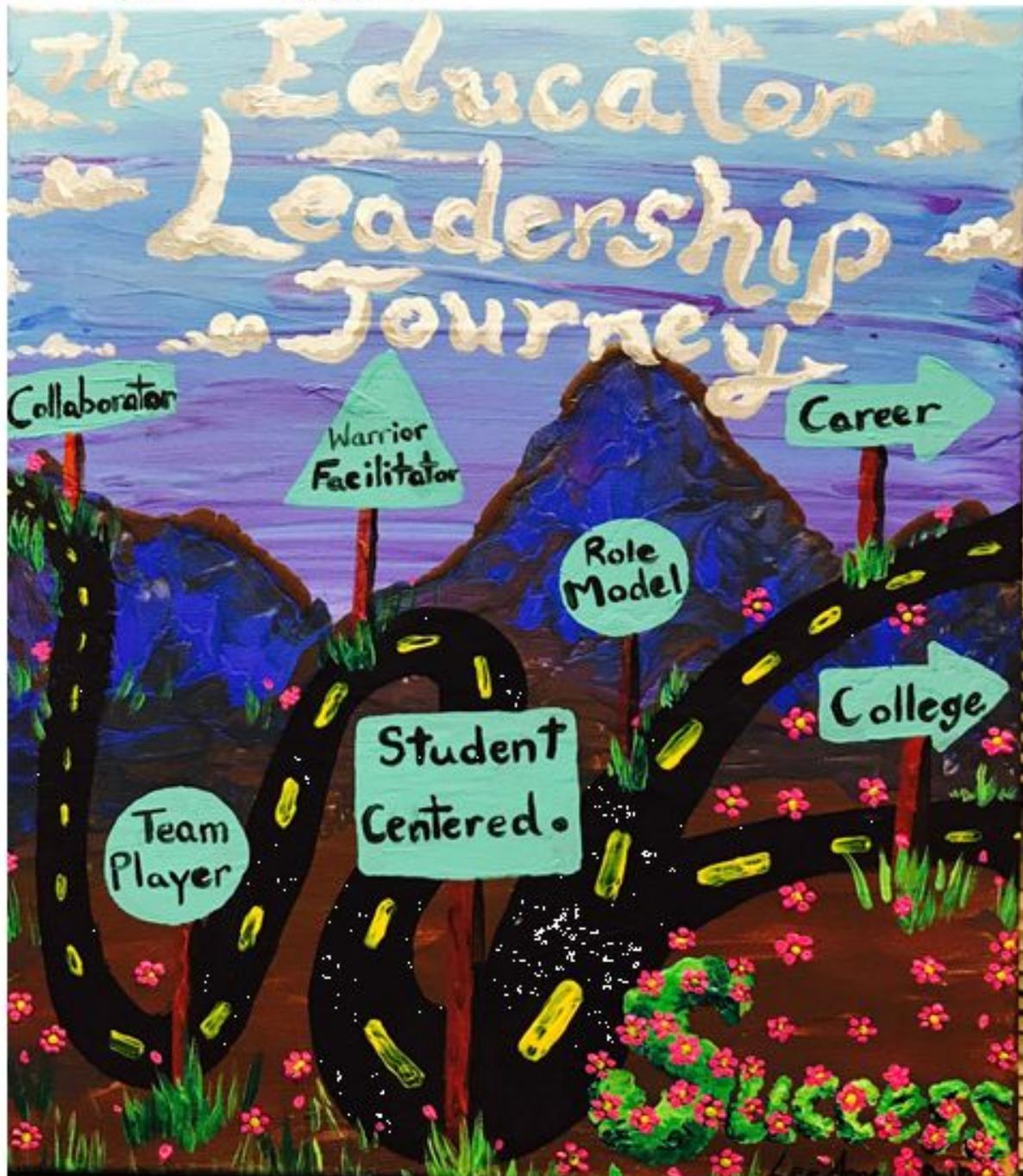


Ernest Righetti High School
CAPP Handbook for Educational Reform



Ernest Righetti High School CAPP Team

Introduction

In 2013, Ernest Righetti High School applied for and received a grant from the California Academic Partnership Program through the California State University system. At the time we were facing a transition to the newly adopted Common Core State Standards with the New Generation Science Standards coming soon after, and we saw this grant as an opportunity to support our movement to the new standards. Over the course of 4 years, our team grew and changed as we developed new ways to help our students be successful.

Our team was fairly unique out of all the schools awarded grants through the CAPP initiative in that we were a team of teachers leading our project that was supported by our administration, rather than a team being led by administrators. With that as our composition, our team chose to spend our grant monies on small projects in various areas to support students throughout our school from entry through their transition to post-secondary education. Our ideas and efforts were based on what we saw on a day to day basis in our classrooms and working with students and families. In the pages that follow are the most successful projects that the ERHS CAPP grant made possible.

ERHS CAPP Grant Team:

LeeAnne DelRio, Ed.D. (ERHS, SMJUHSD)
Steve Molina (ERHS, SMJUHSD)
Salvador Reynoso (ERHS)
Britt Ortiz (UCSB)
Cathleen Petty (ERHS)
Geri Coats (ERHS)
Eric Blanco (ERHS)
Jose Pereyra (ERHS)
Julie Santoyo (ERHS)
Dutch VanPatten (ERHS)
Samantha Van Patten (ERHS)
Julia Raybould-Rodgers (AHC)
Susan Farley (AHC)
Yvonne Teniente (AHC)
Mayra Morales (AHC)
Matt Provost (ERHS)
Karen Tait (AHC)
Christine Watkins (PVHS)



Chapter One:
**An Introduction to Leading a Collaborative School
Reform Project**

LeeAnne DelRio, Ed.D.

It all began with a grant offer, a principal, and a teacher who cared about making a meaningful change for their students and school. The California Academic Partnership Program, a segment of the CSU Chancellor's Office, sought high school teachers and administrators willing to take-on their biggest problem areas, A – G completion rates, college-going rates, student equity, and the way students are tested, graded, counseled, and presented academic information for their futures.

The Problem

Santa Maria Joint Union High School District faced 16% of students met EAP English proficiency, 5% of students met EAP Math Proficiency, scores, 25% of our students met A – G Completion rates, low college-going rates, low college admissions, and high levels of remedial coursework when students did go to college. The statistics also reflected a need for more equitable practices, throughout our schools, to raise Latino student enrollments in college and university.

Our Story Began...

Ernest Righetti High School (ERHS) is a unique high school that serves approximately 2000 students per year from many cities. Although Santa Maria is the main city our school district serves, the neighboring cities of Guadalupe, Sisquoc, Orcutt, and Los Alamos and outlying rural areas make-up our population. We serve our students with the intention of bettering our community every year. We are a Title 1 school within a Title I district. More than 48% of our students' parents in the district, have not graduated high school. Santa Maria, until just recently, had the highest teenage pregnancy rate of any city in the entire industrialized world. Bill Deneen called it a "pregnancy-epidemic" (November 29, 2009, Bill Deneen) and a study by Global Reproductive Health (2009) calculated a 40% teenage pregnancy rate in Santa Barbara County, mainly attributed to Santa Maria and Northern County residence. In the city of Guadalupe, 25% of the population are living below the poverty line and 48% are living at or below the poverty line, making this a community living with one of the top poverty rates in California. Our students are generally disadvantaged, but continue to strive for the American Dream of a good education and well-paying job in their future. On our campus, you will not see students feeling disadvantaged or left behind; you will see thousands of eyes filled with hope, vision, perseverance and the knowledge that they are loved, cherished and fought for by our teachers, administration, and staff. The CAPP Grant allows our team to serve our community with greater focus and the intention of changing the vicious cycle of poverty by utilizing our educational institutions to unite the community, get more of our students into colleges, universities, and high-paying careers. We seek to provide more career and college choices to our students and guide our families to understand, support and feel comfortable with these goals to empower our students, and families, and break the economic cycle of struggle.

Our story began at one high school in our district. Within 3 years, some of our actions were institutionalized by our district and spread to every high school in our district, improving the odds for our students and our community.

Steps

Every new project begins with a vision... and many times, that vision evolves as the project rolls into development and uncovers new angles and perspectives that were out of view in the past. This is what happened through our CAPP Project. Once we began, our team needed to continue to change shape and add members to provide access to changing old policies, providing new access to our students.

1. I wrote the grant –

The principal, Steve Molina, walked over to my classroom with the RFP in hand, and asked if I could write it. And I did...with a vision of creating more A – G completers, writing curriculum for both English and Math to better prepare our students for the Common Core Curriculum, creating better access into college by aligning our curriculum to the Common Core State Standards and better preparing our students for testing.

2. Facilitate financial aspects of the grant

I made sure any work done for the school reform project would be tied to financial reimbursements and/or stipends for teachers and college professors. Sustainability. Paying educators for their professional time and work are one of the most important factors in keeping momentum and dedication. I think sometimes people forget teachers are professionals who, although passionate for their work and care deeply about the students and our community, need to be reimbursed for time, wisdom, and work done outside of their contracted hours. Just because teachers often volunteer most of their free time, does not mean it is advisable to run a project using that method. Stipends are very important to the process because it adds value and commitment to the very important, ground-breaking work. It is not easy

3. Get the right people around the table.

I called and emailed everyone that Steve Molina and I felt we needed on the team for the initial meeting. I introduced myself, grant objectives, and the idea of being paid to show-up once a month with a united mission to bridge the gap between our organizations to keep our students from falling through the cracks. Jim Collins, author of *Good to Great*, states, “First, you get the right people on the bus, and the wrong people off the bus (2001, p. 41)”.

4. Expect preconceived notions...

regarding each other, and the other system to arise and fuel conflict. Be prepared to be the peace-keeper, the inspirer, and one that continuously reminds everyone, repeatedly, that: 1) we share a mission, 2) It is hard work (and that is why the grant is paying us to be here together, 3) we are paving new trails to make our systems better serve our students, their families, and our community, and 4) knowledge that our systems will benefit from this work.

5. We were driven, flexible, and willing to try new ways, even if we faced failure.

Thousands of students are counting on our small group of dedicated educators. We strived for our students to bend the systems, change practices, and remove barriers. Educational systems are like brick walls... if you remove one brick, the weight gets distributed differently. The more bricks you move, exchange, take-out, the more unpredictable the consequence, and the effect echoes through the whole wall. Change is scary for most, so be patient. Most people are resistant to change and prefer a weak status quo that they know to the unknown. Try to set-up “worst-case-scenarios” to play through the possibilities to prepare for any negative effects. I try to remember the paradox of creativity is destruction (Book: *Paradoxes of Group Life*, By Smith & Berg, 1987). Whenever you create something new, something else has to die or be destroyed. This is the fight one will face as they develop school reform actions and push to get them institutionalized. Do not allow “old ways” and the challenge of facing a bureaucratic system get in the way... of fighting for your students’ futures. It is an easy cop-out to say things like, “That is not how we do it” or “This is going to upset a lot of people.” This work is not easy. It is like taking apart an old machine and placing new parts that make it more efficient. At many points, the machine will need a new part invented, just to connect the old with the new. That creative engineering is the work of the school reform leaders.

6. Let the data be your voice and supporting students, your guide.

Data will show achievement gaps and illuminate the parts of the system that are broken. If the data shows that your school has 75% Hispanic students, and 20% Caucasian, 5% African American, and 12% of the Hispanic, 60% of the Caucasian, and 2% of the African American students are applying and going to college, the data is highlighting a huge problem in the system.

7. Look through new lenses!

Although it may be difficult to see issues from angles other than your own, try thinking and seeing things from the students' perspectives, parents and guardians' perspectives, etc.... If you are not able to figure-out why students are falling through cracks in your system, create a survey, make phone calls, meet with whole classrooms or meetings, and find-out what you, as educators, are missing. Then, LISTEN and try to determine what is missing or what is broken. You cannot fix what is not acknowledged as broken. Then, reimagine the system that serves the students, their families, and your shared community.

8. Keep every conversation focused on student achievement.

Student achievement creates shared vision. Educators are paid to focus on student achievement. Sometimes, this mission gets lost between testing, school politics, and the student numbers game, but this is truly the mission of an educator. Focusing decisions around how many students an action can help will help clarify what actions are needed. Also, it is difficult for anyone to argue over student success... because when students are successful, schools are successful.

9. Share each victory and measurable success!

Once actions begin to show a measurable, positive effect, it is important for the momentum of the project to share successes. Bragging often leads to more interest, greater support from the District, and helps to build ideas of empowerment through the school and district. Essentially, if a teacher makes a big difference in student lives, other teacher and administrators begin to know that they too, can produce positive change, even when the system itself may seem broken at times. This opens up more possibilities for making greater change.

10. Every meeting is a democracy, but it has a leader!

Just because a "Leader" organizes the meeting, does not mean they dictate the meeting. Every voice in the meeting is important. Listen for insights, especially from partners of the other systems you are unfamiliar. The leader's role is to identify moments where the meeting is dragging, wasting time, move it forward, or hold on to an important discussion until resolution.

11. Respect everyone's time!

We are all busy, tired, and sometimes feel like we are not paid adequately for the time we put into our educational jobs. Do not let one subject, a moot-point, an angry rant, an argument going in circles, or any other time-wasting element derail the entire meeting. Each meeting should have an agenda. Make sure each part of the agenda is addressed and **reassign** those arguments, details, or items truly needing more time to a separate meeting date.

12. Have a "If not us, then who?" attitude!

Seriously, if this small group of dedicated people does not take this on for our students, then who will? Be accountable. Be dedicated. Know that thousands of students need you to stick-up for them. Like Margaret Mead stated: Never doubt that a small group of dedicated people can change the world; indeed, it is the only thing that ever has!

13. Don't stop asking yourselves, "What if?"

This question opens the door to innovation.

14. We are the dreamers of dreams – Willy Wonka.

Don't forget that those sitting around the table are the ones that come-up with the ideas. Listen and consider the possibilities. Then, create the steps to make the action come to fruition.

My Story

Leadership takes many forms and takes shape when you decide to take the wheel and drive.

It all began in 2013 when Steve Molina, the principal, walked into my Art classroom and asked me to look over a grant for \$80,000, from the CSU Chancellor's Office. It was a California Academic Partnership Project (CAPP). The grant focused on getting more of our economically disadvantaged students into higher education and helping to fund

teacher's time to both partner with local colleges and universities to align curriculum, while rewriting curriculum for the new Common Core expectations imposed by the state of California.

Although I was an "Art teacher," I had been writing grants for schools, in various positions, for almost 20 years. Serving disadvantaged districts provides my life with purpose and it is my way of using my life to even the playing field for all students. I have always believed that one's title does not limit the boundaries of their impact on an organization. Fortunately, this CAPP Grant served as a perfect opportunity to prove this perspective.

I wrote the grant from a teacher's perspective, assuming the administrators in my district, although their involvement was crucial, did not have the extra time. I also understood the reality that no school reform project can be sustained without teacher buy-in and dedication to the project. I knew that the teachers, and college professors / instructors, had to own this project for its successful implementation.

As soon as we received notice that we got the grant, I began using much of my prep time and after school time to meet with our Department Chairs and professors from the local community college, Allan Hancock College. I introduced myself (both via email and in person by phone) and the vision of the project, emphasizing there would be \$300.00 pay associated with every 2-hour meeting, for every team member (at that time, I was also paying administrators to show up, until I learned that I was not allowed to use the funds in that way). I worked with my principal to decide who on our campus to contact. He chose two English teachers and two Math teachers to attend the CAPP Demonstration Orientation Meeting in Long Beach on November 13, 2013.

Our first meeting took place at Ernest Righetti High School December 2, 2013. And our story, together as a team, began.

We introduced ourselves around the table and I began our relationship together by developing a shared mission and team vision. I shared the objectives of the grant and began with idea that we are all here to figure-out what we could be doing better. We analyzed the data and saw a few highlighted data points, illuminating our need to make changes in our systems. We wanted to keep our students on the path to college, yet we were plagued with dismal numbers of college assessment testing, low test scores reflecting the need for remedial college classes when they did test, low parent participation, low numbers of FASFA forms filled-out, low A- G completion rates, and not only did we not have a college-going culture in our high school, we did not have high school-going culture. Our jobs, no small undertaking, through this CAPP Grant was to change all of these things.

Our Story

Our School: Ernest Righetti High School in Santa Maria, CA:

Ernest Righetti High School (ERHS) is a unique high school that serves approximately 2000 students per year from many cities. Although Santa Maria is the main city our school district serves, the neighboring cities of Guadalupe, Sisquoc, Orcutt, and Los Alamos make-up our population. We serve our students with the intention of bettering our community every year. We are a Title 1 district. More than 48% of our students' parents have not graduated high school. Santa Maria, until just recently, had the highest teenage pregnancy rate of any city in the entire industrialized world. Bill Deneen called it a "pregnancy-epidemic" (November 29, 2009, Bill Deneen) and a study by Global Reproductive Health (2009) calculated a 40% teenage pregnancy rate in Santa Barbara County, mainly attributed to Santa Maria and Northern County residence. In the city of Guadalupe, 25% of the population are living below the poverty line and 48% are living at or below the poverty line, one of the top poverty rates in California. Our students are generally disadvantaged, but continue to strive for the American Dream of a good education and well-paying job in their future. On our campus, you will not see students feeling disadvantaged or left behind; you will see thousands of eyes filled with hope, vision, perseverance and the reality that they are loved, cherished and fought for by our teachers, administration, and staff. The

CAPP Grant allows our team to serve our community with greater focus and the intention of changing the vicious cycle of poverty by utilizing our educational institutions to unite the community, get more of our students into college, universities, and high-paying careers. We will target high demand, high-paying industries near our school to work with industry leaders who will soon seek our students for employment. We seek to provide more career and college choices to our students and guide our families to understand, support and feel comfortable with these goals to empower our students, families, and break the economic cycle of struggle.

Before we could begin the actual work, we had to build trust among each other and a stronger aptitude to becoming visionaries. We all came to the first meetings with some political history – stereotypes about each other, disempowerment, and a lack of respect that held us all prisoner and kept us from meeting our potential as a team. The college teachers felt the high school teachers were not doing their jobs to prepare students for college... they wondered what we were teaching for four years when our students still could not write well or handle high levels of Math. High school teachers wondered why the college assessments were designed to keep our students out of college and judged the college as “gatekeepers.” We did not understand each other’s systems, know how decisions were made, who made them, or the processes our students needed to go through to get-in, challenge test results, or get through the hoops of entering into college.

Reflecting on this now, it seems so strange how separate we were as systems even though we depended on each other for our success and our students depended on us to help them with things that were also foreign to us. We had no idea who they were, how their system worked, or who to call if we had questions for our students. We now work side by side both literally, and figuratively, to support the students that progress from one system into the next.

Our attitudes have also changed. We know our ideas are powerful and that a small team of people can create a huge impact on our systems. When we first began, we said things like: “That’s not how we do it. This is going to upset a lot of people. There’s no way they are going to go for that! This is going to create a total mess.”

Now, we have not only changed our perceptions of each other and our systems, we have changed the dialogue. Now, our comments sound more like: “I think we should find a way to make that happen. Can you imagine how many students we can reach? Let’s figure out who will be affected and how we can support them through this change, ensuring we all benefit. This is going to rock the vote, but let’s see how we can steady it. I think they will initially react in this way... but once we explain x and y they will understand. Let’s show them the data so they understand where we are coming from, then, let’s explain how we think we can help the students.”

The Challenges...

The biggest challenge to successful institutionalization is the teacher contract. The teacher contracts and union negotiations over teacher pay for extra work, stipend allowances, summer teaching pay, and other contractual issues made many of our ideas difficult to implement. The CAPP grant was small enough to squeak under the radar for most stipends and temporary actions. But once these actions were successful, and institutionalized through the school district, it became difficult to pay teachers for their time at the rates agreed to by our team because we became bound to the Association contract. Unfortunately, this resulted in our projects, that we had poured ourselves into, becoming watered down or negatively changed in other ways.

One example of this situation is the Accelerated Summer Geometry class. The grant paid for the curriculum development and teacher stipend to pilot it for three years. Once the district took control, the teacher pay was reduced to \$25/hour with no way to increase. Our union was battling internal struggles and we were unable to work towards a change in the negotiated contract. While we had been hoping for a formal change to the overall contract allowing teachers to be paid more, the local union problems prevented this from coming to fruition. . None of our teachers wanted to work for one

third of their regular pay over their summer vacation, and understandably so! So, our first year the Accelerated Summer Geometry class was expected to be fully institutionalized by the school district, 2017, it did not run.

We faced other challenges as well including that we were never able to present to our school board about the projects from our own perspective, nor did we gain any acknowledgment. This is not just a problem of acknowledgement and recognition - this prevented the programs from gaining staff and community support which could have fueled a better institutionalization. As the leader of this group, I found it difficult to support teachers to continue doing such hard, and to be honest, amazing work, while the programs were either being weakened or credit was not being granted where due.

The Emotions of a Teacher Leader...

Emotionally, as a teacher leader, I felt nervous, empowered, frustrated, and optimistic.

I was nervous lead my peers at the high school, not only because I was an Art Teacher (generally, not the most respected position to hold at a high school). Art teachers are seen as the “play” teachers who generally are seen as less important to the educational experience as it related to college and career success. While I know these stereotypes are not true, they play a part in the dynamics of the group. Art education, when done well, creates and supports innovation and innovators. It connect the left and right brain to combine logic with ingenuity. In addition It was also difficult breaking down the barrier of being a peer leading a group of high school, college, and university teachers, and counselors.

Fortunately, I had many other experiences outside of my art position to further breakdown the stereotype and hold a place as a leader. I wrote the grant we were instituting, I hold a Doctorate in Education, Organizational Leadership, and I have worked leading grant funded projects in the past. I also worked for Allan Hancock College, teaching in Sociology, Psychology, and Art. Lastly, I held an office on the college campus while running a grant for the California Department of Education. I believe all of the above were not necessary for being a teacher leader, but they helped in alleviating any false perceptions.

I felt empowered to help take the words I had written into the grant, to fruition with a dedicated team. I sat before a team of compassionate, action-oriented, and tenacious educators. We began to create a shared vision totally focused on the students’ success and the achievement of getting into college. As each action we planned began, we learned, took note of the challenges and successes, and made sure we made improvements the following year. Although we were scared of failure, or in statistical terms, no measurable effect, we believed in our ideas and pursued them with action.

I became frustrated working within the confines of a bureaucratic system that fed the fear of the unknown, created long hours of paperwork and negotiations, and a dedicated resistance to pushing outside of the comfort levels, even when those comfort levels prevented progress.

My continued optimism is fueled through leading actions that significantly change thousands of lives. The possibility teachers and educators have to truly change the world are as infinite as our dreams. I got into teaching to help heal the world. Through grants and partnerships between educational and other entities, we can change systems, alter patterns, and shift economics through our educational systems. When I fall asleep every night, I know I have done everything in my power to leave this earth a better place. The CAPP Project allowed me to begin a leadership journey that is just beginning. I made plenty of mistakes, as we all do in order to learn and grow. However, we learned, we grew, and ultimately we changed our system. We piloted a variety of projects that supported our students in their journey to complete high school with a more promising future. Some of these projects have been fully implemented either in our school district or in the partner schools. These actions were so impactful and impressive, others have claimed them, districts have cloned them, and we are hoping to spread the ideas like wildfire.

Successes:

In three years, we have successfully created a team of teachers and administrators who admitted we were not serving our students well enough in our high schools, community college, UCs, and CSUs for a successful transition into their next post-secondary step. Together, we sought-out ways to catch students before they fell through the cracks, creating stronger bridges for high school adaptation, testing success, college application, college success, and develop a united front to invite the families of our students into the world of academics that many of our parents and guardians previously viewed as unfamiliar.

Partnership with AHC:

- START Testing (Placement testing) on ERHS site! Previously, students were required to go to the college and test on a Saturday, finding their way to the campus, testing center, and navigating our bus system all at the same time.
- 3 AHC counselors, one on each of the high school campuses, 5 days a week from 9:30 am – 1:00pm!
- Testing Practice provided to all senior students in their English class, given by AHC.
- Registration numbers for every senior ERHS student now provided for testing, enabling all ERHS students to be tracked and easily enroll in community college.
- Increased communication and alignment of curriculum and expectations.
- We now know what each other school is doing, how our systems work, and how to navigate each other's bureaucracy with more ease and more success.
- AHC Counselors go directly to Guadalupe and other outlying communities to meet with students and families, teach them about college enrollment, Financial Aid, and the process of registration in a bilingual environments.

AHC English Boot Camp:

- So successful, now institutionalized and funded by Allan Hancock College
- 2-3 sections running Summer of 2016 = 80 students enrolled
- 78% success rate in bringing students that score right below grade level, to test at grade level, reducing the remedial placements and starting more students off at the college level by fall.

Guadalupe visits from AHC Counselors:

- Steve Molina, the SMJUHS LCAP Director, facilitated the AHC counselors making individual contact for recommended students. Each student household was called by a AHC counselor urging families to attend one of the two workshops offered for AHC student orientation and Financial Aid.
- 200 students showed up with their families and registered.
- 37% spike in AHC College registration for Latino students!

JumpStart Academy:

- Increased student connection to a high school culture and our RHS community
- Continued support throughout the year as 15 out of the 32 come back to visit both Geri Coats and Cat Petty every day at lunch and touch base with them throughout the year
- Cohort mentality developed for support throughout their high school experience
- Approx 50 students participated in our 2015, 45 in 2016, and 45 in 2017
- 2 vans provided transportation for students from Guadalupe
- Students from each of the 5 communities/cities we serve represented

UCSB EAOP on our high school sites:

- UCSB brought their EAOP program to ERHS, and after resounding success there is now, an EAOP College Site Coordinator works at all three comprehensive high schools in the SMJUHS. This is a joint venture with the Coordinator salary being paid 50% by SMJUHS and 50% by UCSB. The goal is ensuring greater numbers of

college and university enrolled students, as well as support to reward students and promote a college going culture by acknowledging student who meet and exceed A – G requirements.

- EAOP students will be the first priority for concurrent enrollment for Allan Hancock College.
- UCSB will pay to rent books for the concurrent courses while students are still in high school.
- The first time SMJUHSD and UCSB have hired an employee together

Math Policy for Placement at AHC:

- Multiple measures are used to assess student readiness and placement for AHC College math courses.
- The student appeal process is now clearly outlined for students as well as support for questioning the results of the placement test if they don't appear appropriate, and processes and shared policies are in place to assess students' transcripts.
- Students now can appeal the test if they score one course below high school class last finished, within 2-3 years, and if the student received an "A" or "B". Therefore, AHC can now use transcripts from our schools to place students in their math courses.
- We are still assessing the data to see what percentage of students are being promoted by multiple measures and whether the new placements are creating successful students.

Accelerated Geometry Course:

- Allows juniors going into their senior year to get back on the A – G track by providing the course they need to finish the A-G Math by Senior year.
- Allows freshmen to move forward to a Calculus Track for senior year.
- Increases the probability and opportunity to offer these same options for English, Science, and further Math offerings
- Uses the college model for our accelerated courses.

Our Partnership Continues

We are particularly proud of our partnership with Allan Hancock College, our accelerated Summer Geometry course, our Summer JumpStart Academy program, and the effect of going directly into communities and presenting college registration, financial aid, and overall access into our college institutions, scholarships, and support systems. Our Summer JumpStart Academy program welcomes incoming freshmen students to begin forming a "high school going" culture and begins to create friendships between students from five different communities that all share the same high school site.

Our ability to break the cycle of expecting students and their families, unfamiliar with our college systems, to figure-out how to apply, register, test, and attend college is truly one of our most valued achievements. Our college counselors now go into our surrounding communities, presenting information in Spanish as well as English so the information is obtainable, they bring computers to aid registration and FASFA applications on the spot, and bring other forms of scholarships and students loans to the forefront to ensure every student who wants to attend college obtains access. This supports the family by giving them information and access to understand the college system in order to support their children.

ERHS teachers have improved relationships with neighboring colleges and universities, and we gained comfort approaching colleges and universities to increase the access for students. When we began seeking partnerships, we were not sure whether we were supposed to call them, email, make an appointment with the President of the college, call department heads, etc.... It was very unfamiliar, like we were groveling for attention and time that no one really wanted to give. What we discovered was so much different! Instructors, Chairs, the President, EAP Directors, EAOP Directors, and the head of the Counseling departments were so happy to hear from us and very willing to meet with us. Ultimately we all have the same goal, to support student success.

We learned about each other's systems. We didn't know their political structure, who to talk to, what the processes are for change, or the even the shape of the power pyramid. We found ourselves asking questions like, "How hard is that to change? Who do you or we need to speak to? Would it be helpful to have our principal call or the UCSB EAOP Coordinator there? We learned how to navigate each other's system and bring in an insider if need be, because now, we had back-up, we had to build a foundation of trust by continuing to show-up to meetings, try new routes, and sometimes sit patiently and wait, trusting that the person who was pursuing change just needed more time.

As a team, we have accomplished a greater number of our students enrolling into college, better test scores, more A – G completers, and more accurate placements as our students transition from high school into a post-secondary institution.

We created a means to produce more A-G completers by creating the Summer Accelerated Geometry course, so that students could get back on the A-G track. Our counselors are mapping-out the A-G track courses, and our EAOP Coordinators on campus from UCSB are recognizing students who are on the A-G track with Academic Achievement Receptions including ice cream parties and Certificates of Achievement.

We have systems set into place now for students to utilize their grades in Math courses to get into the next level of college course, ensuring the placement is more accurate and the institution does not have to wait for the official transcript to be released before the student can enroll into their college courses the first semester.

The AHC English Boot Camp provides a review of writing concepts to enable students to re-test and score higher, into college level classes within 6 weeks. This alone saves student money, time, and the possibility of dropping out of college before the student is earning college credits.

We have learned to listen, trust, believe in our ideas, and work as a unit to brainstorm ideas, work on solutions, and dream together to make what we want for our students to become a reality in a very short time. We aspire to extend our hand into the middles schools, multiply our reach into our communities, and utilize our team to change our organizations to ensure access, success, and the equalize the playing field for all of our students.

Our combined team of high school and college counselors who go straight into our impoverished community areas to support greater access to enrollment information, financial aid, and bilingual services are now being looked at for institutionalization from both the high school system and the college system based on the greater number of Latino enrollments.

College, LCAP, & CTE Funding:

All of our actions have been funded and supported in our local community college, LCAP, and CTE funding. This is how our original CAPP actions have now been institutionalized and funded through other sources.

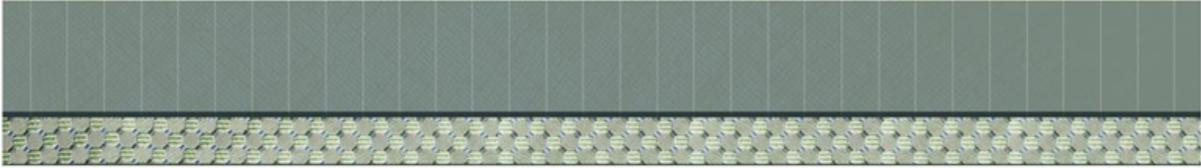
Recommendations Educational Leadership:

For any person or group looking to create school reform actions:

1. Find administrators who will support teacher leadership and possess a progressive, innovative, compassionate drive to improve educational services. Then, invite them to be on the team.
2. Involve union representatives into team meetings. You will need their help.
3. Provide stipend or compensation for every team member. This will fuel progress and help with sustainability. Grant money is great for this.

4. Invite the right people at the table. Learn who makes the decisions, and what the processes are to get on the agendas.
5. Gather data before you begin to directly link actions to changing the data. Collect data as you go. Like an action research project, collect data and shift gears when actions are not yielding the desired results.

Artifacts:



CAPP GRANT

DATE: _____
-

TO:
Santa Maria Joint Union School District
2560 Skyway Drive, Santa Maria, CA 93454
Phone: 805-922-4573 | Fax: 805-928-9916

INVOICE

From :

Quantity (Hours/Days)	Description Of Work Performed	Hourly/Daily Stipend Amount	Total Amount Claimed

REQUIRED SIGNATURES

Consultant Performing Work; _____ Date: _____

Lead Teacher; _____ Date: _____

Principal; _____ Date: _____



SMJUHSD- RIGHETTI HIGH SCHOOL

CAPP
EXTRA PAY



EMPLOYEE NAME:

DATE:

DATE OF WORK

DESCRIPTION

AMOUNT CLAIMED

GRAND TOTAL 0

EMPLOYEE SIGNATURE:

PRINCIPAL SIGNATURE:

LEAD TEACHER SIGNATURE:

Chapter Two:

English at Allan Hancock College

Julia Raybould-Rodgers

Susan Farley

The Problem

Ernest Righetti High School (ERHS) is one of the local feeder schools in Allan Hancock College's (AHC) district. After testing, students from ERHS were typically placed into the traditional developmental sequence. When AHC started working with our CAPP partners in Fall 2013 only 40 % of ERHS students were placed into transfer level English classes at AHC.

