

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

Final Report:

Shafter High School

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SHAFTER HIGH SCHOOL

In this chapter, we describe the progress made by Shafter High School (SHS) California Academic Partnership Program (CAPP) California High School Exit (CAHSEE) Project during the five years that it implemented its CAPP CAHSEE program activities. Information for this chapter was taken from the *CAPP CAHSEE Workbooks* with supporting information gathered during site visits and follow-up telephone interviews.

The chapter opens with a brief description of the project. We follow this description with information about project changes and modifications including changes in key staff (including project leadership and staffing) and partnerships and collaborations. We then provide a summary on the progress made developing and implementing project services and activities. We also discuss our findings, outcomes, and analysis of the project activities at this site. Finally, we close with a summary and conclusions along with some recommendations.

Description of the School and Student Population

The Shafter High School (SHS) and Richland Junior High School (RJHS) CAPP California High School Exit Exam (CAHSEE) grant was a unique collaborative. The grant brought together two school districts, Kern County High School District and Richland School District, and a postsecondary educational institution, California State University at Bakersfield (CSUB). Further, Shafter was the only CAPP CAHSEE grants where a university was the lead institution. Despite the potential difficulty of bringing such divergent groups together, the collaboration successfully implemented many of the goals set over the years of the grant.

Located in the central valley about 20 miles outside of Bakersfield, SHS was founded in 1928 as part of the Kern High School District. As of the 2000 census, there were 12,736 people, 3,293 households, and 2,759 families residing in the city of Shafter. The racial makeup of the city was about 68 percent Hispanic or Latino, 44.5 percent White, 1.6 percent Black or African American, 1.3 percent Native American, and less than 1 percent were Asian, or Pacific Islander. The median household income was \$29,515, and 29.2 percent of the population were below the poverty line, including 36.8 percent of those under age 18. The city of Shafter is home to many migrant workers and their families. These individuals travel to Shafter to work on the massive farms throughout the central valley. As a result many students are transient, moving with their families to find work.

Table 1 shows the student demographics by ethnicity and language proficiency at SHS. Before the project began in 2000-01, there were 1,321 students at the school and the enrollment increased by 179 students to 1,500 in 2007-08. Hispanic or Latino students were consistently the

majority, forming over 70 percent of the enrollment in 2000-01 and over 85 percent in 2007-08 (a 15 percentage point increase). White students comprised the second largest racial group, with their population decreasing by 11 percentage points from 27 percent in 2000-01 to 14 percent in 2007-08. Less than 1 percent of the students enrolled at SHS were African-American, American Indian, Asian, or Pacific Islanders.

English Learners (EL) represented an average of one-fourth of the student population at SHS. They represented about 28 percent of the students in 2000-01 and 23 percent in 2007-08, a 5 percentage point decrease. About 25 percent of the students were Fluent English Proficient (FEP) in 2000-01, but over 40 percent were FEP in 2007-08 (a 15 percentage point increase in the population). Students who were Redesignated Fluent English Proficient (RFEP) formed almost 14 percent of the enrollment in 2000-01 and 9 percent in 2007-08 (a 5 percentage point decrease).

Table 1

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total Enrollment	1,321	1,302	1,284	1,348	1,419	1,469	1,507	1,500
Student Race/Ethnicity								
African American	2%	2%	1%	1%	1%	1%	1%	1%
American Indian/ Alaskan Native	1%	0%	0%	0%	0%	0%	0%	0%
Asian	1%	0%	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic or Latino	71%	75%	75%	77%	81%	81%	83%	85%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
Caucasian/White (not Hispanic)	27%	23%	23%	22%	19%	18%	16%	14%
Multiple or No Response	0%	0%	0%	0%	0%	0%	0%	0%
Language Proficiency								
English Learners	28%	32%	26%	26%	26%	22%	23%	23%
Fluent English Proficient	25%	20%	29%	30%	32%	40%	45%	40%
Redesignated as Fluent English Proficient	14%	14%	22%	6%	15%	14%	11%	9%

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%.

The California Department of Education (CDE) Dataquest Website shows that the over 52 percent of the students at Shafter were on free and reduced priced lunch in 2000-01 and 71 percent were in 2007-08 (a 19 percentage point increase). The Website also shows that the Academic Performance Index (API) at SHS was 508 in 2000-01 (the baseline year for the project). Although Shafter did not make its schoolwide growth target in 2000-01, it met its

comparable improvement target that year. Additionally, Hispanic/Latino and socio-economically disadvantaged students met their subgroup growth targets as did White students in 2000-01.

Our analysis of the baseline student data at Shafter show that the 10th grade English/Language Arts (ELA) pass rate was 44 percent and the math CAHSEE pass rate was 18 percent in 2001-02 (the first year that 10th graders took the CAHSEE). There were 1,239 students enrolled in both English and math A through G courses that year, with 630 enrolled in English and 609 in math in 2001-02.

In 2000-01, 23 percent of the 270 students enrolled in 12th grade enrollment took the SAT and 36 percent had a total score greater than the 1,000 threshold. The average verbal SAT score was 452 and the average math score was 461 so that the average total score was 913 in 2000-01.

Out of the 270 students enrolled in 12th grade in 2000-01, 266 graduated in 2001-02 so that the graduation rate was 99 percent in 2001-02. However, based on the NCES definition used by the CDE, the graduation was 93 percent in 2000-01. Twenty-seven percent of the graduates were eligible for admission into the University of California (UC) or California State University (CSU), but only three went to a UC and seven attended a CSU in 2000-01. Thirty-seven went to a community college that year. Finally, in 2000-01, eight students dropped out of Shafter (a 1 percent dropout rate).

Description of the Shafter High School CAPP CAHSEE Project

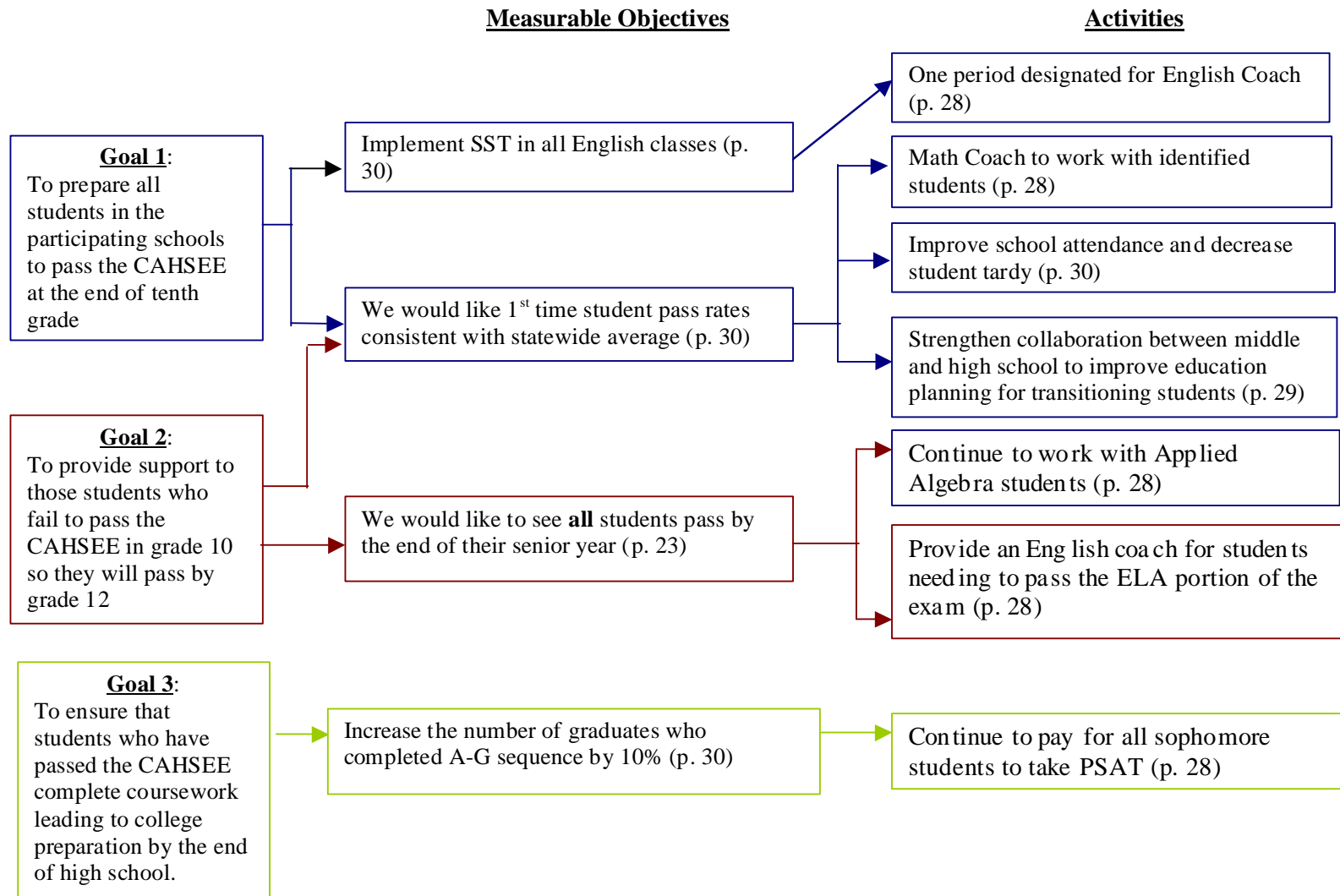
Project Objectives, Activities, and Focus

During the initial phases of the grant, Shafter High School (SHS) placed special emphasis on both math and English/language arts (ELA) to prepare its lowest performing students for the CAHSEE. This dual focus remained consistent throughout their participation in the CAPP CAHSEE project. Then in the later years of the project, SHS expanded the focus of their grant activities to include targeted interventions aimed at increasing student A through G completion rates.

