

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

**Final Report:**

**Sacramento High School**

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# TABLE OF CONTENTS

DESCRIPTION OF THE SCHOOL AND STUDENT POPULATION .....	1
DESCRIPTION OF SACRAMENTO HIGH SCHOOL CAPP CAHSEE PROJECT .....	4
<i>Project Objectives, Activities, and Focus</i> .....	4
<i>Project Leadership and Staffing</i> .....	7
<i>Partnerships and Collaboration</i> .....	9
IMPLEMENTATION ACTIVITIES AND ISSUES, SY 2001 – 2007 .....	10
<i>Professional Development</i> .....	11
School-Level Professional Development.....	11
Design Studios .....	14
<i>Teacher Action Research Projects</i> .....	16
<i>Curriculum and Instruction</i> .....	17
<i>Student Support and Remediation</i> .....	18
Summer Academy.....	18
CAHSEE Prep.....	19
Individualized Learning, Tutoring, and Homework Center.....	20
Case Management Approach .....	21
FINDINGS, OUTCOMES, AND ANALYSIS .....	22
<i>Student Outcomes</i> .....	22
<i>Staff and Teacher Outcomes</i> .....	30
<i>Schoolwide Outcomes</i> .....	33
INSTITUTIONALIZATION ISSUES.....	33
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	35
<i>Use data to determine effective activities and implement with fidelity</i> .....	36
<i>Monitor the academic performance of students in all subgroups</i> .....	36
<i>Allocate time for teachers to continue to collaborate and plan instruction and intervention</i> .....	36
<i>Secure funding to support the Homework Center</i> .....	37
<i>Pursue Funding to retain the Homework Center Coordinator</i> .....	37
APPENDICES.....	38

# SACRAMENTO HIGH SCHOOL

In this chapter we describe the progress made by the Sacramento High School (SHS) California Academic Partnership Program (CAPP) California High School Exit Exam (CAHSEE) project during the six years of CAPP-CAHSEE program implementation. For this chapter, we compiled and analyzed information from prior *CAPP CAHSEE Workbook: Annual Progress Reports*, Annual Reports, and Student Data Reports. In addition, information and data presented and analyzed in this report come from site visits, interviews with teachers and administrators, and school-level student data from the California Department of Education and other data sources.

The chapter opens with a brief description of the school and student population. We follow with a description of the SHS CAPP CAHSEE project, including changes in: project objectives, activities, and focus; project leadership and staffing; and partnerships and collaboration. We then discuss implementation activities and issues 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 the institutionalization issues, followed by conclusions and recommendations.

## Description of the School and Student Population

The Sacramento High School (SHS) CAPP CAHSEE Project involves Sacramento High School (now Sacramento Charter High School) and its two feeder middle schools, Kit Carson Middle School (KCMS) and California Middle School (CMS), located in the Sacramento City Unified School District (SCUSD). During its first three years, the project activities focused on professional development, including the articulation of the curricula from 6<sup>th</sup> through 12<sup>th</sup> grade, coaching, and lesson planning that addressed the California state and CAHSEE standards. However, over the course of its six years of operation, the CAPP CAHSEE Project changed its activities and focus—which is not surprising in view of the sweeping organizational changes the school experienced over the project period. Among these changes were a major reorganization of the school into an independent charter school (which dramatically changed the relationship between SHS and its two feeder middle schools and changed the key project stakeholders at SHS) and a significant decline in overall student enrollment. A high level of turnover among project staff and school administrators created another barrier to the implementation of the CAPP CAHSEE project as initially planned. By the last two years of CAPP CAHSEE, the project activities and focus had shifted to mainly math and CAHSEE preparation.

The most dramatic of the organizational changes that occurred during the project period was the transformation of SHS into Sacramento Charter High School, an independent charter

school. Planning for this change took place throughout the 2002-2003 school year and the transformation was accomplished in September 2003, at the outset of the third year of the CAPP CAHSEE project. As a charter school, led by the St. Hope Corporation, SHS was organized around small learning communities or “super schools.” Initially, the new charter school comprised six super schools— School of Arts; School of Business; School of Journalism; School of Law and Public Services; School of Math, Engineering, and Science; and the School of Health Services. After a decline in the overall student population, described below, the six super schools were consolidated into four schools. (The School of Business and the School of Journalism merged to form the School of Business and Media Communication, and the School of Math, Engineering, and Science and the School of Health Services merged to form the School of Math, Engineering and Health Sciences.)

One of the features of the new charter school configuration was that each small school within SHS had its own advisor, to ensure that each student had at least one adult who looked after his/her welfare. Purchased from SureScore, Inc. through Gear-Up funds, the advisory curriculum focused on college preparation, study skills, and team building, which indirectly supported the overall CAPP CAHSEE goals to prepare all students to pass the CAHSEE at the end of grade 10, provide support who those who did not pass the CAHSEE to do so by the end of grade 12, and ensure that those who pass the CAHSEE complete coursework that lead to college preparation.

Table 1 shows the longitudinal student enrollment at Sacramento High School (SHS). Over the course of the CAPP CAHSEE project, SHS experienced a significant reduction in student enrollment, from 1,881 in 2000-01 to 1,147 in 2006-07. A further decline in student enrollment occurred between 2006-2007 and 2007-2008, bringing the school census down to 1,020 for the 2007-2008 school year. Thus, total student population at SHS declined by 46 percent between 2000-2001 and 2007-2008. This decline in student population affected different population subgroups differently. Although the population of African American students at SHS fluctuated year by year, by the end of the project period, African American students had gone from being the smallest of the four major subgroups within the student population (19 percent of the student body) to being the largest subgroup among the students (50 percent of the student body). This subgroup was the only student group that increased in both absolute numbers and proportions of the total student population over the project period.

The most stable subgroup within the SHS student body was Hispanic/Latino students, who both began and ended the project period at 26 percent of the student enrollment. However in keeping pace with the decline in the total student population, the absolute number of Hispanic/Latino students declined by 50% over the period from 2000-01 and 2007-08 (compared to the decrease in the total student population of 46%).

Over the same period (between 2000-2001 and 2006-2007) the number of Asian students and the number of Caucasian/White students at SHS declined significantly faster than the student population as a whole. In 2000-01, Caucasian/White students had constituted the largest population subgroup at SHS, accounting for approximately one-third (31 percent) of the student enrollment. By 2004-2005, Caucasian/White students had dropped to 17 percent of student enrollment. By 2007-2008, Caucasian/White students made up only 6 percent of the study body. Over the entire period between 2000-2001 and 2007-2008, the number of Caucasian/White students attending SHS dropped by 89 percent (over the same period that total school enrollment dropped by 46 percent). Over the same period Asian students declined as a percentage of the total student body from 20 percent to 9 percent. The absolute number of Asian students attending SHS dropped by 78 percent between 2000-2001 and 2007-2008.

**Table 1**

*Student Demographics by Ethnicity and Language Proficiency (2000-01 through 2007-08): Sacramento High School<sup>1</sup>*

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Total Enrollment</b>	1,881	2,025	1,856	1,640	1,692	1,318	1,147	1,020
<b>Student Race/Ethnicity</b>								
African American	19%	22%	22%	31%	33%	33%	51%	50%
American Indian/ Alaskan Native	2%	2%	3%	2%	2%	2%	1%	1%
Asian	20%	18%	18%	12%	11%	10%	9%	8%
Filipino	1%	1%	1%	0%	1%	5%	0%	1%
Hispanic or Latino	26%	28%	27%	29%	27%	32%	26%	24%
Pacific Islander	1%	1%	1%	1%	1%	1%	1%	1%
Caucasian/White (not Hispanic)	31%	28%	29%	20%	17%	13%	9%	6%
Multiple or No Response	1%	1%	1%	6%	8%	5%	3%	9%
<b>Language Proficiency</b>								
English Learners	22%	22%	23%	20%	15%	13%	11%	10%
Fluent English Proficient	10%	8%	9%	7%	8%	13%	10%	8%
Redesignated as Fluent English Proficient	4%	1%	2%	0%	9%	19%	4%	1%

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%.

<sup>1</sup> Sacramento High School became Sacramento Charter High School in 2003.

## **Description of Sacramento High School CAPP CAHSEE Project**

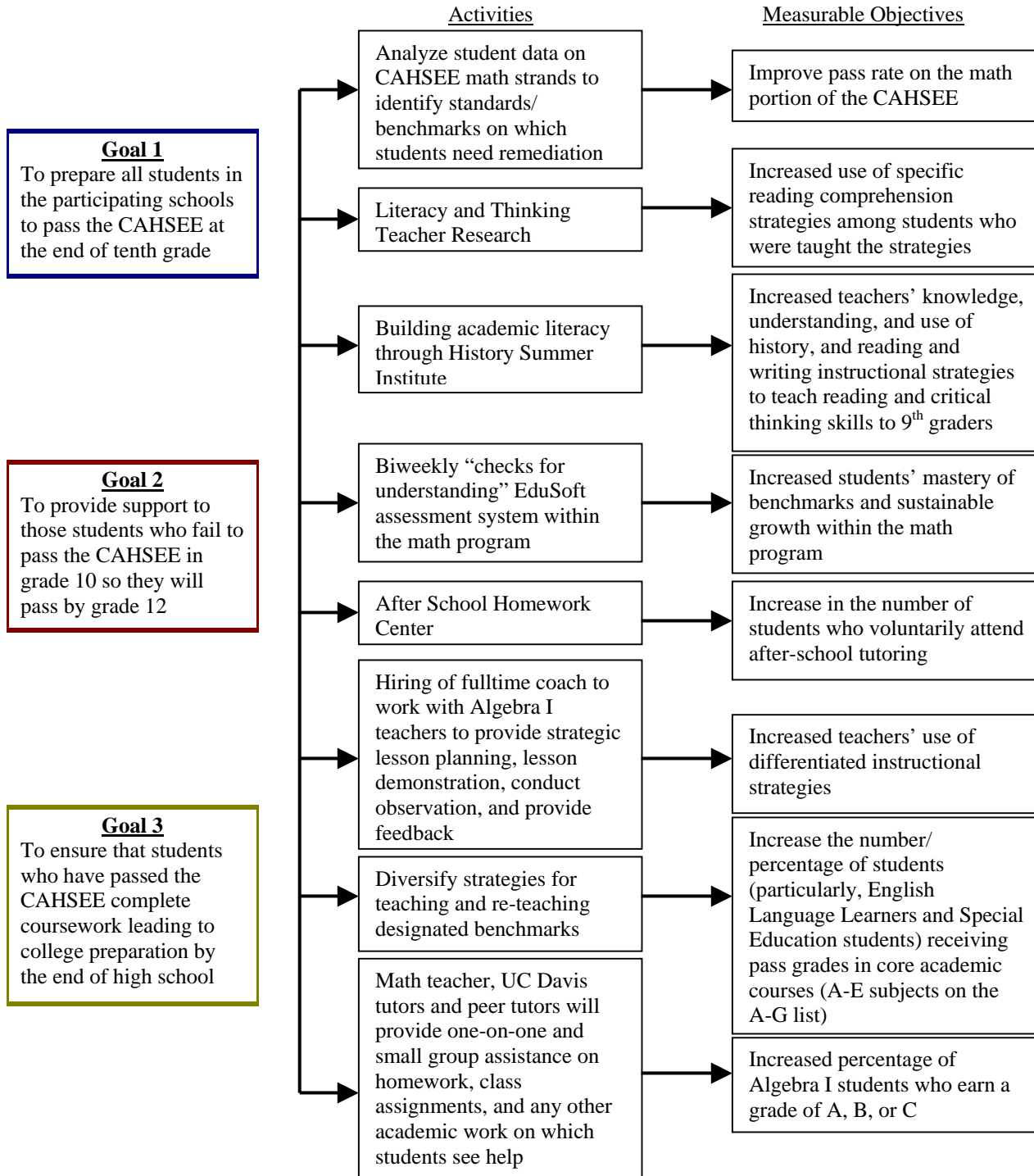
### ***Project Objectives, Activities, and Focus***

When the SHS CAPP CAHSEE project was first implemented in 2001-02, the purpose was both to increase student achievement on the CAHSEE and prepare students for successful admission to a four-year college. The activities selected to further these objectives emphasized teacher professional development in English/Language Arts (ELA) and math (see Figure 1 as an example of a logic model for the project).

Despite the difficult circumstances at SHS in 2002-03 as SHS went through the process of becoming a charter school, the partnerships between SHS and its feeder middle schools remained intact and teachers and coaches remained committed to implementing the CAPP CAHSEE program activities.

Figure 1

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



Source: "Plans for Continuation Funding," in *Workbook: Annual Progress Report Academic Year 2006-07* (Revised 3/20/2007)

Project activities started to lose momentum during the third year of the project. Although both middle schools implemented math and writing program activities because the facilitators aligned their work with the School Improvement Plans, SHS did not participate in either writing or math CAPP CAHSEE project activities because the school was too busy dealing with the organizational issues associated with becoming a charter school. The implementation of the charter also impeded communication between the middle and high schools because district legal mandates required a specific process for the flow of communication between the middle schools and SHS.

By the fourth year of the project (2004-2005), SHS worked within the mandates to re-establish communication and collaboration with the middle schools. In addition to collaborating on plans for a summer bridge academy for incoming ninth graders from the CAPP middle schools, SHS hosted several open houses for middle school students, their parents, and principals. However, CAPP CAHSEE activities were not implemented as planned during this school year because a new Superintendent for the charter school changed the school's structure and priorities, and teachers were required to focus on tasks aligned to these new priorities. At the high school level, math teachers did not have time to realize the CAPP CAHSEE math initiative activities—to teach the benchmarks and use the supplementary lessons with manipulatives in their regular classes. At the middle school level, teachers at one of the middle schools were unable to complete their Literacy and Thinking research projects (see Logic Model in Figure 1) due to time constraints. Teachers at this middle school also decided to not implement the *STAR Rise* program because the teachers wanted to “focus their full attention on their math textbooks instead of any supplementary materials” (*Workbook: Annual Progress Report Academic Year 2005-06*; p. 5). The funds allocated to support the implementation of *STAR Rise* shifted to supplement the budget for in-class tutors in all CMS math classrooms.

