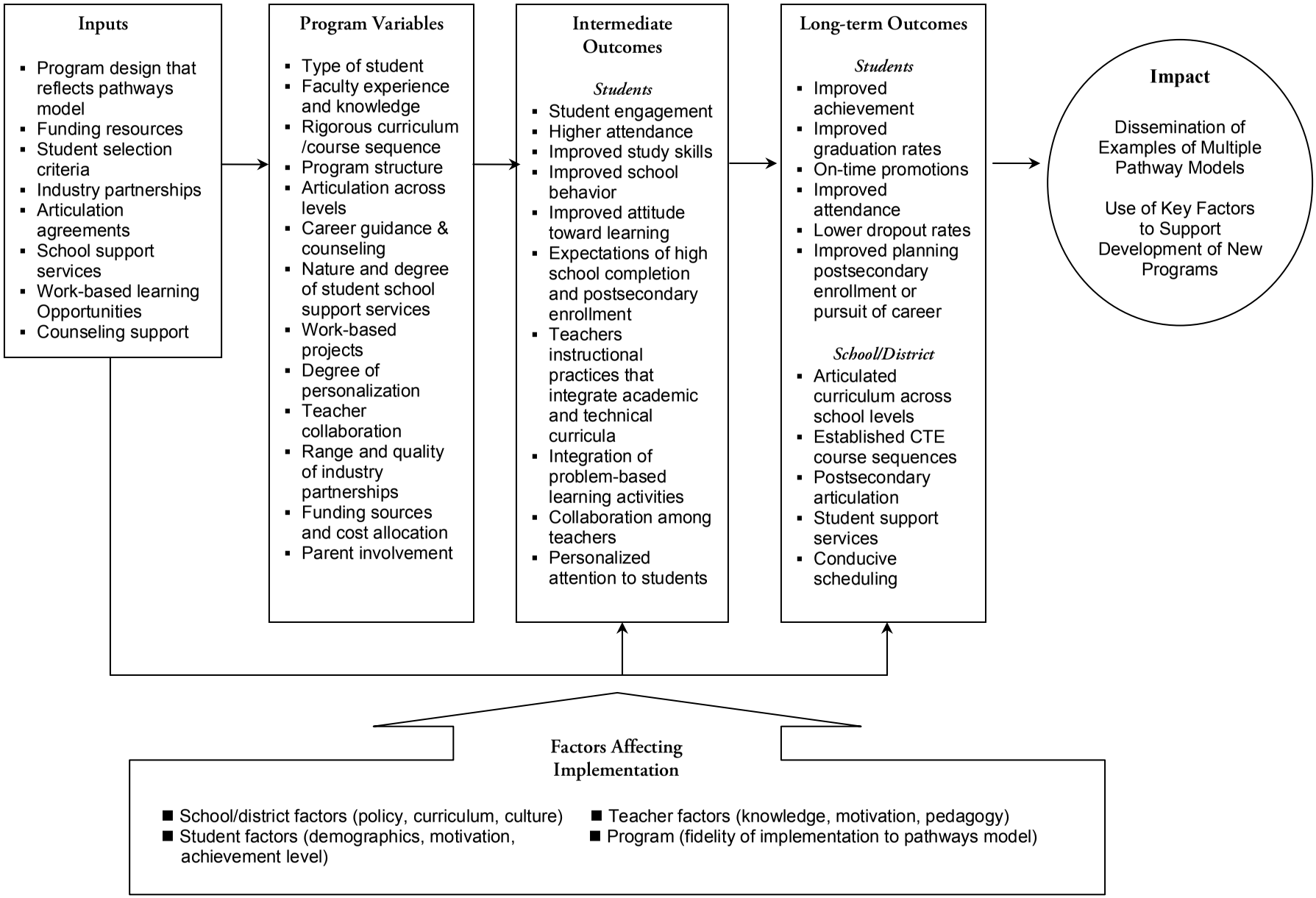
Appendix A: Logic Model and Data Request Tools


