score	471	453	461	454	453	443	460	<b>-11</b>
Average Writing Score <sup>14</sup>						430	450	<b>20</b>
Average Total Score (VM only)	922	900	915	888	888	877	916	<b>-6</b>
% Tested with Total Score > 1000 <sup>15</sup>	33%	30%	31%	25%	21%	20% <sup>16</sup>	10%	<b>-23%</b>

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

Table 10 examines 12<sup>th</sup> grade enrollment and SAT results for CVHS. Although 12<sup>th</sup> grade enrollment increased over the study period, both the percentage of 12<sup>th</sup> graders taking the SAT and the average Verbal + Math score declined during that time. While verbal scores increased by five points, math scores declined by eleven points for a total decline of six points in overall score. During the seven-year period examined, average Verbal + Math score was highest in the first year (922 in 2000-01), dipped as low as 877 in 2005-06, then rebounded to 916 in the final year.

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<sup>14</sup> The SAT writing test was introduced in 2005-06.

<sup>15</sup> Calculated as a percentage of 12<sup>th</sup> graders who took the test (not the entire 12<sup>th</sup> grade enrollment, as the CDE typically calculates this statistic).

<sup>16</sup> With the addition of the SAT writing test, the combined score target increased to 1500 in 2005-06; thus this percentage is not strictly comparable to the data for previous years.

**Table 11***SAT Results (2000-01 through 2006-07): Mar Vista High School*

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2000-01 to 2006-07
12 <sup>th</sup> Grade Enrollment	350	424	403	435	583	534	563	<b>213</b>
% 12 <sup>th</sup> Graders Tested	40%	43%	43%	39%	22%	25%	28%	<b>-12%</b>
Average Verbal Score	433	400	441	435	446	454	449	<b>16</b>
Average Math Score	459	436	460	454	463	474	457	<b>-2</b>
Average Writing Score <sup>17</sup>						453	439	<b>-14</b>
Average Total Score (VM only)	892	836	901	889	909	928	906	<b>14</b>
% Tested with Total Score > 1000 <sup>18</sup>	27%	20%	28%	28%	28%	31% <sup>19</sup>	8%	<b>-19%</b>

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

Table 11 examines 12<sup>th</sup> grade enrollment and SAT results for MVHS. As with CVHS, 12<sup>th</sup> grade enrollment increased over the study period, while the percentage of 12<sup>th</sup> graders taking the SAT declined. Verbal scores fluctuated, ending the seven-year period 16 points higher in 2006-07 than in 2000-01. Math scores also fluctuated, but ended two points lower in 2006-07 than in 2000-01. Average Verbal + Math score increased from 892 in 2000-01 to 906 in 2006-07 (after peaking at 928 in the prior year).

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<sup>17</sup> The SAT writing test was introduced in 2005-06.

<sup>18</sup> Calculated as a percentage of 12<sup>th</sup> graders who took the test (not the entire 12<sup>th</sup> grade enrollment, as the CDE typically calculates this statistic).

<sup>19</sup> With the addition of the SAT writing test, the combined score target increased to 1500 in 2005-06; thus this percentage is not strictly comparable to the data for previous years.

**Table 12**

*Number of graduates with A through G course requirements and UC/CSU eligible (2000-01 through 2006-07): Chula Vista 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	555	575	622	581	605	608	667	<b>112</b>
12th Grade Graduates	511	496	556	519	483	462	519	<b>8</b>
Graduation Rate <sup>20</sup>	92%	86%	89%	89%	80%	76%	78%	<b>-14%</b>
NCES Graduation Rate <sup>21</sup>	91%	90%	93%	96%	96%	92%	90%	<b>-1%</b>
Percentage of UC/CSU Eligible Graduates	33%	30%	27%	26%	28%	38%	35%	<b>2%</b>

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

While 12<sup>th</sup> grade enrollment at CVHS increased by 53 from 2000-01 to 2005-06, the number of 12<sup>th</sup> grade graduates declined by a similar number, resulting in a 16 percent decline in the graduation rate (Table 14). The percentage of UC/CSU-eligible graduates declined slowly over the first four years of the study period before climbing to a high of 38 percent in 2005-06.

Twelfth grade enrollment at MVHS increased by an even greater margin, from 350 in 2000-01 to 534 in 2005-06 (Table 13). Although the number of graduates also increased, the gains were much smaller (from 389 in 2000-01 to 421 in 2005-06). The percentage of graduates eligible for the UC/CSU systems remained mostly stable during the study period.

**Table 13**

*Number of graduates with A through G course requirements and UC/CSU eligible (2000-01 through 2006-07): Mar Vista 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	350	420	403	435	583	534	563	<b>213</b>
12th Grade Graduates	389	492	473	489	491	421	429	<b>40</b>
Graduation Rate <sup>20</sup>	111%	117%	117%	112%	84%	78%	76%	<b>-35%</b>
NCES Graduation Rate <sup>21</sup>	87%	90%	92%	90%	90%	89%	90%	<b>3%</b>
Percentage of UC/CSU Eligible Graduates	25%	23%	27%	20%	24%	26%	28%	<b>3%</b>

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

<sup>20</sup> This statistic is calculated by dividing the number of 12th grade graduates by the number of 12th graders enrolled.

<sup>21</sup> 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 14**

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	Change from 2000-01 to 2005-06
12th Grade Graduates	511	496	556	519	483	462	<b>-49</b>
UC	21	33	41	40	22	32	<b>11</b>
CSU	50	33	36	32	37	52	<b>2</b>
Community Colleges	226	252	52	275	61	89	<b>-137</b>

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

**Table 15**

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	Change from 2000-01 to 2005-06
12th Grade Graduates	389	492	473	489	491	421	<b>32</b>
UC	18	21	35	29	21	13	<b>-5</b>
CSU	28	20	31	31	37	50	<b>22</b>
Community Colleges	141	181	33	195	40	41	<b>-100</b>

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

As shown in Tables 14 and 15, both schools saw an increase in both the absolute number and the percentage of graduates going to four-year (UC/CSU) institutions of higher education. For CVHS, the percentage of all 12<sup>th</sup> grade graduates who went directly to 4-year colleges increased from 14% in 2001 to 26% in 2006 for CVHS. For MVHS, the percentage of all 12<sup>th</sup> grade graduates who went directly to 4-year colleges increased only slightly from 12% in 2001 to 13% in 2006. There was also a steep decline in the number and percentage of all 12<sup>th</sup> grade graduates entering community colleges after high school graduation. Overall, the proportion of 12<sup>th</sup> grade graduates who went directly to any post-secondary education declined substantially for both high schools. For CVHS, the percentage of all 12<sup>th</sup> grade graduates who went to any post-secondary education (community college or 4-year college) declined from 58% in 2001 to 37% in 2006. The corresponding decline for MVHS was from 48% of all 12<sup>th</sup> grade graduates going to either community college or 4-year college in 2001 to 25% of all graduates going to any college directly after graduation in 2006.

**Table 16***High School Dropout Data (2000-01 through 2006-07): Chula Vista High School*

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2000-01 to 2006-07
Number of Dropouts	45	34	12	29	32	24	73	<b>28</b>
Dropout Rate <sup>22</sup>	1.7	1.2	0.4	1.1	1.1	0.8	2.5	<b>0.8</b>

Data source: <http://data1.cde.ca.gov/dataquest>**Table 17***High School Dropout Data (2000-01 through 2006-07): Mar Vista High School*

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2000-01 to 2006-07
Number of Dropouts	45	37	58	43	47	24	0	<b>-45</b>
Dropout Rate <sup>22</sup>	2.1	1.5	2.4	1.9	2.1	1.1	0	<b>-2.1</b>

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

Both the number of dropouts and the corresponding dropout rate decreased at both Chula Vista HS and Mar Vista HS during the CAPP CAHSEE project (Tables 16 and 17). Dropout numbers fluctuated at both campuses – interestingly, CVHS had its lowest number of dropouts in 2002-03, the same year MVHS had its highest number of dropouts (12 and 58 respectively). In SY 2006-07, the dropout rate at CVHS increased to 2.5%, while the dropout rate at MVHS dropped to 0. (As noted earlier, in SY 2006-07, dropout data were for the first time collected at the individual student level, which makes the data for this year more accurate, but not completely comparable to data from previous years.)

### *Teacher and Staff Outcomes*

The Chula and Mar Vista High Schools (CMVHS) CAPP CAHSEE project played a critical role in increasing teacher collaboration at the schools through its focus on developing common assessments through pullout days and summer institutes. During the first two years of CAPP CAHSEE, the project focused on the implementation of specific activities to help teachers monitor and improve student outcomes, including: summer institutes for math and ELA teachers; development of common assessments; use of data for decision-making; the linking of letter grades to student mastery; improvement of vertical articulation; development and implementation of interventions and support; teacher participation in on-going workgroups and meetings; and development and use of common ELA and math syllabi. Evidence of success in

<sup>22</sup> 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.

the implementation of these activities was based on whether the intended products were developed and process data (e.g., sign in sheets, meeting minutes, rosters).

### ***Schoolwide Outcomes***

The Academic Performance Index (API) of CVHS was 582 in 2001 and 666 in 2007. However, none of the student subgroups met their subgroup growth targets and CVHS did not make either comparable or schoolwide improvements during either of these two years. The API for MVHS was 584 in 2001 and increased to 660 in 2007. Like CVHS, MVHS did not meet its comparable or schoolwide improvements in either 2001 and 2007. However, at CVHS, Hispanic/Latino and socio-economically disadvantaged students met their subgroup growth targets in 2001, and white (non-Hispanic), socio-economically disadvantaged, and EL students met their subgroup growth targets in 2007.

### ***Institutionalization Issues***

The CMVHS CAPP CAHSEE project was strategic in integrating different sources of funding to support various program activities throughout the six years of program implementation. In addition, they incorporated and built upon pre-existing program activities to ensure institutionalization of effective programs. There were a number of efforts that the project proposed and implemented that were already institutionalized before the end of the CAPP CAHSEE grant, including the: 1) grade recovery program, 2) Homework Center (HWC), 3) summer enrichment, 4) on-going teacher collaboration focused on curriculum alignment, scope and sequencing, common assessments, and pacing guides. Strong administrative support for shared and distributive leadership also facilitated the development of teacher leaders who assumed responsibility for leading school reform efforts.

MVHS had used CAPP to support the implementation of the grade recovery program, which resulted in student recovery and attainment of grades. They have used the successful model at CVHS, utilizing developed curricula and common assessment as the foundation for the program. Because the project director had been strategic in coordinating sources of funds and securing administrative support to implement program activities, we are confident that MVHS would be able to continue to provide the grade recovery program so that it would be sustained and institutionalized beyond CAPP CAHSEE.

