

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

Final Report:

Hoopa Valley High School

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HOOPA VALLEY HIGH SCHOOL

Description of the School and Student Population

Hoopa Valley High School (HVHS) is situated on the Hoopa Indian Reservation, the largest reservation in the state of California.¹ Located in northernmost California near the Oregon border and about 60 miles from the Pacific coast, the Hoopa Valley is a beautiful, mountainous landscape -- ranging in elevation from 350 to 5000 feet -- stretches along the Trinity River, near its junction with the Klamath River. The region's rural, sparsely populated community is predominantly Native American, with the main tribes being Hupa,² Yurok, and Karuk. These rivers have for thousands of years been the heart of the Native American tribal population, who depend on the rivers for fishing, water, and cultural traditions. In addition to steelhead trout, Chinook, and Coho salmon, selective timber harvesting has been a mainstay of the local economy.

Hoopa Valley High School is part of the Klamath-Trinity Joint Unified School District (KTJUSD), located in Humboldt County, which serves just over a thousand students in its seven schools. In addition to Hoopa High, the district consists of a small continuation high school and five K-8 elementary schools, some of which have fewer than fifty students. Located in a rural part of Humboldt County, the district's student population is low income; almost all students (89%) are eligible for free or reduced price meals.

The community confronts several challenges in meeting the needs of its student population, most of whom are Native American (81%). Issues include relatively low levels of academic achievement, school attendance, and retention. According to several administrators, many district teachers have low expectations for students, and blame students and their families for low academic achievement. Many students do not attend school regularly, particularly in the higher grades, for a variety of reasons that include long distances, family needs and responsibilities, and conflicting demands on students. Particularly troublesome is the high student dropout rate. Many students drop out of school after completing the eighth grade, with a disproportionate number of Native American males leaving school before graduating from high school. According to one district administrator, many in the education community believe that "the 18 money" – funds that tribal youth receive when they reach the age of 18 – perpetuates the high drop out rate among Native American students. In recent years, the district also has been struggling with retaining its higher achieving students, many of whom leave the district to attend high school in Arcata, a

¹ CAPP proposal submitted by Klamath-Trinity/Humboldt State University, p. 1.

² According to the Principal at Hoopa Valley High School, when referring to the tribal people, the spelling is "Hupa," and when referring to the location the spelling is "Hoopa."

coastal city over 50 miles away. According to administrators, many of these students leave the district due to concerns about safety and limited academic opportunities in the rural district.

Table 1 below contains longitudinal student enrollment at Hoopa Valley High School by ethnic subgroup as well as language proficiency from school years 2000-01 to 2007-08. Hoopa’s total student enrollment has generally been in decline during this time period, hitting a low of 216 in SY 2005-06. Although the enrollment increased to 259 in SY 2006-07, and 253 in 2007-08, the student population has declined considerably since the early years of the grant period. As the ethnicity data reveal, in SY 2007-08 the majority of students (79%) were American Indian, while about a fifth (17%) were white, and the remaining few were of Latino, African American, or other non-white. It should be noted that, unlike most schools, there is virtually no English Learner (EL) population, although many students speak tribal languages in addition to English.

Table 1

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total Enrollment	283	275	284	267	240	216	259	253
Student Race/Ethnicity								
African American	0%	0%	1%	2%	1%	1%	1%	0%
American Indian/ Alaskan Native	72%	72%	67%	70%	70%	70%	77%	79%
Asian	0%	0%	0%	0%	0%	1%	0%	0%
Filipino	0%	0%	1%	1%	1%	1%	0%	0%
Hispanic or Latino	5%	5%	6%	4%	4%	3%	3%	3%
Pacific Islander	0%	0%	1%	0%	0%	1%	0%	0%
Caucasian/White (not Hispanic)	23%	23%	24%	24%	24%	24%	18%	17%
Multiple or No Response	0%	0%	0%	0%	0%	1%	0%	0%
Language Proficiency								
English Learners	0%	0%	0%	0%	0%	0%	0%	1%
Fluent English Proficient	0%	0%	0%	0%	0%	0%	0%	0%
Redesignated as Fluent English Proficient	0%	0%	0%	0%	0%	0%	0%	0%

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%.

Looking at the student enrollment data across the seven years, it appears that there has been a recent decline of about 6% in the white student population, while the American Indian population has increased by the same amount. (There has also been a slight decline in the size of the relatively small Latino population, which has ranged from 6% to 3% of the student population during this time.) It appears that much of the decline in student enrollment has been

due to white students leaving the district to attend schools in or near Arcata, reportedly seeking increased safety and increased educational opportunities at higher performing high schools beyond the boundaries of the reservation.

Description of Hoopa Valley High School’s CAPP CAHSEE Project

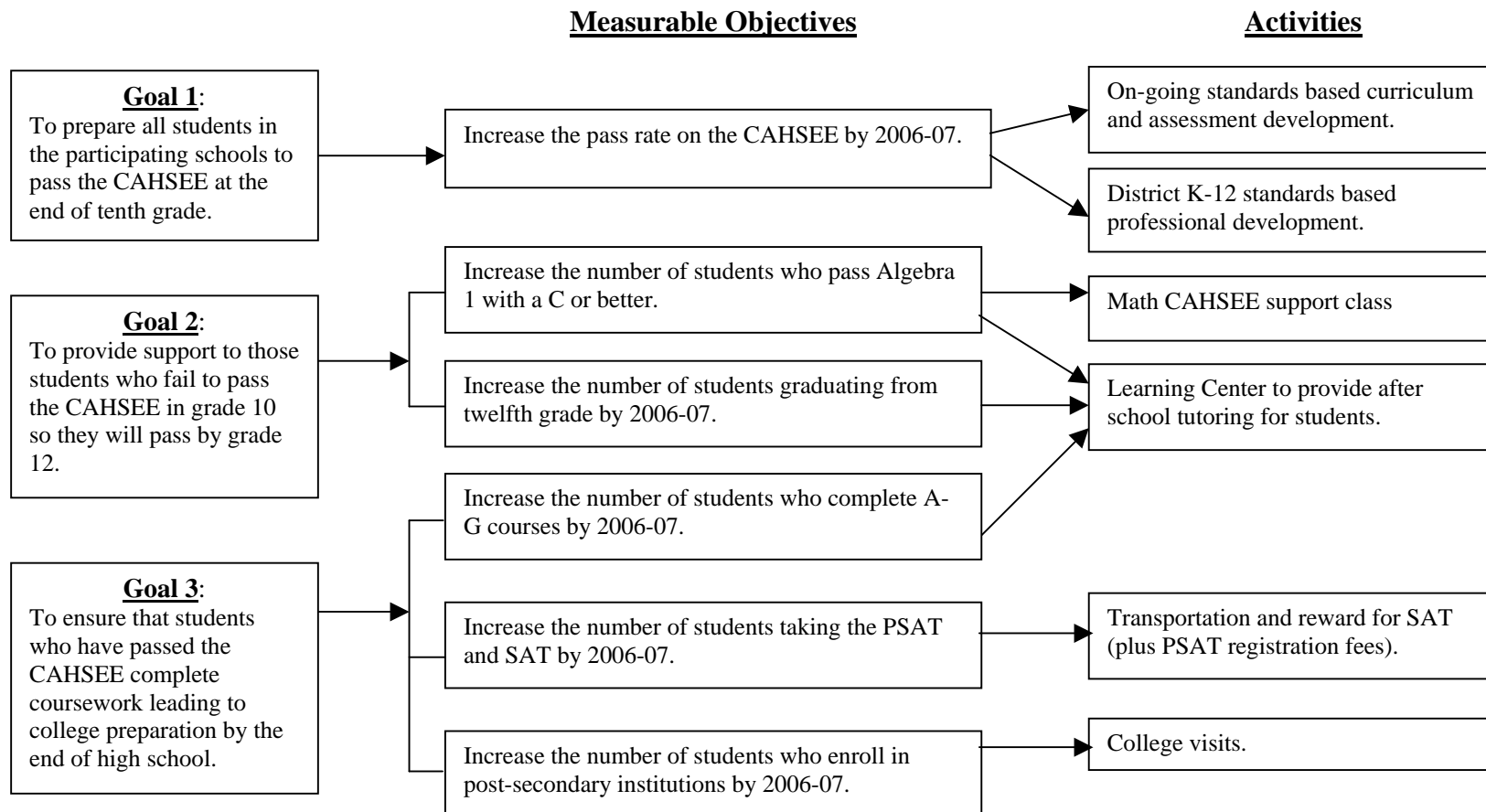
Project Objectives, Activities, and Focus

Hoopa Valley High School started the CAPP CAHSEE project in SY 2000-01 with three major focus areas, namely: 1) the development and alignment of standards-based curriculum, instruction and assessment; 2) professional development activities related to the development and alignment of standards-based curriculum, instruction and assessment; and 3) building parent and community involvement. While the Hoopa CAHSEE project maintained these three focus areas throughout the six years of the grant, the first two areas became increasingly prominent during the latter years of implementation. More specifically, Hoopa teachers’ involvement in the Instructional Leadership Initiative (ILI) with Trudy Schoneman at the end of Year Three (SY 2003-04), and more formally at the beginning of Year Four (SY 2004-05), connected the project’s professional development goals with the instructional goals. As will be discussed later in this report, through their ILI training, math and English teachers began creating standards-based instructional units and common assessments. Furthermore, this effort occurred collaboratively and required the participation of all teachers in the math and English departments. Prior to ILI, only Hoopa teachers who were “Lead Teacher Advocates” (LTA) on the project’s CAPP Leadership Team were actively involved in curriculum redesign and development. Thus, during the early years of the CAPP grant at Hoopa, the work of the LTAs had minimal impact on instruction and assessment in the math and English departments.