Through curricular alignment of middle and senior high school course content, teacher training, targeted intervention, early assessment, and remediation, the partnership sought to ensure that all students at SHS are given the tools and support necessary to successfully pass the CAHSEE. Figure 1 shows the 2004-05 logic model for the SHS CAPP CAHSEE project. It shows that the program activities at Shafter were aligned to the overarching CAPP CAHSEE goals; but as with the case with other CAPP CAHSEE project, each program activity invariably either directly or indirectly support and affect all CAPP CAHSEE goals.

Figure 1

2004-05 Logic Model for CAPP CAHSEE Goals, Measurable Objectives, and Activities: Shafter High School



Project Leadership and Staffing

The Shafter High School (SHS) CAPP CAHSEE project leadership and staffing remained stable over the five years of the grant (see Table 2: Leadership and Staffing Changes) due in part to the consistent leadership at the school, district, and CSUB. Unlike other schools and districts within the CAPP CAHSEE projects, there were no significant changes in leadership at SHS, Richland Junior High School (RJMS), or California State University, Bakersfield (CSUB). The stability contributed to their ability to focus their efforts, provided a continuum of support services, and evaluate and revise implemented activities. A major focus of the SHS project was to strengthen the collaboration and partnerships between RJHS, SHS, and CSUB. The project staff believed that by strengthening the partnership, successful student matriculation and transition would be seen as a joint effort in which all parties were equally invested.

Table 2

Leadership and Staffing Changes at Shafter high School

Name	Role(s) in CAHSEE Project	Role(s) in School/District/IHE	Year(s) in Role	Reason for Change
SY 2000-01				
James George	Coordinate CAPP CAHSEE project	Associate Vice President, Office of Academic Affairs, CSUB	2000-01	Replaced by Edwin Sasaki as CAPP CAHSEE project director
Michelle Jackson	Coordinate the project	Assistant Director, Outreach Office, CSUB	2000-01 to 2005-06	Shafter ended their involvement in CAPP CAHSEE in 2005-06
Charles Rekosh	Support the CAPP CAHSEE program	Principal	2000-01	Left; replaced by Jaime Quinonez
Michelle Dowell		English Department Coordinator, Richland	2000-01	Left to take a position at the Kern High School District office; replaced by Karen Turner
SY 2001-02				
Edwin Sasaki	CAPP CAHSEE project director, CSUB	Director, Outreach Office, CSUB	2001-02 to 2005-06	Shafter ended their involvement in CAPP CAHSEE in 2005-06
Jaime Quinonez	Support the CAPP CAHSEE program and attend meetings	Principal, Shafter High School	2001-02 to 2005-06	Replaced Charles Rekosh as principal
Mike Lutz		CSUB math representative	2001-02 to 2002-03	Replaced Jorgen Berglund
Karen Turner	ELA Task Force	English Department Coordinator, Richland Junior High School	2001-02 to 2005-06	Replaced Michelle Dowell as English Department Coordinator
Valerie Turner	ELA Task Force	CSUB English representative	2001-02 to 2005-06	Replaced Rebeca Juarez

Name	Role(s) in CAHSEE Project	Role(s) in School/District/IHE	Year(s) in Role	Reason for Change
Melissa Pilshaw	ELA Task Force	English representative, Richland Junior High School	2001-02 to 2005-06	Replaced Susan Shaffer
SY 2002-03				
Connie Sack	Support the CAPP CAHSEE program; ELA Task Force	Assistant Principal, Curriculum and Instruction, Shafter High School	2002-03 to 2005-06	Shafter ended their involvement in CAPP CAHSEE in 2005-06
John Dirkse		CSUB math support	2002-03 to 2005-06	Replaced Mike Lutz
Mike Nichols		Math department Chair, Shafter High School	2002-03 to 2005-06	Shafter ended their involvement in CAPP CAHSEE in 2005-06
Kathy Mayes	Support the CAPP CAHSEE project; ELA Task Force	Principal, Richland Junior High School	2002-03 to 2005-06	Shafter ended their involvement in CAPP CAHSEE in 2005-06
Ken Murry		Math Department, Richland Junior High School	2002-03 to 2005-06	Shafter ended their involvement in CAPP CAHSEE in 2005-06
SY 2003-04				
None				
SY 2004-05				
Russell Shipley	ELA Task Force	Data analyst, Shafter High School	2004-05 to 2005-06	Shafter ended their involvement in CAPP CAHSEE in 2005-06
Susana Rudy	ELA Task Force	English teacher, CSULB	2004-05 to 2005-06	Shafter ended their involvement in CAPP CAHSEE in 2005-06

As stated previously, the SHS project was the only project led by a higher education partner because there were staffing changes at the high school during the time that CAPP requested grant proposals from interested schools. Additionally, SHS was in the process of hiring a new principal at that time. Consequently, in the absence of leadership at the high school, CSUB administration took the lead in writing and submitting the grant to the CAPP office. In the original proposal, CSUB was to work closely with SHS to achieve CAPP CAHSEE goals and provide direction for the new SHS administration. Although members of the CSUB math and English departments made concerted efforts to collaborate with the math and English teachers at Shafter, their physical location and inability to be involved in the day to day activities on the high school campus presented real challenges to implementation of CAPP CAHSEE program activities.

In reviewing the workbooks and data gathered from the site visits, it was apparent that SHS was not able to offer or implement as many CAPP CAHSEE supported activities as other CAPP CAHSEE sites. Further examination of the annual workbooks also indicated that SHS had fewer direct CAPP funds allocated to the school site. However in spite of this obstacle, SHS was able

to make great strides in increasing the overall CAHSEE pass rates for its students. It was our contention that if SHS was able to increase student achievement (as measured by CAHSEE pass rates) with limited resources, their impact could be greater with increased resources.

Unfortunately, SHS did not see the value added in continued participation in the CAPP CAHSEE project and did not renew their funding during the 2006-07 school year.

Partnerships and Collaboration

During the initial years of the project, the Shafter collaborative worked at strengthening ties among the collaborative members. In addition to an administrator, each school appointed a math and ELA faculty lead to the project. CSUB provided a coordinator who handled much of the administration of the grant and communicated with the CAPP office regarding requirements and deliverables. The CAPP CAHSEE grant provide time for RJHS and SHS teachers to meet regularly and establish collegial relationships that were minimal prior to this project. Although the math departments of SHS and RJHS had worked together prior to the CAPP CAHSEE project, the planning time allowed through CAPP funds helped to make the relationship stronger. Although their relationship was not as grounded as that of the math departments, the ELA teachers from both schools worked diligently to ensure open communication that led to greater collaboration between the two departments.

Administrative and content support from CSUB also assisted SHS and RJHS in developing articulation agreements and vertical teaming efforts. More specifically, the university supplied two faculty members, one in math and one in English, to help task forces established by the schools create vertically and horizontally aligned standards based curricula. As a result, both the junior and high school organized curricula teams to align curricula objectives with state standards during the early years of the project.

Teachers from both schools were on the task forces that organized curricula at and between schools. They also aligned their curricula to state standards with help from CSUB faculty. ELA faculty from both schools created standards binders for faculty in their departments. At RJHS, the coordinator received assistance from the principal. The junior high school also created portfolios for each student containing STAR test data, Accelerated Literacy level, and writing samples from kindergarten through the 6th grade. The junior high school now sends student data and portfolios to the high school during the summer, and the SHS counseling staff and CAPP coordinator use this data to place students in an appropriate English and/or reading class. These data were particularly useful when determining students' reading level and need for intervention.

The math departments of both schools also benefited greatly from the task force meetings. During the early years of the project, the math departments concentrated their efforts on: (1)

discussing, developing, and collecting materials for the new CAHSEE courses; and (2) discussing strategies for getting students more involved and engaged in their homework. The math departments also developed an articulation agreement for Algebra. The two faculty groups aligned curricula and developed a standardized placement tool in Algebra for SHS students, who formerly attended Richland. The placement procedure ensured appropriate student placement based on their abilities.

