

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

**Final Report:**

**Lower Lake**

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# LOWER LAKE HIGH SCHOOL

In this chapter we describe the progress made by the Lower Lake High School (LLHS) California Academic Partnership Program (CAPP) California High School Exit Exam (CAHSEE) project during the six years of CAPP CAHSEE program implementation. In addition to data gathered from extensive site visits and interviews, the data presented and analyzed in this chapter comes from the annual *CAPP CAHSEE Workbooks*, annual reports, and student data reports submitted by the project. In addition, much of the student performance data was collected from the California Department of Education's Dataquest database.

The chapter opens with a brief description of the school and student population. This is followed by a description of the Lower Lake CAPP CAHSEE project, including changes in project objectives, activities, and focus; project leadership and staffing; and partnerships and collaboration. We then discuss implementation issues and outcomes in relation to the progress of the project towards meeting the three CAPP CAHSEE overarching goals and their specific objectives. We close with an analysis of institutionalization issues, followed by conclusions and recommendations.

## Description of the School and Student Population

Lower Lake High School (LLHS) is situated in Lake County on the outskirts of the Napa Valley in northern California. According to staff involved in the CAPP reform, many families in the community struggle with drug abuse due to the production of drugs in this low income, geographically isolated region. Lower Lake High is part of the Konocti Unified School District (KUSD), which serves approximately 3,155 students in 12 schools. Most of the students in the district (73%) are eligible for Free and Reduced Price Lunch (FRPL). School staff perceives high student mobility to be one of the biggest concerns in the district.

Table 1 contains longitudinal student enrollment data by ethnic subgroups as well as language proficiency at Lower Lake from SY 2000-01 to 2007-08. The data show that student enrollment at LLHS ranged from a high of 865 students to a low of 772 students during the eight-year period. Despite fluctuations between years, student enrollment in SY 2007-2008 (N=772) is slightly lower than it was in SY 2000-01 (N=806), at the beginning of CAPP implementation. Throughout the period, Caucasian/white students have made up the largest racial/ethnic group within the student body, although the proportion of students who are white declined by ten percentage points during the study period, from 74% to 64%. The next largest ethnic group is Latino (currently comprising 19% of the student body), which increased its proportion by six percentage points over the same time period. Corresponding with the increase

in the Latino student population, the proportion of English learners (EL) at LLHS more than tripled over the course of the project, growing from three percent to eleven percent of the student enrollment. District and county staff speculate that the number of English Learners will continue to increase in upcoming years due to the influx of Latino immigrants in search of agricultural work, which has become more abundant in recent years.

**Table 1**

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Total Enrollment</b>	806	859	855	865	794	790	819	772
<b>Student Race/Ethnicity</b>								
African American	5%	6%	7%	7%	6%	6%	6%	6%
American Indian/ Alaskan Native	4%	5%	5%	6%	5%	6%	5%	5%
Asian	2%	1%	1%	1%	1%	1%	1%	1%
Filipino	0%	0%	1%	0%	1%	1%	1%	1%
Hispanic or Latino	13%	14%	14%	16%	17%	17%	18%	19%
Pacific Islander	1%	1%	1%	0%	0%	0%	0%	0%
Caucasian/White (not Hispanic)	74%	74%	73%	69%	68%	67%	64%	64%
Multiple or No Response	1%	0%	0%	1%	2%	3%	4%	4%
<b>Language Proficiency</b>								
English Learners	3%	3%	7%	6%	7%	8%	10%	11%
Fluent English Proficient	1%	3%	0%	3%	4%	4%	3%	4%
Redesignated as Fluent English Proficient	0%	37%	3%	0%	2%	9%	0%	17%

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%.

## **Description of Lower Lake’s CAPP CAHSEE Project**

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

The original focus of Lower Lake’s CAPP grant was to align the school’s curriculum to the California state standards. In the first two years of implementation, the CAPP reform at Lower Lake consisted primarily of professional development workshops focused on integrating state academic content standards into curriculum, instruction, and assessment. At the same time, LLHS was undergoing a scholastic audit, which had a major impact on the CAPP initiative. While the audit initially “froze” the implementation of several CAPP CAHSEE project activities during the first semester of the CAPP project implementation, pressure from the state eventually

created a new impetus for implementing reform activities, and led to an increased level of commitment from teachers and administrators throughout the district. During the later years of the CAPP grant the project maintained a focus on curriculum alignment and assessment, while teacher professional development activities took place mainly in house. For example, in the third year, several LLHS departments successfully experimented with Lesson Study. Then, beginning in the fourth year of the CAPP grant, the English and math departments embarked on the Instructional Leadership Initiative (ILI) with Trudy Schoneman. Lower Lake also carried out other activities throughout the six years, including tutoring and college preparation services, to meet the three goals of the grant.

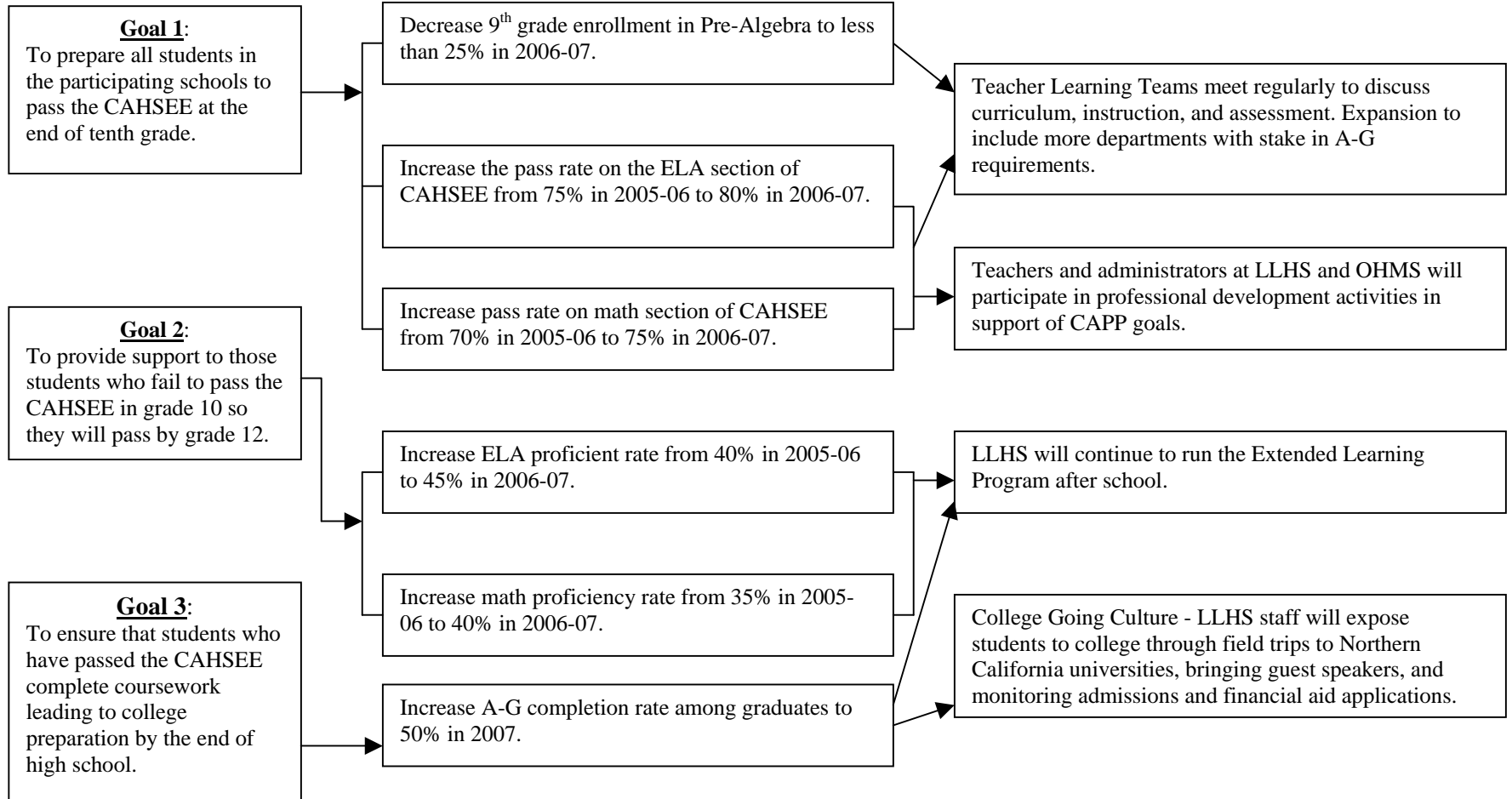
Lower Lake's objectives, which were aligned to the three goals of the CAPP CAHSEE grant, included outcomes for students, teachers, and the school. During the six years of implementation, project leaders overwhelmingly focused on objectives related to student achievement. In fact, 17 of the 24 project objectives established over the period of implementation addressed student achievement and college readiness. Project leaders used measures such as: SAT scores, A through G completion rates, GPA, CST, and the CAHSEE. Teacher outcomes included the use of differentiated instructional strategies, use of student-centered assessments, and ability to identify content standards. The project also developed objectives to measure program implementation, including the availability of articulated plans for acceleration and refinement of both instructional strategies and performance assessments.