At one of our early CAPP meetings with all partners, the English instructors from AHC were questioned why ERHS students were not being placed into transfer level English classes (despite completing their high school classes). We later decided to take this up as our research question for CAPP and investigate the mitigating factors around placement. This decision was challenging for us, as community college instructors, because we believed in the validity of the English Accuplacer (English portion of the START test) used by the college at the time.

We also recognized that there was a growing disconnect between the expectations AHC English instructors had for the high school students coming to college, and the skills that ERHS teachers and administration felt their students actually had.

Working together on the early projects proved to be challenging too, due the rather differing organizational patterns at the two institutions. In particular, it was difficult for community college instructors to move around in the high school environment. This created frustration in some of our early projects when we were looking at placement testing practices at ERHS.

AHC CAPP partners also found a lukewarm reception within their own English department at AHC English faculty meetings when they tried to introduce their innovative CAPP projects to faculty. However, with CAPP funding we were able to collect data that began to change people's minds.

Data

1. Initial placements of ERHS students in the English developmental sequence at AHC:

Placement data for ERHS students in fall 2011:

- English 511 (4 levels below transfer) 44 students (18%)
- English 512 (3 levels below transfer) 13 students (5%)
- English 513 (2 levels below transfer) 33 students (13%)
- English 514 (1 level below transfer) 64 students (26%)

The possibility of students (including ERHS students) enrolling and passing a transfer level English class between Fall 2011 and Spring 2014 was shown by data collected from the Basic Skills Progress Tracker, available at the Chancellor's Office website, to be as follows:

- 1 in 5 students who start one level below transfer enroll in a transfer level course and about 1 in 6 students pass that course.
- 1 in 3 students who start two levels below transfer enroll in a transfer level course and about 1 in 3 students also pass that course.
- 1 in 3 students who start three levels below transfer enroll in a transfer level course and about 1 in 4 students pass that course.
- 2 in 3 students who start one level below transfer enroll in a transfer level course and about 2 in 3 students also pass that course.

This was the baseline placement data that AHC CAPP partners arrived at before starting to work with our ERHS CAPP partners. It was clear that the majority of ERHS students had a long road ahead of them taking multiple levels of English classes until they were eligible to take a transfer level class. It was also clear that students who start with such a long road ahead of them have much lower likelihood of completing their degree at the community college or transferring to a university.

2. Placement data on Accuplacer test following testing interventions in the year one:

AHC CAPP partners worked with ERHS English teachers and counselors in the first year of CAPP to improve placement of ERHS students who took the Accuplacer English placement test.

Increased numbers of ERHS students took the Accuplacer English placement test in 2015 when compared with 2014; however, despite promoting practice testing and active counseling the placement levels did not improve significantly.

- In May, 2014, 49 ERHS students took the English placement test at AHC Testing Center.
 - 55.09% of ERHS students received a placement in a developmental English class.
 - 69.37% of ERHS students received a placement in a developmental reading class.
- In March 2015, 92 students took the placement test.
 - 60.41% of ERHS students received a placement in a developmental English class.
 - 61.51% of ERHS students received a placement in a developmental reading class.

As a result of this placement data, the AHC CAPP partners started to look at the placement process and alternatives to place incoming ERHS students into the English sequence at AHC.

3. English Summer Boot Camp Data

The Summer Boot Camp was developed to create an alternative pathway for ERHS students to enter a transfer English 101 class directly by challenging their placement from the Accuplacer placement test using the official college challenge policy. They filed an appeal to allow them to retest and then attended an intensive 14-hour essay writing boot camp before retesting using the WritePlacer essay test.

The Summer Boot Camp 2014 was funded by CAPP and AHC Basic Skills Initiative Grant and was available to ERHS incoming students and a group of incoming AHC student athletes:

- 32 students attended the first day of boot camp. Students had varying placements in the traditional English developmental sequence.
 - 17 students (53.13%) were one level below transfer.
 - 4 (12.5%) students were two levels below transfer.
 - 4 (12.5%) students were three levels below transfer.
 - 7 (21.88%) students were four levels below transfer.
- There was a 96.8% completion rate for students.
- There was a 48.38% success rate for students placing into a transfer English 101 class with the remaining students placing into an accelerated class one level below transfer.

After analyzing the data, it was decided to change the selection criteria for boot camp and apply it to students with placements one level below transfer English 101. This change substantially improved the success rate in future boot camps.

The Summer Boot Camp 2015 was funded by AHC Basic Skills Initiative Grant and available to all incoming high school students:

- 107 students attended the first day of boot camp.
- There was a 91.58% completion rate for students.
- There was an 82.65% success rate for students placing into a transfer English 101 class.
- 85 students enrolled in a fall transfer English 101 class.

The students from Ernest Righetti High School were the most successful group of students among 86 students graduating from local schools in terms of transfer English 101 placement rates after boot camp:

- 24 students attended the first day of boot camp; 1 student dropped during boot camp.
- 82.60% placed into a transfer English 101 class
- 89.47% of these students enrolled in a fall transfer English 101 class

The Summer Boot Camp 2016 was funded by AHC Basic Skills Grant and available to all incoming high school students:

- 86 students attended the first day of boot camp.
- There was a 94.18% completion rate for students.
- There was an 88.6% success rate for students placing into a transfer English 101 class.
- 85.71% of these students enrolled in a fall transfer English 101 class.

The data from the summer boot camps 2014-2016 showed that the placement test was not beneficial in terms of assessing the English abilities for many incoming RHS (and other students) at AHC. The boot camp was favorable as an intervention for students who had placements one level below transfer English but did little to help students with placements up to four levels below a transfer English class. As a result, the AHC CAPP partners started to look at acceleration alternatives to place incoming ERHS students into the English sequence at AHC.

4. Acceleration to bypass Traditional Developmental Sequences: Baseline Fall 2012-13 data

The AHC CAPP partners started to look at both local and state data analysis in detail as a result of attending training at CAP. In 2012:

- 37% ERHS students placed into a transfer level course
- 26% ERHS students placed into a course one level below transfer
- 36% ERHS students placed into courses two, three or four levels below transfer
- 31% ERHS students were assessed as being college ready in their reading skills.

In 2013 the data remained relatively similar with:

- 40% ERHS students placed into a transfer level course
- 25% ERHS students placed into a course one level below transfer
- 35% ERHS students placed into courses two, three or four levels below transfer.

In addition, in 2013 a further set of data showed that the majority of incoming high students, including ERHS students who were being placed in English remediation, were not progressing through the developmental sequences to transfer level classes. Of particular interest to the AHC partners was a 'leaky pipeline' phenomenon in the developmental sequence where data showed that there was decreased enrollment of students in the next level of the developmental sequence even if they passed their classes. The data showed that of the students who completed an English course only:

- 38% of students four levels below transfer enrolled in the next level
- 58% of students three levels below transfer enrolled in the next level
- 69% of students two levels below transfer enrolled in the next level
- 85% of students one level below transfer enrolled in a transfer level course.

We were forced to recognize that our current system of four levels of developmental English classes was creating too many opportunities for students to fail. Clearly for the students placed one level below transfer, the odds of actually enrolling in a transfer level class were significantly higher.

Armed with data and research findings, the AHC CAPP partners needed to find a way to directly place more students into transfer level classes or in classes one level below transfer.

5. Placement by GPA

Following our work and discussions with our ERHS CAPP partners, who believed that the majority of their students were ready for direct placement in transfer level classes, an investigative study was funded by CAPP to provide data on the placement of ERHS students in the English sequence at AHC. In spring 2014, Kelley Brune, from KB Statistical Consulting, produced a report that indicated that if ERHS students who had 3.0 GPAs were placed in transfer level classes irrelevant of their Accuplacer placement score they had an 80% chance of success. For students placed in lower level courses, students with lower GPAs still generally had success; as the courses become more advanced, students with higher GPAs were more successful. Since the GPAs were so varied across all courses, it is not easy to say if high school GPA could substitute for the placement determined by scores on the Accuplacer tests. The two measures, together, might provide the most accurate placements.

Figure 1. Sample of How Accuplacer Scores Can Be Used With High School GPA for English Placement

Current Placement (English Composite Score Range)	High School GPA	Final Placement	Current Study Enrollment	New Enrollment if HS GPA Added
English 511 (<= 179)	Any HS GPA	ENGL 511	ENGL 511 30	ENGL 511 32
English 512 (180-193)	HG GPA below 2.0	ENGL 511	ENGL 512 15	ENGL 512 34
	HS GPA 2.0+	ENGL 512		
English 513 (194-220)	HG GPA below 2.67	ENGL 512	ENGL 513 41	ENGL 513 23
	HS GPA 2.67+	ENGL 513		
English 514 (221-260)	HG GPA below 2.33	ENGL 513	ENGL 514 53	ENGL 514 64
	HS GPA 2.33+	ENGL 514		
English 101 (261+)	HG GPA below 2.33	ENGL 514	ENGL 101 127	ENGL 101 113
	HS GPA 2.33+	ENGL 101		

6. An Open-entry Acceleration Class One Level below Transfer:

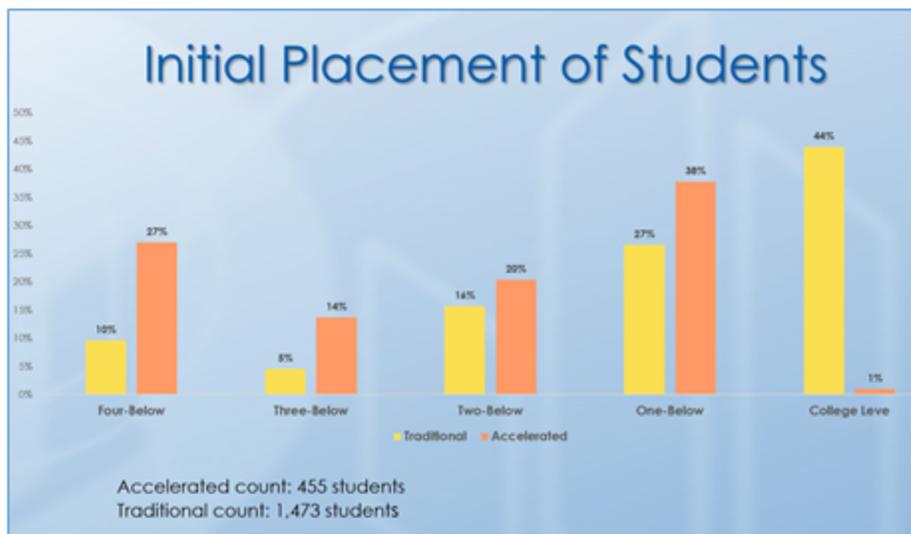
While the GPA placement data was encouraging, the AHC English department faculty was not ready to make any major innovations using GPA placement data. As a result, the AHC CAPP partners decided a pilot open entry accelerated course

for ERHS students one level below transfer using an existing course outline. This was a viable alternative because it faced no major opposition from the AHC English faculty for the AHC CAPP partners since it was a pilot and did not require a new course to be approved by the department. Instead the course objectives were adhered to for a course one level below transfer and modified instructional materials produced co-operatively by the AHC CAPP partners and two additional AHC faculty.

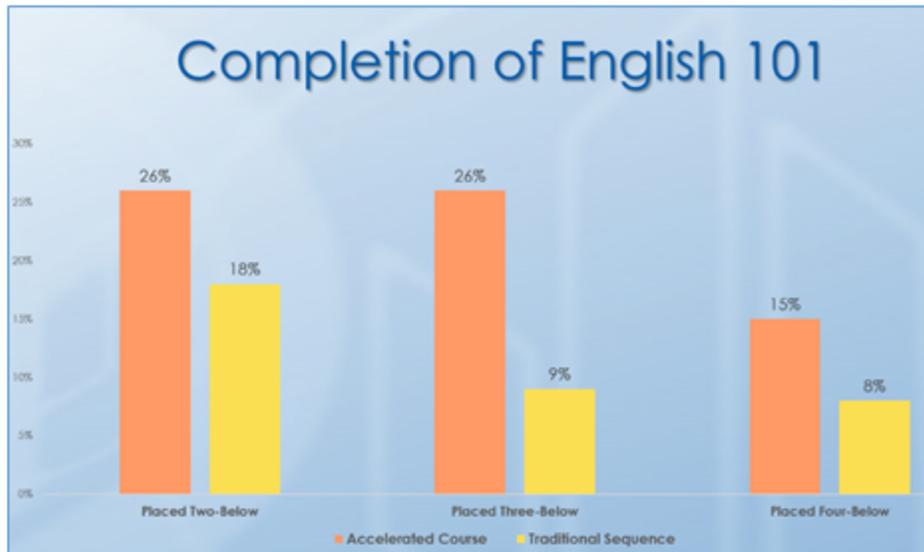
It was decided to hold the first pilots of the course in fall 2014 with a group of ERHS students and incoming AHC students. The pilot required a heavy counseling component and the AHC CAPP partners worked with AHC CAPP counseling partners to navigate the placement requirements to allow students with lower placements to enter the class. The pilots continued from Fall 2014 to spring 2016 with:

- 4 sections in Fall 2014
- 6 sections in Spring 2015
- 5 sections in Fall 2015
- 7 sections in Spring 2016

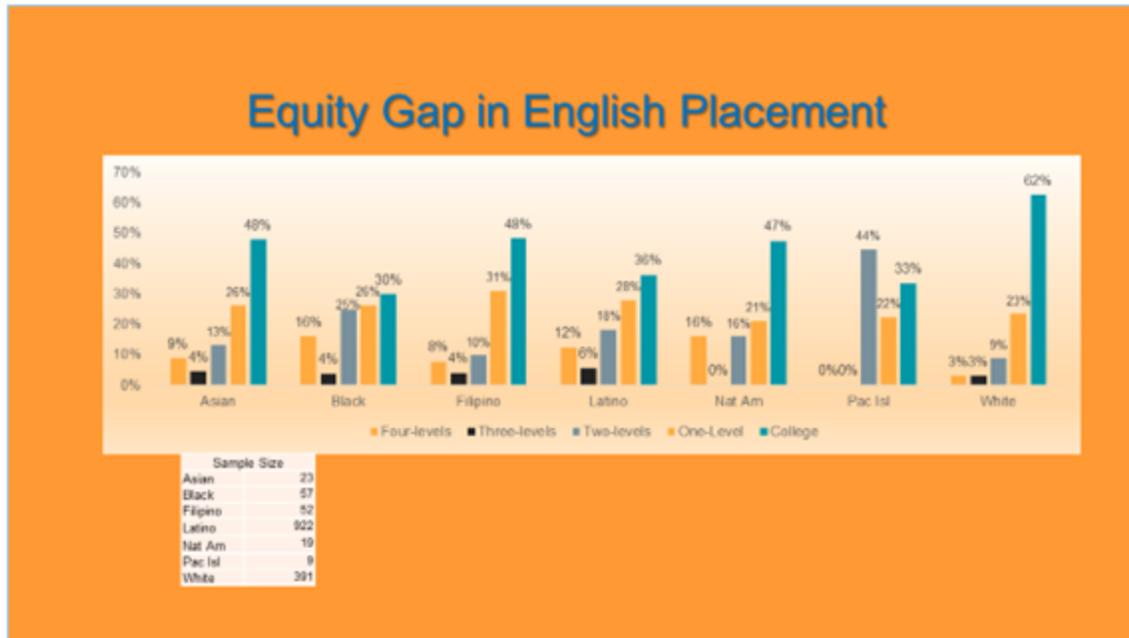
In addition, additional sources of funding were found within AHC to allow CAPP to fund training to teach accelerated classes and to provide specially designed curriculum. The results continued to be supported, and an analysis of the data from fall 2014-2016 showed encouraging results. The research question was: Among first-time students between fall 2014 and spring 2016, what percent successfully completed English 101 when compared to those on a traditional path versus those on an accelerated path?



The results showed significant gains for all first-time incoming students including ERHS students who elected to take an accelerated class rather than their placement based on the Accuplacer.



The Accuplacer placement policy favored the white student population and acceleration was a means to narrow the equity gap in English placement.



The promising results from the pilot accelerated classes provided the necessary data for the support and approval of a permanent open entry class one level below transfer. The course was taught in Fall 2016 and the developmental sequence has undergone a radical transformation as students elect to take an accelerated course rather than move up in the traditional developmental sequence.

7. Replacing Developmental Courses with Acceleration 2016 to present:

Since the English department has not yet made a decision to reorganize its developmental pathway there are currently two pathways to a transfer level course: the four levels of traditional development courses or the open entry accelerated course, one level below transfer.

By adding more acceleration courses and decreasing the number of developmental courses, students are able to enroll in an accelerated course and in this way, move more quickly into English 101, increasing their overall chances of

graduating college. This is reflected in the decline in the traditional developmental sections. Fall 2017 also shows a decline in accelerated sections being offered in anticipation of more students entering transfer level classes directly through using multiple measures and GPA placements.

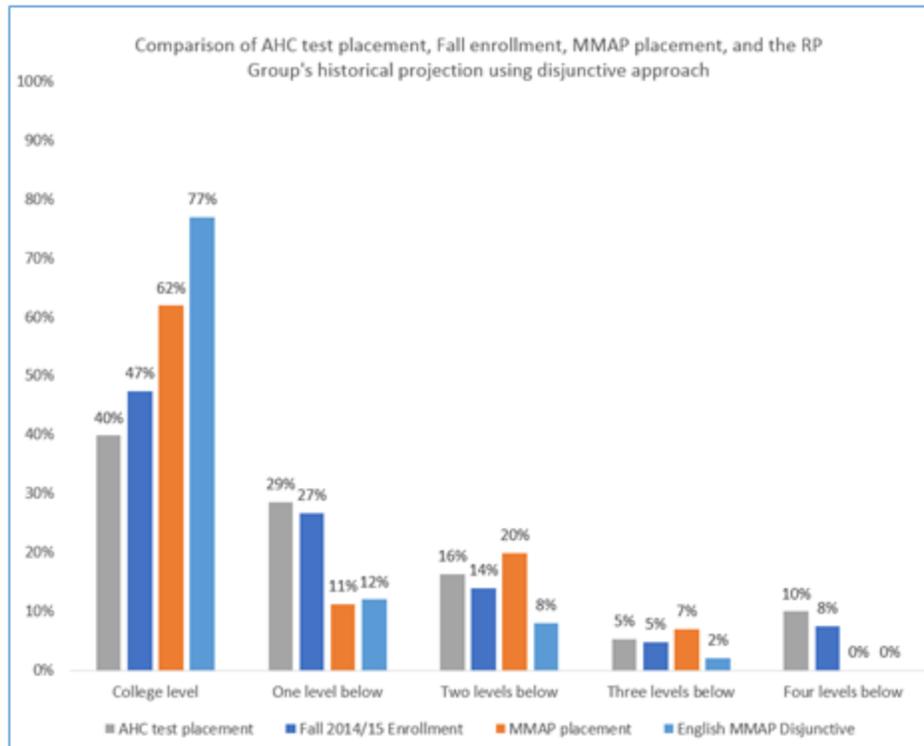
	Spring 2016	Fall 2016	Spring 2017	Fall 2017
Accelerated classes	5 (pilot) sections (19.23%)	10 sections (43.47%)	9 sections (56.25%)	6 sections (50%)
Traditional 4 levels of classes	26 sections	23 sections	16 sections	12 sections
Co-req classes	0	0	2	3

In addition, the English department is piloting an experimental co-requisite transfer-level course where students who are not eligible for a transfer level class, but wish to take a transfer level class, are able to take a transfer level class with two additional units of supplementary instruction. Two classes were taught in spring 2017 for the first time. The results show a 67% pass rate in both classes which is higher than the pass rate in the regular transfer level classes between Fall 2013 and Fall 2016.

Semester	Success%
Fall 2016	64
Spring 2016	58
Fall 2015	62
Spring 2015	57
Fall 2014	61
Spring 2014	63
Fall 2013	61

8. Placement using GPA

In fall 2017, the English department will utilize placement by GPA as part of their revised multiple measures for placement. This will increase the likelihood of more students being able to enroll in a transfer level class directly when they arrive in college. It is estimated 77% of students will be now eligible for direct placement in a transfer level class in fall 2017. This final measure will finally bring closure to the question that was posed by our CAPP partners at ERHS back in 2013 of why their English students were not being placed directly into transfer level classes.



9. Conclusions:

The data clearly indicates the benefits that can accrue as the result of partnership efforts between two institutions. Without a doubt, the ability for AHC CAPP partners to collaborate and experiment on CAPP projects with our ERHS partners brought immense change that allowed institutionalization of many projects that were started within CAPP efforts. These efforts not only have improved relationships between ERHS and AHC but between other local high schools. Many of the programs and institutional changes at AHC have brought benefits to all students district wide. It is recommended that such collaborative efforts and funding continue in the future between ERHS and the English department at AHC to improve the success of students as they work towards their degrees and vocational certifications.

STEPS TO MAKE IDEAS AND ACTIONS COME TO FRUITION AND SERVE OUR STUDENTS BETTER.

1. Changing the Culture of Testing and Placement:

- A. Limited research indicated that students who took placement tests at the school site and earlier on in the year had better placement experiences. Discussions with the testing center and the Counseling Department at AHC as well as teachers and counselors at ERHS confirmed that many first-time incoming students did not realize the importance of doing well on the placement test. With this in mind, the AHC English partners started to work with the ERHS counselors and teachers to encourage students to take the placement test more seriously, take a practice placement test, and also take the placement test earlier on in their senior year. This resulted in increased collaboration between the counseling departments at ERHS and AHC.
- B. As a result of this intervention, more students took the placement process seriously, placement testing moved from AHC to the high school, and counseling took up greater responsibility for testing and

placement. This was an approach that was later adopted in all the local feeder high schools in the district.

- C. An English Summer Boot Camp was set up for the first time before the beginning of the fall semester of 2014 at AHC with a group of ERHS incoming students and a group of AHC athletes. The purpose of the boot camp was to improve the students' essay writing skills so that they would be able to follow the college's official procedure to challenge their placement score and enter directly into a transfer level class.
- D. As a result of the success of this intervention, subsequent boot camps were held in summer and winter 2015, summer 2016 and expanded to other local high school students as well as students at AHC. AHC has continued to fund the Summer Boot Camp through funding from the Basic Skills Initiative and 3SP.

2. Changing the Culture of Developmental English Sequences:

- A. In 2013, the AHC English department revised their developmental sequence and added an additional class level with the idea that this new placement sequence would be beneficial to students and improve their English skills in transfer level classes.
- B. Through some initial research, the AHC CAPP partners found that multiple levels of developmental classes were in direct opposition to the approach that was being advocated due to the experiences at other community colleges.
- C. To validate this, the AHC CAPP partners formed a team with two other AHC English instructors and attended acceleration training funded by CAPP at The California Acceleration Project (CAP) with Katie Hern and Myra Snell for the first time in 2014.
- D. As a result of the CAP acceleration training, in fall 2014 the AHC CAPP partners piloted the first accelerated open entry English classes with ERHS students and athletes at AHC. This class was designed to enable ERHS students placed up to four levels below transfer English at AHC to be able to complete their developmental English requirements in one semester. It provided a much needed but vigorous shortcut for ERHS students to reach transfer level English classes. It also established a joint collaborative effort with AHC and ERHS counselors who were responsible for guiding students into open entry accelerated English classes.
- E. As a result of the success of the first set of accelerated class pilots with ERHS students and AHC student athletes, the pilots continued and were expanded over a total of four semesters in the English department at AHC. More AHC instructors were trained in acceleration at CAP and data was collected which was presented to the AHC English department. The AHC English department approved the writing of a permanent accelerated course which was institutionalized in fall 2016. The culture of placement within the college was transformed through a collaboration that started with one pilot including ERHS students.
- F. In spring 2017, acceleration efforts have continued in the English department at AHC with a new experimental co-requisite course where students receive additional skills development while taking a transfer level English course. This course is open to students who do not have a direct placement in transfer English.
- G. As a result of AHC's joint involvement with CAP and CAPP, the English department has been able to remain at the forefront of the innovative changes in developmental curriculum and placement practices. In fall 2017, all students (including ERHS students) are eligible for placement in transfer level classes based on a wider range of multiple measures designed to promote faster progression through the college English sequence. The most prominent of these are: placement by high school GPA, a summer boot camp bridge program, an open entry accelerated class one level below transfer, a skill building class taken concurrently with a transfer level class, and earlier Accuplacer testing at school sites, district wide.

- H. Our CAPP partnership was crucial in making these innovative changes in placement at AHC. Our innovative successes and failures were discussed, criticized, and praised at CAPP meetings with our partners. For us, the independent funding from CAPP gave us the freedom to research, practice, and innovate at our institution.

3. What We Learned Working with our CAPP Group and Others:

- A. Collaborate with the local partners you share your students with. Sit at the same table as them and talk about your concerns, successes, and future plans. Disagreements may be sometimes painful, but they often lead to consensus that benefits all stakeholders.
- B. Choose a wise leader to organize the group's partners as well as a seasoned independent advisor to act as a mediator when things get heated in the group.
- C. Be a good advertising executive to convince others that your projects are meaningful and if others work with you, together you will produce better outcomes for students.
- D. Create buy-in with other teaching faculty by using faculty driven projects. Your administration may think that they know what is needed, but you are the one in the classroom with your students every day.
- E. Get paid for your innovative work. Through stipends provided by CAPP, we were able to fulfill our commitments to the CAPP partners.
- F. Remain optimistic. There will be failures. Move forward with the projects that work and leave the ones behind that do not work.

Our Story, Our Aha and Golden Moments

There were many challenges that our CAPP group had to overcome to become a functional, cohesive, working unit. Many issues were addressed eloquently, and not so eloquently, between the partners as projects were presented. There was a healthy amount of criticism and praise. There has traditionally been a divide between the work done in high schools and community colleges, but the CAPP collaboration provided us with an opportunity for both sides to look at things from a different perspective.

Some of our most golden moments occurred when they were most unexpected. For us, one of these was early on in our project when the English teachers from ERHS met together with the English instructors at AHC. At this meeting, both sides presented their expectations for their students. It was a defining moment because it broke down many of the barriers and misunderstandings that had existed for a long time between the two institutions. Examples of students' work were shared and discussions followed about the writing, reading, and critical thinking expectations of students while in high school and college.

Many of our golden and aha moments occurred around the table at the meetings together with our partners. Working with CAPP gave the AHC partners a greater understanding of how differently our institution worked even though we shared the same group of students. The great advantage of working in a CAPP partnership was sitting around the same table and discussing openly issues that previously never had the opportunities to be voiced. These were questions like: Why are our English high school students not getting placed into transfer level classes? What are high school graduates learning in high school that puts them in developmental English classes? Why is the college gatekeeping our students from direct placement in transfer level classes? What exactly do you do in your classes?

RECOMMENDATIONS FOR FURTHER ACTIONS OR STUDY

CAPP's greatest success was to provide a set of educational partners with the opportunity to get together and innovate. The funding and structure provided by CAPP was instrumental in the success of the partnership between ERHS and AHC. Lack of funding would have made it harder for our CAPP partners to move on with their projects independently. The results are impressive, and there is a desire for us to find future funding to continue with our collaborative efforts.

Artifacts:

Acceleration Strategies that Produce Powerful Results



A Planning Resource for Community Colleges

Under California's AB770 and the Basic Skills Outcomes Transformation Program, \$60 million of new state funds have been allocated to increase completion among students designated underprepared for college. The funds support colleges to implement evidence-based practices that substantially increase student completion of transfer-level courses in English and math or an industry-recognized certificate or degree. This brief is intended to help colleges build their plans.

While basic skills sequences were developed to help students be successful, they are having the unintended consequence of weeding many out of college. The more remedial courses students are required to take, the lower their completion of transferable English and math. Statewide, just 7% of students placed three or more levels below college math go on to complete a transferable course within three years.¹¹ Students of color are disproportionately impacted because they are more likely to be placed into lower levels of remediation.¹² Our traditional approach is clearly not serving its intended purpose.

The California Acceleration Project is working with 61 colleges to implement three high leverage strategies that accelerate students' progress, substantially increase student completion of transferable, college-level English and math courses, and narrow equity gaps. The evidence from California and other states makes clear that students are not nearly as "unprepared" as we have believed. By changing our approach to placement and remediation, community colleges can help many more students to complete math and English requirements and build momentum toward their longer-term goals.

High Leverage-Strategies for Increasing Student Completion of Transferable, College-Level English and Math Courses

- 1. Changing Placement Policies:** Colleges broaden access to transfer-level courses, and make access more equitable, by adjusting cut scores, using robust multiple measures, and requiring algebra-based testing and remediation only for access to courses that require substantial algebra.
- 2. Implementing Co-Requisite Models:** Students classified as "below transfer level" are allowed to enroll in a transfer-level course with extra concurrent support, saving them at least a semester of stand-alone remediation and reducing their chances of dropping out (e.g., "1A-plus" models: students co-enroll in English 1A and 2 additional units with the same instructor).
- 3. Redesigning Remedial Courses:** Multi-level sequences in English and math are replaced with accelerated courses that are well-aligned with the transfer-level requirements in students' chosen pathway.

AUGUST 2015

THE IMPACT:

RESEARCH HIGHLIGHTS



Strategy #1: Changing Placement Policies

Colleges broaden access to transfer-level courses, and make access more equitable, by adjusting cut scores, using robust multiple measures, and requiring algebra-based testing and remediation only for access to courses that require substantial algebra.

The Community College Research Center has found that a large number of students placed into remediation could have been successful if allowed to enroll directly in college-level courses. Studying a large, urban community college system, CCRC researchers estimated that:

- 61% of entering students could succeed in college English if allowed to enroll directly (19% were eligible under existing policies)
- 50% of entering students could succeed in college math if allowed to enroll directly (25% were eligible under existing policies)¹³¹

The CA Multiple Measures Assessment Project found that 72% of community college students could be placed into college English with an average grade of C+ using these multiple measures: 1) overall high school GPA 2.7 or higher, OR 2) C in AP English, OR 3) GPA 2.3 or higher and 12th grade English course B- or higher.¹⁴⁰

At California community colleges that doubled and quadrupled student access to college English (Butte, Long Beach):

- Success rates in college English courses remained steady
- Completion of college English was 1.6 to 3 times higher for all students
- Students of color saw the greatest gains and equity gaps narrowed substantially¹³⁴

Assessment validation studies had failed to detect the large number of students inappropriately placed into remediation at these colleges.

In the Virginia Community College system, completion of college-level math tripled after implementation of a pathways approach to placement, with different competencies required for students pursuing different majors (e.g., liberal arts vs. STEM).¹³¹

Investigating Local Placement Policies



What % of incoming students qualify for direct access to transfer-level English and math? How does this vary by race/ethnicity? Is your college in compliance with state guidelines on disproportionate impact? (Access for students of color should be no lower than 80% of white students' access.)



To what extent are multiple measures used in placement, especially overall high school GPA? Do multiple measures apply to only a narrow band of students near the cut score, or do they provide an alternative way to access transfer-level courses (e.g. students qualify by test scores OR overall high school GPA of 2.7 or higher)?



Is a student's educational goal part of math placement? Are algebra tests blocking access to courses that require little to no algebra? (e.g. College Statistics)

Placing Students Too Low: A Blind Spot of Current Practice

"When a student is placed into a college-level course and fails there...the fact that there has been a placement mistake is painfully obvious to all." But "when a student does well in a remedial course, it is unlikely to be perceived as a problem."

- Judith Scott-Clayton, CCRC



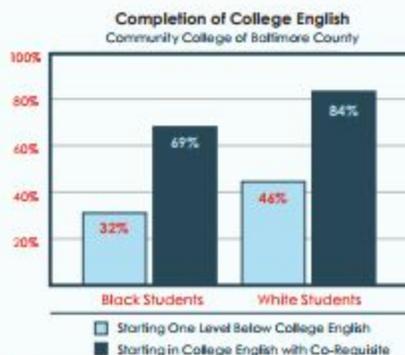
Strategy #2: Implementing Co-Requisite Models

Students classified as "below transfer level" are allowed to enroll in a transfer-level course with extra concurrent support, saving them at least a semester of stand-alone remediation and reducing their chances of dropping out [e.g., "1A-plus" models: students co-enroll in English 1A and 2 additional units with the same instructor].

Co-requisite models are producing such dramatic gains in completion of college-level courses that several states are implementing them system-wide (Tennessee, Colorado, Indiana, Virginia).

At four colleges offering co-requisite models, completion of college English was 1.6 to 2.3 times higher than in traditional remediation, increasing from 38-50% to 62-78%. Equity gaps for Black and Hispanic students narrowed or disappeared completely.⁹⁰

CUNY's large randomized controlled experiment allowed students placed into elementary algebra to bypass remediation and enroll directly in college Statistics with supplemental instruction. The majority of students passed, and pass rates were nearly 20 percentage points higher than the control group enrolled in elementary algebra.⁹¹



Descriptive data from the Community College of Baltimore County from CCRC study of 372 students in co-requisite model between F '07 and F '11. Students followed for at least one year after enrollment.⁹⁰

Strategy #3: Redesigning Remedial Courses

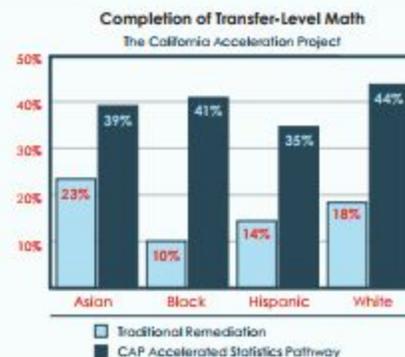
Multi-level remedial sequences in English and math are replaced with accelerated courses that are well aligned with the transfer-level requirements of students' chosen pathway.