Implementation: Activities and Issues, SY 2001 – 2007

In this section, we describe and analyze the implementation of program activities and services at Shafter High School (SHS) CAPP CAHSEE site from 2000-01 through 2006-07. For the past three years, we worked with the SHS CAPP CAHSEE project to develop logic models that aligned program activities to the CAPP CAHSEE overarching goals and project specific measurable objectives and outcomes. In the process, we learned that a particular activity being implemented addressed multiple CAPP CAHSEE goals and project objectives. Consequently, we focus on three major areas (professional development, curriculum and instruction, and student support and remediation) and analyze how each supported the CAPP CAHSEE overarching goals and the SHS CAPP CAHSEE project's specific objectives in our discussion and analysis of the program activities and supporting data. In addition, we describe challenges that SHS CAPP CAHSEE project faced in implementing the program activities and services, as well as how they were addressed.

Professional Development

The staff development for Shafter High School (SHS) focused primarily on continued work on standards-based instruction, formation of data teams, collection and analysis of student performance data, and alignment of courses to the state standards. Therefore, SHS staff had the opportunity to participate in numerous professional development activities that assisted them in reaching their CAPP CAHSEE goals. The primary focus of professional development shifted throughout the five years of the project. As initial goals were accomplished, new areas of improvement were identified and addressed. Professional development activities moved from unpacking standards and aligning curriculum to the standards to common assessment and establishing benchmarks. Finally, they focused on the collection and analysis of student performance data.

Teachers accessed professional development training through the school district, local conferences, and in-service providers. Each semester, the district office published a staff

development calendar that listed a variety of available teacher workshops and over the years, they offered numerous teacher workshops. For instance, math and English teachers were brought together to review the CAHSEE study guide and to determine how to use the state review materials and test that were developed by the math and English district facilitators. Additionally, during the 2004-05 school year, all SHS departments were given 18 hours of additional professional development time to work on performance assessments.

Teachers also had the option of participating in staff development provided by the California Instructional Time and Staff Development Reform Program. These professional workshops covered issues such as: the state standards; standards covered on the CAHSEE and STAR exams; released test questions; and review questions to be used as warm-up activities and key vocabulary. SHS teachers participated in in-service trainings that focused on standards and common assessment development. Additionally in 2005, all core department chairs, the principal, and assistant principal of instruction participated in an additional one-day benchmark workshop.

Advancement Via Individual Determination (AVID) teachers participated in the AVID trainings and the summer institute. Staff who worked with EL students also participated in many workshops. In addition, all teachers who implemented the Accelerated Reader program participated in a two-hour instructional training, and all beginning teachers participated in the staff development program offered through the BTSA program.

Toward the end of their participation in the CAPP CAHSEE project, SHS focused on training teachers to infuse standards into their instruction. SHS administration believed that more focused instruction would better prepare students for the CAHSEE and other standardized examinations. As a result of the what was learned from professional development training, SHS provided time in the summer for core subject teachers to develop benchmark assessments and scope and sequencing for courses, as well as identify key vocabulary and ideas for non-core teachers to support instruction. There was a very clear focus on standards-based instruction, standards-based assessment, and school wide literacy.

In response to student needs, SHS focused a large amount of time, resources, and professional development to literacy instruction. During the 2004-05 school year, a campus “literacy committee” was formed to monitor and promote school wide student literacy. The committee consisted of the principal, assistant principal of instruction, library media teacher, representatives from the core curriculum, and some non-core curriculum areas. The committee met several times during the school year to discuss school wide needs, strategies and progress.

Richland Junior High School (RJHS) also participated in several professional development activities over the course of the project, which included: Thinking Maps, AVID, Odyssey, Middle School Conference, GEAR Up, and a Marzano workshop. Odyssey workshops provided

strategies and teaching materials in English Language Development (ELD), English/Language Arts (ELA), math, science, health, and social studies. Additionally, Odyssey introduced the use of thinking maps, which allowed students to conceptualize and organize ideas in a variety of ways. Many RJHS teachers implemented the Odyssey materials and strategies in their classrooms and in the after school programs.

Curriculum and Instruction

From its inception, Shafter High School (SHS) was greatly concerned about the CAHSEE and its effect on their student population. Considering its high English learner (EL) population, SHS was concerned that a number of their students would not be able to gain the necessary skill to pass the CAHSEE by 12th grade. SHS entered into a productive dialogue with RJHS and began to align the curricula and establish benchmarks. They now share more detailed student data and are working on vertically teaming within the English and math departments so students are exposed to common terminology, concepts, and curriculum. The SHS faculty, with the assistance of their administration and faculty from CSUB, created CAHSEE courses in math and English to help struggling students pass the exam. The SHS faculty ensured that courses were aligned with state standards and were applicable to the CAHSEE exam. The primary instructional strategy focused on five major areas: 1) Literacy across the curriculum; 2) EL; 3) standards-based instruction; 4) targeted math interventions; and 5) benchmark assessments.

Literacy Articulation

Shafter High School (SHS) teachers worked diligently to ensure curriculum articulation and remediation from middle to high school. Teachers from both SHS and Richland Junior High School (RJHS) formally exchanged curricula and academic information of incoming students, which allowed SHS to place students in appropriate classes based on their academic proficiency level. RJHS provided SHS with student portfolios that contained writing samples dating back to kindergarten, STAR test results, and literacy staging cards. Thus, students at SHS were placed into English/language arts (ELA) classes based on their prior academic achievement.

Additionally, SHS faculty created and implemented several reading programs increase the reading skills of 9th and 10th graders (such as, the Accelerated Reader (AR) that had been implemented at RJHS for several years). SHS adopted AR in 2003-04 for incoming 9th graders. Referred to as Shafter High School Sharp program, the program aimed to increase students' reading abilities through goal setting and incentives. The implementation and success of AR at

SHS is a direct result of the early collaboration efforts between the schools and continued as an integral part of instruction for the life of the project.

During the 2004-05 school year, SHS and RJHS began a campuswide literacy programs. The goal was to incorporate reading into all classes, not just ELA classes, and was based on the belief that an increase in literacy skills would lead to an increase in the CAHSEE pass rate. SHS also created five literacy classes for incoming freshmen who read below the 6th grade level. SHS ELA faculty used a variety of instructional strategies, tools, and curriculum to provide these students with literacy skills from basic decoding to comprehension. In addition, SHS incorporated the AR program into the curriculum for most 9th and 10th grade students. In 2005-06 SHS expanded the program to include 11th and 12th grades. In the four years, the number of AR offerings increased from fewer than 100 to over 3,000 novels.

RJHS also focused on reading across the curriculum by incorporating summary writings of assigned readings in courses outside of English. In the 2004-05 school year, RJHS incorporated on-demand writing into the 7th grade curriculum to better prepare students for state tests, including the CAHSEE. In 2005-06, ELA teachers at Richland also implemented 8th grade on-demand writing and all RJHS students participated in Richland Readers Explore and Discover (RREAD). RREAD is basically sustained silent reading that occurred daily for 15 to 30 minutes during the fifth period for all students. The total number of pages read, including at-home readings, was reported by teachers and students.

English Language Learners

The English/Language Arts (ELA) department worked closely with a faculty member from California State University, Bakersfield (CSUB) to develop teaching strategies for improved student success. The university also worked with the high school to find grade-appropriate reading materials that were accessible to some of the lower level readers at the school. Vocabulary was a great obstacle, especially for English learners (EL). SHS began to use the state-issued CAHSEE workbook to expose students to CAHSEE concepts and questions phrasing.

A major concern of ELA teachers for was the lack of exposure that the EL had to the English language. Teachers learned early in the project that Spanish-speaking students did not get enough practice using English because outside their classrooms, most students conversed in Spanish with friends and family. Therefore in 2003-04, SHS devised a Spanish Literacy class for English Language Development (ELD) 1 students who were not literate in their first language. The program continued throughout the CAPP CAHSEE project. Students took the Spanish Literacy class in conjunction with two periods of ELD 1. The course premise was based on

research that showed language acquisition occurred best with students who were literate in their home language. Because many SHS students had very little formal education in Mexico, SHS faculty believed that “inadequate reading skills were one of the greatest impediments to students’ ability to pass both the ELA and math CAHSEE.” Therefore, they made a concerted effort to devise reading classes and curricula that addressed and overcame this problem.