The exhibit that follows illustrates Lower Lake's most recent logic model (2006-07), which contains the three goals of the CAPP grant as aligned to measurable objectives and activities developed by project leaders. As visible in the logic model, each goal has corresponding objectives and each activity links to an objective. CAPP project leaders at Lower Lake identified six measurable objectives and four activities to carry out in the sixth and final year of implementation.

**LOWER LAKE HIGH SCHOOL CAPP CAHSEE PROGRAM**  
**Logic Model for CAPP CAHSEE Goals, Measurable Objectives, and Activities**

**Measurable Objectives**

**Activities**



### *Project Leadership and Staffing*

The CAPP project at Lower Lake High School was directed by an administrator from the Lake County Office of Education, which is situated within a few blocks of the high school. Interviews with project leaders, staff, and faculty during the course of the CAPP project revealed that teacher turnover at LLHS presented a significant challenge to the project. According to one of the administrators, LLHS typically loses ten teachers per year. The administrator further noted that due to a shortage of teachers, LLHS was unable to utilize its class size reduction funding for math or English.

Teacher turnover appears to have impacted the math department more negatively than the English department. Staff and the CAPP liaison, Marge Chisholm, stated that it was particularly difficult to fully staff math and science positions with qualified teachers at LLHS, especially due to its rural setting. The math chair referred to the turnover in the department as a “constant getting to know each other phase.” This situation made working together challenging because every year the returning staff in the department had to become acquainted with the work styles and personalities of two to three new teachers. The math department chair indicated that turnover in the department was one of the reasons he stepped down from his position as department chair at the end of the 2006-07 school year.

LLHS also experienced significant administrator turnover during the course of the CAPP grant. LLHS went through four principals during a six-year period. Perspectives on the effects of administrator turnover were varied. For example, a math teacher stated that teachers were “feeling a decay as a result of administrative changes” and that the most recently hired principal (during the 2006-07 school year) simply failed to provide adequate support to staff. On the other hand, an English teacher stated that while their staff has experienced changes in support due to administrator turnover, she did not believe it had affected instructional leadership within her department. Furthermore, the CAPP project director asserted that the most recently hired principal came to LLHS with 15 years of much needed experience and familiarity with the region, having formerly been a teacher in the county at the onset of his career. Finally, staff credit the successful implementation of the CAPP grant, despite administrative and teacher turnover, to the leadership and commitment demonstrated by one of the educational planning specialists (EPSs). Lower Lake’s Year 6 Workbook noted that “although change in leadership is inevitable, stability in leadership for a project like the CAPP CAHSEE project at LLHS is critical to the effectiveness of the project.” The CAPP liaison identified this EPS as the point person at the high school and referred to her as “the force in keeping the project going.”

Table 2 illustrates the changes in project leadership at Lower Lake from 2001-2004 and from 2004-2007. While the staffing changes at the district office and in the principal position at LLHS had an impact on the CAPP reform, implementation remained fairly consistent because the grant was administered by an external entity (the Lake County Office of Education).

**Table 2**

*CAHSEE Project Leadership and Staffing Changes During Course of Project: Lower Lake High School*

<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 2001-2004</b>				
Glenn (Tad) White	Member of CAPP Leadership Team	Director of Curriculum & Instruction	1	Left the district.
Chriss Tydeman	Project Director	County Office of Education employee	3	Left the position to pursue other opportunities out of state
Jim Johnson	Key leader in the district	Superintendent	3	Resigned his position.
Dr. Louise Nan	Key leader in the district	Superintendent	5 <sup>1</sup>	Became superintendent in Fall 2003, through the end of the CAPP grant.
Linda Tyner	Informally point person at LLHS for CAPP grant.	Educational Planning Specialist (EPS)	5	Became an EPS in Y2 of the CAPP grant and took a leadership role in implementation.
<b>SY 2004-2007</b>				
Chuck Mansell	Interim Project Director	County Office of Education employee	1	Left the county for a job as principal in another district
Tim Gill	Project Director	County Office of Education employee	3	Took over the Director position through the end of the grant.
Nick McNicholas	Member of CAPP Leadership Team	High School Principal	3	Left the district to pursue principal position in another district.
Dan Herrera	Key leader in the district	Principal	1	Left the district after one year in this position.
Jeff Dixon	Key leader in the district	Principal	1	Became principal at LLHS during last year of CAPP.

<sup>1</sup> Dr. Louise Nan resigned in June 2008, one year after the completion of the CAPP grant.

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

The CAPP CAHSEE project at Lower Lake went through multiple changes over the course of the six years of implementation. During the first two years, the project involved six partners: Lake County Office of Education (LCOE), Lower Lake High School (LLHS), Oak Hill Middle School, East Lake Elementary School, Clear Lake Community College and Sonoma State University. Furthermore, the CAPP project director organized and facilitated a team called the SASC, made up of representatives from the six partner entities, to provide input and support for implementation of CAPP in the district.

By the third year of the CAPP grant, Lower Lake dropped its partnership with Sonoma State University due to the university's distance and minimal participation. Lower Lake maintained its partnership with Yuba College, Clearlake Campus (formerly called Clear Lake Community College) and initiated partnerships with UCOP and UCSF. Resources and funding from the Regional Academic Initiatives and Educational Partnerships Office at UCOP enabled LLHS and OHMS to offer Algebra Academies to incoming ninth graders beginning in Summer 2005. The collaboration with UCSF involved the Center for Science Education Opportunity and, as stated in the 2004-05 Workbook, was intended to "provide outreach support for students, parents, counselors, and administrators at OHMS and LLHS." Lower Lake staff regarded the partnerships with UCOP and UCSF as very successful, and viewed the Summer Algebra Academies in particular as contributing to their list of best practices to disseminate to other schools. These newly formed partnerships contributed to the goals of the CAPP grant, specifically in their objective to increase the number of students who enroll in college.

The project director expected several of the partnerships to continue beyond the CAPP CAHSEE grant. First, due to the longevity of the partnership, he believed that LCOE and LLHS would continue working together. Additionally, since the partnership with UCOP was countywide, he expected the College Going Initiative to remain at the high school. Furthermore, LLHS will continue to be involved with CAPP through the EAP grant, which was in its second year of implementation as of SY 2006-07.

### **Implementation Issues and Outcomes, 2001 – 2007**

Over the course of this evaluation, WestEd evaluators worked with Lower Lake CAPP CAHSEE project leaders to develop logic models that graphically depicted how project activities are aligned with CAPP CAHSEE overarching goals and project-specific objectives and outcomes. In the process, we learned 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 the Lower Lake CAPP CAHSEE project’s specific objectives.

In this section, we describe and analyze the implementation of program activities and services at the Lower Lake CAPP CAHSEE site from SY 2001-02 through SY 2006-07. 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 implementation challenges faced by the Lower Lake CAPP CAHSEE project and how they were addressed.

### *Professional Development*

Through the CAPP CAHSEE grant, staff at Lower Lake 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) the Instructional Leadership Initiative (ILI); and (3) Design Studios.

#### **School-Level Professional Development**

Lower Lake allocated CAPP funding to professional development activities throughout the six years of the grant. One of the greatest impacts of the CAPP project at Lower Lake was that it fostered the creation of an environment of teacher collaboration. Project leaders and administrators indicated that one of the major successes during the first year of CAPP implementation (SY 2001-02) was that teachers in the English and math departments began meeting weekly to align the curriculum to the California state standards. This represented a big shift in departmental dynamics at LLHS, where previously teachers had tended to work in isolation and there had been very little if any faculty collaboration.

Staff valued opportunities for ongoing collaboration. For example, teachers and administrators gave high ratings to the district-wide “Vertical Articulation Day” held in the Spring of 2002 because it provided an extended period of time to perform the scope and sequence work they were doing as well as an opportunity to talk to colleagues at the middle and elementary school level. Teachers requested more of these opportunities, leading the CAPP director to organize weeklong mini-institutes in the summer of 2002. The mini-institutes were a huge success and fueled the development of “teacher study groups” at both the high school and partner middle school during the second year of implementation (SY 2002-03). Teacher study groups were intended for the discussion of effective instructional and assessment practices.

LCOE staff facilitated the groups to ensure the alignment of curriculum to the state standards as teachers began implementing benchmark assessments. In the third year of the grant, LLHS staff began experimenting with lesson study in their teacher study groups. The school administration provided release time to ensure full staff participation for teachers in four disciplines: English, math, science, and history. In lesson study, teachers planned collaboratively, observed each other teaching a lesson, and then reflected on and re-taught the lesson. Staff appreciated the teacher-directed approach in lesson study. The activity increased collaboration and camaraderie among staff. Then beginning in year four of CAPP implementation, the “teacher study groups” became “teacher learning teams,” and it was through this avenue that Lower Lake began implementing the Instructional Leadership Initiative (ILI), which will be described below.

Lower Lake also used CAPP funding to give teachers and administrators the opportunity to attend conferences and other external professional development. During the course of the 6 years of CAPP funding, Lower Lake faculty and staff attended over 20 conferences and workshops. In particular, staff attended the California Math Council (CMC) Northern Conference and the California League of Middle Schools Conference (CLMS) three years in a row (from 2004 to 2007). Teachers shared information from the conferences in their teacher learning teams. According to the principal at OHMS, through CAPP support teachers had the opportunity to attend conferences like CLMS where they obtained information on research-based strategies that address their Three Year Program Improvement Corrective Action Plan (Y5 report, p. 7).