At the first 16 colleges offering redesigned remediation with CAP, the RP Group found that students' odds of completing transferable courses were:

- 2.3 times higher in effective accelerated English pathways
- 4.5 times higher in accelerated statistics pathways

Further, all students benefited from accelerated remediation, including all ethnic groups and placement levels, ESL students, students with low GPAs, and students with disabilities.⁹²

At 26 colleges in the Carnegie Foundation's national Statway program, completion of transfer-level math more than tripled in half the time (49% in one year vs. 15% in two years).⁹³



Descriptive data on CAP statistics pathways from RP Group researchers Hayward and Willett. N = 453 accelerated students followed for 1.5-2 years.⁹³

WHY ACCELERATION?



One Student's Story

City College of San Francisco student Lulu Matute was born in Chicago to Honduran immigrant parents. Though she had passed all her high school math requirements, she took a year off after graduating and her math skills got rusty. She didn't realize the high stakes of the placement test, didn't prepare for it, and was assigned to the lowest remedial level. When she met with a counselor to create an education plan, Lulu saw that this placement meant she'd have to be at CCSF for three to three and a half years. Enrolling in the first course left her further demoralized.

"A lot of the problems were very grade school," she recalls. "I remember my professor told us it was OK if we needed to draw dots to help us count. In high school, I had taken trigonometry, I had taken algebra and geometry, but here I was in college counting dots."

Lulu was thrilled to discover the accelerated statistics pathway that CCSF had launched the year before. It was a perfect fit for her major, political science, and it not only reduced her time in remediation, it enabled her to finish her transfer requirements in two and a half years. She graduated CCSF with a GPA of 3.9.

Lulu was accepted into UC Santa Cruz, UC Santa Barbara, UCLA, and UC Berkeley. She plans to enroll at UC Berkeley in fall 2015, then go on to law school or graduate work in public policy. Ultimately, she sees herself running for public office.

Reflecting on her experience, Lulu remembers sitting in that lowest-level math class and looking around the room. "All the students in the class were students of color, students that looked like me." She said that they sometimes talked among themselves, wondering if there was something wrong with them. But taking the accelerated pathway and working with other student advocates, Lulu started to understand the problem differently. "It's not that we're not able to learn, not that we're not smart enough. The problem is the path."



The California Acceleration Project was founded in 2010 by two community college faculty members who wanted to do something about the number of students dropping out of remedial English and math sequences. Since 2011, CAP has worked in partnership with the 3CSN professional development network, with funding from the state Chancellor's Office. Additional private support has been provided by the California Education Policy Fund, the Walter S. Johnson Foundation, LearningWorks, and the Community College Research Center.

REFERENCES



- (1) Statewide completion of transfer-level math among students starting three levels below a transferable course. Fall 2010-Spring 2013. Basic Skills Progress Tracker. Management Information Systems Data Mart. California Community Colleges Chancellor's Office. Retrieved from http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx
- (2) Perry, M.; Bahr, P.R.; Rosin, M.; & Woodward, K.M. (2010). Course-taking patterns, policies, and practices in developmental education in the California community colleges. Appendix Tables 3 and 9. Mountain View, CA: EdSource. Retrieved from <http://edsources.org/wp-content/publications/FULL-CC-DevelopmentalCourseTaking.pdf>
- (3) Scott-Clayton, J. (2012). Do high stakes placement exams predict college success? (CCRC Working Paper No. 41). Tables 3 and 6. New York: Community College Research Center, Columbia University. Retrieved from <http://ccrc.tc.columbia.edu/media/k2/attachments/high-stakes-predict-success.pdf>
- (4) Hayward, C.; Helfts, J.; Kralowec, C.; Lamoree, D.; Nguyen, A.; Sorey, K.; & Willett, T. Using decision trees to predict course success in the Multiple Measures Assessment Project. Slide 21. Sacramento, CA: Presentation at the RP Group Annual Conference. Retrieved from <http://rpgroup.org/resources/using-decision-trees-predict-course-success-multiple-measures-assessment-pilot-mmmap>
- (5) Henson, L. & Hern, K. [November/December 2014]. Let them in: Increasing access, completion, and equity in college English. Perspectives. Berkeley, CA: The Research and Planning Group for California Community Colleges. Retrieved from <http://rpgroup.org/content/november-december-2014-perspectives>
- (6) LBCC Promise Pathways. [2014]. Long Beach City College. Retrieved from <http://www.lbcc.edu/promisepathways/>
- (7) Rodriguez, O. & Edgecombe, N. (2015). Early findings from a developmental placement reform at the Virginia community college system. Boston, MA: Presentation at the League for Innovation Conference. Retrieved from <http://ccrc.tc.columbia.edu/presentation/innovations-2015-early-findings-virginia-florida.html>
- (8) Coleman, D. (2015). Replicating the accelerated learning program: An update. Charlotte, NC: Center for Applied Research. Retrieved from <http://alp-deved.org/wp-content/uploads/2015/02/ALP-Replication-Study-2015-Final.pdf>
- (9) Logue, A.; Watanabe-Rose, M.; & Douglas, D. (2015). Elementary algebra or statistics: A randomized controlled trial with students assessed as needing remedial mathematics. Paper delivered at the American Educational Research Association Conference. Retrieved from <http://www.aera.net/Publications/OnlinePaperRepository/AERAOnlinePaperRepository/tabid/12720/Owner/959612/Default.aspx>
- (10) Cho, S.W., Kopka, E., Jenkins, D., & Jaggars, S.S. (2013). New evidence of success for community college remedial English students: Tracking the outcomes of students in the Accelerated Learning Program (ALP). [CCRC Working Paper No. 53]. New York: Community College Research Center, Columbia University. Retrieved from <http://ccrc.tc.columbia.edu/media/k2/attachments/ccbc-alp-student-outcomes-follow-up.pdf>
- (11) Hayward, C. & Willett, T. (2014). Curricular redesign and gatekeeper completion: A multi-college evaluation of the California Acceleration Project. Berkeley, CA: The Research and Planning Group for California Community Colleges. Retrieved from <http://www.rpgroup.org/projects/cap>
- (12) Sowers, N. & Yamada, H. (2015). Pathways impact report. Stanford, CA: Carnegie Foundation for the Advancement of Teaching. Retrieved from http://cdn.carnegiefoundation.org/wp-content/uploads/2015/01/pathways_impact_report_2015.pdf
- (13) Hayward, C. & Willett, T. (2015). Equity Implications of the California Acceleration Project: Capturing Data through Deliberate Design. Sacramento, CA: Presentation at the RP Group Annual Conference. Retrieved from <http://rpgroup.org/resources/equity-implications-california-acceleration-project-capturing-impact-through-deliberate-de>

English 511, 512, 513, and 514?

Frustrated over the number of English classes you need to get to English 101?

Talk to a counselor about taking an accelerated English 514 class in the fall.

Students who pass an accelerated English 514 class go directly to English 101, which could save several semesters of taking English classes.

**FALL 2015
SANTA MARIA CAMPUS**

DAY	TIME
M/W	9:15 a.m.–12:20 p.m.
M/W	10:15 a.m.–1:20 p.m.
T/TH	9 a.m.–10:50 a.m./
F	9:20 a.m.–11:25 a.m.
T/TH	10:15 a.m.–1:20 p.m.
T/TH	5:30 p.m.–8:35 p.m.

LOMPOC CAMPUS

T/R 11:30 a.m.–2:45 p.m.

Each class is four units and includes two hours of in-class lab and a 30-minute break.



Accelerated English 514 Student Feedback

Question 1: On a scale of 1 to 5 (with 5 being the most), how much would you say you learned in this class?

AVERAGE: 4.4

Question 2: Which classroom activities **should** we use next term? Why?

- P - 39 comments focused on the value gained from their peers, such as group work during class on reading assignments, peer editing on paper drafts, and group presentations.
- W - 9 comments focused on value gained from writing activities, such as "quickwrites," editing the drafts of peers, and journals.
- R - 10 comments focused on the value gained from reading activities, such as presenting on the stories of gang members, learning different perspectives from readings such as *Punished*, and discussing the readings as a class to better understand the reading material.
- C - 23 comments focused on the value gained from activities which developed critical thinking, such as discussing various ideas with classmates, journaling about various topics assigned by the teachers, using videos to help students develop visuals of the concepts we are studying, synthesizing the different readings, and hands on projects like building a tower with straws.

Question 3: Which classroom activities **shouldn't** we use next term? Why?

The students had a number of valuable ideas for improving the class, but most of these were specific to the teacher. However, here are some broad trends:

- P - The students often asked for more group work and time with their peers.
- W - There weren't any particular trends tied to writing.
- R - Many students asked us to reduce the reading load, but that will need further consideration.
- C - There weren't any particular trends tied to critical thinking.

Question 4: What did you think of the reading choices for the class? Would you recommend we use them again? Why? Why not?

Overwhelmingly the students noted that they enjoyed the Course Packet readings, the *Voices* chapters, and *Punished*. They had had mixed feeling about *The Troubleshooting Guide*, which we have now made optional.

Question 5: Can you see a way in which things we learned in this class is/would be useful in other classes, your work, or your life? If so, please explain.

- P - 4 comments noted strengths developed by collaborating with and learning from peers.
- W - 26 comments focused on how improved writing skills will help them in future classes and at work.
- R - 16 comments focused on how improved reading skills will help them in future classes and life.
- C - 22 comments focused on how their improved critical thinking will benefit them, especially in relation to their own decisions, understanding the decisions of others, and other real life issues.

P = value from peers W = value related to writing R = value related to reading C = value related to Critical Thinking

A Successful English Collaboration Project - Bridging the Gap between High School and College 2014

The English Department of Allan Hancock College (AHC) collaborated with the English Department of the Ernest Righetti High School (ERHS) in a workshop in fall 2014. The purpose was to share best practices in teaching English with the new common core requirements and the needs of high school students entering college for the first time.

Why did we collaborate?

1. ERHS graduates do frequently place directly into freshman composition classes as was expected by high school faculty. ERHS faculty are concerned that AHC is "gatekeeping" and preventing their graduated students from entering freshman composition classes.

- In 2013 only 40% of ERHS students placed into a freshman composition level class with 25% placing into a class one level below freshman composition and the remainder 35% placing two, three or four levels below freshman composition. 31% of ERHS students assessed as being college ready in their reading skills.

2. AHC faculty is concerned how underprepared many high school students are in the college's developmental and freshman composition level classes.

Why did talk about?

1. Faculty at AHC was not up to date with the new requirements of the Common Core Curriculum. The workshop gave the opportunity for ERHS English faculty to present information about the new curriculum to AHC faculty.

2. ERHS faculty was given an overview of the course structure for the developmental English and reading sequences and the transfer level General Education English sequence.

3. AHC faculty shared examples of developmental and transfer level English course outlines, sample essays, and rubrics with ERHS faculty and discussed their expectations for incoming students.

Why did we find out?

1. The exchange of information made the departments recognize each other's issues and forge a stronger partnership which has remained in place through the efforts of the CAPP members at the high school and college.

2. The expectations and hopes for our students were similar.

Why are the next steps?

1. ERHS and AHC faculty will collaborate in a workshop again in fall 2015. ERHS will present samples of senior high school student essays.

2. ERHS and AHC faculty agreed to work together to improve the number of ERHS students who place directly in a freshman composition class. As a result, the following activities were

highlighted for action during the school year: a practice placement test, a multi-level accelerated English class, and summer boot camp to appeal placement in a developmental English class.

Step One Three Collaborative Interventions:

Practice Placement Test

- ERHS faculty agreed to support AHC's efforts to promote taking a practice placement test.
- In spring 2014, the placement results indicated from previously conducted research, by the AHC CAPP partners and the AHC counselling department, which shows taking a practice placement test improves placement for those students who typically score lower on the college English placement test. The 22% of ERHS students who placed three or more levels below freshman composition showed an improvement in placement spring 2014 after taking a practice test when compared with the 35% of students who placed in these three classes in fall 2013 without a practice test. In addition, 43% of ERHS students placed one level below freshman composition after attending the orientation and placement test in comparison with 25% of ERHS students in fall 2013.
- Subsequently, the ERHS English faculty worked together with their two AHC CAPP faculty partners to administer, score, and give feedback to 155 ERHS students who took the test in November 2014. Students were then able to work on the weaker areas in the test before taking the placement test in March 2015.

Fast-track Placement in Freshman Composition Utilizing an Accelerated Class

- ERHS faculty agreed to support AHC's efforts to encourage the placement of ERHS students, who initially placed in developmental classes three, two, or one levels below freshman composition, to take a multi-level developmental pilot accelerated class English one level below freshman composition.
- For example, a student three levels below a freshman composition class with a regular placement had a 55% chance of passing this class (and then would need to pass the next two levels to reach a freshman composition level class with a 1 in 3 chance of reaching that class). If that same student was placed in an accelerated class, the student had a 79% chance of reaching a freshman composition level class in just one semester, significantly increasing the odds of passing a freshman composition level class.
- The statistics show that in fall 2014, in the four sections of accelerated English, there was a 65% success rate with the 109 students who enrolled in the course. Many of the ERHS students who enrolled in these classes in fall were among those who were successful in completing the class and moving onto freshman composition classes instead of having to take multiple developmental English classes.

Fast-track Placement in Freshman Composition Utilizing Boot Camp

- ERHS faculty agreed to promote the summer boot camp program and encourage ERHS students who place one level below freshman composition to sign up for the program.
- The boot camp program is designed for students who place one level below freshman composition and wish to challenge their placement. This applies to 25% of all ERHS students. In the summer boot camp students receive 16 hours of intensive writing instruction and practice in timed- essay writing instruction. They then take a test to challenge placement where they are required to write a timed essay in 50 minutes.

- In summer 2014, all the ERHS students, who completed boot camp (with the exception of one student), successfully challenged their placement after taking an English placement test. In fall 2014, 78% of those students went on to pass their freshman composition class.
- AHC has also lent support by arranging for an AHC counsellor to do outreach to students after they have taken the placement test to ensure they are registered for boot camp or in an accelerated English class if they do not place into a freshman composition class.

Step Two The Outcomes for ERHS Students:

- Without the intervention by ERHS and AHC faculty working collaboratively, many of the college bound ERHS graduates may have become a statistic in the grim failure rates of students in the English development sequence at AHC.
- According to the Basic Skills Cohort Tracker provided by the Chancellor's Office of California on how many students from different starting placements go on to complete a transferable English or Math course within 3 years, AHC is losing students in their English developmental sequence.
 - About **1 in 5** English 511 (four levels below freshman composition) students enroll in a freshman composition level English course and about **1 in 6** pass that course.
 - **1 in 3** English 512 (three levels below freshman composition) students enroll in a freshman composition level English course and about **1 in 4** pass it.
 - **1 in 3** English 513 (two levels below freshman composition) students enroll in and pass a freshman composition level English course.
- Of concern is the relatively low success rates (despite higher retention rates) in developmental classes which are four, three, and two levels below a freshman composition class. In these classes, instruction does not always guarantee that students will be successful in their classes and whether they enroll in the next level.

How did we bridge the gap?

- The relationships built up between the English departments at ERHS and AHC have been key to improving the outcomes for ERHS students attending AHC English college classes.
- The goal is to increase student retention and success through multiple approaches and acceleration strategies. Working collaboratively has been proven to be an extremely successful strategy. However, it is doubtful without this opportunity through CAPP that these relationships would have been built, and ERHS students would have been able to reap the benefits of the last two years.

Score into English 514?

Come to Boot Camp and go right into English 101 in the Spring!

.....

Boot Camp is a two-week course that will prepare you to challenge the results of your English 514 placement, and it's free.

Monday–Friday, January 11–15 and Tuesday–Wednesday, January 19–20

10:30 a.m.–12:30 p.m. | Room L203 | Santa Maria Campus

Retesting: Thursday, January 21

9:30 a.m. | Testing Center

.....

Students who are successful will be enrolled automatically in an **English 101** course that will meet on **Tuesdays and Thursday 11:00–12:20 p.m.** in Spring 2016. Students who are unsuccessful will have the opportunity to place in an English 514 class in the fall.

The Boot Camp workshop will require perfect attendance and the completion of assignments outside of class. You will be provided with the instructional materials on the first day of class.

Questions?

Contact Louise Madrigal at louisean.madrigal@hancockcollege.edu



Summer 2015 Accuplacer WritePlacer Bridge Program

Dear English 514 AHC student,

Congratulations. You have been selected to attend the Summer 2015 Accuplacer WritePlacer Bridge Program.

You will be attending the two week workshop on the following days: **Mon. July 27, Tues. July 28, Wed. July 29, Thurs. July 30, Fri. July 31, Mon. Aug. 3, and Tues. August 4** in room K 23 at the Santa Maria campus. You will take the WritePlacer test on **Wed. August 5** at 9:30 am at the AHC testing center.

The workshop will take place between from **10:30 to 12:30 pm** in **K-23** on the Santa Maria campus.

During this time you will:

- File an appeal requesting a placement in English 101 class in summer 2015.
- Receive instruction in timed-essay writing skills.
- Take the Accuplacer WritePlacer test which may recommend a placement in English 101.

Students who are successful will be enrolled automatically in an English 101 course that will meet on Mondays and Wednesdays from 9:30- 10:50 am or on Tuesdays and Thursdays from 8:00 - 9:20 am in fall 2015. Students who are unsuccessful will have the opportunity to place in an English 514 class in the fall.

The workshop will require perfect attendance and the completion of assignments outside of class. There are no additional charges for the workshop. You will be provided with the instructional materials on the first day of class.

If you have questions about the workshop, you should contact Louise Madrigal by email:

louisean.madrigal@hancockcollege.edu

We will look forward to meeting and working with you in July.

Susan Farley Julia Raybould-Rodgers

Susan Farley and Julia Raybould-Rodgers

Allan Hancock English Instructors



Summer 2015 Accuplacer WritePlacer Bridge Program

Counselor Use Only:

Student Name and H#:	
Student Alternative Contact:	Personal email: Cell Phone#:
Rationale for student to be successful in the workshop and in a fall English 101 class:	
Recommended by:	

Student Use Only:

<ul style="list-style-type: none">✓ I intend to attend Allan Hancock College in summer 2015 and take an English class in fall 2015.✓ I can attend the Accuplacer WritePlacer Bridge Program on Mon. July 27, Tues. July 28, Wed. July 29, Thurs. July 30, Fri. July 31, Mon. Aug. 3, and Tues. Aug. 4 from 10:30 to 12:30 pm. I can attend to test on Wed. Aug. 5 at 9:30 am.✓ I have additional time to complete assignments outside of class. <p>Sign below:</p>
--

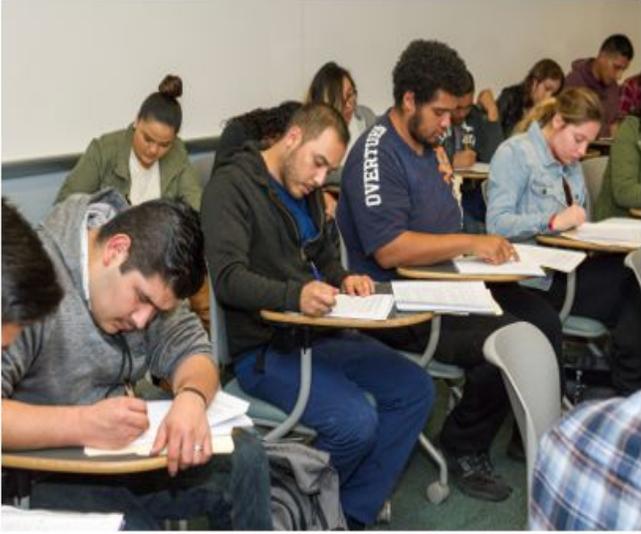
Counselor Use Only:

START score:
CRN class recommended:
Comments:

Boot Camp

Student Photos





PROPOSED CAPP ACTIVITIES Allan Hancock College Spring 2014

PRESENTED BY
SUSAN FARLEY AND JULIA RAYBOULD-RODGERS
FEBRUARY 2014

Proposed CAPP Activities

- **ACTIVITY ONE:** Improved English placement of ERHS students on the START test.
- **ACTIVITY TWO:** Development of further multiple measures for English placement.
- **ACTIVITY THREE:** Tracking of high school students to see how successful the use of GPA and START scores are in terms of placement and student success.

Activity One: Improved English START Placement

DESCRIPTION

Improved English placement of ERHS students on the START test including START test preparation, START test timing, appeals process use, and academic intervention aimed at the better alignment of expectations for the transition between high school and college.

RATIONALE

Students who complete a practice test and do START placement testing at an earlier time in the semester will receive a more accurate placement than those students who do not complete a practice test and/or take a placement test at the end of the school year.

Activity One: Improved English START Placement

□ **SUMMER 2014:**

Analyze spring placement data of ERHS students.

□ **FALL 2014:**

Collect AHC instructor and ERHS student feedback on placement satisfaction in fall 2014 English classes during Week Three at AHC.

Cost:\$4,875.00

Rationale for Activities

- The English START Placement at Allan Hancock College (AHC) is an area of frustration between high school administrators, teachers, and students
- Large numbers Ernest Righetti (ERHS) students are placing in English classes below the English 101 transfer level.

Proposed CAPP Activities

- **ACTIVITY FOUR:** Tracking of high school students to see how successful Summer Boot Camp is in terms of placement and student success.
- **ACTIVITY FIVE:** Improved understanding of the rigors of college level.
- **ACTIVITY SIX:** Confirmed validity of the START placement scores currently in place.

Activity One: Improved English START Placement

□ **SPRING 2014:**

Group One: 50+ ERHS students

- START Information and practice test session in February 2014.
- START test in March 2014.

Group Two: 50+ ERHS students

- START Information and practice test session in April 2014.
- START test in May 2014.

Group Three: 50 ERHS+ students

- START test at any time.

Review of AHC Placement

The English Placement Process:

START (Student Testing, Advising, Retention, and Transition) matriculation program using ACCUPLACER computerized placement test

The English placement test consists of:

- **Reading test** comprised of 20 reading questions to measure the understanding of main ideas, supporting details and inferences.
- **Sentence skills test** comprised of 20 questions to measure understanding of sentence structure, complete and clear sentences, and the relationships between two sentences.
- **WritePlacer writing sample** is used for the appeals process and is not part of the initial START placement test.

AHC Testing

- The AHC START Placement testing webpage provides links to START and an orientation video.
- ERHS students are encouraged to test as a group on a scheduled date with all local high schools.

Dates	ERHS Seniors who START tested on scheduled date
May 2011	51 students
May 2012	38 students
May 2013	3 students

START English Placement Data 2012:

ERHS Reading Course Placement 2012	High School		Local H.S.		All H.S.	
	Count	%	Count	%	Count	%
ESL or ABE	16	6%	98	8%	395	7%
English 511 (Writing Skills 1)	16	6%	84	7%	264	5%
Reading 510 (Beginning College Reading)	39	16%	201	16%	728	13%
Reading 310 (Intermediate College Reading)	40	16%	231	19%	948	17%
Reading 110 (Advanced College Reading)	52	21%	276	22%	1355	24%
College Level Reading (Transfer Level)	84	34%	349	28%	1971	35%
TOTAL	247		1239		5661	

Practice with Practice Placement Tests

- A 2013 study by Bisk, Fowler, and Perz "Successful Development Math: 'Review-Pretest-Retest' Model Helps Students Move Forward," *New England Journal of Education* focused on a model of preparation for math students taking a college math placement test at Worcester State University
- In fall 2005, students took a required practice ACCUPLACER exam at home, unmonitored, on their computers before they could register for the actual exam. With this change, the failure rate on the test dropped from 54% to 36%.
- In 2006, students were required to get a "passing" score on the ACCUPLACER practice test, and if the student didn't get a passing score after two attempts, the student received a two-hour math review. With this change the failure rate dropped to 24%.
- Math faculty also used the arithmetic or Elementary Algebra ACCUPLACER as the final exam in their developmental math classes.

Activity Two: Multiple Measures

□ SPRING 2014

Research the placement patterns of ERHS students who took an English class in fall 2012, spring 2013, fall 2013, spring 2012 to determine the:

- Relationship of high school GPAs to placement and success.
- Relationship of high school START scores to placement and success.
- Design a placement rubric based on high school GPA and/or START score to enable ERHS students be placed in an English course in fall 2014.

Cost: \$3,375.00

START English Placement Data 2012:

ERHS English Course Placement 2012	High School		Local H.S.		All H.S.	
	Count	%	Count	%	Count	%
English 511 (Writing Skills 1)	44	18%	222	18%	841	15%
English 512 (Writing Skills 2)	13	5%	75	6%	332	6%
English 513 (Writing Skills 3)	33	13%	197	16%	804	14%
English 514 (Writing Skills 4)	64	26%	298	25%	1385	25%
English 100 and 101 (Writing in Career Fields/Freshman Comp-Transfer Level)	91	37%	423	35%	2203	40%
TOTAL	245		1215		5568	

Lack of Student Understanding of High Stakes of College Placement Tests

Venezia, Reeves, Bracco, and Nadine "One Shot Deal? Students Perceptions of Assessment and Course Placement in California Community Colleges," (2010) indicate:

- High students are unaware of the expectations of college because "the systems lack alignment, the courses taught and tests administered in middle and high school are not connected to the knowledge and skills required in college" (18).
- Forty-four percent of the students who responded to the researchers' survey were unaware that they needed to take a placement test or that practice materials were available at the community college websites.
- More significantly, students were "unaware of the stakes" (10) of the placement test that they took. Before they took the test, "students did not understand that their performance on it would determine which classes they would be able to take"

Activity Two: Multiple measures

DESCRIPTION

Development of further multiple measures for English placement including use of high school GPA and START test scores, EAP results, and senior writing samples.

RATIONAL

Multiple measures for placement would provide more accurate placement for ERHS student by allowing for a higher placement as well as higher probabilities for successfully completing English 101 with a passing grade.

Placement Based on High School GPA

□ Belfield and Crosta in 2012 "Predicting Success in College: The Importance of Placement Tests and High School Transcripts,"

- 33% of students who entered community colleges were misplaced in English and math remedial courses.
- Predicted if high GPAs instead of placement testing were used to place students, this would cut the placement error percentages by half to 17%.
- Long Beach City College's Promise Pathways program (fall 2012 –present) uses high school transcripts and senior English and math grades to determine placement in college level math and English courses in conjunction with 20 local high schools since fall 2012.
 - In spring 2013 41.4% of these students successfully completed transfer English out of the 63% who attempted it.

Activity Three: Tracking GPA & START

DESCRIPTION

Tracking of high school students to see how successful the use of GPA and START scores are in terms of placement and student success.

RATIONALE

Students who place multiple levels below transfer level, English are typically more at risk for dropping out due to failing to enroll in classes and unsuccessful competition of classes.

Activity Three: Tracking GPA & START

FALL 2014

- Track ERHS student's English grades at the end of the fall semester to measure how successful placement using high school GPAs was.
- Track ERHS students' English grades at the end of the fall semester to measure how successful placement using START scores was.
- Decide if tracking of ERHS student success in English courses in future semesters in spring 2015, fall 2015, and spring 2016 should be recommended.

Cost: \$1,500.00

Effects of Taking Multiple Level Development Classes on Student Completion

- The more classes a developmental English student has to attempt the more at risk the student is to drop out and not reach a transfer level English course.
- Hern and Snell's 2011, "Exponential attrition and the promise of acceleration in developmental English and math", show that typically only 33% of students who start English two levels below transfer English will successfully complete their transfer English course as a result of attrition.
- The lower the student starts the lower the rate of completion of developmental English classes due to the multiple points where the student can drop out.
- START placement data shows 38% of ERHS students who are placed three levels and less below English 101 and are in this high risk group.

Activity Four: Summer Boot Camp

DESCRIPTION

Tracking of high school students to see how successful Summer Boot Camp is in terms of placement and student success.

RATIONALE

Students who place multiple levels below transfer level, English are typically more at risk for dropping out due to failing to enroll in classes and unsuccessful competition of classes.

Activity Four: Summer Boot Camp

SPRING 2014

- Design a boot camp course to allow ERHS students to gain the skills needed to improve English placement for fall 2014.
- Identify ERHS students from Groups One and Two in Activity One who have not placed into a transfer English 101 class as the result of a high school GPA or START score.

FALL 2014

- Track student's English grades at the end of the fall semester to measure how successful attending a summer boot camp course was for placement in a higher English class.

Cost: \$5,000.00

Example Boot Camp Activity Massive Open Online Courses(MOOC)

MOOC – *Crafting an Effective Writer: Tools of the Trade* PRE-ASSESSMENT and/or ALTERNATIVE TO BASIC SKILLS COURSE and/or SKILL BUILDING at Mt. San Jacinto College

- Designed to help students assess into freshman composition or at least, into the next level down instead of three levels below the transfer level comp course.
- Five week course (4-5 hours a week).
- Free.

Activity Five: Rigors of College Level Coursework

DESCRIPTION

Improved understanding of the rigors of college level coursework including meetings between RGHS English instructors (or other instructors across the high school curriculum) to discuss writing samples.

RATIONALE

High school students, parents, and instructors may not fully understand the rigors of college level coursework.

Activity Five: Rigors of College Level Coursework

SPRING 2014

- Design meeting materials including an essay prompt and rubric.
- Identify participants (classes and instructors).

FALL 2014

- Administer essay prompt to ERHS and AHC students.
- ERHS and AHC instructors will meet to grade essays, compare results, and discuss Common Core writing.

Cost: \$1,875.00

Creating a Pathway Between High School & College for High School Students (1)

"The Mathematics and English Literacy Required of First Year Community college Students. What Does It Really Mean to Be College and Work Ready?"(2013) report " from the National Centre on Education and the Economy states:

- The failure rates of high school graduates in community college classes unable to handle reading texts at between a 11th and 12th grade level suggest that these texts are too hard for them to handle.
- The reading that students are doing in high schools is "drawn from much less complex texts than are found in community colleges, particularly in college course focusing on technical areas such as information technology and automotive technology" (7).
- Community college instructors typically "make limited use of the texts they assign and use many aids (e.g. Power point presentations, videos, outlines (flashcards) to help students understand the key points of the sections of the texts that they are asked to read" (8).

Creating a Pathway Between High School & College for High School Students (2)

- Most of the tasks that students are required to do in community college courses is to "find information and make basic interpretations of it," in subject areas with the exception of English composition classes where students complete tasks that "require students to reflect on and evaluate what they have learned" (8).
- The writing demands of community college courses when writing is required is "modestly challenging" with the exception of English composition courses. Community college instructors have low expectations for their students in term of their writing skills.
- Writing in high school tends to focus on literacy analysis rather than on the type of writing that students need in college or in the workplace.
- The report concludes that "At almost every turn one finds the weaknesses of high school writing being reinforced in community colleges when just the opposite ought to be the order of the day" (9).

Activity Six: Validity of Placement Scores

DESCRIPTION

Confirmed validity of the START placement scores currently in place.

RATIONALE

The English department introduced new development curricula in spring 2011. Brune's study "Validity Study of Placement in Developmental English Courses at Allan Hancock College Spring 2011" recommended that the English department revisit cut-score validation in two years.

Activity Six: Validity of Placement Scores

▣ SPRING 2014

- Study will be conducted.

▣ FALL 2014

- Disseminate results in fall 2014.
- Make adjustment to START cut scores if required

Cost: \$1,500.00



English Innovative Projects

Our success (and challenges) with basic skills students



The Learning Curve

- Study of basic skills students in transfer classes
 - Anthropology transfer classes Creation of reading path
 - Revised Reading 110
- Partnership with ERHS and CAPP
 - Practice START tests
 - GPA as placement
- Accelerated English 514 classes to English 101
 - California Acceleration Project training (CAP)
- Boot Camp
 - Challenge English 514 placement



Why Boot Camp and Athletes?

- Boot Camp helps ensure student athletes are able to avail themselves of scholarship opportunities.
- Many college athletes hope to earn scholarships to four year colleges, so they must complete their general education requirements within two years.
- If an athlete is placed in a basic skills English class, his/her scholarship opportunities diminish considerably.
- As many of Hancock's students are low income reducing the number of English classes they take is cost effective for them and Hancock.



Rigor

- Over the course of an eight day class students wrote five essays including two timed essays.
- On day eight, students took the WritePlacer text to challenge their original placement results.



Innovations in Basic Skills in English

Since 2006, the English department has been working on innovations to increase student retention and success through multiple approaches.

- Using Basic Skills Initiative (BSI) funds
- Targeting underrepresented students with assistance from counselling
- Seeking opportunities to fast-track students through the basic skills sequence
- Researching best practices statewide



What Is Boot Camp?

