

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

Final Report:

San Lorenzo High School

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October 31, 2008

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SAN LORENZO

In this chapter we describe the progress made by the San Lorenzo High School (SLHS) 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 have compiled and analyzed information from prior *CAPP CAHSEE Workbook: Annual Progress Reports*, Annual Reports, and Student Data Reports.

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

Description of the School and Student Population

San Lorenzo High School (SLHS) is situated in an unincorporated area of Alameda County, which is in the San Francisco Bay Area. SLHS is part of the San Lorenzo Unified School District (SLUSD), which consists of 18 schools and serves approximately 11,858 students. The student population at SLHS, totaling over 1,600 in Spring 2007, is ethnically diverse: 46 percent Latino, 25 percent African American, 11 percent White, and 8 percent Asian. Although the total student population has been relatively stable over the project period, the proportion of Latino students has increased by about 16 percentage points between 2000-01 and 2007-08, while the proportion of all students who are Caucasian/White has declined by about 10 percentage points. In 2006-2007, the student body had over 200 English Learners (14% of the student population). The percentage of English Learners increased sharply in 2007-08 (to 21% of the student body). Approximately a quarter of the students qualify for Free and Reduced Price Lunch (FRPL).

Table 1

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total Enrollment	1,553	1,495	1,538	1,578	1,566	1,636	1,609	1,605
Student Race/Ethnicity								
African American	25%	23%	23%	27%	26%	26%	25%	21%
American Indian/ Alaskan Native	1%	1%	1%	1%	1%	1%	0%	0%
Asian	9%	9%	8%	8%	8%	8%	8%	8%
Filipino	7%	7%	7%	6%	6%	7%	7%	7%
Hispanic or Latino	35%	38%	41%	39%	42%	43%	46%	51%
Pacific Islander	2%	2%	2%	2%	2%	2%	2%	2%
Caucasian/White (not Hispanic)	21%	20%	18%	16%	15%	14%	11%	10%
Multiple or No Response	0%	0%	0%	0%	0%	0%	1%	1%
Language Proficiency								
English Learners	12%	15%	15%	12%	16%	13%	14%	21%
Fluent English Proficient	23%	23%	26%	26%	27%	29%	33%	31%
Redesignated as Fluent English Proficient	10%	14%	46%	17%	9%	18%	13%	0%

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

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

Project Objectives, Activities, and Focus

San Lorenzo's objectives, which were aligned to the three goals of the CAPP CAHSEE grant, changed to some extent over the course of the six years of the project. During the first, fourth, fifth and sixth years of the project the staff focused primarily on objectives related to student achievement. The staff used measures such as improving grades in courses, enrollment in AP courses, and college-acceptance rates. The overarching and most closely monitored measures over the course of the six years were performance on the CST and the CAHSEE. In years two and three of the grant, the outcomes were primarily focused on teachers and implementation of the activities in general. A couple of examples of teacher measures were: attendance at the summer institutes and at English and math team meetings during the school year.

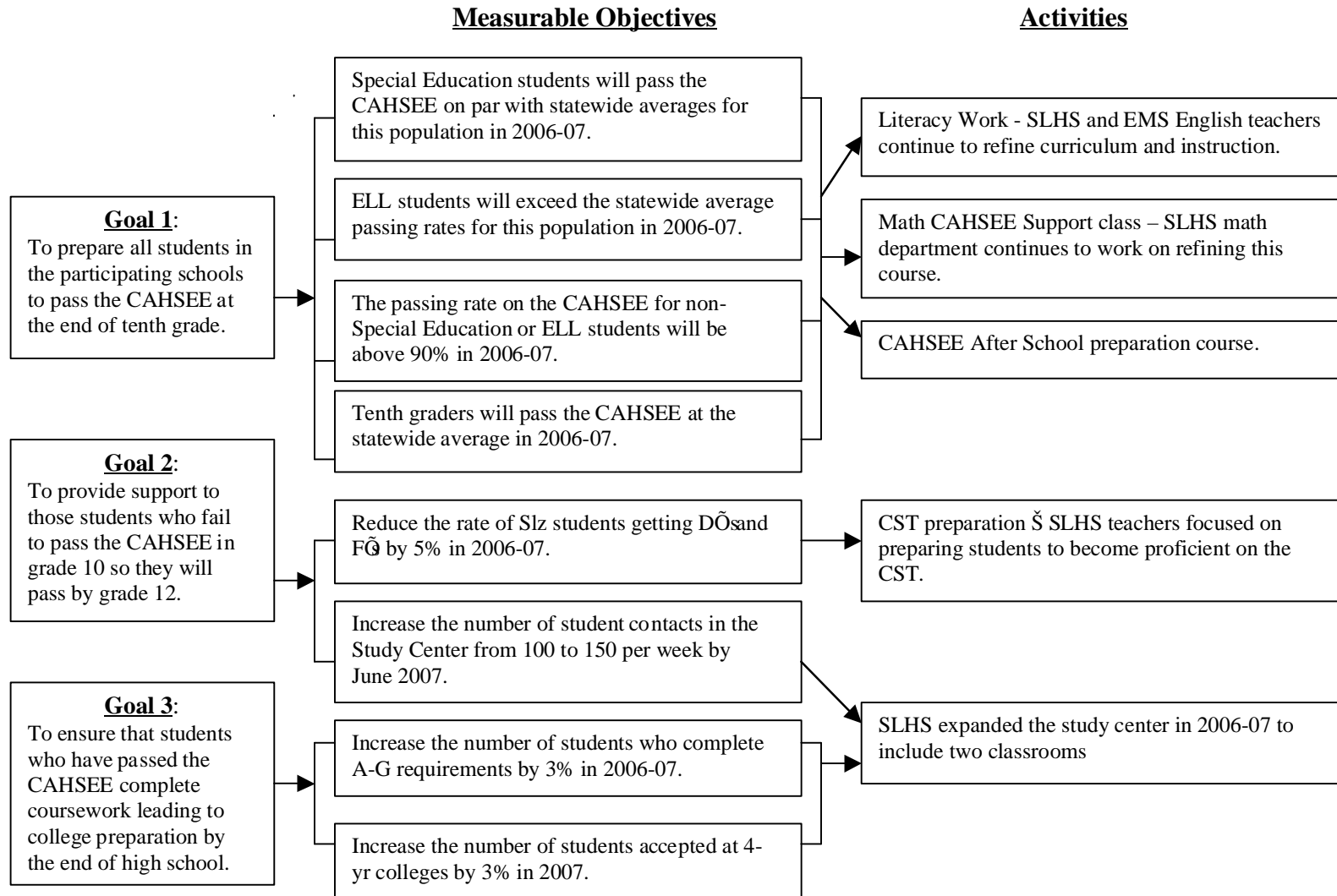
Implementation objectives included: dedicating two of the three staff development days to literacy and developing a system to contact the parents of students with high absenteeism.