Standards Binders

To ensure standards based instruction, the ELA department created binders that contained benchmarks for the program and were aligned to standards. The binders were designed to assist in designing standards-based assignments, vertically and horizontally aligning the curriculum to the standards, and tracking student progress. Each binder contained a breakdown of standards for each grade level and suggested teaching strategies. They were distributed to and used by teachers to create lessons. In addition to including benchmarks and assessments, the high school organized their binder to include “power standards,” which the Kern County High School District (KCHSD) has identified as the most crucial. Additionally, district staff continually worked with CSUB to develop cross curriculum writing prompts tied to the state standards. Since the CAHSEE is based on standards, SHS teachers felt that focusing on them in all grades via curriculum and teaching strategies would better prepare students for state tests.

RJHS went a step further and divided their binder into a standards-binder and a writing binder. Much like the SHS binder, the RMS standards binder included the Pulliam Essential Learnings (the most important standards) for each curricular area. Furthermore, the writing binders were divided into genres with a variety of helpful information in each section. ELA Teachers at RJHS reported that they really liked the writing binders and utilized many of the strategies in the binder.

Mathematics Department Curriculum Activities

SHS math department also collaborated with the RJHS math department to facilitate curriculum articulation. SHS created a summer math program entitled “CAHSEE test-cram” that identified students’ specific needs through a diagnostic evaluation and then they developed lessons based on the use of manipulative. Then targeted intensive instruction was then provided to targeted small groups of students. The instruction focused on the development of an education plan for each target topic, with emphasis on the CAHSEE standards. Struggling students in Foundations 1, Foundations 2, Applied Algebra, and converted Algebra 1 classes needed additional assistance almost daily. Consequently, during the 2004-05 school year, Shafter

assessed all *Foundations of Mathematics 1* students and offered four *Foundations of Mathematics 1* classes and eight foundations of Mathematics 2 classes for students who did not have the necessary skills to be in an Algebra 1 class. During summer school, the math coach began the initial assessment all students to determine areas of need and then worked with these students in small groups for six weeks to help them strengthen their math skills.

During the school year, students with extended absences were pulled out of class for concentrated help using marker boards, which made identification of errors easier with immediate feedback for corrections. The math department also developed CAHSEE courses for students who did not pass the exam. The course, like its ELA counterpart, was designed to teach students concepts and strategies. The math department worked closely with CSUB to determine the best instructional material to use in the course and settled on Connected Math.

The math department at RJHS also created an innovative program to address the needs of their lower performing 6th grade math students. During their elective period, these students attended a math tutorial where teachers worked with students in groups of 20 to 25 to address their weakest math skills to prepare them for high school level math courses and exams like the CAHSEE.

Benchmarks

During the initial phase of the project, SHS faculty worked with RJHS faculty to develop common benchmarks in fractions, decimals, and percents for both schools. Faculty administered an exam to cover these topics and then met to discuss the results of the test. The math teachers from both schools found that many of the students' greatest struggles were around basic math concepts considered primary school skills. During the next phase, the schools developed clusters of benchmark questions to allow teachers to frequently assess the extent to which students mastered a specific standard.

For the 2005-06 school year, the Kern High School District (KHSD) contracted with EDUSOFT, a software analysis company, to provide the district with access to state and local assessment data. As part of the contract the district was able to create benchmark assessments in the four core curriculum areas from EDUSOFT's bank of assessment questions. Core curriculum teachers generated the assessments over the summer of 2005 and early September of 2005, along with pacing and testing calendars. Once the exams were administered, teachers accessed their particular classes' benchmark exam data using the EDUSOFT program. The SHS testing director facilitated exam preparation, coping, and scanning. Principals and assistant principals were given reports on student results for all exams. Teachers, however, could only access their own student achievement scores. Teachers could share the available data at their data team meetings to help

make curricular and instructional decisions. The teams who created the original benchmark exams also reconvened to evaluate the exams and make any necessary revisions.

College Preparation

Shafter High School (SHS) engaged in a number of college preparation activities as the faculty and CSUB representatives sought to introduce college requirements and advanced courses to students. CSUB faculty also visited the SHS campus and spoke with various groups of students about higher education. SHS also participated in AP and IB programs which gave students an opportunity to take college-level courses and exams while still in high school. Additionally, SAT preparation classes were offered on Shafter's campus where juniors and seniors from neighboring high schools also attended the preparation workshop.

Over the years, SHS organized many field trips to help students realize their opportunities in postsecondary education, which included the Latina Conference, Migrant Youth Day, and college tours. Although a majority of these activities took place at CSUB, they also visited other universities such as: Fresno State University; University of California, Santa Barbara; and Taft College. CSUB admission/outreach personnel presented different college options, including the California State University System, the University of California system, community colleges, and private universities.

Early Assessment Program (EAP) represented another form of assessment and collaboration between Shafter and Cal State. EAP allowed high school students to take the entrance exam for California State University (CSU) and those who passed did not have to take the exam again upon entering the CSU system. Students who did not pass were assessed according to weakness, and intervention strategies were then implemented to strengthen those areas. SHS also implemented expository writing modules (part of the Early Assessment program) that mimicked the type of writing students will need to do at a university level.

Student Support and Remediation

During the CAPP CAHSEE funding cycle, the collaborative concentrated much of their efforts on establishing strong student support programs. They worked on instituting tutoring programs with the help of CSUB, math and English coaches, and remedial course offerings. The collaborative also tried to outreach to parents, but face particular challenges in this area.

Tutoring Programs

Initially, CSUB provided SHS and RJHS with tutors for lower achieving students. Tutors often worked one-on-one with students in math and English. CSUB provided KEMP, AVID certified tutors to work in ELA classrooms. They also provided math tutors to both schools through the America Counts and AVID programs. Unfortunately, CSUB was unable to provide as many tutors in both subjects as needed. Transportation for CSUB students to and from the outlying junior and senior high schools was a challenge. In an attempt to remedy the problem, the university asked the high school to identify recent SHS graduates who were now attending CSUB, would be appropriate English or math tutors, and might have fewer transportation issues. This effort helped, but did not eliminate the problem and CSUB was unable to continue providing tutors during the latter years of the project.

Remediation

As a result of the CAPP CAHSEE project, SHS provided student support and remediation that addressed the CAPP CAHSEE goals through: early assessment; English and math coach to work with identified and high risk students; and CAHSEE specific courses.

SHS administration believed it was critical to provide students with support and remediation as early as possible. To ensure that a student to received the services needed immediately, SHS created a system for identifying the lowest 25 percent of incoming students prior to the beginning of the school year in 2003-04. Identification of these students was based on the pre-test given at the beginning of the summer school program. Once identified, students were grouped together to work with the math coach, who focused on either the state standards or CAHSEE strands where students had difficulty.

During the school year, teachers also identified students who did not pass the CAHSEE based on the potential for passing the test and on strands in which they had struggled. They were grouped together in small groups of six or less for additional support. Students with skill gaps were tutored frequently for the two weeks prior to the administration of the CAHSEE. In addition, CAHSEE review nights were scheduled for any student who wished to attend.

In 2004-05, the math and English coaches and classroom teachers discussed and monitored student progress several times a week. The math coach worked in classrooms with teachers to identify students who needed additional support and then worked with the students individually or in small groups in the classroom or in her work area. The math coach also met with both sophomores and juniors as she prepared them to take the CAHSEE.

In the 2005-06 school year, SHS designated one class period for an English coach and one class period for a math coach. A SHS English teacher worked with English teachers on classroom instructional strategies for students struggling with the CAHSEE and coordinated the implementation of the Accelerated Reader Program (AR). Similarly, a SHS math teacher worked with math teachers and small groups of students. The math coach helped teachers to develop effective classroom management skills, collaborated with them on lesson planning and assessment development to maximize student learning, and assisted in the classrooms of new teachers. Additionally, the math coach pulled out small groups of seniors who did not pass the February administration to help them review for the May CAHSEE administration.

In keeping with the focus of incorporating literacy across curriculum, which evolved during the course of the CAPP CAHSEE project, the math coach incorporated more reading and writing into the Algebra and Applied Algebra curriculum. For the Applied Algebra classes, a set of short one-page historical math vignettes along with a pre-read worksheet was compiled to provide students with a preview of what they will be reading.

Additionally, SHS offered Applied Algebra courses specifically designed to target juniors and seniors who had not passed the CAHSEE. The math coach, along with another math teacher, provided after school tutoring to juniors and seniors four times a week for three weeks before the exam to help them prepare for the exam. Through an item analysis of the data, they also focused their remediation efforts on student's identified areas of weakness and used the same strategies for the sophomores.