- Targeting under represented students.
- Focused on athletes with coaches recommending students for Boot Camp
- Added in high school graduates
- A short course, 16 hours total, and held over 8 days with essay writing as the main method
- Using the existing college placement challenge process



Boot Camp Curriculum

- Each day of Boot Camp we worked on the following:
 - Motivation
 - Timed essay writing
 - Development of ideas
 - Critical Thinking
 - Major Grammar Issues
 - Time Management



Results from Summer Boot Camp 2014

Initial Placements from Bridge Workshop Summer 2014	
English 514	17
English 513	4
English 512	4
English 511	7
Total	32

Final Placements from Bridge Workshop Summer 2014	
English 101	15
English 514	16
Total	31



Fall 2015 English 101 Results

June 2014 Local High School Graduates' Grades

A	2
B	2
C	3
D	2
	78%



AHC Athletes' Grades

A	1
B	2
C	3
D	3
F	8
	35%

Student Interventions After Retesting



- Extra orientation day after students have taken the placement test on how to be a successful student in an English transfer level class.
- A tour of the AHC Academic Resources Center to find out about peer tutoring and writing assistance.
- Mandatory enrollment in English 306.
- Mandatory enrollment in a two-hour-per-week online writing improvement course, which will be completed at home or in the AHC Writing Center.
- Four grade checks during the semester @ 3 weeks, 6 weeks, 9 weeks and 12 weeks and a mandatory meeting with a counselor or instructor to discuss progress three times a semester.

Score into English 514?

Come to Boot Camp and go right into English 101 in the Fall!



Boot Camp is a two-week course that will prepare you to challenge the results of your English 514 placement, and it's free.

Monday-Friday, July 27-31 and Monday-Tuesday, August 3-4
10:30 a.m.-12:30 p.m. | Room K-23 | Santa Maria Campus

Retesting: Wednesday, August 5
9:30 a.m. | Testing Center

Students who are successful will be enrolled automatically in an English 101 course that will meet on **Mondays and Wednesdays 9:30-10:50 a.m.** or on **Tuesdays and Thursdays 8 a.m.-9:20 a.m.** in Fall 2015. Students who are unsuccessful will have the opportunity to place in an English 514 class in the fall.

The Boot Camp workshop will require perfect attendance and the completion of assignments outside of class. You will be provided with the instructional materials on the first day of class.

Questions?
Contact Louise Madrigal at louisean.madrigal@hancockcollege.edu



English Basic Skills Projects

Susan Farley & Julia Raybould-Rodgers
Board of Trustee's Meeting November 8, 2016



English Acceleration Models

- English 595 accelerated class one level below English 101 (transfer):
 - Pilots fall 2014 –spring 2016
 - Permanent course with 9 sections fall 2016
- English 179B/English 101 co-requisite course:
 - Experimental course with 2 sections spring 2017
- English boot camp:
 - Boot camps in summer 2014, 2015, 2016

Funding Partnerships

- California Academic Partnership Program (CAPP)
 - Collaboration with Ernest Righetti High School
- Allan Hancock College Funding
 - Basic Skills Initiative (BSI)
 - Student Equity
 - AHC President's Circle

Why did we start to accelerate?

- Fall 2013 - recognized the need for change and action through collaborative efforts on CAPP project with Ernest Righetti High school.
 - Students were graduating from local high schools and being placed in English remediation.
 - Students not progressing through remedial sequence to English 101.

Boot Camp Summer Programs

- Targets English 514 students one level below transfer English. Intensive 7 day essay writing course.
- Students appeal English 514 placement and retest at end of boot camp.



5

Summer Boot Camp 2016 results:

- 86 students attended the first day of boot camp.
- 94.18% completion rate for students.
- 88.6% success rate for students placing into English 101.
- 85.71% students enrolled in a fall English 101 class.



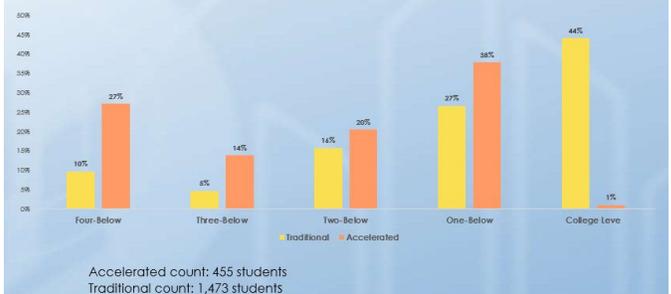
5

Traditional versus Accelerated Pass-through

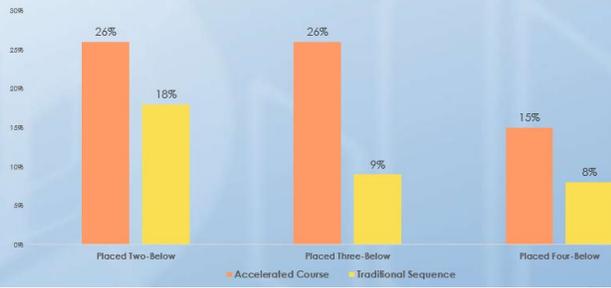
Research Question:

Among first-time students between fall 2014 and spring 2016, what percent successfully completed English 101 when comparing those on a traditional path versus those on an accelerated path?

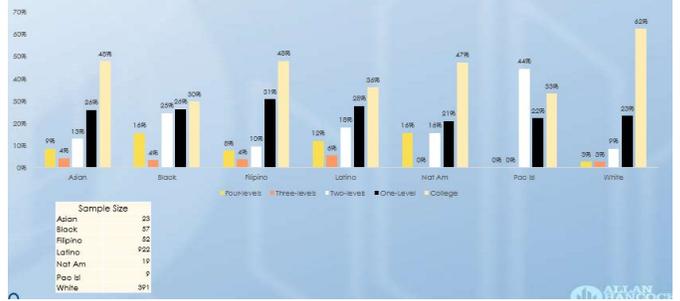
Initial Placement of Students



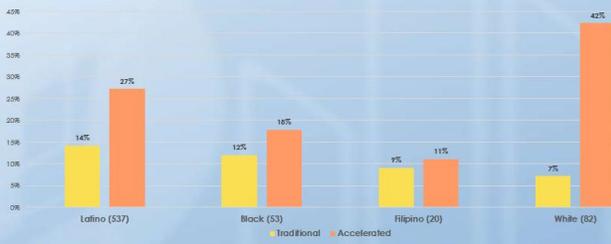
Completion of English 101



Equity Gap in English Placement



English 101 Completion of Students Placed Two-Levels or Lower Below College Level





Presenters:
Julia Raybould-Rodgers
Chellis Ying



Progressing Access to Transfer Level English through Acceleration Courses

April 8, 2017

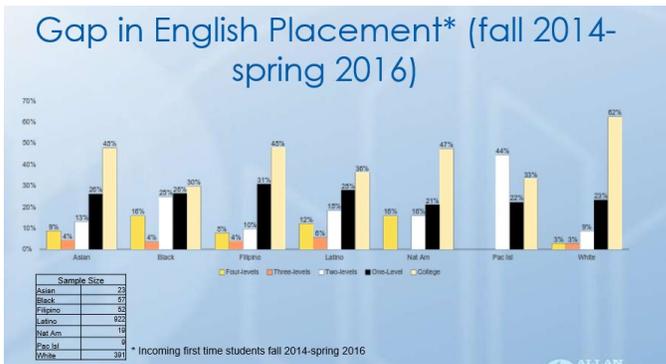
What is acceleration?

An AHC English 595, 4.5 unit course accepts any student placed in the 511, 512, 513 or 514 level. If a student passes English 595, they are immediately eligible to enroll in English 101, instead of taking four semesters worth of basic skills courses.



Why did we start to accelerate?

- In the Fall 2013 semester, we recognized that our current system of four levels of basic skills was creating too many opportunities for students to fail.
 - Majority of incoming students being placed in English remediation.
 - Students starting 4 levels below transfer 23% chance of enrollment in English 101 within 2 years.
 - Placement policy favored white student population.



Change in Ideology

In order to accommodate the acceleration method of instruction, English Instructors had to:

- Realize the full potential of students to succeed in college.
- Change the gatekeeper mentality.
- Change their teaching pedagogy to be specific to a vulnerable student population.



Acceleration vs. Developmental Courses

Spring 2016
English 595 (pilot): 5 sections
English 511, 512, 513, 514: 26 sections

Fall 2016:
English 595: 10 sections
English 511, 512, 513, 514: 23 sections

Spring 2017:
English 595: 9 sections
English 101/179B: 2 sections
English 511, 512, 513, 514: 16 sections

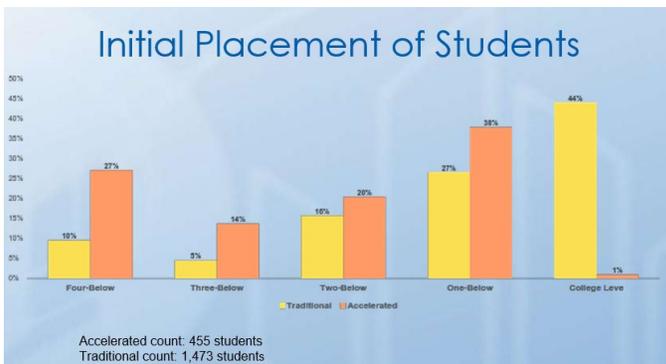
By adding more acceleration courses and decreasing the number of developmental courses, we are able to enroll students quicker into English 101, increasing their overall chances of graduating college.



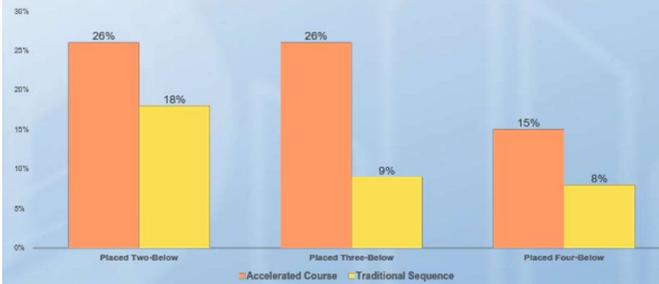
Traditional vs. Accelerated pass-through rates

What percent of first-time accelerated students successfully completed English 101 compared to those on the traditional 4-levels of developmental path?

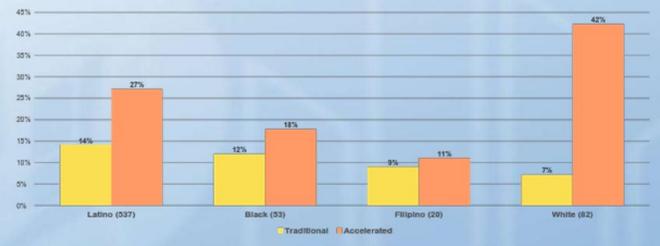
**Based on 4 semesters of pilots from Fall 2014 and Spring 2016*

Completion of English 101



English 101 Completion of Students Placed Two-Levels or Lower Below College Level



Progression from Actual Cohorts Eligible for English 101

Starting Level	Fall 2012 to spring 2014	Fall 2013 to spring 2015
511	31%	23%
512	31%	30%
513	45%	48%
514	73%	66%

Source: Basic Skills Cohort Tracker
http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx

Fall 2017 English 595 Course Launch

Placement	Fall 2016 Cohort	Passed	Eligible for 101	Enrolled 101	% Enrolled 101
511	85	40	47%	28	33%
512	30	22	73%	21	70%
513	74	51	69%	34	46%
514	16	14	88%	10	63%
All	205	127	62%	93	45%

Co-Requisite Course Spring 2017

- Pilot of two sections of English 179B
- English 179B (2 units) taken concurrently with English 101 (4 units)
- Open to students with placements one or two levels below English 101
- Provides supplementary academic reading and writing skills for English 101 class
- No changes made to English 101 curriculum
- English 101 and 179B taught by the same instructor
- Promising results in two pilot classes.



Summer Boot Camp 2016 results:

- 86 students attended the first day of boot camp.
- 94.18% completion rate for students.
- 88.6% success rate for students placing into English 101.
- 85.71% students enrolled in a fall English 101 class



PD Faculty Training in Acceleration

California Acceleration Program (CAP) Training

Institutes:

2014/15
 2015/16
 and 2016/17

Trained:

6 FT faculty and 10 PT faculty
 Introductory in-house training Fall 2017



Instructor Feedback on CAP Training

"The CAP Winter Institute signifies an influential shift in my teaching approach to basic skills, which only could have occurred through effective collaboration with my colleagues and learning specific methods of instruction provided during this institute." ~ Chellis Ying

"It clearly demystified the reasoning behind why multi-level basic skills sets up these most vulnerable students for failure. They washed out for the many semesters set before them to reach college level reading and math; ESL students are adversely affected at an even deeper level. The answer becomes clear that the institutionally designed placement tests are the culprits. This was an aha moment for me." ~ Laura Harris



Peer Facilitator Pilot Project Spring 2017

Utilizing funding from the Basic Skills Grant, 11 peer facilitators have been hired to support developmental courses, including English 595:

- Positive informal feedback from instructors and peer facilitators.
- Valuable role models for students.
- Helpful assistance with instruction in class.
- One-on-one assistance with class assignments out of class.
- Opportunity for peer facilitators to be a paid intern in classes.



Where to next?

- Fall 2017: Placement by high school GPA additional multiple measure.
- High impact measure on placement into English 101. Projections: 77% will place directly into 101 instead of 40%.
- Statewide data shows placement by GPA or co-requisite courses have the greatest effect on student success and completion of transfer English classes.



Placement by GPA

- Require more support services for students in English 101:
 - Help with textbooks, computer access
 - Greater demand on tutorial services
 - Early alert and counseling services
 - Support for robust demands from English 101 students in the Writing Center.
- Training of faculty in new pedagogy.
- Outreach to local high school English teachers.



Chapter Three:

English at Righetti High School

Cathleen Petty
Geri Coats

The Problem

The students at RHS were not transitioning well to AHC. Many were ending up in remediation classes. One factor was that the two English departments (ahc and rhs) had not articulated in years. We felt that this step was important so that we (our RHS english teachers) knew what was expected for our students at the next level. In addition, the AHC english department was able to learn what we had been teaching and focusing on with our 12th graders.

A secondary problem was that students were not A-G compliant. We determined that one way we could increase the rates at which students became A-G completers was to implement the California State University's Expository Reading and Writing Course. We had one section of it, which accommodated 36 seniors. We needed to find a way to add sections.

Data

Expansion of ERWC Course Offering

2013-2014 1 Section of ERWC offered

2014-2015 3 Sections of ERWC offered

2015-2016 3 Sections of ERWC offered

2016-2017 4 Sections of ERWC offered

2017-2018 6 Sections of ERWC offered

Steps

1. RHS/AHC Articulation:

- A. We developed relationship with two AHC members on CAPP committee.
- B. Met with them to create an articulation agenda
- C. We (Geri and I, Susan and Julia for AHC) went to our respective department meetings to discuss and set the date for the articulation.
- D. Both English departments met at AHC. Topics such as writing, reading requirements, technology, and areas of weakness as observed by AHC Instructors
- E. Since then, we have implemented the use of TurnItIn, which is the same plagiarism checker that AHC uses. In addition, our 12th grade teachers have adjusted writing requirements and/or reading selections based on the articulation.

2. Increasing the Number of A-G Completers

- A. We scheduled ERWC training for most of the department over the course of two years.
- B. We changed our default English 4 class from British Literature to ERWC.
- C. We informed our 11th graders and Counseling department about the need for the change and the benefits of the ERWC.
- D. The English department implemented a grade appropriate ERWC unit at each grade level to address the needs in nonfiction reading and writing (double benefits: prepares them for the 12th ERWC course and addressed some areas of weakness at AHC).

Story

For a very long time our students at ERHS followed a very specific pattern with their English courses starting with English 1 and ending with English 4. While this was the pattern, a few things caused adjustment: remedial courses, advanced courses, and elective courses that met the English graduation requirement. The Expository Reading and Writing Course was approved, but had never gained traction on our campus.

The CSU recommendation for 12th grade English was to complete the ERWC course instead of our current English 4 (British Literature) as it focused specifically on the skills the CSU felt were most important for success in college/university coursework. Over time, there was the added benefit that if students completed the ERWC course with a C or better, it would be used for placement into English courses upon entry to a CSU campus. This is a HUGE benefit for students as we knew they were being placed into remedial English courses from the placement test.

Coincidentally, Geri Coats was the ERWC teacher at ERHS when she became a member of the CAPP team and we were able to work with our college partners with a person at the table knowledgeable about the course. In the early stages of the CAPP grant, we had a partnership with Cal Poly SLO that gave us direct information from the CSU that we could share with Allan Hancock College to support our claims that this course prepares students for college. Over time, working with both AHC and Cal Poly SLO, we were able to convince our AHC representatives to propose the idea to their English department that successful completion of ERWC (C or better) would allow student to place directly into English 101.

Successes/Recommendations

It would be an ideal to do a research study on the impact of the ERWC course as the default 12th grade English choice, in terms of grades, CC and CSU acceptances, and impact on CAASP success rates. In addition, follow up articulations--ideally a yearly occurrence would be a positive step.

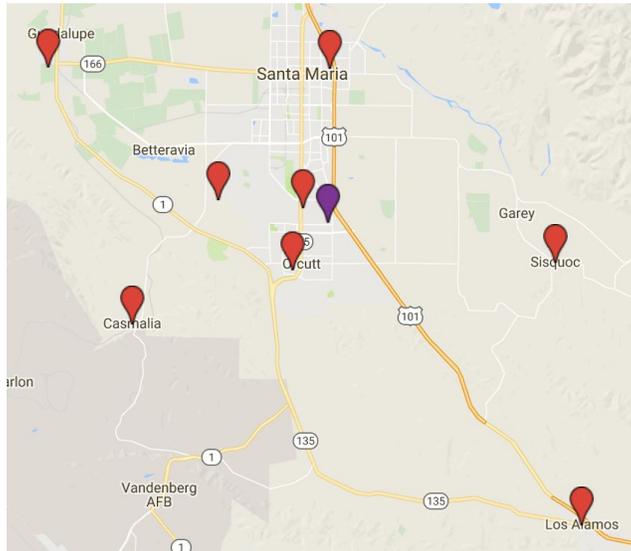
Chapter Four:

JumpStart Academy at Righetti High School

Geri Coats
Cathleen Petty

The Problem

As teachers of 9th and 10th grade students we had struggled with students entering the high school and then floundering. In previous years, our school hosted WOW Week (Week of Welcome) for incoming 9th grade students which dwindled and eventually stopped due to funding and budget cuts. Our students had not had any kind of sustained welcome program in a while (5+ years for any significant organized activity) and it showed. Our school culture, spirit, student participation, and 9th grade academic performance waned. Our students come in from a wide geographical range and from more than 8 feeder junior highs ranging from 8th grade classes of less than 10 to over 200. We wanted to bring back the concept of WOW Week, but to 'beef it up' more with academics that we thought students needed.



After teaching the lower grades in high school, we noticed the variety of junior highs gave us with students with a variety of expectations. We wanted the students to know what the teachers really expected of them. Also, we wanted to combat the 'summer slide' by getting students warmed up and ready to learn before classes started.

We really wanted the students to connect to each other and to the school. We wanted to instill our school spirit as they get started in order have students starting on the right track. We know that students who participate in school activities are more successful in school and beyond. We also know that students who feel disconnected are harder to reach once school has begun so we wanted to be sure to connect with them in advance and give each student who participated a couple more friendly adults on campus that they can reach out to for a range of questions or issues once school started.

Data

Over the 3 years (year 4 is starting in just a few days) of JumpStart Academy, we definitely have some trends. There are two specific data points we have identified to judge whether the program has been successful or not. These two points are attendance and grades in math and English courses. This seems vague, but our JumpStart Academy students are in a wide range of courses ranging from Special Education to Honors and Advanced Placement. We needed it to be general enough that every student fit into the data point, but also be an important data point. We know that attendance (not being truant) is a significant factor in graduation rates, and that students need to pass their math/english courses to meet the graduation requirements.

For attendance, we compared the average daily attendance of the entire grade level (class of 2018 as a whole) to the average daily attendance of the JumpStart Academy cohort. Over the 3 years, we have always seen better attendance rates in the cohort of students who attend Jumpstart Academy. Some may say that this is skewed by the fact we have

students who have chosen to attend a summer program, however, we would argue that our cohorts have been a good cross-section of the student body with some students eager to start high school and participate in everything and some students only coming to JumpStart because someone “makes them.”

Grades were a little more difficult to review because students were in a variety of classes. What we ultimately settled on was to look at the English/Language Arts course and the Math course that each student was in and review students from JumpStart Academy who were receiving A, B, or C grades compared to their entire grade level. Again, like attendance the students who attended JumpStart Academy had a higher rate of A, B, or C grades (instead of D or F grades) than their peers. We made the division between A/B/C and D/F instead of Pass/Fail because D grades do not count towards the A-G completion which is very important to us as a team as well as a goal of the CAPP grant overall.

While we know these trends to be true, we have had some data documentation issues over the years. After the first completed cohort of JumpStart Academy students, we identified them all in our Student Information System which allowed us to run queries to look at the data and examine their trends. With a change in staff, our identification system was wiped out and we lost our ability to track students through the Student Information System.

We have significant anecdotal evidence to support the success of the program as well. Throughout the year, we continue to reach out to the students from JumpStart Academy and have lunches together, donuts, or other simple events. In this time, we chat with students to see how they are doing and continue to offer support as needed.

Steps

During our discussions of where we face problems at Righetti and how to spend our time, energy, and money, this need for a transition program for our incoming 9th graders became apparent. We talked and talked, and then we talked some more about how to improve our students’ transition into high school. We identified gaps that we saw, we talked to our colleagues about the gaps they saw, and then we started to discuss the ideal solution. What would we do if we could do anything? Brainstorming on paper ensued.

What do you want all 9th graders to know? Academics, culture, social, and more.. We asked teachers, administrators, counselors, etc.

1. Before JumpStart Academy starts

Beginning at the beginning of the spring semester (January), we select the dates for the academy, secure a location on campus through facilities, and update our marketing and application documents.

As the counseling and guidance department begins their outreach to the junior high schools, we provide them with marketing materials (flyers/brochures) to share with the 8th grade students. We also begin to use social media to advertise (Facebook groups for Righetti, and the junior high schools), and the Righetti twitter feed.

A letter explaining what JumpStart Academy is goes out to all the junior high school principals in the area prior to Warrior Welcome, including contact information if they have questions or if parents ask them questions. Warrior Welcome is a parent/student night dedicated to our incoming 9th graders to introduce them to all of the academic and athletic opportunities.

Applications are made available, beginning with Warrior Welcome night in March. At this point, we also make applications available in our counseling department, at the front desk of the school, and via email by request. In the

past, we have also taken applications to the junior high schools to be available to students, but we had limited results and did not do this for the Class of 2021 because it took a great deal of time for weak results. Applications are accepted through March and April, with notifications of acceptance going out in May.

The application process has two foundational pieces. First and foremost, it is to gather information on the students, and has never been used to be selective. We accept all students who apply, but the second reason for the application instead of a sign up is psychological. It is to place an exclusivity to the program that is imaginary, but gives the students a sense of accomplishment before we ever get started.

In May, we send out "Acceptance Letters." In the first two years, we did paper letters with live signatures and delivered them through the junior high schools. The intent of this was for them to receive a letter through their school office, with that acceptance into something exclusive. While this was our intent, it didn't always work out the way we wanted. Most of the time the letters got to the students but not always. For the class of 2021, we decided to do letters via email (addresses collected in the application and also in our SIS) and phone calls.

Our goal is to have a confirmed list of attendees before we leave for the end of the school year, but we still take some phone calls and emails after the summer has begun.

2. Planning the days

We divide the day into multiple flexible time periods in order to meet curricular goals, social-emotional learning goals, and more.

Originally the day broke up into:

- Morning games
- Session 1
- Session 2
- Snack
- Session 3

Students would rotate through 3 teachers for each session.

Our original goal for JumpStart was Reading, Writing, and Math. We had a teacher for each area. The first year our Math teacher quit 2 days into the program. It wasn't what he expected and couldn't maintain for the two weeks. Cat and Geri had to quickly think on their feet to continue providing math instruction (remember, they are ELA teachers) to all students at varying levels to meet the student learning goals and to meet the promises we had made in our plan for the program. We decided to set up Khan Academy for the class, which worked better than we imagined and we have stuck with that for each iteration of JumpStart Academy.

Once we were down to two teachers the day changed a bit and became:

- Morning Games
- Session 1
- Snack (and often another game, or campus exploration activity)
- Session 2
- Math session
- Release

We could move the math session around in the day as necessary, but we typically add it to the end of either session 1 or 2, without moving the students to another room/teacher. They do 30 minutes of math following their reading/writing activity for the day.

Reading Comprehension has been taught through lesson plans with students reading a variety of nonfiction articles primarily focused on Study Skills and future planning.

Writing Skills were taught in a variety of exercises to prepare students for the basic expectations of writing in high school. All students had a review of basic sentence structure, paragraph structure, and essay structure in multiple activities including letter writing, email writing, responding to literature, etc.

While these were the explicit goals of the teaching time, it was also a goal to acculturate them to our school both in overt school culture (Warrior Pride!!) and in the little things that are expected by teachers and staff. We tried to instill in the students proper ways to complete and submit their work based on the conversations we had with staff members (paper headings, not writing in orange/pink, turning in work on time, being on time to class, etc.).

For our 4th iteration, we have added a Career Component planning to incorporate CareerCruising software into our activities during the Academy. Currently Righetti has a Career Exploration component built into the shared curriculum of the English Department with particular tasks happening at each grade level. We will be adding in some introductory activities to complement those activities that already take place and will allow our JumpStart Academy students to take a leadership role in their classes when CareerCruising is introduced.

3. Technology

One of the Jumpstart Academy goals has been to provide our students with direct instruction on the technology tools that are in place in the school. We want students to be comfortable with the tools they have at hand. We want to take this task off the plate of the content teachers. We want the students to be able to help each other, etc. Over the years, we have run the curriculum through a free Learning Management System (Edmodo), and in the 4th year, we will be using the newly purchased LMS, Canvas to deliver content to our students. We teach the students how to access the Student Information System, Aeries, to check their grades and attendance; to Office365 for their school email and Office tools, and other tools as needed.

In addition to the online tools that students experience in JumpStart Academy, we have also been able to do early tablet deployment to our students. As a school district, we have been 1:1 for 4 years and have been able to deploy tablets to the JumpStart Academy students each year. We do it at the end of the Academy time and spend an entire day doing set-up and teaching the basic user functions.

4. Campus Comfort

Throughout the two weeks, we also plan for many activities to take place to get students comfortable on campus.

We invite all of our staff, administrators, teachers, coaches, counselors to come in and say hi. We ask that they give us a heads up before they come, but that they are welcome to come in at any time during the Academy. We want our students to meet as many faces as possible that they will encounter when school starts. We aim heavily for the teachers, counselors, and coaches that 9th graders will have direct contact with, but the invitation is open to all.

We have volunteers from previous JumpStart Academies, ASB, and Athletics that come in and help with the morning games. In addition to the games, these older students build some relationships with the 9th grade students that help with the transition of moving into high school. These are leader-type students from various parts of the social sphere of campus and this is a small environment for them to get to know each other.

The “getting to know you” element is huge to JumpStart Academy. Our 9th grade class is coming from more than 7 junior high schools (see map) and we want them to mix together. While we don’t expect new BFFs to be formed in this two week period, we are hopeful that the interaction will break down the cliques that students come into Righetti from their junior highs and form new relationships across those division lines.

The Righetti campus is significantly larger than any junior high that our students come from. With over 50 acres of land and more than 100 classrooms, we also aim to get students to know the geography of our school. The JumpStart Academy students get at least two tours of the campus, one from a teacher and one from a student leader. In the last days of the Academy, students are sent out on a Scavenger Hunt where they have impressed us every single time in navigating from the greenhouse, the vineyard, the athletic facilities, classrooms, and more.

Over the years, along with our invite to the staff to come in and say hi, we also invite anyone with an activity to present, share, or perform for our students. This has many benefits for everyone! It gives the JumpStart students a small scale performance just for them that is super fun, and gives the presenters a small scale practice opportunity. In the past, we have had cheer, drumline, band, choir, Warrior Goats (a collaboration between Special Ed and FFA), Water Polo, and more.

5. Parent Night

During the first week of Jumpstart, we conduct/give a parent night meeting. We really encourage our Jumpstart parents to attend this night to learn more about the school, meet some staff, and learn some additional information about supporting their student’s progress through high school.

We have had speakers from the UCSB Early Academic Outreach program (a CAPP partner) speak to parents about not only the benefit of their program, but also teach them some of the important information that often falls through the cracks for schools getting information to parents with students as the conduit. This includes planning for financial aid, the college system in CA, and more, all in a small group setting where parents are encouraged to engage in discussion and ask questions that pertain to their family.

In addition to EAOP, both Cat and Geri offer workshops to the parents. Cat’s workshop is “How to support your High School student from Home” and Geri offers a workshop on “Righetti Technology” that introduces the parents to the tools available to them and to their students as a Righetti student.

Parents have overwhelmingly commented that this night is extremely valuable to them. Some of the reasons they share include: EAOP College information, opportunity to ask questions, and meeting staff in small group environment. Because we are a large school (2300 students), it is not uncommon for parents to feel disconnected, but JumpStart Academy aims to help the parents know how to navigate the school environment to have their needs met as well.

6. Transportation

Transportation has been a difficult piece to this puzzle. With our feeder schools being so widespread geographically, we wanted to offer some transportation, but we are limited with logistics (not only money, but manpower and time). We decided to provide limited transportation to students coming in from Guadalupe. This community sends us about a quarter of our 9th grade class, whereas some of the other outlying communities only had 1 or 2 students coming to Righetti, let alone coming to JumpStart Academy. We set up a single ‘bus stop’ across from the junior high and went from there.

The first year we arranged for one van and Cathleen drove out to Guadalupe every morning to pick students up, but we quickly had more students than our van could handle and she was doing two trips in the morning and in the afternoon. This impacted our morning activities, and we had to extend the morning game time until the second van-load arrived, but we worked through it and made it work.

The second year we got a second van and had both Cat and Geri drive to Guadalupe and back in the morning and afternoon. This worked well, but left the campus unattended by an adult. We compensated by making sure we had our ASB volunteers present for checking kids in in the morning and starting some simple activities. The other downside to this was expense. It was costly in gas to have 2 vans going back and forth to Guadalupe for 10 days.

The third year, we still needed two vans but came up with a compromise to reduce the fuel expense. We decided to leave one van in the parking lot of the junior high each night. Cat and Geri would meet at Righetti each morning, ride together out to Guadalupe, pick up the second van, pick up the students and drive to Righetti. In the afternoon, the two vans would drive back out to Guadalupe and then park one van in the junior high parking lot for Cat and Geri to return to Righetti together. This allowed us to transport up to 18 students and reduced our expense by $\frac{1}{3}$. This is our current plan for year 4 as well.

7. Student Benefits - Our Goals

A. Comfort

Students who attend JumpStart Academy have reduced anxiety about starting high school. Starting any new school, starting high school, and starting a school that is significantly larger than a previous school all cause anxiety, and JumpStart Academy reduces that anxiety for our students.

B. Leader positions in class

Because of the advanced introduction to various pieces of campus life, JumpStart Academy students are poised to take leadership positions in class and on campus.

C. Supplies

All students who attend JumpStart Academy receive the basic school supplies recommended by the teachers on our staff.

D. Tshirt

JumpStart Academy students receive a TShirt with the JumpStart Academy logo and their graduation year that is unique to their cohort. This also gives them a Tshirt to wear on Fridays for spirit days at no cost.

E. Warrior Nation

Students who attend JumpStart Academy get introduced to the benefits of participating in the school culture.

F. School-issued device

Each year we have been able to do early deployment of the school 1:1 device. In addition to receiving the device early, students have the opportunity to set it up correctly because Geri Coats is the Technology Coordinator for the school. JumpStart Academy students have had fewer technical issues with their devices for this reason.

G. Exclusive line for schedule and book pickup

JumpStart Academy students have been able to speed through the schedule and book pickup lines getting either "front of the line" status, or a separate line just for them.

H. Various other perks as available

Over the years we have been able to add perks as they were shared with us by different staff members or departments. This has included free entry into football games, pizza lunch, donut parties during the year, etc.

Our Story

Geri's story

JumpStart Academy came together easily (that is not to say it isn't a lot of work) and has been very fulfilling to run/operate over the past few years (the 4th iteration begins the day this chapter is due). It was a flash of an idea that came to me while sitting at a table with our team one of the first CAPP conferences. Britt Ortiz (UCSB partner) was discussing a transition program for college freshmen and realized that we could do the same thing with our incoming freshman. I stole ideas from Britt, and then worked with Cathleen Petty to hash out how we wanted it to work on our campus. We decided upon the basic structure: 2 weeks, half days, Reading, Writing, and Math, and we went from there.