### **Instructional Leadership Initiative**

LLHS began implementing the Instructional Leadership Initiative (ILI) with Trudy Schoneman during SY 2004-05. Many LLHS teachers were initially reluctant to engage in the ILI work because they believed the CAPP project director at the time imposed the decision to participate in this professional development. Additionally, the math teachers stated that they would have preferred a facilitator with more expertise in math. Yet, despite these initial reservations, math and English teachers at LLHS grew to regard the work as valuable and have been committed to the ILI professional development for the past three academic years.

Lower Lake’s participation in the ILI resulted in important curriculum changes. Both departments developed standards-based instructional units. The math team developed a standards-based instructional unit in Algebra 1 and common assessments for almost all of their standards in Algebra 1. Schoneman described her work with the math department as “extremely successful” (2005 ILI Site Visit Report). The tenth grade English teacher team was cited by Schoneman as having “conducted a lively debate” regarding student work and the creation of a

grading rubric. The project director stated that even though establishing a common grading policy was difficult for the English teachers, the staff demonstrated commitment to the process.

LLHS teachers also appreciated the opportunity to present their work at CAPP-sponsored conferences. They found the experience of developing products to present at the conference challenging and gratifying at the same time. For example, an English teacher stated, “In the English department a challenge during the year was to put together something meaningful for us, while she [Trudy] wanted it to be appropriate for the CAPP conference.” Teachers were satisfied with the units they produced through the ILI work and found that the feedback they received from colleagues at other CAPP schools helped them feel their work was important. The project director regarded these conferences as a “rewarding experiences” for LLHS teachers.

Another significant outcome of Lower Lake’s ILI work was the positive impact it had on teacher collaboration. In fact, the English department chair believed that the ILI had the most impact on departmental functioning. The math department chair also credited Schoneman for the increased trust and rapport among the teachers in his department. He stated, “For the first time my colleagues were asking me mathematical questions... The comfort zone has increased. I believe that had we not been forced to collaborate and work collectively on a project, we never would have reached the level of communication that we have.” In addition to Schoneman’s professionalism, participants regarded the compromise involved in the process of collectively developing a unit and common assessments as key factors in increased camaraderie among teachers.

## **Design Studios**

A team of LLHS staff and teachers attended the first Design Studio held at San Lorenzo High School in April of 2005, and reported that the experience was a positive one. For example, the math department chair stated that although participating in the Design Studio did not result in any particular changes in practice, it “validated what we were doing.”

## ***Curriculum and Instruction***

### **English/Language Arts (ELA)**

The English department at LLHS implemented several changes to their ninth through twelfth grade curriculum. The first year of the grant, 2001-02, was largely a planning year during which the English teachers’ main focus was aligning the curriculum to the state standards. In

year two of the grant, the English department implemented a revamped curriculum, based on the development of benchmark assessments for all of their courses during the summer institute.

Over the next four years of the CAPP grant, the English department continuously revised curriculum and instruction based on the collaborative analysis of assessment data. For example, in year three of the grant, the English teachers collected and reviewed data from the performance assessments at regularly scheduled meetings. Their discussions centered on the validity of specific items on the assessments in measuring student knowledge. As a result of these discussions, items on the assessments were eliminated or replaced. In other cases, the process required an in-depth examination of various instructional practices being used to determine which were having the greatest impact on enhancing student learning. Additionally, teachers analyzed results on state standardized tests such as the CST and the CAHSEE to modify instructional strategies to address areas of weakness.

Over the course of the CAPP CAHSEE project, the English department achieved several important outcomes in curriculum, instruction and assessment. First, the department developed curriculum guides for each grade level. Second, they designed writing prompts to elicit “best work” from students and began administering regular writing proficiency tests and having the English teachers score them collaboratively. Then, during year five of the CAPP grant, the ninth and tenth grade English teachers created common assessments for their classes and the eleventh and twelfth grade teachers implemented EAP English writing units. Additionally, the English department implemented a reading support class for EL students with a bilingual instructor, Spanish language books for the school-wide “Read and Link” program, and computer-based language acquisition software.

A major focus of the English department has been the implementation of a newly adopted, California standards-based curriculum. Another focus area has been a discussion on the efficacy of the current Senior Project required for graduation for LLHS. The department believes that the Senior Project is outdated, and not aligned to California Content Standards, and becomes the only focus of the twelfth grade students. The department chair proposed to remove the Senior Project as a graduation requirement and replace it with EAP writing units as part of the twelfth grade English course.

## **Math**

Over the course of the CAPP CAHSEE project, Lower Lake High School made significant changes to its curriculum and instruction in math. The high school and middle school math teachers worked primarily on refining their algebra curriculum, beginning with developing benchmarks for the Algebra I course. Additionally, math teachers understood that in order to

increase the passing rate on the CAHSEE, students needed to complete Algebra I before the tenth grade. Therefore, in the fourth year of implementation (SY 2004-05) Oak Hill Middle School increased the number of Algebra I and pre-Algebra sections offered. That year OHMS offered two sections of Algebra I, compared to one section the previous year, and doubled the number of students enrolled in Algebra I to 60. Lower Lake High also recognized the urgency of making changes to their curriculum in order to raise the CAHSEE math performance and in year five of the grant (SY 2005-06) the math department reduced the number of pre-Algebra sections from 11 to 2. Furthermore, by the sixth year of implementation, LLHS eliminated Pre-Algebra from the master schedule and all incoming ninth graders, with the exception of students with IEPs, were enrolled in Algebra I.

The project director believed that low math scores on the CAHSEE in past years resulted from the small percentage of eighth graders enrolled in Algebra I. Historically at Lower Lake, most students enrolled in general math. The project director stated, “Students took two years of math that had nothing to do with the math on the CAHSEE.” He added that the state penalized schools on the Academic Performance Index (API) for not having students enrolled in Algebra prior to ninth grade.

The math department has also implemented other curricular and instructional changes. In the second year of implementation (SY 2002-03), the department adopted textbooks that were aligned to the California state standards, marking the first year that most of the math courses used the California edition of the MacDougal-Litel series. Then, as a result of Lesson Study implementation in year three of the grant (SY 2003-04), the high school math teachers collaborated on instructional strategies. As a result of the CAPP reform activities, teachers learned instructional strategies from each other. In the fall of 2005, the math department designed and implemented a standards-based instructional unit for Algebra 1.

The math department chair described the impact of the CAPP reform on his teaching practice: “Prior to CAPP, I didn’t know what my peers were doing in their classes, and I didn’t care. It was like I was self-employed.” The math teacher went on to describe that as a result of collaborative activities, the department implemented changes such as make-up tests for students who failed a test. The math teacher stated, “We have to give kids a second chance and maybe a third and fourth. [A math department colleague] used to argue, ‘you’re enabling them.’ But it’s realistic if a person goes out into the workplace he or she is given a multitude of chances.”

Finally, in the last year of the grant (SY 2006-07) LLHS increased the number of students enrolled in Geometry, Algebra II, and Pre-Calculus, with plans to have AP Calculus on the master schedule for SY 2007-08. Progress made in terms of increasing student enrollment in more academically rigorous courses was accompanied by lower overall performance. For example, as enrollment in Algebra I increased, so did the failure rate. The math chair stated, “In

the last six years since we got rid of remedial and general math, we are seeing a higher failure rate in Algebra than we have ever seen before. It's discouraging to work with students who don't want to do their work...it's starting to show up in geometry as well. It's something we're all facing. It's very discouraging as a teacher that all of a sudden the number of F's has gone up. I know this is a statewide issue" (Y5 Report, pp. 9-10). To address this concern, the math department designed an Algebra Essentials course in SY 2006-07 to meet the needs of incoming ninth graders who were unprepared for Algebra I content. The intent of this course was to provide instruction in all 25 Algebra I standards at an introductory level. Upon completion of the Algebra Essentials course, students were expected to enroll in the college prep Algebra I course the following year. The Mathematics teacher learning teams (TLT) wrote a course description and outline that has been approved by the local school board for implementation in SY 2007-08 (Y6 workbook, p. 3).

### ***Student Support and Intervention***

#### **Student Support Services**

Student support services at the Lower Lake site took different forms over the course of the six years of CAPP implementation, yet they all targeted students who were at risk of failing a class and those who had not passed the CAHSEE. Lower Lake High School provided tutorial services throughout the course of the CAPP grant. Project site leaders considered student support and tutoring as major successes of their reform effort. In fact, in their final annual workbook, project leaders proposed to highlight their student support services as a best practice for their CAPP dissemination grant.

In the first year of CAPP, LLHS provided tutoring through Americorps volunteers. In year two of the grant, Americorps volunteers, certificated teachers, and career center staff tutored students through five tutorial programs, including both mandatory and voluntary after school programs. Then, in the third year of the CAPP grant, the Americorps program in the district was eliminated and the schools lost their Americorps tutoring volunteers. To fill the void left by the loss of the Americorps tutors, LLHS and its feeder middle school, OHMS, implemented a newly developed after school program called Supplemental Educational Services (SES). Instructors for SES were selected from the core departments, which enabled the provision of quality instruction by highly qualified teachers. In addition, LLHS continued to provide mandatory tutoring through the Tutorial Learning Center (TLC), which focused on assisting students who had not passed the CAHSEE.

