Evaluation of the California Academic Partnership Program (CAPP) Standards Implementation Grants

Year Two Formative Report

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February 2002
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INTRODUCTION

This report presents the evaluation findings from the second year of the California Academic Partnership Program (CAPP) Standards Implementation Projects. CAPP was established by the California Legislature in 1984 to develop cooperative partnerships between public secondary schools and postsecondary institutes and businesses with the objective of improving students’ academic performance and preparation for college. The Standards Implementation Projects were funded in 1999 to demonstrate how secondary schools could implement California’s new statewide standards for English and mathematics within the CAPP partnership model. Each site was funded for a period of five years, through June 30, 2004. Nine of the projects funded throughout California were chosen for the evaluation.

The goal of the evaluation was to determine the extent to, and conditions under, which the funded schools implemented a standards-driven CAPP model program; provided professional development and support for teachers; and improved student performance. The evaluation sought to inform project staff, advisory committees, and broader audiences about the reasons programs succeed or fail, unanticipated effects, and ways to improve implementation.

The first evaluation report combined implementation and student outcome data to provide a baseline picture of the CAPP Standards Implementation Projects. This second-year formative report describes the implementation of CAPP at each site during the 2000-01 school year. Data for this report were collected through interviews with project directors and coordinators and brief reviews of project documents. Teacher survey data and student survey and focus group data were not collected in year two, but will be collected and analyzed again in the third year of data collection and reporting.

Two additional reports are being prepared to describe the second year CAPP activities and outcomes. Student outcome data for the 2000-2001 school year were collected at the end of the 2001 calendar year. An analysis of these data is currently underway and will be included in the forthcoming Year Two Student Data Report. Also, during year two, six of the nine CAPP Standards Implementation Projects began participating in WestEd’s Western Assessment Center Instructional Leadership Initiative Project (WAC ILI). Brief interviews with participating teachers in year two were conducted to assess the interplay between CAPP and the WAC ILI, and determine how the WAC ILI planned to build teacher capacity. A report on the analyses of these data is also forthcoming.
Two schools were added to the evaluation in year two. A.B. Miller High School began fully implementing their CAPP project in year two, and Pasadena High School was added as a replacement for Carson High School. Data for both schools are included in this report.

This report contains a chapter on each of the nine sites included in the second-year evaluation. Each chapter includes a brief project history and summary of the project after year one. Then, the project objectives and activities for year two are described, followed by a discussion of the roles played by project partners and the school-provided data on the impact of the project on teachers and students. The last chapter outlines some of the cross site themes and implications at the end of year two.
A. B. MILLER HIGH SCHOOL

Introduction

The CAPP project at A.B. Miller High School brings together the high school, Alder Middle School, and Almeria Middle School; along with higher education partner Chaffey College and representatives from the Inland Area Writing Project, one of the 17 regional sites of the California Writing Project. The goal of the program is to improve English instruction and align lessons with state standards. Specifically, the program focuses on improving students’ writing skills.

A.B. Miller High School was built in 1991 as the second comprehensive high school in the City of Fontana, located in the Southwestern portion of San Bernardino County. In the last decade, the area surrounding Fontana, an older, suburban community of middle to low income families, experienced a rapid growth in population. In 1998-99, enrollment at Miller stood at 3,489. Alder Middle School and Almeria Middle School had similarly large populations of 1,346 and 1,441, respectively. Furthermore, according to the original grant, the school population in the surrounding area was expected to rise from 33,000 to approximately 55,000 by 2005.

The large student populations reflected the ethnic make-up of San Bernardino County. Sixty two percent of the high school students were Hispanic or Latino, with 20% White and 14% African American (Asian students accounted for 2% of the high school population and American Indian, Pacific Islander and Filipino students were less than 1% each).

Many of these students were identified as educationally challenged. Only 22% of Miller’s 1997 graduates completed the UC/CSU required course sequence. Twenty-five percent of the graduates took the SAT, scoring approximately 50 points below the state average in the verbal and math exam. Only 40 students entering the CSU system from Miller took the ELM and EPT placement exams, and 72% and 63% of those were deemed not proficient in math and English, respectively.

In addition, students entering the high school were often economically disadvantaged. At the time of the grant application, nearly one third of students at Alder and Almeria qualified for AFDC, and two thirds of the students were eligible for the free and reduced lunch program.
**Project History and Overview**

A.B. Miller High School’s original CAPP grant was submitted prior to the 1999-2000 school year, along with the other CAPP projects included in the evaluation. However, full implementation of the project was suspended during the school year to allow for additional planning and preparation. CAPP funding was still available in 1999-2000, although at a reduced amount. Continued funding was contingent upon the rewriting and resubmission of a new proposal.

During the year, school staff worked with partners from Chaffey College and liaisons from the CAPP office to refine the project’s goals and objectives and provide a new “direction and focus” for the project. The new proposal concentrated on the refinement of the English/language arts standards and the improvement of student writing skills. This decision was based in part on the existing efforts of the Fontana USD to standardize math instruction within its schools, and the large number of students to be served across the three schools.

Teachers reviewed the state standards and compiled sample lesson plans in the areas of reading, writing, written and oral language conventions. Committees of teachers from each school developed lesson plans that would help students achieve the goals outlined in the standards. Through these committees, the focus of the project was narrowed further to focus on writing, which would respond to the particular needs of area students and increase the manageability and effectiveness of the project.

**Current Project Objectives**

Full funding was awarded to the A.B Miller High School CAPP project in September, 2000. The project focused on two objectives: improving writing skills and tracking student progress during the transition from middle to high school. Activities towards both objectives were coordinated with the project partners.

Professional development opportunities were presented to teachers through the Inland Area Writing Project (IAWP). Student support was provided through tutors from Chaffey College and was available at all three school sites. Finally, support for a successful middle-high school transition was made possible by the formation of a strong partnership between Miller and its feeder schools. This partnership included the appointment of project coordinators at each site who worked together throughout the year as a cohesive team.
Year Two Project Implementation

Most of the activities during the 2000-01 school year – the first year in which the project received full funding from the CAPP office – were directed at teachers. Higher Education partners provided inservice opportunities for teachers at the high school and middle schools. In addition, some tutoring and college awareness activities were provided through the partnership with Chaffey College.

Professional Development

Professional development provided to teachers from all three schools helped familiarize them with standards for grades 8 and 9, and provided ideas for lesson plans around particular topics. Project staff consulted with Karen Stepanian of the IAWP to select topics for three inservices, keeping in mind the focus on writing skills and the state standards for writing. About 35 teachers participated in the IAWP workshops in 2000-01. In fact, at one feeder school, some non-English staff attended the IAWP sessions because they were responsible for instructing students in some writing projects.

The first workshop detailed the steps needed to help students write research papers. Presenters modeled effective note-taking techniques – a particular need for Miller students – and provided handouts and written resources that teachers could refer to in the future and distribute to their colleagues who were not in attendance. The second presentation provided assistance in using rubrics to assess student performance. Teachers reviewed rubrics and identified basic skills and areas in which students might need additional instruction. The third session explored how best to provide that additional writing instruction, taking into consideration the basic elements of effective writing identified through the review of rubrics and strategizing on how best to increase student proficiency in such areas.

In addition to the professional development provided by the IAWP, Alice Kawazoe met with the entire staff of Miller to discuss strategies for success on the upcoming high school Exit Exam. A HSEE panelist, Ms. Kawazoe also met separately with the middle and high school English/language arts teachers to discuss effective writing instruction.

Student Support

The project collaborated with Gloria Romero, Director of high school Relations at Chaffey College, to provide tutoring for students. Chaffey recruited and trained instructional tutors to work with students at the middle and high school. The tutors were
paid an hourly rate with funding from both the CAPP budget and the college. Funding from two sources, which was not expected initially, allowed the project to “double” the amount of participating tutors.

Typically, these tutors were prospective teachers who welcomed experiences with the schools and students. A total of 9 tutors participated throughout the year. Negotiations with the college and the district allowed the tutors to remain with the program during the summer, allowing for continued assistance to middle school students during the entire school year (Alder and Almeria operate on a single track year round schedule).

Chaffey College also appointed “ambassadors” to arrange field trips and host visiting middle and high school students at the college. In 2000-01, about 600 students from Almeria and 100 students from Miller toured the campus. Such visits were designed to inspire students who otherwise might not consider pursuing higher education. CAPP staff explained that they “wanted to deliver the message to students that ‘you belong here’” and believed that many “came away with the notion that ‘hey, I can do this.’”

Role of Partners

As described above, partnerships with Chaffey College and the Inland Area Writing Project provided learning opportunities for teachers and academic support services for students. These relationships were formed and strengthened based upon the lessons learned during the planning phase in 1999-2000. As participation in project activities waned during the planning year, project staff appointed Project Coordinators at each school to encourage staff support and participation, and provide feedback to the project on the needs of teachers and students at each school. Project staff believed a “committed team of staff members dedicated to meeting the goals of the CAPP project” was imperative in implementing project activities and increasing communication across all grades and levels.

The project staff communicated regularly during the 2000-01 school year, often through email. The Coordinators from each school met monthly to discuss project implementation. Other meetings included principals, other teachers and representatives from partnering agencies. Minutes from the meetings were circulated to all interested parties.
Feeder Schools and Articulation

The Alder and Almeria Middle Schools worked as “equal partners” with Miller High School in the administration and implementation of the CAPP project during the 2000-01 school year. Staff from each school were familiar with the project, and activities for teachers and students were available to all sites. The Project Coordinators from each school, who were involved in the project since its inception, were seen as a “major stabilizing force.”

Districtwide standards in math and English provided the basis for an articulated curriculum across the middle and high school grades. As one staffperson explained, “We should be articulated; we are handed our curriculum by the district.” Supplementing that foundation, project staff met regularly to “talk about what kids at all grade levels need.” During these discussions, “There was talk about ‘laddering’ the curriculum and from that came the focus on writing, because writing is needed across all grade levels.”

Higher Education Partners

The CAPP project worked closely with Chaffey College and the IAWP (based at UC Riverside) during the first full year of implementation. These partners provided teacher professional development, and supplied college tutors and ‘ambassadors’ for students at the middle and high school. Representatives from each partner attended project meetings and helped guide the project during the planning phase. School staff reported that they “emailed each other almost daily” and that the partnership was very productive during the 2000-01 school year.

Miller’s original CAPP grant did not identify Chaffey or the IAWP as potential partners for the project. During the planning and reconfiguring of the project, and as a result of staff changes during the planning phase, the project came to work more closely with Gloria Romero, who served as the Director of high school Relations at Chaffey College. Contact with the IAWP occurred when project staff met Karen Stepanian while attending the Partnership Conference in Long Beach. Although these partnerships were formed recently, project staff believed they were a vital component of the CAPP project.

School and District Context

The Fontana Unified School District recently established content area standards to guide instruction in math and English. The math content standards were adopted in 1995-96 and
language arts standards in 1997-98. The curriculum supplied by the district provided a common basis for assessing student needs and planning lessons across grades.

The project felt somewhat restricted by the district in other ways, however. In some cases, “administrative issues were a roadblock” for the project. As one coordinator explained “it can sometimes take a very long time for contracts to be finalized and signed at the district office. There is the district board and the college board (in the case of contracting with Chaffey) and so it takes time for signatures and payments to make it’s way through the system.” By the end of the first full year, staff agreed that “we’ve learned to work around that a bit... we’re happy we’ve learned it. Now the (project components) are in place, so there shouldn’t be as many problems in the future.”

Beyond administrative hurdles, some district policies prevented project staff from fully implementing planned activities during the 2000-01 school year. Students from Alder Middle School were unable to visit Chaffey College because of a restriction preventing teachers or students from leaving the campus due to the school’s II/USP status. In addition, some staff felt that the priority placed by the district on increasing standardized test scores diverted attention from the important objectives of the CAPP project.

School administrators supported the project over the course of the year. CAPP staff reported that the principal at Miller "took care of the administrative stuff... the minutia" which allowed project coordinators to plan and coordinate project activities. Other initiatives at the school, while not specifically coordinated with CAPP, did not compete with the project for resources. AVID courses at the high school provided academic support for students, and a special reading class also was available. Project staff planned to examine those support classes to see how they might be coordinated with CAPP efforts in the future.

**Project Outcomes**

CAPP staff were pleased with the implementation of the project during the 2000-01 school year. Staff spoke mostly of the positive working relations established with partners at the feeder schools and post-secondary institutes, and believed such efforts provided a solid foundation for future activities and collaborations.
Monitoring Project Implementation

The project coordinators worked together to monitor the implementation of the project at their respective sites. From their experiences and interactions, staff concluded that administrators and other teachers were satisfied with the training opportunities made available, and would participate in other activities in the future. Some pre- and post-training surveys were planned for subsequent years to inquire about teacher needs and preferences regarding future inservices.

Student data was gathered by district officials, and was not as readily available to CAPP staff during the year. For example, it was reported that the “CAPP committee had some difficulty attaining information related to the average student grade point average (GPA) for English and math from the district data center.” Over the next year or two, the staff plan to “work with the district office to move towards a system of collecting data and monitoring implementation and outcomes.”

Student Outcomes

Staff acknowledged that “much of the early effort was directed towards teachers... and that teachers were very excited about the professional development.” In fact, one of the unexpected outcomes of the project was the support of those teachers staff believed would be reluctant to participate.

Project coordinators also reviewed student outcomes, once they were made available. District-provided data from the 1999-2000 school year served as the baseline for measuring student achievement. The A.B Miller High School 2000-01 Annual Report noted that the average GPA for students in English classes climbed from 1.86 to 2.10 from the first to second semester. The number of students passing English with a “C” or better averaged 1,235 across both semesters. In addition, one fifth of the graduates surveyed indicated that they attended or planned to attend a 4-year college, a rate that has remained steady in school surveys since 1996.

Aside from such achievement data, staff reported that they initially had “no real sense of what students were feeling.” After students participated in some project activities however, particularly the tours of Chaffey College, coordinators observed a change in students’ attitudes and expectations around college. It was, as one coordinator explained, “as if the if the whole college experience became demystified.”
Summary

The CAPP project at Miller High School looked much different at the end of the 2000-01 school year than what was originally proposed in the grant application. Many staff were new to the project in 2000-01, and the focus of the project was narrowed to concentrate on English instruction and, more specifically, student writing. Strong partnerships between the participating schools and the IHEs, which provided technical assistance and support, formed the foundation of the project.

Lessons Learned

While reconfiguring the project goals, CAPP staff learned that a dedicated core group of people was necessary to effectively monitor project activities and sustain the partnerships across institutions. Consequently, site coordinators were appointed to represent each participating partner.

Other important lessons were learned at the CAPP / Partnership Conference in Long Beach. At the conference, the project staff were “enlightened and inspired” regarding the possibilities of their CAPP project. Staff believed that the presentations, such as those describing the HSEE and the South Bay Writing Project, helped them focus on specific objectives and provided ideas for future activities for staff and students. In addition, the project met Karen Stepanian of the IAWP while attending the conference, which resulted in the partnership with IAWP and UC Riverside.

Another lesson learned by the Project staff was the importance of assessing and evaluating the implementation of project activities, and the impact on students and teachers. During 2000-01, staff noted that teachers were “satisfied” with the training they received. However, staff explained the need for some needs-assessment and “pre- and post-surveying” among teachers for planning and assessing future staff development. The project also hoped to work more closely with the district to monitor student achievement.

Issues for Year Three

Looking ahead to year three (the second year of full implementation for Miller) the project staff hoped to “repeat and refine the activities initiated 2000-01.” “We want to improve upon what we’re doing here now, not do anything new,” explained one coordinator.

Presentations by the IAWP were scheduled to continue. In fact, a new contract was created that would increase the number of presentations from three to five, with the
additional presentations tailored to the specific needs of teachers at the middle school and the high school. For example, initial plans called for presentations to middle school teachers on the 9th grade language arts requirements, while high school teachers would receive training on the HSEE.