The first year had a definite learning curve. We were excited, but also didn't know what to expect. We had 3 teachers on board, a schedule for the day, and we ran with it. Our aim was to fill up the roster with "middle students," based on the fact that Honors students have supports in place, athletes have a built-in social sphere, and even low-performing students have academic support built-in to their schedules so we wanted to provide support, structure, a net, for the students that didn't fall into those 3 groups. We created an application, and we expected every 8th grader in the area to want to join our program.

It didn't exactly go as planned. We were able to get about 40 kids for the first year. At first I was frustrated because we were hoping for 75 (3 teachers at 25 students apiece), but it turned out to be a blessing. Over the years we have remained at a steady roster of about 50 students, but especially this first year the small number was advantageous.

First of all, we were figuring things out and making changes on the fly as necessary. Second of all, our Math teacher quit on the 3rd day. The students that chose to participate were not at the level of math he had planned to teach (they had widely varied skill levels from basic computation into advanced math) and he chose to walk away. This left Cat and myself in the lurch. We were frustrated, but we understood his position. However, we had promised Math instruction, and we had created a day around Reading, Writing, and Math, and we were both English teachers. Quite a dilemma.

We chose to implement Khan Academy. We literally had less than 12 hours from time he resigned til the next morning when students would be showing up. We set up a teacher account, assigned the students the 8th grade math standards, and then in the morning they all joined the class with a join code. This worked out perfect! Students all take a pre-assessment based on the assignment we selected, but once they complete this pre-assessment they are assigned work based on their skill level. So while we had students at such different skill levels we were able to differentiate the instruction to meet all of their needs. We aren't aiming at teaching new math skills (although it may happen), but to get them warmed up and ready for when they enter their math class. Khan Academy has remained a staple in JumpStart Academy.

My teaching focus has been Reading Comprehension. Over the years, the content of my curriculum has changed. Originally I used reading material that focused on Study Skills, Academic planning, etc. Once my position at the school changed from an English Teacher to the Instructional Technology Coordinator, I decided to change the content of my curriculum to be focused on Digital Citizenship because it is an area that our students desperately need guidance, and figured this is a great opportunity. I use lessons designed by Common Sense Media and have students do the activities in the lessons but also have students demonstrate comprehension of text, images, video through writing. My goal is to practice reading comprehension and learn about digital citizenship skills simultaneously.

In addition to the Reading aspect of the program, as the technology person, it has also been important for me (and us as a team) to prepare the students for the technology requirements they will face in their classrooms. We have a great deal of technology available to students, to provide them with information, keep them organized, help them study, etc., but it is only useful if they know how to access it and use it. By teaching it now, these students have an upper hand in class, and they are not dependent on their teachers to teach it. Because while we know all students need to have this information and these skills, we have yet to come up with a plan or consistent way to teach the students about this.

Over the past few years I have learned a lot about myself in the process of developing, implementing, and tweaking JumpStart Academy. As the primary organizer, I dealt with a lot of the logistics that occur beneath the surface with securing facilities, communicating with stakeholders, ordering supplies, designing marketing materials, and more. Because of the experience I have branched out and organized other events that I believe JumpStart prepared me to do. This is not to say I am a lone ranger here, Cat Petty and I are definitely a team and this project could not have happened without us working together. Some things we do as a team, other times I need her editing eyeball or her objective perspective, or even just a sympathetic ear when something doesn't go as planned.

When we organized JumpStart Academy we planned for a 4 hour workday. This isn't what happened in practice.

The biggest reason for the discrepancy in planning versus reality was transportation. We arranged to have an athletic van in order to provide transportation to our students coming from Guadalupe. This is a small community about 10 miles west of Righetti that has a low socioeconomic population, but all of their students attend Righetti High School, at least $\frac{1}{4}$ of our freshman class. We planned to alternate driving out for pickup and drop off so neither one of us would have to do it every day, or we could adjust as needed for our own personal needs. Well, the van seats 9 and we had 11 students who needed a ride. The van started making double trips. We adjusted for the following years to have two vans, but our morning starts at 7am instead of 830, meeting at the school for the drive out to Guadalupe, where we pick students up near the junior high school at 730 and drive back to Righetti aiming to be there around 8am for that 830 start time. This also extended the end of our day from 1230, to after 130. Our plan for a 4 hour workday became 7 hours a day.

Cat's story

I have always loved working with our students at ERHS. However, I could sense that the connection that our students had to the school had diminished. When the opportunity arose to create a new program to connect our incoming 9th graders to Righetti, I was excited. Geri covered much of the process on how we started. Our plan, we thought, was awesome and we were ready to inspire 75 new students. Thankfully, we only had 40 that first year. HUGE learning curve. After the math teacher quit, we scrambled and really learned how to work as a tag-team with the kids. Once we figured out how to incorporate math (with Khan Academy), things started to go smoothly.

However, what we hadn't anticipated was the transportation issue. I ended up driving twice each morning and afternoon to Guadalupe, which is about 20 minutes away from our school. We both felt it was important to include those students and while I was driving, Geri was working with our ASB leaders during the morning games/ice breakers. The driving extended our workday from 8 am to 12:30 p.m. to 7 am until 1:30 or 2:00 p.m. This extension added more to the day than just time. It took time away from our own family, which for me, added stress.

My responsibility was to teach and/or review writing expectations for the new 9th graders. Because we had a large variety of abilities and middle school expectations, I wanted to make sure the students knew what they needed to do to be successful in their English classes. I started with a basic review of sentence structure via journal writing. We then progressed to paragraph structure. In the first year, I attempted to have students write a complete essay but it was a struggle. So I decided to focus on paragraphs. I had students listen to popular songs that dealt with a common theme of

happiness. They journaled ideas and then, using a structured process, wrote strong, coherent paragraphs. Then, we also watched several short videos about success and we followed the same process. For the second week, we switched from personal reflection writing to evidence-based writing. I used the concept of photoshopping and social media as the basis for this writing.

The students definitely enjoyed the topic of photoshopping as so many of them look up to celebrities that often adjust their photos before posting to social media. Students then were taken through the steps of writing a critical analysis and had to include evidence provided in class to support their ideas. After the first year, each set of lessons for writing are tweaked based on the overall average skill ability of the Jumpstart students. However, regardless of that, all students learn what it means to write a proficient paragraph and therefore the basis for a proficient essay before they step into a 9th grade English classroom.

After four years of Jumpstart Academy, my takeaways are probably consistent with Geri. The program needs support from the decision-makers. It takes the right “personalities” to connect with the students and to be willing to adapt at a moment’s notice. The teachers need to be flexible, funny, willing to be silly, and willing to tolerate organized chaos. Geri and I put ourselves out there for the students. We are silly, caring, a bit structured, and always, a friendly face from the first day of Jumpstart until they leave RHS. The program has a huge impact on the students and needs to be valued by those in the position to do so. Geri has been the rock in the planning and implementation of JSA. I can’t imagine running this program without her. We balance each other nicely, with our strengths and weaknesses. When it’s not (and it hasn’t been this year), it’s very tough on the teachers to have boundless optimism. The students enjoy our goofiness, meeting new friends and they become the rockstars in their classes. It’s been so lovely watching them evolve, succeed and flourish.

Success and Recommendations

JumpStart Academy has been a successful program. This is not to say that it has not had any hiccups, we have had plenty, but that we’ve overcome them in order to have a successful program for our students. Our students leave the program prepared for the start of high school. This is a big step, and year after year they have resoundingly said “Yes, we feel prepared.” Our JumpStart Academy students are visible in leadership positions throughout the campus from athletics and academics, to clubs and organizations. The JumpStart Academy students come back every year to volunteer and help with the next Academy.

My hope for the future with JumpStart Academy is that the school district will recognize the value of a transition program and support it in the general budget. I would love to see JumpStart Academy exactly as we created it carry on throughout our district and provide the necessary transition to students coming into our schools. On the other hand, I know that the JumpStart Academy is unique because it is planned and implemented by the people who care deeply about it and have a deep connection to it. While I continue to hope that a transition program is put into place, I have come to realize that if institutionalized by our school district, it will have to change in some ways to abide by the structures we have in place as a large organization. I think that I have run my course with the program, that we have shown value, and will support the district or school creating its own transition program based on the JumpStart Academy model.

Artifacts

Supporting Research for transition programs into high school:

"Supporting Successful Transition to Ninth Grade." Center for Mental Health in Schools. N.p., n.d. Web. 15 Sept. 2014. . Christie, Kathy, and Kyle Zinth.

"All About Adolescent Literacy." Ensuring Successful Student Transitions from the Middle Grades to High School. N.p., n.d. Web. 1 Oct. 2014. . Habeeb, Scott.

"Principal Leadership." The Ninth-Grade Challenge. National Association of Secondary School Principals, n.d. Web. 1 Oct. 2014. . Bangser, Michael.

"Preparing High School Students for Successful Transitions to Postsecondary Education and Employment." betterhighschools.org August 2008. Web. 28 September 2016.
http://www.mdrc.org/sites/default/files/PreparingHSSStudentsforTransition_073108.pdf Erickson, Jeanen. Reece L. Peterson, & Paige Lembeck, University of Nebraska-Lincoln.

"Examples of Middle to High School Transition Programs." Building & Sustaining Student Engagement. May 2013. Web 28 September 2016.
<http://k12engagement.unl.edu/strategy-briefs/Examples%20of%20Middle%20to%20H%20Schl%20Transitn%20Progs%205-16-2013.pdf>

"Freshman Transition Programs: Long-Term and Comprehensive." Principal's Research Review. National Association of Secondary School Principals. Vol.1, Issue 4. July 2006.
http://www.freshmantransition.org/NASSP_ResearchBrief.pdf

"Why Does High School Transition Matter?" The Boomerang Project. Web. 28 September 2016.
<http://www.boomerangproject.com/link/why-transition-matters>

JumpStart Academy



Class of 2021!

JumpStart Academy is now accepting applications!

Welcome Warriors!



JumpStart Academy is an opportunity for new 9th grade students at Righetti High School to get a strong start at their new school! Students get to warm up to their new school with a little bit of academics and a whole lot of fun. They get to meet new people from all of the other junior high schools, meet some of our older students, meet staff, learn about clubs and sports, and so much more!

July 17-28; 830am-1230pm



JumpStart Academy
Application
Class of 2021
Ernest Righetti High School

Last Name:	First Name:
Junior High School:	
Parent name:	Parent Contact Info:
address:	phone:
	email:

most recent English/Language Arts course:	
most recent English/Language Arts grade:	
most recent Math course:	
most recent Math grade:	

JumpStart Academy is a transition program at Righetti High School for incoming 9th grade students to strengthen their academic skills in order to be better prepared for a strong start in high school. Students will participate in many activities during this experience including large group, small group and independent activities. There will be various class sessions per day focusing on the fundamental skills students need to be successful in their academic classes: Reading, Writing and Math Skills. In addition to the academic focus of this program, there will be a strong focus on collaborative effort and strengthening the connection to the school and to the other students. All students who participate will be officially welcomed into the Warrior Nation and receive some goodies :)

Please answer the following questions on another piece of paper and include your answers with your application.

1. What is your favorite or least favorite class at school? (choose favorite or least favorite) Explain why.
2. Why do you want to attend JumpStart Academy at Righetti High School?

Please respond to each item below.

Do you have reliable transportation to and from Righetti High School for the dates of the Academy?

Y N

*A yes or no answer is **not** part of student selection. This will help us plan for the transportation needs of the students.

If not selected, do you wish to be placed on the waiting list and possibly have the opportunity to begin once the program has started?

Y N

As this is an opportunity to jump start students' high school success, and not funded by the state with attendance, students must commit to attending all days during the two week period. Students absent on the first day may be dismissed in order to open seats for students on a waiting list. Once the Academy has begun, students may still be dismissed for lack of attendance in order to allow other students to participate in this opportunity.

I understand and agree (parent)

I understand and agree (student)

Disruptive behavior cannot be tolerated. This is an opportunity for students and as thus will remain a positive atmosphere for all students. Any students who is disruptive to the learning process will be removed from the classroom and parent contacted for conference and pickup. During this conference, it will be determined if the student understands and commits to change, or if the student will exit the program immediately.

I understand and agree (parent)

I understand and agree (student)

The JumpStart Academy at Righetti High School will consist of large group meetings and smaller class instruction daily. Students will start together, then rotate through 3 'classes' each day focused on Reading, Writing, and Math. Students are expected to be on time daily, 8:15 am, and stay until the final dismissal each day at 12:30pm.

I understand and agree (parent)

I understand and agree (student)

Thank you for your application!

We look forward to learning with you!



May 23, 2017

Congratulations!!!

Your student has been selected to attend the RHS JumpStart Academy this summer. We are excited about this opportunity for your student to get a head start on high school success.



As a reminder, the dates for the RHS JumpStart Academy are July 17-27, 2017 M-Fri, but will not be meeting on July 20. Each day begins at 8:30 a.m. and ends at 12:30 p.m. We will meet in the grassy area close to the bus drop off (see map below). Students will need to provide their own transportation each day.

Things to Note:

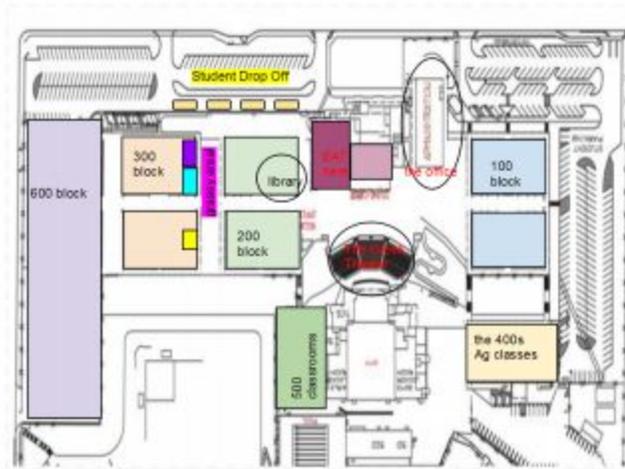
1. Pick up and drop off will occur in the Library Parking Lot (off Foster). Please do not block the drive-thru lane. The easiest way to proceed through the parking lot is to turn right into far parking area and circle around.
2. Students should wear comfortable clothing and shoes. We will be in and out of the classroom, experiencing and exploring the campus.
3. A nutrition snack and beverage will be provided during the morning. If students would like, they can bring water.
4. Materials will be provided.
5. On July 26, we will have a parent session in the evening from 6-8pm where we will share information about RHS, opportunities available, and creating a strong path to success in high school and beyond.

If you have any questions, please do not hesitate to contact our Lead Teacher, Mrs. Geri Coats, at (805) 619-0827.

We are very excited to meet you and your student on July 17!! Welcome to Warrior Country!!

Sincerely,

RHS JumpStart Academy Staff
Geri Coats
Cathleen Petty



May 23, 2017

Congratulations!!!

Your student has been selected to attend the RHS JumpStart Academy this summer. We are excited about this opportunity for your student to get a head start on high school success.



As a reminder, the dates for the RHS JumpStart Academy are July 17-27, 2017 M-Fri, but will not be meeting on July 20. Each day begins at 8:30 a.m. and ends at 12:30 p.m. We will meet in the grassy area close to the bus drop off (see map below). Students who need transportation to/from Guadalupe will need to confirm with Mrs. Coats for details. Transportation will pickup and drop off daily at the donut shop across from Mackenzie Junior High School at 730 am and approximately 1-130 pm.

Things to Note:

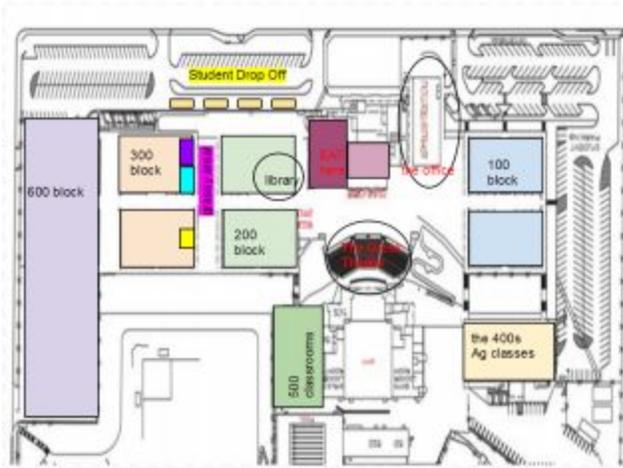
1. Pick up and drop off will occur in the Library Parking Lot (off Foster). Please do not block the drive-thru lane. The easiest way to proceed through the parking lot is to turn right into far parking area and circle around.
2. Students should wear comfortable clothing and shoes. We will be in and out of the classroom, experiencing and exploring the campus.
3. A nutrition snack and beverage will be provided during the morning. If students would like, they can bring water.
4. Materials will be provided.
5. On July 26, we will have a parent session in the evening from 6-8pm where we will share information about RHS, opportunities available, and creating a strong path to success in high school and beyond.

If you have any questions, please do not hesitate to contact our Lead Teacher, Mrs. Geri Coats, at (805) 619-0827.

We are very excited to meet you and your student on July 17!! Welcome to Warrior Country!!

Sincerely,

RHS JumpStart Academy Staff
Geri Coats
Cathleen Petty



JumpStart Academy Reading Curriculum

kqed Do Now: What is the Value of a high school diploma?

<http://blogs.kqed.org/education/2015/04/24/what-is-the-value-of-a-high-school-diploma/>

Watch video together

Read content

Identify Main Idea and supporting details (outline)

Students choose one other resource, read, summarize and make connections to original piece.

kqed Do Now: Do you feel safe at school?

<http://blogs.kqed.org/education/2015/04/10/do-you-feel-safe-at-school/>

Preview together

Watch video as class

read independently

Identify Main Idea and supporting details

Students choose one other resource, read, summarize and make connections to original piece.

<http://blogs.kqed.org/education/2015/04/07/how-are-women-of-color-changing-pop-culture/>

<http://blogs.kqed.org/education/2015/02/27/should-companies-like-wal-mart-raise-wages/>

<http://blogs.kqed.org/education/2015/02/13/journalism-ethics-williams/>

Study Skills Readings:

<http://www.how-to-study.com/study-skills-articles/managing-your-study-time.asp>

<https://docs.google.com/document/d/1hvywM346ug9OJGF3F4W61mE5CnEtruVgewByJz4P9Ko/edit?usp=sharing>

1. What is the title of the article?
2. What is the name of the website where it is published?
3. What is the address/url for the article?
4. What is the main idea?
5. What evidence can you provide from the article that that is the main idea?

6. Which of these things do you already do?

7. Which of these things can you integrate into your routine?

Good listening skills in class:

<http://www.how-to-study.com/study-skills-articles/good-listening-in-class.asp>

1. What is the Title of the selection?
2. Of the numbered items, which do you already do?
3. Of the numbered items, which can you work on trying to improve?
4. Why is this important? Please explain using details from the text.

Habits of Successful Students:

<http://www.educationcorner.com/habits-of-successful-students.html>

Questions

1. What is the main idea of this article?
2. Which strategy have you used in the past?
3. Do you think this strategy is effective? Why or Why not?
4. Choose one strategy that you can integrate into your study habits. Describe the strategy and why you think it would be an effective strategy for you.

Strategies for Reading Textbooks

<http://www.how-to-study.com/study-skills-articles/a-strategy-for-reading-textbooks.asp>

1. State the main idea of the article including 3 supporting details.
2. Choose one piece of advice that is most helpful to you and explain why it is helpful to you. Connect your ideas to your own personality and study habits.
3. Write 2 questions that could come at the end of the article for students to answer (pretend you are the teacher).
4. Answer your 2 questions.

Improving Reading Fluency

<http://www.how-to-study.com/study-skills-articles/improving-reading-fluency.asp>

1. What is the main idea? Give at least 2 supporting details or examples from the article. (NOT the title)
2. Why is this important?
3. What can you do to improve your fluency?

Attention Warrior Families!

We would like to inform you of an opportunity available for incoming 9th graders at Righetti High School. JumpStart Academy will be taking place during the last two weeks of July, from the 20 -31st. JumpStart Academy is a transition program for students entering the 9th grade here at Righetti High School.



Our goal in JumpStart is to help students make a strong and successful transition into high school. We work on academic skills with reading, writing, and math, as well as the organization skills and some technology skills that promote success in high school courses. In addition to these skills, we also work to build connections among the students from the different junior highs, with the older students at Righetti, and with many staff members from across the campus. Students develop a comfort and confidence on the campus by learning expectations, skills for success, meeting their peers, and learning about the many opportunities on campus.

JumpStart Academy is a half day program for two weeks. We start at 8:30 am and release students by 12:30 pm. All supplies are provided to the students as well as a mid-day snack. There is no cost to students to participate in this program. The program is funded by the California Academic Partnership Program (CAPP) which is working to improve student success throughout their education.

We hope you and your family decide that JumpStart Academy is right for your student. Students must submit an application to participate and applications are available at the front desk of Righetti High School.

If you have any questions or would like an application sent to you via email, please contact Geri Coats at 805 619 0827 or via email at gcoats@smjuhsd.org.

Welcome to the Warrior Family!!

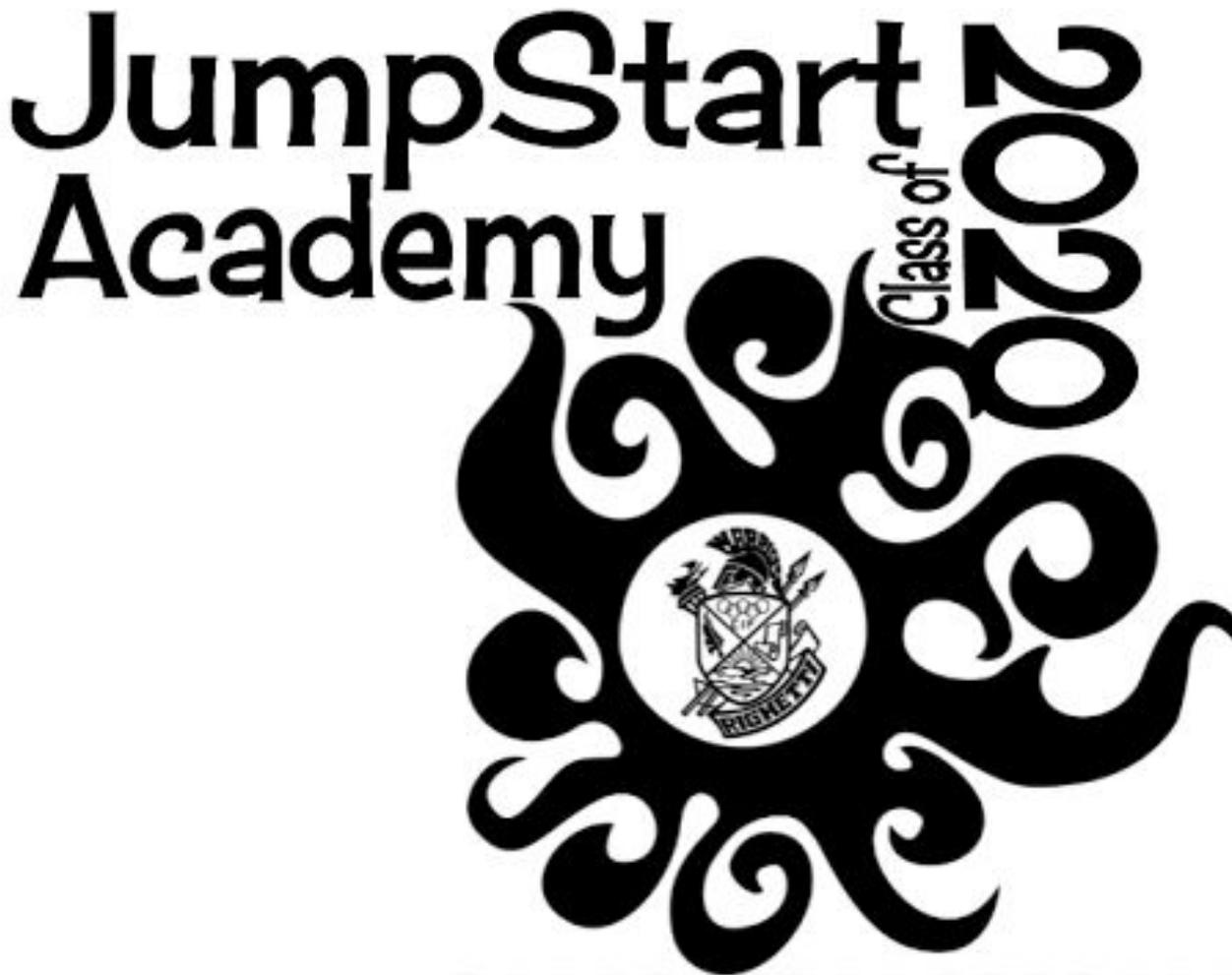
Geri Coats
Cathleen Petty



Letter to Prospective Parents



Football Tickets (2015 'perk' from the Athletic Director)



Binder Cover Sheet

ERHS JumpStart Academy



Class of 2020
July 18-29 (m-f)
830am-1230pm

Students who participate in the Academic JumpStart Academy will receive a great introduction to Righetti High School. Activities are academically focused but fun too!

Students will work in small and large groups as well as on their own to develop skills to help them become better independent learners and collaborative partners.

This is a great opportunity!

Applications will be available at Warrior Welcome!

Questions?
Geri Coats
805 619 0827
gcoats@smjuhsd.org

The JumpStart Academy will help students prepare for the demands of high school classes.

While in JumpStart Academy, students will get an opportunity to strengthen their reading, writing and math skills which will help them in *all* of their classes.

Even with the strong Academic Focus, students who attend the JumpStart Academy should plan on having FUN! We will be working in teams on projects, competing against each other, and all students will be inducted into the Warrior Nation!

Students who participate must attend all days of the Academy as space is limited and there will be a waiting list.

T-Shirts for JumpStart Academy



Tshirts



INTRODUCTION

Welcome! Digital Bytes is a media-rich, project-based experience that teaches digital citizenship through topical, collaborative activities. Designed for teens (recommended for age 13-18), the Digital Bytes site can be used with afterschool groups as a way to kick off project-based learning initiatives, or teachers can use this student-directed program to take a blended learning approach with one of **Common Sense's K–12 Digital Citizenship lessons** (see **APPENDIX A**). Using Digital Bytes, teens can discover, analyze, and explore what it means to be a digital citizen in today's tech- and media-rich landscape.

Your Role:

As the facilitator, go through all the steps of each module prior to engaging your teens. You will need to determine how engaged you want to be. Will you simply supervise to make sure teens stay on track, or will you guide the conversation and help them work through the activities? There's no right answer; you should decide based on what works best for you and your teens and the structure of your program.

Program Overview:

Digital Bytes is designed to engage teens in:

1. media reflection
2. media deconstruction
3. media creation

TECH REQUIREMENTS:

- Internet Explorer 9 and above, Chrome, Firefox, Safari
- Windows 7, Vista, and XP, or Mac OS 10.5 or higher
- If possible, make sure Vimeo is not blocked

The thematic Bytes are grouped into four buckets: *Innovation*, *Our Generation*, *Activism*, and *Interpretation*. A "Byte," or topical module, has five steps: 1. *Reflect*, 2. *Watch*, 3. *Discuss*, 4. *Engage*, 5. *Share*. Each Byte takes about two hours to complete. However, the media-creation activities can become more involved, depending on teens' level of engagement. The time to complete the Bytes can be split between class periods or group meetings.

Digital Citizenship Curriculum (Common Sense Media)

Geri used the Digital Bytes Curriculum as a guide for developing lessons over the course of the JumpStart period.

JumpStart Academy Parent Night Questionnaire and Evaluation

* Required

Did you attend the opening speaker from the Early Academic Outreach Program? *

yes

no

Please rate the overall opening session from the Early Academic Outreach Program.

1 2 3 4 5

Poor Excellent

What is one thing from this speaker that you consider to be most helpful/useful to your student and family?

Is there anything you would recommend to include in this session in the future?

Which session did you attend for during the Session 1 time? *

Naviance and RHS App with Eric Blanco

How to Support Your High School Student with Cat Petty

Beyond Academics with Mike Emerson

Basic Tech Skills for Parents with Geni Coats

none

What is one thing from this session that you consider to be most helpful/useful to your student and family?

Is there anything you would recommend to include in this session in the future or one thing you would critique?

Which session did you attend for during the Session 2 time? *

- Naviance and RHS App with Eric Blanco
- How to Support Your High School Student with Cat Petty
- Beyond Academics with Mike Emerson
- Basic Tech Skills for Parents with Geni Coats
- none

What is one thing from this session that you consider to be most helpful/useful to your student and family?

Is there anything you would recommend to include in this session in the future or one thing you would critique?

Is this your first student attending Righetti High School *

yes

no

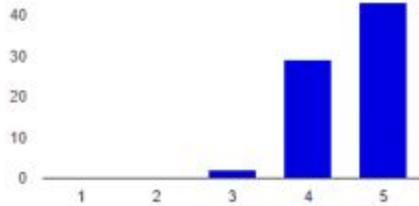
What do you want your student to get out of attending JumpStart Academy? *

What concerns do you have about your student starting high school? *

Student Survey Summary of Responses

*(identifying information redacted)

Overall, how would you rate your experience at JumpStart Academy?



it sucked:	1	0	0%
	2	0	0%
	3	2	2.7%
	4	29	39.2%
it was awesome!	5	43	58.1%

What was the BEST thing about attending JumpStart Academy?

Meeting new people
meeting new people
meeting people
Getting to know the school
meeting new people
the food
I met new people.

Do you feel confident that you can find your way around campus?



no, totally lost:	1	0	0%
	2	5	6.8%
	3	12	16.2%
	4	41	55.4%
Yes, I know where everything is!	5	16	21.6%

Are you aware of staff members at RHS who can help you in different situations?



no:	1	1	1.4%
	2	1	1.4%
	3	9	12.2%
	4	23	31.1%
YES!	5	40	54.1%

Name three adults, staff or teachers, that you met during JumpStart Academy?

mrs. petty, coats, mr grock
Mrs Coats and Ms. petty and the princetel
Mrs Coats Ms Petty Hannah, Courtney, Judith Mr Garcia Mr Blanco
Mrs Coats, Mrs.Petty, Judith
Ms. Petty, Mrs coats, and Mr blanco
Ms. Petty, Mrs. Coats, and Mr. Emerson
Mr. Van Patten, Mrs. Coats, and Miss Petty

Pictures

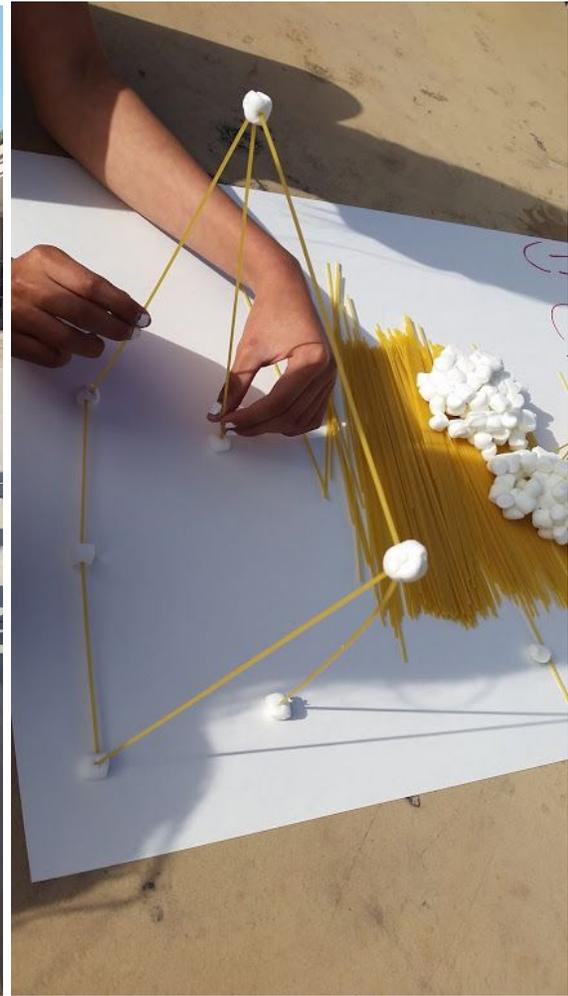






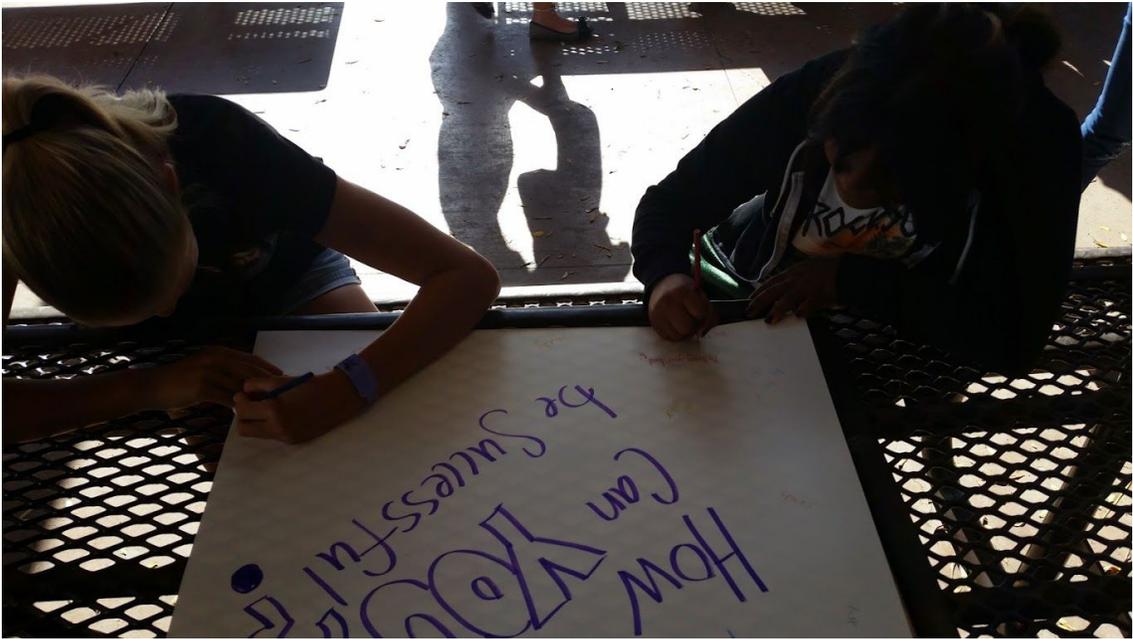
















Chapter Five: UCSB Early Academic Outreach Program

Britt Ortiz

The Problem

EAOP was coming into the team during a period when the formation of the team and the solution strategies had already started taking form and became a subtle but real challenge. Attempting to also do as directed and participate as a potential paid consultant to the group created another level of considerations that occasionally fed into the nuances of the challenges within the collaboration. Also an effort to secure co-funding for a pilot EAOP college site coordinator, as directed, through the grant for the implementation of the EAOP Dual Service Model at ERHS also left our program in a peculiar and sometimes seemingly counter intuitive position with the team in terms of potentially pulling resources from the collective efforts that were already a priority to the team. This in turn raised some concerns from team members about the “come lately” program that was also seeking potential grant resources. The normal challenges that are faced when multiple parties have access to limited resources played out in a few occasions before true relations could be established with the rest of the team.