With the 2005-06 continuation funding, the SHS CAPP CAHSEE project revised its formal objectives to target (1) increasing the CAHSEE pass rates of students who had not passed either CAHSEE section in 2004, and (2) increasing the 10<sup>th</sup> grade pass rate in both sections of the CAHSEE in 2005 by 10 percent. As the 2006 CAHSEE graduation requirement deadline approached, CAHSEE ON Target (COT) —a CAHSEE-aligned tutorial program— became a priority for schools in need of targeted CAHSEE preparation. However, follow-through on the planned CAPP CAHSEE program activities was lacking during 2005-2006; only one of the five planned program activities was fully implemented. The SHS CAPP CAHSEE project did not provide the planned after-school tutoring program for 10<sup>th</sup> graders due to lack of student interest. However, using carry-over funds and based on need, they provided Super Saturdays for 10<sup>th</sup> graders, schoolwide after-school tutoring, and tutoring in the small schools before and after

school, during lunchtime, and on Saturdays. A number of the SHS CAPP CAHSEE project objectives were not realized in 2005-06.

For the final year of CAPP CAHSEE funding in 2006-07, the project focused on: (1) boosting student self-efficacy so students would become self-directed learners who learned to ask for help when needed and who were willing to spend the extra time it took to be academically successful, and (2) increasing students' overall academic success by offering them one-on-one or small group instruction in any and all areas in which they were struggling academically. Using lessons learned from the Design Studio at Mar Vista Senior High School and based on student need, the project modified its after-school Homework Center to make it a before- and after-school program. Instead of offering the Homework Center separately in each small school, it was available across all four small schools and the attendance dramatically increased from the previous year. Math teachers, UC Davis (UCD) tutors, and peer tutors provided one-on-one and small group assistance on homework, classroom assignments, and any other academic work on which student sought assistance.

The project also hired an instructional strategies math coach who supported the CAPP CAHSEE goal of preparing all students to pass the CAHSEE at the end of grade 10. The coach also provided support for students who failed the CAHSEE and were enrolled in Algebra 1.

### ***Project Leadership and Staffing***

There were a number of changes in the leadership and staffing in the SHS CAPP CAHSEE project, including the project director and key positions in the projects (as seen in Table 2).

**Table 2**

*CAHSEE Project Leadership and Staffing Changes During Course of Project: Sacramento 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 2000-2003</b>				
Elizabeth Bishay	CAPP CAHSEE Project Director		2000-01 to 2003-04	Left and replaced by Maryann Straub, who retired in November 2006
Gennel Miles	UCD-SCUSD Site Manager	Coordinates and manages CAPP CAHSEE projects	2000-01 to 2003-04	Resigned from UCD to become Vice Principal of Father Keith B. Kenny Elementary School; he was not replaced

<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>
Cara Mendoza	Writing Coach	A3WP facilitator, SHS	2001-02	Left to take fulltime position with the California Writing Project; replaced by Kathleen Dixon
Patricia Padley	Writing coach, CMS and KCMS	A3WP facilitator	2001-02	Unclear why she was no longer the writing coach
Kathy Dixon	Writing Coach	A3WP facilitator	2002-03 to 2004-05	Replaced Patricia Padley and Cara Mendoza
Al Mendel	Math coach	Math facilitator	2000-01	Replaced by Fran Gibson
Fran Gibson	Math coach	Math Facilitator/ S/UP Math Coordinator and Fellow of UCD Math Project	2001-02 to 2005-06	Became Math coach when Al Mendel left; due to budget cuts in the UC, Gibson did not work on the CAPP project in 2005-06 but remained on staff as a contract employee in a joint program with CSUS
<b>SY 2003-2007</b>				
Maryann Straub	CAPP CAHSEE Project Director	Gear Up Coordinator	2003-04 to 2005-06	Retired in November 2006; Ed Manansala and Sarah Martinez took over with dual supervision
Ed Manansala	Site Leader for math; Oversaw implementation of CAPP CAHSEE program activities	Principal, School of Business and Communication/West Campus	2003-04 to present	Division of role with Sarah Martinez in 2006-07
Sara Martinez	CAPP CAHSEE Project Director	Director, Early Academic Outreach Program Academic Preparation Programs (was S/UP), UCD	2006-07	Division of role with Manansala; oversees math coach Patricia Ritchie-Reese through management of carry-over funds
Cara Mendoza	Writing coach, CMS and KCMS	A3WP facilitator	2001-02	
Donald Hair	Supported CAPP CAHSEE activities	Principal, CMS	2000-01 to 2003-04	Retired and replaced by Elizabeth Virgil
Elizabeth Virgil	Supported CAPP CAHSEE	Principal, CMS	2003-04 to present	Became Principal of CMS when Donald Hair retired

<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>
Margaret Fortune	Supported CAPP CAHSEE	Superintendent, St. Hope Public School	2003-04 to 2005-06	Left St. Hope when Governor Arnold Schwarzenegger appointed her as the director of the Governor's Initiative to Turn Around Failing Schools within the Office of Secretary of Education
Al Rogers		Superintendent, St. Hope Public School	2005-06 to present	Became Superintendent of St. Hope when Margaret Fortune left
Faith Paul	Collects and analyzes data as part of their internal evaluation	Evaluation Research Coordinator, S/UP	2000-01 to 2005-06	Resigned and accepted a position at another university
David Vujovich	Oversaw implementation of CAPP CAHSEE program activities	Principal, School of Math, Engineering, and Science, SHS	2003-04 to 2004-05	Left when his contract was not renewed; replaced by P.K. Diffenbaugh
P.K. Diffenbaugh		Principal, School of Math, Engineering, and Science/ East Campus, SHS	2005-06 to present	Replaced David Vujovich who left
Patricia A. Ritchie Reese	Math coach, SHS	UCD Instructional Strategies Coach	2006-07	Hired as Math coach to provide support to 12-14 math teachers at SHS

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

One of the most important partnerships for the CAPP CAHSEE project at Sacramento High School was its partnership with the School/ University Partnership Initiative at UC Davis (S/ UP at UCD). Under this partnership, two different resource groups at UCD assisted with professional development for teachers at all three schools in the partnership. The UCD Area 3 Writing Project (A3WP) agreed to provide professional development for English Language Arts (ELA) teachers and the UCD Mathematics Project (MP) agreed to provide professional development for math teachers. When the project first began in 2000-01, these partners began to provide professional development for English/Language Arts (ELA) teachers and math teachers as planned.

The ELA support provided to the CAPP CAHSEE project by the S/ UP was of two types. Not only did A3WP provide workshops for English teachers—which provided them with good ideas about instructional practice for the classroom—but they also paired them with a writing coach, who offered assistance on long-term needs in assessment and curriculum development. Overall, teachers were very satisfied with both types of assistance, but particularly with the

coaching. The S/UP at UCD Initiative had also created pre-existing relationships between California Middle School (CMS), Kit Carson Middle School (KCMS), and SHS, upon which the CAPP CAHSEE project could build.

Late in the CAPP CAHSEE project (2005-06), S/ UP at UCD transitioned into a newly created Department of Academic Preparation Programs, which, “although this was a major change for School/University Partnerships...had no negative impact on program delivery” at SHS in 2006-07 (*2006-07 Annual Workbook*, p. 27). However, the change resulted in the laying off of many S/ UP at UCD staff members and the hiring of a new individual who took over responsibility for the CAPP CAHSEE project. This organizational and staffing change caused some uncertainty in the partnership relationships until everyone adjusted to the new staff roles and clarified who would be responsible for what CAPP CAHSEE oversight and documentation tasks.

Another important partner for the CAPP CAHSEE project was the GEAR UP program that began right before the project started. GEAR UP provided students with information about colleges, steps to taking SAT/ACT, and applying for financial aid. This program was intended to support students to promote successful admission into a four-year college institution, which aligned with the CAPP CAHSEE goals. The CAPP CAHSEE and GEAR UP grants were well coordinated and strategically used to support program activities that supported both programs throughout the six years of CAPP CAHSEE program implementation. Consequently, even though the partnership with A3WP dwindled in the last three years of CAPP to the point that there were no joint ELA professional development activities, the relationship between CAPP CAHSEE and GEAR UP remained strong enough to support complementary program activities through the use of GEAR UP funds.

When St. Hope Academy began operating SHS as an independent charter school in July 2003, St. Hope Academy and its Superintendent, were added to the CAPP Partnership Agreement. At the outset, St. Hope was committed to continuing the professional development and math academy activities in the CAPP CAHSEE grant. One new difficulty in coordination among CAPP CAHSEE project schools, however, was the fact that the Sacramento City Unified School District (SCUSD) implemented formal procedures that SHS had to follow, as an independent charter school, when it communicated with the two feeder middle schools.

### **Implementation Activities and Issues, SY 2001 – 2007**

In this section, we describe the implementation of program activities and services at Sacramento High School (SHS) CAPP CAHSEE site from 2000-01 through 2006-07. We focus on three major areas: 1) professional development, 2) curriculum and instruction, and 3) student

support and remediation. Additionally, we describe the challenges the SHS CAPP CAHSEE project faced in implementing program activities and services, and how they were addressed.

### ***Professional Development***

Through the CAPP CAHSEE and other grants, staff at Sacramento High School (SHS), Kit Carson Middle School (KCMS), and California Middle School (CMS) participated in two types of school-level professional development activities: (1) school-level professional development that staff and teachers initiated and facilitated; and (2) Design Studios. Professional development continued in both English/Language Arts (ELA) and math throughout the funding, although there were fluctuations in the level of implementation with the formation of the charter and changes in leadership at the three schools.

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

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

The SHS CAPP CAHSEE project provided varying levels of professional development during the six years of funding. During the first three years, the Area 3 Writing Project (A3WP) coaches consistently provided professional development but dwindled in 2004-05, after the charter was formed.

Two coaches worked with teachers at the partnership schools in 2001-02 with varying success. KCMS teachers accomplished more than CMS teachers because the writing coach had worked with KCMS teachers through a previous CAPP grant. During the first year of CAPP CAHSEE, coaches helped KCMS and CMS teachers develop a middle school rubric-based writing assessment for 7<sup>th</sup> and 8<sup>th</sup> grade to prepared them for high school writing and the two schools-administered assessments were conducted. Although middle school ELA teachers were initially resistant, they eventually valued the coaches' expertise. The CMS principal worked with the A3WP coach and purposefully involved the coach at the school's two-day professional retreat to build relationships with the teachers. Rather than target English teachers, the principal requested that the coach work with all CMS teachers on a writing exercise.

English teachers at SHS established a strong and productive relationship with their higher education partner, UC Davis. As a result of working with the writing coach, the department developed an emphasis on writing instruction to better prepare students for the CAHSEE. For example, in anticipation of the CAHSEE, the staff and writing coach collaborated to create the 10<sup>th</sup> grade writing rubric and used it to drive their own assessments. The work with their coach

also impacted curriculum in other grades. The department created a schoolwide spring and fall writing assessment for 9<sup>th</sup> and 10<sup>th</sup> grade where every teacher was expected to give his/her students the same writing prompt. Teachers were then given a release day to norm and score the test at UC Davis.

When a new A3WP writing coach was hired in 2002-03, she rewrote the professional development plan with emphasis on coaching for the three schools so they could connect assessment results to instructional goals and practice. The teachers continued to work on the writing assessments, but instead of conducting assessments in all classrooms, teachers administered assessments in selected classrooms, to reduce the burden on teachers, given their limited time outside the classroom. Students' responses were scored against a six-point writing rubric, which was more rigorous than the four-point scale CAHSEE rubric. Teachers believed the six-point scale held students to higher standards and as a result, SHS students were more prepared for the CAHSEE than students in other schools. Teachers also believed that the CAHSEE rubric, by itself, was not sufficient to address instructional practice. However, they found the process of preparing prompts, scoring assessments, and linking results to instruction during assessment meetings very helpful in helping them refine their instructional practice.

Professional development activities in ELA began to change in the fourth year of the project. Although the Sacramento High School (SHS) CAPP CAHSEE program continued to work with teachers at SHS and were engaged in ELA and math reform to ensure that all students passed the CAHSEE at the end of 10<sup>th</sup> grade in 2004-05, the A3WP did not conduct any further professional development activities in the middle schools. A3WP conducted two workshops for English teachers at the high school to help them prepare their students for the writing portion of the CAHSEE test, but teacher attendance at these sessions was very low. Teachers cited weariness from other school obligations as their primary reason for their non-participation. Both workshops included a comprehensive set of resources. During the workshop, the teachers who were present wrote their own responses to the CAHSEE prompts and then examined the instructions for students and the assignment itself to determine the skills required to write in a particular genre.

In Fall 2005, 11<sup>th</sup> and 12<sup>th</sup> grade English teachers participated in teacher training to prepare them for the use of new textbooks. In addition, starting in January 2005, high school students who read more than two years below grade level were placed in a literacy class (REACH) for three hours each day instead of their grade-level English class. The teachers who taught these literacy classes received extensive training.

During the last two years of CAPP CAHSEE, SHS implemented *Literacy and Thinking* curriculum in the 9<sup>th</sup> grade classes. The curriculum included a three-tiered teacher training including: (1) all-day meetings once a week during six weeks in the summer; (2) weekly study

teams to discuss the curriculum and instructional strategies; and (3) academic conferences every quarter to share personal and academic stories about the students. Through the teacher training, teachers increased their instructional repertoire to include strategies such as graphic organizers and inductive model exercises.