Expanding the partnership within and beyond the current institutions was also proposed or discussed among project staff. One goal was to involve more high school teachers in subsequent years, which was deemed necessary due to moderately high staff turnover (7 English teachers left Miller the previous year). Another idea was to extend the conversations and training opportunities to the elementary school level. One project coordinator reported that they “need to talk to the elementary teachers... because the 2 feeder elementary schools feed in at grade 6 and grade 7, so the kids have different experiences and expectations coming into middle school” The possibility of partnering with CSU San Bernardino and UC Riverside was also discussed.
HOOVER HIGH SCHOOL

Introduction

The Hoover High School CAPP project involves Hoover High School, its two feeder middle schools – Toll and Roosevelt – the University of California, Los Angeles, and the California State University, Los Angeles. The primary goal of the project is to align school programs and practices with state content standards in mathematics and English to increase the academic achievement of all students. To promote this goal the project includes student support services, curriculum reform efforts, and opportunities for professional development. The focus of the project in its second year continues to be 9th and 10th grade students and their teachers, although a number of the student support services and professional development activities are targeted to the entire school population. The project will incorporate grades 11 and 12 in subsequent years. Brian Crosby, Chair of the English Department, is the Project Director.

Hoover High School is a comprehensive high school within the Glendale Unified School District. During the 2000-2001 academic year the student population was 61.4% white (many of whom are of Armenian descent), 23.5% Latino, 10.0% Asian, and 4.4% Filipino. The second year of the CAPP project focused on intensifying standards-based instruction in the classrooms, while creating a partnership with CSULA.

Project History and Overview

At the end of the first year of the project, Hoover High School established a program that incorporated continuous professional development opportunities for teachers, provision of support services for students to help them meet rigorous standards, and instructional alignment in English. The project achieved success in increasing awareness of standards among teachers, providing professional development that English teachers could readily transfer to the classroom, and coordinating multiple programs to support CAPP project goals and objectives. One difficulty that challenged the project in its first year was the development of a partnership with an institution of higher education. During the first year it did not create a partnership with any institutions.
Current Project Objectives

The Hoover High School CAPP project decided to maintain the same objectives for the second year of the project as it had for the first year.

Year Two Project Implementation

During year two of the project, responsibility for managing the program shifted from the co-Principal, Pamela Good, to the chair of the English Department, Brian Crosby. Ms. Good, the Project Director, resigned as co-Principal of the school at the beginning of the 2000-2001 school year. Mr. Crosby, the Project Coordinator, assumed management of the project upon Good’s resignation. Mr. Crosby ensures that implementation of activities continues as planned.

Services Offered to Students

The Hoover CAPP project provided after-school tutoring in English and math through peer tutors on a daily basis. One hundred students received a 12-session Princeton Review SAT preparation class. Students unable to participate in the Princeton Review class received alternative SAT prep classes on Saturdays. College admission representatives met with students during student lunch hours. Through guidance classes 9th grade students continued to develop four-year academic plans to help ensure college eligibility and to practice study skills through the Advancement via Individual Determination (AVID) program. The school provided additional AVID classes for students. Based on the Chula Vista High School program, Hoover created intervention classes for students to work on credit recovery. The intervention classes met both before and after school.

Professional Development Activities

Throughout the year the math and English departments each provided their teachers 3 “student-free” days for professional development. The focus of the professional development was on the use of standards in the classroom, “vertical teaming” i.e., collaboration across grade levels in the same content area, and the development of standards-based lessons. English teachers reviewed SAT-9 results, planned standards-based lessons, and reviewed their new vertical team handbook developed during summer 2000. The handbook specifies the grammar, writing, literature, and vocabulary to be
taught for each English course offered. English teachers also went on a retreat to reflect on their instructional practices and to develop standards-based lessons based on the current curriculum. English teachers had students compile writing portfolios, a practice that the English Department mandated.

In both English and math teacher leaders appointed for specific courses met with teachers from the same grade levels who teach these courses. Teacher leaders coordinated these groups to facilitate collaborative lesson planning in common courses at the same grade level. The UCLA Literacy Project provided training to teachers on improving reading skills of high school students throughout the year at the school.

*Structural Changes*

Dr. Grant Fraser, chair of the math department at CSULA, worked with math teachers at Hoover. Dr. Fraser observed math instruction and spent time with teachers discussing their instructional practices. In collaboration with Dr. Fraser, Hoover plans to provide instructional support to its math teachers and develop a program of activities to improve math instruction at the school. The goal is to ensure success for students enrolled in first-year Algebra. The math department no longer offers courses below Algebra, so it is developing a two-year Algebra course for students needing additional time to complete the course.

The English Department only offered courses approved by the University of California. It instituted an extra department meeting each month to share instructional practices implemented in the classroom, to review student work, and to review standards-based lessons using the vertical team handbook. The UCLA Writing Project did not offer professional development at Hoover during the second year of the project. Instead the UCLA Literacy Project offered professional development. Teachers of 9th and 10th grade courses met in grade level teams with 9th grade teachers meeting at least once a month.

*Role of Partners*

*Feeder Schools and Articulation*

Mr. Crosby, the project director for CAPP, indicated that no articulation occurred between the high school and its feeder schools during the second year because it was difficult for the schools to meet on a regular basis. The schools operate on different schedules. During year two the high school provided funding for AVID classes at the
middle schools. The project director plans to discontinue the funding for middle school AVID classes in the third year.

Higher Education Partners

To ensure fruitful participation of higher education institutions in the project, Hoover looked to university professors to provide one-on-one assistance to teachers. Dr. Fraser of CSULA is working with the math department chair at Hoover to develop a three-year plan for Dr. Fraser to work one-on-one with math teachers in developing standards-based lessons. The second year of the CAPP project was spent planning the effort. During the third year of the CAPP project the math department will implement its plan.

The Dean of English at CSUN, Robert Noreen, met with staff at Hoover and reviewed the Diagnostic Writing Service.

School and District Contexts

The Glendale Unified School District supplements the CAPP budget, providing for clerical assistance and some equipment costs. According to the project director, the administration, led by the new Principal, Ms. Danielian, continues to be supportive.

Project Outcomes

Student and Parent Outcomes

One major outcome identified by the project director as a result of the CAPP project is that more students are now enrolled in math classes. According to the project director, parents were not involved with Hoover’s CAPP project in year two.

Summary

Lessons Learned

During year two staff from Hoover – including the former principal, Ms. Good, and Mr. Crosby – visited Chula Vista High School to learn about their current CAPP projects. After the visit Hoover decided to replicate certain activities in Chula Vista at its own site, including student writing portfolios, an instructional coach job description, and an at-risk program. In fall 2002 the school will create Standards Resource Teacher positions in
English and math. The teachers who will staff the positions are two of the teachers involved in WestEd’s Instructional Leadership Initiative. Each Standards Resource Teacher will – for two instructional periods a day – monitor the use of standards in the classroom. For the remainder of their day they will conduct classroom observations, meet with teachers to discuss instruction and design, and conduct professional development activities.

*Issues for Year Three*

During year three the Hoover program will no longer provide funds to the middle school for AVID classes due to concerns about reduced funding for the CAPP project.

Dr. Fraser will work with math teachers as part of the implementation of the partnership plan between Hoover and CSULA. Teacher leaders, representing all math courses, will develop 15-minute presentations on the state standards for their course area. Dr. Fraser will coach teachers on the preparation and development of each presentation for the entire Hoover math faculty. Middle school teachers will be invited to attend the presentations. Throughout the year Dr. Fraser observe teacher instruction and offer different approaches to teaching the subject matter.

The English Department will continue to refine the vertical team handbook. A team of English teachers will modify the handbook annually, during the summers, to incorporate changes suggested by the whole department at the final all-day department meeting of each school year. The English teachers will modify the 9th grade curriculum using the Instructional Leadership Initiative approach as a model. The department will meet at the end of the summer to develop goals to focus their preparation for the California High School Exit Exam during the upcoming school year. Hoover intends to emphasize literacy and reading throughout the content areas on a school-wide basis.
JEFFERSON HIGH SCHOOL

Introduction

The Jefferson High School CAPP grant is a collaborative partnership among Jefferson High School (JHS), Jefferson Union High School District, San Francisco State University (SFSU), and the four local feeder districts. Jefferson High School is an urban high school serving approximately 1,300 9th-12th graders. The student body is predominantly Filipino and Latino, with approximately 14% of its student body classified as English language learners (ELL). Approximately 16% of its students qualify for free or reduced meals.

Project History and Overview

Year One of implementation (1999-2000) was described as a building year by school and partner staff who participated in site visit interviews. Data from the site visits suggest that the program achieved a great deal of success during its first year, but is still being fine-tuned to be more relevant and responsive to school needs and context. “Our needs are still greater than our accomplishments,” reflected one teacher, who also coordinates the homework assistance program.

Current Project Objectives

Jefferson High School identified eight objectives for the 2000-2001 school year, which are as follows: (1) raise the SAT 1 average score 5% annually; (2) raise by 10% the number of students taking the SAT 1 exams; (3) increase the number of graduates entering four year university by 5%; (4) increase the number of graduates successfully passing the EPT/ELM by 5% upon entering the CSU campuses as freshmen; (5) increase by 5% the number of freshmen student successfully passing freshman English and algebra with a “C” or better; (6) establish an infrastructure to support standards-based instruction for teachers in the freshman program; (7) implement a comprehensive student support system for freshmen that do not achieve the 50% mark on the SAT 9 examination; and (8) implement a comprehensive assessment system for freshmen students and establish programs to assist their improvements including tutorials, homework assistance, and counseling.
Year Two Project Implementation

The staff at Jefferson described a multitude of activities, which had been accomplished during the 2000-2001 academic year. Of the activities listed below, the reading program and their articulation with T.R. Policitta (TRP) were noted as the most successful. Jefferson’s Principal perceives the reading program to have been an outstanding one due to its unique professional development approach in which teachers coordinated and directed the seminars. In regards to their articulation with TRP, the Principal gave credit to TRP’s new principal for enabling and supporting their collaboration despite the fact that the feeder school began the academic year with an entirely new administrative team. An additional highlight was the involvement on behalf of the PTSA. PTSA Parents demonstrated leadership through their support and participation in the CAPP Conference held in June in Long Beach. The challenges encountered during the past academic year included getting more students referred to and making use of the support services now available to them as well as getting more parents involved in the academic process. The Principal expressed concern regarding the Latino student population and their families.

Departmental Articulation

JHS and T.R. Pollicita (TRP) Middle School teachers met twice to share information about curriculum, instructional methodologies, and assessments. These meetings, which involved all teachers from both schools, enabled the 7th through 12th grade teachers to team up according to their subject areas. These meetings succeeded in improving awareness of the various programs across the middle and high school level. Moreover, one TRP English/Language Arts teacher joined JHS staff at the June 2001 Long Beach CAPP Conference.

Curriculum Changes

JHS and SFSU refined the curriculum and instruction in the JHS freshman program to consist of 2 English/Language Arts classes and an algebra course as well as a Foundations for Achievement course, which is a one-semester AVID approach class. JHS successfully garnered a three-year Advanced Placement Challenge Grant. The goals are as follows: 1) expand AP course offerings to include AP courses in science and mathematics; 2) increase the number of students, especially the number of students from traditionally under-represented groups who are enrolled in honors and AP courses; 3)
strengthen the middle school through high school pre-AP pathway; and 4) provide middle school and high school teachers with professional training on pre-AP and AP Programs. JHS Foundations for Achievement (FFA) teachers and staff from the SFSU Pre-Collegiate Academic Development Program (PAD) continued to review and refine standards-based units that aligned with JHS Expected Schoolwide Learning Results (ESLRs). Focus areas included Communication, Responsibility, and Diversity. SFSU PAD Program mentors conducted 4 workshops in FFA classes on those three focus areas. Student feedback on those workshops were mostly positive. In addition, JHS administration used site block monies to purchase a text for every FFA student.

Jefferson Union High School District continued to implement curriculum development activities that relate with establishing a standards-based educational program in district schools. Course-alike teachers met in district-wide groups to recommend course outcomes that are aligned with California adopted content and performance standards. Department Chairs in District Subject Field meetings refined those course outcomes. Course descriptions have been amended to reflect those outcomes. Additionally, the District Project 2000 Coordinator and Associate Superintendent of Curriculum and Instruction worked with District Subject Field groups to map benchmarks for California content and performance standards in every subject area.

Services to Students

The SFSU Step to College Program offers a yearlong course on study skills, academic literacy, and college entry preparation. Near one hundred JHS senior who were interested in continuing their education beyond high school were enrolled in Step to College classes this school year. An all day fieldtrip to the SFSU campus was organized for JHS Step students. STEP students received SFSU student body cards, observed classes that were in session, visited the main campus library and student bookstore among other activities. The SFSU Step to College Office facilitated JHS student applications for fall admissions to SFSU. Some JHS students also enrolled in the SFSU Summer Bridge Program in order to better prepare for their freshman coursework.

SFSU PAD Program tutors administered mock English Placement (EPT) Tests and mock Entry Level Mathematics (ELM) tests to Step to College students. PAD tutors provided academic counseling and follow-up tutoring in English and math. PAD tutors conducted four workshops on Communication, Responsibility, and Diversity in Foundations for Achievement classes.

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The JHS Tutoring and Homework Assistance Program is coordinated by JHS and SFSU staff. SFSU PAD tutors provided one-on-one mentoring and tutoring for JHS students everyday during lunch and after school. Local elementary and middle school students also participated in after-school tutoring.

The California State University-High School Collaborative involved SFSU faculty and graduate students working with JHS teachers and students. JHS sophomores took the Diagnostic Writing Sample. SFSU staff scored and provided JHS English/Language Arts teachers with student performance results. Those results informed JHS staff on students’ areas of strengths and areas for improvement in the writing process. JHS juniors were administered mock ELM tests. JHS students were provided with opportunities to voluntarily participate in after-school math workshops that were conducted at another district school.

Services to Parents

The JHS Collegiate/Parent Information Center provides office space for college level staff (SFSU PAD tutors, Step to College instructors, LULAC counselors, CAPP project coordinators, etc.) Parent sponsored activities and meetings also take place in the center. This academic year 2000-2001, PTSA officers and JHS administrators planned and conducted two Saturday workshops for parents. The first workshop focused on the JHS freshman program, STAR SAT 9 testing, and the High School Exit Exam. The second workshop focused on STAR SAT 9 test results, the Governors’ Scholarship Awards, college application and testing process, and student support services. In addition, JHS and SFSU staff and JHS parents and students attended Cal Day at UC Berkeley. Parent awareness of the JHS-SFSU CAPP standards implementation Projects improved significantly this school year. Two JHS parents joined the team that attended the June 2001 Long Beach CAPP Conference. Those parents participated actively in conference workshops.

Professional Development

JHS teachers and administrators joined the Western Assessment Center Instructional Leadership Initiative Project (WAC ILI). Two JHS math teachers designed and taught a standards-based unit in their classes. The WAC ILI Project, along with standards-based units in ABC Science classes and Project 2000 standards-based coursework samples
provide teachers with models on how to apply the standards-based approach when designing and assessing lessons.

JHS teachers participated in a number of professional development opportunities on student literacy and algebra. In addition JHS Academic Literacy teachers conducted two workshops for all of their peers on how to incorporate reading strategies in their subject area. The in-house trainings were well received and staff perceived the workshop materials to be useful.

**Role of Partners**

The Jefferson High School CAPP Collaborative holds bi-annual meetings where all of the partners get together to discuss progress of the project.