Incorporating EAOP college preparation services into a whole school context wherein the school stands out as the top producer of college going enrollment rates in the District begs the question, why do we need another program? A school with a consistent history of being the top performing school in the district in various testing and college admissions indicators however, would seem like they are all good and don’t need any additional efforts or services to improve and grow their college going rates. From the EAOP and pre-college perspective, all schools can do better, even the best schools, to ensure that more of their students have access to higher education. As the team began to understand our programmatic intentions, myself as the Director, as counselors vouched for our effectiveness, and as the other universities and colleges indicated there was room for more improvement in college practices, the walls started melting little by little and the entire team began to embrace our presence and potential for positive contributions. As our EAOP contributions to the process continued to grow and become more impactful, our acceptance at the table also began to grow with the high school staff. As our genuine intentions proved themselves out, we continued to become a valued member of the team. This was also fostered by the District moving us away from CAPP grant funding to District LCFF funding and allowing us to pilot our EAOP service model across all three schools initially and then adopting and approving an EAOP College Site Coordinator at all three public school sites through LCFF funding. The rest is history and the team never looked back from that point forward.

Steps

1. Met with Yolanda Garcia
 - About the idea and opportunity to join grant team. Indicated that Principal Molina was extremely interested in partnering with EAOP and myself.
2. Spoke with Steve Molina
 - About the possibilities and feasibility of collaborating in the context of the CAPP Grant.
3. Attended CAPP Meetings
 - Started attending and getting to know the entire team. Attending meetings on consistent basis and made immediate contribution in real and verbal ways. Brought higher education knowledge, outcome data to California Public Higher Education for the school and district. Provided standing internal reports to entire team demonstrating workshops, numbers serviced, and application and admissions enrollment rates. Provided guidance and expertise to the UC application process and collaborated with counseling teams at ERHS and other public schools to really enhance any pre-existing college prep practice and foster new thinking and practices that had never been implemented prior to the arrival of EAOP College Site Coordinators.

4. Pitched the Service and Funding Model

- Provided overview of service model and how the history of outcomes at various schools and districts had been distinctively positive in terms of college going indicators. Spoke about intensive cohort services and school wide college going initiatives and how they could fit into and compliment the CAPP Grant intentions and accelerate attainment of grant goals related to college going enrollment rates.

5. Clarification of Funding Source, Hostilities Subside, Trust Improves

- Finally there came a meeting when we had a heart to heart discussion with CAPP Team about purpose, intentions, funding discussions, and how should EAOP work with the CAPP team. A number of mis-communications were clarified, several misunderstandings were also resolved and most importantly the team was assured that EAOP would not receive any co-funds from the CAPP grant to support the pilot or placement of any EAOP College Site Coordinator(s). Once the team knew that the cost sharing resources were coming from the District an almost collective sigh of relief was shared and the team began moving forward with EAOP fully welcomed at the table. A foundation of trust was established and the team really blossomed into an inclusive operation focused on growing college preparation and access in the region.

From that point forward EAOP was in and on the team in a real way. We continued to make efforts to over-deliver on our commitments and contributions to the team. We started the pilot site coordinator who was serving all three public high schools and the impact was almost immediately felt and seen by one and all. A significant number of contributions and ideas were lent to the CAPP team and eventually related to services, events, data, organization of reporting, general higher education awareness, UC knowledge, Financial Aid, PPT clean up, and conference presentations.

The partnership and trust continues to grow among the team over time. Contributions continue. Still a few innovations, but mostly fine tuning and refining the collective service model and relationship with team, site coordinator with counselors, and EAOP leadership and Administration of District.

The Story

Fuel for the Fire!

The invitation, the opportunity, the chance to serve a district across the board where we started our first pilot College Site Coordinator at Santa Maria HS in 1998 was unique and promising. We had impacted the school in the early part of the last decade. We had done so much and proved the potential of the pilot at Santa Maria HS when it was first identified and submitted a proposal to participate in the pilot project of placing a single full time college site coordinator at the school back in 1998-99. When the program began taking budget cuts by both the UC and State, EAOP eventually lost the FTE that supported SMHS and the school was not in a position to co-fund back in 2010-11.

While ERHS has the highest A-G completion rate in District, Public Higher Education Enrollment rates have steadily improved over time particularly to AHCC, Four Year enrollment rates to UC and CSU have never exceeded 17% of graduating class during the time frame of the study from '96-'10. Trends over time for A-G completion rates; outlining of challenges and opportunities for growth and four year college eligibility rates. In the context of the CAPP Demonstration Grant, the Principal saw an opportunity, we saw the opportunity, our consultant brokered the opportunity and the opportunity was seized upon. Being invited to the table made it more of an honor and blessing. Being invited by my lifelong mentor, Yolanda Garcia, the best. Knowing the principal wanted to work with us was flattering and hoped for over time. Steve and I had off and on talked over the years about how we could partner for improving college going rates someday. Santa Maria was always in my heart with the impact we had with the original pilot at SMHS back in the late 90's.

Turning Points

At one point, the CAPP HS team felt as though EAOP was, in our attempt to secure co-funding and cost sharing with the District, attempting to take from the resources associated with the grant and the various initiatives that had been proposed but not yet funded. At the point I came into the process, to then begin asking for resources in a process that was aimed at school wide change, not just college going change, the wrong foundation and motivations were miscommunicated and misperceived and created misunderstanding and mistrust. As it was clarified, in a called on the carpet setting, during a CAPP team meeting, the entire team was able to get on the same page about why EAOP was at the table, how we got there, what our intentions were, and how could we potentially secure funding. Several misunderstandings were cleared up with the budget source for our co-funding to pilot a site coordinator in the District resolved, all parties moved forward on a very good foot and ramped up our productivity as a team to whole other level not seen before in ERHS College going history.

Pitch and Sell

There came a point where the outgoing superintendent of SMBSD brokered a meeting with 4 other superintendents from the region (SMBSD/SMJUHSO/OUUSD/GUSD) that I was able to formally provide an overview of the entire service model and outcome data associated with every school where we have implemented our services. This was when Superintendent of SMJUHSO agreed the model would be a fit and the co-fund feasible through their LCFF resources. That year we piloted one EAOP College Site Coordinator in a rotational cohort model that worked with all three counseling teams at each of the public high schools in the District. In one year the outcomes were noticeable, feedback was positive, and more than just UC applications were impacted at all three sites. Proof of concept and implementation capacity were demonstrated successfully and the Superintendent agreed to support all three sites with their own college site coordinator.

Funding Approved

As funding was approved for both the pilot EAOP site coordinator and the three full time site coordinators at all three public schools, the dynamics of the interpersonal relationships of the CAPP team towards efforts also shifted in parallel for the good of the order. Throughout the process EAOP has been an active, dynamic, and impactful partner in the collaboration process. We have brought added value to the table on several occasions in relationship to several annual events such as EAOP senior College Readiness Academy, Higher Education Week, Academic Recognitions for A-G eligible students, the Education, Leadership, and Careers Conference, to UC Success Nights, and various campus tours for all grade levels.

Through the placement of EAOP College Site Coordinators at each school site, the schools have respectively received upwards of 200-300 college preparation and readiness presentations in and outside of the classrooms at each site. These workshops include college applications, college knowledge information, financial aid and scholarships, test preparation academies, and academic enrichment and study skill presentations. We are now approaching our third year with our EAOP College site coordinators in place at all three sites. Outcome data is on an upward trend in numerous college going categories. The site coordinators have been fully integrated in various manners into the counseling department, work closely with administration members, and have made inroads with numerous teachers and departments at each school site. Alliances are starting to form, partnerships and collaborations are taking place, and our site coordinators are learning how to navigate effectively within their school communities.

We have helped to enhance a variety of college preparation considerations and thought processes at the school and among team members by providing application and admissions data, workshop and service data related to EAOP presentations and services provided, hosting recognition events, promoting access to participation in Summer enrichment programs, and the initiation of College Readiness Academies (CRA) for incoming seniors were provided at all sites. More to follow... Including the use and implementation of the Transcript Evaluation Services (TES) in 2017-18 for academic advising and pre-college programming with students and parent at all three high schools.

Away We Go!

And then we took off from the runway and the rest is dynamic educational change history! What an opportunity for EAOP to be one of the bottom floor partners in a grant designed to think outside of the box and make what can or should work right, better, and grow the rest with the right partners to a level we have only dreamt about. We were one of the, “just right partners” for this team and for this time in the school’s history. This fit our interests in growing our service model and impact in the Santa Maria region. This fit perfectly with the intentions of the CAPP Grant and the needs of the ERHS CAPP team to understand how to systematically change college going rates beyond just the doors of academic preparation. This team has been destined for success in spite of the mis-steps and misunderstandings that were ultimately understandable and challenging as well at the outset of the grant. Given the broader backdrop of school district relations with school site admin, teachers and the teacher’s union, and counseling department dynamics the partnership was able to flourish, grow, and collectively understand how to create change in an already successful context that seemed to have been doing fine on its own by all accounts.

Understanding the Dynamics

WOW, watching the dynamics of how “opportunity resources” are distributed to incite change for a school wide effort has been incredibly interesting and dynamic. Bumping up against teachers, counselors, and bottom up ideas for invigorating the high school academic and college preparation service model at ERHS was quite the ride. What fireworks it was at times! And oh how inspiring at other times. Both in terms of being in the middle of the debates and standing outside of the circle and watching the dynamics of school personnel challenged with the opportunity for change. It was not all smooth and easy, but throughout the challenges we were always able to regroup and refocus back on our original intentions, the student’s academic well-being and increasing access to college.

Also witnessing the congregation of the three systems of public higher education at the collective table of change at the same time was also eye opening and a rarity in my 30 years of service to all four systems of California higher education throughout my career. That we were there for the same reasons helped all of us learn from the school and the school staff from us in mutually beneficial exchanges of understanding. There were big gaps in our individual understanding of each other’s institutions. This was a critical eye opening experience for most CAPP team members. However, the real benefit was that these circumstances really lent themselves to our collective growth and understanding which in turn enhanced our capabilities to solve for some of the academic, administrative, and educational challenges that ERHS faces.

It could no longer be one institution pointing at another and casting blame or challenge, we all had to look at the big picture, sit across from each other, and then solve for the associated challenges. Without a collective understanding of each other’s institutions and some of the associated nuances that prohibit change in each context, I don’t think we could have worked as well as a team and I think we came to understand that which was circumstantial and that which we could actually effect change upon. As we began to grow our collective understandings of the impediments, we also began to see collective solutions that fostered growth and navigation of these impediments in a way that was innovative, ground up, and from the perspective of day to day providers that truly understand the impact of policy on end users and how they affect day to day practices. We began to understand the collective impact of District or System policies and how they play out in the field and impact our student’s direct access to college prep coursework and in turn

higher education in general. For example, prohibitive assessment and placement practices, a-g district requirements that unintentionally depress math or science completion and reduce eligibility rates for students to four year institutions, and instructional changes that could restore eligibility opportunities for significant numbers of students if put into practice at all high schools. The learning was exponential in nature and the opportunities for change were dynamic and immediate and continued coming as the team worked better and better together through each academic cycle.

The union interests can hinder and/or help the CAPP process. The teachers selected to participate are critical to the success of the process and the design of solution models in the academic realm. Incredible opportunity to watch the inner workings of change in a high school. Watching and being part of the solution model design has been an honor, fascinating and incredibly rewarding to foster change in not only one but all three public high schools in the District in relation to improving college going enrollment and participation rates.

Attacking the issue from a 360 degree perspective truly helped us shape a more dynamic solution model that impacted all the moving parts we were trying to address academically, in terms of assessment practices, and applications and admissions to enrollment. Using a bottom up solution model that included all stakeholders across the school site accelerated the pace of change and provided a more dynamic foundation for supporting that change.

More university systems should work like this with large feeder schools in their immediate service region! All CAPP demonstration grants should mandate at least one pre-college partner/program to work with them on access, services, and technical assistance regarding systemic college preparation and financial aid awareness as they relate to improving college access and eligibility.

Successes

- Successfully completed pilot and proof of service model concept with 1 site coordinator
- Three3 site coordinators now in place going on 2-3rd years
- Host EAOP Events: College Readiness Academy (CRA); Higher Education Week I & II (HEW I & II); Education, Leadership, Careers Conference (ELCC); UC Success Night (UCSN); Community College Book Stipend Summer Program; A-G Eligible Academic Recognition Events; UC-CSU Medals for UC-CSU eligible seniors; and General Campus Tours.
- Increased collaboration with counseling teams at all three schools
- Increased FAFSA Completion Rates
- Expected increase in CSU Application Rates at all three schools
- Assisted with Increase in CC Application, Admissions, and Enrollment Rates
- Assisted with development and currently provide services for Jump Start program annually
- Positive impact on a-g completion rates at all three schools
- Positive impact on UC apps, admits, and enrolls for All students and Latino students at all three schools

Recommendations

- Sustain a process where in all three California College systems can still be at the table with the District and work to promote this kind of systemic change for the school and district going forward.
- Sustain and enhance current service models that were created to promote increased readiness and participation rates. From the pre-college perspective the SMJUHSD District has a unique opportunity and momentum that could catapult the schools and the district to a college going status never imagined. If the boot camp and enrichment courses can continue it will make a huge statistical difference in a very short period of time that would reshape college going rates dramatically to all four systems, but especially the community college system. If the placement practices continue to evolve at the community college to include prior coursework and grades

attained, this could change remediation rates significantly for one and all and promote more opportunities for degree completion at the local community college and transfer rate improvements.

- In the future granting process it should be required or highly encouraged or incentivized that the grant proposal include one or more pre-college program partners from surrounding region. The idea that schools would aim at improving college preparation and enrollment rates without the assistance of state or federal pre-college programs that are designed to increase college going rates first and foremost seems limiting in nature. The ERHS CAPP team benefited in so many ways from having a resident college going expert on the team. This also fostered the development of college going considerations in all aspects of the planning and design process. We were always able to refer to all three college campus partners to provide systemic and contextual knowledge about each of their institutions and/or EAOP was able to step in and/or step-up and provide critical reference information, policy updates, and best practice innovations on several occasions. This also played a critical role in the development of solution strategies when it came to rolling out an idea and how that would look across the different institutional calendars, what would have to be approved or navigated at the University or College level, and/or what was the prohibitive factor or enhancement opportunity at the District or school level.

Artifacts



EAOP SCHOLARSHIP REMINDERS

Summer is a GREAT time to search & APPLY for scholarships!

STEP 1

COMPLETE YOUR BRAG SHEET

[START MY BRAG SHEET](#)

STEP 2

BEGIN SEARCHING WEBSITES

Fastweb, [HSP.NET](#), [UNIVISION](#), [RONALD MCDONALD](#), [COCA COLA](#), [DELL SCHOLARS](#)
AND this Student Resource Guide

[STUDENT RESOURCE GUIDE](#)

Once you find a scholarship...

1. Identify the scholarship criteria or requirements to see if you qualify.

2. Pay attention to:

- Deadlines for letters of recommendation
- Submission of other documents
- Essay requirements
- Mailing address to send the application or if you need to submit it online.

GET AN EARLY START ON SCHOLARSHIPS!!! THERE IS NO LIMIT TO HOW MANY YOU CAN APPLY FOR!!!



For more information, please contact:

Mrs. Miranda | EAOP College Site Coordinator
ERHS College & Career Center
alma.miranda@sa.ucsb.edu

UPCOMING SCHOLARSHIP DEADLINES



THE GATES SCHOLARSHIP

The Gates Scholarship is **NOW OPEN** and will close on September 15, 2017.

[APPLY NOW](#)



COCA-COLA

The application for 2018 graduating seniors will open in August 2017, and needs to be submitted by the October 31st deadline.

[MORE INFO](#)



LIKE US ON FACEBOOK!

Stay up to date with the latest events, reminders, photos and more on Facebook!

[LIKE US!](#)

WELCOME Back to eAOP

Welcome Back!

Come and meet your student's EAOP College Coordinator and learn about all the important upcoming dates, deadlines, and events during this upcoming school year!

Le invitamos a que venga a conocer a la coordinadora de eventos colegiales del programa EAOP y a que aprenda acerca de las próximas fechas importantes, plazos y eventos durante este año escolar!

EAOP FAMILY NIGHT EAOP DIA FAMILIAR MEET & GREET

Sophomore and Junior Parents
August 29th 5:00pm (English), 6:30
(Spanish)

Padres del grado 10 y 11
El 29 de agosto 5:00pm (Inglés), 6:30 (Español)

Senior parents
August 30th 5:00pm (English), 6:30
(Spanish)

Padres del grado 12
El 30 de agosto 5:00pm (Inglés), 6:30 (Español)

Location: ERHS Cafeteria
Dinner will be provided

RSVP by Friday, August 25th
Reserve su lugar antes del viernes,
25 de agosto.

RSVP



For more information, please contact:

Mrs. Miranda | EAOP College Site Coordinator
ERHS College & Career Center
alma.miranda@sa.ucsb.edu



LIKE US ON FACEBOOK!

Stay up to date with all the latest EAOP updates for ERHS, including events, deadlines, and more!

Manténgase al día con las últimas actualizaciones de EAOP ERHS, incluyendo eventos, plazos de entrega y mucho más!

LIKE



LEARN MORE ABOUT EAOP!

Visit our EAOP website to learn more about what our program has to offer!

Visite nuestra sitio web de EAOP para aprender más acerca de lo que nuestro programa tiene que ofrecer!

EAOP WEBSITE

eAOP SAT & ACT REMINDERS



university of california
early academic outreach program

SAT REASONING & SUBJECT TESTS

Test Dates	Test	Regular Registration Deadline	Late Registration Deadline
October 1, 2016	SAT & Subject Tests	September 1, 2016	September 20th, 2016
November 5, 2016	SAT & Subject Tests	October 7, 2016	October 25, 2016
December 3, 2016	SAT & Subject Tests	November 3, 2016	November 22, 2016
January 21, 2017	SAT & Subject Tests	December 21, 2016	January 10, 2017
March 11, 2017	SAT Reasoning Only	February 10, 2017	February 28, 2017
May 6, 2017	SAT & Subject Tests	April 7, 2017	April 25, 2017
June 3, 2017	SAT & Subject Tests	May 9, 2017	May 24, 2017

Website: www.collegeboard.com

Test Cost:

SAT - \$45, SAT w/writing \$57
SAT Subject Test - about \$26 (per test)



REGISTER NOW

ACT TEST

Test Dates	Regular Registration Deadline	Late Registration Deadline
October 22, 2016	September 16, 2016	September 17-20, 2016
December 10, 2016	November 4, 2016	November 5-18, 2016
February 11, 2017	January 13, 2017	January 14-20, 2017
April 8, 2017	March 3, 2017	March 4-17, 2017
Jun 10, 2017	May 5, 2017	May 6-19, 2017

Website: www.actstudent.org

Test Cost:

ACT - \$42.50, ACT w/writing \$58.50



REGISTER NOW



For more information, please contact:

Mrs. Miranda | EAOP College Site Coordinator
ERHS College & Career Center
alma.miranda@sa.ucsb.edu

eAOP SENIOR UPDATES

university of california
early academic outreach program



APPLICATION SEASON HAS OFFICIALLY BEGUN!

THE UC APPLICATION: NOW OPEN

It's never too early to get started on your UC application!

A few helpful tips:

1. Get organized

It's helpful to gather all the information you will need to complete the application ahead of time so you don't have to track it down last minute. [Click here](#) for a list of what information will be needed.

2. Get started on your Personal Insight Q's!

[Click here](#) for some helpful tips on writing your personal insight questions.

3. Review, Review, Review

Starting your application early gives you plenty of time to review your application and check for accuracy.

APPLICATION DEADLINE:
NOVEMBER 30th, 2016



[START MY UC APP](#)

THE CSU APPLICATION: OPENS OCTOBER 1ST

Use this time to explore the application website, FAQ, and research the various CSU campuses before the application opens!

APPLICATION DEADLINE:
NOVEMBER 30th, 2016



[CSU APP INFO](#)

EAOP REMINDERS



[SIGN UP FOR A WEBINAR WITH UCSB ADMISSIONS!](#)

Get all your application, admissions and personal insight questions answered by logging on to a webinar!

[REGISTER NOW](#)



[JOIN THE ERHS FACEBOOK GROUP!](#)

Stay up to date with all the latest EAOP updates for ERHS, including events, deadlines, and more!

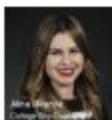
[JOIN NOW](#)



[NEED MORE INFO?](#)

Visit the Senior Resources page on our website to learn more!

[EAOP WEBSITE](#)



For more information, please contact:

Mrs. Miranda | EAOP College Site Coordinator
ERHS College & Career Center
alma.miranda@sa.ucsb.edu

**EAOP Summary of Services
ERHS July 2016- March 2017**

Service Type	Class Presentations	Number of Services	Grade(s)	Stud	EAO	Non EAO	Parents
Academic Advising		27	9-12th	137	121	16	
A-G Academic Requirements	16	16	10th	459	33	426	
A-G Validation	14	14	11th	482	91	393	
Career Exploration			11				
CMIH Presentation	22	22	9-12th	224	1	223	
Community College Application		3	11-12th	18	15	3	
Coordination/Planning Meeting		9					
Dream a Little Dream	15	15	10th	491	52	440	
EAOP Meeting		4	10-12th	128	128		
Fin. Aid	5	29	12th	268	78	191	
Letters of Recommendation		6	12th	15	15		
Majors	13	13	11th	15	15	0	
Parent Meeting		8	9-12th	1	1		167
Personal Insight Questions	11	16	12th	360	249	111	
SAT Prep Academy		1	12	12	12		
Scholarship Workshop		4	12th	51	43	8	
School Administrative Meetings		2	0				
Senior Deadlines	10		12th	408	125	282	
Summer Program Recruitment		5	10-11th	9	8	1	
Test Registration	1	23	11-12th	82	27	59	
University Application	7	47	12th	382	297	85	
	114	217		3542	1311	2238	167

Chapter Six:
Counseling Actions at ERHS
and
Collaboration with Allan Hancock College

Eric Blanco

Jose Pereyra

Julie Santoyo

Yvonne Teniente-Cuello

The Problems

- Counselors had Limited communication between high school and college
- Little or no access to services from the college
- Limited exposure to college services
- Students had limited knowledge on steps to transition to college
- No structure in place to support programs for students
- No venue to collaborate or share ideas
- Barriers for students at both locations
- Large equity gaps in degree and certificate attainment and transfer (AHC)
- Large equity gaps attending AHC from underserved students
- Righetti High School students were testing into 3 to 4 levels below the college level English and math.
- Staff at Righetti and Allan Hancock College noticed that students were not completing degrees, certificates or transfer in a timely manner due to this remediation.
- Allan Hancock College wanted to address the college policies that were becoming obstacles for access and success

Data

1. AHC Demographics

AHC's district is in a semi-rural, agriculture-based community with large migrant and immigrant populations. According to the 2012 Nielsen Report (1), ~62% is of Hispanic origin, and about 44 % speak Spanish at home. The educational attainment of area Hispanics is low; 36.25% have less than a 9th grade education. The closest feeder high school - Santa Maria High School - has a 92% Hispanic student population (2124 of 2300 students in 2012-13), 35% of whom are classified as English language learners. According to the California School Ratings website, 64% of the students' parents did not graduate from high school.

1 Nielsen Solution Center. 2012 Santa Maria Area Demographics-Including Orcutt. (2012).

<http://santamariaedc.com/Library/pdf/2010%20Santa%20Maria%20Area%20Demographics.pdf>

AHC is a federally designated Hispanic Serving Institution which primarily draws students from surrounding communities and in spring 2014 had an unduplicated headcount of 10,436 credit students. Approximately 30% of students are first-generation college students. In fall 2013, 52.3% of students were Hispanic, with an average age of 24.5; 18.1% were first-time students. Many are low-income and lack adequate resources to pay for books and fees. Close to 30% of households in the surrounding communities live below the federal poverty line according to the US Census.

Righetti counselors also saw that seniors were not transitioning in a seamless manner. Seniors would have to come to the college to receive services and support. For first generation college students, this transition to AHC can be a difficult one. These students do not have the social capital to understand such a complex system. AHC's Student Equity Plan identified disproportionately impacted groups including first generation, Latinos, males, students with disabilities, foster youth and low income. Through the CAPP partnership, we were able to identify obstacles and barriers to access and success.

2. ERHS Demographics

FALL 2012 CBEDS INFORMATION	
TOTAL ENROLLMENT	2176
WHITE	33.4%
HISPANIC/LATINO	56.4%
ASIAN-AMERICAN	3.2%
AFRICAN-AMERICAN	1.3%
PACIFIC ISLANDER	.09%
INDIAN OR ALASKAN NATIVE	.59%
MULTIPLE OR NO RESPONSE	2.7%
NO RESPONSE	2.1%

FALL 2013 CBEDS INFORMATION	
TOTAL ENROLLMENT	2099
WHITE	31.7%
HISPANIC/LATINO	58.2%
ASIAN-AMERICAN	2.1%
AFRICAN-AMERICAN	1.6%
PACIFIC ISLANDER	.09%
INDIAN OR ALASKAN NATIVE	.48%
MULTIPLE OR NO RESPONSE	1.9%
NO RESPONSE	2.5%

FALL 2014 CBEDS INFORMATION	
TOTAL ENROLLMENT	2080
WHITE	30.3%
HISPANIC/LATINO	59.3%
ASIAN-AMERICAN	2.2%
AFRICAN-AMERICAN	2.5%
PACIFIC ISLANDER	.3%
INDIAN OR ALASKAN NATIVE	.7%
MULTIPLE OR NO RESPONSE	1.7%
NO RESPONSE	1.3%

FALL 2015 CBEDS INFORMATION	
TOTAL ENROLLMENT	2139
WHITE	27.8%
HISPANIC/LATINO	61.6%
ASIAN-AMERICAN	2.6%
AFRICAN-AMERICAN	2.3%
PACIFIC ISLANDER	1.9%
INDIAN OR ALASKAN NATIVE	.8%
MULTIPLE OR NO RESPONSE	1.9%
NO RESPONSE	1.0%

3. AHC START Test at ERHS Campus

2013-14	54
2014-15	92
2015-16	120
2016-17	207

4. Ernest Righetti High School UC/CSU Completers 2014-2017

	Total Graduates	UC/CSU Course Completers	%		# Guadalupe Students	UC/CSU Course Completers	%
2017	448	136	30.4		93	27	29
2016	477	146	30.6		83	17	20.5
2015	453	163	36		67	13	19.4
2014	484	168	34.7		61	15	24.6

Steps

The CAPP collaboration really awakened AHC to the issues that faculty and staff at Righetti were facing. The monthly meetings were critical in brainstorming ways to improve communication between schools. The high school/college partnership also met monthly at the Bridges to Success meetings which were designed for all high schools in Santa Maria and Lompoc to come together to collaborate and leverage services. Having administrators, faculty and counselors at the table was imperative to serving students more effectively. Having time to plan and meet was critical in developing transformational change. We were able to coordinate our calendars to meet off campus and to brainstorm best practices for serving students. ERHS and AHC were able to share accountability and shared responsibility for our students. CAPP provided the opportunity to involve all key stakeholders at both campuses to identify under-served students, address barriers and establish short term and long term goals. Through our partnership this is what we accomplished:

1. Expansion of services at the school sites:
 - A. Priority registration for seniors;
 - B. Assessment testing at the high sites;
 - C. Counseling liaisons going to the school on a weekly basis to assist with financial aid and matriculation processes;
 - D. Targeted outreach and special events/workshops for disproportionate impacted populations (New Student Orientation and Advising in rural communities such as Guadalupe and Los Alamos)
2. Integration of program plans:
 - A. LCAP;
 - B. LCFF;
 - C. AHC's 3SP (Student Success and Support Program);
 - D. AHC's Student Equity Plan
3. Acceleration
 - A. Math and English Bootcamp;
 - B. Culturally responsive curriculum;
 - C. Implementation of multiple measures (using high school GPA and last English and math completed) for placement
4. Professional Development;
 - A. Counseling Summit Fall 2016;
 - B. Institute for Equity in Education;
 - C. Cultural Proficiency Conference
5. Concurrent Enrollment at Righetti
 - A. Film 110 and 111 (Introduction and intermediate film)
 - B. Psychology 101 (Introduction to Psychology)
 - C. History 120 (History of the Mexican American)
 - D. Math 123 (Statistics)

Bridges to Success Initiative

The mission of the Bridges to Success initiative is to enhance each student's academic, career and personal growth. The partnership will provide a smooth transition from high school to college. Both educational programs and comprehensive student support services work collaboratively to promote student success. The goal is to prepare all students to become productive citizens and career/college ready.

1. A school counselor was not included as part of the initial CAPP committee until the end of the first year. The Principal at the time, recognized a need for a school counselor to assist with the collaboration of services needed to complete some of the projects, particularly with the efforts to reach our underserved populations. ERHS school counselors work closely with the AHC counselor to target students who will benefit from the EAOPS program and students who will benefit from the English Boot Camp at AHC to avoid possible remedial placement and enter directly into the college level/credit bearing courses. This first step created the opportunity for discussion to increase the collaboration between ERHS and AHC. The following year the collaboration provided a full year of collaborative activities supporting students' matriculation from ERHS into AHC and other post-secondary options.
2. We began to offer the AHC placement test (hereinafter will be referred to as the 'START test') at the ERHS school site, in the spring, and then adding a fall test date to target additional students who did not take a senior math course.
3. AHC advocated to open the community college application window in October/November to increase engagement of our seniors who were also applying to four year and for the students who had already made the decision to start at the community college as their post-secondary plan. This has had a deep impact on our student culture as all students are now applying to college in the Fall rather than the demarcation between students applying to four year universities and those attending community college.
4. We developed our Reach Higher Academy (RHA)- The purpose of RHA is to provide essential information to students regarding the college application process, financial resources, as well as tools for career readiness. The AHC Counseling department sponsored and participated in RHA throughout the six week period.
 - A. Counselors communicated with Principal/Assistant Principal regarding data and concerns.
 - B. Create a Collaborative group that includes Post-Secondary Outreach programs (CCC,CSU,UC, Private, CTE, and community scholarships/organizations).
 - C. Set-up meetings with administrators to review data/concerns/ideas.
 - D. Identify barriers hindering success i.e., budget for incentives.
 - E. Brainstorm possible solutions to barriers and develop action plans (SMART Goals).
 - F. Develop a consistent and efficient way to communicate/monitor progress and successes (monthly, quarterly, etc.).
 - G. Calendar events in advance and invite collaborative members and partners.

- H. Collect Artifacts at every event/activity (may include, but is not limited to: pictures, sign-in list, pre/post surveys, forms shared with participants, etc.).
- I. Organize an end of year event to review data, acknowledge successes and identify areas of growth (goals for following year?).
- J. Present information out to stakeholders.