The HWC provided students with the opportunity to receive needed assistance with their learning and mastery of needed skills and knowledge. The project had been responsive to student need in its continual provision of the center so that by the sixth year, MVHS included the writing

center to assist students with their writing assignments. Because attendance at the HWC is voluntary, student participation is high. Through collaboration and involvement of the Categorical Coordinator, the project had been able to continually provide the HWC. Consequently, the HWC had been institutionalized and would also likely be sustained beyond the CAPP CAHSEE grant.

The summer enrichment program was institutionalized by MVHS and would likely be sustained beyond CAPP CAHSEE. The program focused on accelerating rather than remediating learning, attracting students who might have been enrolled in Extended Algebra and then putting them on track to complete their A through G course requirements. In addition to being liked by students and parents, student participation in the program resulted in long-term student mastery and retention of math skills and concepts that ensured their continued success in math.

Teacher collaboration had been the backbone of the CMVHS CAPP CAHSEE project since its inception and has been institutionalized at MVHS, thereby likely to be sustained beyond CAPP CAHSEE. Teachers at MVHS accepted teacher collaboration as the norm in how they operate as a school and with the focus on development of a professional learning community, it would likely to be sustained. Strong administrative support and teacher buy-in would also ensure that funding would be secured to ensure its longevity.

Finally, the CMVHS CAPP CAHSEE project staff applied for the new funding for a dissemination grant in 2006-07 and based on their six years of CAPP CAHSEE, MVHS would use the grant to share information and resources related to (*Workbook: Annual Progress Report Academic Year 2006-07*, p.19):

- Efforts to support 9<sup>th</sup> and 10<sup>th</sup> grade students at risk of academic failure in English and math (especially through the use of Algebra with Support or college tutors)
- After-school academic support (Homework Center and/or Writing Center)
- Teacher leadership (course leadership, professional learning community (PLC) coordination, interface with administration, professional development from within the school)
- Coordination of funds to support implementation of programs and services based on data and directly focused on student outcomes, and
- Opportunities for students to accelerate their academic process, particularly in math.

The grant would be used to support staff in the development of relevant materials and serve as contact for other schools as a means of learning more about their best practices. Through release time, staff would be responsible for coordinating writing teams to develop dissemination materials, hosting site visits, maintaining communication with other interested schools, and organize presentations.

## **Summary, Conclusions, and Recommendations**

During the six years of CAPP CAHSEE, the CMVHS project implemented and modified a number of objectives targeted at addressing the three general CAPP CAHSEE goals of preparing all students to pass the CAHSEE by grade 10, providing support to those who did not pass to pass by grade 12, and ensuring that students who pass the CAHSEE complete the coursework leading to college preparation. Through professional development activities that emphasized teacher collaboration and the development of a professional learning community, they engaged in curriculum alignment and mapping, pacing and sequencing guides, common assessments (including benchmark assessments), and curriculum development for their grade recovery, CAHSEE prep, HWC, and summer enrichment programs.

The project also consistently used data to determine student placement and intervention, as well as effective instructional strategies for reteaching missed concepts. The program was successfully implemented as demonstrated by their project data showing increased student performance and retention of knowledge and skills learned through these programs. Administrative support and consolidation of funding from various sources, as well as partners and critical friends, proved critical in their successful implementation, institutionalization, and sustainability of these program activities.

MVHS staff also benefited from other CAPP funded activities prior to the CAPP CAHSEE and built upon the experience with CAPP/WAC to support the development of common assessments. As a result of their experience with WAC/ILI, MVHS math teachers were able to transfer what they learned as they continued with their teacher collaboration around the development of common lessons and lessons for math courses.

The focus on the development of a professional learning community at MVHS in the last two years of CAPP CAHSEE was a natural progression from work they had done through their SMART activities and was supported by the administration at the school. As staff from MVHS collaborated with those from other schools, the administration successfully modeled and facilitated a shared and distributive leadership style so that even in their absence at planning meetings, those present easily assumed leadership roles to complete the product they had been

collaborating to develop. However, we provide the following recommendations to ensure that the accomplishments that had been attained thus far could continue beyond CAPP CAHSEE.

***Access school-level data from District as part of data analysis effort***

An ongoing challenge of the project for the past three years was access to school-level and student-level CAHSEE data as part of its data analysis to plan instruction and intervention. Although the project director was able to access the data in her role as categorical coordinator at CVHS, this was no longer true, once she moved to MVHS. Consequently, we recommend that the high schools work more closely with the district to obtain student level CAHSEE and A through G data to better determine the effectiveness of implemented program activities in attaining project objectives and goals.

***Determine alternative sources of funding to support the Grade Recovery Program***

The grade recovery program was implemented consistently throughout the six years of CAPP CAHSEE, first at CVHS and then at MVHS. Project data indicated that students who participated in the program successfully recovered their grades, thereby putting them on-track towards A through G course enrollment (CAPP CAHSEE goal 3). CAPP funds were used to support the grade recovery program at MVHS and considering the success of the program, we recommend that MVHS secure other sources of funding to support the program.

***Expand the use of available technology and resources***

MVHS staff benefited from the introduction and implementation of technology and innovative resources to support effective and strategic math instruction. In addition, the project director successfully introduced the use of the district intranet system to enhance and facilitate teacher communication and collaboration. The use of the intranet had also proved invaluable as a means of sharing effective lessons and common assessments. Our observation of the use of technology in the classroom during the Design Studio showed that there was a mixed level of comfort and implementation in the use of available technology and resources to provide math instruction. We recommend that the MVHS site leaders continue to support teachers in implementing innovative technology and resources to provide more effective instruction as well as support teacher collaboration, particularly as MVHS continues to support the development of their professional learning community.

## **Appendices**

Appendix A1: Combined California High School Exit Exam (CAHSEE) Results by Ethnicity and Language Proficiency (2001- 2007): Chula Vista High School

Appendix A2: Combined California High School Exit Exam (CAHSEE) Results by Ethnicity and Language Proficiency (2001- 2007): Mar Vista High School

Appendix B1: Number of students completing A through G college preparatory courses with a grade of C or better by ethnicity (2002 through 2007): Chula Vista High School

Appendix B2: Number of students completing A through G college preparatory courses with a grade of C or better by ethnicity (2002 through 2007): Mar Vista High School

Appendix C: Project Objectives, Outcomes, Analysis, and Commentary for Chula and Mar Vista School CAPP CAHSEE Project

**Appendix A1: Combined CAHSEE Results, by Ethnicity and Language Proficiency (2001- 2007):  
Chula Vista 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
<b>ENGLISH LANGUAGE ARTS</b>														
<b>Total Students</b>	<b>626</b>	<b>65%</b>	<b>256</b>	<b>43%</b>	<b>1011</b>	<b>60%</b>	<b>635</b>	<b>73%</b>	<b>975</b>	<b>64%</b>	<b>1123</b>	<b>61%</b>	<b>709</b>	<b>74%</b>
Ninth Grade	625	65%												
Tenth Grade			256	43%	617	75%	635	73%	713	76%	735	75%	709	74%
Eleventh Grade					394	36%			262	32%	256	32%		
Twelfth Grade											132	38%		
<b>Race/Ethnicity</b>														
African American	50	64%	15	47%	62	63%	31	68%	52	83%	52	75%	27	89%
American Indian/Alaskan Native	5	*	3	*	6	*	4	*	5	*	5	*	4	*
Asian	6	*	3	*	9	*	4	*	10	*	10	*	8	*
Filipino	33	88%	2	*	25	88%	16	94%	23	91%	25	84%	27	81%
Hispanic or Latino	420	60%	205	43%	814	58%	522	71%	820	60%	949	57%	583	71%
Pacific Islander	9	*	2	*	6	*	3	*	10	*	13	85%	9	*
Caucasian/White (not Hispanic)	99	73%	25	44%	85	61%	55	91%	55	89%	69	81%	51	88%
<b>Language Fluency</b>														
English Only	338	75%	99	54%	377	71%	240	79%	337	80%	352	77%	230	85%
Initially Fluent English Proficient	100	78%	26	73%	123	83%	145	90%	157	92%	132	91%	124	96%
Redesignated as Fluent English Proficient	18	100%	3	*	48	100%	69	93%	88	92%	137	93%	137	93%
English Learners	168	32%	128	28%	462	40%	181	43%	393	33%	502	32%	218	38%

	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
<b>MATHEMATICS</b>														
<b>Total Students</b>	<b>616</b>	<b>39%</b>	<b>429</b>	<b>28%</b>	<b>1328</b>	<b>34%</b>	<b>636</b>	<b>69%</b>	<b>958</b>	<b>68%</b>	<b>1070</b>	<b>63%</b>	<b>699</b>	<b>74%</b>
Ninth Grade	616	39%												
Tenth Grade			429	28%	629	50	636	69%	704	77%	723	77%	699	74%
Eleventh Grade					699	20			254	43%	251	31%		
Twelfth Grade											96	38%		
<b>Race/Ethnicity</b>														
African American	51	41%	28	25%	89	27%	32	56%	49	69%	52	81%	27	70%
American Indian/Alaskan Native	6	*	4	*	5	*	3	*	4	*	4	*	4	*
Asian	6	*	7	*	15	53%	4	*	10	*	10	*	9	*
Filipino	32	66%	12	17%	36	47%	17	82%	25	88%	26	85%	26	100%
Hispanic or Latino	418	34%	323	26%	1062	32%	522	69%	800	65%	899	60%	572	72%
Pacific Islander	9	*	7	*	9	*	3	*	8	*	16	69%	9	*
White (not Hispanic)	91	51%	47	34%	109	46%	55	80%	62	87%	63	84%	52	83%
<b>Language Fluency</b>														
English Only	327	43%	201	33%	531	39%	242	66%	356	75%	357	76%	229	80%
Initially Fluent English Proficient	102	46%	58	47%	179	46%	146	89%	164	82%	146	86%	124	90%
Redesignated as Fluent English Proficient	19	14%	9	*	78	67%	68	84%	100	87%	141	87%	135	90%
English Learners	168	21%	161	14%	539	20%	180	53%	338	47%	426	36%	211	48%