**Feeder Schools and Articulation**

Jefferson High School strengthened its relationship with T.R. Policitta (TRP), their main feeder school, by hosting two co-faculty meetings during the spring of year two. Jefferson’s Assistant Principal notes that it was the first formal dialogue between the two schools in over three decades. One of the objectives of these vertical meetings was to initiate discussion about course standards and materials in order to develop a 7th through 12th grade academic continuum. Another effort involved working on assessment strategies, which resulted in the administration of the Math Diagnostic Testing Program (MDTP) in algebra to all 8th graders at TRP. JHS administered the same test to its 9th grade class at the end of their first year at JHS, viewing it as a pre- and post- test tool. The Principal also noted that a big focus of their conversation during the second meeting revolved around the High School Exit Exam, where middle school staff expressed a great interest in learning more about the test and basically asking questions such as, “What is the High School Exit Exam?” and, “Are we preparing the students early enough?” JHS and TRP discussed future plans to continue the dialogue between the individual departments, and the former Assistant Principal hopes that in year three JHS staff will have the opportunity to visit TRP as well.

**Higher Education Partners**

According to Jefferson’s former Assistant Principal, San Francisco State University has a daily presence at Jefferson High. Whether it’s the STEP class instructors or the PAD tutors, there is always someone from SFSU at JHS—from the start of the school day to
the after-school tutoring program. Another plus for JHS is that many of the SFSU staff working with the high school are themselves Jefferson graduates. For example, the new PAD Tutoring Coordinator is a Jefferson graduate. The new CAPP coordinator at JHS suggests that the number of phone calls she receives from various SFSU staff is evidence of their financial support and commitment in supporting the goals of the CAPP grant at JHS. The most significant changes in JHS’s relationship with SFSU were the withdrawal of the Mathematics Achievement Program (MAP) and staffing changes at SFSU. The staff changes, which took place at the end of the 2000-2001 academic year, include: Dr. Vanessa Sheared replacing Dr. Vera Lane as the SFSU liaison to the CAPP project; and Dr. Mario Rivas, who was one of the original authors of the CAPP proposal and who assisted the Foundations for Achievement teachers in designing a course of study, leaving SFSU.

The partnership with Skyline Community College has been virtually non-existent. According to the former Assistant Principal at JHS, this has largely been due to Skyline’s restructuring their administration. A number of their administrators re-located to Canada College in Redwood City. Yet, JHS staff continue to express an interest in working with Skyline, and during our evaluation discussion, administrators brainstormed a number of ideas regarding how to re-establish this relationship.

School and district context

Both the school and district contexts provide a supportive environment for the implementation of CAPP. Staff have been able to blend the goals and objectives of CAPP with other programs and resources such as Action Plan, Title I, CCR, and ELL. In regards to the school context specifically, a new position has been created—that of a CAPP coordinator—to enable a full-time effort to all of the activities and events related to CAPP. This position was formed partly due to the departure of the Assistant Principal of Curriculum, who had taken a lead role in carrying out CAPP at Jefferson. In regards to the district context, the Principal and the former Assistant Principal at JHS state that the district has demonstrated a high level of participation in the high school’s activities. For example, district personnel attended the co-faculty articulation meetings involving JHS and TRP. Also, the Assistant Superintendent for Instruction joined the collaborative to the CAPP conference in Long Beach in June of 2001. In sum, the school and the district share the same agenda in regards to their goals around literacy and standards implementation.
Other entities involved in the CAPP collaborative include: Daly City Park and Recreation, Daly City Youth Health Center, Jefferson High School PTSA, Americorps, and Futures (a community-based support program for families).

**Project Outcomes**

*Monitoring Project Implementation*

Jefferson administrators utilize a variety of sources to gather data for the purpose of monitoring program implementation. Examples of some of the sources are the SAT9 and the Math Diagnostic Testing Program (MDTP). Data gathering is also facilitated through the use of their SASS system, a technology system supported through their central office, which allows them to use queries to pull up grade distributions and ultimately come up with information like the number of students who got D’s or better. While Jefferson administrators stated that they share the data with all of their staff and at meetings with the leadership team, they acknowledge that one of the challenges is finding the time to “sit with the data” and do more in-depth analysis.

*Student and Parent Outcomes*

Jefferson administrators were successful in conducting a longitudinal analysis over a 3-year period of 3 classes, as students went from the 9th to the 10th and then the 11th grade. They found that the number of African American and Latino students who had been identified as proficient in the 9th grade began to diminish as they moved from one grade to the next. These are students who had been placed in honors English and a 1-year algebra course when they entered as 9th graders. As these two sub-populations of students moved through the 10th and 11th grades, they began “falling out” of the college preparatory pathway.

The former Assistant Principal states that sharing this data with staff heightened their awareness in terms of working within their own classes and triggered an effort aimed at getting these students to make use of the various support services offered at Jefferson. For example, their counselors met with the at-risk students one-on-one more frequently; there were more referrals for after-school tutoring; and letters were sent home to the families from the school and the central office. And yet, Jefferson CAPP leaders do not feel that they are in a position to determine what kind of an impact or whether there has been an impact as a result of these interventions. Thus, the administration expresses a
need to develop a system—aside from the API reporting—that informs them about and enables them to more coherently examine the progress of their student ethnic sub-populations.

On a more general level, Jefferson’s Principal asserts that it may take years before they can determine the impact of the various activities and programming implemented since CAPP. For example, in terms of the STEP program, one might ask, “Did the [student] benefit from the STEP Program?” Aside from anecdotal data gathered at present, it may be until they see the data coming back from the university that Jefferson can determine whether STEP had a positive impact on college enrollment rates among Jefferson students.

Regarding parent outcomes, the JHS Principal states that parents who participate in the PTSA know CAPP very well. The administration praised the leadership role demonstrated by two parents in particular. One parent leader is a member of the PTSA at both Jefferson High School and T.R. Policitta. Additionally, she is a staff person in the financial aid office at SFSU. In a sense, she exemplifies the partnership amongst all three entities. Another parent leader was instrumental in coordinating the Saturday workshops mentioned previously as well as helping to recruit other parents to the group. The administration considers Jefferson fortunate to have the commitment of its PTSA and feels confident that these parent leaders will continue to play a supportive role. Finally, as mentioned previously, two members of the PTSA accompanied Jefferson staff to the CAPP conference in Long Beach in June of 2001.

Unexpected Outcomes

The school Principal perceives CAPP as fostering cohesion among the various partners involved. He describes, “We had a school. And State had their school. The elementary school had their district. CAPP [is] this glue between all three of us that really started that big dialogue…I remember, we were always so focused with what’s happening at Jefferson and didn’t have time to look at both ends. And now, CAPP really is—in my eyes—that partnership between all three groups [which] is really starting to gel now; to build dialogue and to work back and forth.”
Summary

Lessons Learned

The CAPP team at Jefferson High School recognizes that the steps they have taken in refining the curriculum and instruction in the freshman program should be extended to the 10th grade and beyond. The former Assistant Principal considers linking the 10th grade curriculum—specifically in English and math—to the 9th grade curriculum, to be critical to the overall success of their standards implementation effort. For example, the 10th grade English class should link back to the work from the 9th grade academic literacy class. Administration would also like to see the math department emulate the English and science departments in their efforts at developing a “common agenda.” For example, all of the teachers in the English department teach a 9th grade English class, and the entire science department is involved in freshman science. While the new Assistant Principal agrees with the concept, he suggests that it not currently possible because JHS does not “have enough teachers in the math department that can teach the high level math classes.” He states that doing this would require that some of their math teachers acquire an additional credential. And, finally, a third area where the JHS staff would like to see growth is in their articulation with the two feeder middle schools: T.R. Policitta (TRP) and Ben Franklin. JHS envisions using CAPP funds to pay for consulting fees at both of the middle schools, as well as continuing the co-faculty meetings with TRP. JHS considers any shared time with TRP staff to be an ideal setting for joint professional development opportunities.

Issues for Year Three

Jefferson High School is beginning year three with a new CAPP-funded position—that of a CAPP Coordinator, who will be taking on all of the CAPP-related responsibilities of the former Assistant Principal. It is anticipated that the new Coordinator’s presence at JHS may help to enhance the high school’s relationship with the other feeder school, Ben Franklin Middle School, since prior to being hired at JHS the Coordinator worked at Ben Franklin. Jefferson envisions including Ben Franklin in the articulation efforts that they have initiated with TRP Middle School.

Another collaboration that JHS is considering is with San Francisco City College (SFCC), which has a chemistry professor who has traditionally allowed AP chemistry students from a neighboring high school to utilize his lab facility. JHS hopes that their AP
chemistry students may also be able to take advantage of such an opportunity by establishing a relationship through JHS’s AP chemistry teacher, who has received an invitation to work with this particular professor at SFCC.

In year three, the CAPP leadership team would like to see more students participating in student support services such as, tutoring and homework assistance, peer mentoring, and MAP workshops. More specifically, JHS plans to focus on continuing to do more outreach to the at-risk and ethnic student sub-populations. JHS seeks to create a tighter monitoring and referral system to ensure that low performing students attend tutoring and obtain counseling. In addition, JHS perceives the involvement of parents in this process to be a high priority. In regards to Latino families in particular, the PTSA has collaborated in devising strategies to attract more Latino parents to attend their meetings.

Another continuing effort at JHS is promoting and expanding the standards-based curricular and instructional reforms taking place to be incorporated by all teachers at all grade levels. As mentioned previously, the curriculum in English and math at the 10th grade needs to be more directly aligned with the 9th grade curriculum. JHS is particularly concerned with the current 10th grade English and math curriculum, for 10th graders will be expected to take the High School Exit Exam (HSEE) in the spring of 2002. By taking the steps necessary to expand the English and math curriculum to 10th grade, their students will be better prepared for standards-based assessments such as the HSEE.
LAKEWOOD HIGH SCHOOL

Introduction

The Lakewood High School CAPP project involves Lakewood High School and the California State University, Long Beach. The primary goal of the project is to prepare a small cohort of students to succeed academically at the university level without the need for remediation classes in English and mathematics. To do so, the project provides student support services – tutoring, counseling, and preparation for higher education – to a cohort of approximately 120 students in the ninth and tenth grades. After the tenth grade CAPP students are expected to enroll in Lakewood’s college prep program. Elizabeth Polski, Assistant Principal, is the Project Director.

Lakewood High School is a comprehensive high school within the Long Beach Unified School District. During the 2000-2001 academic year the student population was 38.4% Latino, 31.3% white, 14.1% African-American, and 10.8% Asian. The second year of the CAPP project focused on developing the CAPP project for tenth grade students, bolstering tutoring, and expanding opportunities for professional development, while strengthening the partnership with CSULB.

Project History and Overview

At the end of year one of the project Lakewood High School had established a program with several major components, including standards-based instruction, tutoring, academic counseling, higher education awareness, and parental involvement. Some of the successes during the first year included adequate support from the school administration, positive student reaction to CSULB activities and services, and intensive monitoring and reporting of student progress involving teachers, administrators, and counselors.

During year one the program did experience several challenges. Tutoring was set up as a voluntary opportunity to revise work for a better grade and to improve subject area skills; but student participation in tutoring was minimal. Many students in the first cohort were not sufficiently prepared to meet the expectations of the CAPP project, even with support, resulting in higher than expected levels of failure. To ensure that the second cohort of students was more readily prepared to meet the standards of performance in the CAPP project, the program raised the minimum middle school grade point average requirement to 2.3 from 2.0. Finally, the CAPP project was not able to enroll 120 students for the initial 9th grade cohort, as it had planned. It reached a maximum of 113
9th graders. Of these students only 70 remained in CAPP as tenth graders during year two. Other challenges included the low level of performance of English CAPP students compared to non-CAPP students and the low level of parent involvement perceived by CAPP teachers and administrators who worked to ensure that communication with parents was consistent.

### Current Project Objectives

At the end of year one CAPP teachers and administrators met to review and revise the year one objectives based on experiences with year one of the program. Table 1 compares the first and second year goals and objectives. For goal 1, related to preparation on English and mathematics, the Lakewood CAPP team revised the objectives so that the basis for comparison of the achievement of CAPP students would not be their own prior performance but the performance of the rest of the school population. So, for example, while Goal 1 Objective 1 for the first year of the program called for CAPP students to increase their performance on the SAT-9 in English and mathematics by 5% during the first year, the objective in year two was transformed so that now CAPP students must perform equally or better than non-CAPP students. The objective for increasing enrollment in the A-G course sequence was eliminated as all CAPP students were expected to complete this sequence in year two of the program. The objective on performance on the writing proficiency exam remained the same.

With regards to Goal 2 and standards-based instruction the objective of providing CAPP teachers with professional development was eliminated in year two. The CAPP project kept the objective of providing opportunities for teachers to collaborate on planning and curriculum development. It also kept the objective of aligning daily teaching objectives with specific content standards.

The program added a third goal of making students aware of CSULB expectations and opportunities. The measurable objective developed was to provide CAPP students with one orientation event per quarter.

Change in the comparison group for objectives one and two of goal one may skew the achievement results for the CAPP project. CAPP students may outperform non-CAPP students at the end of year two, but the improvement of non-CAPP students may still be greater than that of CAPP students, bringing into question the benefits of the CAPP project for its participants, compared to programs for other students at the school. The selection process for 9th grade students in CAPP’s 2nd year may skew the achievement results. Students with higher GPAs than in the previous year of the program were

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selected for the second ninth grade cohort. The performance of these students may be artificially inflated because their ability level is higher, while there is no comparable change in the comparison group of non-CAPP students.

**Table 1**

*Comparison of Years One and Two Lakewood CAPP Goals and Objectives*

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<tr>
<td><strong>GOAL ONE</strong></td>
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<td></td>
<td>Raise academic achievement for a cohort of 120 students, so a higher proportion is prepared to succeed in post-secondary education.</td>
<td>After participating in CAPP students will be better prepared to enter a four-year university without remediation in English or math.</td>
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<tr>
<td><strong>Objectives</strong></td>
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<tr>
<td>Increase the test scores of CAPP students in English and math on the SAT 9 test by five percent in the first year of the program.</td>
<td>On standardized English and math tests students in English/math CAPP classes will have a mean score greater than or equal to the mean score of students in regular non-CAPP English/math CAPP classes.</td>
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<tr>
<td>Increase the percentage of CAPP students who pass the A-F required courses in English and math with a grade of C or better.</td>
<td>The GPA of CAPP students will be higher in the A-G required courses in English and math as compared to the non-CAPP students.</td>
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<tr>
<td>Increase the number of A-F required courses CAPP students will enroll in as tenth graders.</td>
<td>n/a</td>
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<tr>
<td>Increase the percentage of CAPP students who score a 3.5 or better on the ninth grade Writing Proficiency test.</td>
<td>Increase the percentage of CAPP students who score a 3.5 or better on the Writing Proficiency test.</td>
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<td><strong>GOAL TWO</strong></td>
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<td></td>
<td>Implement a system of standard-based education in English and mathematics.</td>
<td>Continue to implement a system of standards-based education in English and mathematics.</td>
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<tr>
<td><strong>Objectives</strong></td>
<td></td>
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<tr>
<td>Provide the CAPP English and math teachers with professional development in standards-based education.</td>
<td>n/a</td>
<td></td>
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<tr>
<td>Ensure that teachers are provided the time to collaborate in curriculum development.</td>
<td>Provide the CAPP English and math teachers time for ongoing planning and curriculum development.</td>
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<tr>
<td>Ensure that teachers align their daily teaching objective with specific standards.</td>
<td>Ensure the CAPP English and math teachers align their daily teaching objective with specific content standards.</td>
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<tr>
<td><strong>GOAL THREE</strong></td>
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<td></td>
<td>Students will become aware of CSULB expectations and opportunities</td>
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<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>CSULB liaisons will provide CAPP students with a minimum of one orientation event per quarter.</td>
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</table>
Year Two Project Implementation

During year two the CAPP project expanded to include both ninth and tenth grade students – a new class of ninth graders and the previous year’s ninth graders. The CAPP tenth grade class began with 67 students and ended the year with 55. The CAPP ninth grade class began with 71 students and ended with 70. Major activities during year two included the provision of tutoring and classroom aides, activities to increase student awareness and understanding of higher education, and monitoring and reporting on student progress.