Figure 1 on the following page is a logic model depicting Hoopa’s CAPP CAHSEE project objectives and activities, and the overarching goals of the CAPP CAHSEE project. (This is Hoopa’s most recent logic model, which reflects objectives and activities for SY 2006-07.) The logic model shows how the specific objectives of the project are related to the CAPP CAHSEE goals, and how each project activity is linked to project objectives.

Figure 1

2006-07 Logic Model for CAPP CAHSEE Goals, Outcome Objectives, Measurable Objectives, and Activities for Hoopa Valley High School CAPP CAHSEE Project



As depicted in the logic model, Hoopa’s CAPP CAHSEE project leaders identified six objectives and six activities to carry out in the final year of implementation. While the project had a variety of objectives over the six years of the CAPP grant – including student, teacher, parent, and program outcomes – project leaders became more focused on student objectives during the later years of the project. As shown, the objectives for SY 2006-07, the final year of the project, were to: 1) increase the CAHSEE pass rate; 2) increase the number of students passing Algebra 1 with a C or better; 3) increase the number of students graduating from 12th grade; 4) increase the number of students completing A-G courses; 5) increase the number of students taking the PSAT and SAT; and 6) increase the number of students enrolling in post-secondary institutions.

In previous years, Hoopa’s CAHSEE project focused more broadly on teachers, parents, and the school. For example, a major objective, which will be discussed later, was to have teachers learn and develop curriculum to address the California CAHSEE standards. The project also aimed to increase parental awareness of student academic performance, particularly on the CAHSEE. Further, the project identified schoolwide objectives, including providing high quality tutoring as well as increasing curriculum articulation in math and English courses.

One limitation of these objectives was that, although they were measurable, leaders of Hoopa’s CAPP CAHSEE project did not set annual growth targets. For example, while project staff agreed that they wanted to increase the student pass rate on the CAHSEE or the number of students enrolled in A through G classes, they did not establish target growth rates.

Project Leadership and Staffing

In the first years of Hoopa Valley High School’s CAPP CAHSEE project, it was co-directed by Cathleen Rafferty, a professor at Humboldt State University (HSU), and Ella Dobrec, the principal at Hoopa. In addition, the project was implemented by a group of district administrators and teachers who formed a “CAPP Leadership Team”. During the six-year course of the CAPP CAHSEE grant, there were a significant number of staffing changes in the district and at the high school that affected the leadership of the CAPP CAHSEE project. By the final year of CAPP funding, the district had been led by three different superintendents, and Hoopa Valley High School had experienced a high level of turnover; three different principals, four head counselors, and a number of teachers and staff, some of whom had been active participants of the CAHSEE project. Table 2 below depicts changes in key district and school positions that occurred during the CAHSEE project and affected its leadership and implementation.

Table 2*CAHSEE Project Leadership and Staffing Changes During Course of Project: Hoopa*

Name	Role(s) in CAHSEE Project	Role(s) in School/District	Year(s) in Role	Reason for Change
SY 2001-2004				
Ella Dobrec	Co-Director of Project	Principal at Hoopa H.S.	3	Moved to elementary school in district
Danny Ammon	Member of Project Leadership Team	Math Department Chair at Hoopa H.S.	3	Moved to another district
SY 2004-2007				
Jack Crippen	Co-Director of Project	Principal at Hoopa H.S.	2	Left Hoopa H.S. Was Co-Director of CAHSEE Project during his first year as principal; did not play a role in project during his second year.
Troy Alvarado	Member of Project Leadership Team	Counselor at Hoopa H.S.	3	Accepted position in another district
John Greene	Key leader at Hoopa H.S.	Counselor	1	Took position of former counselor
John Greene	Key leader at Hoopa H.S.	Principal	1	After holding counselor position for 1 year, Mr. Green accepted position as principal when Dr. Crippen left
Maggie Lozoya	Member of Project Leadership Team	Math teacher	2	New hire at Hoopa H.S.
Arturo Vasquez	Member of Project Leadership Team	District Superintendent	4	Left the district
Laura Lee George	Key leader in district	Interim District Superintendent	1	Retired after year as interim, but had been in district for many years as associate superintendent
Margo Robbins	Member of Project Leadership Team	Outreach Consultant	1	CAPP funding ended in 2006-07
Sydney Norton	Member of Project Leadership Team	Principal's Assistant	1	CAPP funding ended in 2006-07
Doug Oliveira	Key leader in district	District Superintendent	1	CAPP funding ended in 2006-07

While some principals were more involved than others, each new principal was at least nominally the CAHSEE project co-director. Staff identified changing leadership as one of the biggest challenges at Hoopa. For example, one veteran teacher described the instability in reform efforts in general being due to administrator and teacher turnover, and that Hoopa Valley High School had a new principal approximately every three years. The CAPP liaison to the Hoopa

CAHSEE project, Alice Kawazoe, describes the school's leadership situation at Hoopa as "desperate":

Principals come and go, as have a few superintendents, and each time there is a vacancy, out of desperation, teachers ask me to apply. If I were not in "pre-retirement," I would enjoy being at Hoopa. I love the students and most of the school and district staff. But the school and district deserve capable leadership willing to stay for a while. The teachers just want someone to believe in them and to commit a few years to their students and their school.

John Greene, Hoopa's new principal during SY 2006-07, acknowledged that he had not yet established himself as an instructional leader. He believed that administrators at Hoopa moved on because of practices of the school board, which he described as a "prevailing system of micro-managing," which is unacceptable for administrators with pride in their work. District superintendent Doug Oliveira, who also began his tenure in SY 2006-07, described struggling with the school board, which usurped his attention away from educational issues. He stated that, in order for real change to come about, administrators and staff needed to be able to take risks, and the climate had to provide security for risk taking. According to Greene, while the ongoing leadership changes have been a challenge for high school staff, he credits the CAPP CAHSEE grant, as well as the personalities of the key leaders involved in the CAPP leadership team, with making progress in school improvement and reform.

While administrative instability at the district and school level may have prompted some Hoopa High teachers to leave, it appears to have, perhaps somewhat ironically, strengthened the instructional leadership of the teaching staff. A number of Hoopa teachers believe that the significant changes in administrators over the past six years have encouraged teachers at the high school to become leaders in their respective content areas. For example, the math department chair became the CAHSEE coordinator for the district, and two high school English teachers became data keepers for the K-8th grade multiple measures assessments. These teachers, who are also key leaders in Hoopa's CAPP CAHSEE project, took on these leadership roles because those who were formally responsible for leadership in these areas could not be consistently relied on to provide leadership or follow through on teacher requests.

In addition, teachers came to realize the importance of having access to data, which they used to determine appropriate interventions and reform. Teachers reported that they often struggled to obtain data on their students from the school counseling office. According to one teacher, "the math department chair has spent a lot of time in the counseling office requesting things," such as student records, test results, and information about SAT and college scholarships. Rather than struggle with reluctant administrators, many teachers simply took on

the responsibility of getting the data and information they needed in order to better serve students.

One teacher mentioned that taking on an instructional leadership role felt uncomfortable at times, stating “It is awkward when you have a new administrator and you’re the one filling them in. It causes a bit of a strain on relationships between teachers and administrators ... We try to keep administrators posted on what we’re doing. We try to keep them in the loop.” These examples provide evidence that instructional leadership at Hoopa comes from the teachers. As summarized by Kawazoe, “Probably most importantly, Hoopa has built internal strength. The teachers and departments have learned that they must strengthen their programs, improve their teaching, decision-making, and leadership to withstand any changes in administration. They would appreciate administrative stability, but barring that, they will maintain departmental and teacher strength.”

Stability during the CAPP CAHSEE reform effort at Hoopa can also be attributed to the CAHSEE project co-director and partner, Cathleen Rafferty, as well as the support received from CAPP liaison Kawazoe. Rafferty maintained her position and responsibility to the project throughout the six years of the grant. Kawazoe, who began providing technical assistance beginning in the third year of CAPP implementation, developed a strong relationship with Hoopa teachers, and continued to be a resource and guide for the CAHSEE project through and beyond the final year of CAPP funding.

Partnerships and Collaboration

The CAPP CAHSEE project at Hoopa experienced several partnership changes over the course of the six years of implementation. Just before the beginning of the CAHSEE grant period in SY 2000-01, the project involved all seven schools in the district – Hoopa Valley High School, the continuation high school, and the five feeder elementary schools – as well as Humboldt State University (HSU), their higher education partner. The involvement of the other district schools in grant activities has typically been manifested through staff representation on the project’s “CAPP Leadership Team”, which was created by the project co-directors. The team consisted of the two project co-directors and at least one representative, called a Lead Teacher Advocate (LTA), from each of the seven schools in the district. The CAPP Leadership Team drove the implementation of the reform activities, and the LTAs were responsible for carrying out the reform activities at their respective school sites. Over time, participation in the project by other schools dwindled. Each year, the CAPP Leadership Team lost one or two LTAs. While in some cases, another school site teacher or administrator replaced the LTA on the team, in many

instances a replacement was not established, and the school's involvement in the project was reduced or ended all together.