In the fourth, fifth, and sixth years of the grant, Lower Lake continued to refine the student support and intervention services, particularly focusing on a program called the Extended Learning Program (ELP). The ELP was modeled after the Homework Center implemented at other CAPP sites. According to the SY 2006-07 Workbook, “the length of the CAPP grant has given the school time to refine the best practice of providing intervention for students in need. Without continued CAPP support, the school may have abandoned the ELP after the first year. CAPP support over the six-year period has provided LLHS the time, funding, and expertise to make the necessary modifications to the program that have enabled it to succeed” (p. 20).

The intervention programs faced a number of obstacles as school staff attempted to meet the needs of struggling students. For example, during the first years of implementation, the high school initially struggled with the referral process. Many staff were unclear about which students should be referred for tutoring, and were uncertain how to go about referring them. In addition, some teachers were unwilling to release students from elective courses to attend tutoring sessions. Lower Lake project leaders acknowledged that student attendance was low, due to fact that tutoring was voluntary, it interfered with after-school sports and other activities, and because many students faced transportation issues. Some teachers were concerned that half of the eligible students did not attend ELP due to transportation limitations. According to LLHS teachers, “there are students that have expressed an interest in coming in [to ELP] for help but did not have transportation.” Although LLHS provided funds for transportation for the after-school program, the bus did not serve the outskirts of town. Despite these concerns, teachers recognized that expanding transportation services for these students was not feasible, due to the high school’s budget constraints.

Another challenge to the success of the tutoring program was teachers’ sense of feeling overextended. The math teachers described spending three afternoons per week tutoring students after school, which made for “draining days” and less personal time. At OHMS, teachers were challenged in their attempts accelerate student learning while at the same time meeting the needs of a large number who did not pass benchmark assessments.

Despite these challenges, leaders of the Lower Lake CAPP CAHSEE project regarded the student support services as highly successful and worthy of emulation. Positive student academic outcomes attributed to intervention efforts implemented during the CAPP grant included increased CAHSEE pass and proficiency rates, improved grades, increased SAT9 scores at the middle school level, and decreased summer school referrals.

A high school administrator at LLHS described the program in the following quote, “ELP provides a safe place to seek help on class assignments. Transportation is provided and snacks are given. The student-to-teacher ratio is low, and peer tutors are available for one-on-one help.”

Additionally, teachers found that in the latter years of the program, the ELP program contributed to more communication between teachers and after school tutors.

### **The College Going Initiative**

One of the key elements of The *College Going Initiative*, which is “a comprehensive effort to give students maximum exposure to the possibility of attending college” (2005-06 Workbook, p. 14), is the Algebra Academy. The Algebra Academy, which kicked off in the summer of 2005, resulted from a partnership between Konocti District schools and the outreach unit at the University of California Office of the President (UCOP). The purpose of the program was to increase preparedness in Algebra as students transition from middle school to high school. In SY 2005-06 the program welcomed 28 incoming ninth graders to the Algebra Academy. Another benefit of the Algebra Academy was its emphasis on fostering a college-going atmosphere by including college visits and A through G counseling for students.

The *College Going Initiative* also included presentations on college, a college fair, SAT/ACT preparation courses, the development and refinement of personal learning plans, workshops on applications and financial aid, and college visits. Ninth and tenth grade students attended a presentation called “College: Making it Happen.” LLHS staff also hosted former LLHS students who were enrolled in CSU or UC colleges to deliver presentations on their experiences as college students. In the fall of 2005 LLHS held its annual College Fair, attended by eleventh and twelfth graders and their parents. Eleventh graders also attended SAT and ACT preparation courses. The EPS’s worked with tenth and eleventh grade students on either developing or refining their personal learning plans, which include higher education goals. The twelfth grade EPS offered workshops on college applications, developing a personal statement, and financial aid and scholarships. Finally, approximately 95 ninth and tenth grade students visited college campuses during the 2005-06 school year.

### **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

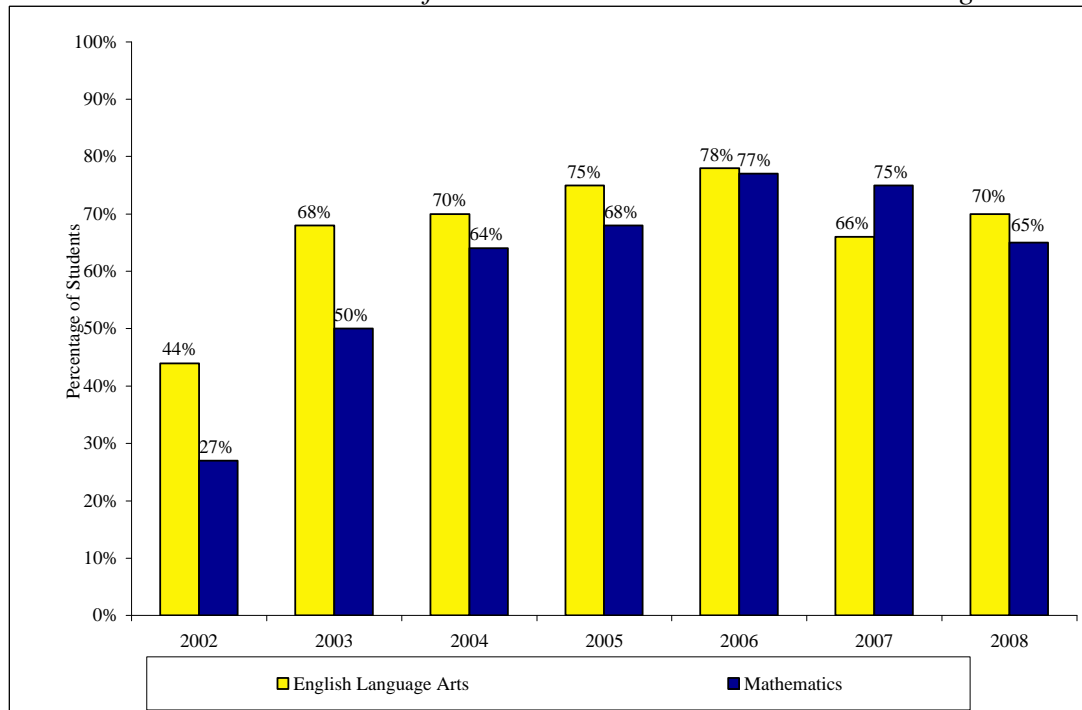
In this section, we present and analyze longitudinal data on a number of student performance indicators that relate to the three overarching goals of the CAPP CAHSEE initiative. These include CAHSEE math and ELA pass rates, A-G course enrollment and performance, and participation in and performance on the SAT. In addition, we present high school graduation and dropout data, as well as preparation for and matriculation to college.

### Tenth Grade CAHSEE Pass Rates

As shown in Figure 2, tenth grade CAHSEE pass rates in both English/Language Arts and math increased substantially from the beginning of the Lower Lake CAPP CAHSEE project until SY 2005-06, when they reached their highest level before declining in both of the following years. The tenth grade CAHSEE pass rate on the ELA portion of the exam grew from 44% in SY 2001-02 to 78% in SY 2005-06, before slipping to 66% and 70% in the following two years. The tenth grade CAHSEE pass rate on the math portion of the exam grew from 27% in SY 2001-02 to 77% in SY 2005-06, before declining to 75% in SY 2006-07, and dipping even more to 65% in SY 2007-08.

**Figure 2**

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



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

**Table 3**

*Tenth Grade English Language Arts CAHSEE Pass Rates by Major Subgroups<sup>2</sup> (2001-02 through 2007-08): Lower Lake 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>	44%	68%	70%	75%	78%	66%	70%	<b>26%</b>
<b>Student Race/Ethnicity</b>								
Hispanic or Latino	44%	65%	61%	73%	72%	58%	82%	<b>38%</b>
Caucasian/White (not Hispanic)	50%	61%	74%	79%	84%	71%	68%	<b>18%</b>
<b>Language Proficiency</b>								
English Only	45%	57%	72%	75%	81%	70%	69%	<b>24%</b>
Redesignated as Fluent English Proficient	*	*	*	*	*	*	*	<b>N/A</b>
English Learners	*	47%	40%	64%	38%	30%	71%	<b>24%</b>
<b>Additional Student Subgroups</b>								
Socio-economically Disadvantaged	44%	51%	66%	70%	75%	63%	68%	<b>24%</b>
Special Education	13%	4%	21%	34%	38%	14%	16%	<b>3%</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.

Table 3 shows CAHSEE tenth grade pass rates for English Language Arts. As noted above, student CAHSEE pass rates in ELA increased steadily over the first four years of implementation, peaking at 78 percent in SY 2005-06 before dropping 12 points to 66 percent in 2006-07 and increasing slightly to 70% in SY 2007-08. The total pass rate increased 26 percent over the course of the CAPP CAHSEE project.

All major subgroups showed improvement across the project period, although in some cases the subgroup pass rates fluctuated considerably from one year to the next. As a group, tenth grade Latino students showed considerable improvement on the ELA portion of the CAHSEE, starting with a 44% pass rate in SY 2001-02 and increasing to an 82% pass rate in SY 2007-08, an increase of 38 percentage points over the course of the project. There was a corresponding increase among English Learners, where the pass rate increased from 47% in SY 2002-03 to 71% in SY 2007-08. White students also showed significant gains over the course of the project. However, as a subgroup, the performance of white students has declined over the last two years

<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 SY 2001-02.