Services Offered to Students

Tutoring was scheduled both before and after school in a designated area of the library media center. English tutoring was offered after school on Tuesdays and Thursdays. Math tutoring was offered on Mondays and Wednesdays. In both cases two teachers tutored; sometimes a CSULB tutor was available in math. Attendance declined progressively during the year. During the second semester teachers tutored during lunchtime as well to improve student participation. The director indicated that Algebra AB teachers thought that their students (from the second cohort) may not have needed tutoring as they were much better prepared than last year’s students. The director thought that Algebra CD students (from the first cohort) would have benefited from the tutoring.

CSULB students served as teachers’ aides in the CAPP classrooms to a varying degree. In the two ninth grade English classes they worked four to five days a week in one and one day a week in the other. In the tenth grade English class they worked two days a week. The assignment of aides was better coordinated this year, as the responsibility for coordination of aides in all programs at the school was delegated to one individual. The coordination improved aides’ attendance.

To ensure students were aware of their performance in English and math classes and of the expectations of the program, students met individually with their English and math teachers at the beginning of the second semester to review their progress.

With CSULB CAPP provided special events at the university and at the school. Christina de Guzman, Program Coordinator for CSULB, presented information to students on college admissions and expectations. Both 9th and 10th graders had the opportunity to attend two field trips. On the first trip students planned a hypothetical college schedule. The second included a tour of the library facilities and attendance at a play presented by the Drama Department at CSULB.
Tenth graders also went on another field trip – arranged by professor Potts of the English Department – to visit the Drama Department. Potts also worked with 9th graders in lessons on scheduling coursework as a first-year college student and understanding the responsibilities of university students. Professor Hotchkiss – also from the English Department – and her honors students participated in discussions on Shakespeare with 9th graders in Ms. Merlo’s CAPP English class. They presented their research on Shakespeare to students at Lakewood. Other CSULB students judged research displays of CAPP 9th grade English students. Hotchkiss reviewed and discussed CAPP students’ writing.

The program did not use the PLATO lab as planned. The lab reinforces basic English and math skills and develops standardized test preparation skills and strategies. Some teachers had their students use the lab for SAT-9 practice. The director cited lack of familiarity with correct use of the lab, as well as the time it drew from teacher instruction, as reasons for its lack of use.

*Services Offered to Parents*

An orientation meeting for parents of students selected for CAPP took place at the annual Back to School Night. Parents continued to receive monthly progress reports from CAPP English and math teachers. Parents also participated in evening conferences with the CAPP counselor throughout the year. Each parent was asked to attend two meetings with the counselor during the year.

*Professional Development Activities*

Professor Potts continued working with Ms. Merlo – the 9th grade CAPP English teacher – this year reviewing and improving lessons. Ms. Merlo and Mr. Crawford, the other 9th grade CAPP English teacher, worked with WestEd’s Western Assessment Collaborative on the Instructional Leadership Initiative (ILI). The purpose of the ILI is to train teachers to develop lessons and assessments that are aligned with standards and to motivate other teachers to participate in the training. CAPP English and math teachers participated in the Supporting Standards-Based Practice workshop sponsored by CAPP in January 2001. CAPP math teachers met during summer 2001 to design common workshops and materials based on the standards to supplement the Algebra AB curriculum.
Structural Changes

A new tenth grade math teacher and tenth grade English teacher joined the project, since the program expanded during the 2000-2001 year. All CAPP teachers – except for one – had common planning time during the second year of the project.

Role of Partners

Feeder Schools and Articulation

Feeder school participation was limited to assisting in the identification of students eligible for the program. No articulated curriculum is in place. Students are expected to complete the necessary coursework and attain the necessary grades to enter high school. The director stated that CAPP is not helping to improve Lakewood High School’s articulation with its feeder middle school.

Higher Education Partners

The director stated that the partnership with CSULB in year two was stronger. CAPP staff from both the high school and CSULB met quarterly at predetermined times throughout the year. Professor Potts worked more closely and frequently with Ms. Merlo. Coordination of CSULB classroom aides improved. Christina De Guzman provided more opportunities for students to learn about higher education. CSULB provided tutoring, field trips, presentations, and college aides in the classroom. The CAPP director described communication with CSULB as excellent.

School and District Contexts

The director stated that the project fits well within the school context. As the Assistant Principal assigned to the project she selects the teachers for the program and can place classes in the master schedule where she wants them. The project had one AP assigned to it, compared to two in the second year. Teachers and administrators at the school site met twice a month and there were one-on-one meetings and interaction on a daily basis. Teachers support the program and collaborated in revising the objectives. The school started a new magnet technology program that drew students away from CAPP. The District did not play an active role in the CAPP project according to the Project Director, “The CAPP project is basically [managed] here at the school.”
Project Outcomes

Monitoring Project Implementation

The director stated that the CAPP staff meetings were used for monitoring the program. With regards to student progress, teachers met with students on an individual basis, parents received monthly progress reports, and CAPP staff reviewed student GPAs at the end of the first and second semesters. SAT-9 and common end of year assessment scores were reviewed the following school year.

Student and Parent Outcomes

The CAPP director indicated that the perception of the CAPP staff was that student performance on a daily basis was more positive due to the change in the minimum GPA requirement. There were less behavior problems. Contrary to the first year, parents reacted favorably to having their child selected for the program. No parents requested that their child be pulled out after being notified of his or her selection for the program.

Summary

Lessons Learned

The director of the program stated that there was a need to enroll students in the program who demonstrate capacity for success. “We have to target and select students who fit the profile of a student who is perhaps able to go on to college. You look at grades, attendance, and test scores. When you put all these things together you hope the student is going to be successful in the program.” The project also reorganized tutoring and college aide coordination, as well as enhancing CSULB’s participation.

Issues for Year Three

In year three tutoring was reorganized as a mandatory program due to low student participation in previous years. Attendance at five sessions per semester is required of CAPP students and counts for 5% of their grade. CAPP objectives for year three will remain the same as year two. The director will be retiring at the end of year three of the program. She needs to assign someone to replace her and to shadow her during the second half of year three in preparation for the assignment.
The counseling department was restructured. Students in CAPP are no longer assigned as a group to one counselor as in the past. They are assigned to counselors alphabetically by surname, as are all other students at the school. So CAPP students are distributed across several counselors. The director’s concerns include the impact that the counseling department reorganization will have on the selection of students for the program as well as the variation in level of “buy-in” for the project that the counselors may have. To ameliorate the impact of the reorganization one counselor will be responsible for coordinating all aspects of the CAPP project with the department.
MAGNOLIA HIGH SCHOOL

Introduction

The Target Cypress Plus Grant at Magnolia High School was designed to increase the academic preparedness of students in grades 7 through 12. The Grant partnered Magnolia High School and its feeder school, Dale Junior High, with postsecondary educational institutions including Cypress College, California State University, Fullerton, and University of California, Irvine.

The model used by the program was to bring college and university faculties together with secondary teachers to discuss various standards for students at all grade levels. The broad goal was to equip graduates with the necessary skills in English and mathematics, and subsequently reduce the number of students requiring remediation in the CSU or UC system.

Enrollment at Magnolia High School in 1998-99 was 1,728. These students represented a variety of cultures, and, according to the original grant application, 36 different languages. The student population at Magnolia was also quite mobile, with 33% of students leaving the high school before the completion of their freshman year. Almost 20% of Magnolia High School students’ families received AFDC and 78% of the students at Dale Junior High were eligible for free or reduced priced meals.

Project History and Overview

In year one, the Target Cypress Plus project provided professional development opportunities for math and English teachers at Magnolia High School and Dale Junior High. Math teachers attended workshops designed to assist them in developing and implementing hands on activities and incorporating current math standards into the lesson plan. English teachers worked with faculty from the UCI Writing Project to learn about the 6-point rubric system in place at the University, and how to use that rubric in assessing work at the high school and junior high. The Anaheim Union High School District provided additional training on assessment throughout year one.

The curriculum was streamlined with the adoption of the district content and performance standards in English/language arts courses for all students in grades 7 through 12, and the implementation of a “traditional, topic-centered” mathematics curriculum at Magnolia High.
Tutoring was made available for students at Dale and Magnolia. At the junior high, 50 to 60 students a day visited the library for assistance. However, fewer high school students took advantage of the service. Additional student support was available in the form of a study skills course created for incoming freshmen at Magnolia, and SAT preparation courses were offered at the high school during zero period for interested students.

**Current Project Objectives**

The objectives of the Target Cypress Plus project at Magnolia High School remained the same in year two. The project sought to decrease the need for student remediation at the college level, increase the number of students that successfully complete college-prep courses, and ultimately increase student achievement at Magnolia as measured by the number of students scoring at or above the 50th percentile in Reading, Language and Math on the Stanford-9 examination. The process by which such increased achievement would occur was through the revision of the core mathematics and English/language arts courses at Magnolia, to meet the State standards, and through professional development designed to increase teacher’s content knowledge and pedagogical skills.

No new activities were articulated in year two. The project sought to build on the successes of year one and to continue providing professional development to staff, and address the obstacles encountered in year one, including the low turnout for the Magnolia Homework Center and the lack of participation in the project among some Higher Education partners.

**Year Two Project Implementation**

CAPP staff at Magnolia noted that the project has allowed them to focus on three areas: 1) providing staff development; 2) improving articulation and deepening relationships with staff at the feeder school; and 3) supporting tutoring services for students. In doing so, the project has allowed Magnolia and Dale to focus on content and performance standards, streamline the curriculum, and develop common assessments for measuring student achievement.

*Professional Development*

Opportunities for professional development for English teachers increased in year two. The entire English department at Magnolia High School attended the 2001 California
Association of English Teachers (CATE) conference in Ontario, CA. The focus of the conference was improving reading and writing methodologies. The Governors Reading/Writing Institute, hosted by the South Basin Writing Project, and held on the campus of Cal State Long Beach had a similar focus. Four English teachers from Magnolia High attended this Institute. Finally, 10 English/Language Arts teachers from the high school participated in the AUHSD writing proficiency and scoring workshop in 2000-01. This workshop was specifically focused on ways to help students meet the writing proficiency requirements of the High School Exit Exam (HSEE).

Mathematics professional development was provided directly through the partnership with Cal State Fullerton. Although there were fewer opportunities for training in math, teachers from both the high school and junior high were able to take advantage of the workshops that were available. A total of 10 high school and junior high school teachers participated in 20 hours of CSUF-provided staff development designed to improve algebra instruction. Eleven teachers attended a shorter workshop at CSUF to learn how to integrate patterns and logic into mathematics lessons. Through these workshops, CAPP staff estimate that at least half of Magnolia’s math teachers received some professional development in 2000-01.

In addition, CAPP staff noted that there was additional “informal” staff development for math teachers in 2000-01 aside from the university-based workshops. Perhaps “once a quarter”, teachers from Magnolia and Dale worked together “as a group doing work, often times with consultants or college professors coming in to work with (teachers).”

Curriculum

In year one, AUHSD adopted content and performance standards in language arts courses. As a result, CAPP staff noted that the articulation between junior high and high school was realized due to the “common curriculum across the district.” CAPP staff did not believe the same articulation existed in math departments across the district, but were hopeful that the textbook adoption process scheduled for 2001-02 would result in a common curriculum for the junior and senior high schools.

At the high school, CAPP staff reported that courses in math and English were well aligned with State standards. In 2000-01, Magnolia High School implemented a two-year standards-based algebra curriculum. According to CAPP staff at the high school, by year two of the project “the lessons in math were 100% standards-based” while the English department had approximately 75% of their lessons aligned with the state standards.
When talking about the levels of alignment, this teacher noted that “The standards-based lesson planning and curriculum is not that hard in math, because it’s pretty … one-to-one. There is a more direct relationship… it’s easier to do in math. In English they are definitely being more driven by the standards … but also trying to focus on SAT 9 and HSEE requirements.”

New district requirements also led to increased exposure to math lessons. In 2000-01, AUHSD instituted a three-year math graduation requirement that mandates that students graduating in 2004 must complete 3 years of mathematics courses (in grades 9, 10 and 11). The district guideline further states that “the student is required to be enrolled in mathematics until passing the mathematics portion of the High School Exit Exam.”

Assessment

Some common student assessments are used by teachers at Magnolia High School and throughout the district. English teachers employ districtwide rubrics to measure student progress, and math teachers at the high school have used tests provided by the Math Diagnostic Testing Project (MDTP). Despite these attempts at identifying and defining student progress, some teachers still have issues with the way students are placed into certain math classes and how they are graded once in those classes. As one math teacher explained:

Different people have different views of what is low, medium and high achievement. And as a result, when a student changes assessors, they may be low level but the new assessors perceives them to be higher. As an example, I’ll see students in a class and ask them, ‘why are you in this class’ and they’ll say, ‘well, I didn’t do my homework.’ Well, to me that is not a measure of achievement, but for other teachers it is. … This is an issue across math teachers at Magnolia too. There are common units being taught, but the grading of those units is not consistent. And there might be a different emphasis and different pacing in the class across teachers… As long as individual teachers are making those decisions, it’s going to be subjective. It’s not based on empirical data.

Student Services

Many of the services provided to students in year one of the Target Cypress Plus CAPP project continued in 2000-01. Freshman students at Magnolia completed the “Freshman Focus” class (a district requirement) and SAT preparation classes were offered at the high school during zero period for interested students. In addition, teachers at the high school
and junior high were trained on incorporating test-taking strategies into their curriculum, and provided with practice problems, to help prepare students for standardized testing.

The addition of AVID classes at the junior and senior high school provided additional support and preparation for potential college-bound students. One 8th grade AVID class was offered at Dale Junior high and one 9th grade AVID class at Magnolia in 2000-01. Magnolia plans to add one additional AVID course each year for the next three years.

College awareness activities continued as planned, with information about college requirements and exposure to colleges available for junior and high school students. In 2000-01, Magnolia staff held a college fair on the high school campus, and arranged field trips to CSUF, UCLA and Cypress Community College. Students at Dale also toured the community college. Such tours were provided each semester and were open to interested parents as well. Aside from campus visits, Dale junior high also began to provide students with more information about life beyond junior high and high school. Career Fairs emphasizing the importance of mathematics and English skills, and the formation of a College and Career Corner in the Dale Media Center provided students with opportunities to learn about future educational expectations and requirements, and to collect brochures from various colleges.

One activity originally planned to help increase college awareness was the formation of a college orientation class. This class was not implemented in year one (CAPP staff felt that “something more meaningful was needed”), and after 2000-01, the idea was abandoned. In its place, Magnolia High School has begun pre-testing seniors using items from the entry level English and math tests. The goal is to give students practice at taking the exams and to make students more aware of the tests and the requirements for placement at various levels. As one teacher explained, it gives students the opportunity to “to see where they stand and where the universities think they stand. A lot of time, kids just go take these tests and hope they pass and don’t really have any idea of where they are at before they get there.”

Target Cypress Plus continued to provide tutoring for Magnolia and Dale students. Assistance was provided Monday through Thursday for an hour after school for all interested students. The tutoring center was always in the same specified classroom, staffed by a variety of teachers. The project hoped to enlist the aid of college students as tutors, but CSUF was unable to make students available. “We have a hard time finding daytime tutors,” one teacher noted. Initially in year two, CSUF “sent students (to tutor) during the day, but then they pulled them from us.”
A bigger concern however, remained the lack of student participation in tutoring services, particularly at the high school. One teacher bluntly stated that tutoring is “not part of our culture.” Some project staff visited another CAPP site in Chula Vista to learn more about strategies for tutoring students, but that school was forced to “lock down” due to a nearby school shooting, which prohibited the staff from fully observing the tutoring center. “We did get some info on the standards-based curriculum and implementing curriculum consistently across all classes” noted one CAPP staffperson from Magnolia who visited the Chula Vista site, but “we didn’t really learn much” around tutoring.