One of the biggest challenges for maintaining the participation of the project partners was geographical distance. As described earlier, Hoopa Valley High School is situated in a very large, rural area. While two of the feeder elementary schools are in relatively close proximity to the high school, the other schools are much farther away, situated throughout the Klamath and Trinity River Valley basin towns. Communication between schools in the district is strained due to their remote locations, and attending meetings and other events within the Hoopa community require a significant amount of travel time and effort. This presented a significant obstacle for the active participation of staff from other schools in the CAHSEE project partnership.

Partnerships with external institutions or individuals also required significant effort. Nonetheless, the project co-director, Dr. Cathleen Rafferty, was actively involved in the CAPP reform throughout the six years of implementation. Rafferty was a professor in the Education Department at HSU, which is located on the coast approximately 60 miles west of the Hoopa valley. During the second year of CAPP implementation, Rafferty was instrumental in expanding the project's network of partners to include other HSU entities such as the Redwood Area Mathematics Project (RAMP), the Redwood Writing Project (RWP), and the Indian Teacher and Educational Personnel Programs (ITEPP). RAMP and RWP provided professional development to teachers on-site, which was the first time in several years that teacher trainers came to the Hoopa valley. The partnership with ITEPP resulted in four HSU students mentoring and tutoring at Hoopa High.

By the sixth and final year of CAPP implementation, the Leadership Team consisted of Rafferty and Hoopa High School staff. As noted in their Year Six Workbook, "Due to another administrative change at Hoopa Elementary and new curriculum foci, none of the junior high math or English teachers worked with the CAPP project." Yet, the Leadership Team continued to drive the CAPP reform at the high school and maintained its commitment to conducting outreach to its feeder schools and including them in professional development opportunities whenever possible.

Implementation Issues and Outcomes, 2001 – 2007

Over the course of this evaluation, WestEd staff worked with Hoopa CAPP CAHSEE project leaders to develop logic models that graphically depicted how program activities were aligned with CAPP CAHSEE overarching goals and project-specific objectives and outcomes. This process revealed that each activity being implemented typically addressed multiple objectives. Consequently, we focus on three major areas – professional development, curriculum

and instruction, and student support and remediation – and how activities in each area supported CAPP CAHSEE overarching goals and Hoopa CAPP CAHSEE project’s specific objectives.

In this section, we describe and analyze the implementation of program activities and services at the Hoopa CAPP CAHSEE site from SY2001-02 through SY2006-07. We describe how and why implementation changes were made over the six years, and document the outcomes and progress made toward CAPP CAHSEE goals and project-specific objectives. In addition to describing activities and outcomes in each area, we analyze challenges faced by the Hoopa CAPP CAHSEE project in implementing the program activities and services, and how they were addressed.

Professional Development

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

School-Level Professional Development

During the first three years of the CAPP grant (SY 2001 through 2004), Hoopa math and English teachers participated in several professional development activities. Yet the selection of professional development was primarily driven by teacher’s individual professional growth interests and not necessarily on the needs of their departments. During the early years of the grant, prior to Hoopa’s involvement in the ILI, it was unclear to what extent the staff who attended workshops and institutes shared knowledge gained with their colleagues who did not attend, and what, if any, impact it had on the department’s curriculum and instruction as a whole.

In the first year of implementation, math and English teachers participated in trainings sponsored by the school and attended workshops held externally. Hoopa High hosted school-wide in-service days on literacy and on the multiple measures assessment. English teachers attended the “Literacy for Results Training” in the summer of 2001. Math teachers attended *Algebra Professional Development Institute* sponsored by the Redwood Area Math Project (RAMP). Another math teacher attended a weeklong workshop titled *Core Math*, which focused on fourth through seventh grade math teachers. Furthermore, teachers in the math department not only attended workshops, but also provided an in-service for teachers at their main feeder school, Hoopa Elementary School. The high school math teachers reviewed the content of the CAHSEE

and suggested to the middle and elementary staff what they can do to better prepare students for the exam.

Motivated by the concern that teachers at Hoopa are less likely to travel to a location hours away to attend professional development activities, the district brought providers to their campus in the second year of the grant (2002-03). The district partnered with Humboldt State University (HSU) to bring RAMP (mentioned previously) and the Redwood Writing Program (RWP) to Hoopa. This was the first time in several years that an external professional development provider offered ongoing training on-site at Hoopa.

One of the main objectives of the training was to facilitate articulation between grade levels and to increase math teachers' awareness of the CAHSEE standards for which she or he is responsible. RWP hosted a series of six literacy workshops, which included topics such as "Differentiated Instruction," "Involving students in assessment," and "What students need to know to succeed on the STAR Writing Tests." The district literacy coordinator collaborated with the RWP, which led the majority of the sessions. At the same time, the district offered technology in-service over a four-month period to teachers district-wide.

The technology training included sessions such as "Power Point," "Excel," "Web Design," and "Educational Resources on the World Wide Web". Teachers were enthusiastic about the technology training, particularly given that upon completing 20 hours of training teachers received a free laptop. Teacher participation in the technology in-services was high, with approximately 95 percent of teachers in the district completing the training. With these high participation rates, the technology training drew teacher participation away from RAMP and RWP activities. For example, none of the English/language arts teachers interviewed during the site visit attended the literacy workshops due to their commitment to the technology in-services.

In the third year of the grant (2003-04), teachers continued to attend external workshops and also became acquainted with the ILI model. Language arts teachers attended in-services on "analysis of standardized test scores and diagnostic testing," "backwards mapping lesson planning," "Reading in the Content Area (RCA)," and developing a "systematic spiraling approach." Towards the end of the academic year teachers began working with Trudy Schoneman and Alice Kawazoe. As stated in the 2003-04 Workbook, they attempted "to articulate a unified, systematic approach to the teaching of skills in the comprehension and analysis of literature across both Language Arts and Math." This work set the tone for the next three years of the CAPP grant, when the math and English departments cohesively revised their pedagogy through the ILI model.

Instructional Leadership Initiative

Hoopa formally implemented Trudy Schonemans' Instructional Leadership Initiative (ILI) during the 2004-05 school year. The work, which started with a week-long institute in the summer of 2004, involved developing and revising an instructional sequence and common assessment for ninth grade English and Algebra I. Math and English/Language Arts (ELA) teachers from three schools in the partnership (HVHS, HVES, and JNES) took part in the professional development, which resulted in units and assessments utilized in Fall 2004. HVHS teachers presented these units at the CAPP statewide conference in January 2005. Despite lack of clarity regarding the level of commitment and time required to conduct the ILI work, teachers regarded the experience as valuable. A junior high teacher stated, "It was helpful to work with high school teachers to know what they are expecting." Teachers expressed that participation in ILI helped them understand the depth and breadth of the standards. A high school teacher expressed "feeling good" about the opportunity to share their work with teachers from other CAPP schools at the CAPP conference. Teachers agreed the collaboration time in summer 2004, facilitated by Trudy Schoneman and Alice Kawazoe, was beneficial and a practice they would like to continue in future years.

The following year (SY2005-06), Hoopa teachers continued the work begun through their participation in ILI. Yet, teacher leaders decided to modify the ILI model to fit their specific curriculum and assessment needs. For the second year in a row, the English and math teachers from Hoopa High and Hoopa Elementary met for concurrent weeklong summer institutes in August 2005. The purpose of the institutes, which were guided and facilitated by CAPP liaison Alice Kawazoe, was for teachers to develop curriculum maps and common assessments. The activity also enabled teachers from the junior high school grades to articulate with their high school counterparts.

Significant changes can be attributed to Hoopa's commitment to revising instruction, curriculum and assessments using the ILI model. First, English and math teachers now possess an increased understanding of standards-based instruction and assessment. Teachers now teach the standards in similar ways and use common assessments. One English teachers comments pointedly reflect that this represents a big shift in the English department, stating, "[ILI] has made all the difference. It's changed our English department 180 degrees...now we all use the standards and we teach the standards in similar ways." The math department chair also indicated that the ILI model has made a big impact on instruction in the math department. She explained that before the ILI work, their department was "chained" to the math textbook, whereas now they organize their curriculum based on the standards. Second, through this effort, teachers in both departments believe that they now have more cohesive working relationships. For example, an

English teacher indicated that teachers in her department now have more respect for each other as a result of the ILI process. A math teacher confirmed this statement and attributed the greater sense of community to the fact that they now collaborate much more, as opposed to teaching in isolation. Teachers now work together closely and as stated in their words, they “use the same language.”

Interestingly, teachers referred to the ILI work simultaneously as the most successful and the most challenging. One English teacher pointed out that the ILI work was challenging because “it brought together a group of people with different philosophies and different teaching methodologies and different experiences, [yet] we came away with a stronger sense of commonality. We had to come to agreements together. We had to compromise.” Nonetheless, Hoopa High teachers found the work so valuable to their teaching that they were determined to share the process with the middle and elementary school teachers in the district. As stated in the Year Five Report, the “project’s goal is to introduce the summer institute process to the whole district so as to develop a consistent model for standards-based planning and instruction.” In summer of 2006, English and math teachers from Hoopa High led a district-wide professional development to create a K-12 standards-based instructional continuum in math and English/Language Arts.