Inputs
Program design that reflects pathways model
Funding resources
Student selection criteria
Industry partnerships
Articulation agreements
School support services
Work-based learning Opportunities
Counseling support
Program Variables
Type of student
Faculty experience and knowledge
Rigorous curriculum /course sequence
Program structure
Articulation across levels
Career guidance & counseling
Nature and degree of student school support services
Work-based projects
Degree of personalization
Teacher collaboration
Range and quality of industry partnerships
Funding sources and cost allocation
Parent involvement
Intermediate Outcomes
Students
Student engagement
Higher attendance
Improved study skills
Improved school behavior
Improved attitude toward learning
Expectations of high school completion and postsecondary enrollment
Teachers instructional practices that integrate academic and technical curricula
Integration of problem-based learning activities
Collaboration among teachers
Personalized attention to students
Long-term Outcomes
Students
Improved achievement
Improved graduation rates
On-time promotions
Improved attendance
Lower dropout rates
Improved planning postsecondary enrollment or pursuit of career
School/District
Articulated curriculum across school levels
Established CTE course sequences
Postsecondary articulation
Student support services
Conducive scheduling
Impact
Dissemination of Examples of Multiple Pathway Models
Use of Key Factors to Support Development of New Programs
Factors Affecting Implementation
School/district factors (policy, curriculum, culture)
Student factors (demographics, motivation, achievement level)
Teacher factors (knowledge, motivation, pedagogy)
Program (fidelity of implementation to pathways model)

ConnectEd
The California Center for College and Career

Transforming today's education
for tomorrow's economy

May 27, 2008

[contact]
[school]
[address]

Dear [contact]:

Greetings! We trust that things have been going well for you as you have developed and implemented your multiple pathways program this year. As you know, your grant agreement with ConnectEd specifies that you will collect and submit to us data regarding your students' outcomes. We are writing now to remind you of this requirement. We believe we have developed a procedure to help you organize and submit your data that will not be overly burdensome, though we do understand that it will take some time and effort.

Our analysis will be based on *individual student-level data* so that we can answer the following questions:

- What is the achievement level (based on 2008 CST subtest scores, CAHSEE pass rates, and GPA) of students that are participating in these programs?
- How do the achievement levels of students in the demonstration programs compare to similar groups of students (within the school or district and within California)?
- What is the grade-to-grade promotion rate (percent of students on track for on-time graduation), program continuation rate (percent of students continuing to participate in your program next year) and graduation rate of students that are participating in these programs?
- Do these rates vary by gender and ethnicity, and how do these various sub-groups' achievement levels or rates compare to statewide measures?

We would also like to know seniors' eligibility for UC/CSU admission (based on their secondary coursetaking) and their postsecondary plans.

This analysis will be used, first and foremost, to provide information to the James Irvine Foundation about the success of programs that incorporate the ideals of multiple pathways as promoted by ConnectEd. Although we need individual student-level information from you in order to calculate accurate comparisons, we assure you that no student will be identifiable from any measure or statement we publish.

The enclosed spreadsheet provides a template for you to use in querying your data system and/or organizing the data to send to us. Although we believe two questions will need to be entered by you (expected enrollment in the program next year and students' postsecondary plans), most information should be readily available from your student information system.

We assume that your system can export data as an Excel file; if not, our computer systems and analysts can handle a variety of data formats, and we can discuss this when we call you following your receipt of this letter or you can give us a call at any time. We do not expect you to re-enter data in Excel "by hand" (with the possible exception of the two indicators mentioned above).

Prior to the end of the current school year, you need to survey your seniors to ask about their current post-graduation plans (essentially, what they plan on doing in the fall). We have attached a form that you may use as is or that you may revise to meet your own needs. (For example, you may want to obtain more detail about the specific school in which they plan to enroll, or in what type of job they intend to find employment.) If you already collect students' postsecondary plans through another means, we can accept those results as well, but please attempt to obtain all of the information requested.

We ask you submit all data to us, with the exception of the CST scores, by **July 28, 2008**. The CST score data are due **September 30, 2008**.

As mentioned above, we will follow this letter with a phone call to respond to any questions you might have and to have a discussion about the appropriate comparison school data for us to use. At that time, we will also discuss our overall plans for the 2008 evaluation. If you need to contact us regarding the collection of these data, we will be available to respond to your questions:

- Beverly Farr is responsible for the overall evaluation:
  (510) 849-4942 or (510) 647-4301 bfarr@mprinc.com

- Denise Bradby is responsible for the specifics on data elements and analysis:
  (510) 849-4945 dbradby@connectedcalifornia.org

Arlene LaPlante and Gary Hoachlander are working very closely with us on the evaluation and will also be available for any questions you might have.

Thank you in advance for your attention to this matter. It is vital to us, the James Irvine Foundation, and the field to provide evidence about the progress and success of multiple pathways programs.

Best regards,

Beverly Farr	Denise Bradby
Director of Evaluation	Senior Associate for Program Improvement and Data Development

Enclosures

ConnectEd: The California Center for College and Career
Data Collection Template

Freshmen

	Gender	Race/ ethnicity	Was student promoted to grade	Is student expected to be enrolled in your program next year?	Student's GPA for this year	Attendance					CST English 9		CST General Math --if applicable		CST Algebra I --if applicable		CST G --if ap
	(male/ female)	(1 of 9 choices)	(yes/no)	(yes/no)		Days Expected	Days Present	Of days absent, # of days excused			(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)
student 1																	
student 2																	
student 3																	
student 4																	
student 5																	
student 6																	
student 7																	
etc.																	