**Role of Partners**

The CAPP Executive Committee, which includes representatives from Magnolia High School and the junior high, held quarterly meetings throughout year two to discuss project objectives and plan future events. The Committee includes the principals of the high school and junior high, as well as several English and math teachers, and counselors from both schools. CAPP staff believed these meetings and other informal discussions between partners across schools was effective in monitoring program implementation and planning.

**Feeder School and Articulation**

A new English teacher at Dale junior high assumed the role of school contact person for the project in year two (the previous staffperson accepted a job at the district). The high school representative from the CAPP executive committee noted that the transition of staff was smooth and did not impact the continued relationship building between the junior high and high school. In fact, as the teacher explained, “I would say a strength for us is the way we have built a relationship with our feeder junior high.”

Teachers at the Feeder school have participated in staff development with their high school counterparts, and many of the student services noted above, such as tutoring, and college awareness activities and events, were available to students from both Magnolia and Dale. The curriculum was more consistent across grade levels, in part due to the district requirements. One teacher noted that as a result of the shared curriculum and inservice opportunities, “(junior high teachers) now have a sense of what is going on at the HS.”

Differences remain however, in some teachers’ perceptions of students at the junior high and high school. According to some staff, teachers at Dale have the perception that
their students “are not at grade level, and there is a reluctance to raise the bar.” Students coming to the high school from Dale are placed into classes by their junior high teachers, a process which has been “reasonably effective” according to CAPP staff. However, issues still remain regarding the way in which students are placed into classes and ultimately the ways in which student achievement is assessed.

**Higher Education Partners**

The Target Cypress Plus project worked primarily with Cypress College and CSUF during year two. As was true the previous year, Cypress College hosted student visitors to the college campus, while CSUF provided professional development for math teachers at the junior and senior high. Other institutes of higher education provided workshops that were attended by CAPP staff, but they were otherwise not involved in the partnership. CAPP staff reported that the level of communication between the schools and the higher education partners remained the same across the first two years of the project.

**School and District Context**

The District standards and course requirements put forth by the AUHSD remained consistent with the goals and objectives of the Target Cypress Plus CAPP project. Content and performance standards in English and a graduation requirement of three years of mathematics courses helped move Magnolia High School, and other schools in the district, towards a system of standards-based education in English and mathematics. Teachers at Magnolia and Dale also participated in professional development provided by the district.

Despite these common objectives, the project and district activities were not coordinated in any way. One staff person noted that while supportive, “the district is not a factor in the project.” Similar sentiments were expressed when discussing other projects and initiatives at the high school. Although programs like the IIUSP at Magnolia High School are consistent with CAPP, the programs are seen as vying for the same small pool of staff and staff hours. “There are too many competing things” one teacher noted.

Some staff thought the program could benefit from more coordination that would “gain efficiencies and eliminate redundancies.” However, CAPP staff had mixed feelings about the time away from the classroom that such a role might demand. Due to the lack of qualified substitutes, some teachers were reluctant to leave the classroom. “As much as I love CAPP, and support it, there is no way I could compare that to my feelings of my
students” said one teacher. This person elaborated by explaining that “Administrators don’t really have the time (to be more involved) in our district, and that’s the problem.”

Aside from the potential “redundancies” within CAPP and similar projects at Magnolia, there was a general concern for the academic climate at the school. One teacher was dismayed that students weren’t allowed extra opportunities for standardized test-taking. According to this teacher. “We don’t give kids the SAT until they’re seniors, but a lot of schools take them as juniors. We don’t do things here the way that a lot of the more education-oriented schools do.” It was also noted that “we could probably make a difference in the tutoring if we had a school-wide comprehensive approach, but I’ve had kids tell me they can’t make a test up because they’ve got to go to football practice. The football program is competing with every other program, that’s how it works.”

**Project Outcomes**

The CAPP project has had an immediate effect on preparing teachers for standards-based instruction. According to staff, the project has “benefited (teachers) tremendously in terms of staff development and relationships with one another.” Improved communication and increased articulation with Dale Junior High was also cited as an important outcome of the project.

**Monitoring Project Implementation**

Student achievement data, such as the number of seniors completing the A-F course sequence, was not collected by the project. According to the CAPP coordinator, this information is made available through the district. “I look at the aggregate data and break it down” the staffperson noted.

**Student Outcomes**

Enrollment in college required courses at Magnolia increased in 2000-01, in part due to the district graduation requirements and in part due to the emphasis placed on such courses by academic counselors at the high school. As enrollment has increased, so has the number of college preparation courses. There were 26 “core mathematics” courses offered at the high school in 2000-01, up from 23 and 21 the previous two years. Altogether, 87 math and English courses included in the A-F sequence were offered at Magnolia in 2000-01. By comparison, 75 such courses were offered in 1999-2000 and 64 were available in 1998-99, the year prior to CAPP.
CAPP staff at Magnolia did not have data to track student achievement in those many math and English courses, although they believed that students were faring well. One teacher explained that “I think the achievement is higher and the focus is more acute. Students are more reliant on us to help them...they know more teachers and are comfortable with more teachers.” There were still some concerns however, perhaps due to the low turnout at the tutoring center, that enough students were not being reached. One staffperson expressed the feeling this way: “I think we’ve done a reasonably good job of implementing the program. Maybe we’re too close to be objective and we may be doing better than I think we are, but, I’ve got to be honest, it’s this gnawing feeling that we’re not doing enough. But that doesn’t mean we’re not trying.”

**Summary**

CAPP staff at Magnolia believed that the staff development opportunities and the increased communication with the Dale Junior High during the first two years of CAPP allowed teachers to improve their instruction around standards and become more familiar with the instructional needs of students entering high school and college. Additional staff development is planned for year three, although staff reported that the basic objectives of the Target Cypress Plus CAPP project would not change in 2001-02, “unless CAPP asked us to change them.”

Such additional staff development remains necessary due to the rapid turnover in staff, especially at the high school level. CAPP staff noted that there were four new math teachers at Magnolia in 1999-2000, and another four teachers in 2000-01.

Project staff acknowledged that they are hopeful the tutoring center will remain open in year three, and that more students will participate in tutoring services after school. Staff at the high school plans to recruit college-aged tutors to help “provide a more stimulating environment for our students.”
MOJAVE SENIOR HIGH SCHOOL

Introduction

The Mojave High School CAPP project was designed to implement standards-based instruction to increase the preparedness and achievement of capable students who could succeed but who lacked the support and structure that facilitated academic success. Mojave High School’s partners include its two local feeder schools: Joshua Middle School and California City Middle School. Postsecondary education partners include Cerro Coso Community College (CCCC), the Antelope Valley Community College (AVC) and California State University, Bakersfield (CSUB).

The broad goal of the Mojave High School CAPP project is to strengthen English and mathematics curricula at the middle school and high school through increased communication with the feeder schools, focused staff development, and the creation of an academic support system for middle and high school students.

Mojave High School was built in 1953, and serves the rural areas of Mojave and California City, located in Southern Kern County. In 1998-99, the school enrollment was 568 students. The majority of those students were white (57%) with Latinos and African Americans comprising 23% and 15% of the student population, respectively. Only 7% of the students were classified as English Language Learners (ELL) and fewer than one in five students were eligible for free or reduced price meals.

Project History and Overview

Many of the proposed activities were implemented to varying degrees in year one (1999-2000). Students received academic support services, teachers participated in professional development, and channels of communication between the high school and the local feeder schools and postsecondary partners were established.

Much of the support for students was provided through the AVID program. AVID classes taught high school and feeder school students note-taking, test taking, time management, and reading and research skills and provided direct exposure to local colleges through AVID-sponsored field trips and events. Homework centers at the high school and feeder schools provided students with additional academic support.

Teachers at the high school and middle schools began to review the academic content standards in year one, although the limited number of staff development hours meant that this was not a schoolwide or partnership-wide effort, as had been planned.
Math teachers attended CPM workshops, and a faculty member from the CCCC facilitated a Saturday staff development day for English teachers. In addition, AVID team members from Mojave High School and the feeder schools received AVID training in San Diego the summer prior to CAPP implementation.

Partnerships with local middle schools and IHEs were formed in year one, with varying levels of collaboration across each institution. The establishment of AVID classes and homework centers at the middle schools provided academic support for students and created an awareness of the importance of high school and post-secondary education among feeder school students and staff. Higher Ed partners supported the project by providing advice and information to school officials and staff development to teachers, although, in the case of CSUB, their participation was somewhat limited due to the distance between the university and Mojave schools.

**Current Project Objectives**

The project objectives did not substantively change from year one to year two. Project staff reported that they wanted to redouble their efforts and provide services for the new cohort of 9th grade students entering Mojave in 2000-01, and also “improve the numbers” for 9th and 10th grade students in terms of their participation and achievement in college prep courses. As the project director explained, “For kids in A-G courses, we tried to improve GPA from grade level to grade level, from 9th to 10th grade. We tried to increase STAR results and standards from 9th and 10th grade. We still looked at what we wanted to do (in year one), but we looked at it as a 2nd year cohort.”

**Year Two Project Implementation**

Student support, provided through AVID classes and, to a lesser extent, the homework center, remained a prime component of the Mojave CAPP project. Support for teachers was provided as staff from Mojave and the feeder schools worked to revise and update courses of study and become familiar with the State standards and frameworks.

**Student Support**

The number of AVID classes offered as part of the Mojave CAPP project increased in 2000-01. Two new 10th grade AVID classes were added during the second year of implementation. Two 9th grade AVID classes remained on the schedule, and served a new group of incoming high school students in 2000-01. Joshua Middle School also added
one AVID class, offering a class for 7th and 8th grade students, while California City Middle School continued to offer one AVID class to 8th grade students.

Aside from the classes, AVID students, along with some ASB students, made quarterly field trips to several CSU campuses and museums. A total of 79 AVID and ASB students from Mojave visited college campuses during year two. Additional college preparation activities included SAT workshops, funded by the College Preparation Partnership Program (CPPP).

The Homework Centers provided after-school tutoring for all students at the high school and middle schools. However, attendance at the Mojave High School center decreased sharply as the year progressed, as was true in year one. Staff initially believed that the homework centers would be a core component of the project throughout the life of the grant, but were unsure at the end of year two if it was “cost effective” to keep them open. One possible reason for the low students turnout was the remoteness of the school. As the principal of Mojave theorized,

I don’t know if it’s because of our transportation, because most of our kids live 15-20 miles away, but (the center) is not what I envisioned. Seventy percent of our kids get on the bus after school, probably half after school and the other half after activities. We have a full bus at 4:15 and another full bus at 6-6:30. ... I don’t know what the secret is.

Tutoring at the homework center was typically provided by Mojave staff and college students from the partnering IHEs. Two tutors came from AVC and another from CSUB. The other partner, Cerro Cosa CC, offered $2,000 for tutoring, but no students participated in year two.

Curriculum Changes

The entire instructional staff at Mojave worked towards aligning the courses to the requirements of the State and UC system during year two. “It sounds simple, but basically we updated all our courses of study,” explained the principal. Staff came to school on a Saturday and were provided with examples of how to reconfigure current lessons. Once completed, the course outlines were submitted to the UC and the board. Over 30 courses were updated, noted the principal, and “only about 3 or 4 were not approved.”

Other changes in the course offerings provided students with increased exposure to college level curriculum. The number of Advanced Placement (AP) class offerings
increased from four to seven in 2000-01. The increase was possible because the courses were available online. Two new academies, “which were spun off because of AVID and CAPP,” opened at Mojave, with an emphasis on college preparation. As the principal explained, “(students) will be eligible for the UC upon completion of one of these academies.” The algebra requirement at Mojave, which was instituted at the end of year one, continued to provide additional exposure to mathematics, especially for those students “at the bottom level.” Each of these changes placed more emphasis on the importance of college, and provided more opportunities for students to prepare for college. As the principal explained,

With everything we have here, with the exception of the ROP, up to 60 to 70% of our students (in theory) could be eligible for UC in two years. Whether they go or not is their decision, but the eligibility and hopefully the attitude, the backing, the prodding to go to college will help them get there. College used to be a luxury. It’s a necessity now. And I try to instill that in my staff and tell them that they have to instill it in the kids.

Professional Development

The Saturday exercise in aligning and updating the courses at Mojave High School impressed upon teachers the basic requirements needed for student success at the high school and college level, and, to a lesser extent, the skills necessary for success on the HSEE and college placement exams. The principal believed that the staff was “fully aware of the standards” and could explain the standards to their students.

Much of the other staff development for teachers was associated with AVID. Selected high school and middle school teachers attended the AVID training conference in San Diego the summer of 2001, and participated in quarterly meetings throughout the year. A total of 7 high school teachers and 3 middle schools received AVID training over the first two years of the CAPP project.

Staff from the CSUB English Department presented a one day seminar on articulation for Mojave English teachers. In math, several new teachers at the middle schools and high school received CPM training to prepare them for algebra instruction. This training and support ensured that “our algebra was consistent district-wide.”

Mojave High School planned to coordinate some CAPP-related staff development with West High School in Bakersfield in year two, but had to cancel due to a lack of qualified substitutes. However, Mojave did host a workshop on the A-G course sequences
provided by representatives from UC. Thirty educators attended, including 5 from Mojave High School

Role of Partners

The roles of the Mojave CAPP partners remained the same in year two, although the principal reported that there were fewer interactions across institutions than in year one. Some teachers at the feeder schools participated in training alongside their high school counterparts, with some of that training provided by University partners. The physical distance separating Mojave and CSUB, and the lack of training days and substitute teachers at the district, hampered the partnership. Local businesses played a minimal role in year two, although project staff harbored the possibility they would assume some role in the future.

Feeder Schools and Articulation

Efforts towards articulating the curriculum across the Middle and high school continued in 2000-01. The math and English departments held “articulation meetings” that included staff from grades 6 through 12. As one teacher described it, “Everyone had the day off ...just talking about what we want kids to know in the 9th grade.” According to the principal “I’m not sure if it fixed anything, but the one thing it did was it broke down the walls. And we’ve got to start there. And now that the walls are broken down, we are really going to begin addressing it (in year three).”

Aside from these teacher meetings, the middle schools just “did the status quo” in year two. The new principal at Joshua discontinued the newly-formed National Academic League because “no one could do it.” Disappointment was also expressed at the fact that only three teachers from the middle schools attended the AVID training. In the future, the principal at Mojave intends to continue to communicate with administrators at the feeder school around the project goals. “They understand that my philosophy is ‘college starts at kindergarten’ and I’m trying to work my way down to them,” he explained.

Higher Education Partners

Representatives from the math and English departments at CSUB maintained contact with the project in year two. Dr. Joseph Fiedler (who also partners with West High School) held staff development and math council meetings with Mojave mathematics staff. As mentioned earlier, Denise Mitchell, from the CSUB English department, worked
with Mojave English teachers on improving articulation. Ms. Mitchell also attended the CAPP partnership Conference in Long Beach.

Scheduling conflicts and the distance between campuses prevented further involvement of CSUB in the Mojave CAPP project. This was especially true for college students who were reluctant to travel to Mojave to work as tutors. Students from the community colleges, CCCC and AVC, participated as tutors, and administrators, especially from CCCC, provided “moral support” according to the project coordinator. The project wanted the University to be more involved in the future. Project staff wanted to encourage students to attend four-year universities, and believed that “having someone from the University come and work with us would be more effective than me standing there, or my teachers standing up there in front of students. For some reason it just looks a lot better.”