\* 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 A2: Combined CAHSEE Results, by Ethnicity and Language Proficiency (2001- 2007):  
Mar Vista 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
<b>ENGLISH LANGUAGE ARTS</b>														
<b>Total Students</b>	<b>556</b>	<b>56%</b>	<b>284</b>	<b>38%</b>	<b>940</b>	<b>47%</b>	<b>541</b>	<b>69%</b>	<b>791</b>	<b>61%</b>	<b>962</b>	<b>52%</b>	<b>560</b>	<b>68%</b>
Ninth Grade	556	56%												
Tenth Grade			284	38%	532	66%	541	69%	539	72%	535	71%	560	68%
Eleventh Grade					408	23%			252	37%	256	33%		
Twelfth Grade											171	24%		
<b>Race/Ethnicity</b>														
African American	24	71%	12	8%	51	43%	36	58%	37	68%	35	57%	21	76%
American Indian/Alaskan Native	4	*	2	*	4	*	2	*	6	*	6	*	3	*
Asian	6	*	1	*	8	*	10	*	8	*	10	*	6	*
Filipino	24	67%	14	36%	47	60%	29	83%	42	76%	42	79%	21	86%
Hispanic or Latino	352	47%	211	33%	663	39%	337	62%	539	53%	707	45%	383	61%
Pacific Islander	7	*	1	*	3	*	3	*	4	*	4	*	4	*
Caucasian/White (not Hispanic)	138	75%	42	67%	159	77%	124	85%	155	81%	158	73%	122	84%
<b>Language Fluency</b>														
English Only	292	69%	108	52%	394	63%	298	77%	397	72%	415	67%	268	79%
Initially Fluent English Proficient	102	76%	30	57%	115	83%	94	87%	10	84%	99	91%	44	82%
Redesignated as Fluent English Proficient	8	*	6	*	22	91%	30	90%	45	91%	52	81%	90	97%
English Learners	154	18%	140	21%	409	20%	119	29%	248	28%	399	24%	458	29%

	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
<b>MATHEMATICS</b>														
<b>Total Students</b>	<b>549</b>	<b>38%</b>	<b>354</b>	<b>21%</b>	<b>1145</b>	<b>34%</b>	<b>539</b>	<b>73%</b>	<b>764</b>	<b>62%</b>	<b>914</b>	<b>60%</b>	<b>560</b>	<b>71%</b>
Ninth Grade	549	38%												
Tenth Grade			354	21%	506	50%	539	73%	537	71%	528	75%	560	71%
Eleventh Grade					639	22%			227	39%	264	38%		
Twelfth Grade											122	41%		
<b>Race/Ethnicity</b>														
African American	24	42%	17	0%	56	32%	35	54%	38	61%	34	65%	22	73%
American Indian/Alaskan Native	3	*	2	*	10	*	2	*	5	*	7	*	3	*
Asian	5	*	2	*	10	*	10	*	8	*	14	43%	6	*
Filipino	25	40%	20	15%	58	43%	29	90%	40	83%	39	85%	21	90%
Hispanic or Latino	345	30%	257	19%	795	29%	337	70%	508	57%	643	55%	382	64%
Pacific Islander	8	*	2	*	4	*	3	*	4	*	6	*	4	*
White (not Hispanic)	139	57%	54	37%	206	55%	123	80%	161	71%	171	71%	122	89%
<b>Language Fluency</b>														
English Only	297	47%	142	27%	494	43%	294	73%	405	65%	437	66%	269	81%
Initially Fluent English Proficient	96	49%	57	32%	156	51%	94	88%	92	84%	110	80%	44	80%
Redesignated as Fluent English Proficient	8	*	10	*	38	50%	30	93%	44	84%	59	76%	89	91%
English Learners	148	11%	145	11%	457	19%	121	54%	223	42%	308	41%	158	41%

\* 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 B1: Student A-G Course Enrollment and Completion, by Ethnicity (2002 through 2007):  
Chula Vista 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	355	290	216	204	270	185	71%	76%	65%	77%	79%	77%	6%
	Caucasian/White	511	444	383	302	396	214	72%	82%	67%	76%	73%	71%	-1%
	Black/African Amer.	249	241	224	196	269	148	68%	74%	61%	73%	64%	71%	3%
	Hispanic/Latino	2,929	2,934	3,299	2,956	4,140	2,655	67%	69%	59%	70%	67%	67%	0%
	Native American	20	22	25	20	46	19	45%	73%	60%	60%	76%	84%	39%
	Other	1	0	0	0	6	0	--	0%	0%	0%	67%	0%	0%
<b>Total</b>		<b>4,065</b>	<b>3,931</b>	<b>4,147</b>	<b>3,678</b>	<b>5,127</b>	<b>3,221</b>	<b>68%</b>	<b>71%</b>	<b>60%</b>	<b>71%</b>	<b>68%</b>	<b>68%</b>	<b>0%</b>
<b>Total</b>	<b>All English</b>	<b>2,522</b>	<b>2,223</b>	<b>2,112</b>	<b>2,035</b>	<b>2,471</b>	<b>1,194</b>	<b>69%</b>	<b>76%</b>	<b>67%</b>	<b>75%</b>	<b>79%</b>	<b>85%</b>	<b>16%</b>
English 9	Asian/Pacific Islander	21	15	10	14	26	3	71%	87%	40%	86%	85%	100%	29%
	Caucasian/White	34	30	27	30	37	2	53%	60%	67%	57%	78%	100%	47%
	Black/African Amer.	27	23	25	22	33	5	59%	70%	64%	68%	76%	100%	41%
	Hispanic/Latino	332	306	352	339	522	55	49%	56%	54%	63%	72%	93%	44%
	Native American	2	6	3	4	5	1	50%	67%	100%	25%	60%	100%	50%
	Other	1	0	0	0	1	0	--	0%	0%	0%	100%	0%	0%
<b>Total</b>		<b>417</b>	<b>380</b>	<b>417</b>	<b>409</b>	<b>624</b>	<b>66</b>	<b>51%</b>	<b>59%</b>	<b>55%</b>	<b>63%</b>	<b>73%</b>	<b>94%</b>	<b>43%</b>
English 09 Accelerated/ Honors	Asian/Pacific Islander	13	9	16	13	21		92%	100%	75%	100%	100%		8%
	Caucasian/White	23	26	25	18	21		91%	100%	80%	94%	86%		-5%
	Black/African Amer.	12	13	7	17	7		67%	85%	86%	82%	100%		33%
	Hispanic/Latino	93	107	139	128	104		86%	91%	85%	90%	94%		8%
	Native American	1	0	0	0	23		100%	0%	0%	0%	100%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
<b>Total</b>		<b>142</b>	<b>155</b>	<b>187</b>	<b>176</b>	<b>176</b>		<b>86%</b>	<b>92%</b>	<b>83%</b>	<b>90%</b>	<b>95%</b>		<b>9%</b>

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 10	Asian/Pacific Islander	26	14	14	17	23	6	77%	64%	71%	59%	78%	83%	6%
	Caucasian/White	40	27	25	23	38	4	50%	85%	80%	83%	82%	100%	50%
	Black/African Amer.	21	17	15	19	23	6	71%	88%	60%	84%	74%	100%	29%
	Hispanic/Latino	284	307	320	319	415	111	59%	71%	63%	71%	78%	90%	31%
	Native American	3	2	4	3	3	1	33%	50%	50%	67%	33%	100%	67%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>374</b>	<b>367</b>	<b>378</b>	<b>381</b>	<b>502</b>	<b>128</b>	<b>60%</b>	<b>72%</b>	<b>65%</b>	<b>72%</b>	<b>78%</b>	<b>91%</b>	<b>31%</b>
English 10 Accelerated Honors	Asian/Pacific Islander	21	15	8	17	20		76%	87%	100%	71%	70%		-6%
	Caucasian/White	36	20	28	22	19		81%	96%	82%	68%	74%		-7%
	Black/African Amer.	13	13	12	9	21		85%	85%	83%	78%	43%		-42%
	Hispanic/Latino	98	121	131	150	169		74%	88%	80%	77%	67%		-7%
	Native American	1	1	1	1	0		100%	100%	--	--	0%		-100%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
<b>Total</b>		<b>169</b>	<b>170</b>	<b>180</b>	<b>199</b>	<b>229</b>		<b>76%</b>	<b>92%</b>	<b>69%</b>	<b>75%</b>	<b>66%</b>		<b>-10%</b>
English 11	Asian/Pacific Islander	22	22	17	18	14	14	86%	73%	53%	78%	86%	71%	-15%
	Caucasian/White	41	32	23	26	25	30	78%	78%	78%	81%	92%	73%	-5%
	Black/African Amer.	22	23	20	17	17	19	64%	83%	55%	65%	100%	79%	15%
	Hispanic/Latino	330	241	261	238	325	346	69%	49%	65%	72%	88%	77%	8%
	Native American	1	2	3	1	1	3	--	100%	100%	100%	100%	67%	-33%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>416</b>	<b>320</b>	<b>324</b>	<b>300</b>	<b>382</b>	<b>412</b>	<b>70%</b>	<b>56%</b>	<b>65%</b>	<b>73%</b>	<b>89%</b>	<b>76%</b>	<b>6%</b>
English 11 Honors	Asian/Pacific Islander	22	22			0	0	73%	86%			0%	0%	-73%
	Caucasian/White	14	23			0	0	93%	91%			0%	0%	-93%
	Black/African Amer.	10	7			0	1	80%	57%			0%	100%	20%
	Hispanic/Latino	58	69			1	1	91%	83%			100%	100%	9%
	Native American	1	0			0	0	0%	0%			0%	0%	0%
	Other	0	0			0	0	0%	0%			0%	0%	0%
<b>Total</b>		<b>105</b>	<b>121</b>			<b>1</b>	<b>2</b>	<b>86%</b>	<b>83%</b>			<b>100%</b>	<b>100%</b>	<b>14%</b>