Choices for race/ethnicity: African-American; American Indian/Alaskan Native; Asian; Filipino; Hispanic/Latino; Pacific Islander; White; multiple; unknown/no response
Options for proficiency level: advanced, profocient, basic, below basic, far below basic

Sophomores

	Gender	Race/ ethnicity	Was student promoted to grade	Is student expected to be enrolled in your program next year?	Student's GPA for this year	Attendance			10th grade ELA CAHSEE	10th grade math CAHSEE	CST English 10		CST General Math --if applicable		CST Algebra I --if applicable		CST G --if ap
	(male/ female)	(1 of 9 choices)	(yes/no)	(yes/no)		Days Expected	Days Present	Of days absent, # of days	(score)	(score)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)
student 1																	
student 2																	
student 3																	
student 4																	
student 5																	
student 6																	
student 7																	
etc.																	

Choices for race/ethnicity: African-American; American Indian/Alaskan Native; Asian; Filipino; Hispanic/Latino; Pacific Islander; White; multiple; unknown/no response
Options for proficiency level: advanced, profocient, basic, below basic, far below basic

Freshmen

	eometry plicable		CST Algebra II --if applicable		CST Earth Science --if applicable		CST Biology --if applicable		CST Life Science		CST Chemistry --if applicable		CST Intg/Coord Sci 1 --if applicable		CST Intg/Coord Sci 2 --if applicable	
	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	
student 1																
student 2																
student 3																
student 4																
student 5																
student 6																
student 7																
etc.																

Sophomo

	eometry plicable		CST Algebra II --if applicable		CST Summative Math --if applicable		CST World History		CST Life Science /Science 10		CST Biology --if applicable		CST Chemistry --if applicable		CST Physics --if applicable		CST Intg/Coord Sci 1 --if applicable		CST Intg/Coord Sci 2 --if applicable	
	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	
student 1																				
student 2																				
student 3																				
student 4																				
student 5																				
student 6																				
student 7																				
etc.																				

Juniors

	Gender	Race/ ethnicity	District	School	Was student promoted to grade 12?	Is student expected to be enrolled in your program next year?	Student's GPA for this year	Attendance				CST English 11		CST Algebra I --if applicable		CST Geometry --if applicable	
	(male/ female)	(1 of 9 choices)	(Clovis/ Fresno)		(yes/no)	(yes/no)		Days Expected	Days Present	Of days absent, # of days excused		(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)
student 1																	
student 2																	
student 3																	
student 4																	
student 5																	
student 6																	
student 7																	
etc.																	

Choices for race/ethnicity: African-American; American Indian/Alaskan Native; Asian; Filipino; Hispanic/Latino; Pacific Islander; White; multiple; unknown/no response
Options for proficiency level: advanced, profocient, basic, below basic, far below basic

Seniors

	Gender	Race/ ethnicity	District	School	Did student graduate in May/June?	Student's cumulative GPA	Student's GPA for this year	Attendance			Is student eligible, based on courses completed (meeting all A-G course requirements), to enter the UC/CSU system?	ELA CAHSEE	Math CAHSEE	PSE Plans?			
	(male/ female)	(1 of 9 choices)	(Clovis/ Fresno)		(yes/no)			Days Expected	Days Present	Of days absent, # of days excused	(yes/no)	(score)	(score)	(1 of 8 choices)			
student 1																	
student 2																	
student 3																	
student 4																	
student 5																	
student 6																	
student 7																	
etc.																	

Choices for race/ethnicity:

African-American	Asian	Hispanic/Latino	White	unknown/no response	
American	Filipino	Pacific Islander	multiple		

Choices for PSE plans:

4-year only	2-year only		Apprenticeship/technical training	Military
4-year + employment	2-year + employment		Employment only	Other

Juniors

	CST Algebra II --if applicable		CST Summative Math --if applicable		CST U.S. History		CST World History		CST Biology --if applicable		CST Chemistry --if applicable		CST Physics --if applicable		CST Intg/Coord Sci 2 --if applicable		CST Intg/Coord Sci 3 --if applicable	
	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)	(score)	(proficiency level)
student 1																		
student 2																		
student 3																		
student 4																		
student 5																		
student 6																		
student 7																		
etc.																		

Seniors

student 1			
student 2			
student 3			
student 4			
student 5			
student 6			
student 7			
etc.			