San Lorenzo's CAHSEE CAPP grant originally "sought to address attendance, homework, and reading" (Workbook, 2006-07, p. 39). Eventually the areas of focus shifted to reading and student support. The activities from years one through year six are evidence of San Lorenzo's "school wide focus on literacy," which was articulated in most of their workbooks. Yet, it is

important to note that San Lorenzo devoted significant attention to math as well. For example, every year math teachers met for the annual Summer Algebra Institute. Additionally, the math department participated in a Stanford University study to better understand student achievement in math. In sum, the activities that persisted throughout the six years of the grant were: teacher participation in summer institutes (for English and algebra), a student support program, which has always included a study center, and the development and continuous analysis of classes to support students on the CAHSEE.

Figure 1

Logic Model for CAPP CAHSEE Goals, Measurable Objectives, and Activities



Project Leadership and Staffing

Table 2 illustrates the changes in project leadership at San Lorenzo from 2001-2004 and from 2004-2007. As evident in the table, staffing changes were relatively minor throughout the six years of CAPP implementation. Despite changes in administration, the project at San Lorenzo maintained its momentum because teachers assumed leadership in orchestrating the CAPP initiative.

Table 2

CAHSEE Project Leadership and Staffing Changes During Course of Project: San Lorenzo

Name	Role(s) in CAHSEE Project	Role(s) in School/District	Year(s) in Role	Reason for Change
SY 2001-2004				
Jerry Glenn	Key Leader	Principal	1	Left the school for another position
Debra Accardo	Key Leader	Interim Principal	1	Had been assistant principal; became interim principal, but did not get principal position.
Sheryl Cambra	Key Leader	Principal	4	Assumed the position of principal in the 2003-04 school year.
Dan Moulthrop	Literacy Co-Coordinator	English teacher	2	Left the school district.
Michael Richman	Literacy Co-Coordinator	English teacher	2	Assumed the position of literacy co-coordinator after Moulthrop left
Veronica Hillman	Leadership Team Member	EMS Humanities Teacher		Replaced teacher who had formerly assumed this position.
SY 2004-2007				
Dorothy Russo	Project Co-Director	English Teacher and Literacy Co-Coordinator	4	Maternity leave and relocation to another state
Laura Robell	Key Leader	English Teacher	4	Left the school.

One of the strengths of the CAPP CAHSEE grant at San Lorenzo was the consistency in leadership of the project. Carlos Cabana, who is a math teacher and department co-chair, was the director of the project for the entire six years. Staff at San Lorenzo appreciated Cabana's leadership style and his transparent and egalitarian allocation of grant funds. One staff member

stated, “Carlos has been a stable force. He is very knowledgeable with the administration of the grant.” (Y4 Report).

San Lorenzo staff also believed that the distributed leadership approach, which was indigenous to SLHS, contributed to the momentum of the CAPP reform at their site. For example, departments such as English and math typically maintained a co-chair structure. Since year one of the grant, these two departments benefited from the shared leadership of two teachers. The project director position was also shared in the early years of the grant. Furthermore, project leaders established a collaborative approach to implementation of the grant through the CAPP leadership team, which consisted of the project directors, department chairs, and the principal. Staff from both SLHS and EMS participated in the meetings, and the team was the driving force for action and regularly monitored the progress of the grant.

Partnerships and Collaboration

SLHS maintained partnerships with Edendale Middle School (EMS), Stanford University, Mills College, and UC Berkeley. The partnership with EMS, its primary feeder middle school, was organized by their participation in WestEd’s Strategic Literacy Initiative (SLI). The project director credited the CAPP grant for strengthening their partnership with EMS, as evidenced in the following statement, “Our partnership with Edendale has been clearly strengthened because of CAPP [which] provides a clear opportunity for us to have conversations.” The project allocated CAPP funds to ensure that all teachers at both SLHS and EMS had the opportunity to participate in SLI’s professional development every year. Yet, in the last year of the grant (2006-07) EMS had a new principal, who did not share the same values regarding collaboration and therefore the partnership began to weaken. San Lorenzo’s relationship with the universities (Stanford, Mills, and Berkeley) was primarily built by the student teachers that emanated from the Schools of Education. According to the project director, “these [partnerships] are strongly institutionalized at this point.”

San Lorenzo’s relationship with Stanford was based on their participation in a longitudinal study conducted by Professor Jo Boaler and her colleagues at the university. The study, which analyzed student attitudes and learning in mathematics, found that African American students at SLHS were less successful than other ethnic groups. SLHS used these results to inform its practice and to develop strategies to further enhance achievement for African American students. According to the CAPP liaison to the project, Weisberg, the researchers also found that SLHS math teachers rated high for their constructivist approach to teaching when compared to teachers at the other two high schools in their study.

Implementation Issues and Outcomes, 2001 - 2007

Over the course of this evaluation, the WestEd evaluators worked with San Lorenzo CAPP CAHSEE project leaders to develop logic models that graphically depicted how program activities are aligned with CAPP CAHSEE overarching goals and project-specific objectives and outcomes. In the process, we learned that each activity being implemented typically addressed multiple objectives. Consequently, we focus on three major areas—professional development, curriculum and instruction, and student support and remediation—and how activities in each area supported CAPP CAHSEE overarching goals and San Lorenzo’s CAPP CAHSEE project’s specific objectives.

In this section, we describe and analyze the implementation of program activities and services at the San Lorenzo’s CAPP CAHSEE site from SY2000-01 through SY2006-07. We describe how and why implementation changes were made over the six years, and document the outcomes and progress made toward CAPP CAHSEE goals and project-specific objectives. In addition to describing activities and outcomes in each area, we analyze challenges faced by the San Lorenzo’s CAPP CAHSEE project in implementing the program activities and services, and how they were addressed.

Professional Development

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

School-Level Professional Development

SLHS utilized CAPP funds for professional development throughout the six years of the grant. First, every year since the inception of the CAPP grant SLHS has hosted professional development summer institutes. Actually, the math department held summer institutes prior to CAPP, but the grant enabled teachers to be reimbursed for participating in the weeklong professional development activity. The CAPP leadership team at SLHS allocated most of the funding toward the summer institutes, which teachers regard as valuable. During the institutes, teachers meet to plan curriculum, review student performance data, and discuss strategies to increase student academic achievement in their respective subject areas. Second, SLHS teachers continued the work initiated during the summer through common planning days, which they held twice per month on Wednesdays throughout the school year. Third, San Lorenzo has maintained

its commitment to having all teachers participate in Strategic Literacy Initiative (SLI) training provided by WestEd. All English teachers at SLHS and its feeder school, Edendale Middle School, received training at one time or another through SLI, resulting in the use of consistent literacy strategies for all the schools in the partnership. And finally, SLHS dedicated its three staff development days to improving reading strategies. Every year the English department at SLHS developed an agenda for the entire staff in an effort to engage in professional development to increase student performance in literacy across the curriculum.