Design Studios

Hoopa staff attended every Design Studio sponsored by the CAPP office. Teachers expressed that they learned much from the Design Studios and have incorporated and adapted strategies and practices at Hoopa. For example, after attending the first Design Studio, hosted by San Lorenzo High School in Spring 2005, Hoopa teachers became motivated to implement collaboration time during the summer of 2005 for a week. Staff at San Lorenzo shared their practice of holding collaboration sessions every summer for several years. A Hoopa teacher described participating in San Lorenzo’s Design Studio as a highlight of the school year. Hoopa’s math teachers stated that they were inspired by San Lorenzo’s uniformity and collaboration in Algebra I. Kawazoe believes that San Lorenzo’s Design Studio “transformed the curriculum and development work at Hoopa.” Teachers began to ask questions such as: “What happens when we consider students as assets rather than deficits? How do we become more student-centered rather than teacher-centered? How do we make Hoopa a school that students want to attend rather than escape?” Furthermore, Kawazoe asserts that Hoopa teachers also benefited from the opportunity to observe teacher leadership in action. San Lorenzo showed them the power of teachers taking action and assuming leadership to make critical decisions and shape the direction of departmental and school-wide initiatives.

The Mar Vista Design Studio, which was held in Spring 2006, prompted the Hoopa team to re-think their learning center model and teachers' definition of differentiated instruction. As stated in the Year 5 workbook, "We may think we are attending to the learning needs of individual students by making small adjustments or accommodations, but are we really differentiating our instruction?" (p. 10). As a result of this experience, Hoopa also revised the curriculum for the Algebra support class and built in more targeted assessments.

Hoopa teachers were impressed with what they observed at the Jordan Design Studio, namely the computer lesson design. A math teacher stated that upon returning from this Design Studio, she talked to the administration and the technology coordinator about providing resources and support to implement similar strategies. The Hoopa math department plans to develop lessons for Algebra and Geometry using a modified version of the ILI template that will allow for more intermediary skill assessments. Kawazoe adds, "They liked the consistency in Jordan's math instructional program with everyone following the curriculum maps and administering the common assessments—thus enabling the teachers to examine and discuss student work on a regular basis." Hoopa's principal stated that they "could see the resemblance of what was taught in one class to another," which further confirmed to them that they were on track with the changes they had implemented in their instruction through the ILI work.

Finally, the last Design Studio sponsored by CAPP took place at Calexico in Spring 2007. The participation and motivation of students in the Homework Center inspired the Hoopa teachers. Teachers agreed the need to re-think the purpose and operations of Hoopa's Homework Center. Furthermore, as summarized by Kawazoe, "the professionalism in the Math Department and the respect each teacher had for others and their diverse teaching styles provided a model for the Hoopa teachers to take to heart and keep in mind as they contend with future difficulties and disagreements."

Hoopa teachers described the various Design Studios they attended at other CAPP sites over the years as "awesome" and "excellent". Teachers hope that CAPP will maintain this practice of sponsoring Design Studios. One teacher commented on the benefit of seeing what their peers were doing, especially considering how isolated the Hoopa campus is from other schools. She added that not only was Hoopa isolated geographically, but also teachers in general tended to work in isolation. The Year 6 Workbook further illustrates Hoopa teachers' appreciation of attending Design Studios, "Organizing and supporting our travel for the Design Studios has provided us with several extremely powerful learning experiences. We've had team members in attendance at all three events, and even though it is VERY difficult for us to travel anywhere due to our remote location, we continue to attend because so much is learned (p. 30)."

Curriculum and Instruction

Since the onset of CAPP implementation in 2001-02, one of Hoopa's main focus areas was to develop and align curriculum, instruction and assessment (CAPP Proposal, Spring 2001). Initially, Hoopa project leaders conducted this work through the LTA's who were part of the CAPP Leadership Team. The Leadership Team met regularly and provided high school, elementary, and middle grade LTA's the opportunity to work on curriculum vertically. As representatives of their respective schools, LTA's, who received a stipend for their participation, were responsible for relaying information and strategies to colleagues in their departments. Then, in the latter years of the grant, CAPP leaders at Hoopa expanded this effort to include the participation of all members of the English and math departments at the high school. This section will discuss changes in English/language arts and math curriculum at Hoopa over the six-year period of implementation.

In the first year of implementation, the English/language arts department developed the "School Wide Write," which consisted of a writing prompt based on the released essay questions from the CAHSEE pilot administered the previous year. The School Wide Write, which took place three times during the 2001-02 school year, was designed to improve student writing and better prepare them for the CAHSEE. A couple of significant changes in the math department were the adoption of the College Preparatory Math (CPM)³ series for all math courses and the elimination of three remedial courses (math lab and math exploration 1 and 2). Math teachers believed that the textbook adoption increased communication and collaboration in their department. In regards to the elimination of the remedial courses, one teacher referred to it as a significant structural change, and further stated that the school is "shifting from getting people enough math classes to graduate, to getting people in classes that they're going to need to give them the skills to do well on this [CAHSEE] test." Math teachers acknowledged that while the change created more work for them, they welcomed the change.

The second year of implementation brought about more changes for the math department. They implemented a new course titled, "Math Foundations," targeting students who had not passed the math section of the CAHSEE. The course, which did not provide math credit, was intended to be a supplementary course, meaning that all student enrolled in Math Foundations were also enrolled in another math course. In essence, these students received a "double dosage"

³ The high school first incorporated CPM for Algebra 1, Geometry, and Algebra 2 during the 2000-2001 academic year. According to teachers from the math department, the College Preparatory Math (CPM) series is an algebra-based approach to teaching math. The staff have embraced the series because it focuses on group work and group problem solving and it introduces a concept over and over again, adding more detail as it goes further along. This differs from the traditional approach of introducing a concept, having the students do a multitude of problems of one kind and then going on to a new concept.

of math. The math department chair stated that attitudes about the CAHSEE and math in general improved among the students enrolled in the support class. He also indicated that as a result of the double dosage of math, 50 percent of these students ended up passing the CAHSEE during the 2002-03 school year.

In the third year of the CAPP grant Hoopa teachers continued curriculum development. English teachers refined the School Wide Writes, only now the effort also involved staff at the junior high school level. Fourth through eighth grade language arts teachers developed and revised a scoring rubric for every grade level. Also, the district mandated two class periods of language arts to Hoopa High students who scored at or below the 30th percentile. In essence, students in this category took two language arts classes and forfeited an elective. At the same time, math teachers continued to work on aligning the Algebra I curriculum to the California State standards. Math teachers also aligned the district performance assessments (DPA's) to the state standards as well as the STAR and CAHSEE tests. Additionally, the district purchased math and English instructional resources. In particular, the Hoopa English department acquired resources such as: standards aligned textbooks, novels, and dictionaries; while the math department acquired Accelerated Math. This supplemental program provides instant feedback to teachers regarding the areas in which students are weak and identifies the type of support students need. Placement in Accelerated Math is determined by the use of "STAR Math Software" which tests basic skills and also gives a percentile ranking.

Then, in the fourth, fifth and sixth years of the grant, teachers developed standards-based units and assessments. English and math teachers from HVHS and two feeder schools in the district implemented these units, initially created through their participation in ILI with Trudy Schoneman, in fall 2004. Through this effort, which was facilitated by Kawazoe during the fifth and sixth years, teachers worked collaboratively to develop a sequenced program in English and mathematics. They developed curriculum maps for each course and common standards-based instructional units and common assessments, applying the Instructional Leadership Initiative (ILI) model to their planning. During the summers, the English and mathematics chairs worked with K-8 teachers to develop grade level curriculum maps and common assessments which are also used as District Proficiency Assessments (DPA).

Hoopa also succeeded in creating other curricular and instructional changes aligned to the goals of the CAPP grant during the latter years of implementation. In 2005-06, all incoming ninth graders enrolled in Algebra 1. Additionally, all teachers in the math department taught one section of Algebra 1. The math department chair stated, "For Algebra 1 we all teach the same thing everyday." The math department teachers' decision to use the same curriculum and assessments, along with the same scoring rubric, comes as a result of their participation in the ILI work. Furthermore, Hoopa High offered three courses designed to increase student performance

on the CAHSEE. In math, ninth graders who scored “below basic” or “far below basic” were assigned to a math lab in addition to their required Algebra 1 class. The math lab was aligned to the Algebra 1 course, meaning that the material covered on a daily basis reflected the curriculum in Algebra 1. Hoopa also offered a CAHSEE math support class for tenth through twelfth grade students who have taken the CAHSEE at least once and not passed. In English, HVHS offered a Reading Literacy course.

Student Support Services

Hoopa High provided various interventions aligned to the CAPP goals of assisting students who do not pass the CAHSEE (Goal 2) and increasing the number of students who attend college (Goal 3). This section will discuss the three main efforts, which were the most successful at Hoopa during the six years of CAPP implementation. The three efforts are: tutoring services, college preparation, and the accelerated seventh and eighth grade program.

Tutorial Services

Hoopa provided tutorial services during the entire course of the CAPP grant. In the early years of the grant, external partners delivered most of the tutoring, which took place during and after school. The tutoring providers were: College Knowledge, Talent Search, Johnson O’Mally (JOM) Tribal Education, and the Indian Teacher and Educational Personnel Programs (ITEPP). In the second year of the grant, the project directors centralized tutoring services by creating the “Tutoring Network,” whose main responsibility was to monitor and track the number of students receiving tutoring from the various partners. The network succeeded in assigning tutors to the majority of the teachers who requested one. In the third year of the grant, the high school counselor took the lead in facilitating the Tutoring Network, whose objective was to improve services and enhance communication. By the fifth year of the grant, Hoopa teachers became more formally involved in providing tutoring after school through what project leaders now called the Learning Center. English, math, and social science teachers took turns staffing the Learning Center, which was open three days per week after school. Teachers counted approximately 408 student visits for math tutoring and 468 visits for assistance in English. The math department chair stated that “It is important for us to have it [Learning Center] because it gives students a place to be...Sometimes they [students] will come in to work on a college scholarship or financial aid application or specifically to do math homework.” The math chair also indicated that they would like to improve their record keeping by having the sign-in sheet include a column indicating the student’s reason for visiting the center.