School and District Context

Project staff described Mojave High School as being “CAPP-oriented.” They believed CAPP’s focus on higher-level math and English courses helped establish Mojave as a “college-prep school.”

Other initiatives at the school helped support CAPP activities. For example, AP challenge grant money funded AP classes and other related activities. The California Student Opportunities and Access Program (Cal-SOAP) provided $2,000 to pay for student tutors, and planned to support additional college awareness activities in year three and beyond. Finally, the Academic Achievement Improvement Act (AAIA) supplied $8,000 dedicated to tutoring, staff development and college prep activities at Mojave.

The Superintendent of the Mojave USD was supportive of the CAPP project; “100% supportive of the philosophy of making a college prep path for students and creating student support” according to the principal. The district supplied financial support as well by covering the salary of the AVID teacher at the high school. Finding qualified substitute teachers through the district remained a challenge in year two. The lack of substitutes sometimes prevented Mojave staff from leaving the campus for special events or training. In addition, such training, when it was supplied or coordinated at the district level, “was not that good.” According to the principal,

We already wasted one (training) this year. We need to make plans in Math, English, even K-12. We need to hit the important issues and we need to address those district-wide. ... Our meeting results were low
district-wide. I just think we can better devise a district plan. I have a broader vision than just working with my sites doing my thing.

By planning “district-wide” the project hoped to serve Mojave students at multiple locations. The principal noted that approximately 200 students move from Mojave High School to the district’s two alternate placement schools. “I want to align some of the standards so this project will actually reach them through my department chairs here” explained the Principal. “That way if they go there for 9th, 10th or 11th grade and then come back, they are not getting the same teaching but at least they are getting some standards based instruction instead of a workbook.

**Project Outcomes**

*Monitoring Project Implementation*

Project staff could not easily find and manipulate data to measure student achievement or assess project implementation. Much of the data were found on different computers and with different persons. The number of students participating in activities such as field trips was usually recorded and included in AVID reports (since those activities were organized by AVID). Achievement records had to be printed out and the “numbers crunched with a calculator” to measure any trends or outcomes. Commenting on this recordkeeping system, the principal noted that “if there is any easy way, I would love for someone to share it with me.”

*Student and Parent Outcomes*

Mojave High School recorded great growth in student achievement in 2000-01 as measured by the CA Academic Performance Index (API). The 1999 base API score for Mojave was 603. In 2001, the school scored a 648, well exceeding their API target and making them eligible for the Governor’s Performance Award and School Site Employee Performance bonuses. Furthermore, the percentage of students tested and included in the API calculation increased from 87% in 1999 to 100% in 2000.

Initial school data also indicated that the number of students completing Advanced Placement (AP) tests increased in the second year of CAPP implementation. In the 1999-2000 school year, 14 students took the AP tests, and 2.7% scored at or above a “3.” In 2000-01, the test takers numbered 53, and with 13.2 % scoring at or above a “3.”
When interviewed, CAPP staff mentioned the dramatic change in the climate on campus as the most apparent outcome of the CAPP project. The difference “is like night and day” one teacher commented. The principal elaborated further on the reasons for the change:

(the change) has to be because we take education more seriously and we want to achieve more academically. We have clearly defined Mojave High School as a place to get an education. You can enjoy other things, but it’s a place to get an education. And I think because of that, we see a lot better campus here. The kids behave themselves and if you ask the teachers they say that this is really enjoyable.

Unexpected Outcomes

As mentioned above, the principal at Mojave High School assumed the role of Director of Secondary Education at the district during the 2000-01 school year. As such, the principal extended the reach of CAPP to the two alternative education schools and coordinated the activities for CAPP and other school reform initiatives. These efforts, in conjunction with the increase in API scores, focused additional attention on Mojave High School. As the principal noted, “People asked me to come speak about how to create change. That was unexpected.”

Summary

The additional staff development opportunities and the increased number of AP classes worked to create a more “academically-oriented” atmosphere at Mojave High School and the feeder schools. In addition, the realigned and reconfigured courses of study ensured that more students received standards-based instruction, and familiarized teachers with the instructional needs of students at each grade level. This process was expected to continue as the project coordinator assumed more responsibility in the role of district Director of Secondary Education.

Lessons Learned

Some challenges remained for the Mojave CAPP project at the end of year two. The project hoped to increase the interaction with CSUB – to allow high school students to visit the campus and college students and staff to tutor and interact with Mojave students.
– but had difficulty overcoming scheduling conflicts. Such conflicts were worsened by the distance between the high school and college campuses.

The homework center at Mojave High School continued to be underused in year two, and the project coordinator was not sure if it was economically feasible to keep the center open in subsequent years. One possible solution was to provide tutoring and assistance online.

*Issues for Year Three*

Aside from the homework center at the high school, many project activities were planned for year three and beyond. Additional AVID classes were scheduled, along with AVID training for teachers. The number of AP courses was also expected to rise. As these activities continued, the project director planned to focus more attention on managing the reform efforts at the high school and feeder schools.
Introduction

The Pasadena High School CAPP project involves Pasadena High School, Washington Middle School, and the California State University, Dominguez Hills. Whereas all other CAPP Standards Implementation demonstration projects are working within the content areas of English and mathematics, the Pasadena project is limited to mathematics. The primary goal of the project is to improve teaching in the mathematics classrooms. To do so the project provides student support services – tutoring, professional development for teachers, and opportunities for planning and collaboration within and across course areas at the middle and high school.

Pasadena High School is a comprehensive high school within the Pasadena Unified School District. During the 2000-2001 academic year the student population was 45.5% Latino, 25.7% African-American, 22.3% white, 3.0% Filipino, and 3.0% Asian. The second year of the CAPP project focused on improving instruction in Algebra I courses to ensure that more students are able to pass the course and move to higher levels of mathematics instruction. Dr. John R. Wilkins, of the Center for Mathematics and Science Education at CSUDH, serves as Project Director.

Project History and Overview

At the end of its first year the Pasadena CAPP project established a program that incorporated teacher collaborative planning, student support services, and articulation between the middle and high schools. The project developed a calendar of instruction and assessment for their Algebra and pre-Algebra courses to ensure that all teachers of these courses followed the same instructional pace. Teachers also developed common assessments and rubrics. During the first year the project held four parent meetings to disseminate information about tutoring available for students after school and on Saturdays. On average 75 students attended tutoring on Saturdays. The CAPP project also provided teachers of Algebra and pre-Algebra with three days of in-service to review student work, discuss student needs in the content area, and develop a “hands-on” curriculum unit.

During the first year Dr. Wilkins and Luis Hernandez, Principal of Washington Middle School, served as co-Directors. Dr. Wilkins’ responsibilities included monitoring the budget, establishing goals for the project, organizing professional development
activities, and reporting on student outcomes and progress of the project. Mr. Hernandez
served as a liaison between the middle and high schools, the District, and CSUDH. Reyna
Guzman, an Algebra teacher at the school, served as the site coordinator for the project at
the high school.

Current Project Objectives

The Pasadena High School CAPP project decided to maintain the same objectives for the
second year of the project as it had for the first year.

Year Two Project Implementation

Services Offered to Students

Teachers and peer tutors conducted after-school and Saturday tutoring for students in
Algebra I at the high school. The project provided tutoring after school in Algebra at the
high school on Tuesdays and Thursdays for 1 hour each day. At the middle school it
provided tutoring after school Monday through Thursday for 45 minutes each day.
Middle school tutoring focused on 7th and 8th grade level math (pre-Algebra). On
Saturdays students who failed an assessment in Algebra or pre-Algebra had the
opportunity to retake the assessment.

Services Offered to Parents

During year two of the project Ms. Guzman, the site coordinator for the CAPP project,
served as a parent liaison, contacting parents of students in the math classes by telephone.
The purpose of the telephone contact was to inform parents about tutoring available to
students and to maintain communication with parents regarding student academic
performance. At the beginning of the year the project sent a letter to parents introducing
them to the program.

During year one Pasadena’s CAPP project offered several services to parents that
they discontinued in year two. Activities included Parent Nights and a Parent Committee.
Parent Nights served to introduce parents to the CAPP project at the middle and high
schools and update them on CAPP activities. Due to low turnout of parents in year one,
the CAPP project did not conduct Parent Nights in year two. The Parent Committee was a
forum for parents to meet teachers and find ways to get other parents involved with
CAPP. The CAPP project did not convene a Parent Committee in year two due to time constraints.

**Professional Development Activities**

Four times during the year high school teachers of Algebra I and geometry met as content groups. At these meetings teachers selected content area standards and developed lesson plans, assessments, and activities aligned with the selected standards. Dr. Wilkins, Assistant Professor of Mathematics at CSUDH, served as facilitator for the meetings.

Approximately ten teachers attended the California Mathematics Council annual conference. The Council provides teacher workshops to foster the development of quality mathematics curricula.

**Structural Changes**

During year two math teachers at Pasadena HS aligned the Algebra I textbook to the standards. All teachers at both schools now follow the same course calendar and use the same assessments in the same content classes in mathematics. The project eliminated Saturday tutoring due to funding constraints and the limited number of interested teachers. The project no longer requires teachers to provide make-up tests for students who do not perform well on assessments. As stated above Parent Nights and the Parent Committee are no longer components of the program.

The project shifted the focus of its professional development from introducing a variety of effective teaching strategies with the purpose of improving mathematics instruction to developing standards-based lesson plans linked directly to the curriculum teachers are using and integrating multiple strategies and activities to peak student interest. The shift came about because teachers were not using many of the strategies introduced to them through professional development. The change in focus induced a change in the structure of the four student-free days teachers used to meet through the school year. Rather than run workshops Dr. Wilkins facilitated lesson planning and presented teachers with student activities directly linked to each chapter of the course texts. Textbook chapters became the foundation for planning. As the Project Director stated, “one way to characterize the changes is from trying to influence [teachers’] background knowledge to trying to influence their planning.”

The Principal of Washington Middle School during the first year of the project, Luis Hernandez, supported the project as co-Director. He provided release time to
mathematics teachers at the middle school to meet with high school teachers on a regular basis. Mr. Hernandez no longer works at Washington, nor does he serve as co-Director. Washington’s mathematics teachers did not have release time during the second year of the project to attend workshops at the high school. They conducted workshops at their own sites. Only Algebra I and Geometry teachers participated in the workshops.

Role of Partners

Feeder Schools and Articulation

Ms. Guzman coordinated articulation with Washington Middle School. During year one high school and middle school math teachers held collaborative planning sessions. During year two middle and high school teachers could not meet together due to scheduling conflicts. Dr. Wilkins facilitated sessions at the middle school and reported what took place at the meetings to the high school teachers.

The middle and high school developed common pacing calendars for instruction in classes taught at both sites. Teachers from both sites collaborated on the development of assessments aligned with lessons. Ms. Guzman stated that articulation improved because high school teachers, rather than faulting middle school teachers for students’ lack of preparation, worked together to improve articulation. She also stated that middle school teachers developed a better understanding of the expectations high school teachers have for student performance in mathematics.

Higher Education Partners

Dr. Wilkins served as the facilitator for the planning meetings at Pasadena HS. He guided the groups in developing lesson plans, activities, and assessments during year two at the quarterly meetings. Dr. Wilkins prepared the annual report and analyzed student data from the administration of the Mathematics Diagnostic Testing Program (MDTP) assessment and from student course grades. He provided sample packets of student review materials to fortify the review component of the Algebra I classes. Dr. Wilkins met on a quarterly basis with both the middle and high school teachers.

School and District Contexts

During year two the high school Principal provided release dates for teachers to meet and plan. The high school currently pays for all the after-school tutoring services. Ms.
Guzman had two periods dedicated to coordination of the CAPP project. She coordinated administration of assessments and communicated with Dr. Wilkins and the chair of the mathematics department at the middle school regularly. She facilitated CAPP project coordination meetings on the third Monday of every month. Ms. Guzman informed new teachers about the program and collected student course grades at the end of each semester. Every second and fourth Monday, during meetings of the math department, the department chair provided time for teachers to address CAPP issues.

The Associate Superintendent in charge of all grant-funded programs within the district served as the district contact for Dr. Wilkins, provided guidance for the project, and attended CAPP project coordinating meetings. This Superintendent left the district during the second year of the project, minimizing Dr. Wilkins’ contact with the district’s central office administration. CSUDH replaced the district as fiscal agent for the project budget.

**Project Outcomes**

According to Dr. Wilkins teachers are writing quality lesson plans, are integrating more and better teaching strategies in their instruction, and are developing assessments aligned to instruction.

*Monitoring Project Implementation*

To monitor implementation Ms. Guzman conducted teacher observations and contacted teachers once a week to verify their adherence to the pacing calendar. She conducted meetings on a monthly basis to coordinate the program, and also addressed CAPP issues with teachers during department meetings twice a month.

*Student Outcomes*

During the second year the project administered the MDTP assessment to Algebra students once at the end of the year. During the first year the project administered it both at the beginning and the end of the year. Analysis of the MDTP results and student course grades showed a large disparity between the results of each outcome measure. Course grades that indicated a student mastered the course material did not correlate directly with MDTP results.
Unexpected Outcomes

Due to the low level of student performance on the MDTP assessment the project maintained its focus on improving instruction in Algebra I during the second year rather than extending it to include Geometry. The original goal of the program was to improve student performance to ensure students met the requirements for admission to a four-year college. The new focus is to ensure that students successfully complete Algebra I, with the anticipation that doing so will support students’ admission to four-year colleges.

Summary

Issues for Year Three

The project needs to find alternative funding sources to maintain tutoring services for students. During year three student-free planning days need to be redesigned to address the needs of teachers who will be teaching Algebra I as a two-year course, since the school board eliminated courses below Algebra I at the high schools. Teachers participating in the professional development activities are inconsistently implementing the instructional strategies they learned.
RIVERBANK HIGH SCHOOL

Introduction

The Riverbank High School CAPP grant is a collaborative partnership among Riverbank High School (RHS), Riverbank Unified School District, Cardozo Junior High School, California State University Stanislaus (CSUS), and Modesto Junior College (MJC). Situated in the San Joaquin Valley, Riverbank High School is a semi-rural school, which currently serves approximately 1,000 9-12th grade students. Students are predominantly Latino and white, with approximately one quarter of the student body classified as English language learners and approximately one third qualifying for free or reduced meals.

Project History and Overview

The 1999-2000 academic year marked the first year of the CAPP grant implementation at Riverbank High School. It was also a year during which the school and the district underwent a number of significant changes, including an entirely new administration at Riverbank. The successes highlighted included: (a) tutoring/student support opportunities, (b) parent education, and (c) feeder school articulation. The major challenges involved obstacles faced in carrying out aspects of 2 of the activities noted as successes. For example, within the tutoring component, the on-line tutoring remained non-functional. In regards to parent education, low attendance at the onset was a challenge that led to more energy being placed on recruitment. Departmental articulation, also referred to as the heart of the project, was characterized as the grandest obstacle faced by the CAPP staff at Riverbank. Interviews with teachers, the new principal, and other school staff characterized year one as “moderately successful,” consisting of an increased focus on goals and objectives as well as learning from the implementation effort. “It’s really hard to measure change in school (due to this grant) because so much is new,” one staff person reflected. “We’ve got a new principal, a new district, and new district policies.”

Current Project Objectives

The main objectives for the 2000-2001 academic year were to: (1) to increase tutoring; (2) to increase SAT9 testing; (3) vertical teaming between the high school and the junior
high school; (4) SAT preparation; (5) college/career awareness; and (6) curriculum
development for advanced placement. The most significant change from year one to year
two was the emphasis on the relationship between Riverbank High School and its feeder
school, Cardozo Junior High School. This is apparent in the objectives, which now
explicitly include a vertical teaming effort with the junior high. According to Riverbank’s
principal, the schools no longer act as two separate entities.