### *Professional Development in the Math Department*

As with the English department, professional development occurred throughout the six years of the CAPP CAHSEE grant, but the level of implementation fluctuated over the project period. Although professional development occurred more consistently during the first two years, it dwindled during years 3 and 4 as the schools adjusted to their new relationship when Sacramento High School (SHS) became a charter school. Then in 2004-05, as the program focus shifted to CAHSEE preparation, teachers participated in professional development aimed at improving the CAHSEE pass rate.

During the first year of implementation, the project proposed to use its funds to train teachers to use the Discover Math program, which was designed to prepare middle school students for Algebra I in one year. However, SCUSD funded and trained teachers in Discover Math and implemented the program at all three partnership schools, thereby making this professional development plan redundant. The project also planned to create common math assessments in 2001-02. However, this did not occur until 2004-05 through implementation of a teacher action research. Math assessments were subsequently discontinued when the school adopted Edusoft, a computer software program.

Three math workshops were developed in support of the CAHSEE, which led to the 2002 Summer Academy. During one workshop, teachers were presented with the most difficult CAHSEE strands and teachers discussed how to best address these strands. The director of the UCD Math Project facilitated workshops on the CAHSEE to review released test items, student test taking strategies, and common student errors. Teachers also attended a district in-service training to review the CAHSEE blueprint and released test items.

During the final year of the CAPP CAHSEE project, math teachers at SHS benefited from the support and expertise provided by a new math coach, who started before- and after-school workshops to provide all math teachers with effective teaching strategies geared at enhancing teaching skills, thereby supporting CAHSEE preparation. In addition, the teachers collaborated as a team and formed committees around each course to plan lessons and share teaching strategies. The math coach provided extra support to math teachers who taught upper grades students who had not passed the CAHSEE. In addition, the coach trained UCD and SHS students as peer tutors, who worked directly with all students who did not pass the CAHSEE. Training for

these tutors focused on the use of manipulatives and targeted questions to guide deeper understanding of the math concepts rather than memorizing a set of procedures.

### *Vertical Teaming Efforts*

Vertical teaming efforts between Sacramento High School (SHS), California Middle School (CMS), and Kit Carson Middle School (KCMS) were implemented during the first two years of CAPP CAHSEE, but did not continue after 2003-04 when SHS became a charter school. However, even from the beginning, meetings did not take place regularly.

In the 2001-02, core content teachers of SHS and KCMS teachers met once to discuss the curriculum for middle and high schools and some of the expectations high school teachers had of entering freshman. Although the teachers agreed that all schools benefited from information available at the middle and high schools, the vertical teaming project was hampered by the lack of a designated liaison to share the information and facilitate conversation. There were also some differences in expectations between the high school and middle school teachers. SHS teachers said that they wanted to attend middle school writing scoring sessions so they could see the writing standards and rubrics for middle schools. However, they wanted the middle school teachers to score their students' writing using high school rubrics so that middle school teachers would know what was expected at the high school level and plan instruction around those expectations.

In 2002-03, math teachers at KCMS and SHS made progress in developing vertical articulation between the middle and high school math curriculum. The math coach (an experienced elementary school teacher) worked with teachers at monthly meetings. At the math articulation meetings, each school reported on their own needs assessment, discussed norms for articulation, and addressed specific content or pedagogical needs. Although there were several meetings with the CMS principal and staff to discuss specific plans to address math needs, CMS teachers were not involved in these articulation meetings. Articulation meetings between the middle schools and SHS did not occur after SHS became a charter school.

### **Design Studios**

A major infusion of energy into the design of the CAPP CAHSEE project at SHS occurred after several key staff from the project attended the Design Studio at Mar Vista Senior High School in spring 2006. At the Design Studio, they observed the successful homework center being implemented at Mar Vista, and had the opportunity to learn about it directly from the teachers who had worked to make it successful. Sacramento High teachers were particularly

inspired by how Mar Vista teachers were able to consistently attract large numbers of students to their homework center. The tutoring center at Sacramento High had never been well utilized, despite the efforts teachers there had made to increase student participation.

Sacramento High staff returned from their visit to Mar Vista and used what they had learned to launch their own Homework Center (HWC). As a result, Sacramento transformed its poorly-attended tutoring center into a bustling homework center. To ensure the success of their HWC, Sacramento High project staff utilized the tips and guidelines outlined in Katrine Czajkowski's "Expect Success", as follows (*2006-07 Annual Workbook*; p. 48):

1. The HWC is expected to be a positive place so it will not serve a disciplinary function, nor can students be assigned to attend. In addition, students are allowed to leave when they complete their work, and as long as they show evidence of having learned something, they receive evidence of attendance. The HWC serve as a resource that beckon students with the expectation of positive challenge and the support of qualified, caring, and interesting people. Ultimately, the HWC represents a place whose academic culture is infectious. Students will be able to rely on having an environment in which voluntary learning is fun and challenging.
2. The HWC never closes and its schedule never changes during a given semester. It provides support services that will be ongoing, consistent, dependent, and excellent. While supervised and run by the teachers, the HWC will have unconditional administrative support, especially in the rare event that emergencies pull teachers from their regularly scheduled shift and administrative supervision is required.
3. The HWC demands consistent enforcement of rules and policies (including ongoing and focused tutoring by all staff at all times). While the HWC must be a "positive environment," we will tolerate no "off-task behavior." This applies to college and peer tutors who, during "slow" moments, may want to do their own homework or studying. We plan to ensure consistent enforcement of the rule, "If you mess around, you're out. Period." We will not tolerate students' use of walkman, cell phones, or other electronic devices.
4. The HWC strictly adheres to accountability measures so each student will be required to sign in and sign out of the HWC, indicating his/her name, the subject in which s/he came to get help, and the time s/he arrived and departed. On the same sign-in sheet, teachers and tutors also write their names and times of arrival and departure. These single sheets will be used to record and track payroll information and will be kept in a centrally located notebook for teacher and parent reference. Students will only receive "Homework Center" slips when they demonstrate to teachers what they did with their time in the HWC. Parents, via the HWC slips, can expect timely proof of a student's participation in tutoring.

### *Teacher Action Research Projects*

Beginning in 2003-04, teachers at Sacramento High School (SHS) and California Middle School (CMS) conducted teacher action research projects focused on: 1) improving math and ELA instruction that was intended to improve CAHSEE pass rates of first-time test takers, 2) target intervention to increase pass rates among those who had not passed, and 3) ensure that students who passed the CAHSEE enroll in courses that lead to college preparation. However, the teacher action research projects could not be fully implemented because of conflicting demands on teacher time, shifts in school priorities, and adoption of a new software program.

In spring 2003, the CAPP Advisory Board approved the CAPP Action Research Grant (2003-04 Annual Workbook, p. 38). However, the project stalled because of the transition of SHS to a charter school and CAPP did not transfer any funds to the project. In 2003-04, the SHS CAPP CAHSEE project submitted a revised proposal for \$20,000 to provide CMS and SHS teacher leaders in math with the opportunity to gather and use data to identify areas of need and document progress. To support implementation of the teacher action research projects, the School/University Partnership at UC Davis (S/ UP at UCD) research staff guided the action research project to build readiness for Algebra 1 and develop proficiency for CAHSEE.

The SHS CAPP CAHSEE project implemented five math-focused teacher action research projects between 2004-05 and 2006-07: two group projects at SHS and three individual projects at CMS. The two SHS teacher projects were “group development of Algebra lessons using manipulatives” and “design of End-of-Year (EOY) exams for all math classes.” The three teacher research projects at CMS were individual projects on “core areas for focused teaching,” “use of manipulatives in Pre-Algebra,” and “creating a culture of mathematics.” In the “creating a culture of mathematics” individual research project, the hypothesis was that middle school students had little comprehension of how math was useful in the personal, academic, and work lives of people. But as they grasped the importance of math for their adult lives, they would make more effort to learn it.

None of the three individual teacher research projects at CMS were successfully implemented, although for varying reasons. For instance, teachers differed in the amount of time they had and in their preference or ability to do the teacher research work in addition to their other responsibilities and time commitments. Those who managed to find time for research tasks in addition to their other responsibilities progressed more quickly in the teacher research work and had more analytic focus. Those who needed larger blocks of uninterrupted time had difficulty finding time, were less focused, and had more general rather than analytical focus. Consequently, by the end of 2004-05, none of the CMS teachers continued with their individual

projects because they were under extreme pressure from their school to raise student scores on the statewide tests, their first priority.

In their proposal for continuation funding for the final year of CAPP CAHSEE, the SHS project proposed using carry-over funds to carry out two additional teacher action research projects to support an existing class: *Literacy and Thinking* Teacher Research and *Building Literacy and Thinking* Teacher Research. The literacy and thinking class focused on teaching reading and critical skills to all 9<sup>th</sup> grade students. The research project attempted to examine the impact of teaching a specific set of reading comprehension skills. However, the teacher who planned to conduct the research decided to change his topic and did not carry out the proposed project in 2006-07.

### ***Curriculum and Instruction***

The Sacramento High School (SHS) CAPP CAHSE project did not utilize CAPP funds to directly support the implementation of program activities related to curriculum and instruction other than the professional development that the teachers received. However, there were a number of curriculum and instruction issues that impacted the overall CAPP CAHSEE program goals, including the lack of uniformity in the math curriculum and reform efforts that affected the CAHSEE pass rates and student enrollment in college preparatory courses.

The SHS CAPP CAHSEE program was interested in major curriculum reforms because of the relevance of these reforms to its goals of increasing academic performance and preparing students for college. Large numbers of students at SHS and its feeder schools scored below basic (BB) and far below basic (FBB) in ELA and math on STAR tests. As part of a series of curriculum reform efforts, all students who tested one or two years below grade level were placed in an ELA support class in addition to their grade level English class. In Fall 2004, 9<sup>th</sup> and 10<sup>th</sup> grade English teachers received training in a newly purchased textbook that was aligned to California state standards. New textbooks and teacher training for 11<sup>th</sup> and 12<sup>th</sup> grade English teachers occurred in Fall 2005. Starting in January 2005, students who read more than two years below grade level were placed in a literacy class (REACH) for three hours each day instead of their grade-level English class. The teachers who taught the literacy classes received extensive training in the program.

As referenced earlier, in 2005-06 and 2006-07, SHS implemented *Literacy and Thinking*, a standards based curriculum in all 9<sup>th</sup> grade classes. The main objective of the curriculum was to foster the students' love of pleasure reading, so each classes built a classroom library, designed around high interest topics (e.g., Natural Disasters, Nelson Mandela). A three-tiered teacher training was an integral component of the new curriculum.

Finally, during the last two years of CAPP CAHSEE, SHS also implemented *Building a Positive Culture for Mathematics* “to build a culture of math success” (*Workbook: Annual Progress Report Academic Year 2005-06*; p. 21). As part of the initiative, math teachers met to develop benchmarks to assess the mastery of standards for each class they taught. The teachers used the benchmarks to grade students using A, B, or C based on their mastery of the standards. The teachers gave an “incomplete” to students who did not attain sufficient benchmarks by the end of the term. To earn a letter grade, the students worked on the benchmarks they had not mastered, with additional support available through after-school and weekend programs.

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

#### **Summer Academy**

Although it was not part of the original grant agreement, the project conducted a Summer Algebra Academy in 2002 targeted at increasing the number incoming 9<sup>th</sup> graders who would be eligible for Algebra 1. The academy did not take place during the summer of 2003 due to the legal issues surrounding the new charter school but was reinstated in 2004 and continued until the end of the grant. Students were pre- and post-tested using the Math Diagnostics Testing Project (MDTP). Based on the pre-test, students worked on specific strands, individualizing their instruction to fit their assessed skill level. The purpose was not remediation, but to help student understand the language used in math problems to prepare them for taking Algebra I in high school. Project staff targeted 50 students, but approximately 37 students signed up for the Academy and 24 students attended. Of the students who enrolled, all but one was placed in Algebra I in the fall of 2002.

The initial intent of the 2004 Summer Academy was to recruit students who failed one or more strands of the ELA or math section of the CAHSEE although they had passed their English and/or math classes. Students who took the CAHSEE in March 2004 and passed the ELA or math section were initially assigned to the subject area they did not pass. However, the pre-assessments for each strand in ELA and math indicated that no students in either ELA or math demonstrated mastery in any of the strands. Therefore, the Academy abandoned its plans to offer an individualized program for each student based on an item-by-item analysis. Instead, the students were broken up into small groups that rotated among five tutors for two-hour lessons. The entire class participated in common lessons in both ELA and math. One problem experienced by the Summer Academies was lack of access to computer labs with working computers for individual practice by students to reinforce the taught concepts. Although the Summer Academies were scheduled in classrooms with easy access to computer labs, the

computers were in poor working order. After multiple failures to integrate the interactive computer tutorials, the tutors abandoned their use since they could not rely on the equipment. Although the program was able to secure six laptops about midway through the term, the tutors opted not to use them.

During the last two years of CAPP CAHSEE, SHS also provided a Summer Algebra Academy class for beginning students (n=25) who performed far below basic and intermediate students on the California Standards Test (CST). In this class, the Academy teachers and tutors used manipulatives to teach core math concepts to students who failed Algebra one or more times, lacked basic math knowledge and skills, and needed more concrete curriculum and instruction.

### **CAHSEE Prep**

Throughout the grant, the SHS CAPP CAHSEE project provided CAHSEE preparation classes to first-time test takers and those who failed the CAHSEE. The prep classes were modified several times during the grant period. The project began offering a CAHSEE Prep class in 2001-02. In the initial prep class, math teachers reviewed released items from the math section of the CAHSEE with students. Because the teachers did not receive the released items until January, they had only a short amount of time to prepare for and review topics not covered in the math curriculum, such as statistics. Teachers wanted to receive the released test items earlier so they could integrate test material into the curriculum over the year rather than in the last several months before the test. However, they also recognized the constraints schools had in requesting the data from the school district.