Findings, Outcomes, and Analysis

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

Student Outcomes

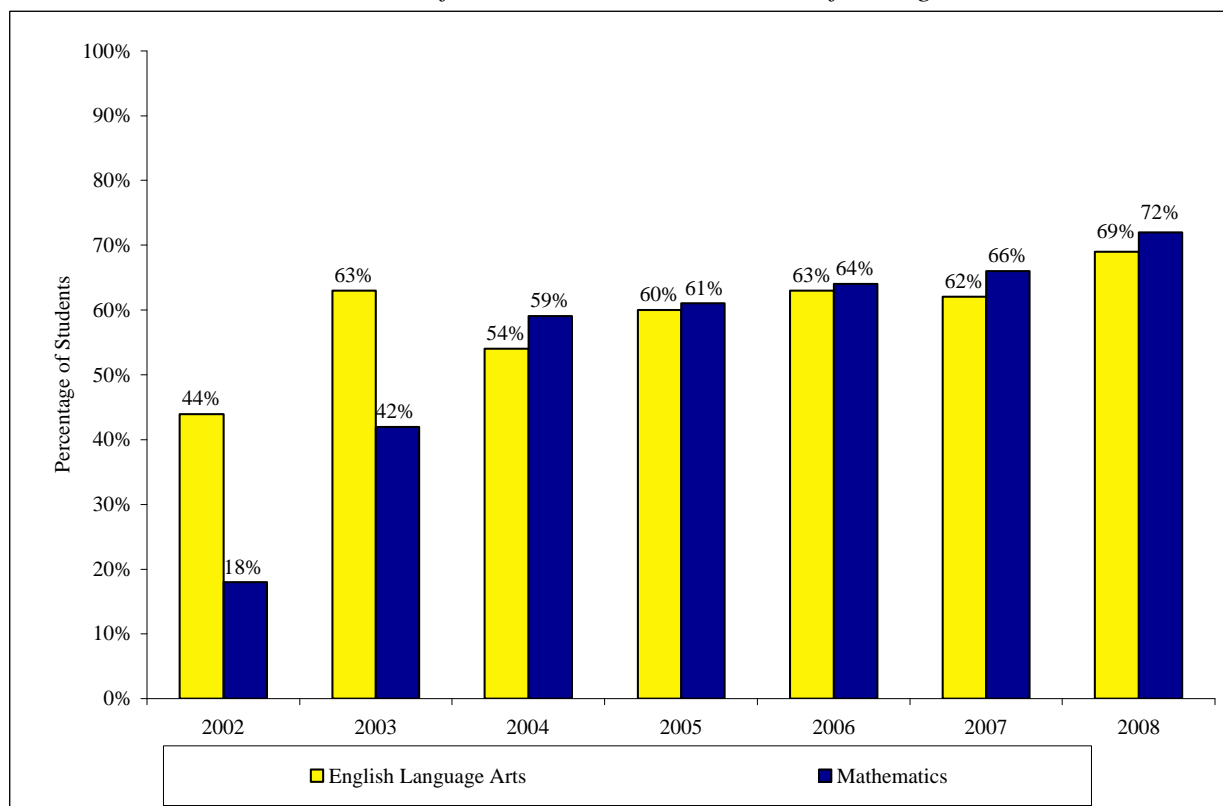
Student outcomes will be discussed using longitudinal data found on the California Department of Education (CDE) website, the California Postsecondary Education Commission, as well as from Shafter High School. The tables that follow display student performance on the CAHSEE, A through G courses, and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

California High School Exit Exam (CAHSEE)

Our analysis of the longitudinal CAHSEE data shows that the 10th grade CAHSEE pass rates have increased in both ELA and math since the CAPP CAHSEE project began at Shafter High School (see Figure 2). The 10th grade ELA CAHSEE pass rate increased by 25 percentage points from 22 percent in 2001-02 to 69 percent in 2007-08 and the math CAHSEE pass rate increased by 54 percentage points from 18 percent in 2001-02 to 72 percent in 2007-08.

Figure 2

Tenth Grade CAHSEE Pass Rates from 2001-02 to 2006-07: Shafter High School



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

Table 3 shows that Hispanic/Latino students had a 27 percentage point increase in their ELA CAHSEE pass rate from 38 percent in 2001-02 to 65 percent in 2007-08 and Caucasian/White students had a 31 percentage point increase from 61 percent in 2001-02 to 92 percent in 2007-08. English Only (EO) students had a 29 percentage point increase in the ELA pass rate from 60 percent in 2001-02 to 89 percent in 2007-08. The ELA pass rate for students who Redesignated Fluent English Proficient (RFEP) remained consistent at 80 percent in 2002-03 (where there was sufficient data) and in 2007-08, although it fluctuated slightly with a low of

73 percent in 2004-05. There was a slight increase in the ELA pass rate for students who were Limited English Proficient (LEP) from 19 percent in 2001-02 to 23 percent in 2007-08 (a 4 percentage point increase). The ELA pass rates for 10th graders who were socio-economically disadvantaged increased from 38 percent in 2001-02 to 65 percent in 2007-08 (a 27 percentage point increase) and those for students who were in special education increased by 21 percentage points from 17 percent in 2001-02 to 38 percent in 2007-08.

Table 3

Tenth Grade English Language Arts CAHSEE Pass Rates by Major Subgroups¹ (2001-02 through 2007-08): Shafter 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	44%	63%	54%	60%	63%	62%	69%	25%
Student Race/Ethnicity								
Hispanic or Latino	38%	45%	50%	57%	60%	58%	65%	27%
Caucasian/White (not Hispanic)	61%	65%	68%	77%	80%	82%	92%	31%
Language Proficiency								
English Only	60%	59%	61%	69%	78%	75%	89%	29%
Redesignated as Fluent English Proficient	*	80%	82%	73%	82%	76%	80%	0%
Limited English Proficient	19%	20%	21%	18%	29%	14%	23%	4%
Additional Student Subgroups								
Socio-economically Disadvantaged	38%	44%	48%	53%	58%	57%	65%	27%
Special Education	17%	3%	9%	14%	5%	23%	38%	21%

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

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

As seen in Table 4, there were also increases in the 10th grade math CAHSEE pass rates for all student subgroups. There was a 54 percentage point increase in the ELA pass rate for Latino/Hispanic students from 17 percent in 2001-02 to 71 percent in 2007-08. The math CAHSEE pass rate for Caucasian/White 10th grade students increased by 61 percentage points from 19 percent in 2001-02 to 80 percent in 2007-08. Similarly, EO students had an increase of 66 percentage points in their math CAHSEE pass rate from 19 percent in 2001-02 to 85 percent in 2007-08. The math CAHSEE pass rate for RFEP students increased by 23 percentage points from 59 percent in 2002-03 to 82 percent in 2007-08 and LEP students had a 35 percentage point increase from 7 percent in 2001-02 to 42 percent in 2007-08. There was a 52 percentage point

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 SY 2001-02.

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.

increase in the math CAHSEE pass rates of students who were socio-economically disadvantaged from 18 percent in 2001-02 to 70 percent in 2007-08. Finally, students who were in special education had a 33 percentage point increase from 5 percent in 2001-02 to 38 percent in 2007-08.

Table 4

*Tenth Grade CAHSEE Math Pass Rates by Major Subgroups⁴ (2001-02 through 2007-08):
Shafter 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	18%	42%	59%	61%	64%	66%	72%	54%
Student Race/Ethnicity								
Hispanic or Latino	17%	30%	54%	58%	62%	63%	71%	54%
Caucasian/White (not Hispanic)	19%	42%	76%	76%	73%	78%	80%	61%
Language Proficiency								
English Only	19%	35%	66%	68%	67%	74%	85%	66%
Redesignated as Fluent English Proficient	*	59%	71%	72%	89%	79%	82%	23%
Limited English Proficient	7%	15%	38%	24%	34%	35%	42%	35%
Additional Student Subgroups								
Socio-economically Disadvantaged	18%	30%	54%	56%	59%	64%	70%	52%
Special Education	5%	3%	23%	20%	5%	26%	38%	33%

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.

However, despite increases in the 10th grade CAHSEE pass rates at Shafter, our analysis of the longitudinal data indicates that the project did not meet their objective of having their first-time student CAHSEE pass rate be consistent with the statewide average. The ELA CAHSEE pass rates were below the statewide average in 2001-02 and 2007-08. In 2001-02, the statewide ELA CAHSEE pass rate was 54 percent and it was 44 percent at Shafter High school; similarly, the statewide math pass rate was 78 percent in 2007-08 and at Shafter, it was 72 percent. Therefore, we can infer that the Shafter High School CAPP CAHSEE project did not meet its objective of having a consistent pass rate as the statewide pass rate among first-time takers. In addition, our analysis of the longitudinal data implies that SHS did not meet the CAPP CAHSEE goals of preparing all students to pass the CAHSEE at the end of grade 10.

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.

Table 5 shows the 2000-01 to 2006-07 CAHSEE pass rates for 11th and 12th grade at Shafter High School. The data indicates that 11th graders only took the CAHSEE in 2002-03, 2004-05, and 2005-06 while 12th graders only took the CAHSEE in 2005-06. The available data shows that there was a 1 percentage point reduction in the 11th grade ELA pass rate from 25 percent in 2002-03 (when they first took the test) to 24 percent in 2006-07. In comparison, the math pass rate for 11th graders at Shafter increased by 5 percentage points from 23 percent in 2002-03 to 28 percent in 2006-07. The data implies that the project did not attain its project objective for all students to pass the CAHSEE by the end of their senior. Further, the project did not successfully support those who failed to pass the CAHSEE by grade 12.