**Year Two Project Implementation: Activities**

The SAT preparation classes and the common finals were implemented particularly well
in year two, according to RHS CAPP staff. Riverbank’s principal explained that the
former activity “gave students a greater feel for what to expect and reduced the fear
factor for taking the test. Thereby they had a greater degree of success.” The latter
activity succeeded in that it enabled teachers to work together more, rather than as
isolated entities. On the other hand, state testing continues to place increasing pressure on
teachers and the school. This becomes an obstacle during the implementation of new
programs, in that the time that teachers have to participate in additional activities is
minimized. One of the strategies used to address this obstacle was to have as few teachers
out of the classroom as possible. Only one or two would be out at a time. The staff
worked in small groups and on smaller tasks so as to save time away from the classroom.

**Departmental Articulation**

RHS math and English teachers worked towards aligning instruction with state standards,
resulting in the development of a sequential outline from grades 7 through 12. Teachers
developed common finals for like-classes in math, English, science and social studies.
Teachers from RHS are assisting the teachers at Cardozo Middle School in the
development of comprehensive proficiency tests—which in the case of the 8th grade
level one—is also being used as a diagnostic for incoming 9th grade students. Three tests
were developed: reading comprehension, a writing sample (essay) and math.

**Curriculum Changes**

As a result of funding from a newly awarded AP Challenge Grant, Riverbank has added 2
AP Spanish courses—one for monolingual and one for native speakers—as well as 4
online AP courses, which are calculus, physics, government and economics.
Services to Students

**Tutoring:** The Tutoring Center, housed in the RHS library, offered two tutoring options for students. First, 3 to 4 CSUS students, representing the Pre-collegiate Academic Development (PAD) Program, were available 4 days a week from 3:00 PM to 5:30 PM for tutoring in math and English. Second, RHS students, who completed a training program, were also available as peer tutors. The peer tutors, most of whom were bilingual, worked with students from various school levels—from elementary school to middle school and high school. Finally, in addition to the student tutors, RHS staff assisted with tutoring during the afternoons. Funding for the PAD tutors was provided by CSUS, whereas funding for RHS peer tutors and staff was provided by the CAPP grant.

**SAT Preparation:** CAPP funds enabled teachers to conduct an SAT preparation class. Students took a pre-test, received SAT instruction, took a post-test, and then took the actual test. This experience included a debriefing on what went well and not so well on both the verbal and math skills.

**Proficiency Lab:** Two teachers, along with the counselors, conducted remediation seminars for students who had not successfully completed the high school proficiency exam for reading, writing or math. All students graduating from high school must pass all three exams. CAPP funding provided compensation to staff who gave their time outside of the regular school day. The proficiency lab was available to all students and language assistance was available. In addition to the academic support, counselors were available to discuss graduation requirements and college preparation.

**CAPP Resource Library:** The project coordinator secured relevant books and videotapes suitable for SAT vocabulary training. Academic literacy strategies outlined in manuals were also available through the career technician and the library. Among the new titles: “Vocabulary Cartoons” (for visual learners), “Writing in College, Reading for Understanding,” and “What Good Readers do from A-Z.”

**College/Career Information:** CAPP funding served to promote college and career awareness among middle and high school students. Activities included visiting local colleges and universities; hosting representatives from numerous local post-secondary institutions for the Campus College Fair; RHS counselors and staff coordinating presentations and discussions; and students filling out the career interest checklist.
Services to Parents

Saturday University, coordinated by the Spanish teacher, was intended to increase parent and student awareness of college options. It targets the parents of students who may be first time college-bound and is almost specifically attended by Hispanic mothers. According to Riverbank’s principal, the objective was to help “parents understand what college is about; what to expect from college; what are the benefits of college; and that their son or daughter has the potential to go to college.” Last year they took a tour to both MJC and CSUS. At the end of the 12-week course, each family was given a study pack, which included materials such as pencils, a dictionary, and a calculator. While attendance at Saturday University was high during the first year of CAPP, it declined during the second year.

Professional Development

RHS teachers and administrators attended various workshops and conferences emphasizing standards. The topics covered through these events included: reading instruction, raising API scores, curriculum integration and aligning curriculum with content standards. In addition, English and math teachers met twice to formulate a standardized set of proficiency exams and then worked with staff from Cardozo Junior High School to assist them in scoring these exams.

Role of Partners

The CAPP advisory committee meetings, which typically take place once a month over breakfast, served to bring together representatives from the various collaborating partnerships. Outside of the meetings, communication between RHS and its collaborators is usually initiated by the RHS principal by mail or email. The quality and frequency of communication is strongest with Cardozo Junior High, followed by the district and then CSUS.

Feeder Schools and Articulation

The relationship between RHS and its feeder school, Cardozo Junior High School has progressively strengthened, whereas the relationship with Waterford Junior High School is no longer intact due to the formation of Waterford High School. In regards to its relationship with Cardozo, the curriculum is described as very well articulated, with
English, math, and science teachers meeting routinely and cooperatively with Cardozo teachers in the same subject areas to develop sequence of instruction, standards, and common finals. In addition, counselors and an administrator from Cardozo participate in the CAPP steering committee.

**Higher Education Partners**

Both MJC and CSUS are active in recruiting RHS students. Yet, CSUS provides more services and works more cooperatively with the high school than does MJC. As mentioned previously, CSUS provides tutors through its PAD program. The math department at CSUS also offers math workshops to teachers and students during the summers. The CSUS English department continues to attempt to develop an on-line tutoring program with RHS, where students at the high school can have their papers read and edited by students at CSUS. Finally, CSUS has 4 staff who are involved in the steering committee, whereas MJC appears to have no representation.

**School and District Context**

The district and the school contexts foster the development of CAPP. The district finds ways to allow RHS and its feeder school, Cardozo, to work cooperatively. They provide help with testing data and resources. In addition, 2 district level staff—an associate superintendent and the curriculum specialist—participate in the advisory committee. RHS’s principal views the district as an asset to Riverbank’s efforts in implementing the CAPP project. At the school level, an administrator, the counseling staff, and teachers from various departments, are knowledgeable and supportive of CAPP. Finally, CAPP has enabled the expansion of existing programs, such as Project Riverbank, a school-to-career program that has been in place for six years at RHS.

**Project Outcomes**

**Monitoring Project Implementation**

Riverbank’s principal stated that RHS monitors program implementation through ongoing dialogue with the counselors, and the various teachers involved in the Advisory committee, including the English, math and science department chairs. To assess student progress, CAPP members review SAT9 scores, which include pre- and post- test scores.
At the end of each year the CAPP committee at RHS conducts a year-end review to determine if and how objectives are being met.

Student and Parent Outcomes

Both students and their parents tend to be more familiar with specific activities funded through CAPP than with CAPP itself. In other words, while students may be utilizing and benefiting from tutoring, their knowledge of CAPP may be limited. In regards to parent participation, there was less overall involvement this year. As mentioned previously, fewer parents participated in Saturday University during year two than did so in year one. According to the principal, “It’s been very difficult to get parents involved to commit consistently to anything these last couple of years.” He mentioned schedule conflicts, including work schedules, as one reason for the decline in parent participation.

Unexpected Outcomes

There has been a resurgence in the dialogue among staff due to CAPP. Staff are expected to do a presentation to their peers whenever they attend a workshop. This has contributed to increased awareness among teachers about events and activities that are happening outside of their subject matter. “They might be in social studies, but now they’re hearing things that are taking place in math and science,” says Riverbank’s principal. Thus, communication is becoming more open.

Summary

Lessons Learned

Riverbank’s principal states that the year two objectives were pretty well-defined, and thus rather than making any modifications, he would instead opt to continue to emphasize or target specific objectives each year. Their method has been to address one or two objectives, review the progress at the end of the year, and then decide what to do the following year. Yet, the principal asserts that there is still room for growth and that RHS is always thinking of new or alternative ways of meeting the objectives. “The more you find out you can do, the more you find out you should do,” he explained.
Issues for Year Three

While the objectives will stay the same for year three, a couple of structural changes will be occurring. First, RHS will be hiring a new assistant principal. The RHS principal hopes that the new assistant principal for curriculum will play a more significant role with the CAPP Project in year three. Second, the campus will be instituting an AVID class. CAPP funds have financially supported AVID programs at both Waterford and Cardozo Junior High Schools, and this year the program will be developed and implemented at the high school. Funds have already provided for RHS teacher training, including workshops and the cost of substitute teachers as well as materials. It is expected that the AVID class will begin the second quarter of this academic year (2001-2002).

The main concern expressed is that the school and its various partners maintain a high level of involvement in CAPP; that complacency does not set in and energy gets lost. Another concern is the decrease in parent participation in Saturday University. RHS plans to continue the component this year, but take more steps to recruit parents, including phone calls, newsletters, and announcing it during events held at the school during the evenings. And finally, an issue that has gone unresolved through year one and year two is addressing the technological problems around the on-line tutoring program, which would enable RHS students to email papers to CSUS tutors and receive feedback. Riverbank’s principal states, “The on-line tutoring is functional from our end, but CSUS has not been able to use our e-mail addresses.” In order for the on-line tutoring to work, two obstacles must be addressed: a) finding an email access provider that is compatible between RHS and CSUS, and b) providing Internet and email security.

In terms of needs, the RHS principal identified the need to place higher expectations on students. He explained that just because a student is doing his or her homework and not causing a problem in the classroom, that should not warrant an “A.” He specifically posed the example of a student who obtains an “A” in a class, but is not able to pass the High School Exit Exam. The goal is that students are able to demonstrate proficiency by doing well or better on the various assessments administered at the high school level and for college entry. The principal summarized: “I think once we increase the expectations in the classroom, our students will do a better job on the EPT and ELM tests…[and] they [will be able to] put forth better effort so that they might go to junior college and not have to take the remedial or pre-empted classes before they get into the transferable unit classes.”
WEST HIGH SCHOOL

Introduction

The West High School English/Math Partnership Task Force brought together a variety of educators to develop an instructional program that adopted state standards, increased student competency in those standards, and increased student success for college and careers. Teachers from West High School’s English and math departments, along with the Assistant Principal of Instruction, created an education partnership with local junior high schools and IHEs to create a unified curriculum and support system for students.

The four junior high feeder schools for West High School are Curran, Actis (O.J.), Thompson, and Sequoia. Higher education partners included California State University-Bakersfield (CSUB) and Bakersfield Community College (BCC). The Kern County Superintendent of Schools and the Kern/Tulare Tech Prep Consortium were also a part of the Task Force.

West High School was established in 1965. In 1998-99, the school served a diverse student body numbering just under 2200. The diversity among students was a relatively recent phenomenon, resulting from the rapid growth of Kern County in the 1990’s. In 1987, 28% of the students at West were non-white, and 3% qualified for free or reduced lunches. In 1998-99, just over half of the students were non-white (52%) and 29% qualified for free and reduced priced meals.

As noted in the grant application, students at West underachieved as the school struggled to find its identity during the 1990’s. According to the 1996-97 High School Performance report, West produced fewer graduates who met college eligibility requirements or were participating in higher education than the statewide average. In addition, West High School placed below state averages on SAT scores and on the STAR exams. Finally, in 1999, West High School received an API score of 530, placing it in the 30th decile statewide and in the 20th decile compared to schools with similar characteristics.

Project History and Overview

The West High School English/Math Partnership Task Force paired CAPP with the Kern Educational Partnership (KEP) and the Kern English and Mathematics Program (KEMP). Under the Task Force, many activities designed to help reshape the curriculum and increase student preparedness were initiated in the 1999-2000 school year. Some of the
activities included changes in the school schedule and course offerings, focused staff
development regarding the new content standards, enhanced tutoring and academic
support systems, and increased collaboration with local feeder schools.

In English, teachers developed rubrics and lesson plans in conjunction with the Jane
Schaeffer Writing Method. In addition, during the second semester of the 1999-2000
school year, all of the “general education” English tracks across all grades were
eliminated and replaced with a college-prep curriculum. This was based upon the
successful implementation of a baseline college-prep curriculum for students in grade 9
during the first semester.

In math, a new course sequence was developed to provide students with increased
access to algebra classes and ensure that all students had the opportunity to learn topics
contained in the HSEE and meet the minimum college eligibility requirements in
mathematics. Math teachers received professional development through CSUB focused
on different ways of teaching algebra. This training included teachers from West High
School, and teachers from two of the feeder schools, among other schools.

Changes in the schedule created more math sections to accommodate all students.
An additional “zero period” class allowed for tutoring or other academic support.

Current Project Objectives

Project objectives remained the same in year two. The principal at West reported that "we
finally started to see the fruits of our labor" by the end of year one. Consequently, the
project kept implementing the same activities in hopes of continuing to increase teacher
preparedness and student achievement.

Year Two Project Implementation

Professional development and student support services continued to be offered to
teachers and students at West High in 2000-01. Some of these services were repeated for
the new cohort of 9th grade students and for the new teachers beginning work at the high
school. However, most changes in year two were made in the course schedule and around
the types of courses offered at West High.

Curriculum Changes

West High School eliminated all of the “general track” courses in year two. This dramatic
change occurred in all subject areas, at all grade levels. In year one, similar action was
taken within the English department. Based on the positive feedback from that change, and faced with a desire to offer college prep courses to more students, the staff decided to eliminate all the general level courses beginning in 2000-01. The number of Advanced Placement (AP) courses also increased during this time.

The assistant principal noted that “just two years ago, 50% of the campus was in general level courses. Teachers instructed where it was easiest, because kids didn't bring their books, kids didn't bring their papers, so the teachers wound up being babysitters, and there was no academic rigor.” With the elimination of general level classes, the AP believed “we were not lowering standards.” In fact, he encouraged teachers to make the standards tougher, while recognizing the different learning styles and learning paces of various types of students.

Another schoolwide change came about as part of the effort to improve reading scores. In 2000-01, West High School instituted a 10 minute period of Sustained Silent Reading (SSR) at the beginning of each class (with the exception of PE). The goal was to provide students with additional opportunities for reading. An additional benefit was the opportunity at the beginning of each class period for teachers and students to “settle down.” According to the AP, teachers had fewer classroom management problems, and students spent more time on task as a result of SSR. “What kills most teachers is the classroom management,” explained the AP, “and the entire staff supported this because it transformed the classroom.”

Changes in the schedule of courses at West enabled staff to offer general studies classes in year two. These classes served as “organized study halls” where students who were pulled out of the classroom for disciplinary reasons would go to be reassigned and complete some type of independent study work. The separate classes allowed staff to address any disciplinary problems while also providing students with the “opportunity to not fail a course, and to continue to earn credits toward graduation.” One teacher from West monitored the classroom, and college students from CSUB tutored in a variety of subject areas.

General planners were still used by West students and staff in year two. These planners were used to record dates and assignments and help students become more organized. Planners also allowed teachers and parents to quickly monitor student workload. Teachers in the general studies classes used the planners to ensure that students completed homework assignments while in the support classes.
**Professional Development**

Teachers at West High attended workshops in the summer prior to year two to help them align coursework with the state standards. This work was a continuation of the rewriting of courses in English and mathematics begun in year one. All of the CAPP teachers “looked at the standards and rewrote the courses of study.” As they did, teachers developed assessment models that measured performance against the standard or the acquisition of that standard.

Ten teachers participated in training around “vertical teaming” through the college board. These teachers visited UC Santa Cruz, Stanford, UC Riverside and UC Santa Barbara to observe vertical teaming in action. Finally, AP training was provided throughout the year as the number of AP courses increased at West. The principal reported that “teachers needed to know about the content and how AP classes differed from Honors classes. Also, that training helped them better understand standards, too.”