SHS continued to provide CAHSEE Prep through Saturday and Summer Workshops in 2002-03. The Saturday sessions, which were not designated as CAPP activities, targeted 10<sup>th</sup> and 11<sup>th</sup> grade students who had failed one or both parts of the exam. The Summer Workshops were aimed at 12<sup>th</sup> graders who had not passed the exam. However, because the students were self-selected, it was unclear whether the sessions succeeded in reaching the students who most needed assistance in passing the exam.

As the initial CAHSEE requirement for graduation deadline approached, the project targeted CAHSEE preparation more aggressively by implementing CAHSEE-on-Target (COT) in 2004-05. As part of the COT initiative, the COT program developer provided seven hours of training to tutors for the CAHSEE Prep classes, covering program implementation, suggested materials, and training on additional strands. One problem with the implementation of the COT initiative at SHS during 2004-2005 was that teachers assigned to teach the CAHSEE Prep class assumed this assignment on top of their regular teaching load. Consequently, participating

teachers had to give up their preparation periods two or three days each week. The use of the preparation period was problematic for a number of reasons. First, the arrangement was draining for teachers because they had no break in their day and no time to prepare for either their regular classes or the CAHSEE Prep class. In addition, the teachers had no time to meet with the tutors to plan lessons or to discuss student progress or behavior. As a result, the tutors assumed the bulk of the responsibility for planning and leading the sessions, while the teachers only assisted (a reversal of the usual roles of teachers and tutors). An additional problem in implementing the CAHSEE Prep classes was the lack of suitability of the room in which the class was held. The large, open physical space with long, rectangular tables made it difficult for tutors to hold the attention of their students. Furthermore, tutors were hampered in providing needed materials in a timely manner because the copy machines were sometimes inoperable.

During 2004-2005, the project initiated Super Saturdays for 10<sup>th</sup> graders prior to the February 2005 CAHSEE administration, using carry-over funds to pay for teacher stipends. Approximately 67 percent of the 10<sup>th</sup> graders participated in the Super Saturdays. Peer tutors and UC Davis tutors provided additional support to students. The cafeteria served breakfasts and lunches for the participating students and staff. Subsequent analysis of data on student pre-assessment scores, number of sessions attended, and February CAHSEE scores, indicated that attendance at two or more Super Saturdays was associated with significant increases in math CAHSEE scores but not comparable increases in ELA scores.

### **Individualized Learning, Tutoring, and Homework Center**

Beginning in 2004-05, the Sacramento High School (SHS) CAPP CAHSEE project implemented a number of program activities to ensure that all students would pass the CAHSEE at the end of the tenth grade and to provide support to those who did not pass the CAHSEE in grade 10 so that they would pass it by grade 12. These activities included: (1) individualized learning; (2) use of an innovative tutoring program; (3) after-school tutoring; and (4) the Homework Center.

UC Davis undergraduates trained in the COT tutoring program provided individualized learning to middle school students who were below grade-level in math in six classrooms at CMS through implementation of Accelerated Math. These tutors worked with small groups of students in each class who were struggling with key mathematical concepts. Because the tutors had previously tutored students at SHS and there was considerable overlap of standards tested for the CAHSEE and the 7<sup>th</sup> CST math, and 8<sup>th</sup> grade general math, the tutors were well prepared to work with middle school students. In addition, each of the tutors spoke at least one additional language and was able to work one-on-one with some students in their primary language. All

teachers reported that the tutors were well trained in both math and pedagogy. The tutors were also highly effective in translating the concepts to the students in meaningful ways.

As described above, the project used the CAHSEE-on-Target (COT) tutoring program in the CAHSEE Prep classes and summer academies to support 10<sup>th</sup> graders at risk of failing the CAHSEE and 11<sup>th</sup> graders who did not pass either one or both portions of the CAHSEE.

In addition, Sacramento High School implemented two types of after-school tutoring beginning in 2005-06: (1) school-wide after-school tutoring and (2) after-school tutoring for 11<sup>th</sup> and 12<sup>th</sup> grade students. The school-wide after-school tutoring was intended to ensure that students who had passed the CAHSEE completed coursework leading to college preparation by the end of high school, while the after-school tutoring for 11<sup>th</sup> and 12<sup>th</sup> grade students provided support to students who had not yet passed the CAHSEE. Although the after-school tutoring program had a slow start, students gradually started coming to the center for help in specific subjects. The program became more popular through “word-of-mouth” and teacher recommendations for students to access the center. The students who attended tutoring sessions also stayed longer to complete their homework. UCD and peer tutors provided assistance in all subject areas, including Algebra 1, AP Chemistry, AP Calculus, and Physics.

In addition, in 2005-2006 and 2006-2007, SHS provided after-school tutoring to prepare 11<sup>th</sup> and 12<sup>th</sup> graders who had not passed the CAHSEE using funds from the Irvine Foundation. Although not funded by CAPP, the CAPP Project Director assisted in setting up the program at the request of the After-School Coordinator. In addition to providing technical assistance, the CAPP Project Director recruited UCD tutors, obtained master copies of the COT for use as instructional materials, secured assistance from her UCD colleagues to train the tutors, and hired peer tutors to provide some of the tutoring (*Workbook: Annual Progress Report Academic Year 2005-06*; p. 9).

### **Case Management Approach**

To supplement the after-school tutoring program, the project used a case management approach to prepare 12<sup>th</sup> graders for the February CAHSEE in 2005-06. The release of the September 2006 CAHSEE results showed that there were still 73 seniors and 147 juniors who had not passed one or both sections of the CAHSEE. This was of particular concern to the seniors, because the February CAHSEE would be the last time they could take the CAHSEE to receive the results prior to the June graduation. In response to this challenge, the After-School Coordinator, Special Education Coordinator, English Language Development Coordinator, two counselors, and the CAPP Project Director developed the “case management” approach to tutoring.

In 2005-06, tutoring using the case management approach was housed in a different location from the campus-wide after-school tutoring. This location within the SHS School of Business and Communications was selected to “ensure ownership of the case management model” (*Workbook: Annual Progress Report Academic Year 2005-06*; p. 12). Students from all four small schools participated in the program. The CAPP CAHSEE project was willing to support another 10 weeks of after-school CAHSEE Prep using the case management approach for 11<sup>th</sup> graders to help them prepare for the May 2006 CAHSEE. However, this plan was abandoned due to a lack of student interest. The four students who wanted to be tutored (one student in ELA and three in math) were folded into the regular after-school tutoring program.

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

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

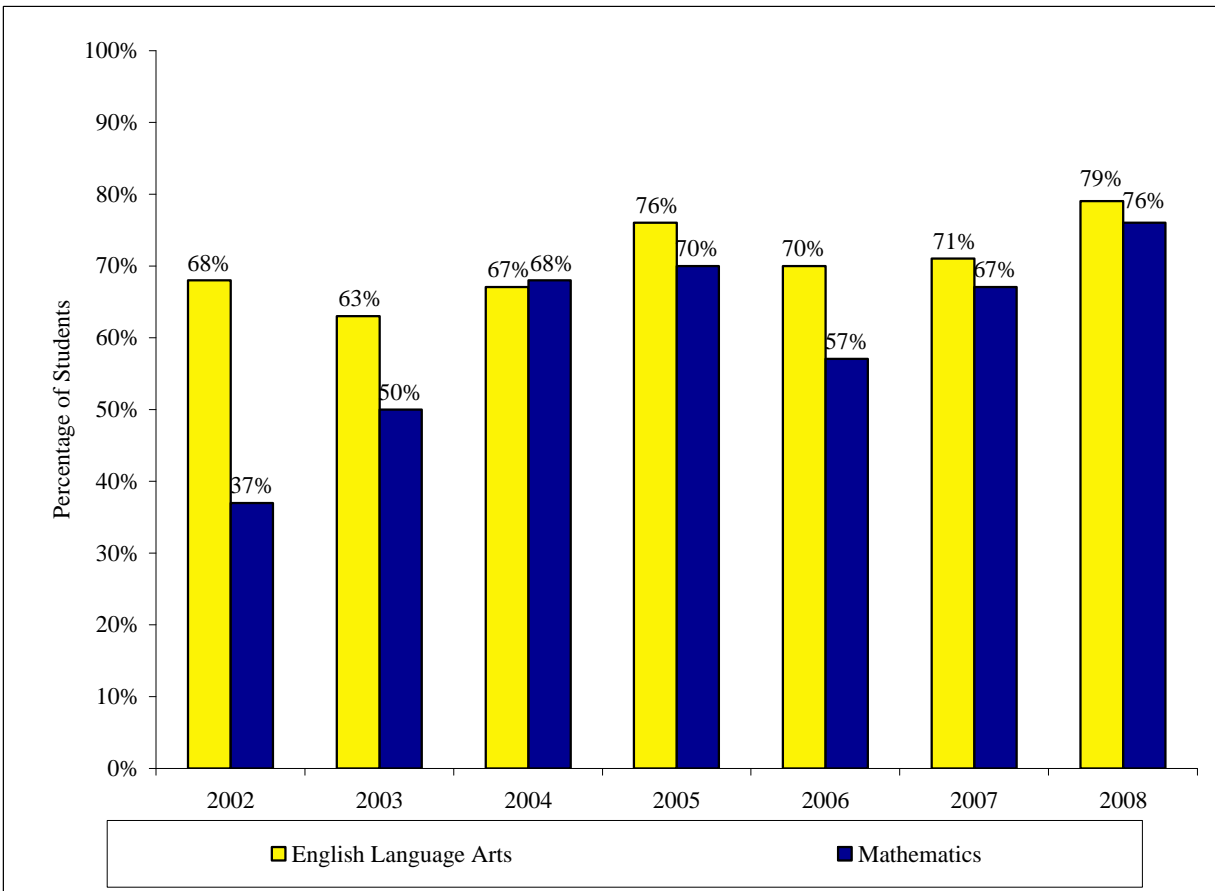
### ***Student Outcomes***

The Sacramento High School (SHS) CAPP CAHSEE project implemented professional development, curriculum and instruction, and student remediation and support activities that addressed the three CAPP CAHSEE goals to: (1) prepare all students to pass the CAHSEE by the end of grade 10; (2) provide support to students who did not pass the CAHSEE to pass it by grade 12; and (3) ensure that students who passed the CAHSEE completed coursework leading to college preparation.

Figure 2 illustrates the longitudinal data on the tenth grade CAHSEE pass rates for English Language Arts (ELA) and math from the beginning of the CAPP CAHSEE project in SY 2000-01 to a year after the project ended, in SY 2007-08. With the exception of one year, the tenth grade ELA pass rate was generally higher than the math pass rate most years, sometimes by a substantial margin. Over the course of the project, the tenth grade ELA pass rate increased by 11 percent, from 68 percent in SY 2001-02, to 79 percent in SY 2007-08. The tenth grade math pass rate almost doubled during the same period, increasing from 37 percent to 76 percent during the same period, an increase of 29 percent. While there was some fluctuations from year to year, the tenth grade pass rates in both ELA and math reached their highest levels in SY 2007-08.

**Figure 2**

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



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

Table 3 shows CAHSEE tenth grade pass rates, disaggregated by major student subpopulations, for English Language Arts. Among the different ethnic subgroups, African American students (the largest subgroup at SHS since 2003-04) made the largest gains in their 10<sup>th</sup> grade ELA pass rate (increasing 21 percentage points since the initiation of the CAPP project, from 58% in 2001-02 to 79% in 2007-08). Asian students also showed gains in their 10<sup>th</sup> grade CAHSEE pass rate, increasing 24 percentage points over the period (from 58% in 2001-02 to 82% in 2007-08). Pass rates for Latino students (the second largest subgroup at SHS) were very volatile during the last two years, showing a 9 percentage point decrease over the period if you look at the pass rate of 57% in 2006-07, and a 14 percentage point increase over the entire period, if you look at the pass rate of 79% in 2007-08. The tenth grade pass rate for white students (not available for 2007-08 due to the small number of white students remaining at SHS by 2007-08) declined by 9 percentage points between 2001-02 and 2006-07.

**Table 3**

*Tenth Grade English Language Arts CAHSEE Pass Rates by Major Subgroups<sup>2</sup> (2001-02 through 2007-08): Sacramento 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>	68%	63%	67%	76%	70%	71%	79%	<b>11%</b>
<b>Student Race/Ethnicity</b>								
African American	58%	41%	67%	72%	73%	76%	79%	<b>21%</b>
Asian	58%	37%	64%	63%	68%	72%	82%	<b>24%</b>
Hispanic or Latino	66%	51%	59%	80%	66%	57%	79%	<b>13%</b>
Caucasian/White (not Hispanic)	86%	79%	80%	95%	72%	77%	*	<b>-9%</b>
<b>Language Proficiency</b>								
English Only	72%	61%	71%	78%	73%	74%	77%	<b>5%</b>
Redesignated as Fluent English Proficient	91%	94%	94%	100%	96%	95%	94%	<b>3%</b>
English Learners	42%	30%	43%	57%	49%	41%	83%	<b>41%</b>
<b>Additional Student Subgroups</b>								
Socio-economically Disadvantaged	55%	40%	62%	72%	69%	69%	79%	<b>24%</b>
Special Education	24%	13%	20%	36%	14%	21%	30%	<b>6%</b>

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

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

Tenth grade CAHSEE ELA pass rates for English Language Learners and special education students fluctuated throughout the CAPP grant period, both ending slightly lower in 2006-07 than in 2000-01 (decreases of 1% and 3% respectively). Pass rates reported for the 2007-08 academic year showed sharp increases for both EL and Special Education students, suggesting that something was different about the scoring of the test or definition of these subgroups between these two years. Socio-economically disadvantaged students passed the ELA portion of the CAHSEE at a rate that was 24 percentage points higher in 2007-08 than in 2000-01, over twice the improvement in percentage points over the improvement for the tenth grade population as a whole.