CAPP leaders at SLHS credit the CAPP grant for decreasing teacher turnover. More specifically, CAPP provided schools the flexibility to fund activities of their choice as long as they were aligned to the goals of the grant. As stated in the 2006-07 Workbook, “CAPP allowed [SLHS]... and EMS to extend and deepen our existing work by providing payment for time, leadership and personnel” (p. 38). SLHS used the majority of CAPP funding to reimburse teachers for collaboration during the summer institutes and during common planning time scheduled throughout the school year.

Design Studios

SLHS hosted CAPP’s first Design Studio in April of 2005. Over 30 teachers and administrators from CAPP schools throughout California participated in the Design Studio. According to Weisberg, “San Lorenzo set the standard for how to do a successful Design Studio.” Weisberg attributed their success to SLHS teachers’ openness to posing questions regarding their practice and seeing it as an opportunity for improvement. The project director at SLHS confirmed that the feedback, critiques, and affirmation that they received from hosting the first Design Studio continued to inform their reform effort. CAPP disseminated the materials prepared by SLHS staff for the Design Studio to other schools that later hosted Design Studios, (Mar Vista, Jordan High School, and Calexico).

SLHS staff attended Design Studios at other CAPP sites and found these experiences valuable. Teachers used words like “amazing” and “impressive” to describe the Design Studios, which they viewed as an excellent method of professional development. Teachers expressed that a major benefit of the Design Studio model was the opportunity to “see something in action” as opposed to just hearing about it. The Design Studios spurred significant discussions regarding change at their school. For example, SLHS staff developed a student intervention program, which they implemented during the 2006-07 school year, using Mar Vista’s as a model.

Curriculum and Instruction

SLHS teachers dedicated their collaboration time during the academic year and in the summer institutes to revise their curriculum and instruction to meet the goals of the CAPP grant. The major curricular changes to which teachers consistently devoted time and effort throughout the extent of the grant were: a) the development of CAHSEE support courses in math and English, b) revision of the ninth grade English course titled “Academic Literacy,” and c) revision of the ninth grade Algebra I course. As stated in the 2006-07 Workbook, the school’s approach to test preparation has been to ensure that all students complete at least Algebra I before they take the CAHSEE. Beginning with the 2004-05 school year, all ninth graders at SLHS enrolled in a full year of algebra. Thus, the CAHSEE support courses were offered as interventions to sophomores who failed the CAHSEE.

SLHS also implemented other curricular changes to better prepare students for high stakes standardized tests. Teachers began incorporating CAHSEE test-taking strategies in their math and English courses. For example, beginning in Year Two of the CAPP grant tenth grade English teachers taught a three-week unit using a Kaplan test preparation book immediately prior to the March administration of the CAHSEE. In Year Five of the grant, the math department incorporated explicit testing considerations, informed by released items from the California Standards Test (CST) and the CAHSEE, into Algebra, Geometry, and Algebra 2. Based on their review of these exams, math teachers made decisions regarding the extent to which test items would be included in homework assignments and at what point during the semester. The project director stated, “We want to preserve teaching math for conceptual understanding and at the same time help students see links for high stakes tests. We are coming to understand what kinds of questions are asked [on the CST and CAHSEE] so we can target our test preparation.” In Year Six of the grant, SLHS offered the first Algebra intervention class, “Algebra Success,” which was designed to provide extra support and practice for students who were likely to repeat Algebra A or who were questionable moving to Algebra B.

SLHS also initiated a couple of changes over the years geared to better preparing students for college. In Year Four of the grant, SLHS revamped the ninth grade physical science class, which had a high failure rate and created a new course titled “Conceptual Physics.” The impetus for this change was to increase the number of students on the pathway to fulfilling the A through G requirements. Additionally, in Year Five of the grant, the math department restructured the AP Calculus class in an effort to increase the number of students who learn college-prep math at a high level. Teachers aimed to more adequately prepare students enrolled in AP Calculus to pass the AP test.

Student Support and Remediation

San Lorenzo High provided several interventions aligned to the CAPP goals of assisting students who do not pass the CAHSEE (Goal 2) and increasing the number of students who attend college (Goal 3). This section will discuss the three main efforts aligned to these goals during the six years of CAPP implementation. The three efforts were: the Study Center, the Ninth Grade Student Support Program, and the Ever Forward Club.

Study Center

San Lorenzo provided tutorial services throughout the length of the CAPP grant. During the first two years of CAPP implementation San Lorenzo leaders encountered various obstacles, which will be discussed shortly, in developing effective tutorial services. San Lorenzo's initial intent was to create a Bilingual Tutoring Center. Yet, because of various limitations, the high school instead focused on offering assistance to students through a peer-tutoring program. Also, math teachers opened up their classrooms during lunch and after school to offer their support on a rotating and voluntary basis.

CAPP leaders at San Lorenzo struggled with the implementation of a Bilingual Tutoring Center during the first two years of the grant. In fact, project directors referred to tutorial services as being in "shambles" (Y2 Report). The obstacles to a successful tutoring program included: the lack of dedicated coordinators, the unavailability of the bilingual aide, and the lack of a consistent location. Staff indicated that the program was unstructured and not supported with sufficient resources. Furthermore, administration did not articulate clear expectations for the coordinators. One project director stated that "a lot was expected of two people not in a position to give it."

By the end of the second year of implementation, the project directors began taking steps to improve the tutoring program. First, a group of teachers participated in a cross-site visit to Chula Vista High School, with one of the objectives being to learn more about its tutoring program. Teachers referred to the visit as a positive experience, and were grateful that the CAPP office facilitated such opportunities. SLHS staff were impressed by Chula Vista's tutorial program and decided to allocate more resources and time to enhancing their peer-tutoring program. Staff also solicited student feedback on the tutorial program "chaos" by including the topic as part of the English Senior Project. Student groups responding to this issue were asked to provide solutions to strengthen the program.

By the third year of CAPP implementation (2003-04) SLHS revamped its tutoring program. SLHS began by involving students as researchers in a needs-assessment process. Based

on the responses of students and staff surveyed, SLHS changed the name from *Peer Tutoring Program* to *Study Center*. Second, the CAPP Leadership Team set aside a release period for a Study Center Coordinator, whose job was to experiment with a broad array of support structures based on student and teacher feedback. They also allocated CAPP funds for a bilingual aide to be present every day after school and for a second teacher to help staff the Center. The second teacher also supervised a computer lab when needed. Third, the team also allocated SIP funds (\$4,000) for materials and resources for the Study Center. Donations from Key Curriculum Press and various current and former students and staff allowed the Study Center to sell drinks, snacks, and school supplies at minimum cost. An incentive program, supported by special Community Technology Grant (CTC) funds, was created to encourage and reward consistent student participation. The program, also provided a form that parents could use to monitor student attendance. As of early April 2004, the Study Center had over 2,500 student contacts, many of which were students who consistently attended. Finally, SLHS created the *Home Phone Call Program*, an outreach effort intended to inform parents regarding students' academic progress through Study Center resources. Using a simple form, teachers were able to request that Study Center staff make a phone call home to relate a particular message such as: to advertise the Study Center or to report teacher concerns regarding student attendance or homework.