Table 5
Eleventh and Twelfth Grade CAHSEE Pass Rate from 2000-01 to 2006-07: Shafter High School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2000-01 to 2006-07
ENGLISH/LANGUAGE ARTS								
Eleventh Grade			25%		35%	24%		-1%
Twelfth Grade						25%		
MATHEMATICS								
Eleventh Grade			23%		41%	28%		5%
Twelfth Grade						21%		

A through G Course Completion and Pass Rate

We examined longitudinal data on A through G course enrollment and pass rate, SAT results, high school graduation and eligibility for UC/CSU, number of graduates going to UC, CSU, and community colleges, and high school drop out data to determine if the CAPP CAHSEE program activities at Shafter ensured that those who passed the CAHSEE completed college preparatory courses that lead to college admission.

Table 6 shows a reduction of 356 students in the enrollment of A through G courses from 1,239 in 2002 to 1,595 in 2004-05 (the last year that we were able to obtain data from SHS). The ELA A through G course enrollment decreased by 159 students from 630 in 2001-02 to 789 in 2004-05 and by 197 for math A through G courses from 609 students in 2001-02 to 806 in 2004-05. The pass rates for all A through G courses decreased by 11 percentage points from 82 percent in 2001-02 to 71 percent in 2004-05. There was an 11 percentage point decrease in the English A through G pass rate from 84 percent in 2001-02 to 73 percent in 2004-05 and a 10 percentage point decrease in the math pass rate from 79 percent in 2001-02 to 69 percent in 2004-05. Consequently, the project did not attain the CAPP CAHSEE goals of ensuring that students who passed the CAHSEE completed coursework that lead to college admission.

Table 6

Number of Students Enrolled in A through G College Preparatory Courses and Percentage Passing With a Grade C or Better, By Ethnicity (2002 through 2007): Shafter 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*	
Math & English	Total	1,239	994	923	1,595			82%	79%	78%	71%			-11%
Total for all English and Math A-G courses	Asian/Pacific Islander	2	0	0	0			94%	100%	0%	100%			6%
	Caucasian/White	28	31	21	31			83%	84%	80%	76%			-7%
	Black/African Amer.	0	1	2	6			86%	100%	75%	91%			5%
	Hispanic/Latino	71	54	100	156			80%	76%	77%	69%			-11%
	Native American	0	0	0	1			0%	0%	0%	100%			0%
English	Total	630	645	643	789			84%	85%	84%	73%			-11%
Math	Total	609	424	342	806			79%	70%	62%	69%			-10%

Data source: Shafter 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

* No data was available for 2005-06 or 2006-07 because Shafter High School no longer participated in CAPP CAHSEE grant.

SAT Results, College Admission, and High School Dropouts

The SAT results in table 7 show that the 12th grade enrollment increased by 67 students from 270 in 2000-01 to 337 in 2006-07 and there was a 3 percentage point increase in the percent of 12th graders who took the SAT. The average verbal score decreased by 34 points from 452 in 2000-01 to 439 in 2006-07 and the average math score reduced by 21 points from 461 in 2000-01 to 440 in 2006-07. Consequently, the average total SAT scores (consisting of verbal and math scores only) decreased by 34 points from 913 in 2000-01 to 879 in 2006-07. During the two years that the writing component was added to the aggregate SAT score, the average writing score decreased by 7 points from 433 in 2005-06 to 426 in 2006-07. The percentage of students who met the target SAT score decreased by 16 percentage points (from 36 percent in 2000-01 to 20 percent in 2006-07). However, with the addition of the SAT writing test, the combined score target increased to 1500 in 2005-06 so that the percentage of students who met the target score is not strictly comparable to the data for previous years.

Table 7

SAT Results (2000-01 through 2006-07): Shafter 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	270	284	312	311	318	272	337	67
% 12th Graders Tested	23%	20%	20%	17%	13%	15%	26%	3%
Average Verbal Score	452	443	446	433	450	440	439	-13
Average Math Score	461	478	463	454	467	423	440	-21
Average Writing Score ⁷						433	426	-7
Average Total Score (VM only)	913	921	909	887	917	863	879	-34
% Tested with Total Score > 1000 ⁸	36%	31%	34%	26%	29%	15% ⁹	20%	-16%

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

The data in Table 8 indicate an increase in the number of students who graduated from Shafter from 266 students in 2000-01 to 286 in 2006-07 (an increase of 20 students). Despite this increase in numbers, there was a 14 percentage point reduction in the graduation rate from 99 percent in 2000-01 to 85 percent in 2006-07. The reduction was smaller when we used the NCES

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.

graduation rate, which shows an 11 percentage point reduction from 94 percent in 2000-01 to 83 percent in 2006-07. Out of the 286 graduates from SHS, 27 percent were eligible for admission into UC/CSU in 2006-07 in comparison to the 21 percent who were in 2000-01 (an 6 percentage point increase).

Table 8

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

	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Change from 2000-01 to 2006-07</i>
12th Grade Enrollment	270	284	312	311	318	272	337	67
12th Grade Graduates	266	262	278	255	273	211	286	20
Graduation Rate ¹⁰	99%	92%	89%	82%	86%	78%	85%	-14%
NCES Graduation Rate ¹¹	94%	92%	93%	92%	90%	91%	83%	-11%
Percentage of UC/CSU Eligible Graduates	21%	14%	14%	13%	15%	13%	27%	6%

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

Table 9 illustrates the college-going data for SHS, which shows increases in the number of graduates who went to a UC, CSU, or community colleges, with more than twice as many going to a UC and community colleges in 2006-07 than in 2000-01. Only three students went to a UC in 2000-01 and seven went in 2006-07. Thirty-seven went to community colleges in 2000-01 and 75 were enrolled in 2006-07. There was an increase of 33 students among those who enrolled in a CSU from seven in 2000-01 to 40 in 2006-07.

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)]

Table 9

*Number of graduates going to UC, CSU, and Community Colleges (2000-01 through 2006-07):
Shafter 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>
UC	3	6	8	5	3	6	7	4
CSU	7	11	27	19	7	17	40	33
Community Colleges	37	89	73	83	37	74	5	38

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

Table 10 indicates that the dropout rate at Shafter increased by 3.4 percentage points from 2000-01 to 2006-07 with an increase of 60 students among those who dropped out (from 8 students in 2000-01 to 60 in 2006-07).

Table 10

High School Dropout Data (2000-01 through 2006-07): Shafter 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	8	23	16	24	45	21	60	52
Dropout Rate ¹²	0.6	1.8	1.2	1.8	3.2	1.4	4.0	3.4

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

In summary, the available data imply that the SHS CAPP CAHSEE program activities did not fully attain the third CAPP CAHSEE goal of ensuring that those who passed the CAHSEE completed college preparatory courses that lead to college admission. This was seen in the reduced number of students who enrolled and passed with a C or better in A through G courses, as well as the percentage of 12th graders who met the target score on the SAT, graduates who were eligible for UC/CSU, and the increase in the number of students who dropped out.

Staff and Teacher Outcomes

Teacher collaboration between Richland Junior High School (RJHS) and Shafter High School (SHS) increased through the CAPP CAHSEE grant. The teachers hope to continue the collaboration beyond CAPP CAHSEE.

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.

Schoolwide Outcomes

The California Department of Education (CDE) Dataquest Website shows that the Academic Performance Index (API) at SHS was 508 in 2000-01 (the baseline year for the project) and 641 in 2006-07; thereby making a 133 point increase from 2000-01 to 2006-07. Although Shafter did not make its schoolwide growth target in 2000-01, it met its comparable improvement target that year. However, in 2006-07, Shafter did not meet its schoolwide or comparable growth target. Additionally, Hispanic/Latino and socio-economically disadvantaged students met their subgroup growth targets in 2000-01 but did not in 2006-07. White/Caucasian students met their subgroup growth target in 2000-01 and 2006-07.

Institutionalization Issues

Throughout their participation in the CAPP CAHSEE grant, Shafter High School (SHS) have: increased communication and collaboration between SHS and Richland Junior High School (RJHS); developed and implemented Applied Algebra, and CAHSEE English and Literacy classes; implemented the Accelerated Reader (AR) program; and implemented the Kern High School District Cross-Curricular Writing Rubric. In 2003-04, they anticipated that with two more years of funding, they would move from curriculum development and delivery to direct student intervention for students who are struggling with the course work and necessary skills needed to pass the CAHSEE, as well as support and continue collaboration for teachers who are ultimately responsible and accountable for student success.