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 Language	Asian/Pacific Islander	22	22	12	8	15	10	73%	86%	83%	75%	100%	100%	27%
	Caucasian/White	14	24	18	17	16	9	93%	79%	83%	82%	94%	89%	-4%
	Black/African Amer.	10	8	9	8	7	6	80%	63%	67%	75%	71%	67%	-13%
	Hispanic/Latino	61	69	101	103	130	79	85%	84%	72%	91%	93%	92%	7%
	Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>107</b>	<b>123</b>	<b>140</b>	<b>136</b>	<b>168</b>	<b>104</b>	<b>83%</b>	<b>82%</b>	<b>74%</b>	<b>88%</b>	<b>93%</b>	<b>91%</b>	<b>8%</b>
English 12	Asian/Pacific Islander	20	19	15	12	7	11	80%	100%	80%	83%	43%	73%	-7%
	Caucasian/White	45	34	32	14	16	18	78%	97%	66%	100%	75%	94%	16%
	Black/African Amer.	19	19	23	10	9	11	74%	95%	83%	90%	67%	91%	17%
	Hispanic/Latino	241	264	231	176	166	216	72%	84%	65%	74%	65%	87%	15%
	Native American	0	0	2	2	1	5	0%	0%	50%	100%	100%	100%	100%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>325</b>	<b>336</b>	<b>303</b>	<b>214</b>	<b>199</b>	<b>261</b>	<b>74%</b>	<b>87%</b>	<b>67%</b>	<b>78%</b>	<b>65%</b>	<b>87%</b>	<b>13%</b>
English 12 Honors	Asian/Pacific Islander	31	18					63%	89%					26%
	Caucasian/White	57	20					74%	95%					21%
	Black/African Amer.	23	8					65%	100%					35%
	Hispanic/Latino	285	56					69%	95%					26%
	Native American	2	0					50%	0%					-50%
	Other	0	0					0%	0%					0%
<b>Total</b>		<b>398</b>	<b>102</b>					<b>69%</b>	<b>94%</b>					<b>25%</b>
AP Literature	Asian/Pacific Islander	14	18	20	6	7	7	93%	89%	85%	83%	100%	100%	7%
	Caucasian/White	14	20	24	14	17	7	93%	95%	96%	100%	88%	57%	-36%
	Black/African Amer.	1	8	8	4	3	3	100%	100%	50%	100%	67%	100%	0%
	Hispanic/Latino	39	56	76	82	68	60	97%	95%	87%	90%	87%	88%	-9%
	Native American	1	0	0	1	0	0	--	0%	0%	100%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>69</b>	<b>102</b>	<b>128</b>	<b>107</b>	<b>95</b>	<b>77</b>	<b>94%</b>	<b>94%</b>	<b>86%</b>	<b>93%</b>	<b>87%</b>	<b>87%</b>	<b>-7%</b>

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 12 Rhetoric and Writing	Asian/Pacific Islander				4	4	9				75%	75%	89%	14%
	Caucasian/White				5	4	9				60%	100%	100%	40%
	Black/African Amer.				4	20	6				75%	100%	100%	25%
	Hispanic/Latino				37	61	104				84%	90%	88%	4%
	Native American				0	0	0				0%	0%	0%	0%
	Other				0	0	0				0%	0%	0%	0%
<b>Total</b>					<b>50</b>	<b>89</b>	<b>128</b>				<b>80%</b>	<b>92%</b>	<b>89%</b>	<b>9%</b>
ELD 8 Hour 2	Asian/Pacific Islander		1	2	1				100%	50%	100%			0%
	Caucasian/White		0	0	0				0%	0%	0%			0%
	Black/African Amer.		0	0	0				0%	0%	0%			0%
	Hispanic/Latino		45	53	62				84%	72%	77%			-7%
	Native American		1	0	0				0%	0%	0%			0%
	Other		0	0	0				0%	0%	0%			0%
<b>Total</b>			<b>47</b>	<b>55</b>	<b>63</b>				<b>83%</b>	<b>71%</b>	<b>78%</b>			<b>-5%</b>
English Lit 2 Honors	Asian/Pacific Islander					0						0%		N/A
	Caucasian/White					0						0%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					1						100%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>1</b>						<b>100%</b>		<b>N/A</b>
English/ Lang Arts 2	Asian/Pacific Islander					0	0					0%	0%	0%
	Caucasian/White					1	0					0%	0%	0%
	Black/African Amer.					0	0					0%	0%	0%
	Hispanic/Latino					0	4					0%	100%	100%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
<b>Total</b>						<b>1</b>	<b>4</b>					<b>0%</b>	<b>100%</b>	<b>100%</b>

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 3 – Sem6	Asian/Pacific Islander					0	0					0%	0%	0%
	Caucasian/White					0	0					0%	0%	0%
	Black/African Amer.					0	1					0%	100%	100%
	Hispanic/Latino					1	6					100%	100%	0%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
<b>Total</b>						<b>1</b>	<b>7</b>					<b>100%</b>	<b>100%</b>	<b>0%</b>
English 2 - Sem3 & Sem4	Asian/Pacific Islander					0	0					0%	0%	0%
	Caucasian/White					1	0					100%	0%	-100%
	Black/African Amer.					0	0					0%	0%	0%
	Hispanic/Latino					2	5					100%	100%	0%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
<b>Total</b>						<b>3</b>	<b>5</b>					<b>100%</b>	<b>100%</b>	<b>0%</b>
<b>Total</b>	<b>All Math</b>	<b>1,543</b>	<b>1,708</b>	<b>2,035</b>	<b>1,643</b>	<b>2,656</b>	<b>2,027</b>	<b>67%</b>	<b>65%</b>	<b>53%</b>	<b>66%</b>	<b>58%</b>	<b>58%</b>	<b>-9%</b>
Algebra 2	Asian/Pacific Islander	28	22	22	27	26	20	57%	86%	56%	59%	77%	85%	28%
	Caucasian/White	34	46	40	27	46	29	82%	91%	80%	100%	57%	79%	-3%
	Black/African Amer.	18	30	37	23	25	33	100%	60%	65%	83%	44%	70%	-30%
	Hispanic/Latino	231	369	534	300	433	387	85%	69%	50%	89%	49%	58%	-27%
	Native American	3	6	3	2	3	4	67%	83%	67%	100%	33%	50%	-17%
	Other	0	0	0	0	2	0	0%	0%	0%	0%	50%	0%	0%
<b>Total</b>		<b>314</b>	<b>473</b>	<b>636</b>	<b>379</b>	<b>535</b>	<b>473</b>	<b>83%</b>	<b>71%</b>	<b>53%</b>	<b>87%</b>	<b>51%</b>	<b>61%</b>	<b>-22%</b>

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 2 Bilingual	Asian/Pacific Islander	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Caucasian/White	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Black/African Amer.	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Hispanic/Latino	31	60	55	62	24	25	97%	45%	47%	39%	25%	52%	-45%
	Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>31</b>	<b>60</b>	<b>55</b>	<b>62</b>	<b>24</b>	<b>25</b>	<b>97%</b>	<b>45%</b>	<b>47%</b>	<b>39%</b>	<b>25%</b>	<b>52%</b>	<b>-45%</b>
Geometry	Asian/Pacific Islander	35	21	25	24	30		69%	57%	60%	83%	83%		14%
	Caucasian/White	55	49	54	32	30		64%	63%	65%	47%	67%		3%
	Black/African Amer.	33	31	26	30	33		55%	61%	58%	53%	45%		-10%
	Hispanic/Latino	328	332	446	366	421		60%	66%	45%	45%	53%		-7%
	Native American	3	2	4	4	2		60%	665	45%	45%	50%		-10%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
<b>Total</b>		<b>454</b>	<b>435</b>	<b>555</b>	<b>456</b>	<b>516</b>		<b>60%</b>	<b>65%</b>	<b>48%</b>	<b>48%</b>	<b>55%</b>		<b>-5%</b>
Geometry Accelerated/Honors	Asian/Pacific Islander	4	3	5	5			100%	100%	80%	100%			0%
	Caucasian/White	7	4	2	3			100%	100%	100%	100%			0%
	Black/African Amer.	1	1	0	1			0%	100%	0%	100%			100%
	Hispanic/Latino	18	18	16	19			100%	100%	100%	100%			0%
	Native American	0	0	0	0			0%	0%	0%	0%			0%
	Other	0	0	0	0			0%	0%	0%	0%			0%
<b>Total</b>		<b>30</b>	<b>26</b>	<b>23</b>	<b>28</b>			<b>97%</b>	<b>100%</b>	<b>83%</b>	<b>100%</b>			<b>3%</b>
Geometry Bilingual	Asian/Pacific Islander	0	0	1	0			0%	0%	100%	0%			0%
	Caucasian/White	0	0	0	0			0%	0%	0%	0%			0%
	Black/African Amer.	0	0	0	0			0%	0%	0%	0%			0%
	Hispanic/Latino	59	53	56	26			56%	43%	48%	92%			36%
	Native American	0	0	0	0			0%	0%	0%	0%			0%
	Other	0	0	0	0			0%	0%	0%	0%			0%
<b>Total</b>		<b>59</b>	<b>53</b>	<b>57</b>	<b>26</b>			<b>56%</b>	<b>43%</b>	<b>49%</b>	<b>92%</b>			<b>36%</b>

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	
Intermediate Algebra	Asian/Pacific Islander	26	32	21	22	27	29	61%	50%	43%	82%	63%	62%	1%
	Caucasian/White	55	43	50	41	39	28	56%	60%	62%	63%	64%	64%	8%
	Black/African Amer.	24	25	28	20	26	14	54%	56%	43%	75%	62%	64%	10%
	Hispanic/Latino	255	283	366	343	393	327	56%	59%	54%	62%	67%	60%	4%
	Native American	1	2	3	1	1	0	100%	100%	67%	100%	100%	0%	-100%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>361</b>	<b>385</b>	<b>468</b>	<b>427</b>	<b>486</b>	<b>398</b>	<b>56%</b>	<b>59%</b>	<b>54%</b>	<b>63%</b>	<b>66%</b>	<b>60%</b>	<b>4%</b>
Intermediate Algebra Bilingual	Asian/Pacific Islander	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Caucasian/White	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Black/African Amer.	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Hispanic/Latino	24	30	0	0	6		46%	57%	0%	0%	83%		37%
	Native American	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
<b>Total</b>		<b>24</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>6</b>		<b>46%</b>	<b>57%</b>	<b>0%</b>	<b>0%</b>	<b>83%</b>		<b>37%</b>
Extended Algebra	Asian/Pacific Islander	5	9	2	9	5	7	40%	56%	--	--	60%	57%	17%
	Caucasian/White	14	10	6	12	14	8	36%	80%	--	33%	43%	0%	-36%
	Black/African Amer.	13	10	3	15	10	8	38%	40%	--	27%	20%	50%	12%
	Hispanic/Latino	125	168	59	211	187	221	23%	36%	--	14%	43%	36%	13%
	Native American	0	0	0	0	1	2	0%	0%	0%	0%	0%	100%	100%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>157</b>	<b>197</b>	<b>70</b>	<b>247</b>	<b>217</b>	<b>246</b>	<b>26%</b>	<b>40%</b>	<b>--</b>	<b>15%</b>	<b>42%</b>	<b>37%</b>	<b>11%</b>
Math Analysis	Asian/Pacific Islander	14	19	8	6	10		75%	82%	38%	67%	70%		-5%
	Caucasian/White	12	26	13	17	9		50%	69%	54%	76%	78%		28%
	Black/African Amer.	7	7	10	9	4		71%	57%	20%	67%	50%		-21%
	Hispanic/Latino	50	92	105	153	118		58%	54%	59%	67%	63%		5%
	Native American	0	0	2	1	0		0%	0%	50%	--	0%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
<b>Total</b>		<b>83</b>	<b>144</b>	<b>138</b>	<b>186</b>	<b>141</b>		<b>55%</b>	<b>57%</b>	<b>54%</b>	<b>67%</b>	<b>64%</b>		<b>9%</b>