By the fifth year of the grant, SLHS expanded the Study Center by funding a second staff member and making two classrooms available to accommodate more students. SLHS also hired a clerical support staff person to call parents of students in the ninth grade support program (discussed in the next sub-section), who were not abiding by the terms of their contracts. As noted in the 2005-06 Workbook, student attendance in the Study Center increased by approximately 50 percent. In 2005-06, 45 to 70 students visited the Center daily, compared to 20 to 50 students the previous academic year. Staff attributes the increase partly to the new ninth grade support program, which required students (via a contract) with poor performance in two or more classes to attend the Study Center. Yet, SLHS staff were still concerned that relatively few students who were failing classes were able to sustain attendance.

In the sixth and final year of the CAPP grant, the Study Center continued to "be a hub for student support on campus" (Y6 Workbook, p. 5). Similar to Year Five, two teachers were given release blocks so that two classrooms were open everyday both at lunch and after school for tutoring.

Ninth Grade Student Support Program

The ninth grade support program, which was inspired by San Lorenzo staffs' visit to the Mar Vista Design Studio, was implemented in the fifth year of the grant (2005-06). SLHS

created a new position, titled Ninth Grade Coordinator, to oversee the program. The goal of the program was to decrease the number of students who earned multiple D and F grades. The intervention resulted in the creation of a special ninth grade progress report, which was used by all ninth grade teachers to communicate student progress to students and families. Every three weeks, SLHS printed progress reports, which were taken home for parent signature and returned. Unreturned forms would result in designated teachers calling home. Also, teachers invited students with multiple D and F grades to sign a Study Center contract to help improve their grades. A significant obstacle to proper implementation of this program was the lack of follow through on behalf of the coordinator. It became clear that the responsibilities of this position exceeded the time that one person could dedicate. As noted in the Year Six Workbook, the system “felt burdensome and suffered from a relative lack of follow through for students who needed the most support.” Furthermore, in the sixth year of the grant, the program lost its coordinator due to scheduling conflicts. While staff believes the program was an “important first step,” they are not yet convinced that the intervention had a significant impact on D and F grade rates.

Ever Forward Club

In the fifth and sixth years of implementation, SLHS used CAPP funds to support the Ever Forward Club, an intervention program designed to provide a safe environment for ninth grade students and other new EL students. The Club was expanded to three separate clubs: Ever Forward, Ever Forward Chicas (for girls), and Siempre Adelante (for EL students). The three clubs served approximately 45 students, centering on community building for the purpose of personal and academic support. Staff leading these clubs provided information on college, goal setting, and developing support systems within the school and in the community. According to the project director, “it emphasizes students’ personal bond with two adults, and also their growing sense of trust and support for each other. They have activities that range from college fieldtrips to social events like bowling.” As stated in the Year Six Workbook, the efforts and success of Ever Forward attracted media attention, with articles appearing in both The California teachers Association *Educator* and the *San Francisco Chronicle*.

Findings, Outcomes and Analysis

In this section, we present findings and outcomes related to the CAHSEE project activities and implementation described above. Because the project had various impacts and contributed to

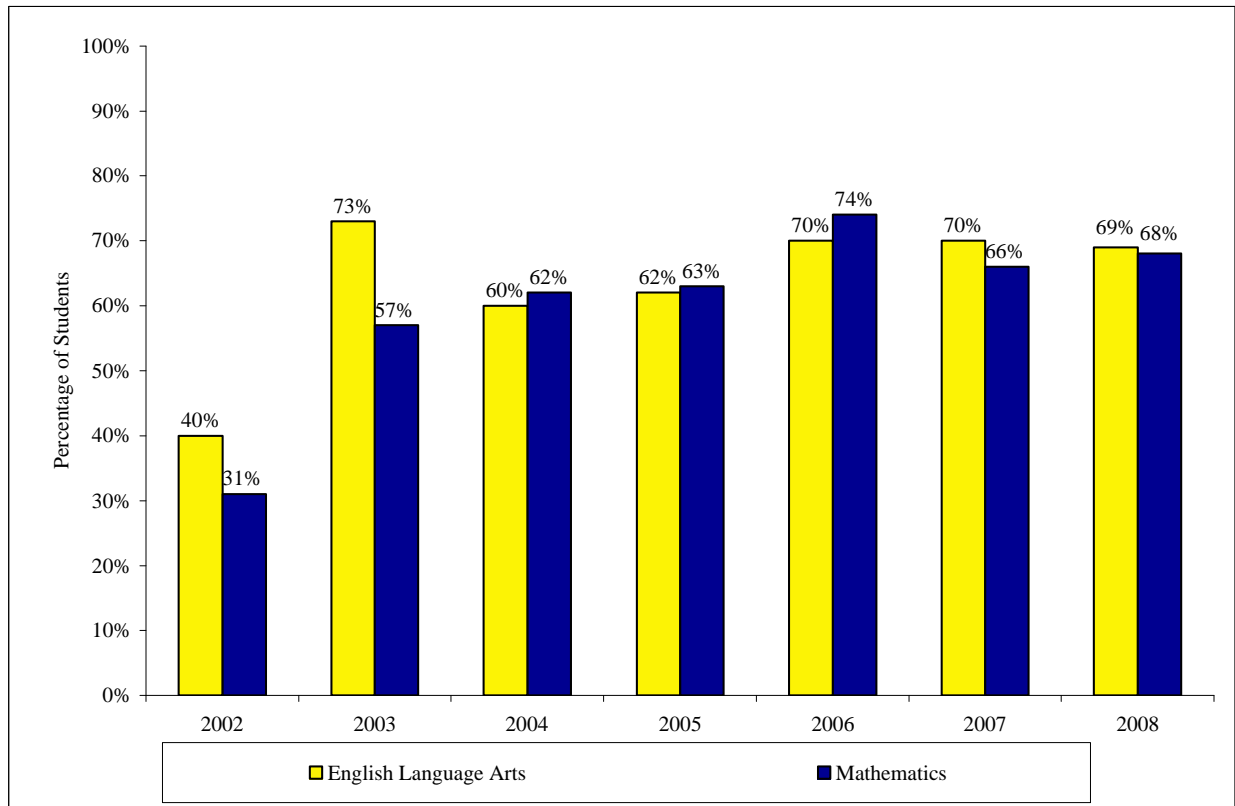
a variety of outcomes, we present and analyze our findings at three levels: student outcomes, teacher/staff outcomes, and school wide outcomes

Student Outcomes

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

Figure 2

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



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

The CAHSEE: English/Language Arts

Table 3, which illustrates the CAHSEE tenth grade pass rates in English/language arts, shows that overall student performance improved over the course of the CAPP implementation. The pass rate increased 29 percentage points, from 40 percent in 2001-02 to 69 percent in 2007-

08. The most dramatic increase occurred in 2002-03, with relatively small fluctuations since that time. For example, we see that the pass rate in during the 2002-03 and the 2005-06 school years slightly exceeded the most recent pass rate in 2006-07. Despite these fluctuations in performance, the pass rate still remained higher in the final year depicted in the table compared to the first year.