With CAPP funding, principals budgets, and Title I budgets Shafter continued to focus on intervention for the CAHSEE and continued to have literacy classes for students who read below grade level, which was supported with additional resources. Shafter continued to provide tutoring sessions prior to the administration of exams and to provide teachers with resources they needed to prepare students for the test. They also increased their counseling time to work with students on attendance, preparation for college, and career awareness.

The CAPP budget allowed Shafter to try interventions that may not have been tried without the funds and they would make every effort to continue the interventions that proved to be the most successful. With CAPP funding, Richland implemented writing benchmarks, the AR program, the collaboration among the three schools, the dissemination of valuable student information to Shafter, and the tutor program. However, the budget for Richland will not allow for such expenditures so that without CAPP, much of the progress made in these areas would cease.

The development of standards-based binders begun in 2003-04 and continued during their last year in CAPP CAHSEE in 2005-06. Since the CAHSEE is based on standards, the project decided to focus on them in all grades via curriculum and teaching strategies to better prepare students for state tests, including the CAHSEE. These binders also presented several practice tests that were written to mimic the STAR CST exams and standards. The overall goal of the binder was to provide both veteran and new teachers with an additional resource that would allow them to better align their curriculum and instruction to the California content area standards. Both schools have created and distributed their binders, and teachers were utilizing and will continue to utilize the standards-binder in their classrooms. However, the project did not have specific plans of how they would proceed to secure other funding sources once they no longer participated in the CAPP CAHSEE grant.

Summary, Conclusions, and Recommendations

The Shafter High School CAPP CAHSEE project continued to implement the Accelerated Reader program, provide math and English coaches to work with students who need intervention, teacher collaboration to improve student transition and placement, implement Applied Algebra, benchmark assessments, literacy for all students, standards binders, and professional development and teacher collaboration into their final year of CAPP CAHSEE program implementation. However, their program activities did not result in the attainment of the overall CAPP CAHSEE goals or their project specific activities. Consequently, we recommend that the school:

Close the achievement gap

The number of Latino students who passed both the math and ELA portion of the CAHSEE exam increased from 2001-02 to 2006-07, but they continued to score lower than White/Caucasian students at Shafter or at the statewide level. Although SHS has made great strides in increasing the number of students passing the CAHSEE, we recommend they continue to focus on closing the gap in the scores between these two groups of students. Activities like the migrant workers program are a good start, however, more should be done to reach these students who represent the majority of the student population.

Address the decline in the percentage of students completing and passing A through G courses

The percentage of students enrolling in and passing A through G courses continued to decline from 2001-02 to 2004-05 (the final year that there is available data from Shafter). The

third goal of the CAPP CAHSEE project is to ensure that students who pass the CAHSEE complete course work leading to college preparation by the end of high school. However at SHS, as the number of students passing the CAHSEE increased, the number completing and passing college-required courses decreased. We recommend that SHS determine the cause for the decline in students completing and passing the A through G courses and refocus some of its efforts to increase A through G completion and pass rates.

Expand the focus on standards to include item analysis of tests and looking at student work

The completion of the Standards Binder and the proposed ELA Stylistic Manual were helpful in institutionalizing standards based instruction. It is important for sites to realize that standards-based practice goes beyond identifying the standards in current curriculum, but includes creating standards based instructional practices. As the project approached the end of their involvement of the CAPP CAHSEE grant, teachers have internalized the importance of standards-based instruction and teacher-collaboration around the state standards. Although alignment of curricula to standards is critical, teachers also need to determine if the students are successfully mastering the standards. The effort will required more targeted examination of student responses to test items and examination of student errors to better understand where the slippage between learning the math concepts and full mastery of the standards exist; then a system needs to be in place to address the gaps in their knowledge and provide targeted interventions that would increase student achievement.

Appendices

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

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) at Calexico High School

Appendix A: Combined California High School Exit Exam (CAHSEE) Results by Ethnicity and Language Proficiency (2001- 2007 for Shafter 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	233	51%	175	44%	500	48%	291	54%	560	52%	709	45%	376	62%
Ninth Grade	233	51%												
Tenth Grade			175	44%	307	63%	291	54%	372	60%	376	63%	376	62%
Eleventh Grade					193	25%			188	35%	222	24%		
Twelfth Grade											111	25%		
Unknown														
Race/Ethnicity														
African American	5	*	3	*	8	*	2	*	3	*	3	*	2	*
American Indian/Alaskan Native	2	*	0	0%	0	0%	0	0%	0	0%	1	*	1	*
Asian	1	*	0	0%	0	0%	0	0%	2	*	2	*	1	*
Filipino	1	*	0	0%	1	*	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	160	43%	130	38%	407	45%	220	54%	457	57%	611	42%	317	58%
Pacific Islander	0	0%	1	*	0	0%	0	0%	1	*	0	0%	0	0%
Caucasian/White (not Hispanic)	53	79%	41	61%	84	65%	69	76%	97	72%	93	62%	55	82%
Unknown	11	45%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Language Fluency														
English Only	1	*	67	60%	162	59%	118	61%	212	63%	206	56%	109	75%
Initially Fluent English Proficient	58	71%	28	68%	99	88%	30	73%	57	84%	31	71%	48	73%
Redesignated as Fluent English Proficient	0	0%	3	*	15	80%	56	82%	112	71%	173	69%	140	76%
English Learners	72	14%	77	19%	224	20%	87	21%	179	16%	299	21%	79	14%
Unknown	102	66%	0	0%	0	0%	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	269	33%	208	18%	653	32%	291	59%	538	55%	690	47%	379	66%
Ninth Grade	269	33%												
Tenth Grade			208	18%	311	42%	291	59%	371	61%	379	64%	379	66%
Eleventh Grade					342	23%			167	41%	212	28%		
Twelfth Grade											100	21%		
Unknown														
Race/Ethnicity														
African American	4	*	4	*	13	8%	2	*	4	*	6	*	2	*
American Indian/Alaskan Native	3	*	0	0%	0	0%	0	0%	0	0%	1	*	1	*
Asian	1	*	0	0%	0	0%	0	0%	2	*	2	*	1	*
Filipino	1	*	0	0%	1	*	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	177	28%	155	17%	511	30%	221	54%	437	53%	586	46%	320	63%
Pacific Islander	0	0%	1	*	0	0%	0	0%	2	*	2	*	0	0%
White (not Hispanic)	65	57%	48	19%	128	42%	68	76%	93	69%	93	54%	55	78%
Unknown	18	11%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Language Fluency														
English Only	5	*	78	19%	240	35%	117	66%	210	60%	218	48%	110	74%
Initially Fluent English Proficient	68	40%	40	38%	139	55%	30	77%	57	84%	37	59%	48	63%
Redesignated as Fluent English Proficient	0	0%	3	*	22	59%	56	71%	116	69%	172	72%	141	79%
English Learners	78	6%	87	7%	252	15%	88	38%	155	28%	263	28%	80	35%
Unknown	118	48%	0	0%	0	0%	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 (2002 through 2007) at Shafter high School

Course	Race/Ethnicity	Number Enrolled				Percent Passing with C or better				Percent Change from 2002 to 2005
		2002	2003	2004	2005	2002	2003	2004	2005	
Total for all English and Math A-G courses	Asian/Pacific Islander	31	2	0	3	94%	100%	0%	100%	6%
	Caucasian/White	374	299	267	328	83%	84%	80%	76%	-7%
	Black/African Amer.	7	10	6	22	86%	100%	75%	91%	5%
	Hispanic/Latino	783	632	569	1,241	80%	76%	77%	69%	11%
	Native American	0	0	0	1	0%	0%	0%	100%	100%
	Other	0	3	0	0	0%	67%	0%	0%	0%
Total		1,239	994	923	1,595	82%	79%	78%	71%	11%
Total	All English	630	645	643	789	84%	85%	84%	73%	11%
English 9P	Asian/Pacific Islander	0	0	0	0	0%	0%	0%	0%	0%
	Caucasian/White	28	31	21	31	71%	90%	67%	68%	-3%
	Black/African Amer.	0	1	2	6	0%	100%	50%	83%	83%
	Hispanic/Latino	71	54	100	156	72%	89%	80%	76%	4%
	Native American	0	0	0	1	0%	0%	0%	0%	0%
	Other	0	0	0		0%	0%	0%	0%	0%
Total		99	86	123	194	72%	90%	77%	75%	3%
English 9 - GATE	Asian/Pacific Islander	0	0	0	0	0%	0%	0%	0%	0%
	Caucasian/White	16	15	21	21	75%	80%	90%	90%	15%
	Black/African Amer.	0	1	1	1	0%	100%	100%	100%	100%
	Hispanic/Latino	35	27	37	36	86%	74%	97%	97%	11%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	1	0		0%	100%	0%	0%	0%
Total		51	44	59	58	82%	77%	95%	95%	13%