College Preparation

Hoopa succeeded in increasing the number of students who took the SAT by implementing a program that funded transportation and costs associated with the exam. CAPP leaders implemented the program during the 2002-03 school year due to concerns regarding the low number of students who took the exam the previous year. The idea to provide transportation came from the ITEPP partner, who suggested that more Hoopa students would take the SAT if they had transportation to the testing site. The SAT exam is not administered in the Hoopa Valley, and the nearest site is Eureka High School located on the coast over 50 miles from the reservation. The Hoopa High principal made arrangements for a school bus to take students to the exam in Eureka, and treated them to lunch and a movie as well. That year the number of students who took the SAT doubled from 8 to 16 students. Throughout the six years of the grant, Hoopa continued to recruit and send students to the SAT administration. Staff members were encouraged by the increase in the number of students who took the SAT. As noted in the Year 5 Workbook, “it is highly unlikely that students would take the test if transportation was not provided, and paying the registration fees removes another prohibiting factor” (p. 6).

Data on SAT results from the California Department of Education (CDE) website indeed show that the percentage of Hoopa students who took the SAT increased over the six-year period of the grant. As illustrated in Table 3, the percentage of twelfth graders who took the SAT increased from 32 percent in 2000-01 (baseline year) to 40 percent in 2006-07, which was the sixth and final year of CAPP’s CAHSEE funding. The longitudinal data also show that Hoopa did particularly well in 2005-06, when more than half (55%) of the twelfth grade class was tested. Yet, at the same time, the data show a decrease in performance on the SAT. The average total score dropped 34 points from 937 in 2000-01 to 903 in 2006-07. Student performance on the math portion of the SAT appears to have suffered more, dropping a total of 22 points over the period of CAPP reform.

Table 3*SAT Results (2000-01 through 2006-07): Hoopa Valley High School*

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2000-01 to 2006-07
12 th Grade Enrollment	63	62	67	48	50	56	48	-15
% 12 th Graders Tested	32%	13%	21%	31%	44%	55%	40%	8%
Average Verbal Score	471	--	498	477	437	470	459	-12
Average Math Score	466	--	501	479	423	446	444	-22
Average Writing Score ⁴						472	452	-20
Average Total Score (VM only)	937	--	999	956	860	916	903	-34
% Tested with Total Score > 1000 ⁵	16%	--	12%	97%	18%	39% ⁶	21%	5%

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

-- Data not available

Hoopa High also increased student preparation for and awareness of college by hosting college representatives and through visits to college campuses. Over the years, the counseling department was instrumental in relaying information about college to students and in recruiting representatives from colleges and universities to visit the Hoopa campus. For example, Hoopa hosted recruiters from institutions such as HSU, College of the Redwoods, the University of California at Davis, and the University of California at Riverside. Additionally, Hoopa High continued its commitment to expose students to college life by visiting colleges and universities, including HSU, Chico State University, College of the Redwoods, and Stanford University. Staff indicated the visits to college campuses motivated students to apply to college and, in some instances, enrolled in these colleges. Furthermore, by visiting colleges, students became aware of scholarship opportunities. As stated in the workbook, “as a result of the HSU visitation, one student is a finalist for the Gates-Millennium Scholarship.” Hoopa High students would not have the opportunity to see colleges outside of Humboldt County without the support of CAPP funds. The project director identified SAT support and college visits as two of the most successful activities because they supported students with much needed resources and opportunities. In the future, staff are considering taking ninth and tenth graders on college visits to foster their awareness and interest in going to college at the onset of their high school career.

⁴ The SAT writing test was introduced in 2005-06.

⁵ Calculated as a percentage of 12th graders who took the test (not the entire 12th grade enrollment, as the CDE typically calculates this statistic).

⁶ 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.

Acceleration Program

Since the first year of the CAPP grant, eligible seventh and eighth grade students at Hoopa Elementary have had the opportunity to accelerate their coursework by enrolling in math and ELA courses at Hoopa High. The objective of this activity is to increase college preparation and attendance among Hoopa students. Enabling top end middle grade students to enroll in high school level courses will prepare them to meet or exceed college preparation requirements when they get to high school. This opportunity provides students with a more rigorous curriculum, and the staff anticipate that their early exposure to high school level coursework will better prepare them for advanced courses and ultimately, admission to four-year colleges and universities. According to the project directors, “If students were not starting early (i.e., eighth grade) then they would not have enough advance preparation to take Calculus until college.” The high school’s long term goal is to have ninth graders in Geometry, tenth graders in Algebra II, eleventh graders in Pre-calculus, and twelfth graders in Calculus.

Findings, Outcomes and Analysis

In this section, we present findings and outcomes related to the CAHSEE project activities and implementation described above. Because the project had various impacts and contributed to a variety of outcomes, we present and analyze our findings at three levels: student outcomes, teacher/staff outcomes, and school wide 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 Hoopa Valley High School. The tables that follow display student performance on the CAHSEE and A through G courses. Additionally, we include data on college preparedness for Hoopa students, including eligibility for four-year institutions as well as the number of students who actually plan to attend college.

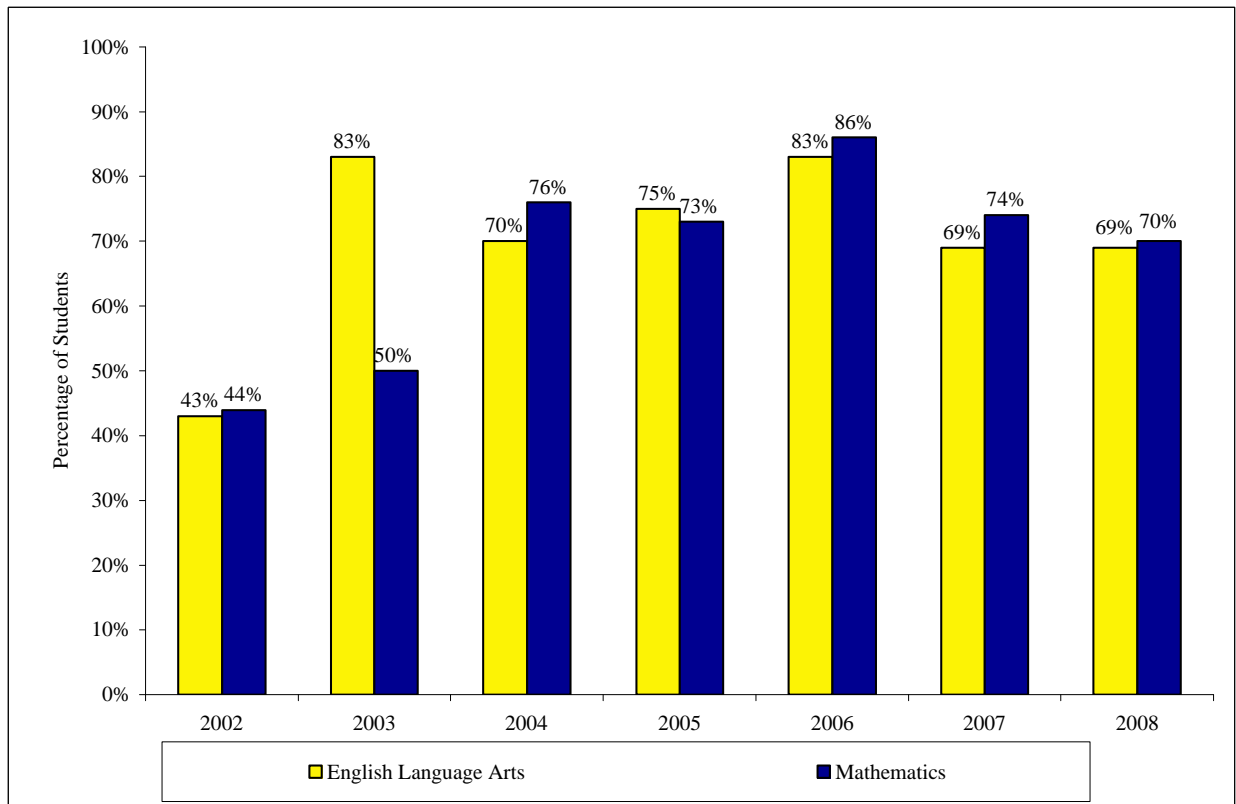
The California High School Exit Exam (CAHSEE)

Figure 2 illustrates the longitudinal data on the 10th grade CAHSEE pass rates for English Language Arts and math. CAHSEE Pass rates have increased in both ELA and math over the course of CAPP implementation. The 10th grade ELA pass rate increased 26 percentage points from a low of 43 percent in 2001-02 to 69 percent in 2007-08. The 10th grade math CAHSEE

pass rate also increased 26 percentage points from 44 percent in 2001-02 to 70 percent in 2007-08. Additionally, the longitudinal data show that over the six-year period, the highest pass rate in English was 83 percent (in SY 2002-03 and SY 2005-06), while the highest pass rate in math was 86 percent in 2005-06. The table also shows that the pass rate in math fluctuated during the six-year period, ranging from a low of 44 percent in the first year to a high of 86 percent during the 2005-06 school year.