Disaggregating the data by major subgroups shows gains for all. Socio-economically disadvantaged students experienced the largest gain in performance (37 percentage points) over the period shown in Table 3. This increase actually exceeded that for the overall tenth grade population at San Lorenzo. In regards to ethnic subgroups, African American students showed the largest gain (30 percentage points) in performance, from 37 percent in 2001-02 to 67 percent in 2007-08. Latino students showed the second largest gain (30 percentage points) from 37 percent in 2001-02 to 67 percent in 2007-08. The pass rate for white students increased by 26 percentage points, from 52 percent the first year to 78 percent the last year. The two groups with the lowest improvement in their 10th grade pass rate were English Learners and Special Education students. The pass rate for English Learners declined substantially during the first two years of the project, but has followed an upward trajectory since 2005-06, resulting in a gain of 16 percentage points over the entire period. Special Education students also showed a gain of 16 percentage points over the project period, but started and ended the period with pass rates that were substantially lower than other groups (25% in 2007-08). These outcomes highlight the need to address the question of how to assist Special Education students to pass the CAHSEE at higher rates.

Table 3

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

	2001-02 ²	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Change from 2001-02 to 2007-08
Total Tenth Grade Pass Rate³	40%	73%	60%	62%	74%	70%	69%	29%
Student Race/Ethnicity								
African American	37%	58%	53%	53%	48%	67%	67%	30%
Asian	*	74%	62%	52%	55%	92%	75%	1%
Filipino	*	79%	78%	87%	73%	85%	80%	1%
Hispanic or Latino	37%	53%	54%	43%	52%	63%	67%	30%
Caucasian/White (not Hispanic)	52%	73%	79%	67%	60%	80%	78%	26%
Language Proficiency								
English Only	43%	65%	68%	62%	57%	73%	71%	28%
Redesignated as Fluent English Proficient	42%	59%	73%	70%	70%	88%	90%	48%
English Learners	31%	27%	15%	17%	30%	29%	44%	13%
Additional Student Subgroups								
Socio-economically Disadvantaged	30%	55%	46%	52%	65%	64%	67%	37%
Special Education	9%	14%	13%	18%	29%	14%	25%	16%

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

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

The CAHSEE: Math

Table 4, which illustrates the CAHSEE tenth grade pass rates in math, shows that student performance improved over the course of the CAPP grant. In fact, San Lorenzo students showed greater gains on the math section of the CAHSEE than on the ELA section. The pass rate increased 37 percentage points, from 31 percent in 2001-02 to 68 percent in 2007-08. Yet, it is important to point out that the pass rate in math started out lower than in ELA, and that despite the more significant increase in math, students at San Lorenzo tend to do somewhat better on the ELA section of the exam. The data also show that student performance on the math section of the CAHSEE reached its peak (74%) in 2005-06.

Disaggregating the data by major subgroups reveals gains for all students. The majority of the subgroups showed greater increases in math than they did in ELA. A closer look at the ethnic subgroups shows that White and Filipino students showed the largest gains, 50 percentage points

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

² There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY2001-02.

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

and 43 percentage points respectively. Latino students came in third, with an increase of 37 percentage points over the seven-year time period. Furthermore, socio-economically disadvantaged students showed a significant increase of 42 percentage points. Among English learners, the pass rate increased by 25 percentage points. Special Education students increased their pass rates by 10 percentage points between 2001-02 and 2007-08.

Table 4

*Tenth Grade CAHSEE Math Pass Rates by Major Subgroups⁴ (2001-02 through 2007-08):
San Lorenzo High School*

	2001-02 ⁵	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Change from 2001-02 to 2007-08
Total Tenth Grade Pass Rate⁶	31%	57%	62%	63%	74%	66%	68%	37%
Student Race/Ethnicity								
African American	29%	33%	40%	47%	41%	56%	59%	30%
Asian	63%	68%	79%	81%	83%	91%	96%	33%
Filipino	47%	67%	91%	73%	77%	94%	90%	43%
Hispanic or Latino	28%	34%	65%	48%	58%	60%	65%	37%
Caucasian/White (not Hispanic)	28%	49%	67%	60%	53%	70%	78%	50%
Language Proficiency								
English Only	26%	36%	58%	54%	52%	61%	63%	37%
Redesignated as Fluent English Proficient	35%	36%	72%	60%	69%	81%	87%	52%
English Learners	31%	36%	54%	38%	44%	46%	56%	25%
Additional Student Subgroups								
Socio-economically Disadvantaged	27%	39%	60%	58%	68%	66%	69%	42%
Special Education	4%	0%	11%	12%	20%	19%	14%	10%

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

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

A Through G Requirements

The number of A-G courses in which SLHS students enrolled remained quite stable over the period of CAPP implementation. Table 5 shows that from 2002 to 2006, the number of students enrolled in English A-G classes fell by 45 students from 2002 to 2006, while the number enrolled in math increased by 25 students. During the same time period, the percentage of students who passed A-G classes with a C grade or better declined slightly, from 76 to 69

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

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

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

percent during the same time period. A closer look at the data shows that performance changes in math and English were similar (math performance fell by 7 percentage points, while performance in English fell by 5 percentage points).

Disaggregating the data by the two largest ethnic groups shows increased enrollment in A-G courses for both Latino and African-American students. However, the number of A-G classes in which Latino students enrolled increased by only 6 percent during the period, while the Latino student enrollment at SLHS increased by a larger percentage (36%) over the same period. In contrast, the number of A-G classes in which African-American students enrolled increased by 21%, which is substantially greater than the 4% increase in African-American enrollment at SLHS over the same period. Thus, the increase for the African-American subgroup reflects a substantial increase in the proportion of all subgroup members taking A-G courses. At the same time that the proportion of all African-American students taking A-G courses increased, the pass rate remained relatively stable, dropping only 2 percentage points for African Americans over the period. These data suggest that the CAPP project helped to further the goal of increasing college preparation among African-American students.

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): San Lorenzo High School

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2006
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Math & English	Total	2,314	2,062	2,061	2,252	2,294		76%	70%	74%	69%	69%		-7%
Total for all English and Math A-G courses	Asian/Pacific Islander	525	446	399	458	484		86%	81%	81%	78%	82%		-4%
	Caucasian/White	406	514	312	312	276		82%	72%	72%	73%	69%		-13%
	Black/African Amer.	505	425	469	553	610		67%	65%	65%	54%	65%		-2%
	Hispanic/Latino	860	649	750	918	914		70%	64%	64%	72%	67%		-3%
	Native American	13	27	14	11	7		71%	70%	70%	64%	43%		-28%
English	Total	1,261	1,257	1,288	1,371	1,216		77%	75%	73%	72%	72%		-5%
Math	Total	1,053	805	773	881	1,078		74%	59%	77%	64%	67%		-7%

Data source: San Lorenzo High School

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

SAT Results

Longitudinal data from the California Department of Education (CDE) website show that the percentage of San Lorenzo students who took the SAT remained approximately the same; performance increased slightly on the average verbal score and decreased slightly on the average math score. As illustrated in Table 6, the percentage of twelfth graders who took the SAT was 36 percent the year prior to CAPP implementation (2000-01) and 34 percent in the most recent results available (2006-07).