Interestingly, ELA CAHSEE pass rates showed a relative high point in 2004-05 for the overall tenth grade population and every student subgroup except African American and Asian students, and declined from the high point for these subgroups in 2005-06 and 2006-07. However pass rates for 2007-08 showed sharp increases in the pass rate for nearly every subgroup that reached or surpassed the 2004-05 level.

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

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

<sup>4</sup> Prior to SY 2004-05, tenth grade CAHSEE pass rate data are not disaggregated by subgroup. Therefore, the subgroup data for school years 2001-02, 2002-03, and 2003-04 may include students from other grades.

Table 4 illustrates CAHSEE tenth grade pass rates for math. The data reflect fluctuation in pass rates throughout the CAPP project, ending in large gains for all student subgroups. Every ethnic subgroup showed improvement in their math CAHSEE pass rate, with increases between 2001-2002 and 2006-2007 ranging from 29 percentage points for White students to 40 percentage points for Asian students. Once again, pass rates for 2007-08 show a sharp increase over rates the previous year.

**Table 4**

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

	2001-02 <sup>6</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>7</sup></b>	37%	50%	68%	70%	57%	67%	76%	39%
<b>Student Race/Ethnicity</b>								
African American	25%	21%	52%	68%	57%	64%	75%	50%
Asian	38%	37%	87%	73%	65%	78%	86%	48%
Hispanic or Latino	30%	33%	67%	60%	54%	62%	71%	41%
Caucasian/White (not Hispanic)	56%	59%	81%	87%	69%	85%	*	29%
<b>Language Proficiency</b>								
English Only	41%	41%	65%	71%	56%	66%	76%	35%
Redesignated as Fluent English Proficient	53%	72%	89%	89%	87%	95%	88%	35%
Limited English Proficient	19%	24%	64%	54%	52%	56%	72%	53%
<b>Additional Student Subgroups</b>								
Socio-economically Disadvantaged	26%	31%	63%	63%	56%	65%	74%	48%
Special Education	8%	17%	25%	*	13%	32%	43%	35%

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.

Students redesignated as fluent English proficient made steady and marked progress in their math CAHSEE pass rates throughout the CAPP CAHSEE project implementation period (from 53% in 2001-02 to 95% in 2006-07). Performance for other student subgroups fluctuated, with each subgroup ending the grant period with large gains in math CAHSEE pass rates over the initial year. In particular, 65 percent of socio-economically disadvantaged students and 56 percent of English Language Learners passed in 2006-07 (gains of 39 percentage points and 37 percentage points respectively over 2001-02 pass rates).

<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.

As shown in Table 5, the number of A-G course enrollments decreased by 57% between 2002 to 2007 (during the same period that the total SHS student population declined by 40%). The most precipitous decline in the number of A-G courses taken occurred in 2005. During the same period, the percentage of those courses in which students received a grade of C or better increased. The pass rate for English A through G courses increased 12 percent (from 65 percent in 2002 to a high of 77 percent in 2007), while the pass rate for math courses increased 4 percent overall (from 55 percent in 2002 to 59 percent in 2007, following a high of 67 percent in 2006). The pass rates in both English and math A through G courses increased for all student subgroups except Caucasian/White students. Of the four largest ethnic subgroups, African American students made the largest gains in pass rates (a 21 point gain from 47 percent in 2002 to 68 percent in 2007), followed by Asian/Pacific Islander students (a 13 point gain) and Hispanic students (a 12 point increase).

**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): Sacramento High School*

Course	Race/Ethnicity	Number of Course Enrollments						Percent of Courses Passed 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>5,594</b>	<b>5,476</b>	<b>4,195</b>	<b>2,703</b>	<b>2,514</b>	<b>1,256</b>	<b>61%</b>	<b>60%</b>	<b>63%</b>	<b>64%</b>	<b>69%</b>	<b>68%</b>	<b>7%</b>
Total for all English and Math A-G courses	Asian/Pacific Islander	1,185	1,153	707	392	331	119	68%	70%	76%	75%	77%	81%	<b>13%</b>
	Caucasian/White	1,867	1,814	1,113	444	303	92	71%	67%	67%	70%	74%	67%	<b>-4%</b>
	Black/African Amer.	1,084	1,052	1,172	1,012	1,065	670	47%	51%	55%	62%	69%	68%	<b>21%</b>
	Hispanic/Latino	1,300	1,282	1,069	754	741	350	51%	52%	61%	61%	64%	63%	<b>12%</b>
	Native American	126	122	89	49	49	13	56%	40%	54%	45%	65%	85%	<b>29%</b>
<b>English</b>	<b>Total</b>	<b>3,103</b>	<b>3,006</b>	<b>2,570</b>	<b>1,515</b>	<b>1,315</b>	<b>649</b>	<b>65%</b>	<b>64%</b>	<b>61%</b>	<b>65%</b>	<b>70%</b>	<b>77%</b>	<b>12%</b>
<b>Math</b>	<b>Total</b>	<b>2,474</b>	<b>2,461</b>	<b>1,625</b>	<b>1,126</b>	<b>1,199</b>	<b>607</b>	<b>55%</b>	<b>56%</b>	<b>66%</b>	<b>64%</b>	<b>67%</b>	<b>59%</b>	<b>4%</b>

Data source: Sacramento 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.

Table 6 shows the 2000-01 to 2006-07 SAT results. It should be noted that although students from SHS took the exam in 2003-04, the school erroneously distributed results to the students without making copies, resulting in no available SAT data during the transition to a charter school.

**Table 6**  
*SAT Results (2000-01 through 2006-07): Sacramento 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	328	323	372	282	344	333	277	<b>-51</b>
% 12th Graders Tested	34%	35%	29%	28%	27%	30%	55%	<b>21%</b>
Average Verbal Score	468	463	461	--	443	450	417	<b>-51</b>
Average Math Score	480	490	479	--	447	442	402	<b>-78</b>
Average Writing Score <sup>8</sup>						435	416	<b>-19</b>
Average Total Score (VM only)	948	953	940	--	890	892	819	<b>-129</b>
% Tested with Total Score > 1000 <sup>9</sup>	38%	39%	36%	35%	37%	24% <sup>10</sup>	13%	<b>-25%</b>

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

-- Data not available

Both 12<sup>th</sup> grade enrollment and the percentage of 12<sup>th</sup> graders taking the SAT fluctuated throughout the grant period. Although the data show a decrease in 12<sup>th</sup> grade enrollment from 328 in 2000-01 to 277 in 2006-07, the percentage of students who took the SAT sharply increased in 2006-2007 over previous years, resulting in an increase of 21 percentage points in the proportion of 12<sup>th</sup> grade students taking the SAT over the entire grant period. However, the average SAT scores decreased from 2000-01 to 2006-07. The average verbal score declined 51 points (from 468 to 417) and the average math score declined 78 points (from 480 to 402), resulting in a 129 point decline in average verbal + math score between 2000-01 and 2006-07.

<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.

**Table 7***High School Graduation and Eligibility for UC/CSU (2000-01 through 2006-07): Sacramento 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	328	323	372	282	344	333	277	<b>-51</b>
12th Grade Graduates	333	324	356	286	295	257	99	<b>-234</b>
Graduation Rate <sup>11</sup>	102%	100%	96%	101%	86%	77%	36%	<b>-66%</b>
NCES Graduation Rate <sup>12</sup>	86%	86%	84%	96%	90%	85%	58%	<b>-28%</b>
Percentage of UC/CSU Eligible Graduates	14%	44%	39%	35%	36%	55%	37%	<b>23%</b>

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

Table 7 shows high school graduation rates and UC/CSU eligibility for the CAPP CAHSEE project period. Between 2000-01 and SY 2006-07, both the number of enrolled 12<sup>th</sup> graders and the number of students graduating from 12<sup>th</sup> grade declined. During the four years from 2000-01 through 2003-04, virtually all enrolled 12<sup>th</sup> graders graduated. The graduation rate began to decline sharply in 2004-2005, and continued to fall during 2005-06 and 2006-07. Using the NCES graduation formula, the graduation for Sacramento Charter High School in SY 2006-07 was 58 percent.

Even though high school graduation rates began to drop in 2004-05 and 2005-06, SHS made substantial progress between 2000-01 and 2005-06 in increasing the percentage of its graduates eligible for admission to four-year college (from 14 percent in 2000-01 to 55 percent in 2005-06). Coupled with the A through G pass rate data, these data indicate that although a declining percentage of 12<sup>th</sup> graders were graduating, those who graduated were better prepared to undertake courses at a four-year institution. However, this upward trend was reversed in 2006-07, when the percentage of all graduates eligible for 4-year college dropped from 55% to 37%.

Table 8 provides data on the number of SHS graduates who went directly to UC, CSU, and community colleges from 2000-01 through 2005-06. The overall proportion of SHS graduates who went on to college increased from 56% in 2000-01 to 64% in 2005-06. The proportion of all graduates who actually went directly to four-year colleges increased from 17% of all graduates to 26% of all graduates over the period. Thus over the project period, the proportion

<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)]

of all SHS graduates going directly to 4-year colleges increased and the proportion going to community colleges decreased.

**Table 8**

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	<i>Change from 2000-01 to 2005-06</i>
UC	22	26	10	16	10	28	<b>6</b>
CSU	34	37	47	30	29	40	<b>6</b>
Community Colleges	129	117	103	113	99	97	<b>-32</b>

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

Lastly, Table 9 shows the number and rate of dropouts at SHS from 2000-01 to 2006-07. The dropout rate declined from 4.6 to 3.9 (a decrease of 0.7 percentage points).

**Table 9**

*High School Dropout Data (2000-01 through 2006-07): Sacramento 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	87	85	44	55	67	50	45	<b>-42</b>
Dropout Rate <sup>13</sup>	4.6	4.2	2.4	3.4	4.0	3.8	3.9	<b>-0.7</b>

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

### *Staff and Teacher Outcomes*

Throughout the six years of CAPP CAHSEE, there were fluctuations in the level of teacher collaboration at and between Sacramento High School (SHS), California Middle School, and Kit Carson Middle School. The formation of the charter also resulted in fluctuations in the level of teacher collaboration between and among the partnership schools and the small schools making up the new Sacramento Charter High School.

During the first two years, the project director noted that one of the biggest changes was increased collaboration between SHS math and English teachers although she was less sure of the extent of change in collaboration at the middle schools. However, during the second year of CAPP CAHSEE, teacher collaboration increased among middle schools teachers because of the realization that there was a connection in their work to the CAHSEE. Several factors were

<sup>13</sup> This is the 1-year dropout rate, based on NCES dropout criteria, which CDE adopted starting in 2002-03. The 1-year dropout rate formula is: (Number of Grade 9-12 Dropouts divided by Number of Grade 9-12 Enrollment) X 100.

critical in changing these attitudes including the principals' involvement, the positive work done by the UC Davis Mathematics Project director, and the writing coaches. The project director also believed that the first CAPP CAHSEE conference, held in January 2002, was instrumental in giving middle school teachers exposure to the project because it allowed middle school teachers to focus on project goals and activities at the conference without the day-to-day distractions of school. In addition, teachers and staff met as a team and got to know staff from other schools so that they felt much more connected and involved.

Additionally, the Area 3 Writing Project (A3WP) coach was instrumental in bringing teachers from different school together to discuss issues around curriculum and instruction during the second year. She met with each school individually where the math and English teachers worked with coaches on general exam strategies and examined test questions. All agreed that articulation was critical to addressing the widening gap between elementary, middle, and high school standards. Teachers found the time invaluable but concluded that in addition to articulation meetings they needed more time for curriculum planning.

The formation of the charter high school had a disruptive effect on the collaboration among teachers as individuals formed alliances around the charter issue. Miscommunication also increased as staff from the different schools attempted to navigate district legal guidelines that dictated how communication should occur between SHS and the feeder middle schools. Initially, the middle schools felt abandoned when they experienced a reduction in the level of communication with SHS after it became a charter school. They viewed this change in communication as deliberate instead of examining the procedural issues that had resulted in less communication. However, with the work started through the Gear Up program and through the diligence of the CAPP CAHSEE project Director at SHS (who was also the Gear Up Coordinator), the relationship with California Middle School resumed during the fourth year of CAPP CAHSEE and continued until Gear Up ended. During that time, the CAPP CAHSEE grant was used to support teacher action research projects and to provide college tutors at CMS. However, teacher collaboration between SHS and the other middle school did not resume after SHS became a charter.

During the first two years of CAPP CAHSEE, teacher collaboration took place through the professional development activities and onsite coaching as teachers focused on developing common assessments and curriculum mapping. However, when SHS became the Sacramento Charter High School, there was a complete turnover of the teaching staff and administration at SHS so that those who had supported CAPP CAHSEE program activities were no longer on board. Furthermore the charter school was divided into six small schools, each with its own principal, support staff and faculty within separate subject matter departments. Administration within St. Hope regulated the level of collaboration between the small schools that made up the

charter high school. Although each school was under the jurisdiction of the Superintendent, they were each self-governing. There was a new mandate from the administration that discouraged teacher collaboration between the six schools so that only three of the six schools implemented CAPP CAHSEE program activities. Consequently, there was a large carry-over of funds because many proposed activities were not implemented during the transition.

However, through CAPP CAHSEE program activities, the three principals at the participating super schools began to collaborate and examine CAHSEE related activities that were successful, and then replicate them at their own schools. For instance, when the Saturday CAPP CAHSE intervention resulted in large increases in the CAHSEE pass rates of students enrolled in the School of Math, Engineering, and Science, principals of the Business and Communication and Health Services also implemented the same CAHSEE Prep classes for their students. However, because the funds for the schools had to be kept separate, they could not jointly provide CAHSEE Prep for students in the three schools at the same time.