Our Story

It is important to see that change is never easy and that challenges and barriers are part of any change in education. The learning often takes place in the valleys before the mountain tops of success emerge. We, the school counselors, are proud of the work accomplished thus far for the betterment of our students, their careers and potential earnings in the future. We, the counseling departments of RHS and AHC are but a small piece, yet vital.

The focus in this reflection piece is the Reach Higher Academy from its inception to its fruition. It was not an easy process, but with the help of many, it has become our *top of the mountain* experience, so we wish to share this with others so their students can REACH HIGHER as well.

The school counselors at ERHS were struggling to engage 12th grade students with post-secondary information, which seemed a nebulous cloud to most 17 year olds. Already in place, we had a 'Boot Camp' that was structured as a six-week lecture series for self-selected students to attend one hour events once a week during the school day. They would come to the cafeteria for each lecture to learn different aspects of university/college information. While this was a step in the right direction, we needed something that was much more activity based to engage the students and have deeper impact. Our Assistant Principal challenged our team of school counselors to come up with a plan to reach these students in an engaging manner. We needed to come up with something more meaningful and tangible where the students were excited to attend every week. Our counseling team got to work. We were aware of *The Reach Higher Initiative*, which is the former First Lady's (Mrs. Obama) effort to inspire every student in America to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year university.

We wanted to utilize our partners within the CAPP team to engage our students with the much needed connection piece that we seemed to be lacking. We brainstormed with our ERHS team and CAPP partners meeting several times to discuss what the students must know to be successful in their transition. We decided to take a direct approach and ask the students directly. We surveyed students about what they know and what they want to know in their planning for post-secondary education. Their response was critical to the redesign of "Boot Camp" into the "Reach Higher Academy" (RHA).

How would we take these questions and answer them in an engaging way? How could we include our CAPP partners? After much discussion ERHS team members decided to stick with the "Boot Camp" structure, but change the events from lectures on topics to interactive sessions. Our students would move from topic to topic in different locations throughout the campus. We collaborated with our partners, AHC, Santa Barbara Scholarship Foundation, and University of California, Santa Barbara (UCSB) to discuss the results of the survey.

We all felt it necessary to make this a time where a student could come and learn, take away something, and that we should provide prize incentives along the way. We designed a game card that provided us with attendance data and provided students with an incentive for participation and engagement. Students rotated through the presentations completing a tangible step in the post-secondary transition process at each one, examples include: Resume, FAFSA Id, ‘Brag Sheet”, and starting their applications to college.

Goal: The goal of the Reach Higher Academy is to provide essential information to students regarding the college application process, financial resources, as well as tools for career readiness.

Objective: Our objective is to target 200 students to receive this information and to maximize the use of our community resources and partners to best assist our Senior class with the college application process and career readiness. The Ernest Righetti High School team has joined together with our partners from Allan Hancock College, UCSB, Cal Poly and the Santa Barbara Foundation to provide information and practical tools to help our students Reach Higher.

To measure the success of our project we have developed a pre and post survey to collect data from student’s prior knowledge about college readiness and post academy outcomes. In addition, we will log weekly participation for all session.

Implementation Timetable:

9/7/2016	9/14/2016	9/21/2016	9/28/2016	10/5/2016	10/12/2016
Welcome/Intro	Session 1	Session 2	Session 3	Session 4	Closing
1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	*Prizes*
					6 th Period

Topics to cover in sessions: Brag sheet/senior resume, CSU/UC college application, testing requirements for both the two and four year colleges/universities, financial/ scholarship and transitional living information.

Session Topics

1. Kick off Session
2. Develop a Senior Resume and Learn About the College Application Process,
3. Explore Financial Resources and Scholarship Opportunities,
4. Complete Your California Community Colleges Profile and More,
5. Get Connected.
6. Culminating Session

We began with a *kick off* session to start the process in an exciting way. This was extremely important to the success of RHA. We asked PTSA to donate breakfast items and water since we were starting at 7:30 am. We had energetic music playing to welcome students into a lively atmosphere and gave each student their game card and the Principal gave a Welcome address. Following the Principal, we had a community partner do an icebreaker activity and then each describe the game, the rotation, and the overall schedule. We told students about the available prizes (Yearbooks, Prom tickets, Grad Nite tickets) for verified completion of all RHA

activities and then had a raffle to give away college gear which was donated by CAPP partners. Students were given a folder to maintain and organize their RHA activities, ie, their college application process. We made the final RHA session to mirror the kick off session with the entire group gathered together and larger prizes awarded.

We had approximately 200 student self select to participate in Reach Higher Academy. After the kick off session where all the students were together, they were broken up into four groups of 50 to rotate through four 'breakout sessions' over the next four weeks to return back together into the entire group for the culminating activity.

After completion, each participant will have a knowledge base of the college application process; a Federal Student Aid Identification Number that will be used during the financial aid application process, a completed California Community Colleges Profile which will enable them to register to any community college in California, and knowledge about high school and community resources.

The culmination (last session of RHA) was a huge success with students taking a group photo and AHC providing lunch for everyone. We gave away the Prom tickets and Yearbooks at this time as well. Each week after the scheduled time, we met to debrief and to fine tune the next session.

As a follow up to our RHA, our administration was highly supportive in giving more incentives to students who COMPLETED the work begun in RHA such as finishing and submitting the Allan Hancock Community College application, the FAFSA, and any other college/military or trade school application within a certain amount of time. Their prizes included Grad Nite tickets, college gear, etc. It also gave each administrator a chance to speak to each student about his/her post- secondary plans.

Overall, CAPP has given RHS more opportunities to work with our partners to better improve communication between institutions, give quality access to our students, especially first generation, and provide services that would not have been possible without the generous use of CAPP funding.

Success

As a counseling team (College Counselors, High School Counselors, administrators and support staff), we have come from having limited counseling services to a variety of counseling options. In an effort to remove the transportation barrier, our team of school counselors (from both levels) accomplished the goal of providing additional services to students within their rural community. This is an important step of success for our Guadalupe and Los Alamos students due to the over 8-mile drive that they would have to commute one way to our school site. Since our outreach to these communities, our number of students meeting the priority registration requirements has dramatically increased.

RHS School Counselors

Another success the counseling program has had is being able to increase the number of students involved in our Reach Higher Academy. Through CAPP, we were able to modify the curriculum and were able to bring in our partners to help during the presentations. Students have been able to gain more knowledge of college access during the presentation.

The Reach Higher Academy was so successful that we have used that same format to do our Reach Higher Academy Bulldog Edition (targeted students that are going to community college) and a Reach Higher Academy Freshman Edition (targeted our at-risk freshman).

AHC Counselors

At the first couple of CAPP meetings that I attended, it was evident that the faculty and staff had student success at the forefront. The team was full of ideas and creativity. It was great to hear their struggles and obstacles. But, it was also apparent that there was some distrust with Allan Hancock College. Whether it was hearing it from former students or current students or even experiences they had encountered, AHC had to earn the trust of the high school folks. AHC was there to listen and to bring back recommendations to our campus so we could make change and change policy. We all had the same agenda and that was to serve students. The counselors from both sites had lots of fun implementing the new initiatives. AHC could not have served so many students without the support of our counterparts at the high school. I think it also helped that the top administrators cleared the path to remove obstacles at AHC. The President, Vice President of Student Services, Dean, Student Services and Chair of Counseling Department were all on board to change the odds for our students.

Moving Forward

Moving forward, we will continue to work with our District Office to determine ways of funding our sustainable projects. With the CAPP grant, we began a professional journey that has blossomed into a variety of outreach programs, access to services, and collaboration with local institutions to provide transitional steps of success for our students. We are eternally grateful for the help of the CAPP grant and what it has meant for our students' future and how it is the first steps in changing lives.

As our district increased the number of credentialed school counselors allowing our collaboration with AHC, Cal Poly-SLO, UCSB, and Community Scholarship organizations, the creation of Bridges to Success provided us with a platform to discuss crucial issues that were hindering our students' success and a way of developing solutions / action plans to remove these barriers. We also increased communication and worked together to increase the visibility of counseling services on site. This also led to having an AHC outreach ambassador on campus weekly in our College and Career Center. As a counseling department, we also made sure to enroll students into our Expository Reading and Writing Course. This course helped develop and sharpen our seniors writing and reading skills, so they could make a smooth transition to college level English courses bypassing any remedial courses.

This process also helped us go from random acts of guidance to a more intentional and targeted effort, making sure to include our most underserved and marginalized groups.



REACH Higher: AHC Bulldog Edition

Get Priority Registration!

**Attend the AHC New Student Orientation &
Academic Advising Workshop.**

Date: Saturday, April 1st

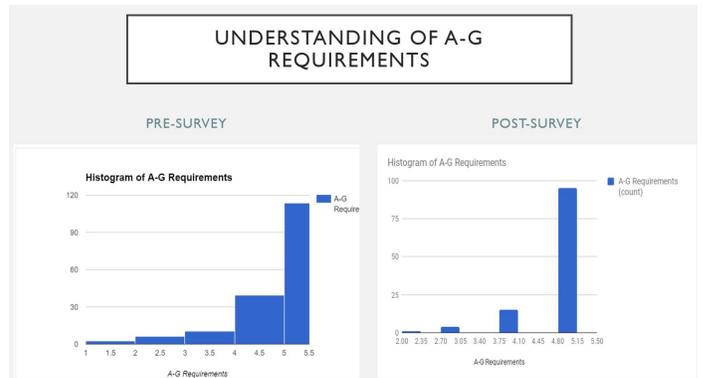
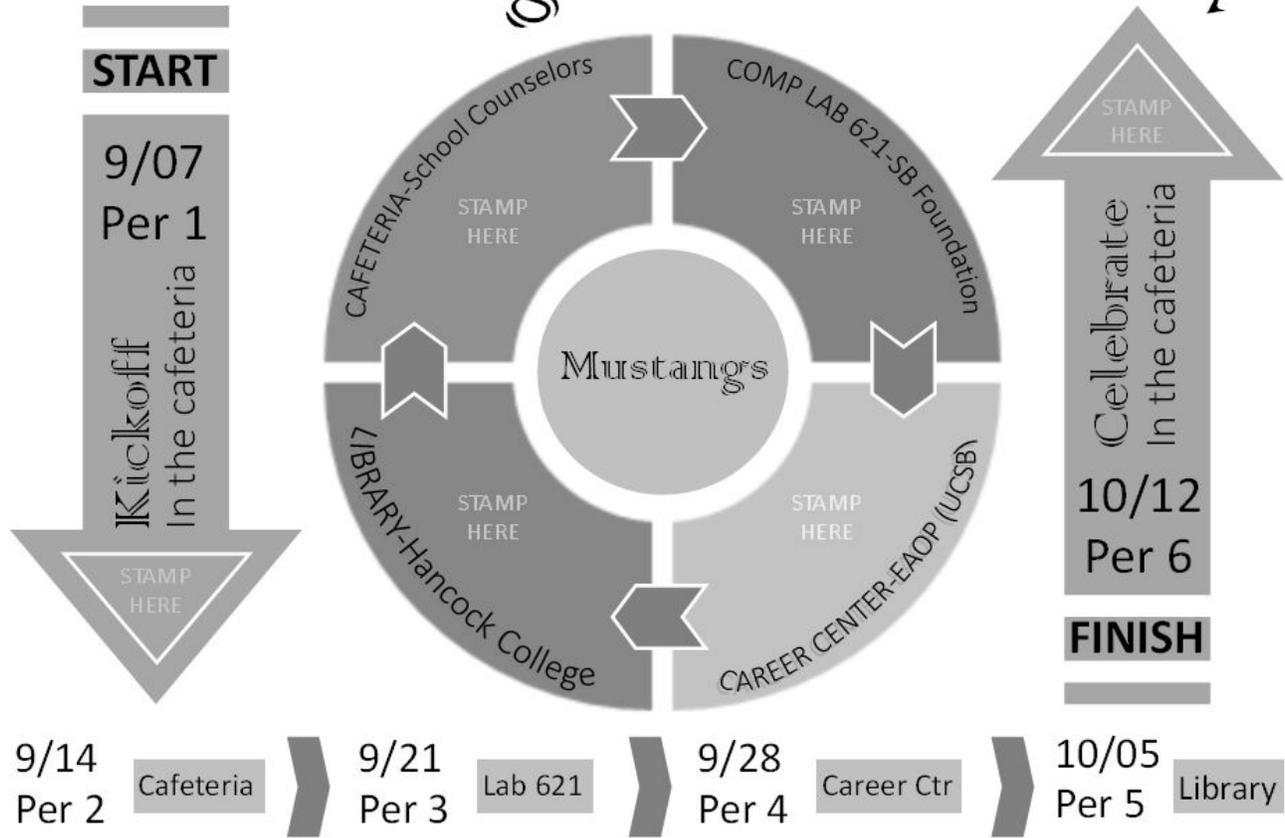
Time: 8:30AM – 12:30PM

Location: ERHS Cafeteria

FREE LUNCH

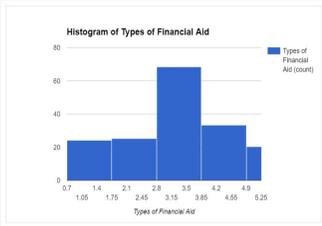


Reach Higher Academy

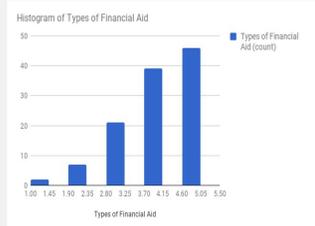


UNDERSTANDING OF FINANCIAL AID

PRE-SURVEY

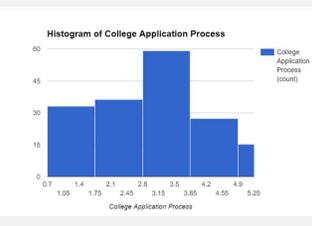


POST-SURVEY

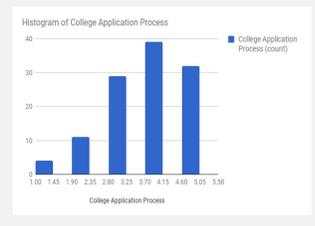


UNDERSTANDING OF COLLEGE APPLICATION PROCESS

PRE-SURVEY

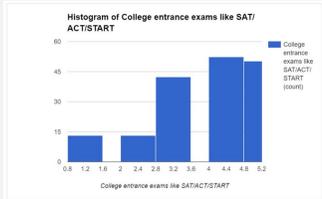


POST-SURVEY

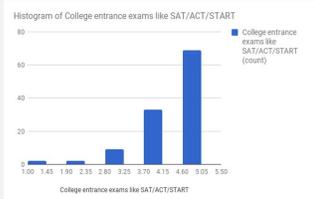


UNDERSTANDING OF ENTRANCE EXAMS

PRE-SURVEY

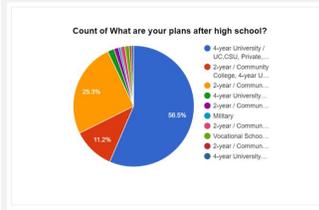


POST-SURVEY

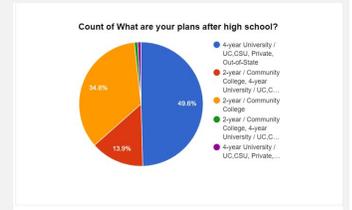


POST-SECONDARY PLANS

PRE-SURVEY



POST-SURVEY



WHAT DID OUR SENIORS SAY ABOUT REACH HIGHER ACADEMY

- It was very informational and I learned a lot
- It was helpful! I'm happy RHS gives us this opportunity
- It helped me to know how I am going to apply to colleges and financial aid
- I need more info on college applications
- I feel that it should be divided based on where students are going and what their plans are
- It made me more confident

WHAT INFORMATION/TOPIC WOULD YOU RECOMMEND BE ADDED TO FUTURE SESSIONS?

- ❖ How to use the Common App
- ❖ Go in depth about college life
- ❖ Private schools
- ❖ Help on the actual application process
- ❖ Military Session

LOCAL NEWS STORY ON REACH HIGHER ACADEMY

- <http://www.keyt.com/news/education/rightetti-seniors-reach-higher-to-attend-college/113922986>





Fall 2014 Excluding Term II

Local High School	Gender		Total
	F	M	
Arroyo Grande High	29	39	68
Cabrillo High	65	52	117
Coastal Christian High	1	2	3
Cuyama Valley High	0	1	1
Delta High	14	14	28
Family Partnership Charter	5	1	6
Grizzly Challenge Charter	1	1	2
Lompoc High	73	52	125
Lopez High	9	5	14
Maple High	2	1	3
Nipomo High	36	57	93
Olive Grove Charter	7	3	10
Orcutt Academy HS	31	46	77
other	38	79	117
Pioneer Valley High	145	135	280
Riphen High	119	111	230
Santa Maria High	98	119	217
Santa Ynez Valley High	14	22	36
St. Joseph High	15	17	32
Valley Christian High	2	1	3
Total	724	758	1482
Total Excluding Other	666	679	1345

Fall 2015 Excluding Term II

Local High School	Gender		Total
	F	M	
Arroyo Grande High	43	37	80
Cabrillo High	40	57	97
Cuyama Valley High	1	1	2
Delta High	29	25	54
Family Partnership Charter	6	3	9
Grizzly Challenge Charter	1	0	1
Lompoc High	58	66	124
Lopez High	8	4	12
Maple High	2	2	4
Nipomo High	43	52	95
Olive Grove Charter	5	5	10
Orcutt Academy HS	39	42	81
other	53	67	120
Pioneer Valley High	144	118	262
Riphen High	90	95	185
Santa Maria High	89	98	187
Santa Ynez Valley High	22	29	51
St. Joseph High	10	16	26
Valley Christian High	2	0	2
Total	685	717	1402
Total Excluding Other	632	650	1282

Fall 2014 Excluding Term II

	ethnicity			Total
	1. White	2. Hispanic	3. Other	
Arroyo Grande High	35	30	3	68
Cabrillo High	48	34	15	117
Coastal Christian High	2	1	0	3
Cuyama Valley High	0	1	0	1
Delta High	7	21	0	28
Family Partnership Charter	5	1	0	6
Grizzly Challenge Charter	0	2	0	2
Lompoc High	15	87	23	125
Lopez High	2	12	0	14
Maple High	0	3	0	3
Nipomo High	35	53	5	93
Olive Grove Charter	4	4	2	10
Orcutt Academy HS	35	33	9	77
other	36	40	41	117
Pioneer Valley High	12	249	19	280
Righetti High	81	132	17	230
Santa Maria High	4	198	15	217
Santa Ynez Valley High	17	17	2	36
St. Joseph High	13	16	3	32
Valley Christian High	3	0	0	3
Total	374	954	154	1482
Total Excluding Other	318	914	113	1345

	ethnicity		
	1. White	2. Hispanic	3. Other
Arroyo Grande High	51%	44%	4%
Cabrillo High	41%	46%	13%
Coastal Christian High	67%	33%	0%
Cuyama Valley High	0%	100%	0%
Delta High	25%	75%	0%
Family Partnership Charter	83%	17%	0%
Grizzly Challenge Charter	0%	100%	0%
Lompoc High	12%	70%	18%
Lopez High	14%	86%	0%
Maple High	0%	100%	0%
Nipomo High	38%	57%	5%
Olive Grove Charter	40%	40%	20%
Orcutt Academy HS	45%	43%	12%
other	41%	29%	30%
Pioneer Valley High	4%	89%	7%
Righetti High	35%	57%	7%
Santa Maria High	2%	91%	7%
Santa Ynez Valley High	47%	47%	6%
St. Joseph High	41%	50%	9%
Valley Christian High	100%	0%	0%
Total	25%	64%	10%
Total Excluding Other	24%	68%	8%

Fall 2015 Excluding Term II

	ethnicity			Total
	1. White	2. Hispanic	3. Other	
Arroyo Grande High	23	48	9	80
Cabrillo High	41	38	18	97
Cuyama Valley High	0	2	0	2
Delta High	1	50	3	54
Family Partnership Charter	8	1	0	9
Grizzly Challenge Charter	0	0	1	1
Lompoc High	15	91	18	124
Lopez High	4	7	1	12
Maple High	0	3	1	4
Nipomo High	31	58	6	95
Olive Grove Charter	3	3	2	10
Orcutt Academy HS	43	32	6	81
other	39	30	31	120
Pioneer Valley High	12	233	17	262
Righetti High	67	100	18	185
Santa Maria High	2	177	8	187
Santa Ynez Valley High	22	27	2	51
St. Joseph High	14	10	2	26
Valley Christian High	1	0	1	2
Total	326	932	144	1402
Total Excluding Other	287	882	113	1282

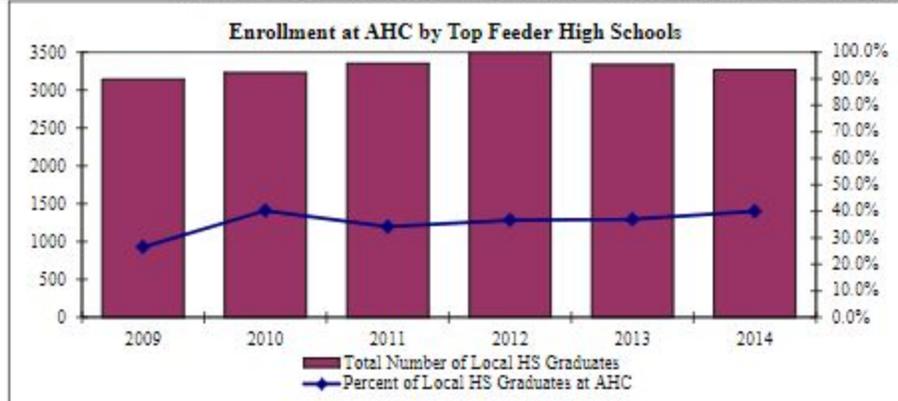
	ethnicity		
	1. White	2. Hispanic	3. Other
Arroyo Grande High	29%	60%	11%
Cabrillo High	42%	39%	19%
Cuyama Valley High	0%	100%	0%
Delta High	2%	93%	6%
Family Partnership Charter	89%	11%	0%
Grizzly Challenge Charter	0%	0%	100%
Lompoc High	12%	73%	15%
Lopez High	33%	58%	8%
Maple High	0%	75%	25%
Nipomo High	33%	61%	6%
Olive Grove Charter	30%	50%	20%
Orcutt Academy HS	53%	40%	7%
other	33%	42%	26%
Pioneer Valley High	5%	89%	6%
Righetti High	36%	54%	10%
Santa Maria High	1%	95%	4%
Santa Ynez Valley High	43%	53%	4%
St. Joseph High	54%	38%	8%
Valley Christian High	50%	0%	50%
Total	23%	66%	10%
Total Excluding Other	22%	69%	9%

**Graduates from Top Local Feeder High Schools
Enrolled at Allan Hancock College**

Year indicates graduated high school and attended AHC credit classes during fall of that year.
High School Graduates information from <http://dq.cde.ca.gov/dataquest/> St. Joseph High data from www.cde.ca.gov/ds/si/sp

Top 10 Feeder High Schools	2009			2010			2011		
	Number of Graduates	Entering AHC	Percent	Number of Graduates	Entering AHC	Percent	Number of Graduates	Entering AHC	Percent
Pioneer Valley High	495	65	13%	476	211	44%	483	219	45%
Righetti High	526	220	42%	475	273	57%	508	239	47%
Santa Maria High	342	139	41%	427	192	45%	458	187	41%
Lompoc High	271	88	32%	312	136	44%	272	94	35%
Nipomo High	281	63	22%	265	123	46%	242	94	39%
Arroyo Grande High	472	68	14%	505	103	20%	459	74	16%
Cabrillo High	272	83	31%	302	128	42%	330	104	32%
Orcutt Academy	na	na	na	na	na	na	na	na	na
St. Joseph High	144	41	28%	133	47	35%	167	60	36%
Delta High	99	46	46%	87	44	51%	185	43	23%
Santa Ynez High	242	20	8%	247	42	17%	248	30	12%
Total	3144	833	26%	3229	1289	40%	3352	1144	34%

Top 10 Feeder High Schools	2012			2013			2014		
	Number of Graduates	Entering AHC	Percent	Number of Graduates	Entering AHC	Percent	Number of Graduates	Entering AHC	Percent
Pioneer Valley High	591	312	53%	522	249	48%	540	283	52%
Righetti High	489	253	52%	496	234	47%	470	234	50%
Santa Maria High	449	214	48%	422	203	48%	444	219	49%
Lompoc High	291	112	38%	263	108	41%	280	125	45%
Nipomo High	267	89	33%	227	100	44%	242	91	38%
Arroyo Grande High	480	92	19%	507	89	18%	461	70	15%
Cabrillo High	287	99	34%	285	86	30%	338	120	36%
Orcutt Academy High	92	5	5%	117	65	56%	146	77	53%
St. Joseph High	105	38	36%	119	37	31%	112	32	29%
Delta High	192	33	17%	179	36	20%	unk.	31	unk.
Santa Ynez High	253	33	13%	201	25	12%	235	25	11%
Total	3496	1260	37%	5338	1232	37%	5268	1307	40%



Righetti HS
Graduates Attending Allan Hancock College Fall 2016

Ethnicity

	2016 Graduates Righetti HS		2016 Grads Local High Schools		All AHC Students	
	Count	%	Count	%	Count	%
Hispanic	140	61%	979	68%	5,729	54%
Other	24	10%	129	9%	1,213	11%
White	66	29%	336	23%	3,594	34%
Unknown	0	0%	0	0%	14	0%
Total	230		1,444		10,550	

Gender

	2016 Graduates Righetti HS		2016 Grads Local High Schools		All AHC Students	
	Count	%	Count	%	Count	%
Female	131	57%	757	52%	5,494	52%
Male	99	43%	687	48%	5,040	48%
Unknown	0	0%	0	0%	16	0%
Total	230		1,444		10,550	

Enrolled Credits *

	2016 Graduates Righetti HS		2016 Grads Local High Schools		All AHC Students	
	Count	%	Count	%	Count	%
0.1 to 2.9	4	2%	19	1%	749	8%
3.0 to 5.9	17	8%	143	10%	2,662	27%
6.0 to 8.9	35	16%	223	16%	2,168	22%
9.0 to 11.9	40	18%	319	23%	1,568	16%
≥12 units	126	57%	682	49%	2,538	26%
Total	222		1,386		9,685	

* missing students did not complete any course

Transfer Intent

	2016 Graduates Righetti HS		2016 Grads Local High Schools		All AHC Students	
	Count	%	Count	%	Count	%
Yes	185	80%	1,058	73%	5,731	54%
No	45	20%	386	27%	4,819	46%
Total	230		1,444		10,550	

Students who graduated from Righetti HS in 2016 were compared to 2016 graduates from AHC's local feeder high schools and to all AHC students with a high school diploma or higher. Only students who were enrolled in at least one credit course in Fall 2016 were considered.

AHC's local feeder high schools are Arroyo Grande, Cabrillo, Central Coast New Tech, Coastal Christian, Cuyama Valley, Delta, Family Partnership Charter, Grizzly Challenge Charter, Lompoc, Lopez, Maple, Nipomo, Olive Grove Charter, Orcutt Academy, Pioneer Valley, Refugio, Righetti, Santa Maria, Santa Ynez Valley, St. Joseph, Sierra Madre, and Valley Christian.

For the START test scores, results are given by the Math, English, and Reading courses the students placed to take at AHC.

Course Placement

Math	Righetti HS		Local H.S.		All H.S.	
	Count	%	Count	%	Count	%
Math 7011 (Basic Skills)	7	3%	55	4%	238	5%
Math 511/513 (Arithmetic/Pre-Algebra)	3	1%	40	3%	229	5%
Math 531 (Pre-Algebra)	1	0%	18	1%	194	4%
Math 311/313 (Algebra 1)	69	31%	423	30%	1,561	32%
Math 321/331 (Geometry/Algebra 2)	127	58%	751	54%	2,266	46%
Math 100 - 131 (Trig/Elem Stats/College Algebra)	8	4%	65	5%	244	5%
Math 141 (Pre-calculus)	3	1%	28	2%	107	2%
Math 135/181-184 (Finite Math/Calculus)	2	1%	18	1%	57	1%
TOTAL	220		1,398		4,896	

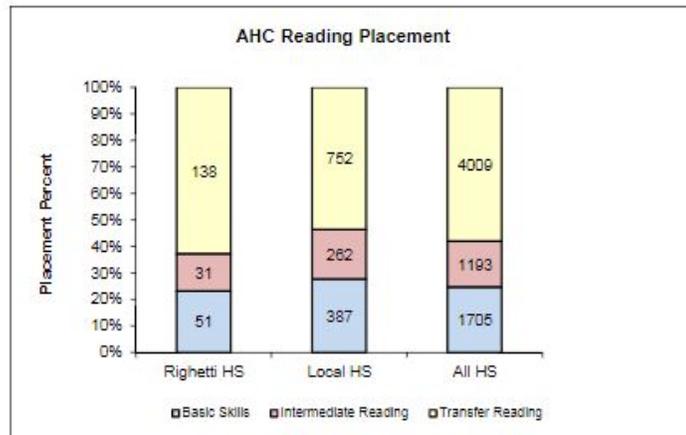
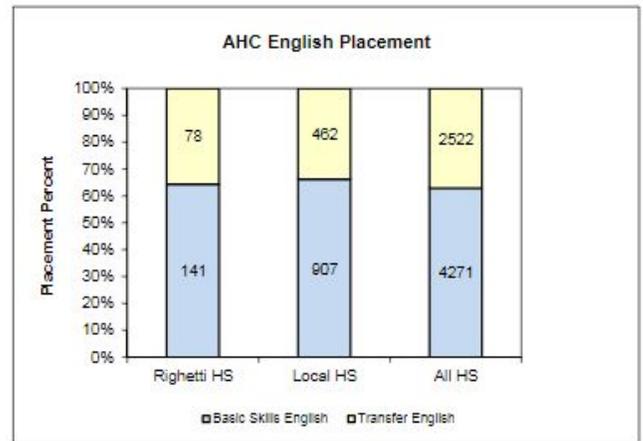
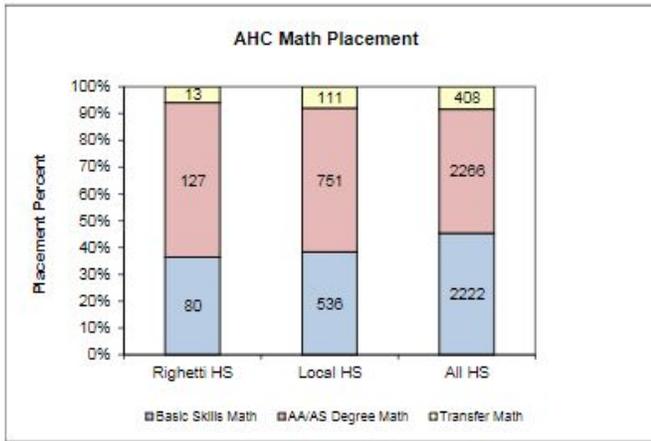
English	Righetti HS		Local H.S.		All H.S.	
	Count	%	Count	%	Count	%
English 511 (Writing Skills 1)	33	15%	224	16%	958	14%
English 512 (Writing Skills 2)	16	7%	90	7%	385	6%
English 513 (Writing Skills 3)	23	11%	220	16%	1,083	16%
English 514 (Writing Skills 4)	69	32%	373	27%	1,845	27%
English 100 and 101 (Writing in Career Fields/Freshman Comp)	78	36%	462	34%	2,522	37%
TOTAL	219		1,369		6,793	

Reading	Righetti HS		Local H.S.		All H.S.	
	Count	%	Count	%	Count	%
ESL	14	6%	105	7%	423	6%
English 511 (Writing Skills 1)	10	5%	82	6%	367	5%
Reading 510 (Beginning College Reading)	27	12%	200	14%	915	13%
Reading 310 (Intermediate College Reading)	31	14%	262	19%	1,193	17%
Reading 110 (Advanced College Reading)	81	37%	379	27%	1,790	26%
College Level Reading	57	26%	373	27%	2,219	32%
TOTAL	220		1,401		6,907	

Basic Skills
AA/AS Degree for math and English; Intermediate reading
Transfer Level

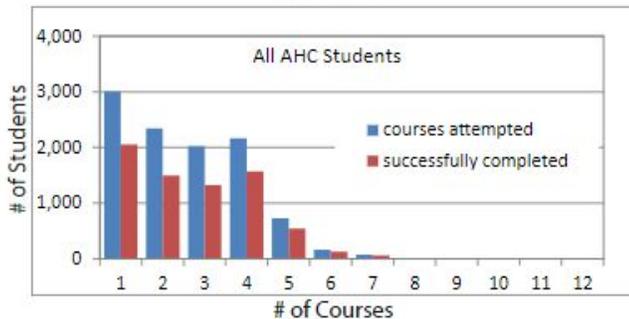
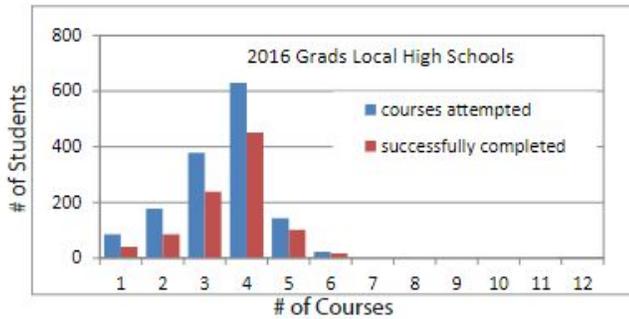
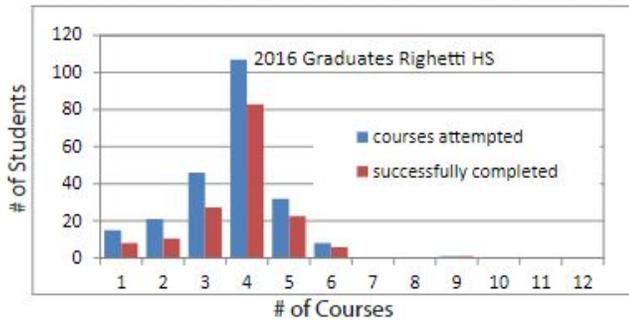
missing students did not take AHC's placement tests

Course Placement



Righetti HS Performance Indicators

Histogram of Number of Fall Gradable Courses Taken and Successfully Completed Courses (number of students versus number of courses)



Number of Basic Skill Courses Taken in Fall 2016

	2016 Graduates Righetti HS		2016 Grads Local High Schools		All AHC Students	
	Count	%	Count	%	Count	%
0	159	69%	841	58%	9,152	87%
1	59	26%	480	33%	1,187	11%
2	12	5%	120	8%	201	2%
3	0	0%	3	0%	10	0%
4	0	0%	0	0%	0	0%
Total	230		1,444		10,550	

Fall Retention Rate (enrolled at end of credit courses taken)

	2016 Graduates Righetti HS		2016 Grads Local High Schools		All AHC Students	
	Count	%	Count	%	Count	%
Completed	753	90%	4,444	89%	23,844	86%
Dropped	87	10%	544	11%	3,836	14%
Total	840		4,988		27,680	

Fall Success Rate (for credit courses taken)

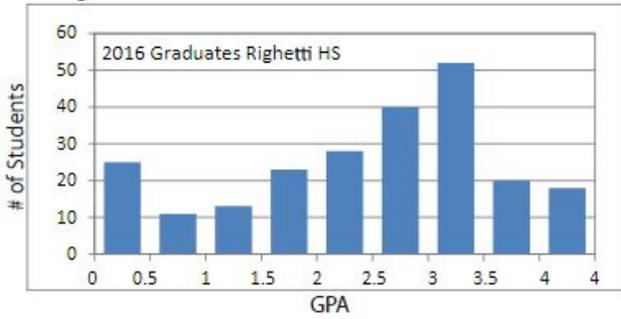
	2016 Graduates Righetti HS		2016 Grads Local High Schools		All AHC Students	
	Count	%	Count	%	Count	%
A,B,C,Pass	596	71%	3,361	67%	19,229	69%
D,F,NoPas	157	19%	1,083	22%	4,615	17%
W	87	10%	544	11%	3,836	14%
Total	840		4,988		27,680	

The retention rate is the percentage of courses in which students are still enrolled at the end of the semester and received an official end of term letter grade different from "W". Counts are the enrollments for all classes attempted, so if a student took 3 courses then the count includes all 3 classes taken.