Table 6

SAT Results (2000-01 through 2006-07): San Lorenzo 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	312	331	316	324	298	356	381	69
% 12th Graders Tested	36%	40%	39%	40%	38%	30%	34%	-2%
Average Verbal Score	427	424	430	416	447	428	432	5
Average Math Score	462	455	461	457	467	459	452	-10
Average Writing Score ⁷						427	430	3
Average Total Score (VM only)	889	879	891	873	914	887	884	-5
% Tested with Total Score > 1000 ⁸	23%	24%	26%	24%	33%	20% ⁹	8%	-15%

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

College Preparation

Table 7 contains longitudinal data on high school graduation and eligibility for UC/CSU. First, the data show that the number of twelfth grade graduates stayed approximately the same over the six-year period of CAPP implementation. The graduation rate fluctuated during the period, but was nearly identical in (2000-01) and (2006-07), at 78% and 77%, respectively. Note, however, that the NCES graduation rate has decreased considerably since reaching a high of 99% in SY 2003-04. In SY 2006-07, the graduation rate was 90%. The percentage of students who were eligible to attend a UC or CSU was also about the same at the beginning and ending of the period (around 30%), although it reached a peak of 41% in 2003-04 and 2004-05 and then declined.

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

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

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

Table 7

High School Graduation and Eligibility for UC/CSU (2000-01 through 2006-07): San Lorenzo 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	312	331	316	324	298	356	381	69
12th Grade Graduates	244	278	283	263	252	287	294	50
Graduation Rate ¹⁰	78%	84%	90%	81%	85%	81%	77%	-1%
NCES Graduation Rate ¹¹	97%	97%	97%	99%	92%	87%	90%	-7%
Percentage of UC/CSU Eligible Graduates	33%	32%	28%	41%	41%	32%	28%	-5%

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

Longitudinal data on the number of San Lorenzo graduates who enrolled in institutions of higher education showed overall improvement, particularly at the community college level. Overall, the proportion of all 12th grade graduates who went on directly to college at either a 4-year college or a community college increased from 54% to 64% over the project period. Over that period, the relative proportion of college-bound students who directly entered a 4-year college declined from 43% of all college bound students to 32% of all college-bound students. Thus, although the absolute number of students who enrolled in 4-year schools increased slightly, the major expansion in college entry occurred as a result of larger numbers of students who began their studies at community colleges.

Table 8

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	<i>Change from 2000-01 to 2005-06</i>
UC	15	23	16	24	17	21	6
CSU	42	68	51	41	32	38	-4
Community Colleges	75	77	93	113	103	125	50

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

High School Dropouts

The data in Table 9 show that the number of dropouts has increased during the period of CAPP implementation. San Lorenzo had 16 more dropouts in 2006-07 than in 2000-01. The

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

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

number of dropouts (78 students) peaked at San Lorenzo during the 2004-05 school year, and has dropped significantly since then, to 35 in SY 2005-06, and to 25 in SY 2006-07. While still up from the beginning the project, the declining dropout rate, especially given that in 2006 the CAHSEE became a graduation requirement, suggests that the CAPP project may have helped support students to persevere in school.

Table 9

High School Dropout Data (2000-01 through 2006-07): San Lorenzo 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	9	1	7	2	78	35	25	16
Dropout Rate ¹²	0.6	0.1	0.5	0.1	5.0	2.1	1.6	1.0

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

Staff and Teacher Outcomes

The CAPP CAHSEE reform at San Lorenzo fostered positive outcomes for teachers. The grant provided compensation for teachers as they met regularly to revise curriculum, instruction, and assessment. As stated earlier in the report, San Lorenzo teachers worked collaboratively on a regular basis prior to CAPP funding. Yet, they regarded the CAPP grant as valuable, for it confirmed their spirit of collaboration. Furthermore, San Lorenzo teachers benefited from both hosting and attending the various Design Studios hosted by CAPP. The project director indicated that the experience of hosting the first Design Studio affirmed their practice. The feedback and comments from colleagues who attended the Design Studio enabled San Lorenzo staff to further reflect on its pedagogy. Additionally, by attending other schools’ Design Studios, staff gained knowledge and ideas on strategies, which resulted in the implementation of interventions at San Lorenzo High.

School Outcomes

The CAPP CAHSEE grant led to significant reforms at SLHS. First, in terms of curriculum, the most prominent changes were: 1) the development of CAHSEE support courses in math and English, 2) revision of the ninth grade English course titled “Academic Literacy,” and 3) revision of the ninth grade Algebra I course. These changes were specifically geared toward increasing students’ ability to pass the CAHSEE. Other curricular changes included

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

revising existing courses such as ninth grade physical science and AP calculus. Furthermore, teachers indicated that they began to incorporate more explicit test-taking strategies into their math and English courses. Again, these changes were initiated in an effort to better prepare students to be successful on the CAHSEE. Second, SLHS addressed Goals 2 and 3 of the CAPP reform by revamping tutoring services and providing extra support to incoming ninth graders through the Ninth Grade Student Support Program and the Ever Forward Club. Despite the trials experienced as a result of implementing these interventions, San Lorenzo staff remained committed to revising and revamping these strategies.

Institutionalization Issues

Staff identified several activities that they plan to continue beyond the termination of the CAPP CAHSEE grant. First, SLHS will continue to hold summer institutes. According to the project director, “both math and English [departments] depend on summer institutes.” Other staff members consider the summer institutes, which have been scheduled for at least the last six years, as already being institutionalized. Second, the Study Center, which has become an integral part of the school wide effort to provide support to students, will also be continued. And finally, the staff will continue their school-wide focus on literacy, including the literacy coordinator position and the use of SLI strategies for reading. SLHS will use funds from a recently garnered High Priority Schools Grant (HSPG) and CAPP’s Expository Literacy Grant to continue to support these activities. Staff credit the CAPP grant for enabling them to develop reform strategies that work. Teachers derived the proposal for HPSG based on their learning from the CAPP grant. For example, teachers wrote in staff time for collaboration, which had proven to be successful under the CAPP grant. As summarized by the project director, “The primary activities of the CAPP grant were incorporated into the HPSG.”