Figure 2

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



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

Table 4, which disaggregates the CAHSEE pass rate in English/language arts by major subgroups shows that overall student performance has improved. Disaggregating the data by ethnicity shows that the largest ethnic group at Hoopa, American Indian students, experienced an increase of 20 percentage points on the English section of the CAHSEE. However the pass rate fluctuated during the six-year period with the pass rate for American Indians ranging as low as 44 percent in 2001-02 to as high as 77 percent in the following year in 2002-03. Data for other subgroups was not reported because the number of pupils in this category was too small for statistical accuracy or privacy protection.

Table 4

Tenth Grade English Language Arts CAHSEE Pass Rates by Major Subgroups⁷ (2001-02 through 2007-08): Hoopa Valley High School

	2001-02 ⁸	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Change from 2001-02 to 2007-08
Total Tenth Grade Pass Rate⁹	43%	83%	70%	75%	83%	69%	69%	26%
Student Race/Ethnicity								
American Indian/Alaskan Native	44%	77%	65%	63%	70%	63%	64%	20%
Caucasian/White (not Hispanic)	*	88%	80%	90%	*	*	86%	-2%
Language Proficiency								
English Only	43%	83%	69%	70%	70%	69%	69%	26%
Redesignated as Fluent English Proficient	0%	0%	0%	0%	0%	0%	0%	0%
Limited English Proficient	0%	0%	0%	*	0%	0%	*	0%
Additional Student Subgroups								
Socio-economically Disadvantaged	*	83%	70%	76%	83%	*	69%	-14%
Special Education	*	*	*	*	*	*	*	N/A

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

* To protect privacy, CDE does not report results with fewer than 10 students.

As seen in Table 5, disaggregating the data by ethnicity shows increases in math pass rates for both American Indian and White students at Hoopa. The pass rate for American Indian students increased by 26 percentage points (from 43 percent in 2001-02 to 69 percent in 2007-08). The pass rate for American Indian students dropped in 2002-03, doubled the following year and then remained relatively consistent over the next four years peaking at 83 percent in 2005-06. White students also showed gains, increasing 13 percentage points, from 58 percent in 2001-02 to 71 percent in 2007-08. A year-by-year analysis shows that the pass rate for White students ranged from as low as 58 percent in the first year to 90 percent in the 2003-04 school year.

⁷ This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

⁸ There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY2001-02.

⁹ 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 CAHSEE Math Pass Rates by Major Subgroups¹⁰ (2001-02 through 2007-08):
Hoopa Valley High School*

	2001-02 ¹¹	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Change from 2001-02 to 2007-08
Total Tenth Grade Pass Rate¹²	44%	50%	76%	73%	86%	74%	70%	26%
Student Race/Ethnicity								
American Indian/Alaskan Native	43%	33%	66%	74%	83%	76%	69%	26%
Caucasian/White (not Hispanic)	58%	62%	90%	73%	*	*	71%	13%
Language Proficiency								
English Only	44%	44%	75%	75%	86%	74%	72%	28%
Redesignated as Fluent English Proficient	0%	0%	0%	0%	0%	0%	0%	0%
Limited English Proficient	0%	0%	0%	*	0%	0%	*	0%
Additional Student Subgroups								
Socio-economically Disadvantaged	*	44%	76%	75%	86%	73%	70%	26%
Special Education	*	0%	*	*	*	*	*	0%

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

* To protect privacy, CDE does not report results with fewer than 10 students.

A Through G Requirements

Table 6 indicates that from 2002 to 2007, the number of students enrolled in math and English A through G courses increased, yet their performance decreased. Enrollment in English courses increased from 115 in 2002 to 173 in 2007. Enrollment in math showed a similar increase from 91 in 2002 to 144 in 2007. These data suggest that both departments made progress towards the objective of increasing the number of students who complete A through G courses.

Disaggregating the data by ethnicity shows that the two largest ethnic groups, Native American and White students, had increases in enrollment. The number of White students increased from 43 to 52 students over the six-year period. The number of Native American students increased more significantly, almost doubling during the same time period (from 146 to 253). Yet, at the same time, the percent of students passing with a C or better dropped in most categories, with the exception of Latinos who make up a very small proportion of the population at Hoopa High. Overall, the pass rate in math and English courses combined fell by 29 percentage points over the six-year period. In English, the pass rate decreased by 16 percentage

¹⁰ This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

¹¹ There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY 2001-02.

¹² 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.

points (from 56% in 2002 to 40% in 2007). The pass rate had a more substantial drop in math (44%), from 80 percent in 2002 to 36 percent in 2007. Comparing the pass rate for the two largest ethnic groups shows a more significant drop for Native American students (-31%) than for White students (-19%).

Table 6

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): Hoopa Valley High School

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Math & English	Total	206	255	271	295	283	317	67%	64%	52%	66%	61%	38%	-29%
Total for all English and Math A-G courses	Asian/Pacific Islander	3	4	4	4	2	3	100%	75%	0%	75%	50%	0%	-100%
	Caucasian/White	43	60	77	83	67	52	81%	67%	64%	78%	64%	62%	-19%
	Black/African Amer.	1	6	4	2	0	0	0%	67%	50%	50%	0%	0%	0%
	Hispanic/Latino	13	19	15	16	9	8	46%	68%	40%	50%	22%	63%	17%
	Native American	146	175	193	242	202	253	64%	62%	51%	65%	62%	33%	-31%
English	Total	115	131	168	175	140	173	56%	53%	43%	57%	64%	40%	-16%
Math	Total	91	124	103	120	143	144	80%	76%	67%	80%	59%	36%	-44%

Data source: Hoopa Valley High School

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

College Preparation

CDE data show that despite efforts to better prepare students for college, Hoopa struggled with student eligibility for college. Table 7 shows that the overall percentage of students eligible for UC/CSU did not increase over the course of CAPP implementation. In fact, it dropped 22 percentage points from 30 percent in 2000-01 to 8 percent in 2006-07. The graduation rate decreased by 25 percentage points from 100 percent in 2000-01 to 75 percent in 2007-08. The NCES graduation rate also decreased by 6 percentage points (from 94 percent in 2000-01 to 88 percent in 2006-07).

Table 7

High School Graduation and Eligibility for UC/CSU (2000-01 through 2006-07): Hoopa Valley 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	63	62	67	48	50	56	48	-15
12th Grade Graduates	63	61	61	42	42	46	36	-27
Graduation Rate ¹³	100%	98%	91%	88%	84%	82%	75%	-25%
NCES Graduation Rate ¹⁴	94%	92%	94%	93%	93%	94%	88%	-6%
Percentage of UC/CSU Eligible Graduates	30%	20%	20%	26%	21%	28%	8%	-22%

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

Longitudinal data on the number of Hoopa graduates who enrolled in institutions of higher education did not show much improvement either. Table 8 illustrates decreases, although the numbers are small, in students who attend UC or community colleges. However, this does not include data for private colleges and universities. The numbers may look slightly better if CDE provided information on Hoopa graduates who attended private institutions, like Stanford University, for example. Also, it is important to keep in mind that Hoopa is a relatively small high school, with a total enrollment of 253 students and only 49 twelfth graders (2007-08).

¹³ This statistic is calculated by dividing the number of 12th grade graduates by the number of 12th graders enrolled.

¹⁴ 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 8

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	<i>Change from 2000-01 to 2005-06</i>
UC	1	1	2	0	1	0	-1
CSU	6	3	4	5	9	7	1
Community Colleges	16	14	1	12	16	15	-1

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

The data on college eligibility and attendance are difficult to explain. The activities carried out through the CAPP reform were clearly aligned to the goals of the grant. Specifically, Hoopa project leaders conducted several activities every year in an effort to meet Goal Three of the grant, which seeks to increase college enrollment. Yet, the student outcome data in Tables 7 and 8 does not show improvement in Hoopa students' eligibility for four-year colleges or in their actual college enrollment rates. This situation could be attributed to high rates of turnover in counselors in recent years. During the Spring 2007 interviews, teachers in key leadership positions at Hoopa described the atmosphere in the counseling office as uncooperative to staff and unwelcoming to students.

Table 9 illustrates the high school dropout rates at Hoopa Valley High School. The number of dropouts has increased over the course of CAPP implementation. The dropout rate increased 5.1 percentage points from 1.4 percent in 2000-01 to 6.5 percent in 2006-07.

Table 9

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	<i>Change from 2000-01 to 2006-07</i>
Number of Dropouts	4	4	4	3	3	0	3	-1
Dropout Rate ¹⁵	1.4	1.5	1.4	1.1	1.2	0	6.5	5.1

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

Staff and Teacher Outcomes

The CAPP CAHSEE reform at Hoopa fostered positive outcomes for teachers. The grant helped initiate the formation of a CAPP Leadership Team, which drove the implementation of the various activities. LTA's took responsibility for carrying out activities designed to meet the

¹⁵ 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.

goals of the grant, and they also provided feedback regarding the interventions to the project directors. In the latter years of the grant all of the teachers in the math and English departments participated in the development of standards-based instructional units, first through the guidance of Trudy Schoneman and then through Alice Kawazoe. This experience, in particular the full collaboration of all teachers in these two departments, had a significant impact on curriculum, instruction, and assessment. A major outcome was that teachers no longer worked in isolation; they began to observe each other and address teaching needs and concerns with each other. Additionally, teachers became stronger instructional leaders. This is evidenced through the fact that the high school teachers developed and facilitated a summer institute on standards-based planning and instruction for teachers from the feeder schools district wide.