The success rate is the percentage of courses in which students received a grade "C" or better. Again, these counts are enrollments.

Righetti HS Performance Indicators

Histogram of Fall Cumulative GPA

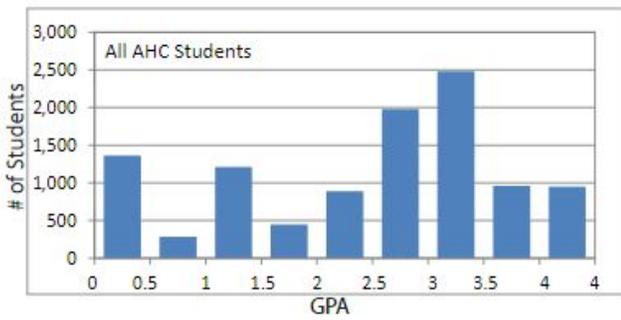
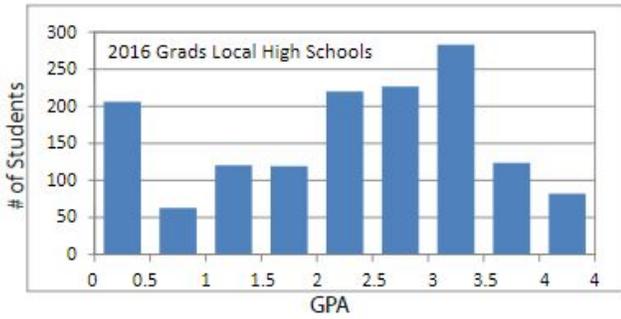


Mean and Standard Deviation of Fall Cumulative GPA

	2016 Graduates Righetti HS		2016 Grads Local High Schools		All AHC Students	
	Mean	StdDev	Mean	StdDev	Mean	StdDev
	2.36	1.18	0.00	0.00	2.62	1.21

Number of Students who Returned in Spring 2015

	2016 Graduates Righetti HS		2016 Grads Local High Schools		All AHC Students	
	Count	%	Count	%	Count	%
Yes	207	90%	1,254	87%	6,956	66%
No	23	10%	190	13%	3,594	34%
Total	230		1,444		10,550	



Chapter Seven: Summer Accelerated Geometry

Dutch Van Patten

The Problem

At ERHS, while we have a high percentage of students (87%), graduating from their four years of study, the number of students who complete the A-G requirements is lower than we like (43%). As a Math teacher and former Math Department Chair, I was invited to join the ERHS CAPP team and work to improve the number of students meeting the A-G requirements. After working with a colleague to look for patterns that could be contributing to our problem, we determined that the root of problem is that even with hard work and skill, there is a large number of our students who can never reach Algebra 2 (the math requirement for A-G requirements) because when they start in a Two Year Algebra course, the matriculation is as follows:

- 9th grade Two Year Algebra A/B
- 10th grade Two Year Algebra C/D
- 11th grade Bridge to Geometry
- 12th grade Geometry

This makes it impossible for anyone in this matriculation pattern to complete Algebra 2 unless offered an opportunity to accelerate through their courses faster.

This problem is further confounded by a school policy that requires students in Chemistry to have Geometry successfully completed as a prerequisite. Ultimately, our students that followed this matriculation of courses were unable to meet the A-G requirements in either Math or Science. We needed to find a way to accelerate their progress in order to meet these requirements.

Data

- Summer 2014
 - 27 Students Enrolled (all 2yr Alg Students)
 - 22 Students Finished with Passing Grade
 - 20 Students Went On To Be A-G Qualified in Math
- Summer 2015
 - 41 Students Enrolled (25 2yr Alg Students, 16 Alg I Students)
 - 38 Students Finished with Passing Grade
 - 31 Students Went On To Be A-G Qualified in Math
- Summer 2016
 - 41 Students Enrolled (20 2yr Alg Students, 21 Alg I Students)
 - 35 Students Finished with Passing Grade
 - 35 Students Went On To Be A-G Qualified in Math

Steps Taken

After looking at the problem, the idea unfolded to develop and offer a Geometry course for the summer. Currently, our school district only funds summer school for students to make up units that are necessary for graduation. The CAPP grant gave us the opportunity to not only give students an opportunity to get ahead, but to do it in a new way. This idea was presented to the ERHS CAPP team and it was decided that this could be a possible solution, and a definite project to use the grant monies.

Our target population was the students who started off at our lowest math course, but had the desire to go directly to a university after after high school. We needed to develop the course in such a way that could include a full year course in

the designated time period. We also needed the students to see success and have supports for motivation, and finally in such a way that students truly retained the information at a deep level that can support taking Algebra 2 subsequently.

We were curious how many students this course could benefit as well as how many would even be interested.

Once the ERHS CAPP team was on board with this as a project, I went to the Math department and received a 'green light' to proceed with the project and see what the results would be. From that step, I proceeded to work with school and district administration to make sure they would honor the course and confer the appropriate credits to the students. We made agreements to what curriculum should be used and that the course would be taught by an experienced teacher (me).

The next step was to develop the curriculum to present it to the Math Departments in the school district. I designed the class with the knowledge that homework completion is one of the major contributing factors to our students' lack of success in math courses. I needed to break down 36 weeks of instruction in 6 weeks so I knew I needed to teach a week's worth of material and have students complete the homework each day. I collaborated with expert Geometry teachers to design my daily activities and also the assessment practices. We designed a system where students received instruction and completed their practice (formerly homework) during their time in class, then would start the next morning with a quiz over the previous day's material. This provided incentives for the students (get their homework done in class before they left) and practice while they could still receive support and guidance, and the morning quiz gave me as the instructor the formative data I needed to adjust my instruction to meet their needs.

Student selection was the next step, and a very important step. Our goal as the ERHS CAPP team is to increase the number of students who complete A-G requirements, so our focus was on the students where this would be the thing to enable that as a possibility. Students were presented with the summer course as an opportunity, then were asked to apply to participate. The Math department worked as a group to review the applications and determine the students that would be enrolled in the course.

The class was 6 weeks long, Monday through Friday and scheduled from 8am to 2pm. Mornings started with a quiz, then direct instruction which was normally finished by 12pm. Students would then complete their practice problems before leaving for the day. If they finished early, they could leave early. Each day kids worked diligently to finish and leave. I never had to worry if their work was done or if they were doing the homework. The students loved it because they never had work outside the class.

My Story

I was invited to be on the ERHS CAPP team in 2013 as a Math teacher to work towards improving student progress through our high school and into the college system. After evaluating student progress and patterns, this Summer Geometry course was proposed and planned as a project for the ERHS CAPP team to fund to see if we could improve the number of students able to complete the A-G requirements to apply for university admission out of high school.

The Accelerated Geometry course first ran in the summer of 2014 with all students that had begun in the Two Year Algebra program. During this first iteration, I learned a few things that led to adjustments from the original plan. One of the first decisions that was made early in the course was that students could leave early if they had completed their practice problems. This gave me a class full of very motivated students doing their work, and no students that did not complete the work.

Another adjustment that I made was to change the start (and end) time of the day by 30 minutes. Over the summer the students did not receive any school provided transportation so many were using the Santa Maria Area Transit (SMAT)

busses and were arriving 30 minutes late. The start time was moved back to 830 instead of 800am to accommodate student transportation issues.

Over the first summer, there were 27 students originally enrolled, 22 of which completed the course satisfactorily. Of those 22, 20 went on to complete their A-G requirements, meaning they were able to complete Geometry, Algebra Two, and Chemistry successfully. I recognized this to be a successful program, but still looked for ways to improve. After some brainstorming, I decided to open the course up to a select number of 9th graders who finished Algebra 1 in order to help motivate the older students and provide an acceleration opportunity for the younger students.

That year, Summer 2015, we had 41 students chosen for the class. The majority of these students were from the original target population, but we had added a small number of students attempting to accelerate. Of these 41 students, 38 passed the course and 31 went on to become A-G qualified in math the following year. Of the 31, 20 were the students who started in the Two Year Algebra course trying to catch up and they did so successfully.

By the third year, 2016, the course had demonstrated enough success that some of the Math teachers wanted to include more students looking to accelerate towards advanced classes. We increased the number of acceleration students to approximately half of the group. The class that year was a huge success with 35 of the 41 students passing and going on to become A-G qualified in math. Of those 35 students, 17 were from the Two Year Algebra students who are now able to apply directly for university admission.

The final step of this project now that the course had been running successfully for three years was to take it districtwide and move from grant funding to district funding. This became very difficult. The ERHS CAPP team had agreed to stipends for payment that was fair and appropriate. However, with the district being at the helm, we were held to contractual obligations that limited to the pay to less than 65% of what the grant had been paying. The incentive to teach the course diminished to nearly nothing, as it was asking teachers to give up the majority of the summer and be paid at significantly less than their daily rate during the school year.

However, the biggest struggle in my opinion involved philosophical differences with the other math department members and administration. Through practice over 3 years we struck a balance between students working to meet A-G requirements that otherwise were blocked from doing so and students working to get into upper level math courses. The decision was made against the advice of the Math Department Chair and CAPP team to focus on the students moving into the upper level courses. This decision eliminated the opportunity for those students seeking advancement to meet the A-G requirements essentially barring them from Geometry and Chemistry and meeting the requirements to apply directly for university admission. I was deeply hurt by this decision because the course I developed was to help students who had no other way to meet the A-G requirements, and I had witnessed a group of students at graduation each year who were eligible only because they took that course. This opportunity is now gone.

Artifacts

2017 Summer Geometry Class

June 15 through July 7

July 17 to July 28

Overview

The summer Geometry class for Righetti High School is set up to cover the topics of one year of Geometry using common core standards in an accelerated six weeks. The class will run from 8:30am until 2:00pm daily with a half hour lunch break. Upon completion of the first three weeks all students will receive the first semester credit of Geometry (A). Upon completion of the second three weeks all students will receive the second semester credit of Geometry (B). This course is not designed for remedial purposes. Three (3) unexcused days of summer school and students may be dropped.

Purpose

The purpose of this course is to give students between 9th and 12th grade a chance at becoming UC/CSU eligible in the math portion of the A-G requirements. Students will then take Algebra II next year (after passing this course). This allows students to take Pre- Calculus and even AP Calculus in the following years, making students even more competitive for college.

Structure

This class is set to cover a week of Geometry curriculum each day. Each day will begin with a quiz over the previous day's topics and end with an inquiry project based activity where students will use the day's topics to discover the subjects. During the regular school year each week's seat time is 4 hours and 10 minutes. Each summer school day's seat time is 4 hours and 30 minutes. This makes each three week period of summer school equivalent to one semester of the regular school year or 17 weeks.

Student grades will be based on each assignment being worth two points and each quiz worth ten points. Upon completion of the first three weeks the student will have a final exam over the first semester. Upon completion of the second three weeks the student will take a final exam on the second semester.

The student and parent/guardian agree to the terms outlined above.

Print Student Name: _____ Student ID#: _____

Parent/Guardian Signature

Student Signature

Parent/Student Contract for Summer Geometry Course

Chapter Eight: Pre-Chemistry Course

Samantha Van Patten

The Problem

ERHS has a statistically high rate of failure in the Chemistry course that is required to meet the A-G requirements to apply for acceptance to four year universities. Increasing the number of students who are A-G qualified is a direct goal of the ERHS CAPP team as well as the ERHS Single Plan for Student Achievement.

In 2015, our school district data showed that 30% of students who took Chemistry for a first time were failing the course. However, under review, teachers noticed that students who retook Chemistry for a second time were more successful at grasping the concepts and progressing with greater confidence. After interviewing students and teachers about this trend, the anecdotal evidence led to the conclusion that students taking Chemistry in the 10th and 11th grades lack various skills needed to be successful in the course like study skills, organization, critical thinking, and problem solving skills.

Chemistry mimics a mathematics course in that the first concepts taught build on the next and so on. Therefore, a lack of understanding at the beginning of the semester quickly spirals into an impossible feat. I proposed a “Pre-Chemistry” to the ERHS CAPP team and the current ERHS Chemistry teachers, that was based on the success of the Summer Accelerated Geometry course. The course would follow the model of the Accelerated Geometry course for design and implementation to strengthen students’ skills prior to entering the ERHS Chemistry course in the Fall.

Data

Pre Chemistry Workshop Summer of 2016

17 students signed up

15 students attended/completed workshop

12 students went on to complete A-G Requirements

Steps

1. Develop curriculum that will provide students with foundational skills necessary for success in the Chemistry course. This is best done working in collaboration with teachers currently teaching the course in order to identify both the skills needed, and the areas of the course where students seem to struggle the most and ultimately stop trying.
2. Select students that will benefit the most from this type of workshop. We chose to aim for students who received a B or C grade in their current Math/Science courses but were planning on taking Chemistry in the Fall. In addition, we looked for teacher recommendations who had worked with the students in the past and knew their study habits and performance. Students who were interested then completed an information sheet that could be used as a reference when a committee of Science department members to select appropriate students if more signed up than could be served (this was deemed unnecessary).
3. Students attend the daily workshop for 4 hours per day and build their knowledge and skills and a reference notebook that will support them in the subsequent Chemistry course.
4. Continued observation of students through the year to provide support and track their success.
5. Celebrate victories! Small victories during the year as well as at the end of the Chemistry course for those who were successful all the way to the end.

Story

Upon joining the ERHS CAPP team and convincing both them and the ERHS Science department to support and allow a pilot Pre-Chemistry course, the next step was to make it happen. The idea was presented to students as an opportunity to have a new starting point for Chemistry. Students would participate in a 3 week workshop that would provide students with preparation directly related to success in a Chemistry course. The Pre-Chemistry workshop does not replace Chemistry, but gives students an opportunity for foundational skills and direct instruction in the soft skills that are necessary for success in an academic course such as Chemistry. By attending the workshop, students would have as a result a reference notebook created by themselves in collaboration with myself and their peers that would support their success in the subsequent Chemistry course.

Using the current (2016) course outline for the Chemistry at ERHS, I began to create the objectives for the Summer workshop. The Chemistry teacher suggested that I cover mostly foundational skills that are presented in the first semester of ERHS Chemistry as well as the soft skills.

The structure of the day was planned for 3 weeks in the summer, Monday through Friday 8am til 12pm for a total of 60 hours. Students would participate in various learning activities to give them multiple modes of access in addition to improved engagement. Each day was broken into 4 parts that followed the same pattern:

- Agenda and objectives
- Misconception Inventory (question, activity, video)
- Essential Question (notebook and handouts)
- Notes (via slide presentation, whiteboard/lecture, handout)
- Guided Practice (via textbook, notes, handouts)

Over the course of the three week workshop as students completed the activities, they developed a notebook comprised of handouts and additional resources as well as their own notes and practice problems to refer to later when they take the Chemistry course. I developed the plan for the notebook using a variety of curriculum resources including AVID for successful study skills, the current Chemistry textbook, adapted supplemental material, and internet resources.

Each student received a binder and notebook pages each day they were present in class. This binder served as an interactive notebook with adapted Cornell notes taken by the students, a learning log for reflection, and practice problems. These activities support the thinking needed to meet the New Generation Science Standards. While the three week time period provided limited ability to address many of these newly adopted standards, the use of more hands-on activities and experimentation is foundational for the skills that the students will need during the Chemistry course in order to master those standards.

During the pilot, I listened intently to the students during discussions and collaborative work time and adjusted the content to meet their needs while still adhering to the objectives for the workshop. I was able to informally evaluate each student while doing practice problems or conceptual games. Each day included a challenge that was intended to engage students with the curriculum and build community within the group that could continue to support each other as they progress into the Chemistry course.

At the end of each week, students completed a quiz over the concepts of the week including questions and practice problems. I used the results of these quizzes to evaluate and adjust my plan for the following week. At the end of the course, each student received a Certificate of Completion and we celebrated as a new “family” with a potluck that the students organized.

Over the following school year, I continued to monitor the students from the Pre-Chemistry Summer Workshop. I continued to encourage them, and saw they were supporting each other, and provided small treats periodically as an incentive to continue working hard to be successful in Chemistry. Out of the 15 students who completed the workshop, 12 successfully completed Chemistry with a C or better grade and were successful at meeting their A-G requirements.

I was very excited and fueled by the students' successes and was ready to teach it again and share the curriculum with other teachers interested in pursuing a similar model. Unfortunately, by the summer of the 2017, the grant period had come to a close and the workshop would have to be supported by the school district rather than the CAPP grant. Because of this, the contractual requirements for teachers to work in the summer were in force and the course could not be offered.

Successes and Recommendations

1. Based on the data, the model was successful. 80% of the students who completed the Pre-Chemistry workshop completed their A-G requirements, which means they successfully completed Chemistry with a C or better. This number is particularly encouraging when it is remembered that the students who participated came from a target group of students that were most likely to NOT be successful in completing Chemistry.
2. It is recommended to work with peers to develop this style of workshop that provides foundational skills necessary in a course that students struggle to complete. The successful collaboration with the Science department and the Chemistry teachers helped to develop the curriculum that ultimately gave the students what they needed for success.
3. This pilot was only possible because of the CAPP grant. By using grant monies, we as the ERHS CAPP team were able to develop innovative ideas and implement them to determine if they can be successful. Unfortunately, even though this project provided promising results, it was unable to continue due to contractual requirements. It is recommended that working with the administration early in the development to have a plan for continuation of successful programs in order to avoid the heartache I experienced after developing a successful program AND then not being able to continue it for reasonable compensation.

Resources for course development:

- Addison-Wesley Chemistry expanded 4th edition
- 100 Reproducible Activities Chemistry Instructional Fair, Inc., Grand Rapids, MI
- Prentice Hall Chemistry a Study of Matter Laboratory Manual
- <http://sciencenotes.org/> (periodic table)
- <http://chemistry.about.com/> (periodic table)
- <https://www.youtube.com/channel/UCxby2oPQwaY2poKTg5pSRqA> (teacher's pet video)
- www.chemistryislife (chemistry of pancakes)
- <https://www.nde-ed.org/EducationResources/HighSchool/Radiography/radioactivity.htm> (atomic number)
- <https://www.boundless.com/chemistry> (mass number)
- <https://www.youtube.com/watch?v=0Bt6RPP2ANI> (The 10 Most Amazing Chemical Reactions; with Reactions)
- Elements 4D app

Artifacts

<p>General Lesson Plan – Samantha Van Patten Class is from 8:00-12:00 with breaks and time for extra help built in</p>	
<p><u>Part 1: 8:05-9:00</u></p> <ul style="list-style-type: none"> ✓ Agenda and objectives ✓ Misconception Inventory (question, activity, video) ✓ Essential question (notebook and handouts) ✓ Notes (power points, whiteboard, handouts) ✓ Guided practice (textbook, notes, handouts) <p><u>Break 9:00-9:10</u></p>	<p><u>Part 2: 9:10-10:00</u></p> <ul style="list-style-type: none"> ✓ Agenda and objectives ✓ Check for Understanding (activity, games) ✓ Essential question (notebook, handouts) ✓ Notes (power points, whiteboard, handouts) ✓ Guided practice (textbook, notes, handouts) <p><u>Break 10:00-10:10</u></p>
<p><u>Part 3 10:10-11:00</u></p> <ul style="list-style-type: none"> ✓ Agenda and objectives ✓ Check for Understanding (activity, games) ✓ Essential question (notebook, handouts) ✓ Notes (power points, whiteboard, handouts) ✓ Guided practice (textbook, notes, handouts) ✓ Misconception Inventory <p><u>Break 11:00-11:10</u></p>	<p><u>Part 4: 11:10-12:00</u></p> <ul style="list-style-type: none"> ✓ Agenda and objectives ✓ Check for Understanding (activity, games) ✓ Guided practice (textbook, notes, handouts) ✓ Extra help for individual/groups

General Lesson Plan

DOK Question Stems

<p>DOK 1</p> <ul style="list-style-type: none"> • Can you recall ____? • When did ____ happen? • Who was ____? • How can you recognize ____? • What is ____? • How can you find the meaning of ____? • Can you recall ____? • Can you select ____? • How would you write ____? • What might you include on a list about ____? • Who discovered ____? • What is the formula for ____? • Can you identify ____? • How would you describe ____? 	<p>DOK 2</p> <ul style="list-style-type: none"> • Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? • Contrast ____? • How would you classify ____? • How are ____ alike? Different? • How would you classify the type of ____? • What can you say about ____? • How would you summarize ____? • How would you summarize ____? • What steps are needed to edit ____? • When would you use an outline to ____? • How would you estimate ____? • How could you organize ____? • What would you use to classify ____? • What do you notice about ____?
<p>DOK 3</p> <ul style="list-style-type: none"> • How is ____ related to ____? • What conclusions can you draw ____? • How would you adapt ____ to create a different ____? • How would you test ____? • Can you predict the outcome if ____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of ____? • What facts would you select to support ____? • Can you elaborate on the reason ____? • What would happen if ____? • Can you formulate a theory for ____? • How would you test ____? • Can you elaborate on the reason ____? 	<p>DOK 4</p> <ul style="list-style-type: none"> • Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about ____? • DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. • DOK 4 requires time for extended thinking.

From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins

Depth of Knowledge Question Stems

Students CAN:

-  Use text features to navigate the Chemistry textbook.
-  Use memorization skills to build schemata (memory pockets)
-  Use notetaking skills to organize and process information.
-  Recognize patterns in chemistry and problem solving.
-  Relate prior knowledge to grasp new concepts.
- Apply rules for significant figures in calculations to round off numbers correctly.
- Identify the atomic mass and atomic number of various elements.
- Calculate the number of protons, electrons, and neutrons of atoms.
- Describe the families and periods on the Periodic Table.
- Describe valence electrons and electron configurations.
- Calculate the number of protons and electrons of ions.
- Identify anions and cations.
- Memorize some polyatomic ions.
- Name and form ionic compounds and calculate gram formula mass.
- Name and form molecular compounds and calculate gram molecular mass.
- Balance equations and predict products.
- Identify types of equations based on reactants and products
- Solve word problems using factor label method.
- Manipulate the conversion factors of a mole.
- Calculate percent composition.
- Calculate the empirical formula of a compound.
- Calculate the molecular formula of a compound.
- Rewrite and balance net ionic equations.
- Identify the components of an experiment.
- Determine gram atomic mass from given lab results
- Determine empirical formula from given lab results

'Students Can' Statements of Objectives

Day 1: Introduction, Tools of Chemistry, Significant Figures

1. Textbook (features)
2. Periodic Table (weighted average)
3. Ion list aka Purple sheet (memorization)
4. Class/lab notebook (organized reference)
5. Calculator (significant figures)

Day 2: Atoms

1. Atomic number
2. Mass number vs. gram atomic mass
3. Protons
4. Neutrons
5. Electrons

Day 3: Periodic Table

1. Organization
2. Families
3. Valence Electron
4. Periods
5. Electron configurations

Day 4: Ions

1. Number of electrons and protons
2. Anions
3. Cations
4. Polyatomic ions (purple sheet)
5. Nomenclature

Day 5: Bonding

1. Types of bonds
2. Ionic compounds
3. Gram formula mass
4. Molecular compounds
5. Gram molecular mass

Plan for Week One, example of organization of topics

Week 2: Textbook Practice

Day	Topic	Chapter Sections	Pages Pages bolded are reference fig. or tables	Concept practice	Objective
6	Equations	7.1-7.11	175-198; 197	1-27	Balance equations and predict products. Identify types of equations based on reactants and products
7	Factor Label Method	3.3-3.7	63-76; 40,42,44	9-25	Solve word problems using factor label method.
8	Moles	6.2-6.8	145-160; 145	6-27	Manipulate the conversion factors of a mole.
9	Percent Composition	6.9	161-164	28-30	Calculate percent composition.
10	Empirical Formula	6.10	166-168	33-35	Calculate the empirical formula of a compound.
Additional notes, guided practice sheets, and checks for understanding will be completed.					

Textbook Practice, example

PRIOR KNOWLEDGE AND MISCONCEPTIONS

True/False: If the statement is true leave it alone. If the statement is false fix it by adding or deleting information to make it true.

1. Reading the Chemistry book is the same as reading an English novel.
2. The Chemistry book is used by teachers to prepare lessons and by students to do homework.
3. The index of the chemistry book is located at the front of the book.
4. All the important concepts are explained using bold words and figures.
5. The goals and objectives are the same.

NAVIGATING THE CHEMISTRY TEXTBOOK

Fill in the blank: Write in the page numbers or descriptions for the following questions. Use your notes to help.

1. A strategy I could use to find the page number in the textbook that has the definition of the Law of Definite and Multiple Proportions might be? _____
2. If that strategy did not work I could also try? _____
3. Using the strategy of your choice, on **page** _____ of **Chapter** _____ in **Section** _____, the definition of the law of definite proportions can be found.
4. At the beginning of the section the _____ reads "show that a compound obeys the law of _____ and..."
5. The **figure** _____ shows that hydrogen peroxide bleaches dye in most fabrics and water does not.
6. The definition for *law of definite proportions* is _____
7. The **figure** _____ is an example of _____ law of multiple proportions.
8. The ratio of the mass of A in compound C to the mass of A in compound D (**for a fixed mass of B**) is _____; _____ or reduced to _____; _____.
9. After reading through **Example 2 Finding Mass Ratios**, if you still DIDN'T GET IT the _____ - _____ **tip** would tell you "To compare, divide each mass ratio to give a 1 in the denominator."
10. After answering the **concept practice** # _____ and **Practice problem** # _____, you can check your answers in **Appendix** _____ found on **page** # _____ found at the _____ of the textbook.

Law of Definite and Multiple Proportions Textbook Navigation Activity Example

Essential Question (EQ): How can the features of the textbook help in understanding the law of definite and multiple proportions?

(Is answered in your summary.)

(Provided by teacher or developed by student)

***Summary:** Answer your EQ and DOKs here. ~Results in a 4 sentence focused summary

DOK Questions

[reference DOK Question Stems]

(Are answered in your summary.)

1. Write a level 1 question based on your notes here.

2. Write a level 2 question based on your notes here.

3. Write a level 3 question based on your notes here.

Chemistry textbook features (students brainstorm 1st then compare with teacher list)

- Table of contents
- Appendices
- Index
- Chapter **Goals**
- Concept overview
- Section objective
- Section title
- Figures
- Tables
- Bold words
- Italics
- Examples
- Concept practice
- Safety
- Practice problems
- Problem solving tip
- Historical Notebook
- Activity
- Chapter Review
- Key terms
- Chapter summary
- Practice Questions
- Mastery Questions

PERSONAL LEARNING LOG

Chemistry Prep Course		Name		Date	
Unit _____ Chapters _____ Major Concepts: (write 3 <u>unique</u> academic statements at the end of the unit)					
Day 1 Introduction Chemistry tools Significant Figures	Textbook (features)	Periodic Table (weighted average)	Ion list aka Purple Sheet (memorization)	Class/lab Notebook (organized reference)	Calculator (significant figures)
pages					
Day 2 Atoms	Atomic Number	Mass number vs gram atomic mass	Protons	Neutrons	Electrons
pages					
Day 3 Periodic Table	Organization	Families	Valence Electron	Periods	Electron Configurations
pages					
Day 4 Ions	Number of electrons and protons	Anions	Cations	Polyatomic ions (purple sheet)	Nomenclature
pages					
Day 5 Bonding	Types of bonds	Ionic compounds	Gram formula mass	Molecular compounds	Gram molecular mass
pages					

Personal Learning Log Example

$$58.8 \text{ g C} \times \frac{1 \text{ mol C}}{12.01} = \frac{4.9}{1.96} = 2.5$$

$$9.8 \text{ g H} \times \frac{1 \text{ mol H}}{1.01} = \frac{9.7}{1.96} \approx 5$$

$$31.4 \text{ g O} \times \frac{1 \text{ mol}}{16} = \frac{1.96}{1.96} = 1$$

$5 \times 12.01 = 60.05$
 $10 \times 1.01 = 10.1$
 $2 \times 16 = 32$
 30.625
 5.05
 16
 51.73

$\frac{102}{51.73} = 1.97 \approx 2$
 $\frac{102}{51.73} = 1.97 \approx 2$

Compound formula: $\text{C}_5\text{H}_{10}\text{O}_2$
 Empirical formula: $\text{C}_5\text{H}_{10}\text{O}_2$

Molecular formula: $\text{C}_5\text{H}_{10}\text{O}_2$



35
2Ba Not using % Composition

Mg_3N_2 $Mg = 200.59$ $C = 12.011$
 $K = 39.098$ $O = 15.9994$
 $Mn = 54.938$ $H = 1.0079$
 $Na = 22.990$ $N = 14.007$
 $Ca = 40.08$ $P = 30.974$
 $Al = 26.982$ $Cr = 51.996$
 $Cu = 63.546$ $Ba = 137.33$
 $Mg = 24.305$ $Fe = 55.847$
 $Zr = 65.38$ $Cl = 35.453$
 $S = 32.06$

903g Mg react with 348g N
 $\frac{903g Mg}{24.305g/mol} = 0.372 \text{ mol Mg}$
 $\frac{348g N}{14.007g/mol} = 0.248 \text{ mol N}$

$\frac{2}{\frac{248}{248}} = 1$ $\frac{372}{248} = 1.5$

Good Morning

8:00-8:50
 Text p 45-18aeh, 19 bdf
 # 8-10, 12-14

9:00-9:50
 Percent Composition C. Notes
 Text p 161-164 #28, 29 ab, 30, ab

10:00-10:50
 Empirical Formula C. Notes
 Text p 166-168 #33 #34 a,b,d #35 only a,b

Information
 examples
 Vocabulary
 Index
 table of contents
 glossary
 pictures
 italic words
 page numbers

updates
 graphs
 diagrams
 questions
 summaries
 bullet points
 sources
 periodic table
 Elements

Elements 4d
 App

Misconception:
 USA only country that uses feet and inches.
 Most of world uses metric system of measurement except USA

p 116-117 #9-10
 p 100-101 #20