Teacher collaboration within the small schools also varied and was dependent on the principal. The principal of the School of Business since the formation of the charter had always supported the implementation of CAPP CAHSEE program activities. He had also participated in a majority of CAPP CAHSEE conferences hosted by the CAPP Office and spoke of how he valued the opportunity to network and learn from other CAPP CAHSEE schools, as well as participate in the high quality professional development offered. This principal worked towards creating a professional learning community within his small school. His attempt at replicating what he learned is evident because his staff saw him as an effective, inclusive, and collaborative instructional leader.

Towards the end of the fifth year of the grant in 2005-06, teacher collaboration across schools was discouraged, as evidenced by the proposed separate Homework Center for each of the small schools. However, with implementation of the sixth and final year, collaboration between the small schools were again encouraged. As a result, they provided a single Homework Center for students in all the participating small schools. Finally, teacher collaboration also occurred between the math departments in each school through math coaching activities. The math coach was instrumental not only in providing teachers with expert assistance on effective instructional strategies that transcend subject areas, she also brought the math departments from the small schools together to develop lessons and discuss effective instructional strategies.

### *Schoolwide Outcomes*

In 2006-07, Sacramento High School (SHS) met its schoolwide performance target and African-American students met their growth target. The Academic Performance Index (API) at SHS was 600 in 2000-01 and 631 in 2007. The data indicate that the API at SHS met its schoolwide performance target and the majority student subgroup met their targeted growth at the two schools.

### **Institutionalization Issues**

The SHS CAPP CAHSEE project implemented various program activities that were supported by joint funding sources. Through the coordinated use of the GEAR UP grant, SHS was able to rejuvenate and sustain the partnership with California Middle School through provision of information about college such as application and financial aid. The Gear UP grant was also used to purchase SureScore to support the CAPP CAHSEE advisory groups, while funding from the Mondavi Foundation was used to support college tours for students. Additionally, funds from the Irvine Foundation supported before- and after-school tutoring, while carry-over CAPP funds paid for the Homework Center.

During the six years of CAPP funding, the project implemented and modified a number of program activities geared towards increasing the CAHSEE pass rate in both ELA and math, including: Super Saturday, after-school CAHSEE Prep and after-school tutoring and the Homework Center. Increasing math CAHSEE pass rates for 10<sup>th</sup> grade students over the course of the grant suggest that these innovations contributed to furthering the CAPP CAHSEE goals.

During the winter 2007 site visit, the WestEd evaluator interviewed key staff (a principal, Homework Center Coordinator, math coach, and both the current and previous project director) to discuss program implementation and solicit feedback of program staff on program activities that would be sustained beyond CAPP. Respondents agreed that a number of program activities should be sustained if sufficient funds could be identified, including the Homework Center, CAHSEE Prep, and Super Saturday.

Project staff were uncertain how the HWC would be supported after the end of CAPP funding. However, with greater consolidation of program activities, it may be possible to use the Irvine Foundation funds used to support the before- and after-school tutoring to ensure the sustainability and institutionalization of the HWC at SHS. The Homework Center (HWC) was an expansion of the after-school tutoring program. When the after-school tutoring program was first implemented, there was low student participation. Using what they learned from the Mar Vista Design Studio, the SHS project modified the Mar Vista High School HWC model to

provide tutoring in all subject areas, not just math. To get student buy-in, the project made the HWC more organized. The project increased student accountability at the center by ensuring that rules were consistently enforced so that inappropriate behaviors resulted in suspension of the privilege to use the center.

Project staff responded to students' request for the HWC to open before school, as well as kept the hours consistent. They changed the location of the HWC to the library so that students had access to computers to complete their assignments. More students used the HWC because they received assistance from peer and UCD tutors and it provided them with a quiet place to study or work. Teachers also sent students with a plan on what they needed to work on. In addition, the HWC coordinator was highly committed and dedicated to meeting student needs and helping them and the center to be successful. Many students at the HWC do not have money and the coordinator willingly supported their learning by making sure they had the tools and supplies they need for classroom projects.

Project staff tracked student data and found student progress through improved grades. The coordinator posted charts that showed increased student achievement data by school. In addition, analysis of student data according to the CAHSEE strands showed improvement from last year's data.

CAHSEE Prep and Super Saturdays were also considered program activities that should be sustained and institutionalized beyond CAPP. The project had used other funding sources to provide stipends for teachers to teach these classes. Students valued and benefited from the small group instruction targeted. The program also had a positive impact on student CAHSEE pass rate, particularly among math students who participated in two or more sessions. However, it is unclear how the school would continue to provide these CAHSEE Prep classes after CAPP.

Respondents also identified the work of the math coach as worthy of being sustained and institutionalized beyond CAPP. Although the position was funded for only one year, the work of the math coach has had a lasting effect because of her role as a catalyst for the math departments within the small schools to work more collaboratively—changing the school climate from isolation to collaboration. As a result of her encouragement, the math departments in the small schools became the first department at SHS to function as a single unit and meet by subject area. Despite some implementation difficulties, (including conflicting agenda with another coaching agency hired by SHS administration) the math coach had helped teachers see the connections between the resources she provided and what happened in their classrooms. She also taught teachers how to encourage students to take more responsibility for their own learning and determine the tools that would allow them to better understand and use key math concepts. In addition, as a result of teacher access to reports through *Edu-Soft*, teachers had a better understanding of the standards that students had not mastered, which helped them determine

strategies for re-teaching. In short, the math coach created the infrastructure that teachers used to begin to meet and develop a network of collaboration based on their growing expertise. Hence, the change in school climate and the existence of collaborative infrastructure would allow teacher collaboration because now the teachers had tools they could use to facilitate on-going conversation around data, instruction, and intervention.

The SHS CAPP CAHSEE project did not apply for the dissemination grant because the project director did not think that there were any best practices they should showcase. Hence, the 2006-07 Workbook was seen as its final report to the CAPP office. However, longstanding CAPP CAHSEE project staff valued the support that CAPP provided through its conferences and networking opportunities and wanted the opportunity to continue participation in these opportunities for networking regardless of their direct involvement with CAPP.

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

The purpose of the SHS CAPP CAHSE project was to increase student achievement and prepare students for successful admission to a four-year college through teacher professional development in ELA (particularly writing) and math. First implemented in SY 2001-02, the focus was on math and writing. Although there were three schools in the partnership in the first few years, only two schools were involved in the partnership and collaboration. Through GEAR UP program activities, the partnership between CMS and SHS was sustained. However, the vertical teaming related to curriculum planning and mapping to standards no longer occurred after the CAPP funding period ended.

As the deadline for enforcing the CAHSEE graduation requirement approached, the project targeted CAHSEE Prep through Super Saturdays and after school CAHSEE Prep. Project staff integrated different funding sources to hire and train qualified tutors, as well as provide stipends for teachers to teach these classes. Despite lack of success in most of the teacher action research projects, the teacher action research in the development and use of manipulatives provided materials used to better support student mastery of key math concepts. The manipulatives continued to be used through 2006-07 to support student learning.

Throughout the six years of CAPP CAHSEE, the project experienced many changes in staffing from the project director to coaches, as well as in school administration as the project and SHS redefined themselves. However, the main constant factor in the project was the highly dedicated and committed project staff that persevered as they attempted to determine how to best meet the needs of the students. In the last three years, SHS moved from schools within schools that were separate and isolated to one that fostered collaboration. In light of all these changes, there were many improvements in student achievement that include higher CAHSEE pass rates,

A through G pass rates, and graduates eligibility for UC/CSU. Hence, to sustain these gains beyond the CAPP CAHSEE grant, we recommend that Sacramento High School administration and staff:

***Use data to determine effective activities and implement with fidelity***

During the first four years of CAPP CAHSEE program implementation, SHS grappled with the lack of timely access to data to help them determine effective intervention strategies and plan instruction. Coupled with changing program objectives and activities, as well as inconsistent implementation of skills teachers learned from provided professional development, it had been difficult to determine if specific activities had the intended outcome. With implementation of Edu-Soft, the school appears to be moving in the right direction because teachers had access to longitudinal student assessment data. We recommend that SHS actually use available data to determine program outcome so that they can determine which of the programs are effective and to implement these with fidelity to ensure the intended increased student outcome.

***Monitor the academic performance of students in all subgroups***

Tenth grade CAHSEE pass rates increased considerably in both math and ELA. However, student performance by subgroup varied substantially. While most student subgroups made steady improvements on the math portion of the CAHSEE, this was not the case for ELA pass rates, which moved lower during the project and increased substantially just in the last year. This is especially notable among Latino students, who constitute the second largest student subgroup at SCHS. SCHS also needed to monitor more closely the performance of the students in the various subgroups to ensure that all students received the appropriate placement and support that would enable them to excel academically.

***Allocate time for teachers to continue to collaborate and plan instruction and intervention***

One of the biggest challenges that schools have in implementing and sustaining best practices is the lack of time for them to collaborate and plan instruction and intervention. At SHS, there were a number of program activities (e.g., teacher action research) that were not completed because teachers did not have the time to focus on the work they needed to do in light of their other school commitments. We are highly encouraged by the collaboration the SHS administration fostered between the math departments of the small schools in their work with the math instructional coach. We recommend that the administration continue to support teacher

collaboration through its allocation of time for all math teachers to meet and plan, as well as discuss challenges and solutions in their implementation of best practices.

### ***Secure funding to support the Homework Center***

Although the earlier implemented after-school tutoring programs had low student attendance, the SHS CAPP CAHSEE project modified the earlier model to provide a Homework Center (HWC) that was successful in attracting students and improving student achievement. The center provided students with a safe and quiet place for them to work and study, as well as receive help from well-trained peer and UCD tutors. For many students, the center also provided them with access to tools and resources that they did not have in their homes. By changing the location to the library, these students were able to use computers with internet access so they could complete their classroom assignments. Students recognized the privilege of having access to the center. Consequently, they did not come there to socialize and be with their friends but as a place where they were deeply engaged in their schoolwork or tutoring. Students who used the center and the tutors themselves were held accountable for making the HWC work and took their responsibilities seriously. Therefore, we recommend that SHS secure other funding sources to support retention of the HWC, as well as ensure the training and hiring of highly qualified and dedicated tutors.

### ***Pursue Funding to retain the Homework Center Coordinator***

We recommend that the SHS project identify and pursue new funding sources so as to retain the Homework Center coordinator and thereby ensure its continued success. The coordinator of the successful Homework Center (initially their after-school tutoring program) has made it a huge success through her dedication and commitment. In addition to focusing on meeting the needs of the students who used the center, she attended to the needs of the tutors and teachers who provided the students with the help they needed. The students and tutors at the center had established strong rapport and trust with her, and they are fully aware that she would consistently implement the guidelines established at Mar Vista. Her commitment and dedication as coordinator extended beyond the school; she focused on student safety at the end of the day by providing students with needed transportation or calling their parents to let them know when to expect their children to be home. SHS has been strategic in accessing foundation and other private funding sources for its programs, and we hope that the school can do so for this important position.

## **Appendices**

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

Appendix C: Project Objectives, Outcomes, Analysis, and Commentary for Sacramento High School CAPP CAHSEE Project

**Appendix A: Combined California High School Exit Exam (CAHSEE) Results by Ethnicity and Language Proficiency (2001- 2007): Sacramento 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>0</b>	<b>0%</b>	<b>407</b>	<b>68%</b>	<b>563</b>	<b>53%</b>	<b>368</b>	<b>63%</b>	<b>529</b>	<b>66%</b>	<b>610</b>	<b>55%</b>	<b>244</b>	<b>71%</b>
Ninth Grade	0	0%							0	0%	0	0%		
Tenth Grade			407	68%	377	63%	368	63%	365	76%	341	70%	244	71%
Eleventh Grade					186	33%			164	45%	159	33%		
Twelfth Grade									0	0%	110	39%		
Unknown	0	0%			0	0%			0	0%	0	0%		
<b>Race/Ethnicity</b>														
African American	0	0%	104	58%	122	41%	95	61%	209	66%	268	55%	140	76%
American Indian/Alaskan Native	0	0%	6	*	14	71%	6	*	6	*	11	45%	4	*
Asian	0	0%	79	58%	134	37%	46	65%	77	53%	74	53%	18	72%
Filipino	0	0%	3	*	6	*	1	*	3	*	5	*	2	*
Hispanic or Latino	0	0%	98	66%	145	51%	113	57%	148	65%	172	52%	51	57%
Pacific Islander	0	0%	2	*	2	*	3	*	8	*	6	*	2	%
Caucasian/White (not Hispanic)	0	0%	111	86%	134	79%	80	75%	58	78%	58	66%	26	77%
Unknown	0	0%	4	*	6	*	24	58%	2	*	2	*	1	*
<b>Language Fluency</b>														
English Only	0	0%	276	72%	350	61%	250	65%	364	70%	430	57%	189	74%
Initially Fluent English Proficient	0	0%	7	*	3	*	2	*	10	*	3	*	1	*
Redesignated as Fluent English Proficient	0	0%	45	91%	34	94%	36	94%	32	100%	23	96%	20	95%
English Learners	0	0%	79	42%	176	30%	80	44%	123	44%	147	42%	34	41%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	7	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>144</b>	<b>50%</b>	<b>372</b>	<b>37%</b>	<b>671</b>	<b>38%</b>	<b>371</b>	<b>65%</b>	<b>496</b>	<b>62%</b>	<b>661</b>	<b>42%</b>	<b>244</b>	<b>67%</b>
Ninth Grade	143	50%							0	0%	0	0%		
Tenth Grade			372	37%	387	50%	371	65%	360	70%	341	57%	244	67%
Eleventh Grade					284	21%			136	40%	197	22%		
Twelfth Grade									0	0%	123	33%		
Unknown	1	*			0	0%			0	0%	0	0%		
<b>Race/Ethnicity</b>														
African American	26	23%	102	25%	160	21%	97	52%	211	60%	301	40%	139	64%
American Indian/Alaskan Native	0	0%	6	*	16	50%	6	*	7	*	11	45%	4	*
Asian	26	50%	71	38%	145	37%	416	87%	58	69%	58	52%	18	78%
Filipino	0	0%	3	*	6	*	1	*	2	*	3	*	2	*
Hispanic or Latino	30	33%	93	30%	173	33%	113	65%	135	51%	201	39%	52	62%
Pacific Islander	2	*	2	*	2	*	3	*	8	*	6	*	2	*
White (not Hispanic)	41	80%	91	56%	162	59%	79	75%	55	76%	60	60%	26	85%
Unknown	19	47%	4	*	7	*	26	50%	2	*	3	*	1	*
<b>Language Fluency</b>														
English Only	2	*	246	41%	434	41%	253	62%	357	64%	495	41%	189	66%
Initially Fluent English Proficient	0	0%	8	*	4	*	2	*	10	*	3	*	1	*
Redesignated as Fluent English Proficient	0	0%	32	53%	43	72%	36	89%	33	82%	28	86%	20	95%
English Learners	1	*	86	19%	190	24%	80	64%	96	46%	128	38%	34	56%
Unknown	141	50%	0	0%	0	0%	0	0%	0	0%	7	*	0	0%