Summary, Conclusions and Recommendations

San Lorenzo High School is an example of a school that already had many of the elements that contribute to successful school reform. Long before the CAPP grant, San Lorenzo teachers had a collaborative structure in place. More specifically, math and English teachers met for weeklong summer institutes and met regularly throughout the academic year. Teachers used the collaboration time to set goals and to plan curriculum, instruction and assessment. The CAPP grant provided a further incentive and validated teachers’ commitment to collaboration. Other San Lorenzo attributes include a positive school culture, a commitment to equity, and the strong partnerships, particularly with local institutions of higher education. Again, prior to the inception

of the CAPP grant, San Lorenzo benefited from partnerships with entities such as Mills College, University of California at Berkeley, and Stanford University. For example, San Lorenzo's partnership with Stanford contributed to a greater understanding of ethnicity and math achievement. SLHS staff were accustomed to having researchers on their campus, as were students. Yet, as is the case for other high schools enrolling diverse student populations with a significant proportion of English Learners and low socio-economic students, the high school continued to confront challenges in student achievement. What made San Lorenzo unique was the willingness of staff to experiment with innovative approaches to implementing reform.

Scale Down Ninth Grade Student Support Program

WestEd recommends that San Lorenzo scale down its Ninth Grade Student Support Program. The program sounds like a great idea, yet the scope may have too broad and appears to have required an overwhelming amount of time from one staff person. We suggest, for example, narrowing the number of ninth grade students targeted for this intervention in order to make it manageable for one person to oversee the program.

Continue Innovative Approaches to School Reform

WestEd recommends that San Lorenzo continue to experiment with innovative approaches to reform. The culture of the school is characterized by teachers' commitment to equity and a student-centered approach to teaching and learning. This is refreshing and worthy of emulation. It is evident that teachers and administrators dedicate time to reflecting on the strategies that are the most effective in raising student achievement.

Continue Collaborative Approach to Analyzing Student Data

WestEd recommends that San Lorenzo teachers and administrators continue the collaborative approach to analyzing student achievement data, particularly high stakes assessments such as the CAHSEE. This will enable staff to devise interventions best suited to increase student performance and success in high school and beyond.

Appendices

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

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

	2001		2002		2003		2004		2005		2006		2007	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
ENGLISH LANGUAGE ARTS														
Total Students	382	55%	174	40%	508	60%	395	60%	719	52%	771	54%	401	70%
Ninth Grade	382	55%												
Tenth Grade			174	40%	313	73%	395	60%	454	62%	409	74%	401	70%
Eleventh Grade					194	39%			265	36%	228	34%		
Twelfth Grade											134	33%		
Unknown					1	*								
Race/Ethnicity														
African American	93	38%	54	37%	140	58%	94	53%	210	53%	198	48%	87	67%
American Indian/Alaskan Native	8	*	0	0%	2	*	1	*	4	*	5	*	1	*
Asian	34	79%	8	*	38	74%	29	62%	61	52%	67	55%	36	92%
Filipino	34	79%	8	*	28	79%	23	78%	38	87%	45	73%	33	85%
Hispanic or Latino	136	47%	78	37%	221	53%	179	54%	303	43%	363	52%	197	63%
Pacific Islander	5	*	3	*	13	54%	7	*	15	53%	14	71%	5	*
Caucasian/White (not Hispanic)	69	68%	23	52%	66	73%	61	79%	86	67%	85	60%	40	80%
Unknown	3	*	0	0%	0	0%	1	*	0	0%	0	0%	2	*
Language Fluency														
English Only	243	55%	95	43%	252	65%	225	68%	395	62%	383	57%	191	73%
Initially Fluent English Proficient	53	85%	8	*	44	95%	37	84%	44	84%	47	79%	56	88%
Redesignated as Fluent English Proficient	32	59%	12	42%	106	59%	59	73%	89	70%	142	70%	82	88%
English Learners	41	22%	59	31%	90	27%	74	15%	191	17%	205	30%	72	29%
Unknown	13	31%	0	0%	16	69%	0	0%	0	0%	0	0%	0	0%

	2001		2002		2003		2004		2005		2006		2007	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
MATHEMATICS														
Total Students	384	28%	256	31%	595	39%	397	62%	713	53%	771	55%	396	66%
Ninth Grade	382	28%												
Tenth Grade	1	*	256	31%	289	57%	397	62%	450	63%	409	74%	396	66%
Eleventh Grade					305	23%			263	36%	228	34%		
Twelfth Grade											134	33%		
Unknown	1	*												
Race/Ethnicity														
African American	92	10%	72	29%	150	33%	95	40%	225	47%	230	41%	85	56%
American Indian/Alaskan Native	7	*	1	*	7	*	1	*	4	*	4	*	1	*
Asian	35	51%	19	63%	38	68%	29	79%	52	81%	42	83%	35	91%
Filipino	31	39%	15	47%	36	67%	23	91%	40	73%	47	77%	33	94%
Hispanic or Latino	138	21%	112	28%	266	34%	179	65%	282	48%	338	58%	194	60%
Pacific Islander	5	*	5	*	15	27%	7	*	15	47%	16	56%	5	*
White (not Hispanic)	72	50%	32	28%	83	49%	60	67%	94	60%	94	53%	40	70%
Unknown	4	*	0	0%	0	0%	3	*	0	0%	0	0%		
Language Fluency														
English Only	246	29%	145	26%	306	36%	226	58%	426	54%	431	52%	187	61%
Initially Fluent English Proficient	53	47%	27	56%	61	69%	37	81%	49	73%	51	73%	56	86%
Redesignated as Fluent English Proficient	32	22%	23	35%	124	36%	58	72%	92	60%	145	69%	81	81%
English Learners	42	7%	61	31%	88	36%	76	54%	146	38%	144	44%	72	46%
Unknown	11	18%	0	0%	16	31%	0	0%	0	0%	0	0%	0	0%

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

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

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

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2006
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Total for all English and Math A-G courses	Asian/Pacific Islander	525	446	399	458	484		86%	81%	81%	78%	82%		-4%
	Caucasian/White	406	514	312	312	276		82%	72%	72%	73%	69%		-13%
	Black/African Amer.	505	425	469	553	610		67%	65%	65%	54%	65%		-2%
	Hispanic/Latino	860	649	750	918	914		70%	64%	64%	72%	67%		-3%
	Native American	13	27	14	11	7		71%	70%	70%	64%	43%		-28%
	Other	4	1	0	0	3		75%	0%	0%	0%	67%		-8%
Total		2,314	2,062	2,061	2,252	2,294		76%	70%	74%	69%	69%		-7%
Total	All English	1,261	1,257	1,288	1,371	1,216		77%	75%	73%	72%	72%		-5%
English 09	Asian/Pacific Islander	65	56	67	66	57		86%	95%	78%	85%	81%		-5%
	Caucasian/White	61	58	67	54	35		89%	91%	61%	69%	49%		-40%
	Black/African Amer.	80	97	108	97	79		73%	79%	70%	7%	58%		-15%
	Hispanic/Latino	157	153	132	177	125		71%	84%	65%	84%	49%		-22%
	Native American	2	4	5	3	1		100%	100%	100%	33%	0%		-100%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
Total		365	368	379	397	297		77%	86%	69%	63%	57%		-20%
English 10	Asian/Pacific Islander	77	60	56	74	64		78%	78%	64%	76%	80%		2%
	Caucasian/White	58	52	57	57	48		76%	77%	61%	60%	71%		-5%
	Black/African Amer.	87	80	89	115	99		55%	64%	62%	63%	65%		10%
	Hispanic/Latino	134	133	137	125	150		66%	49%	62%	60%	73%		7%
	Native American	3	3	2	4	2		67%	33%	0%	75%	1%		-66%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
Total		359	328	341	375	363		68%	62%	62%	64%	72%		4%