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 Calculus AB	Asian/Pacific Islander	12	11	8	6	9	5	75%	82%	38%	67%	78%	100%	25%
	Caucasian/White	6	13	9	5	12	2	67%	77%	67%	80%	58%	100%	33%
	Black/African Amer.	1	5	1	1	4	3	100%	80%	100%	--	50%	67%	-33%
	Hispanic/Latino	35	31	34	30	58	31	80%	71%	65%	60%	64%	81%	1%
	Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>54</b>	<b>60</b>	<b>52</b>	<b>42</b>	<b>83</b>	<b>41</b>	<b>78%</b>	<b>75%</b>	<b>62%</b>	<b>62%</b>	<b>64%</b>	<b>83%</b>	<b>5%</b>
AP Calculus BC	Asian/Pacific Islander	5	6	5	3		4	60%	100%	100%	100%		100%	40%
	Caucasian/White	1	2	4	3		2	--	100%	100%	100%		100%	0%
	Black/African Amer.	0	0	0	0		0	0%	0%	0%	0%		0%	0%
	Hispanic/Latino	5	7	8	11		21	100%	100%	88%	91%		76%	-24%
	Native American	1	0	0	0		0	--	0%	0%	0%		0%	0%
	Other	0	0	0	0		0	0%	0%	0%	0%		0%	0%
<b>Total</b>		<b>12</b>	<b>15</b>	<b>17</b>	<b>17</b>		<b>27</b>	<b>67%</b>	<b>100%</b>	<b>94%</b>	<b>94%</b>		<b>81%</b>	<b>14%</b>
Trigonometry	Asian/Pacific Islander	15				6	2	80%				17%	100%	20%
	Caucasian/White	18				11	3	78%				45%	67%	-11%
	Black/African Amer.	6				4	3	67%				75%	33%	-34%
	Hispanic/Latino	66				56	38	73%				46%	58%	-15%
	Native American	0				0	0	0%				0%	0%	0%
	Other	0				0	0	0%				0%	0%	0%
<b>Total</b>		<b>105</b>				<b>77</b>	<b>46</b>	<b>73%</b>				<b>45%</b>	<b>59%</b>	<b>-14%</b>
AP Statistics	Asian/Pacific Islander	4	1	7	1	2	4	100%	--	86%	100%	100%	75%	-25%
	Caucasian/White	5	5	9	5	3	2	100%	80%	100%	100%	67%	100%	0%
	Black/African Amer.	1	3	3	2	2	1	100%	100%	100%	50%	50%	100%	0%
	Hispanic/Latino	6	18	15	12	15	46	100%	83%	53%	75%	60%	76%	-24%
	Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>16</b>	<b>27</b>	<b>34</b>	<b>20</b>	<b>22</b>	<b>53</b>	<b>100%</b>	<b>81%</b>	<b>76%</b>	<b>80%</b>	<b>64%</b>	<b>77%</b>	<b>-23%</b>

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 2 Pre-IB	Asian/Pacific Islander					1						100%		N/A
	Caucasian/White					0						0%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					0						0%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>1</b>						<b>100%</b>		<b>N/A</b>
Algebra 1	Asian/Pacific Islander					4						100%		N/A
	Caucasian/White					10						80%		N/A
	Black/African Amer.					2						100%		N/A
	Hispanic/Latino					79						72%		N/A
	Native American					2						50%		N/A
	Other					3						67%		N/A
<b>Total</b>						<b>100</b>						<b>74%</b>		<b>N/A</b>
Exten Algebra BI	Asian/Pacific Islander					1						100%		N/A
	Caucasian/White					0						0%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					22						41%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>23</b>						<b>43%</b>		<b>N/A</b>
Ext Algebra 1B	Asian/Pacific Islander					6						83%		N/A
	Caucasian/White					10						60%		N/A
	Black/African Amer.					10						50%		N/A
	Hispanic/Latino					171						57%		N/A
	Native American					2						50%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>199</b>						<b>58%</b>		<b>N/A</b>

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	
Finite Math 2	Asian/Pacific Islander					1	6					100%	83%	-17%
	Caucasian/White					6	8					83%	88%	5%
	Black/African Amer.					7	3					43%	67%	24%
	Hispanic/Latino					60	66					48%	71%	23%
	Native American					0	1					0%	100%	100%
	Other					0	0					0%	0%	0%
<b>Total</b>						<b>74</b>	<b>84</b>					<b>51%</b>	<b>74%</b>	<b>23%</b>
Formal Geo 1	Asian/Pacific Islander					2	42					100%	67%	-33%
	Caucasian/White					3	50					67%	56%	-11%
	Black/African Amer.					2	25					100%	48%	-52%
	Hispanic/Latino					59	478					71%	54%	-17%
	Native American					1	2					0%	100%	100%
	Other					0	0					0%	0%	0%
<b>Total</b>						<b>67</b>	<b>597</b>					<b>72%</b>	<b>55%</b>	<b>-17%</b>
Formal Geometry 2 AC	Asian/Pacific Islander					3	6					100%	100%	0%
	Caucasian/White					7	3					86%	67%	-19%
	Black/African Amer.					0	0					0%	0%	0%
	Hispanic/Latino					43	28					100%	89%	-11%
	Native American					1	0					100%	0%	-100%
	Other					0	0					0%	0%	0%
<b>Total</b>						<b>54</b>	<b>37</b>					<b>98%</b>	<b>89%</b>	<b>-9%</b>
Formal Geometry 2 BI	Asian/Pacific Islander					0						0%		N/A
	Caucasian/White					0						0%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					22						91%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>22</b>						<b>91%</b>		<b>N/A</b>

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	
Inter Algebra 1 AC	Asian/Pacific Islander					0						0%		N/A
	Caucasian/White					0						0%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					2						100%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>2</b>						<b>100%</b>		<b>N/A</b>
Math Analysis 2 Honors	Asian/Pacific Islander					0						0%		N/A
	Caucasian/White					1						100%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					5						100%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>6</b>						<b>100%</b>		<b>N/A</b>

Data source: Sweetwater Union High School District

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

**Appendix B2: Student A-G Course Enrollment and Completion, by Ethnicity (2002 through 2007):  
Mar Vista 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	187	238	292	297	300	252	71%	73%	--	66%	77%	78%	6%
	Caucasian/White	685	674	724	679	662	599	69%	70%	60%	65%	76%	82%	7%
	Black/African Amer.	114	136	137	128	137	145	68%	71%	61%	56%	72%	78%	4%
	Hispanic/Latino	1544	1723	1949	2010	2217	2035	65%	59%	51%	51%	69%	72%	4%
	Native American	17	5	12	13	11	13	72%	69%	58%	33%	73%	54%	1%
	Other	0	0	0	0	3	0	0%	0%	0%	0%	67%	0%	67%
<b>Total</b>		<b>2,547</b>	<b>2,776</b>	<b>3,114</b>	<b>3,127</b>	<b>3,330</b>	<b>3,045</b>	<b>67%</b>	<b>64%</b>	<b>55%</b>	<b>56%</b>	<b>71%</b>	<b>74%</b>	<b>7%</b>
<b>Total</b>	<b>All English</b>	<b>1,634</b>	<b>1,666</b>	<b>1,532</b>	<b>1,730</b>	<b>1,750</b>	<b>1,610</b>	<b>72%</b>	<b>73%</b>	<b>73%</b>	<b>72%</b>	<b>72%</b>	<b>77%</b>	<b>5%</b>
English 9	Asian/Pacific Islander	24	26	42	42	43	16	67%	85%	79%	83%	63%	56%	-11%
	Caucasian/White	91	85	100	87	119	36	67%	64%	73%	63%	77%	81%	14%
	Black/African Amer.	18	21	16	22	23	24	78%	76%	69%	55%	78%	71%	-7%
	Hispanic/Latino	210	196	254	324	366	254	59%	55%	61%	46%	66%	58%	-1%
	Native American	3	1	2	4	1	3	67%	--	59%	25%	100%	33%	-34%
	Other	0	2	0	0	1	0	0%	--	0%	0%	0%	0%	0%
<b>Total</b>		<b>346</b>	<b>331</b>	<b>414</b>	<b>479</b>	<b>553</b>	<b>333</b>	<b>63%</b>	<b>60%</b>	<b>66%</b>	<b>53%</b>	<b>69%</b>	<b>61%</b>	<b>-2%</b>
English 09 Accelerated/ Honors	Asian/Pacific Islander	13	13		5		11	85%	100%		100%		100%	15%
	Caucasian/White	42	39		22		35	81%	90%		95%		94%	13%
	Black/African Amer.	7	9		1		4	100%	89%		100%		75%	-25%
	Hispanic/Latino	70	61		27		65	81%	87%		85%		94%	13%
	Native American	1	0		0		0	--	0%		0%		0%	0%
	Other	0	0		0		0	0%	0%		0%		0%	0%
<b>Total</b>		<b>133</b>	<b>122</b>		<b>55</b>		<b>115</b>	<b>83%</b>	<b>89%</b>		<b>91%</b>		<b>94%</b>	<b>11%</b>