**Appendix B: Number of Students Enrolled in A through G College Preparatory Courses and Percentage Passing With a Grade C or Better, by Ethnicity (2002 through 2007): Sacramento 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	1,185	1,153	707	392	331	119	68%	70%	76%	75%	77%	81%	13%
	Caucasian/White	1,867	1,814	1,113	444	303	92	71%	67%	67%	70%	74%	67%	-4%
	Black/African Amer.	1,084	1,052	1,172	1,012	1,065	670	47%	51%	55%	62%	69%	68%	21%
	Hispanic/Latino	1,300	1,282	1,069	754	741	350	51%	52%	61%	61%	64%	63%	12%
	Native American	126	122	89	49	49	13	56%	40%	54%	45%	65%	85%	29%
	Other	32	44	45	52	25	9	44%	57%	40%	52%	52%	67%	23%
<b>Total</b>		<b>5,594</b>	<b>5,476</b>	<b>4,195</b>	<b>2,703</b>	<b>2,514</b>	<b>1,256</b>	<b>61%</b>	<b>60%</b>	<b>63%</b>	<b>64%</b>	<b>69%</b>	<b>68%</b>	<b>7%</b>
<b>Total</b>	<b>All English</b>	<b>3,103</b>	<b>3,006</b>	<b>2,570</b>	<b>1,515</b>	<b>1,315</b>	<b>649</b>	<b>65%</b>	<b>64%</b>	<b>61%</b>	<b>65%</b>	<b>70%</b>	<b>77%</b>	<b>12%</b>
English 09	Asian/Pacific Islander	219	212	165	38	27	17	73%	77%	73%	71%	89%	82%	9%
	Caucasian/White	423	403	232	57	32	15	73%	69%	69%	67%	91%	73%	0%
	Black/African Amer.	287	254	378	201	128	97	50%	56%	54%	62%	69%	75%	25%
	Hispanic/Latino	309	311	302	145	104	62	56%	56%	58%	46%	64%	73%	17%
	Native American	41	14	24	11	5	1	54%	29%	54%	36%	60%	100%	46%
	Other	15	1	13	23	0	0	60%	100%	23%	57%	0%	0%	-60%
<b>Total</b>		<b>1,275</b>	<b>1,195</b>	<b>1,114</b>	<b>475</b>	<b>296</b>	<b>192</b>	<b>63%</b>	<b>63%</b>	<b>61%</b>	<b>57%</b>	<b>71%</b>	<b>75%</b>	<b>12%</b>
Advanced English 09	Asian/Pacific Islander						4						100%	0%
	Caucasian/White						2						50%	0%
	Black/African Amer.						7						57%	0%
	Hispanic/Latino						7						57%	0%
	Native American						0						0%	0%
	Other						0						0%	0%
<b>Total</b>							<b>20</b>						<b>65%</b>	<b>0%</b>

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
English 10	Asian/Pacific Islander	182	179	121	57	41	14	71%	70%	72%	79%	61%	93%	-10%
	Caucasian/White	322	302	203	59	42	15	77%	69%	69%	73%	69%	80%	-8%
	Black/African Amer.	201	197	224	188	168	92	57%	50%	46%	73%	64%	79%	7%
	Hispanic/Latino	227	211	203	121	110	21	58%	58%	59%	60%	55%	67%	-3%
	Native American	17	26	18	4	9	1	76%	61%	56%	50%	56%	100%	-20%
	Other	3	9	11	8	9	2	33%	67%	55%	50%	67%	50%	34%
<b>Total</b>		<b>952</b>	<b>924</b>	<b>780</b>	<b>437</b>	<b>379</b>	<b>145</b>	<b>67%</b>	<b>62%</b>	<b>60%</b>	<b>69%</b>	<b>61%</b>	<b>79%</b>	<b>12%</b>
Advanced English 10	Asian/Pacific Islander						5						100%	0%
	Caucasian/White						1						100%	0%
	Black/African Amer.						33						79%	0%
	Hispanic/Latino						17						53%	0%
	Native American						1						100%	0%
	Other						0						0%	0%
<b>Total</b>							<b>57</b>						<b>74%</b>	<b>0%</b>
English 11	Asian/Pacific Islander	109	89	66	42	50	16	66%	65%	70%	71%	76%	63%	10%
	Caucasian/White	142	126	91	54	38	13	67%	63%	63%	63%	76%	77%	9%
	Black/African Amer.	94	90	110	131	135	84	59%	58%	47%	47%	70%	74%	11%
	Hispanic/Latino	120	115	98	83	77	40	48%	43%	61%	77%	71%	68%	23%
	Native American	7	8	14	8	6	3	14%	25%	36%	25%	67%	100%	53%
	Other	4	5	5	2	2	1	50%	60%	60%	0%	50%	100%	0%
<b>Total</b>		<b>476</b>	<b>433</b>	<b>384</b>	<b>320</b>	<b>308</b>	<b>157</b>	<b>59%</b>	<b>56%</b>	<b>58%</b>	<b>60%</b>	<b>72%</b>	<b>72%</b>	<b>13%</b>
English 11 Honors	Asian/Pacific Islander	22	26	8				91%	92%	100%				9%
	Caucasian/White	79	78	41				87%	87%	88%				1%
	Black/African Amer.	10	31	19				90%	68%	63%				-27%
	Hispanic/Latino	19	28	17				79%	82%	82%				3%
	Native American	5	4	0				80%	75%	0%				-80%
	Other	0	2	0				0%	100%	0%				0%
<b>Total</b>		<b>135</b>	<b>169</b>	<b>85</b>				<b>87%</b>	<b>83%</b>	<b>82%</b>				<b>-5%</b>

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
English 12	Asian/Pacific Islander	53	59	33	26	32	6	64%	66%	82%	50%	88%	83%	24%
	Caucasian/White	35	63	31	56	38	4	63%	79%	87%	68%	71%	100%	8%
	Black/African Amer.	41	41	50	50	83	24	46%	61%	64%	60%	77%	88%	31%
	Hispanic/Latino	47	55	48	35	70	23	53%	60%	56%	80%	71%	96%	18%
	Native American	1	3	2	7	7	1	100%	33%	50%	43%	57%	100%	-43%
	Other	1	2	0	4	1	0	0%	50%	0%	75%	0%	0%	0%
<b>Total</b>		<b>178</b>	<b>223</b>	<b>164</b>	<b>178</b>	<b>231</b>	<b>58</b>	<b>57%</b>	<b>67%</b>	<b>70%</b>	<b>65%</b>	<b>75%</b>	<b>91%</b>	<b>18%</b>
English 11 AP	Asian/Pacific Islander				11	3	0				91%	100%	0%	9%
	Caucasian/White				23	3	3				83%	100%	33%	17%
	Black/African Amer.				15	20	11				73%	80%	82%	7%
	Hispanic/Latino				8	7	5				88%	100%	80%	12%
	Native American				0	0	0				0%	0%	0%	0%
	Other				0	0	1				0%	0%	100%	0%
<b>Total</b>					<b>57</b>	<b>33</b>	<b>20</b>				<b>82%</b>	<b>88%</b>	<b>75%</b>	<b>-7%</b>
English 12 AP	Asian/Pacific Islander	16	8	7	0	8		94%	100%	86%	0%	100%		6%
	Caucasian/White	47	37	22	3	16		94%	84%	68%	--	88%		-6%
	Black/African Amer.	4	4	8	0	8		75%	100%	63%	0%	88%		13%
	Hispanic/Latino	14	10	6	0	5		86%	90%	83%	0%	100%		14%
	Native American	3	3	0	0	0		100%	67%	0%	0%	0%		-100%
	Other	1	0	0	0	0		100%	0%	0%	0%	0%		-100%
<b>Total</b>		<b>85</b>	<b>62</b>	<b>43</b>	<b>3</b>	<b>37</b>		<b>92%</b>	<b>87%</b>	<b>72%</b>	<b>--</b>	<b>92%</b>		<b>0%</b>
ELD Advanced	Asian/Pacific Islander				47	11					87%	45%		-42%
	Caucasian/White				2	1					100%	100%		0%
	Black/African Amer.				0	0					0%	0%		0%
	Hispanic/Latino				61	19					77%	89%		10%
	Native American				0	0					0%	0%		0%
	Other				0	0					0%	0%		0%
<b>Total</b>					<b>110</b>	<b>31</b>					<b>82%</b>	<b>74%</b>		<b>-8%</b>

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
<b>Total</b>	<b>All Math</b>	<b>2,474</b>	<b>2,461</b>	<b>1,625</b>	<b>1,126</b>	<b>1,199</b>	<b>607</b>	<b>55%</b>	<b>56%</b>	<b>66%</b>	<b>64%</b>	<b>67%</b>	<b>59%</b>	<b>4%</b>
Algebra 1	Asian/Pacific Islander	283	282	131	44	35	32	62%	60%	75%	64%	66%	75%	13%
	Caucasian/White	414	383	222	71	31	22	58%	56%	50%	61%	48%	59%	1%
	Black/African Amer.	312	281	154	199	168	179	33%	39%	66%	61%	52%	52%	19%
	Hispanic/Latino	379	366	210	143	140	97	37%	41%	61%	58%	49%	56%	19%
	Native American	33	41	21	11	8	1	45%	44%	76%	64%	38%	0%	-45%
	Other	3	14	8	10	6	1	0%	43%	38%	50%	33%	0%	0%
<b>Total</b>		<b>1,424</b>	<b>1,367</b>	<b>746</b>	<b>478</b>	<b>388</b>	<b>332</b>	<b>47%</b>	<b>48%</b>	<b>62%</b>	<b>60%</b>	<b>52%</b>	<b>56%</b>	<b>9%</b>
Geometry	Asian/Pacific Islander	192	178	100	55	43	5	67%	73%	77%	67%	81%	80%	33%
	Caucasian/White	256	255	144	53	45	8	72%	67%	69%	72%	60%	75%	-12%
	Black/African Amer.	96	106	157	126	178	61	50%	57%	59%	55%	74%	69%	14%
	Hispanic/Latino	131	135	127	86	112	45	51%	48%	67%	55%	74%	31%	-31%
	Native American	13	14	10	4	9	0	61%	71%	30%	50%	100%	0%	-61%
	Other	4	9	5	4	5	2	0%	55%	40%	25%	60%	50%	0%
<b>Total</b>		<b>692</b>	<b>697</b>	<b>543</b>	<b>328</b>	<b>392</b>	<b>121</b>	<b>63%</b>	<b>63%</b>	<b>66%</b>	<b>59%</b>	<b>71%</b>	<b>55%</b>	<b>-8%</b>
Algebra 2	Asian/Pacific Islander	66	79	52	49	45	20	75%	75%	83%	86%	78%	85%	10%
	Caucasian/White	96	109	88	41	34	9	73%	70%	80%	76%	82%	33%	-40%
	Black/African Amer.	32	40	53	81	126	82	44%	45%	66%	63%	78%	66%	22%
	Hispanic/Latino	44	40	50	55	71	36	68%	60%	64%	65%	70%	75%	7%
	Native American	6	6	0	4	3	5	67%	67%	0%	50%	100%	80%	13%
	Other	1	1	2	1	2	2	100%	0%	50%	100%	50%	50%	-50%
<b>Total</b>		<b>245</b>	<b>275</b>	<b>245</b>	<b>231</b>	<b>281</b>	<b>154</b>	<b>67%</b>	<b>66%</b>	<b>74%</b>	<b>71%</b>	<b>77%</b>	<b>56%</b>	<b>-11%</b>

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Pre-Calculus	Asian/Pacific Islander	13	33	17	15	23		62%	76%	88%	93%	83%		21%
	Caucasian/White	17	49	33	18	11		65%	57%	82%	83%	82%		17%
	Black/African Amer.	6	6	12	15	37		100%	50%	58%	80%	81%		19%
	Hispanic/Latino	8	10	7	14	20		63%	70%	71%	57%	75%		12%
	Native American	0	2	0	0	2		0%	100%	0%	0%	50%		50%
	Other	0	1	1	0	0		0%	100%	50%	0%	0%		0%
<b>Total</b>		<b>44</b>	<b>101</b>	<b>70</b>	<b>62</b>	<b>93</b>		<b>68%</b>	<b>65%</b>	<b>77%</b>	<b>79%</b>	<b>80%</b>		<b>12%</b>
Pre-Calculus Honors	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>
Calculus AB AP	Asian/Pacific Islander				4	2					100%	100%		0%
	Caucasian/White				6	3					83%	100%		17%
	Black/African Amer.				4	3					100%	100%		0%
	Hispanic/Latino				3	2					67%	100%		33%
	Native American				0	0					0%	0%		0%
	Other				0	0					0%	0%		0%
<b>Total</b>					<b>17</b>	<b>10</b>					<b>88%</b>	<b>100%</b>		<b>12%</b>
Calculus BC	Asian/Pacific Islander				4	11					100%	91%		-9%
	Caucasian/White				4	9					75%	100%		25%
	Black/African Amer.				2	11					100%	45%		-55%
	Hispanic/Latino				0	4					0%	100%		100%
	Native American				0	0					0%	0%		0%
	Other				0	0					0%	0%		0%
<b>Total</b>					<b>10</b>	<b>35</b>					<b>90%</b>	<b>80%</b>		<b>-10%</b>

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Calculus Honors/ AP	Asian/Pacific Islander	14	8	6				71%	87%	100%				29%
	Caucasian/White	17	8	5				94%	62%	80%				-14%
	Black/African Amer.	1	2	4				100%	100%	25%				-75%
	Hispanic/Latino	1	1	1				100%	100%	100%				0%
	Native American	0	1	0				0%	100%	0%				0%
	Other	0	0	0				0%	0%	0%				0%
<b>Total</b>		<b>33</b>	<b>19</b>	<b>16</b>				<b>85%</b>	<b>79%</b>	<b>75%</b>				<b>-10%</b>
Trigonometry	Asian/Pacific Islander	16		0				81%		0%				-81%
	Caucasian/White	19		1				89%		100%				11%
	Black/African Amer.	0		3				0%		33%				33%
	Hispanic/Latino	1		0				0%		0%				0%
	Native American	0		0				0%		0%				0%
	Other	0		0				0%		0%				0%
<b>Total</b>		<b>36</b>		<b>4</b>				<b>83%</b>		<b>50%</b>				<b>-33%</b>
Trigonometry Honors	Asian/Pacific Islander			1						100%				N/A
	Caucasian/White			0						0%				N/A
	Black/African Amer.			0						0%				N/A
	Hispanic/Latino			0						0%				N/A
	Native American			0						0%				N/A
	Other			0						0%				N/A
<b>Total</b>				<b>1</b>						<b>100%</b>				<b>N/A</b>

Data source: Sacramento 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.