To support the professional development of teachers and provide ongoing support and “dialogue,” West High created “level leaders” in the English and mathematics departments. These teachers differed from department chairs in that they focused strictly on issues of instruction, without any additional administrative responsibilities. Level leaders organized staff meetings to facilitate “dialogue about best teaching practices.” “It is teacher driven, that is what is good about it” explained the AP. In addition, he noted that “the staff is happy with it. They want it to continue, because they see it as a great resource to sit and meet with their peers.”

Additional planning time was available to staff during preparation periods. According to the AP, “95% of my staff have at least 2 prep periods. So once a month they get half a day off to meet and plan. They can meet, check on how students are doing and plan how they will assess for learning.”

**Student Support**

The elimination of the general track courses focused more attention on the need to provide academic support for the increased numbers of students participating in college preparation courses and AP courses. With the changes in the course schedule and curriculum, the assistant principal noted that “all the resource kids and special education kids moved from the general lower track into the regular classrooms.” As the assistant principal mentioned, the goal was to “raise the bar, and then help kids get to that level.”
To support those studies, the general studies support class was added, and an academic performance class started for select students (the AP considered this class “a precursor to AVID.”) Tutoring continued at West High School and at two of the local feeder schools. Tutors from CSUB worked with students three days a week after school. The collaboration between CAPP, KEP and KEMP increased the availability of tutors at all schools, and helped pay for some of their services.

The Summer Bridge program provided specialized support for students. Approximately 180 students were recommended to the summer course prior to year two, and 150 attended. The six-week program provided two-hour blocks of instruction in both math and English. Of the 150 attendees, 90% were scheduled to be placed into an algebra course at West High in year two.

Role of Partners

West High’s relationship with the partners in the CAPP project remained active in year two. IHEs continued to provide information and support to schoolteachers and administrators, and feeder school staff participated in activities designed to make the curriculum more consistent across institutions and grade levels. The AP was satisfied with the level of communication with project partners, but did mention that he wished for more time to talk and interact with other CAPP sites, who he saw as partners in their own way. “I’d like to talk about what did CAPP do for (them), and I’d like to show the other CAPP schools what we did.”

Feeder Schools and Articulation

Teachers from the feeder schools participated in the coursework development meetings and worked with their high school counterparts to rewrite and reconfigure some courses of study. High school and middle school math and English teachers used these meetings and other professional development opportunities (such as those provided by CSUB) to talk about the academic needs of students at various grade levels. Specifically, the AP noted that these teachers “shared what was covered in freshman year and 8th grade so teachers had an understanding of the assessments used and student’s needs.” The AP continued to explain that “I would say that the curriculum is 90% aligned, 90% done” as a result of these discussions.

One result of this increased understanding was that feeder school teachers began making recommendations regarding the most appropriate English and math courses for
students entering West High. Prior to the 2000-01 school year, counselors placed incoming freshman students into classes at West.

Higher Education Partners

The higher education partners, through KEP and KEMP, provided tutors to work with students at the middle and high schools. The universities, chiefly CSUB, also hosted professional development seminars open to CAPP schools and others in the area. Through these activities, and by participating in project meetings, the Assistant Principal believed the IHEs “provided validation” for CAPP.

School and District Context

The assistant principal believed that West “was aligned with CAPP” and that CAPP helped drive many of the reform efforts at the high school. According to the AP, many of the initiatives that supported the entire school were possible because of the focus on achievement and standard-based instruction brought about by CAPP. The principal explained;

We wouldn’t have gotten the level leaders without CAPP. CAPP allows us the process to rewrite the courses of study to match the standards and to provide professional development to facilitate that understanding. CAPP was 100% responsible for allowing me to facilitate that process. I was trying to transform the school myself, but couldn’t pull it off without the outside validation. The project allowed us to introduce school reform. It allowed us to bring people to the table to say, see this is really a state and national issue.

Project Outcomes

Monitoring Project Implementation

The CAPP staff at West held monthly meetings with the curriculum advisory council to talk about instructional issues at the school. These meetings included department chairs, Title 1 and special education coordinators, librarians, counselors and others. Through these meetings, the AP monitored CAPP and other activities, determining what services were provided and how similar activities and objectives could be coordinated.
The AP also generated reports throughout the year to monitor student progress and to see “where we were successful and not.” The AP had access to school level data, and reports generated by the UC, CSU and some local community colleges regarding college attendance and placement. In the future, the AP hoped to more systematically track and analyze such data.

Student and Parent Outcomes

An initial review of standardized test scored showed improvement for West High students. The AP reported that STAR scores increased in nearly all areas. “We were the second highest in the district, and that included schools that were all white and richer than us.” According to other data gathered by the AP, the number of kids accepted to four-year universities also increased in year two, up to 15%, compared to 8% in year one.

Much of the data collected at the school level illustrated the increase in enrollment in courses meeting the A-F requirement. The elimination of the general track courses increased the number of students in college prep classes schoolwide, and other improvements were made in particular subject areas. The number of West students taking math classes increased in year two. In 1998-99, 1,300 students were enrolled in math courses. In 1999-2000 that number increased to approximately 1,700 students, and in 2000-01, 1,980 students were enrolled in math classes.

Other evidence of the impact of CAPP and other reforms was the increased interest parents and students showed in attending West. Up to 15 students transferred to West from other area high schools in year two because parents were attracted to the increased AP offerings and the focus on academics. “That’s never happened before,” noted the AP. “They may not have known about CAPP, but they are recognizing that something is happening and want their kids here."

Unexpected Outcomes

One pleasant surprise in year two was the ease with which staff accepted the CAPP project and its activities. The AP observed that “it was easier in year two” to get staff to agree to some of the proposed changes and buy into the philosophy that West needed to “raise the bar for all students.” “They were enough on board that they didn’t question the elimination of general track,” commented the AP.
Summary

Lessons Learned

While most of the staff agreed with the course changes designed to increase college preparedness for West High students, there was some turnover among staff who could not or would not adapt to the new environment. One teacher with 30 years experience did not think it was possible for all kids to succeed in college prep programs, and subsequently left the school. The English department chair also left the school due to differences in teaching philosophy. The AP reported that such changes created some instability for the program.

The funding structure of CAPP also created some challenges in year two. The AP noted that their program was expanding, yet the funding decreased by $20,000. The AP noted that there was still much planning work done in year two which proved somewhat costly. “It takes two years to sell the program” the AP explained. “I would rather lose the $20,000 in the third year, and have it in the second year.”

Issues for Year Three

Plans for the continued expansion of the program in year three were underway. As more courses were updated and matched to the state standards, CAPP staff explored the option of creating academic pathways or academies to guide more students into the increasing number of college prep courses. The goal was to continue to provide students with challenging curriculum. Additional support for students taking college prep courses or new algebra courses was planned through additional AVID classes.

The AP believed that continued staff development was necessary to prepare the relatively new staff for the teaching challenges associated with instructing and assessing students according to the state standards and requirements of the HSEE. The AP hoped to continue to work with local IHEs who could provide some ongoing training for staff.
CROSS SITE CONCLUSIONS

This section presents an overview of the findings from year two. These findings represent the trends in implementation, and the major issues faced by the CAPP Standards Implementation Projects in 2000-01. These findings are drawn from observations and analyses of data across all nine project sites included in the evaluation.

1. CAPP Project objectives remained the same in year two.

A few sites focused their efforts in year two on deepening the relationship with a feeder school or increasing enrollment in particular classes. For the most part, however, the CAPP Standards Implementation projects remained dedicated to developing a system of standards-based instruction, increasing teacher preparedness, and providing student support services.

2. CAPP sites reported moving closer to a system of standards-based instruction in English and mathematics in year two.

Participation in the Western Assessment Center’s (WAC) Instructional Leadership Initiative helped some sites develop standards-based lessons and align coursework with the state standards in mathematics and English/language arts. Two sites aligned their curricula with the standards through their districts, which provided standards-based curricula in one case and set requirements for mathematics and language arts courses in the other. Aside from these efforts, all but one site reported additional activities designed to ensure that students received instruction in those areas outlined by the state.

Eight of the nine sites described efforts by teachers, including many middle school teachers, to review the current coursework and compare it with state standards, college eligibility requirements, and/or topics covered in the HSEE. When gaps were found, courses were updated, and some new lessons developed from scratch. One site developed an outline for all math and English teachers to follow to ensure adequate coverage schoolwide and projectwide. Another site abolished all general level classes to provide all students access to standards-based instruction.

3. Teacher professional development activities constituted a major portion of the CAPP activities across sites.

In some cases, this professional development was dedicated to workshops and meetings designed to provide time and support for teachers engaged in aligning coursework or developing new standards-based lessons. Faculty and staff from partnering IHEs
facilitated some of these sessions. In these cases, IHE staff helped teachers “develop lessons, talk about assessments, and discuss standards.” Schools usually dedicated some teacher meeting time to the same conversations, and/or allowed CAPP teachers extra prep periods in which to plan lessons and discuss standards.

Staff participated in other staff development not specifically related to standards throughout the year. Such training generally was designed to increase content knowledge and pedagogical skills in math and English.

4. **Student exposure to standards-based curriculum increased in year two, and other student support activities continued.**

As mentioned, the alignment of courses to the state standards and the updated graduation requirements, often requiring additional math courses, placed more students in standards-based courses. In addition, students received academic support in the form of “general studies” courses (such as a *Freshman Focus* class or a *Steps to College* class), AVID classes, and tutoring (although the success of the latter varied across sites). Most sites provided after-school tutoring and some in-class assistance, usually provided by teachers, college students, or other students (such as when high school students tutored middle school students). However, several sites reported declining attendance at after-school tutoring centers, and two sites in particular contemplated eliminating the tutoring component of their project.

Other activities centered around student awareness of, and preparedness for, college. Field trips and college fairs were common and sometimes included middle school students. At least three high schools cited their SAT prep or review classes, and two schools reported that practice ELM and EPT exams (CSU entry-level mathematics and English placement tests) were administered to students.

5. **Partnerships with feeder schools and IHEs continued to develop and evolve in year two.**

Feeder schools were a part of the CAPP project at all but two sites in year two. In those cases, relationships with the local middle schools deteriorated due to a change in staffing or a decrease in funding, which necessitated the elimination of some AVID classes at the middle school. Other sites fostered more productive relationships with feeder schools (although most often with just one or two of the feeder schools, instead of the complete list included in the original proposal).

The CAPP project provided tutoring and support classes for the middle schools, and enlisted middle school teachers and administrators to help align the curricula across the
institutions and manage the CAPP project. Most of the projects insisted that efforts toward curriculum alignment, and meetings and professional development seminars involving staff from the middle and high schools, increased teacher understanding of student needs and teacher expectations at each grade level. One site now allows middle school teachers to place incoming freshmen in appropriate high school math and English classes. Yet another site, however, reported increased articulation and understanding of the coursework at each grade level, but a pervasive inconsistency in how students were assessed at the middle school versus the high school.

IHE partners participated in CAPP in several ways. Most provided some form of professional development to teachers, and some facilitated staff meetings designed to increase understanding of content standards. College students from participating IHEs tutored students at the high schools and feeder schools and also served as “ambassadors” and guides when students visited the campus. One project was coordinated chiefly by IHE staff, and most of the others reported the presence and participation of IHE staff at CAPP project meetings. One site noted that the presence of local college and university staff at the high school “validated” their work and reminded staff and students of the importance of college.

6. **A variety of other programs worked with CAPP to provide support for teachers and students.**

At the end of the first year of implementation, CAPP coordinators noted that many of their school improvement activities were “multi-funded” and implemented in conjunction with CAPP activities. This trend continued at most sites in year two.

Six of the nine CAPP sites highlighted the AVID program as a supplement to CAPP. These AVID classes provided academic support as more students were enrolled in advanced math and English courses due to changes in the curricula. At least three sites also received AP Challenge Grant funding, which allowed schools to increase the number of AP courses offered and provide AP training for teachers.

IHE partners provided professional development opportunities for teachers and tutoring services for students that were partially funded through the college or university. One site was able to fund twice as many tutors as expected by securing matching funding from a university partner. Two sites in Northern California participated in the SFSU Pre-Collegiate Academic Development Program (PAD), which paid college students to tutor middle and high school students, and also provided assistance in reviewing and refining the high school curricula. Other programs run through local colleges and universities, such as the Inland Area Writing Project (IAWP), the UCLA Literacy Project, the SFSU...
Steps to College Program, the College Preparation Partnership Program (CPPP), the California Student Opportunities and Access Program (Cal-SOAP), the Academic Achievement Improvement Act (AAIA), the Kern Educational Partnership (KEP), and the Kern English and Mathematics Program (KEMP), provided additional financial or technical assistance toward the CAPP objectives.

Most of the sites commented that CAPP had enabled the expansion of these other programs. One site described all the programs at their school as “CAPP-oriented,” and another described their new initiatives as being “aligned with CAPP.” Two of the sites however, expressed concern over the management of these similar programs at their site. One school was unable to invite middle school students to the local college campus because of travel restrictions imposed as a result of the school’s II/USP status. Staff from the second school – the only CAPP high school designated as underperforming through the II/USP program – were unsure if their programs were complementing one another or competing for limited staff time and resources. The former site planned to examine their student support activities to see how they might be better coordinated with CAPP efforts in year three. Future evaluation reports also will investigate further the relationship between CAPP and other school reform projects at the sites.

7. Projects faced some challenges in monitoring the implementation and outcomes of CAPP.

Most of the coordinators cited the project meetings and continued informal dialogue among CAPP staff as the way in which project implementation was monitored. In some cases, the number of courses provided and the number of students participating in standardized test-taking, were gathered. However, much of the other data around the types of activities offered and the number of participating teachers and students were incomplete and not standardized in any way. The project staff did feel comfortable with the amount of data available regarding project implementation.

Student outcome data were more difficult to attain. At least three projects reported that student data were collected and available at the district level, although these projects mentioned that accessing the data was difficult. Other sites relied on more sophisticated software programs at the school to manipulate and analyze school level data, such as enrollment and grades. Usually, however, these projects were managed by persons at the administrative level who had access to such data. A few sites attempted to organize outcome data but found the data were so disparate and, in some cases, unavailable in electronic form, that efforts proved too labor intensive.
Despite the lack of an organized and standardized data collection system, some sites were beginning to use data to make decisions around program objectives and activities. At one site, a longitudinal analysis was done that showed decreasing enrollment in AP classes among ethnic minority students. As a result, counselors met more frequently with non-White AP students to determine their needs and what issues were causing them to drop out of such classes. In another case, a site compared MDTP results with math grades and found they were not correlated. This spurned plans for a review of the grading procedures at the High School.

**Implications for Year Three and Beyond**

Plans for the third year of CAPP varied across sites, from increasing professional development offerings to expanding relationships with partnering institutions. Most of the sites did not anticipate a change in their objectives in the third year or beyond. One project coordinator mentioned that the objectives would remain the same "unless CAPP asked us to change them."

While some projects were able to secure additional funds to supplement CAPP services in the first two years, several sites indicated there would be a decrease in tutoring services or other services as a result of future decreases in CAPP funding. (In order to encourage institutionalization, CAPP grant recipients receive declining financial support over each of the five years from CAPP). Additional grant money may be secured to help provide services to teachers and students on behalf of CAPP in the future. However, it may be more appropriate at this time for sites to focus efforts on longer-term strategies and solutions that will result in sustained changes at the school site.

The second overarching goal of the CAPP Standards Projects is to implement a system of standards-based education in English and mathematics. The efforts of WAC has moved some schools toward this goal, and two sites have benefited from efforts at the district level to provide standards-based instruction to all students. Yet, the lack of articulation and the lack of leadership due to overburdened staff and turnover at the school site prevented some of the projects from fully realizing standards-based education at the middle and high schools. As other initiatives work to provide support services for students and professional development for teachers, the standards projects should devote much of the remaining CAPP resources to implementing a system of standards-based education. Such a system will create permanent change and benefit students by improving academic achievement.