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 10	Asian/Pacific Islander	12	21	19	43	50	20	83%	76%	68%	65%	78%	80%	-3%
	Caucasian/White	40	53	38	96	98	48	88%	70%	71%	61%	65%	73%	-15%
	Black/African Amer.	11	10	10	18	23	9	88%	70%	71%	61%	52%	56%	-32%
	Hispanic/Latino	171	190	144	295	325	225	69%	56%	63%	49%	66%	51%	-18%
	Native American	1	2	1	2	2	3	100%	50%	--	50%	0%	67%	-33%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>235</b>	<b>276</b>	<b>212</b>	<b>454</b>	<b>498</b>	<b>305</b>	<b>73%</b>	<b>60%</b>	<b>65%</b>	<b>54%</b>	<b>66%</b>	<b>57%</b>	<b>-16%</b>
English 10 Accelerated Honors	Asian/Pacific Islander	19	16	21			13	89%	88%	95%			69%	-20%
	Caucasian/White	72	56	65			61	88%	89%	83%			82%	-6%
	Black/African Amer.	10	10	14			10	90%	100%	100%			90%	0%
	Hispanic/Latino	117	103	92			80	79%	87%	84%			85%	6%
	Native American	1	1	0			0	100%	100%	0%			0%	-100%
	Other	0	0	0			0	0%	0%	0%			0%	0%
<b>Total</b>		<b>219</b>	<b>186</b>	<b>192</b>			<b>164</b>	<b>84%</b>	<b>89%</b>	<b>86%</b>			<b>83%</b>	<b>-1%</b>
English 11	Asian/Pacific Islander	16	12	15	14	27	18	56%	58%	73%	64%	67%	89%	33%
	Caucasian/White	39	47	31	33	51	36	72%	79%	84%	88%	71%	83%	11%
	Black/African Amer.	9	16	3	6	12	16	44%	81%	67%	83%	67%	81%	37%
	Hispanic/Latino	118	139	143	136	190	178	70%	63%	66%	64%	72%	72%	2%
	Native American	4	2	0	1	2	1	25%	100%	0%	100%	100%	100%	75%
	Other	0	4	0	0	0	0	0%	--	0%	0%	0%	0%	0%
<b>Total</b>		<b>186</b>	<b>220</b>	<b>192</b>	<b>190</b>	<b>282</b>	<b>249</b>	<b>67%</b>	<b>66%</b>	<b>70%</b>	<b>69%</b>	<b>71%</b>	<b>76%</b>	<b>9%</b>
English 11 Honors	Asian/Pacific Islander	10	6	6	9	3	5	70%	--	67%	78%	100%	60%	-10%
	Caucasian/White	31	19	28	18	2	16	87%	68%	86%	89%	50%	88%	1%
	Black/African Amer.	8	4	5	8	0	1	63%	75%	80%	75%	0%	100%	37%
	Hispanic/Latino	50	37	57	57	13	45	88%	62%	88%	79%	92%	91%	3%
	Native American	2	0	2	0	0	0	100%	0%	100%	0%	0%	0%	-100%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>101</b>	<b>66</b>	<b>98</b>	<b>92</b>	<b>18</b>	<b>67</b>	<b>84%</b>	<b>67%</b>	<b>86%</b>	<b>80%</b>	<b>89%</b>	<b>88%</b>	<b>4%</b>

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 Language	Asian/Pacific Islander	5	14	15	14	19	16	80%	100%	87%	100%	95%	94%	14%
	Caucasian/White	35	31	26	37	34	25	77%	90%	92%	92%	94%	72%	-5%
	Black/African Amer.	2	5	3	6	3	2	100%	80%	100%	83%	100%	50%	-50%
	Hispanic/Latino	52	76	46	39	45	31	96%	87%	76%	92%	89%	90%	-6%
	Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>94</b>	<b>126</b>	<b>90</b>	<b>96</b>	<b>101</b>	<b>74</b>	<b>88%</b>	<b>89%</b>	<b>83%</b>	<b>93%</b>	<b>92%</b>	<b>84%</b>	<b>-4%</b>
English 12	Asian/Pacific Islander	7	13	12	9	11	17	57%	85%	83%	78%	91%	82%	34%
	Caucasian/White	27	35	39	26	23	22	67%	77%	72%	81%	70%	82%	3%
	Black/African Amer.	8	6	12	2	9	9	50%	83%	83%	100%	100%	78%	50%
	Hispanic/Latino	124	102	104	89	96	96	56%	74%	64%	74%	69%	84%	13%
	Native American	0	1	1	0	1	0	0%	100%	100%	0%	100%	0%	100%
	Other	0	12	0	0	0	0	0%	42%	0%	0%	0%	0%	0%
<b>Total</b>		<b>166</b>	<b>169</b>	<b>168</b>	<b>126</b>	<b>140</b>	<b>144</b>	<b>58%</b>	<b>73%</b>	<b>69%</b>	<b>76%</b>	<b>73%</b>	<b>83%</b>	<b>15%</b>
English 12 Honors	Asian/Pacific Islander	9	8	3	4			89%	88%	100%	50%			-39%
	Caucasian/White	15	12	12	21			60%	83%	50%	100%			40%
	Black/African Amer.	4	2	0	3			100%	100%	0%	67%			-33%
	Hispanic/Latino	52	28	34	34			67%	79%	50%	85%			18%
	Native American	0	0	0	0			0%	0%	0%	0%			0%
	Other	0	0	0	0			0%	0%	0%	0%			0%
<b>Total</b>		<b>80</b>	<b>50</b>	<b>49</b>	<b>62</b>			<b>70%</b>	<b>82%</b>	<b>53%</b>	<b>87%</b>			<b>17%</b>

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 Literature	Asian/Pacific Islander	3	4	13	14	18	20	100%	100%	77%	100%	89%	100%	0%
	Caucasian/White	29	32	23	21	33	34	76%	91%	96%	100%	88%	97%	21%
	Black/African Amer.	3	3	5	5	5	3	100%	100%	100%	100%	100%	100%	0%
	Hispanic/Latino	40	58	52	44	42	46	55%	88%	88%	100%	93%	100%	45%
	Native American	0	1	0	0	0	0	0%	100%	0%	0%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>75</b>	<b>98</b>	<b>93</b>	<b>84</b>	<b>98</b>	<b>103</b>	<b>67%</b>	<b>90%</b>	<b>89%</b>	<b>100%</b>	<b>91%</b>	<b>99%</b>	<b>32%</b>
English 12 Rhetoric and Writing	Asian/Pacific Islander				5	4	3				60%	100%	67%	7%
	Caucasian/White				14	9	13				43%	89%	62%	19%
	Black/African Amer.				0	2	4				0%	100%	75%	75%
	Hispanic/Latino				47	41	35				66%	83%	83%	17%
	Native American				0	0	1				0%	0%	100%	100%
	Other				0	0	0				0%	0%	0%	0%
<b>Total</b>					<b>66</b>	<b>56</b>	<b>56</b>				<b>61%</b>	<b>86%</b>	<b>77%</b>	<b>16%</b>
ELD 8 Hour 2	Asian/Pacific Islander		1	1	0				100%	100%	0%			-100%
	Caucasian/White		0	1	0				0%	100%	0%			0%
	Black/African Amer.		0	0	0				0%	0%	0%			0%
	Hispanic/Latino		22	22	26				59%	86%	88%			29%
	Native American		0	0	0				0%	0%	0%			0%
	Other		0	0	0				0%	0%	0%			0%
<b>Total</b>			<b>23</b>	<b>24</b>	<b>26</b>				<b>61%</b>	<b>88%</b>	<b>88%</b>			<b>27%</b>

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 2 - SEM 3 & 4	Asian/Pacific Islander					1						100%		N/A
	Caucasian/White					0						0%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					2						100%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>3</b>						<b>100%</b>		<b>N/A</b>
English 3 - SEM 6	Asian/Pacific Islander					0						0%		N/A
	Caucasian/White					0						0%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					1						100%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>1</b>						<b>100%</b>		<b>N/A</b>
<b>Total</b>	<b>All Math</b>	<b>912</b>	<b>1,130</b>	<b>1,582</b>	<b>1,397</b>	<b>1,580</b>	<b>1,435</b>	<b>57%</b>	<b>50%</b>	<b>37%</b>	<b>43%</b>	<b>70%</b>	<b>72%</b>	<b>15%</b>
Algebra 1	Asian/Pacific Islander	20	20	43	25	6	19	35%	50%	16%	56%	50%	68%	33%
	Caucasian/White	75	78	141	74	2	37	36%	32%	27%	42%	50%	70%	34%
	Black/African Amer.	12	11	28	18	0	15	42%	45%	29%	39%	0%	87%	45%
	Hispanic/Latino	133	215	417	291	30	181	36%	25%	22%	27%	93%	64%	28%
	Native American	2	1	2	4	1	1	50%	--	--	--	100%	100%	50%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>242</b>	<b>325</b>	<b>631</b>	<b>412</b>	<b>39</b>	<b>253</b>	<b>60%</b>	<b>43%</b>	<b>27%</b>	<b>50%</b>	<b>85%</b>	<b>66%</b>	<b>6%</b>

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 BI	Asian/Pacific Islander						0						0%	N/A
	Caucasian/White						0						0%	N/A
	Black/African Amer.						0						0%	N/A
	Hispanic/Latino						37						81%	N/A
	Native American						0						0%	N/A
	Other						0						0%	N/A
<b>Total</b>							<b>37</b>						<b>81%</b>	<b>N/A</b>
Algebra 2	Asian/Pacific Islander					20	18					85%	67%	-18%
	Caucasian/White					41	38					78%	76%	-2%
	Black/African Amer.					6	14					100%	86%	-14%
	Hispanic/Latino					154	183					68%	96%	28%
	Native American					0	1					0%	0%	0%
	Other					1	0					100%	0%	100%
<b>Total</b>						<b>222</b>	<b>254</b>					<b>73%</b>	<b>90%</b>	<b>17%</b>
Algebra 2 Bilingual	Asian/Pacific Islander	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Caucasian/White	0	0	0	0	0	1	0%	0%	0%	0%	0%	100%	0%
	Black/African Amer.	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Hispanic/Latino	30	28	56	30	30	46	60%	43%	27%	50%	10%	50%	-10%
	Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>30</b>	<b>28</b>	<b>56</b>	<b>30</b>	<b>30</b>	<b>47</b>	<b>60%</b>	<b>43%</b>	<b>27%</b>	<b>50%</b>	<b>10%</b>	<b>51%</b>	<b>-50%</b>

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	
Formal Geometry 1	Asian/Pacific Islander	16	36	38	52	10		75%	47%	37%	44%	90%		15%
	Caucasian/White	53	68	109	106	6		49%	41%	32%	42%	83%		34%
	Black/African Amer.	7	18	24	17	1		43%	39%	25%	12%	0%		-43%
	Hispanic/Latino	119	136	257	260	65		63%	40%	28%	39%	77%		14%
	Native American	2	2	2	0	0		50%	50%	50%	0%	0%		-50%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
<b>Total</b>		<b>197</b>	<b>260</b>	<b>430</b>	<b>435</b>	<b>82</b>		<b>117</b>	<b>108</b>	<b>127</b>	<b>171</b>	<b>64</b>		<b>27%</b>
Formal Geometry 2	Asian/Pacific Islander					17	25					71%	40%	-31%
	Caucasian/White					62	60					81%	67%	-14%
	Black/African Amer.					7	11					86%	64%	-22%
	Hispanic/Latino					163	171					68%	39%	-29%
	Native American					1	2					0%	0%	0%
	Other					0	0					0%	0%	0%
<b>Total</b>						<b>250</b>	<b>269</b>					<b>72%</b>	<b>46%</b>	<b>-26%</b>
Formal Geometry 2 BI	Asian/Pacific Islander						0						0%	N/A
	Caucasian/White						1						0%	N/A
	Black/African Amer.						0						0%	N/A
	Hispanic/Latino						23						70%	N/A
	Native American						0						0%	N/A
	Other						0						0%	N/A
<b>Total</b>							<b>24</b>						<b>67%</b>	<b>N/A</b>