**Appendix D: Project Objectives, Outcomes, Analysis, and Commentary for Jordan High School CAPP  
CAHSEE Project**

<b>Objective</b>	<b>Outcome</b>	<b>Analysis</b>	<b>Commentary</b>
<b>Goal 1: Prepare all students to pass the CAHSEE in grade 10.</b>			
<b>Objective 1:</b> Increase by 10 percent the number of students passing Algebra I with C or better by the end of eighth grade. Increase by 20 percent the number of students passing Algebra I with a grade of C or better by the end of ninth grade	It was unclear if this objective was attained at SHS because data was not reported in the Annual Workbooks in 2001-02 and 2002-03. The objective was not attained at the middle school.	In 2002-03, middle school enrollment of Algebra 1 declined because students did not receive college prep units for completion of this course at the middle school level.	This was proposed as an objective for 2001-02 and 2002-03
<b>Objective 2:</b> In grades seven through nine, to achieve an annual increase of ten percent of the difference between the average student score and the score that would be aligned with an 80 <sup>th</sup> percentile ranking on the California State STAR assessment. (Benchmarks will be based on new California assessments to be implemented in 2002-2003)	We were unable to determine if the objective was attained because the STAR data was unavailable in April or reported in the Workbooks in 2001-02 and 2002-03.	The project staff had to reevaluate the outcome measure because of the change from SAT-9 to CAT-6.	This was proposed as an objective for 2001-02 and 2002-03
<b>Objective 3:</b> To achieve in 40 percent of students a score of 3 or higher (out of 5) on the Middle and High School Writing Assessments.	We were unable to determine if the objective was attained because the STAR data was unavailable in April or reported in the Workbook in 2001-02	In 2002-03, 68 percent of students who participated in the writing project work passed 10 <sup>th</sup> grade ELA	

Objective	Outcome	Analysis	Commentary
<p>Increase by 10 percent the number of students who pass Algebra 1 with a grade C or better by the end of 8<sup>th</sup> grade.</p> <p>Increase by 20 percent the number of students who pass Algebra 1 with a C or better by the end of 9<sup>th</sup> grade</p>	<p>No data was provided in for 2003-04 to 2004-05 to determine of the objective was met.</p>	<p>In 2005-06: 8<sup>th</sup> grade data was not provided. In 2004, 58 percent of 9<sup>th</sup> graders scored C or better in Algebra 1A or equivalent and 70 percent passed in 2005; 63 percent passed with C or better on Algebra 1B/Traditional 1-year Algebra1 in 2004 and 100 percent (n=1) in 2005); met the objective for 9<sup>th</sup> graders in Algebra 1A but unclear for Algebra 1B/Traditional 1-year Algebra1 because only one student took the course in 2005</p>	<p>This was proposed as an objective for 2003-04 to 2005-06.</p>
<p>In grades seven through nine, to achieve an annual increase of 10 percent of the difference between the average student score and score that would be aligned with an 80<sup>th</sup> percentile ranking on the California STAR assessments (benchmarks will be based on the new California assessment implemented in 2002-03)</p>	<p>We were unable to determine because no data was provided for 2003-04 and 2004-05</p>		<p>This was proposed as an objective for 2003-03 and 2004-05</p>
<p>To achieve in 40 percent of the students a core of 3 or higher (out of 5) on the Middle and High School Writing Assessment</p>	<p>We were unable to determine if this objective was attained</p>	<p>In 2003-04, no writing assessment was done at SHS and KCMS. With the formation of the charter, partnerships had to be reestablished and proposed program activities were not implemented.</p>	<p>This was proposed as an objective for 2003-04.</p>

Objective	Outcome	Analysis	Commentary
Increase the 10 <sup>th</sup> grade CAHSEE pass rate in 2005 by 10 percent over pass rate of first-time takes in 2004 in each tested subject area	They met the objective for ELA but not math in 2005	The 10 <sup>th</sup> grade ELA CAHSEE pass rate increased by 13 percent from 63 percent in 2004 to 76 percent. The 10 <sup>th</sup> grade math CAHSEE pass rate increased by 5 percent from 65 percent in 2004 and 70 percent in 2005.	This was proposed as an objective for 2004-05
Increase by 10 percent the percentage of 10 <sup>th</sup> graders who pass the math and ELA portion of the CAHSEE	They met the objective for math but not ELA in 2006 and 2007	The 10 <sup>th</sup> grade ELA CAHSEE pass rate decreased by 6 percent from 76 percent in 2004-05 to 70 percent in 2006; then increased by 1 percent to 71 percent in 2006-07. The 10 <sup>th</sup> grade math CAHSEE pass rate increased by 13 percent from 57 percent in 2004-05 to 70 percent in 2005-06; then increased by 10 percent to 67 percent in 2006-07.	This was proposed as an objective for 2005-06 and 2006-07. But it is similar to growth set in 2004-05.
Two-thirds (20) of 7 <sup>th</sup> grade students in the tutor-supplemented Accelerated Math class (30) will meet proficiency on the California Standards Test (CST) in 2005, thereby increasing the number who meet proficiency by 42% over 2003	We were unable to determine if the project attained this objective because data was not provided.		This was proposed as an objective for 2004-05
Two-thirds (20) of 8 <sup>th</sup> grade students in the tutor-supplemented Accelerated Math class (30) will meet grade-level proficiency on the CST	We were unable to determine if the project attained this objective because data was not provided.		This was proposed as an objective for 2004-05

Objective	Outcome	Analysis	Commentary
<b>Goal 2: Provide support to those students who fail to pass the CAHSEE in grade 10 so they will pass by grade 12</b>			
<b>Objective 1:</b> Improve scores in Algebra Readiness by 10 percent per year in 60 percent of students who failed the math portion of the CAHSEE	We were unable to determine if the project attained this objective because data was not collected and shift in program focus.	The first cohort first took the CAHSEE in 2003-04. The initial intent to pre- and post-test students using Algebra Readiness exam in Summer Institute did not occur, After the formation of the charter, there was high staff turnover so that teachers who were supporters of CAPP were no longer there. There was a learning period for new staff. In addition, rebuilding relationships with middle school required navigating through new district mandates that control how communication should occur. There was also a shift in priorities with the new charter.	This was proposed as an objective for 2001-02 and 2002-03
<b>Objective 2:</b> To achieve by the end of 11 <sup>th</sup> grade a score of three or better in HS writing assessment in 40 percent of students who failed the ELA portion of the CAHSEE	We were unable to determine if the project attained this objective because data was not collected and shift in program focus.	When the project was first implemented in 2001-02, they proposed to use the score on writing assessments measure outcome. However, the first cohort took the CAHSEE in 2003-04 and by then formation of the charter and high staff turnover resulted in non-monitoring of this objective. There was also a period of adjustment for the partnership schools as they learned to rebuild relationships while learning to navigate new district mandates that governed communication between SHS and the middle schools.	This was proposed as an objective for 2001-02 and 2002-03

Objective	Outcome	Analysis	Commentary
<p><b>Objective 3:</b> With regard to reading and writing, 30% of students to master by end of 11<sup>th</sup> grade 90 percent of culminating tasks required for success on CAHSEE. 50 percent of remaining students to master 90 percent of culminating tests by end of 12<sup>th</sup> grade.</p>	<p>We were unable to determine if the project attained this objective because data was not collected and shift in program focus.</p>	<p>When the project was first implemented in 2001-02, they proposed to use the score on writing assessments measure outcome. However, the first cohort took the CAHSEE in 2003-04 and by then formation of the charter and high staff turnover resulted in non-monitoring of this objective. There was also a period of adjustment for the partnership schools as they learned to rebuild relationships while learning to navigate new district mandates that governed communication between SHS and the middle schools.</p>	<p>This was proposed as an objective for 2001-02 and 2002-03</p>
<p>Improve scores in Algebra Readiness test by 10 percent per year in 60 percent of students who failed the math portion of the CAHSEE</p>	<p>We were unable to determine if the project attained this objective because data was not provided.</p>	<p>2003-04:No data was provided</p>	<p>This was proposed as an objective for 2003-04</p>
<p>60 students (48 percent who did not pass the math section) will pass the exam in November 2004</p>	<p>We were unable to determine if the project attained this objective because data was not provided.</p>	<p>2004-05: data was not provided</p>	<p>This was proposed as an objective for 2004-05</p>
<p>To achieve by the end of 11<sup>th</sup> grade a score of 3 or better in the high school writing assessment in 40 percent of students who failed the ELA portion of the CAHSEE</p>	<p>We were unable to determine if the project attained this objective because data was not provided.</p>	<p>Activities implemented in summer and fall 2004 were intended to address this objective. But there was no information on how these were implemented in the workbooks.</p>	<p>This was proposed as an objective for 2003-04</p>

Objective	Outcome	Analysis	Commentary
40 students (30 percent who did not pass the ELA section) will pass the exam in November 2004	We were unable to determine if this objective was implemented and the target met because no data was provided.		This was proposed as an objective for 2004-05
With regard to reading and writing, 30 percent of students will master by the end of 11 <sup>th</sup> grade 90 percent of culminating tasks required for success on the CAHSEE. 50 percent of remaining students to master 90 percent of culminating tests by the end of 12 <sup>th</sup> grade	We were unable to determine if this objective was implemented and the target met because no data was provided.		This was proposed as an objective for 2004-05.
Increase by 10 points the percentage of 11 <sup>th</sup> and 12 <sup>th</sup> graders who pass the math and/or ELA portion of the CAHSEE	They did not meet the 11 <sup>th</sup> grade target for ELA and math in 2005-06; but we are unable to determine whether the project was able to attain the objective in 2006-07 because there was no comparison data. We are unable to determine attainment of objective for 12 <sup>th</sup> graders ELA and math pass rate because there was no comparison data.	There was a 12 percent decrease in the 11 <sup>th</sup> grade ELA CAHSEE pass rate from 45 percent in 2004-05 and 33 percent in 200-06. The 11 <sup>th</sup> grade math decreased by 12 percent from 40 percent in 2004-05 to 22 percent in 2006. They did not take the CAHSEE in 2007. Twelfth graders did not take the ELA or math CAHSEE in 2004-05 or 2006-07. In 2005-06, the 12 <sup>th</sup> ELA CAHSEE pass rate was 39 percent and the math CAHSEE was 33 percent.	This was proposed as an objective for 2004-05 to 2006-07.

Objective	Outcome	Analysis	Commentary
<b>Goal 3: Ensure that students who have passed the CAHSEE complete coursework leading to college preparation by the end of high school</b>			
<b>Objective 1:</b> The percentage of entering freshmen required by CSUS and UC Davis to take remedial English and mathematics (CSUS only) courses will drop by 10 percentage points by 2007 (the first year the cohort groups will enter college).	We were unable to determine if this objective was implemented and the target met.	Although this objective was proposed in 2001-02, it was to be applicable in Year 3 and pushed to year 4 of grant and beyond. Project staff anticipated implementation to occur in 2004-05. By then, the project director and high staff turnover meant that those who initially proposed the activities were no longer around. Consequently, the attainment of this objective was not monitored.	
<b>Objective 2:</b> 50 percent of students who pass the CAHSEE at the end of tenth grade will take the SAT or ACT exam by the end of the first semester of 12 <sup>th</sup> grade.	We were unable to determine if this objective was implemented and the target met.	Although this objective was proposed in 2001-02, it was to be applicable in Year 3 and pushed to year 4 of grant and beyond. Project staff anticipated implementation to occur in 2004-05. By then, the project director and high staff turnover meant that those who initially proposed the activities were no longer around. Consequently, the attainment of this objective was not monitored.	This was proposed as an objective for 2001-02 to 2003-04.
90 percent (54) of all students in the program (60) will show a minimum of 20 percent increase in score on the Prentice-Hall grade-level assessment post-test over pretest. This diagnostic tool provides detailed information on content standards mastery and student readiness for college preparatory Algebra 1	We were unable to determine if this objective was implemented and the target met because no data was provided.		This was proposed as an objective for 2004-05.