School Outcomes

The CAPP CAHSEE grant led to several changes at Hoopa High. First, as a result of the grant, Hoopa formed the CAPP Leadership Team, which consisted of the project directors and staff who were instrumental in implementing the reform activities. The team, which remained intact throughout the six years of CAPP implementation, demonstrated instructional leadership at the high school and throughout the district. Second, the grant, with its focus on the CAHSEE and college preparation, prompted the high school to create curricular changes to enhance student success on the exam and increase their eligibility of attending college. For example, the math and English departments developed standards-based instructional units and common assessments during the last three years of the CAPP grant. Also, these departments added and eliminated classes based on the goals of the grant. Third, Hoopa established a system designed to increase the number of students who took the SAT by providing transportation and an incentive. For the last four years of the grant, high school staff took responsibility for recruiting students and transporting them to the test site. Finally, in the fifth year of the grant Hoopa teachers increased their commitment to providing extra assistance outside of the classroom to students through the Learning Center.

Institutionalization Issues

Hoopa staff believed that several aspects of the CAPP reform would become institutionalized. The activities expected to continue despite the termination of CAPP funding were the SAT trips, college visits, and the collaborative development of common instructional units and assessments (based on the ILI model). All of these activities had become common practice at Hoopa High in recent years. The college visits were in place since the first year of the

grant (2001-02); the SAT trip began taking place in the second year (2002-03); and the development of instructional units and assessments was formally put into place during the fourth year of CAPP initially through involvement of the ILI.

The superintendent and the high school principal, both who were new to their positions in 2006-07, had slightly different perspectives on college preparation. The principal supported promoting college attendance, but also felt pressure from the community to prepare students to become employable after high school graduation. He stated, “where I think that we need to focus is on other career options for kids who are not college track. That has been said loud and clear from the community.” The superintendent, on the other hand, expressed the need for the district and high school to maintain focused on post-secondary education opportunities for students. In fact, he promoted the idea of expanding college visits to the earlier grades. He stated, “I see real value in getting our kids on college campuses. I’d really even like to see it getting it done at an earlier age. We are involved in the P through 16 council, which targets Native American students and how we keep from losing them and figure out a way to get more of our Native American kids to not only go to college but to complete it.”

Staff were also committed to continuing the development of instructional units and assessments and teacher collaboration time in general. A high school English teacher voiced this commitment when she stated that despite the loss of a fellow teacher, whoever filled her spot would be expected to participate in the development of common units and assessment with colleagues in the department. This statement represents the growing sense of uniformity and cohesion in the English department, which occurred as a result of the ongoing collaboration over the latter three years of implementation. The superintendent saw the value in this effort and proposed that the high school teachers utilize their expertise to help foster this effort at the K through eighth grade level. Kawazoe was optimistic about the evolution of teacher leadership and strength within the math and English departments and thus the continuation of this curricular effort.

Yet, when asked about funding for the continuation of these activities, most interviewees seemed somewhat ambivalent in their responses. For example, although the principal and superintendent were supportive of these activities, they did not provide firm answers regarding funding. The superintendent suggested the possibility of using categorical funding. Of course, as stated earlier, both individuals were new to their positions and were anticipated not to return for a second year; indicating that they had not established a vision for the future of the high school. The project director, Rafferty, did suggest possible funding sources, which were CAPP carryover funds, a new district partnership with the ARCHES project, as well as a CAPP dissemination grant. (The Year Six Workbook showed a total of \$9,390.00 in carryover funds for 2007-08, which seems like a minimal amount to support the three activities discussed in this section).

According to Rafferty, the focus of the ARCHES grant was on closing the achievement gap for American Indian students. And she believed the dissemination grant would foster the ongoing collaboration of those who were key leaders in the CAPP reform for the past six years.

Hoopa received a dissemination grant in the amount of \$25,000 for the 2007-08 school year. The proposal identified four major “strands of growth” that they planned to disseminate, which were: 1) curricular and instructional improvement, 2) professional community, 3) professional leadership, and 4) a time for publicity (Y6 Workbook, p. 33). Hoopa plans to disseminate their knowledge through videos, conference presentations, articles, and children’s storybooks. For example, Dr. Rafferty, who served as the co-director of the project during the six-year period, plans to incorporate articles written by Hoopa teachers about the four strands of growth in her education courses at HSU. A unique aspect of the dissemination effort is that it will include both K through twelve students as well as those who have graduated and are enrolled in college. Furthermore, the materials will highlight the culture and history of the American Indian community.

Summary, Conclusions and Recommendations

Hoopa made significant strides since the first year of CAPP implementation. The constant turnover in administration posed as a major obstacle in moving the reform forward. Yet as a result of it, teachers and other key staff took on increasing leadership responsibilities. Several factors contributed to the ongoing successful implementation of the grant. These were the Leadership Team structure, teacher participation in the ILI, and Kawazoe’s mentorship and “coaching” in the latter years of the grant. The Leadership Team provided an avenue for distributed leadership. Teachers and other key staff had a voice in the decision-making, which increased commitment to the goals of the grant. Teachers’ participation in the ILI was key in terms of professional development truly having an impact on instruction, curriculum, and assessment. Additionally, teachers’ continued use of the ILI model, through the guidance of Kawazoe during the latter years of the grant, had an impact on their professional relationships and willingness to collaborate. The main successes in line with Goal Two of the grant were the development of support classes and the Learning Center. And finally, Hoopa aimed toward Goal Three (increasing students’ college attendance) through two major activities, which were the SAT recruitment and transportation and the Acceleration Program for seventh and eighth graders. Hoopa plans to use the dissemination grant to highlight these successes.

Provide continued coaching for teachers

WestEd recommends that Hoopa consider the possibility of contracting a consultant or coach to work with the math and English/language arts teachers. The work accomplished through the facilitation of Schoneman and particularly Kawazoe in the latter years of the grant is evidence of the value of having an external consultant. Hoopa continued to benefit from Kawazoe's consultation beyond the sixth year of formal CAPP funding for the CAHSEE reform through the dissemination grant. Perhaps the high school or the district can seek funding to maintain Kawazoe or someone like her (if that is possible) to continue to work the Hoopa staff.

Begin college awareness program for students before high school

WestEd recommends that Hoopa begin college awareness programs with the middle and elementary grade students. As suggested by the superintendent, visits to college campuses are very successful in increasing awareness about college. As documented in this report, awareness has the potential to lead to college attendance, which is one of the three goals of the CAPP grant.

Support efforts to build teacher leadership

WestEd recommends that Hoopa maintain the Leadership Team structure, which had led to the building of leadership skills among teachers and staff involved. This is critical, particularly given the high turnover in administration at Hoopa High. Hoopa High teachers, through their involvement on the Leadership Team, learned not only to work collectively on revising instruction, curriculum and assessment, but also on making critical decisions regarding the direction of reform at their site. This cohesion helped them as a team, which represented the English and math departments, outride the administrators who came and went and also helped the CAPP reform move forward.

Use student data to inform instruction and support efforts

WestEd recommends that the leadership team at Hoopa continue to internally monitor student achievement through the development of goals and measurable objectives. Perhaps the team would consider maintaining the goals and objectives developed through the CAPP grant. Whether the team maintains these or selects new ones, it would be worthwhile to measure the effectiveness of the interventions and other programs that continue or are developed by continually analyzing data.

Establish specific objectives and growth targets for student achievement

As Hoopa continues to implement project activities to support student achievement, it would be helpful if the school establishes specific objectives and associated annual growth targets. This would enable the school to assess the effectiveness of each activity in terms of increasing student achievement, as well as inform teachers and staff how best to modify instruction and support efforts to improve their efficacy.

Appendices

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

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

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

	2001		2002		2003		2004		2005		2006		2007	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
ENGLISH LANGUAGE ARTS														
Total Students	56	54%	23	43%	69	80%	73	70%	74	69%	60	70%	49	69%
Ninth Grade	56	54%												
Tenth Grade			23	43%	53	83%	73	70%	57	75%	42	83%	49	69%
Eleventh Grade					16	83%			17	47%	15	40%		
Twelfth Grade											3	*		
Unknown														
Race/Ethnicity														
African American	0	0%	0	0%	3	*	0	0%	0	0%	1	*	0	0%
American Indian/Alaskan Native	33	39%	18	44%	35	77%	43	65%	51	63%	43	70%	32	63%
Asian	1	*	0	0%	1	*	0	0%	0	0%	0	0%	1	*
Filipino	0	0%	0	0%	0	0%	0	0%	0	0%	1	*	0	0%
Hispanic or Latino	3	*	1	*	7	*	3	*	2	*	3	*	4	*
Pacific Islander	0	0%	0	0%	1	*	0	0%	1	*	2	*	1	*
Caucasian/White (not Hispanic)	19	74%	3	*	17	88%	20	80%	20	90%	10	*	9	*
Unknown	0	0%	0	0%	5	*	7	*	0	0%	0	0%	0	0%
Language Fluency														
English Only	56	54%	23	43%	54	83%	72	69%	73	70%	60	70%	48	69%
Initially Fluent English Proficient	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Redesignated as Fluent English Proficient	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Learners	0	0%	0	0%	0	0%	0	0%	1	*	0	0%	0	0%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	*
MATHEMATICS														
Total Students	53	38%	36	44%	93	41%	70	76%	73	67%	65	69%	43	74%
Ninth Grade	53	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
Tenth Grade			36	44%	52	50%	70	76%	56	73%	42	86%	43	74%
Eleventh Grade					41	29%			17	47%	17	24%		
Twelfth Grade											6	*		
Unknown														
Race/Ethnicity														
African American	0	0%	0	0%	3	*	0	0%	0	0%	1	*	0	0%
American Indian/Alaskan Native	32	31%	21	43%	46	33%	41	66%	50	68%	44	68%	29	76%
Asian	1	*	0	0%	1	*	0	0%	0	0%	0	0%	1	*
Filipino	0	0%	0	0%	0	0%	0	0%	0	0%	1	*	0	0%
Hispanic or Latino	2	*	1	*	7	*	0	0%	3	*	3	*	2	*
Pacific Islander	0	0%	0	0%	1	*	0	0%	0	0%	1	*	1	*
White (not Hispanic)	17	35%	12	58%	21	62%	20	90%	20	65%	14	79%	8	*
Unknown	1	*	2	*	14	21%	6	*	0	0%	0	0%	0	0%
Language Fluency														
English Only	52	38%	36	44%	70	44%	69	75%	72	68%	65	69%	42	74%
Initially Fluent English Proficient	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Redesignated as Fluent English Proficient	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Learners	0	0%	0	0%	0	0%	0	0%	1	*	0	0%	0	0%
Unknown	1	*	0	0%	23	30%	1	*	0	0%	0	0%	1	*