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	
Formal Geometry 2AC	Asian/Pacific Islander						6						100%	N/A
	Caucasian/White						22						82%	N/A
	Black/African Amer.						6						83%	N/A
	Hispanic/Latino						65						77%	N/A
	Native American						0						0%	N/A
	Other						0						0%	N/A
<b>Total</b>							<b>99</b>						<b>80%</b>	<b>N/A</b>
Geometry Accelerated/Honors	Asian/Pacific Islander	3	6					100%	83%					-17%
	Caucasian/White	12	10					92%	70%					-22%
	Black/African Amer.	0	4					0%	75%					75%
	Hispanic/Latino	18	16					83%	100%					17%
	Native American	0	0					0%	0%					0%
	Other	0	0					0%	0%					0%
<b>Total</b>		<b>33</b>	<b>36</b>					<b>88%</b>	<b>86%</b>					<b>-2%</b>
Geometry 2 Bilingual	Asian/Pacific Islander	0		0	0	0		0%		0%	0%	0%		0%
	Caucasian/White	0		0	0	0		0%		0%	0%	0%		0%
	Black/African Amer.	0		0	0	0		0%		0%	0%	0%		0%
	Hispanic/Latino	14		25	26	45		64%		32%	27%	62%		-2%
	Native American	0		0	0	0		0%		0%	0%	0%		0%
	Other	0		0	0	0		0%		0%	0%	0%		0%
<b>Total</b>		<b>14</b>		<b>25</b>	<b>26</b>	<b>45</b>		<b>64%</b>		<b>32%</b>	<b>27%</b>	<b>62%</b>		<b>-2%</b>

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	
Intermediate Algebra	Asian/Pacific Islander	17	23	31	25	10		65%	61%	61%	32%	100%		35%
	Caucasian/White	59	44	56	62	7		56%	75%	52%	35%	86%		30%
	Black/African Amer.	9	8	10	14	8		44%	50%	80%	29%	38%		-6%
	Hispanic/Latino	101	190	105	167	36		59%	52%	41%	32%	97%		38%
	Native American	1	1	1	2	0		100%	100%	100%	50%	0%		-100%
	Other	0	0	0	0	1		0%	0%	0%	0%	100%		100%
<b>Total</b>		<b>187</b>	<b>266</b>	<b>203</b>	<b>270</b>	<b>62</b>		<b>58%</b>	<b>56%</b>	<b>49%</b>	<b>33%</b>	<b>89%</b>		<b>31%</b>
Intermediate Algebra 2	Asian/Pacific Islander						25						72%	N/A
	Caucasian/White						59						76%	N/A
	Black/African Amer.						14						64%	N/A
	Hispanic/Latino						182						72%	N/A
	Native American						1						0%	N/A
	Other						0						0%	N/A
<b>Total</b>						<b>281</b>						<b>72%</b>	<b>N/A</b>	
Intermediate Algebra 2 AC	Asian/Pacific Islander						7						100%	N/A
	Caucasian/White						28						93%	N/A
	Black/African Amer.						2						50%	N/A
	Hispanic/Latino						34						91%	N/A
	Native American						0						0%	N/A
	Other						0						0%	N/A
<b>Total</b>						<b>71</b>						<b>92%</b>	<b>N/A</b>	

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	
Intermediate Algebra Bilingual	Asian/Pacific Islander	0						0%						N/A
	Caucasian/White	0						0%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	12						67%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
<b>Total</b>		<b>12</b>						<b>67%</b>						<b>N/A</b>
Extended Algebra	Asian/Pacific Islander	0	0	0	6			0%	0%	0%	83%			83%
	Caucasian/White	1	0	2	39			100%	0%	100%	28%			-72%
	Black/African Amer.	0	0	3	10			0%	0%	33%	30%			30%
	Hispanic/Latino	2	3	7	174			100%	33%	57%	28%			-72%
	Native American	0	0	0	0			0%	0%	0%	0%			0%
	Other	0	0	0	0			0%	0%	0%	0%			0%
<b>Total</b>		<b>3</b>	<b>3</b>	<b>12</b>	<b>229</b>			<b>100%</b>	<b>33%</b>	<b>58%</b>	<b>29%</b>			<b>-71%</b>
Extended Algebra 1B	Asian/Pacific Islander					5						60%		N/A
	Caucasian/White					18						72%		N/A
	Black/African Amer.					4						75%		N/A
	Hispanic/Latino					95						66%		N/A
	Native American					1						100%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>123</b>						<b>67%</b>		<b>N/A</b>

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	
Extended Algebra 2B	Asian/Pacific Islander					12						67%		N/A
	Caucasian/White					37						59%		N/A
	Black/African Amer.					11						55%		N/A
	Hispanic/Latino					151						48%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>211</b>						<b>52%</b>		<b>N/A</b>
Extended Algebra 1B Bilingual	Asian/Pacific Islander					0						0%		N/A
	Caucasian/White					0						0%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					33						94%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>33</b>						<b>94%</b>		<b>N/A</b>
Math Analysis	Asian/Pacific Islander	9						67%						N/A
	Caucasian/White	31						77%						N/A
	Black/African Amer.	2						100%						N/A
	Hispanic/Latino	48						58%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
<b>Total</b>		<b>90</b>						<b>67%</b>						<b>N/A</b>

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 Calculus AB	Asian/Pacific Islander	2	2	4	7	11	5	100%	100%	75%	43%	91%	100%	0%
	Caucasian/White	13	16	11	5	20	11	100%	88%	91%	100%	95%	100%	0%
	Black/African Amer.	2	3	1	1	2	1	100%	100%	100%	100%	100%	100%	0%
	Hispanic/Latino	23	31	20	12	20	27	78%	97%	100%	83%	95%	78%	0%
	Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>40</b>	<b>52</b>	<b>36</b>	<b>25</b>	<b>53</b>	<b>44</b>	<b>88%</b>	<b>94%</b>	<b>94%</b>	<b>76%</b>	<b>94%</b>	<b>86%</b>	<b>-2%</b>
AP Calculus BC	Asian/Pacific Islander	1	1	1	1	4	2	100%	100%	--	--	100%	100%	0%
	Caucasian/White	2	6	4	6	2	3	100%	100%	100%	100%	100%	100%	0%
	Black/African Amer.	0	0	0	0	1	0	0%	0%	0%	0%	100%	0%	0%
	Hispanic/Latino	11	8	12	8	4	3	82%	100%	100%	100%	100%	100%	-18%
	Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>14</b>	<b>15</b>	<b>17</b>	<b>15</b>	<b>11</b>	<b>8</b>	<b>86%</b>	<b>100%</b>	<b>94%</b>	<b>93%</b>	<b>100%</b>	<b>100%</b>	<b>14%</b>
AP Calculus AB2	Asian/Pacific Islander						4						100%	N/A
	Caucasian/White						10						100%	N/A
	Black/African Amer.						1						100%	N/A
	Hispanic/Latino						25						92%	N/A
	Native American						0						0%	N/A
	Other						0						0%	N/A
<b>Total</b>							<b>40</b>						<b>95%</b>	<b>N/A</b>

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 Calculus BC2	Asian/Pacific Islander						2						100%	N/A
	Caucasian/White						3						100%	N/A
	Black/African Amer.						0						0%	N/A
	Hispanic/Latino						3						100%	N/A
	Native American						0						0%	N/A
	Other						0						0%	N/A
<b>Total</b>							<b>8</b>						<b>100%</b>	<b>N/A</b>
Math Analysis Honors	Asian/Pacific Islander		5	16	16				60%	56%	88%			28%
	Caucasian/White		20	20	27				85%	80%	96%			11%
	Black/African Amer.		1	2	4				100%	100%	75%			-25%
	Hispanic/Latino		34	53	36				53%	79%	81%			28%
	Native American		0	0	0				0%	0%	0%			0%
	Other		0	0	0				0%	0%	0%			0%
<b>Total</b>			<b>60</b>	<b>91</b>	<b>83</b>				<b>65%</b>	<b>76%</b>	<b>87%</b>			<b>22%</b>
Probability/Statistics	Asian/Pacific Islander	1	11	12	12	4		100%	64%	75%	83%	50%		-50%
	Caucasian/White	19	23	20	24	18		79%	87%	95%	96%	83%		4%
	Black/African Amer.	2	5	4	3	2		100%	60%	50%	100%	100%		0%
	Hispanic/Latino	31	48	56	62	36		65%	69%	82%	87%	89%		24%
	Native American	0	0	1	0	0		0%	0%	100%	0%	0%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
<b>Total</b>		<b>53</b>	<b>87</b>	<b>93</b>	<b>101</b>	<b>60</b>		<b>72%</b>	<b>72%</b>	<b>83%</b>	<b>89%</b>	<b>85%</b>		<b>13%</b>

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 Statistics	Asian/Pacific Islander		0						0%						N/A
	Caucasian/White		0						0%						N/A
	Black/African Amer.		0						0%						N/A
	Hispanic/Latino		4						100%						N/A
	Native American		0						0%						N/A
	Other		0						0%						N/A
<b>Total</b>			<b>4</b>						<b>100%</b>						<b>N/A</b>
Finite Math 2	Asian/Pacific Islander					2						50%			N/A
	Caucasian/White					7						71%			N/A
	Black/African Amer.					3						100%			N/A
	Hispanic/Latino					14						64%			N/A
	Native American					1						100%			N/A
	Other					0						0%			N/A
<b>Total</b>						<b>27</b>						<b>70%</b>			<b>N/A</b>
Formal Geometry 1 (11)	Asian/Pacific Islander					1						0%			N/A
	Caucasian/White					4						50%			N/A
	Black/African Amer.					0						0%			N/A
	Hispanic/Latino					9						33%			N/A
	Native American					0						0%			N/A
	Other					0						0%			N/A
<b>Total</b>						<b>14</b>						<b>36%</b>			<b>N/A</b>

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 2 (10) CSA	Asian/Pacific Islander					2						50%		N/A
	Caucasian/White					6						67%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					24						54%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>32</b>						<b>56%</b>		<b>N/A</b>
Extended Algebra 1B (10) CSA	Asian/Pacific Islander					0						0%		N/A
	Caucasian/White					3						0%		N/A
	Black/African Amer.					2						50%		N/A
	Hispanic/Latino					9						11%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>14</b>						<b>14%</b>		<b>N/A</b>
Algebra 2 (10)	Asian/Pacific Islander					4						50%		N/A
	Caucasian/White					5						0%		N/A
	Black/African Amer.					0						0%		N/A
	Hispanic/Latino					14						7%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>23</b>						<b>13%</b>		<b>N/A</b>