<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.

from a high of 84% in SY 2004-05 to 68% in SY 2007-08. The most recent figures show that the pass rate for white students as a group is now significantly lower than the pass rate for Latino students and – surprisingly – even slightly below the pass rate among English learners.

As a group, socio-economically disadvantaged students showed a gain of 24 percent, mirroring the pattern of both white students and the overall tenth grade population by exhibiting increasing pass rates every year of the project until a decrease in 2006-07. Pass rates for special education students fluctuated widely (4% to 38%) during the course of the project, ending at 16%, only 3 percentage points higher in the final year than in the initial year.

### *The CAHSEE: Math*

Table 4 illustrates the CAHSEE tenth grade pass rates for math. Like the performance on the ELA portion, student performance on the math portion of the CAHSEE increased steadily until beginning to decline in SY 2006-07. The overall tenth grade pass rate in math increased 38 percentage points, from 27 percent in 2001-02 to 65 percent in 2007-08.

Pass rates for all major subgroups improved over the course of the project period. However, the same pattern emerges as on the ELA portion of the CAHSEE. Latino students, as a group, showed increasing pass rates, as did English learners, while the pass rates among white students declined in recent years. Over the course of the project, the pass rate among Latino students increased 68 percentage points, from 19% in SY 2001-02 to 87% in SY 2007-08. The pass rate among English learners increased by 47 percentage points, from 33% in SY 2002-03 to 80% in SY 2007-08.

During this same period, the CAHSEE math pass rate among white students increased 35 percentage points, from a low of 28% in SY 2001-02 to 63% in SY 2007-08. However, this was substantially below the peak math pass rate among white students of 80% achieved in SY 2005-06.

Socio-economically disadvantaged students passed the CAHSEE at increasingly higher rates over the course of the CAPP CAHSEE project, improving 34 percentage points overall (from 24% in 2001-02 to 58% in 2007-08). Special education students showed a 1 percentage point gain across the project period, dropping off significantly from a pass rate of 33% in SY 2006-07 to 5% in 2007-08.

**Table 4***Tenth Grade CAHSEE Math Pass Rates by Major Subgroups<sup>5</sup> (2001-02 through 2007-08):**Lower Lake 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>	27%	50%	64%	68%	77%	75%	65%	<b>38%</b>
<b>Student Race/Ethnicity</b>								
Hispanic or Latino	19%	35%	52%	59%	78%	65%	87%	<b>68%</b>
Caucasian/White (not Hispanic)	28%	41%	67%	72%	80%	78%	63%	<b>35%</b>
<b>Language Proficiency</b>								
English Only	29%	36%	63%	69%	78%	78%	62%	<b>33%</b>
Redesignated as Fluent English Proficient	*	*	*	*	*	*	*	<b>N/A</b>
English Learners	*	33%	42%	50%	50%	50%	80%	<b>47%</b>
<b>Additional Student Subgroups</b>								
Socio-economically Disadvantaged	24%	36%	59%	61%	74%	74%	58%	<b>34%</b>
Special Education	4%	3%	14%	19%	31%	33%	5%	<b>1%</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.

## A Through G Requirements

During the course of the CAPP CAHSEE project, the number of enrollments in A through G courses increased, yet pass rates in these courses decreased (Table 5). Math-related A through G courses accounted for almost all of the increase in enrollment, with student enrollment increasing from 226 in 2002 to 414 in 2006 – likely due in part to the increased number of Algebra I sections offered by LLHS in 2006. Overall pass rates (passing with a C or better) declined 17 percentage points for the project period, from 69 percent in 2002 to 52 percent in 2006. Enrollment numbers for both math and English A through G courses were at their lowest in 2004, while pass rates were at their highest (81% overall, 88% for English, 71% for math). However, it is important to note that even though the pass rate declined over the project period, the increased “pipeline” of students taking A-G math courses meant that the absolute number of students who passed A-G courses with a C grade or better increased 37% between 2002 and 2006.

<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.

Performance for the two largest ethnic groups at Lower Lake, white and Latino students, mirrored that of the overall student population, with both groups exhibiting increased enrollment and decreasing pass rates. The percentage of white students passing A through G courses declined 20 percentage points over the course of the CAPP CAHSEE project, from 73 to 53 percent, while the pass rate among Latino students declined 13 percent, from 62 to 49 percent. Both subgroups reached their highest pass rates in 2004 (83% for white students, 78% for Latino students). Even though the pass rate declined for both groups, the change in the numbers of students from each subgroup taking A-G courses meant that the absolute number of white students who passed A-G courses with a C grade or better declined by 12%, while the absolute number of Latino students who passed A-G courses with a C grade or better increased by 30%.

The pass rate for English declined more than the pass rate for math (-17 percentage points and -5 percentage points respectively), indicating that the concerns expressed by math teachers that the higher number of students taking Algebra I would result in considerable failure rates may have been much less severe than they predicted.

**Table 5**

*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): Lower Lake 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>784</b>	<b>823</b>	<b>495</b>	<b>951</b>	<b>976</b>		<b>69%</b>	<b>65%</b>	<b>81%</b>	<b>52%</b>	<b>52%</b>		<b>-17%</b>
Total for all English and Math A-G courses	Asian/Pacific Islander	16	15	5	12	25		88%	73%	80%	42%	52%		<b>-36%</b>
	Caucasian/White	557	601	376	677	676		73%	68%	83%	53%	53%		<b>-20%</b>
	Black/African Amer.	32	46	35	54	57		56%	48%	69%	59%	53%		<b>-3%</b>
	Hispanic/Latino	97	129	55	169	159		62%	60%	78%	49%	49%		<b>-13%</b>
	Native American	31	27	24	28	59		61%	52%	75%	43%	53%		<b>-8%</b>
<b>English</b>	<b>Total</b>	<b>558</b>	<b>545</b>	<b>294</b>	<b>627</b>	<b>562</b>		<b>73%</b>	<b>65%</b>	<b>88%</b>	<b>52%</b>	<b>56%</b>		<b>-17%</b>
<b>Math</b>	<b>Total</b>	<b>226</b>	<b>278</b>	<b>201</b>	<b>324</b>	<b>414</b>		<b>61%</b>	<b>65%</b>	<b>71%</b>	<b>53%</b>	<b>56%</b>		<b>-5%</b>

Data source: Lower Lake 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.

## ***SAT Results***

SAT test-taking and performance data for Lower Lake High School students reveal that over the course of the project, the percentage of Lower Lake students who took the SAT fluctuated considerably from year to year, as did their performance. As illustrated in Table 6, the percentage of twelfth graders who took the SAT decreased from 19 percent in 2000-01 (baseline year) to 14 percent in 2006-07, the sixth and final year of CAPP funding. However, in SY 2005-06, 19 percent of twelfth graders took the SAT as well. Looking at total scores (math and verbal only), student performance fluctuated from a low of 933 in SY 2003-03 to a high of 1072 in SY 2003-04. In general, in years where a smaller proportion of twelfth graders took the SAT, their performance was higher.

Lower Lake 12<sup>th</sup> graders performed better on the exam in 2006-07 than they did prior to CAPP implementation. The average Verbal + Math score in 2006-07 was 979, which represents an increase of 30 points over the 2000-01 scores. In particular, student scores on the verbal section improved more than on the math section of the exam. However, both Verbal and Math scores were lower in the final year of the project than in middle years (highs reached in 2003-04 and 2004-05). From the beginning of the project until SY 2004-05, the percentage of students taking the SAT who attained a target score of at least 1000 increased steadily, from 35% in SY 2000-01 to 65% in SY 2004-05. Student performance on the SAT has fallen off precipitously since then; in SY 2006-07, only 7 percent of students reached the current target score of 1500.

**Table 6**

*SAT Results (2000-01 through 2006-07): Lower Lake High School*

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	<i>Change from 2000-01 to 2006-07</i>
12th Grade Enrollment	120	132	160	148	136	133	163	<b>43</b>
% 12th Graders Tested	19%	18%	15%	14%	13%	19%	14%	<b>-5%</b>
Average Verbal Score	475	472	463	537	521	500	493	<b>18</b>
Average Math Score	474	488	470	535	545	494	486	<b>12</b>
Average Writing Score <sup>8</sup>						477	502	<b>25</b>
Average Total Score (VM only)	949	960	933	1072	1066	994	979	<b>30</b>
% Tested with Total Score > 1000 <sup>9</sup>	35%	42%	42%	62%	65%	11% <sup>10</sup>	7%	<b>-28%</b>

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

<sup>8</sup> The SAT writing test was introduced in 2005-06.

<sup>9</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>10</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.

## *College Preparation*

Table 7 contains longitudinal data on 12<sup>th</sup> grade enrollment, high school graduation and eligibility to attend UC/CSU. Twelfth grade enrollment climbed in the first three years of data collection, then declined over the next three years before increasing to a high of 163 in SY 2006-07. We present two graduation rates, one that simply calculates a rate based on the number of 12<sup>th</sup> graders enrolled and the number who graduate, as well as the NCES graduation rate, based on a standardized formula that accounts for students who drop out of school. Using the simple graduation formula, the graduation rate was highest (88%) in SY 2000-02 and declined to 75% in SY 2006-07. Using the NCES graduation rate, the graduation rate increased during the first half of the project, reaching a high point (100%) in SY 2004-05 before declining steadily again, declining to 89% in SY 2006-07. By either measure, the percentage of Lower Lake High School students that have graduated has been in decline since SY 2005-06, the year that the CAHSEE became a graduation requirement.