English 11	Asian/Pacific Islander	52	58	43	46	43		94%	86%	77%	83%	77%		-17%
	Caucasian/White	52	49	40	37	35		75%	71%	75%	84%	83%		8%
	Black/African Amer.	57	69	59	55	86		70%	70%	73%	73%	74%		4%
	Hispanic/Latino	103	106	107	124	93		72%	61%	70%	78%	61%		-11%
	Native American	2	3	1	1	1		50%	100%	0%	100%	0%		-50%
	Other	0	0	0	0	1		0%	0%	0%	0%	100%		100%
Total		266	285	250	263	259		76%	71%	72%	79%	71%		-5%
English 11 Honors	Asian/Pacific Islander	14	16	17	14	26		100%	73%	100%	100%	100%		0%
	Caucasian/White	7	5	9	10	4		100%	90%	100%	100%	100%		0%
	Black/African Amer.	4	3	13	11	10		75%	58%	100%	100%	100%		25%
	Hispanic/Latino	5	6	15	16	16		100%	72%	100%	94%	94%		-6%
	Native American	0	0	1	0	0		0%	0%	100%	0%	0%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
Total		30	30	55	51	56		97%	93%	100%	98%	98%		1%
English 12	Asian/Pacific Islander	35	52	55	43	39		97%	94%	93%	79%	97%		0%
	Caucasian/White	42	43	38	34	28		88%	91%	89%	85%	86%		-2%
	Black/African Amer.	55	51	46	51	51		87%	80%	85%	76%	80%		-7%
	Hispanic/Latino	84	80	85	87	94		88%	89%	80%	86%	82%		-6%
	Native American	2	1	3	0	1		100%	100%	100%	0%	100%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
Total		218	224	227	215	213		89%	77%	86%	82%	85%		-4%
AP English 12	Asian/Pacific Islander	8	11	16	20	8		88%	100%	94%	100%	88%		0%
	Caucasian/White	8	3	7	12	10		100%	100%	86%	92%	100%		0%
	Black/African Amer.	4	3	7	14	4		100%	100%	100%	93%	100%		0%
	Hispanic/Latino	3	2	6	24	6		67%	100%	100%	88%	83%		16%
	Native American	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
Total		23	19	36	70	28		91%	100%	94%	93%	93%		2%

Total	All Mathematics	1053	805	773	881	1,078		74%	59%	77%	64%	67%		-7%
Algebra I	Asian/Pacific Islander	76	56	26	67	65		83%	70%	62%	61%	80%		-3%
	Caucasian/White	55	81	19	40	44		80%	63%	58%	50%	61%		-19%
	Black/African Amer.	105	64	34	97	115		65%	48%	82%	47%	58%		-7%
	Hispanic/Latino	195	96	97	187	167		59%	45%	60%	56%	56%		-3%
	Native American	4	9	0	1	2		75%	44%	0%	0%	1%		-74%
	Other	4	1	0	0	1		75%	0%	0%	0%	100%		25%
Total		439	307	176	392	394		68%	55%	64%	54%	61%		-7%
Geometry	Asian/Pacific Islander	70	73	61	35	73		89%	59%	79%	71%	66%		-23%
	Caucasian/White	39	135	42	26	37		90%	59%	71%	77%	51%		-39%
	Black/African Amer.	63	38	67	48	80		56%	34%	52%	58%	51%		-5%
	Hispanic/Latino	82	50	114	59	149		63%	42%	64%	66%	66%		3%
	Native American	0	3	1	0	0		0%	100%	0%	0%	0%		0%
	Other	0	0	0	0	1		0%	0%	0%	0%	0%		0%
Total		254	299	285	168	340		72%	53%	65%	67%	61%		-11%
Algebra II-Trig	Asian/Pacific Islander	63	40	26	52	59		81%	78%	96%	67%	80%		-1%
	Caucasian/White	45	58	27	23	21		67%	71%	89%	74%	62%		-5%
	Black/African Amer.	30	16	36	42	57		67%	38%	89%	55%	60%		-7%
	Hispanic/Latino	52	21	48	68	60		81%	71%	96%	68%	70%		-11%
	Native American	0	3	1	2	0		0%	67%	100%	100%	0%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
Total		190	138	138	187	197		75%	69%	93%	66%	69%		-6%
Advanced Topics (formerly Pre-calculus)	Asian/Pacific Islander	41	5	44	7	19		90%	60%	93%	86%	95%		5%
	Caucasian/White	20	19	12	8	3		95%	79%	100%	100%	100%		5%
	Black/African Amer.	11	5	23	10	7		91%	100%	100%	70%	100%		9%
	Hispanic/Latino	29	2	37	11	16		100%	100%	86%	73%	100%		0%
	Native American	0	0	1	0	0		0%	0%	100%	0%	0%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
Total		101	31	117	36	45		94%	81%	93%	81%	98%		4%

Pre-Calculus Honors	Asian/Pacific Islander		7					100%						N/A
	Caucasian/White		9					92%						N/A
	Black/African Amer.		1					100%						N/A
	Hispanic/Latino		0					100%						N/A
	Native American		0					0%						N/A
	Other		0					0%						N/A
Total			17					96%						N/A
Calculus	Asian/Pacific Islander		10					100%						N/A
	Caucasian/White		13					92%						N/A
	Black/African Amer.		1					100%						N/A
	Hispanic/Latino		1					100%						N/A
	Native American		0					0%						N/A
	Other		0					0%						N/A
Total			25					96%						N/A
AP Calculus	Asian/Pacific Islander	24	7	32	34			92%	86%	100%	94%			2%
	Caucasian/White	19	8	6	11			95%	63%	100%	91%			-4%
	Black/African Amer.	9	2	10	13			78%	100%	100%	92%			14%
	Hispanic/Latino	16	1	9	40			94%	100%	89%	85%			-9%
	Native American	1	1	0	0			0%	100%	0%	0%			0%
	Other	0	0	0	0			0%	0%	0%	0%			0%
Total		69	19	57	98			90%	79%	98%	90%			0%
AP Calculus A	Asian/Pacific Islander					14						93%		N/A
	Caucasian/White					5						100%		N/A
	Black/African Amer.					11						91%		N/A
	Hispanic/Latino					17						82%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
Total					47							89%		N/A

AP Calculus B	Asian/Pacific Islander					17						94%		N/A
	Caucasian/White					6						83%		N/A
	Black/African Amer.					11						73%		N/A
	Hispanic/Latino					21						90%		N/A
	Native American					0						0%		N/A
	Other					0						0%		N/A
Total						55						87%		N/A

Data source: San Lorenzo 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.