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	
Extended Algebra 1B - (10-12)	Asian/Pacific Islander					2						50%		N/A
	Caucasian/White					10						100%		N/A
	Black/African Amer.					3						67%		N/A
	Hispanic/Latino					42						79%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>57</b>						<b>81%</b>		<b>N/A</b>
Extended Algebra 1B (9) CSA	Asian/Pacific Islander					0						0%		N/A
	Caucasian/White					4						100%		N/A
	Black/African Amer.					2						50%		N/A
	Hispanic/Latino					19						68%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>25</b>						<b>72%</b>		<b>N/A</b>
Formal Geometry 2 (1)	Asian/Pacific Islander					14						79%		N/A
	Caucasian/White					41						85%		N/A
	Black/African Amer.					8						63%		N/A
	Hispanic/Latino					103						77%		N/A
	Native American					1						100%		N/A
	Other					0						0%		N/A
<b>Total</b>						<b>167</b>						<b>78%</b>		<b>N/A</b>

Data source: Sweetwater Union High School District

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

**Appendix C: Project Objectives, Outcomes, Analysis, and Commentary for Chula and Mar Vista School  
CAPP CAHSEE Project**

<b>Objective</b>	<b>Outcome</b>	<b>Analysis</b>	<b>Commentary</b>
Teacher Participation in Summer Leadership/Content Area Institutes	Teachers participated in the summer institutes from 2001-02 to 2003-04, as proposed.	Both math and ELA teachers participated in summer institutes. The institutes linked CVM to CVHS and MVHS and focused on improving content-area expertise and pedagogy/leadership.	This was proposed as an objective for 2001-02 to 2003-04
Teachers in math and ELA designed and implement common assessments	This was fully implemented by 2006-07	Beginning in 2001-02 and until 2006-07, teachers from the schools collaborated to develop common assessments. They then administered the assessments analyzed the data to determine effective instructional strategies in varying degrees. But teachers met to discuss the results and also modified the assessments as needed. By Year 6, this objective was fully implemented because teachers consistently used teacher-developed, common six-week summative assessments and major formative assessments in math.	This was proposed as an objective for 2001-02 to 2006-07
Teachers learn to use a variety of data for decision-making		The schools used site data for students placement and examined student work to focus curriculum on standards. CVHS, CVMS, MVHS met bimonthly with SDSU coach look at data and its use for instructional improvement. Teachers received data from many sources and used different types of data to guide decision-making. They agreed that grade recovery would be a good way to try to anchor classroom assessment within the context of essential standards.	This was proposed as an objective for 2001-02 to 2002-03, then 2005-06.
Improve vertical alignment from middle to high school	Implemented during the first three of CAPP CAHSEE	By the end of 2001-02, all grades 9-12 math courses at CVHS and MVHS have syllabi aligned to CAHSEE standards mastery for course completion, with common assessments based on these standards; common assessment data are compared and discussed to develop and	This was proposed as an objective for 2001-02 to 2004-05

Objective	Outcome	Analysis	Commentary
		<p>implement interventions. Teachers from middle and high school met to discuss to examine assessment results and exposure to teaching methods and resources.</p> <p>The vertical alignment effort also resulted in the development of concise syllabi to guide placement, grading and policy decision. A syllabus existed for a number of math and English courses at the middle and high schools. The syllabus included course description, A-G role, scope and sequence, description of mastery, and classroom policies.</p> <p>Math syllabi for algebra, geometry, intermediate algebra and other courses at CVH and MVH were revised to include sample questions, pacing guides, scope and sequence maps, common/benchmark assessments, and curriculum guides. CVM math syllabi followed the high school model and contain common elements. CVM math teachers also aligned math 7 and algebra 1-2 classes within the school and developed/implemented common assessments for each course.</p> <p>All English course syllabi were revised and updated to include key standards by grading period, with core literature, materials and expected outcomes. English curriculum at CVHS was revised and expanded to include the “lesson sequence” models used to improve student proficiency in expository reading and writing. CVM English teachers developed a common end-of-semester exam and attempted to connect English and ELD teachers to each other through curriculum revision work (including focus on key/CAHSEE standards).</p>	

Objective	Outcome	Analysis	Commentary
		<p>In Year 4, English curriculum at all SMART schools stalled with adoption of the “Holt” materials but resumed when teachers at all sites, particularly in 9<sup>th</sup> grade, collaborated on how to make the mandated materials work more effectively for students.</p>	
<p>Develop and implement ongoing interventions to support students falling behind expectation</p>	<p>Fully implemented by 2006-07</p>	<p>Beginning in 2001-02, the Homework Centers at MVHS and CVHS served a large number of students. The model at CVH remained fairly consistent to its origins, though teachers of various subjects were assigned supervisory responsibilities. CVMS used extended day to provide students with after-school access to their math and English teachers so teams of math teachers took turns offering students regular after-school services. CVHS added Writing Center where students work one-on-one with college students and collaboration with SDSU through CAPP provided MVH and CVH with 4 additional tutors. MVHS revamped the HWC to provide more variety of teachers and services available to students by adding content-area tutoring and access to technology. MVHS also created and implemented a “Writing Center,” where students received help with academic writing tasks. Many teachers at MVH and CVH offered individual tutoring after school and grade recovery (and “geometry point recovery”) offered chances for students to get on track.</p> <p>Summer Enrichment classes were provided for students who had not previously failed or needed to repeat the courses (CVMS and CVHS teachers collaborated to teach the classes). The program expanded to include more classes. Students who participated in Special Summer continued to prosper in subsequent courses in high school.</p>	<p>This was proposed as an objective for 2001-02 to 2006-07.</p>

Objective	Outcome	Analysis	Commentary
		<p>CVHS offered grade recovery and intervention program development for algebra, geometry and intermediate algebra. Most teachers offer students chances to “retake” major exams that are mostly standardized across courses. CVHS provided students with “focused review” workshops on a variable basis. MVH generated and used common formative assessments for algebra and extended algebra. Both schools agreed to work collaboratively to implement a consistent “grade recovery” program for algebra and geometry next year. CVM did not offer grade recovery.</p> <p>Math teachers at MVH borrowed Calexico high school’s CAHSEE parent workshop model and provided a series of Saturday workshops that involved almost all the ELL and special education students who had not yet passed the CAHSEE.</p> <p>The project implemented and expanded Algebra-with-Support” program at both high schools using different models. The collaborative model of this course at MVH provided students with opportunities to succeed in mainstream classes during the school day. The high schools continued to refine Algebra with Support classes, with expectation that these will replace Extended Algebra.</p>	
Teachers participate in meetings and workgroups twice every 6 weeks		<p>Beginning in 2001-02, English and math teachers at CVH, MVH, and CVM used departmental pull out days to discuss and review data and plan. Activities dealt with the CAHSEE (including responding to a sample prompt and reviewing multiple-choice questions).</p> <p>English teachers (11/12) at MVH reviewed results of the multiple-choice EPT-type pretest</p>	This was proposed as an objective for 2001-02 to 2006-07

Objective	Outcome	Analysis	Commentary
		<p>required by our EAP grant and replicated a collaborative scoring process; Math teachers at CVH participated in a problem solving (and essential questions) workshop facilitated by a teacher on loan to UCSD during a pullout day.</p> <p>In Year 6, the project continued use CAPP and other funding to provide math teachers with four all-day pullout days and other opportunities to meet in course-alike groups. A schoolwide emphasis on “PLCs” supported this goal and teacher leadership (for curriculum development, facilitation of meetings, or other purposes) was compensated using money from various (and coordinated) sources.</p>	
Partnership with WestEd Office of Teacher Professional Development	Met the target in 2002-03, but did not in 2003-04 when project ended.	<p>In 2002-03, CVH and MVH teachers concluded their work with WAC through WestEd. They had content-area coaches that led teachers in English/ELD, social studies, ad science through video case study analysis and lesson planning/delivery activities with emphasis on the need of ELLs; coaches also spent time working with teachers on their knowledge of – and ability to use- essential instructional strategies (including, Habits of Mind, metacognition, use of graphic organizers);</p> <p>2003-04: Did not occur because of budget cuts at WestEd and staffing reduction; MVH not longer worked with WAC because the project ended.</p>	This was proposed as an objective for 2002-03 to 2003-04.
Develop and use intranet conference sites to enhance communication among teachers at SMART sites	The conference site increased and improved teacher communication	Beginning in 2004-05 to 2005-06, the project used a “SMART Grant” conference located on intranet system to share documents, as well as post and participate in discussions. Teachers in both English and math used the site with increasing frequency.	This was proposed as an objective for 2004-05 to 2005-06
Recording classroom observations to link student achievement to teaching practices	This was not implemented in 2004-05	The activity was not implement because of difficulty in standardizing and sharing classroom observation results.	This was proposed as an objective set for 2004-05

Objective	Outcome	Analysis	Commentary
Restrict enrollment to non-college-prep algebra classes	In progress	By implementing and expanding the Algebra with Support classes, students who were on track for enrollment in Extended Algebra are now on track to enrolling and passing in college prep courses. The project used CAPP funds to support “collaborative” classes involving both “regular” and “special education” students in Algebra 1 with Support (not extended algebra). The intent is for Algebra with Support to replace Extended Algebra, which is focused on remediation instead of acceleration.	This was proposed as an objective for 2004-05 to 2006-07
Align secondary and post-secondary expectations of student mastery	In progress	The project implemented Expository Literacy Grant, also funded by CAPP. The workshops at SDSU helped connect high school teachers (at MVH) to SDSU and County resources; much more focused on issues related to the EPT (including ways students should become exempt from that test) and on EAP opportunity of 11 <sup>th</sup> grade.	This was proposed as an objective set for 2005-06.
Support teacher leadership	Fully implemented	In 2005-06, MVH’s “Literacy Academies” provided Site Leaders with release time to work with colleagues and administrators, counselors and students. MVHS provided six teachers with categorically-funded release time to work as a “resource team,” that planned the 2006 Design Studio event, teacher-led professional development, and various other school initiatives. At CVHS, the “Spartan University” provided regular (monthly) opportunities for teachers to share best practices with their colleagues. Although this was proposed as an objective in 2005-06, the project had already begun the process through the shared and distributive leadership style modeled by the MVHS administrators. With the focus on PLC, this will likely be sustained at MVHS beyond CAPP CAHSEE.	Project objective set for 2005-06.

Objective	Outcome	Analysis	Commentary
Integrate equity concerns within professional development efforts	In progress	The gender and ethnicity imbalances in the “Literacy Academies” at MVH were addressed and they constantly engaged in the struggle to fight encroachment on “algebra for all” at SMART sites. The “mini-conference” professional development workshops provided at MVH shared themes of “literacy” and “assessment” and inclusion/access were central concerns. SMART site leaders were advocates for equity at their sites. The Design Studio event highlighted how the leadership (and used language to drive expectations) had positively affected students at MVH.	This was proposed as an objective for 2005-06.