In addition to the substantial decline in the graduation rate, the college preparation among those students who are graduating appears to be in steady decline. Among graduates of Lower Lake High School, the percentage that successfully completed the full A-G course sequence required for UC/CSU eligibility has declined by 16 percent from the beginning of the CAPP project to the end. In SY 2001-02, 25% of graduates had passed the full course sequence, compared to only 9% of graduates in SY 2006-07.

**Table 7**

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	<i>Change from 2000-01 to 2006-07</i>
12th Grade Enrollment	120	132	160	148	136	133	163	<b>43</b>
12th Grade Graduates	106	106	96	107	105	97	122	<b>16</b>
Graduation Rate <sup>11</sup>	88%	80%	60%	72%	77%	73%	75%	<b>-13%</b>
NCES Graduation Rate <sup>12</sup>	84%	88%	84%	93%	100%	93%	89%	<b>5%</b>
Percentage of UC/CSU Eligible Graduates	25%	21%	25%	8%	11%	12%	9%	<b>-16%</b>

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

<sup>11</sup> This statistic is calculated by dividing the number of 12<sup>th</sup> grade graduates by the number of 12<sup>th</sup> graders enrolled.

<sup>12</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)]

Longitudinal data on the number of Lower Lake graduates who enrolled in institutions of higher education showed slight improvement over the course of the CAPP CAHSEE project. As shown in Table 8, the number of graduates matriculating directly to UC and CSU increased during the project. In SY 2005-06, six graduates of Lower Lake High enrolled at UC, more than double the number in the previous year and substantially higher than in previous years. The same year, 14 graduates enrolled in CSU, more than doubling the number enrolling in all previous years except for SY 2000-01. Thus, it appears that although the proportion of students at Lower Lake who were preparing adequately to matriculate directly to four-year colleges did not grow, the actual enrollment of students at these colleges did increase, perhaps a reflection of the efforts made to support students in choosing to attend four-year colleges.

**Table 8**

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

	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>Change from 2000-01 to 2005-06</i>
UC	1	1	2	0	3	6	<b>5</b>
CSU	9	5	6	6	6	14	<b>5</b>
Community Colleges	28	41	31	45	34	29	<b>1</b>

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

### *Staff and Teacher Outcomes*

The CAPP CAHSEE initiative at Lower Lake brought about several positive outcomes for the school and teachers over the course of the project. The grant provided compensation for teachers to begin meeting regularly to revise curriculum, instruction, and assessment. In the early years of the grant the project director and other Lake County Office of Education staff facilitated teacher collaboration time. In the latter years of implementation, Trudy Schoneman, through the ILI work, served as the primary guide in assisting math and English teachers in refining their teaching. Teachers began to look to each other for support and advice. They built trust amongst themselves. Teacher collaboration strengthened over the years of CAPP implementation, leading to an increased sense of camaraderie among teachers in the math and English departments. Furthermore, through lesson study, teacher learning teams, and the ILI work, teachers established a pattern of reviewing data and making decisions about how to measure student achievement using tools established through a collective understanding.

### *School Outcomes*

The CAPP CAHSEE grant helped to bring about a number of important outcomes in the math and ELA departments, both LLHS and its feeder middle school, OHMS. Particularly in the early years of project implementation, LLHS teachers developed curriculum that was aligned to the California state standards. Additionally, math and English teachers improved their assessment practices, bringing them into better alignment with state standards and using them as a tool for designing more effective instruction. Teachers developed benchmark assessments during the early years of the CAPP grant. Both departments began by making these changes in the grade levels (9<sup>th</sup> and 10<sup>th</sup>) that would have the most direct impact on the CAHSEE.

Through their participation in the ILI, teachers developed standards-based instructional units and common assessments. A major curricular change in math, which affected both the high school and middle school, was the effort to increase the number of students who took Algebra I by ninth grade. This resulted in a decrease in the number of pre-Algebra sections offered at the high school and an increase in the number of Algebra I courses at the middle school. These changes in math were, of course, accompanied by growing pains. High school teachers were concerned by the increasing number of students who did not pass Algebra I and other higher level math courses. Thus, even after the sixth year of the grant, the math department was developing strategies to better prepare students for success in Algebra and the CAHSEE.

Another important positive outcome for LLHS was the implementation of the Algebra Academy, which was one of the premier programs in their effort to promote a college going culture. The program fostered success in algebra at the ninth grade while at the same time exposing students and their parents to higher education opportunities. School leaders were proud of the Algebra Academy program, actively recruiting students and families and working with staff to coordinate the program. Furthermore, the Algebra Academy represents a successful partnership between the district and the University of California Office of the President (UCOP).

### **Institutionalization Issues**

Lower Lake project staff expressed optimism regarding the continuation of activities and structures developed as a result of the CAPP grant. Several activities that have become institutionalized, or are likely to continue include the Teacher Learning Teams (TLTs), the Extended Learning Program (ELP), and the College Going Initiative (CGI). Staff indicated that these activities were already institutionalized to a degree because in the latter years of the CAPP grant, these operated with minimal CAPP funding. For example, according to the Project

Director, the grant “no longer pays teachers extra money to meet in teacher learning teams. They [teachers] now have time built into the school day for collaboration” (Spring 2007 interview).

Staff also stated that curriculum developed under the CAPP reform would also continue to be used and developed further. For example, the English department created a tenth grade curriculum map that the department chair referred to as a “great tool” (Spring 2007 interview). She further stated, “We don’t need to have funding for that. It’s very user friendly. Any teacher can come into tenth grade and be aligned with the other teachers” (Spring 2007 interview). The math department chair stated that a modified Algebra I class called “Algebra Essentials,” which “came about from the CAPP grant” during the 2006-07 school year, would remain on the master schedule in future years.

The Project Director attributes the school’s commitment to the CAPP reforms to the school staff’s increased leadership role in directing the grant. Over the course of the six-year project implementation, the leadership of the grant switched hands from the county office of education to a site-based administration. The project director position decreased from 50 percent during the initial years of the grant to 15 percent in the final years when Tim Gill took over. Lower Lake High School EPS Linda Tyner assumed more responsibility for the grant during the last three years of implementation.

Lower Lake does not have any funds from the CAPP CAHSEE grant to carry-over beyond the sixth year of implementation, yet project leaders plan to use funds from their CGI grant and the Expository Literacy Grant (ELG), which is also a CAPP initiative, to sustain the CAPP reform activities.

Finally, Lower Lake applied for and received a dissemination grant in the amount of \$25,000. They plan to use the funds to disseminate what they consider to be four best practices, namely: 1) focusing on a short list of goals over an extended period of time, 2) course specific teacher collaboration time focused on the analysis of student assessment, 3) establishing a school wide focus on creating a college culture, and 4) designing and implementing targeted interventions that are based on individual student needs. The Lower Lake team will create written materials as well as a power point presentation, which they will disseminate at conferences, through the LCOE website, and by distributing paper copies to high schools in their region.

## **Summary, Conclusions and Recommendations**

Lower Lake High School has made significant strides since the first year of CAPP implementation. Despite obstacles such as the constant turnover in principals and the difficulty in finding highly qualified teachers – particularly in math – the staff’s commitment to the CAPP

reform initiatives grew over the six years of implementation. As indicated by the project director, Tim Gill, this grant was unique in its longevity, which contributed to the success of the project. Project staff had time to reflect on the strengths and weaknesses of the various project efforts and activities, and had opportunity to modify their implementation to increase their chance of finding more successful approaches. Had the grant ended after the third year, as originally planned, CAPP project leaders believe that they may have abandoned some of their activities, due to quirks that needed more time and attention.

The CAPP grant enabled the implementation of several successful activities. First, from the initial year of the grant, teachers in the math and English departments began collaborating to revise curriculum, instruction and assessment. Professional development had the most impact on instruction when teachers participated as a departmental team. Examples of this were lesson study and teaching learning teams participating in the ILI. The focus on collaboration resulted in meaningful and lasting changes in curriculum and instruction in both English and math. The CAPP reform also enabled staff to develop a student support system, the ELP, which had the dual aim of increasing the pass rate on the CAHSEE as well as grade recovery. Furthermore, to meet the goal of preparing students for college, Lower Lake established the College Going Initiative, which encompassed a new reform called the Algebra Academy. By the sixth and final year of CAPP implementation, key leaders in the reform believed that these successes were worthy of being shared with other educators across the state and therefore applied for and received a dissemination grant from the CAPP office.

In order to continue the important work that has been initiated and strengthened during the CAPP grant period, and to make more progress toward the goals of supporting students to pass the CAHSEE and prepare for matriculation to college, we offer the following recommendations.

### ***Continue Faculty Collaboration Around Curriculum and Instruction***

WestEd recommends that Lower Lake teachers continue to meet in teacher learning teams. Through such collaboration, teachers can continue to take a leadership role in developing and revising curriculum, instruction, and assessment. This is especially critical at Lower Lake, which has experienced high principal turnover in recent years. The cohesiveness of the current staff may serve to counterbalance the changes in administration, and ease new teacher transitions.