Course	Race/Ethnicity	Number Enrolled				Percent Passing with C or better				Percent Change from 2002 to 2005
		2002	2003	2004	2005	2002	2003	2004	2005	
English ELDP	Asian/Pacific Islander		0				0%			N/A
	Caucasian/White		0				0%			N/A
	Black/African Amer.		0				0%			N/A
	Hispanic/Latino		24				75%			N/A
	Native American		0				0%			N/A
	Other		0				0%			N/A
Total			24				75%			N/A
English 10P	Asian/Pacific Islander	0	0	0	0	0%	0%	0%	0%	0%
	Caucasian/White	33	19	32	36	30%	79%	63%	39%	9%
	Black/African Amer.	0	0	0	3	0%	0%	0%	100%	100%
	Hispanic/Latino	84	28	67	106	90%	82%	67%	50%	-40%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	0	0	0	0%	0%	0%	0%	0%
Total		117	47	99	145	74%	81%	66%	52%	22%
English 10P GATE	Asian/Pacific Islander	2	0	0	0	100%	100%	0%	0	-100%
	Caucasian/White	15	20	14	23	100%	79%	93%	70%	-30%
	Black/African Amer.	0	0	1	0	0%	0%	100%	0%	0%
	Hispanic/Latino	42	28	24	48	95%	78%	79%	60%	-35%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	0	0	0	0%	0%	0%	0%	0%
Total		59	123	39	71	97%	79%	85%	63%	-34%

Course	Race/Ethnicity	Number Enrolled				Percent Passing with C or better				Percent Change from 2002 to 2005
		2002	2003	2004	2005	2002	2003	2004	2005	
English 11P	Asian/Pacific Islander	2	1	0	2	100%	100%	0%	100%	0%
	Caucasian/White	37	34	23	20	97%	79%	91%	85%	-12%
	Black/African Amer.	3	1	1	1	67%	100%	0%	100%	33%
	Hispanic/Latino	95	87	102	103	89%	78%	90%	83%	-9%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	0	0	0	0%	0%	0%	0%	0%
Total		137	123	126	126	91%	79%	90%	83%	-8%
English 11HP	Asian/Pacific Islander	2	0	0	0	100%	0%	0%	0%	-100%
	Caucasian/White	8	27	20	21	88%	100%	95%	86%	-2%
	Black/African Amer.	0	1	0	0	0%	100%	0%	0%	0%
	Hispanic/Latino	22	29	35	40	86%	100%	100%	83%	-3%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	2	0	0	0%	50%	0%	0%	0%
Total		32	59	55	61	88%	98%	98%	84%	-4%
English 12P	Asian/Pacific Islander	2	0	0		100%	0%	0%		N/A
	Caucasian/White	27	26	37		93%	92%	89%		N/A
	Black/African Amer.	1	2	2		100%	100%	100%		N/A
	Hispanic/Latino	75	84	76		87%	92%	88%		N/A
	Native American	0	0	0		0%	0%	0%		N/A
	Other	0	0	0		0%	0%	0%		N/A
Total		105	112	115		89%	92%	89%		N/A

Course	Race/Ethnicity	Number Enrolled				Percent Passing with C or better				Percent Change from 2002 to 2005
		2002	2003	2004	2005	2002	2003	2004	2005	
English 12 AP	Asian/Pacific Islander	1	0	0	1	100%	0%	0%	100%	0%
	Caucasian/White	15	18	13	30	87%	100%	92%	80%	-7%
	Black/African Amer.	0	1	0	0	0%	100%	0%	0%	0%
	Hispanic/Latino	14	8	14	75	100%	88%	92%	79%	-21%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	0	0	0	0%	0%	0%	0%	0%
Total		30	27	27	106	93%	96%	89%	79%	-14%
English ELD 4P	Asian/Pacific Islander				0				0%	N/A
	Caucasian/White				0				0%	N/A
	Black/African Amer.				0				0%	N/A
	Hispanic/Latino				28				68%	N/A
	Native American				0				0%	N/A
	Other				0				0%	N/A
Total					28				68%	N/A
Total	All Math	609	424	342	806	79%	70%	62%	69%	-10%
Algebra P A/B	Asian/Pacific Islander	2				100%				N/A
	Caucasian/White	40				88%				N/A
	Black/African Amer.	0				0%				N/A
	Hispanic/Latino	101				52%				N/A
	Native American	0				0%				N/A
	Other	0				0%				N/A
Total		143				63%				N/A

Course	Race/Ethnicity	Number Enrolled				Percent Passing with C or better				Percent Change from 2002 to 2005
		2002	2003	2004	2005	2002	2003	2004	2005	
Algebra I P	Asian/Pacific Islander			0	0			0%	0%	0%
	Caucasian/White			8	43			75%	63%	-12%
	Black/African Amer.			1	6			100%	100%	0%
	Hispanic/Latino			51	257			53%	43%	-10%
	Native American			0	0			0%	0%	0%
	Other			0	0			0%	0%	0%
Total				60	306			57%	47%	-10%
Algebra 9 P	Asian/Pacific Islander	3	0			67%	0%			-67%
	Caucasian/White	16	9			88%	44%			-44%
	Black/African Amer.	0	0			0%	0%			0%
	Hispanic/Latino	42	23			76%	52%			-24%
	Native American	0	0			0%	0%			0%
	Other	0	0			0%	0%			0%
Total		61	32			79%	50%			-29%
Algebra P C/D	Asian/Pacific Islander	2	0			100%	0%			-100%
	Caucasian/White	22	22			91%	64%			-27%
	Black/African Amer.	0	0			0%	0%			0%
	Hispanic/Latino	61	71			79%	55%			-24%
	Native American	0	0			0%	0%			0%
	Other	0	0			0%	0%			0%
Total		85	93			82%	57%			-25%

Course	Race/Ethnicity	Number Enrolled				Percent Passing with C or better				Percent Change from 2002 to 2005
		2002	2003	2004	2005	2002	2003	2004	2005	
Geometry 10P	Asian/Pacific Islander	4	1	0	0	100%	100%	0%	0%	0%
	Caucasian/White	40	19	23	60	80%	79%	52%	90%	10%
	Black/African Amer.	0	0	0	3	0%	0%	0%	67%	67%
	Hispanic/Latino	50	69	56	274	70%	51%	48%	78%	8%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	0	0	0	0%	0%	0%	0%	0%
Total		94	89	79	337	76%	57%	49%	80%	4%
Advanced Algebra P	Asian/Pacific Islander	10	0	0	0	90%	0%	0%	0%	0%
	Caucasian/White	63	38	27	21	90%	82%	70%	81%	-9%
	Black/African Amer.	3	2	0	1	100%	100%	0%	100%	0%
	Hispanic/Latino	81	73	94	68	86%	73%	52%	82%	-4%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	0	0	0	0%	0%	0%	0%	0%
Total		157	113	121	90	89%	76%	56%	82%	-7%
Math Analysis	Asian/Pacific Islander	1	0	0	0	100%	0%	0%	0%	100%
	Caucasian/White	18	21	14	11	94%	86%	86%	91%	-3%
	Black/African Amer.	0	0	1	0	0	0%	100%	0%	0%
	Hispanic/Latino	25	32	25	33	92%	88%	80%	94%	2%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	0	0	0	0%	0%	0%	0%	0%
Total		44	53	40	44	93%	87%	83%	93%	0%

Course	Race/Ethnicity	Number Enrolled				Percent Passing with C or better				Percent Change from 2002 to 2005
		2002	2003	2004	2005	2002	2003	2004	2005	
Statistics AP	Asian/Pacific Islander	1	0	0	0	100%	0%	0%	0%	100%
	Caucasian/White	5	15	11	5	100%	100%	82%	100%	0%
	Black/African Amer.	0	1	0	1	0%	100%	0%	100%	0%
	Hispanic/Latino	5	21	18	8	100%	100%	94%	100%	0%
	Native American	0	0	0	0	0%	0%	0%	0%	0%
	Other	0	0	0	0	0%	0%	0%	0%	0%
Total		11	37	31	14	100%	100%	84%	100%	0%
Calculus AP	Asian/Pacific Islander		0	0	0		0%	0%	0%	0%
	Caucasian/White		5	3	6		100%	100%	100%	0%
	Black/African Amer.		0	0	0		0%	0%	0%	0%
	Hispanic/Latino		2	8	9		100%	100%	89%	11%
	Native American		0	0	0		0%	0%	0%	0%
	Other		0	0	0		0%	0%	0%	0%
Total			7	11	15		100%	100%	93%	-7%
Calculus A/B	Asian/Pacific Islander	0				0%				N/A
	Caucasian/White	9				78%				N/A
	Black/African Amer.	0				0%				N/A
	Hispanic/Latino	5				80%				N/A
	Native American	0				0%				N/A
	Other	0				0%				N/A
Total		14				79%				N/A

Data source: Shafter 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.