Appendix B: Number of students completing A through G college preparatory courses with a grade of C or better by ethnicity (2002 through 2007): Hoopa Valley 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	3	4	4	4	2	3	100%	75%	0%	75%	50%	0%	-100%
	Caucasian/White	43	60	77	83	67	52	81%	67%	64%	78%	64%	62%	-19%
	Black/African Amer.	1	6	4	2	0	0	0%	67%	50%	50%	0%	0%	0%
	Hispanic/Latino	13	19	15	16	9	8	46%	68%	40%	50%	22%	63%	17%
	Native American	146	175	193	242	202	253	64%	62%	51%	65%	62%	33%	-31%
	Other	0	0	0	0	3	1	0%	0%	0%	0%	67%	100%	100%
Total		206	255	271	295	283	317	67%	64%	52%	66%	61%	38%	-29%
Total	All English	115	131	168	175	140	173	56%	53%	43%	57%	64%	40%	-16%
English 1	Asian/Pacific Islander	1	1	0	1	0	0	100%	0%	0%	100%	0%	0%	-100%
	Caucasian/White	10	20	19	7	13	5	90%	45%	68%	71%	54%	60%	-30%
	Black/African Amer.	1	1	0	1	0	0	0%	100%	0%	0%	0%	0%	0%
	Hispanic/Latino	5	4	1	3	2	1	20%	100%	0%	66%	0%	100%	80%
	Native American	38	37	45	39	35	52	45%	32%	40%	46%	43%	38%	-7%
	Other	0	1	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
Total		55	64	65	51	50	58	51%	41%	48%	50%	44%	41%	-10%
English 2	Asian/Pacific Islander	1	1	1	0	1	0	100%	100%	--	0%	100%	0%	-100%
	Caucasian/White	6	10	16	14	8	12	67%	70%	50%	71%	88%	58%	-9%
	Black/African Amer.	0	1	0	0	0	0	0%	100%	0%	0%	0%	0%	0%
	Hispanic/Latino	0	5	4	2	1	1	0%	40%	100%	50%	100%	0%	0%
	Native American	23	50	26	35	34	39	74%	64%	62%	77%	85%	38%	-36%
	Other	0	0	0	0	1	0	0%	0%	0%	0%	100%	0%	0%
Total		30	67	47	51	45	52	73%	64%	60%	74%	87%	42%	-31%

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 Honors	Asian/Pacific Islander	0						0%						N/A
	Caucasian/White	0						0%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	0						0%						N/A
	Native American	1						100%						N/A
	Other	0						0%						N/A
Total		1						100%						N/A
American Literature	Asian/Pacific Islander	0		1	0	0	2	0%		--	0%	0%	0%	0%
	Caucasian/White	7		7	8	4	7	86%		14%	50%	50%	57%	-29%
	Black/African Amer.	0		1	0	0	0	0%		--	0%	0%	0%	0%
	Hispanic/Latino	1		4	1	0	2	--		--	--	0%	50%	50%
	Native American	21		16	31	7	23	33%		19%	29%	57%	22%	-11%
	Other	0		0	40	0	0	0%		0%	32%	0%	0%	0%
Total		29		29	40	11	34	44%		1%	32%	55%	29%	-15%
World Literature	Asian/Pacific Islander			0	1	0	0			0%	--	0%	0%	0%
	Caucasian/White			4	8	2	2			0%	87%	100%	100%	100%
	Black/African Amer.			0	0	0	0			0%	0%	0%	0%	0%
	Hispanic/Latino			1	1	1	0			0%	100%	0%	0%	0%
	Native American			16	14	17	16			31%	50%	65%	44%	13%
	Other			0	0	0	0			0%	0%	0%	0%	0%
Total				21	24	20	18			24%	62%	65%	50%	26%
British Literature	Asian/Pacific Islander			1	0	0	0			--	0%	0%	0%	0%
	Caucasian/White			1	2	4	2			100%	100%	100%	50%	-50%
	Black/African Amer.			0	0	0	0			0%	0%	0%	0%	0%
	Hispanic/Latino			0	2	0	1			0%	50%	0%	100%	100%
	Native American			4	5	10	8			75%	100%	60%	25%	-50%
	Other			0	0	0	0			0%	0%	0%	0%	0%
Total				6	9	14	11			67%	88%	71%	36%	-31%

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	All Math	91	124	103	120	143	144	80%	76%	67%	80%	59%	36%	-44%
Algebra 1	Asian/Pacific Islander	1	0	0	0	1	1	100%	0%	0%	0%	0%	0%	-100%
	Caucasian/White	8	10	11	6	14	9	63%	70%	73%	83%	43%	33%	-30%
	Black/African Amer.	0	4	0	0	0	0	0%	50%	0%	0%	0%	0%	0%
	Hispanic/Latino	4	3	1	1	5	0	75%	67%	0%	100%	20%	0%	-75%
	Native American	21	34	20	13	55	62	91%	88%	55%	95%	47%	23%	-65%
	Other	0	0	0	0	1	0	0%	0%	0%	0%	0%	0%	0%
Total		34	51	32	20	76	72	82%	80%	59%	90%	43%	24%	-58%
Geometry	Asian/Pacific Islander		1	0	0	0	0		100%	0%	0%	0%	0%	-100%
	Caucasian/White		9	11	12	9	9		67%	82%	83%	67%	77%	10%
	Black/African Amer.		0	2	0	0	0		0%	100%	0%	0%	0%	0%
	Hispanic/Latino		3	3	2	0	2		67%	33%	--	0%	50%	-17%
	Native American		29	33	32	16	31		62%	61%	53%	81%	39%	-23%
	Other		0	0	0	0	0		0%	0%	0%	0%	0%	0%
Total			42	49	46	25	42		64%	65%	58%	76%	48%	-16%
Geometry (Honors)	Asian/Pacific Islander	0						0%						N/A
	Caucasian/White	6						100%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	2						100%						N/A
	Native American	20						75%						N/A
	Other	0						0%						N/A
Total		28						82%						N/A

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Algebra 2	Asian/Pacific Islander	0	1	0	0	0	0	0%	100%	0%	0%	0%	0%	0%
	Caucasian/White	5	5	4	7	9	3	80%	100%	100%	100%	56%	66%	-14%
	Black/African Amer.	0	0	0	1	0	0	0%	0%	0%	100%	0%	0%	0%
	Hispanic/Latino	1	3	1	2	0	0	0%	67%	100%	50%	0%	0%	0%
	Native American	22	11	15	29	12	15	77%	64%	73%	100%	50%	20%	-57%
	Other	0	0	0	0	1	0	0%	0%	0%	0%	100%	0%	0%
Total		28	20	20	39	22	18	75%	75%	80%	97%	55%	28%	-47%
Trigonometry	Asian/Pacific Islander	0	0					0%	0%					0%
	Caucasian/White	1	4					100%	100%					0%
	Black/African Amer.	0	0					0%	0%					0%
	Hispanic/Latino	0	1					0%	100%					100%
	Native American	0	6					0%	100%					100%
	Other	0	0					0%	0%					0%
Total		1	11					100%	100%					0%
Calculus AP	Asian/Pacific Islander			0	1	0	0			0%	100%	0%	0%	0%
	Caucasian/White			1	0	3	1			100%	0%	100%	100%	0%
	Black/African Amer.			0	0	0	0			0%	0%	0%	0%	0%
	Hispanic/Latino			0	0	0	1			0%	0%	0%	100%	100%
	Native American			1	2	5	3			100%	100%	100%	100%	0%
	Other			0	0	0	0			0%	0%	0%	0%	0%
Total				2	3	8	5			100%	100%	100%	100%	0%
Precalculus	Asian/Pacific Islander				0	0	0				0%	0%	0%	0%
	Caucasian/White				5	1	2				100%	100%	100%	0%
	Black/African Amer.				0	0	0				0%	0%	0%	0%
	Hispanic/Latino				0	0	0				0%	0%	0%	0%
	Native American				7	10	4				71%	100%	50%	-21%
	Other				0	0	1				0%	0%	100%	100%
Total					12	11	7				83%	100%	71%	-12%

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

Data source: Hoopa Valley High School

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