### ***Continue and Expand the Algebra Academy Program***

WestEd recommends that Lower Lake continue its efforts to encourage students to think about and prepare for going to college. The Algebra Academy, which focuses on introducing

students to the possibility of college beginning in the ninth grade, has been a step forward for Lower Lake. School leaders realized during the early years of the CAPP grant that they needed to reach students before their junior and senior year of high school, in order to give them time to prepare adequately for college. It would be beneficial to take this effort a step further by having the students participating in the Algebra Academy become part of the recruitment strategy at the middle school. These students could help expand the Algebra Academy program, while also promoting the idea of college to middle and even elementary school students by sharing their experiences of visiting college campuses.

### ***Continue, Strengthen, and Expand Partnerships***

WestEd recommends that Lower Lake High School maintain its disposition to partner with other institutions in its effort to raise student achievement. Thus far, its partnerships with the LCOE, UCOP, and CAPP have proven effective. Partnerships have the potential to expand perspectives and lead to growth. Lower Lake could continue to foster these partnerships and look for other partnership opportunities as it strives to improve achievement and instill college aspirations for students.

## **Appendices**

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

**Appendix A: Combined California High School Exit Exam (CAHSEE) Results by Ethnicity and Language Proficiency (2001- 2007): Lower Lake 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
<b>ENGLISH LANGUAGE ARTS</b>														
<b>Total Students</b>	<b>208</b>	<b>50%</b>	<b>98</b>	<b>44%</b>	<b>240</b>	<b>57%</b>	<b>205</b>	<b>67%</b>	<b>268</b>	<b>66%</b>	<b>264</b>	<b>65%</b>	<b>184</b>	<b>66%</b>
Ninth Grade	207	49%												
Tenth Grade	1	*	98	44%	164	68%	200	69%	212	75%	191	78%	184	66%
Eleventh Grade					76	32%	5	*	56	32%	47	34%		
Twelfth Grade											26	23%		
Unknown														
<b>Race/Ethnicity</b>														
African American	12	42%	9	*	14	43%	11	64%	19	53%	26	42%	11	55%
American Indian/Alaskan Native	5	*	1	*	7	*	5	*	18	61%	11	64%	12	67%
Asian	3	*	1	*	2	*	2	*	7	*	4	*	3	*
Filipino	3	*	0	0%	1	*	1	*	1	*	3	*	1	*
Hispanic or Latino	21	38%	16	44%	43	65%	43	58%	53	55%	53	49%	33	58%
Pacific Islander	2	*	0	0%	1	*	1	*	0	0%	1	*	0	0%
Caucasian/White (not Hispanic)	158	52%	60	50%	153	61%	142	73%	170	72%	166	73%	124	88%
Unknown	4	*	11	9%	19	16%	0	0%	0	0%	0	0%	0	0%
<b>Language Fluency</b>														
English Only	197	51%	86	45%	213	57%	180	70%	255	69%	222	69%	157	70%
Initially Fluent English Proficient	4	*	6	*	7	*	0	0%	1	*	0	0%	0	0%
Redesignated as Fluent English Proficient	0	*	0	0%	2	*	5	*	10	*	9	*	7	*
English Learners	6	*	6	*	17	47%	20	40%	32	38%	33	27%	20	30%
Unknown	1	*	0	0%	1	*	0	0%	0	0%	0	-0%	0	0%

	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>208</b>	<b>28%</b>	<b>142</b>	<b>27%</b>	<b>305</b>	<b>36%</b>	<b>207</b>	<b>62%</b>	<b>275</b>	<b>60%</b>	<b>285</b>	<b>63%</b>	<b>179</b>	<b>75%</b>
Ninth Grade	207	28%												
Tenth Grade			139	27%	172	50%	201	64%	212	68%	190	77%	179	75%
Eleventh Grade					132	17%	6	*	63	33%	61	38%		
Twelfth Grade											34	29%		
Unknown	1	*	3	*										
<b>Race/Ethnicity</b>														
African American	16	19%	9	*	23	35%	11	36%	19	47%	28	39%	8	*
American Indian/Alaskan Native	6	*	6	*	9	*	5	*	15	67%	12	75%	12	75%
Asian	3	*	0	0%	1	*	2	*	5	*	6	*	4	*
Filipino	4	*	0	0%	2	*	1	*	0	0%	3	*	1	*
Hispanic or Latino	21	10%	21	19%	49	35%	44	52%	59	42%	56	59%	34	65%
Pacific Islander	2	*	0	0%	1	*	1	*	0	0%	1	*	0	0%
White (not Hispanic)	154	32%	87	28%	191	41%	142	67%	177	67%	179	68%	120	78%
Unknown	2	*	19	21%	29	14%	1	*	0	0%	0	0%	0	0%
<b>Language Fluency</b>														
English Only	199	29%	128	29%	277	36%	183	63%	230	64%	241	64%	152	78%
Initially Fluent English Proficient	0	0%	8	*	7	*	0	0%	2	*	0	0%	0	0%
Redesignated as Fluent English Proficient	0	0%	0	0%	2	*	5	*	11	73%	10	*	7	*
English Learners	7	*	6	*	18	33%	19	42%	32	34%	34	47%	20	50%
Unknown	2	*	0	0%	1	*	0	0%	0	0%	0	0%	0	0%

**Appendix B: Number of students completing A through G college preparatory courses with a grade of C or better by ethnicity (2002 through 2007): Lower Lake 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	16	15	5	12	25	15	88%	73%	80%	42%	52%	80%	-8%
	Caucasian/White	557	601	376	677	676	708	73%	68%	83%	53%	53%	61%	-12%
	Black/African Amer.	32	46	35	54	57	67	56%	48%	69%	59%	53%	66%	10%
	Hispanic/Latino	97	129	55	169	159	198	62%	60%	78%	49%	49%	64%	2%
	Native American	31	27	24	28	59	51	61%	52%	75%	43%	53%	41%	-20%
	Other	51	5	0	11	0	15	45%	80%	0%	64%	0%	80%	35%
<b>Total</b>		<b>784</b>	<b>823</b>	<b>495</b>	<b>951</b>	<b>976</b>	<b>1054</b>	<b>69%</b>	<b>65%</b>	<b>81%</b>	<b>52%</b>	<b>52%</b>	<b>62%</b>	<b>-7%</b>
<b>Total</b>	<b>All English</b>	<b>558</b>	<b>545</b>	<b>294</b>	<b>627</b>	<b>562</b>	<b>617</b>	<b>73%</b>	<b>65%</b>	<b>88%</b>	<b>52%</b>	<b>56%</b>	<b>72%</b>	<b>-1%</b>
English I	Asian/Pacific Islander	3	1	1	2	6	4	100%	100%	100%	50%	50%	100%	0%
	Caucasian/White	96	93	46	127	120	113	75%	55%	93%	31%	47%	61%	-14%
	Black/African Amer.	7	6	6	7	13	9	57%	33%	100%	29%	46%	56%	-1%
	Hispanic/Latino	19	24	8	32	40	41	89%	50%	88%	28%	58%	73%	-16%
	Native American	4	1	4	8	14	10	50%	0%	100%	0%	21%	20%	-30%
	Other	14	2	0	4	0	0	36%	50%	0%	50%	0%	0%	-36%
<b>Total</b>		<b>143</b>	<b>127</b>	<b>65</b>	<b>180</b>	<b>193</b>	<b>169</b>	<b>72%</b>	<b>53%</b>	<b>94%</b>	<b>30%</b>	<b>47%</b>	<b>70%</b>	<b>-2%</b>
English I (AP/honors)	Asian/Pacific Islander	0	0		0	0	0	0%	0%		0%	0%	0%	0%
	Caucasian/White	19	28		19	17	14	95%	75%		95%	53%	86%	-9%
	Black/African Amer.	1	3		1	0	2	100%	67%		100%	0%	50%	-50%
	Hispanic/Latino	2	1		2	2	3	100%	100%		100%	100%	33%	-67%
	Native American	2	1		0	0	0	50%	100%		0%	0%	0%	-50%
	Other	4	0		0	0	0	75%	0%		0%	0%	0%	-75%
<b>Total</b>		<b>28</b>	<b>33</b>		<b>22</b>	<b>19</b>	<b>19</b>	<b>89%</b>	<b>76%</b>		<b>95%</b>	<b>58%</b>	<b>74%</b>	<b>-15%</b>

English 2	Asian/Pacific Islander	3	2	1	2	5	2	67%	50%	100%	0%	20%	50%	-17%
	Caucasian/White	109	93	32	122	109	84	69%	72%	100%	48%	59%	67%	-2%
	Black/African Amer.	7	9	2	14	11	11	71%	56%	100%	57%	64%	73%	2%
	Hispanic/Latino	16	27	5	28	24	25	56%	59%	80%	50%	46%	64%	8%
	Native American	9	6	4	10	6	7	56%	33%	75%	60%	83%	29%	-27%
	Other	3	0	0	0	0	0	33%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>147</b>	<b>137</b>	<b>44</b>	<b>176</b>	<b>155</b>	<b>129</b>	<b>66%</b>	<b>66%</b>	<b>95%</b>	<b>49%</b>	<b>57%</b>	<b>64%</b>	<b>-2%</b>
English 2 (honors)	Asian/Pacific Islander	0	0	0	1	1	1	0%	0%	0%	100%	100%	100%	100%
	Caucasian/White	13	15	13	14	19	18	100%	100%	100%	100%	100%	100%	0%
	Black/African Amer.	1	1	1	0	1	0	100%	100%	100%	100%	100%	0%	-100%
	Hispanic/Latino	0	3	0	2	3	5	0%	100%	0%	100%	67%	60%	60%
	Native American	1	1	0	0	0	1	100%	100%	0%	0%	0%	100%	0%
	Other	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>15</b>	<b>20</b>	<b>14</b>	<b>17</b>	<b>24</b>	<b>25</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>96%</b>	<b>92%</b>	<b>-8%</b>
English 3	Asian/Pacific Islander	3	2	1	2	1	2	67%	50%	100%	50%	100%	50%	-17%
	Caucasian/White	73	84	60	80	83	133	70%	52%	72%	50%	43%	60%	-10%
	Black/African Amer.	4	8	6	3	6	13	25%	50%	83%	100%	17%	77%	52%
	Hispanic/Latino	22	15	10	23	11	17	50%	53%	70%	35%	36%	100%	50%
	Native American	5	7	5	0	5	7	80%	29%	80%	0%	60%	71%	-9%
	Other	4	1	0	1	0	6	50%	100%	0%	100%	0%	83%	33%
<b>Total</b>		<b>111</b>	<b>117</b>	<b>82</b>	<b>109</b>	<b>106</b>	<b>178</b>	<b>64%</b>	<b>51%</b>	<b>73%</b>	<b>49%</b>	<b>42%</b>	<b>66%</b>	<b>2%</b>
English 3 (honors)	Asian/Pacific Islander	1	0					100%	0%					-100%
	Caucasian/White	15	13					93%	92%					-1%
	Black/African Amer.	0	1					0%	0%					0%
	Hispanic/Latino	2	1					100%	0%					-100%
	Native American	0	0					0%	0%					0%
	Other	0	0					0%	0%					0%
<b>Total</b>		<b>18</b>	<b>15</b>					<b>94%</b>	<b>80%</b>					<b>-14%</b>

English 4	Asian/Pacific Islander	0	3	1	1	1	2	0%	67%	100%	100%	100%	100%	100%
	Caucasian/White	60	57	55	65	29	49	80%	81%	93%	69%	83%	86%	6%
	Black/African Amer.	3	4	5	9	2	6	67%	75%	100%	67%	100%	100%	33%
	Hispanic/Latino	12	13	9	21	9	15	75%	85%	78%	76%	78%	87%	12%
	Native American	3	5	4	2	0	4	67%	100%	75%	0%	0%	100%	33%
	Other	1	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>		<b>79</b>	<b>82</b>	<b>74</b>	<b>98</b>	<b>41</b>	<b>76</b>	<b>77%</b>	<b>82%</b>	<b>91%</b>	<b>69%</b>	<b>83%</b>	<b>88%</b>	<b>11%</b>
English 4AP	Asian/Pacific Islander	0	1					0%	100%					100%
	Caucasian/White	17	11					94%	100%					6%
	Black/African Amer.	0	0					0%	0%					0%
	Hispanic/Latino	0	2					0%	100%					100%
	Native American	0	0					0%	0%					0%
	Other	0	0					0%	0%					0%
<b>Total</b>		<b>17</b>	<b>14</b>					<b>94%</b>	<b>100%</b>					<b>6%</b>
AP English Lit	Asian/Pacific Islander					1	0					100%	0%	0%
	Caucasian/White					19	19					100%	95%	95%
	Black/African Amer.					2	0					100%	0%	0%
	Hispanic/Latino					2	2					100%	100%	100%
	Native American					0	0					0%	0%	0%
	Other					0	0					0%	0%	0%
<b>Total</b>					<b>24</b>	<b>21</b>						<b>100%</b>	<b>95%</b>	<b>95%</b>
AP English Comp	Asian/Pacific Islander			0	0					0%	0%			0%
	Caucasian/White			13	19					92%	100%			100%
	Black/African Amer.			1	2					100%	100%			100%
	Hispanic/Latino			1	2					100%	100%			100%
	Native American			0	1					0%	100%			100%
	Other			0	1					0%	100%			100%
<b>Total</b>			<b>15</b>	<b>25</b>						<b>100%</b>	<b>100%</b>			<b>100%</b>

<b>Total</b>	<b>All Math</b>	<b>226</b>	<b>278</b>	<b>201</b>	<b>324</b>	<b>414</b>	<b>429</b>	<b>61%</b>	<b>65%</b>	<b>71%</b>	<b>53%</b>	<b>56%</b>	<b>51%</b>	<b>-10%</b>
Algebra 1	Asian/Pacific Islander	1	2	1	4	8	3	100%	100%	0%	25%	38%	67%	-33%
	Caucasian/White	55	94	61	131	156	167	38%	51%	59%	43%	36%	43%	5%
	Black/African Amer.	4	5	7	12	10	16	25%	20%	29%	33%	40%	56%	31%
	Hispanic/Latino	12	28	12	42	42	55	25%	57%	67%	45%	31%	49%	24%
	Native American	4	3	4	5	31	18	50%	33%	25%	60%	58%	28%	-22%
	Other	18	1	0	2	0	2	33%	100%	0%	50%	0%	50%	17%
<b>Total</b>		<b>94</b>	<b>133</b>	<b>85</b>	<b>196</b>	<b>247</b>	<b>261</b>	<b>36%</b>	<b>52%</b>	<b>55%</b>	<b>43%</b>	<b>38%</b>	<b>44%</b>	<b>8%</b>
Geometry	Asian/Pacific Islander	1	2	0	0	0	1	100%	100%	0%	0%	0%	100%	0%
	Caucasian/White	40	65	39	45	63	56	78%	82%	87%	80%	60%	54%	-24%
	Black/African Amer.	4	8	3	2	6	5	75%	50%	33%	100%	50%	60%	-15%
	Hispanic/Latino	5	13	7	10	13	13	40%	62%	86%	40%	69%	46%	6%
	Native American	1	3	1	0	3	1	100%	67%	100%	0%	67%	100%	0%
	Other	6	1	0	0	0	1	83%	100%	0%	0%	0%	100%	17%
<b>Total</b>		<b>57</b>	<b>92</b>	<b>50</b>	<b>57</b>	<b>85</b>	<b>77</b>	<b>75%</b>	<b>76%</b>	<b>84%</b>	<b>74%</b>	<b>61%</b>	<b>55%</b>	<b>-20%</b>
Algebra 2	Asian/Pacific Islander	3	0	0	0	2	0	100%	0%	0%	0%	100%	0%	-100%
	Caucasian/White	42	22	30	32	41	40	81%	68%	77%	44%	49%	65%	-16%
	Black/African Amer.	1	1	3	2	4	4	0%	0%	0%	100%	50%	25%	25%
	Hispanic/Latino	6	2	2	5	11	14	67%	50%	100%	80%	27%	43%	-24%
	Native American	2	0	1	2	0	3	50%	0%	0%	100%	0%	33%	-17%
	Other	1	0	0	1	0	3	100%	0%	0%	0%	0%	67%	-33%
<b>Total</b>		<b>55</b>	<b>25</b>	<b>36</b>	<b>42</b>	<b>58</b>	<b>64</b>	<b>78%</b>	<b>64%</b>	<b>72%</b>	<b>52%</b>	<b>47%</b>	<b>56%</b>	<b>-22%</b>
Pre-Calculus	Asian/Pacific Islander	1	1	0	0	0	0	100%	0%	0%	0%	0%	0%	-100%
	Caucasian/White	14	20	17	18	11	12	79%	100%	87%	83%	100%	92%	13%
	Black/African Amer.	0	0	1	2	1	1	0%	0%	100%	100%	100%	100%	100%
	Hispanic/Latino	1	0	1	1	2	6	100%	0%	100%	100%	100%	67%	-33%
	Native American	0	0	1	0	0	0	0%	0%	100%	0%	0%	0%	0%
	Other	0	0	0	1	0	3	0%	0%	0%	100%	0%	100%	100%
<b>Total</b>		<b>16</b>	<b>21</b>	<b>20</b>	<b>22</b>	<b>14</b>	<b>22</b>	<b>81%</b>	<b>95%</b>	<b>90%</b>	<b>86%</b>	<b>100%</b>	<b>86%</b>	<b>5%</b>

Calculus	Asian/Pacific Islander	0	1	0	0	0	0	0%	100%	0%	0%	0%	0%	0%
	Caucasian/White	4	6	10	4	9	3	100%	100%	90%	75%	89%	100%	0%
	Black/African Amer.	0	0	0	0	1	0	0%	0%	0%	0%	100%	0%	0%
	Hispanic/Latino	0	0	0	1	0	2	0%	0%	0%	100%	0%	100%	100%
	Native American	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%
	Other	0	0	0	1	0	0	0%	0%	0%	100%	0%	0%	0%
<b>Total</b>		<b>4</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>5</b>	<b>100%</b>	<b>100%</b>	<b>90%</b>	<b>83%</b>	<b>90%</b>	<b>100%</b>	<b>0%</b>
Apex on-line Calculus	Asian/Pacific Islander				0						0%			N/A
	Caucasian/White				1						100%			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>