Appendix B: Evaluation Methods

To frame the approach for this evaluation, we developed a logic model (see Appendix A) to represent the overall concept for the project, including the inputs, program variables, and outcomes that are viewed as key components. The logic model shows the relationships among these components. To develop the logic model, we drew on an implementation rubric that ConnectEd staff have developed and refined for monitoring the sites and providing technical assistance on features of the multiple pathways approach. We used those features to identify a set of program variables that were integrated into the logic model. The domains included on the rubric provided the framework for evaluating fidelity of implementation in the individual sites (see Appendix C).

Using the logic model, we identified a set of constructs that framed the evaluation, namely (1) program variables, (2) factors that affect implementation, (3) impact, and (4) costs. We then used these constructs and the evaluation questions to generate a matrix of appropriate data collection methods and the data points that address the components of the multiple pathways approach and allow us to answer the questions by analyzing and synthesizing the data collected. The detailed matrix of these key domains upon which the evaluation focused, the associated evaluation questions, and the data collection methods are included in the Appendix. It was important that the evaluation be designed so that data could be collected on both the intended and unintended effects of the grantees' programs on students, teachers, and schools.

Quantitative Data

In this report, we provide summary descriptive data garnered from the collection of onsite data. The impact part of the evaluation examined indicator data obtained from existing school and district achievement data systems. As noted earlier, however, the intent of collecting these data was not to establish any causal relationship between participation in the multiple pathway approach as implemented in the demonstration sites and academic outcomes, but rather to explore the relationship between participation in a multiple pathways program and achievement outcomes.

For the Network as a whole, we collected data on the number of student participants, their distribution by grade level, and their demographics. Results are presented for student performance on the California High School Exit Exam (CAHSEE) and California Standards Tests (CSTs) (separated as appropriate by subject matter and

grade level). These results were controlled for gender and race/ethnicity. In addition, information is presented on grade-to-grade promotion, continuation within program, and 12th-grade graduation rates.

For the current year of the study, we also examined the results through comparison with other groups, such as the school, district, or state.1 For the 2007–08 collection of achievement data, we explored options regarding comparison groups that could be used in the evaluation. The challenge is that for each site, the feasibility of a comparison group varies as the program varies—in terms of grade levels served, content focus, and school base (e.g., students in some sites come from a number of different schools). The primary analyses, then, consist of a set of comparisons. In addition to a gross comparison to the state as a whole, we made additional, more fine-grained comparisons. For sites that are programs within schools, we compared program participants to the school as a whole and to the district. For sites that are schools themselves (e.g., School of Digital Media and Design, Construction Tech Academy, Health Professions High School, Oakland Schools for the Arts, and Life Academy), we compared them to their district.

In order to explore selection bias, we compared the scores of 9th-grade English/language arts students who are 9th-grade participants in the Network sites to the scores of the comparison group(s). This comparison was only possible for a subset of schools that have 9th-grade students. This exploration provided some understanding of whether the students participating in Network sites are "similar" to the rest of the school's (or district's) student body for at least the last entering classes. We also considered the possibility of collecting baseline data, but they were generally not available. For example, for programs that include 9th-graders, those students' 8th-grade scores might serve as baseline. However, most schools have difficulty obtaining the earlier scores of their students, and there is not a comparable test to use across grade levels.

Qualitative Data

Unique design issues must be considered when evaluating the effectiveness of the grantees' multiple pathways programs, including variation in content focus, implementation, curricular integration, sources of support, and student recruitment and selection. The nature of this variation necessitated that, in addition to collecting quantitative measures such as achievement and non-cognitive data (e.g., on attendance, grade-to-grade promotion), we use more open-ended, in-depth

[1] In the state comparisons, we controlled for race/ethnicity.

qualitative methods to accurately capture what occurs daily in the programs and the factors that influence implementation. Given the continuum of desired outcomes that are portrayed in the logic model for these projects, it was necessary to collect data that would allow us to examine how students, teachers, classrooms, and sites function within the multiple pathways programs.

We collected qualitative data principally during site visits to each individual site. To do so, each site was contacted by a scheduler who followed guidelines for arranging the site visit with the principal contact at the site. Each site visit was scheduled for one and a half days with two researchers. The full day included a visit to the site during which the researchers conducted the following:

- An interview with the principal;
- An interview with the site coordinator;
- An interview with the counselor or other adjunct personnel;
- A focus group with program teachers;
- A focus group with student participants;
- An observation of four to eight academic and technical classes; and
- A review of documents.

During the half-day of the site visit, the researchers conducted interviews at the District office with those who had knowledge of the program—the CTE coordinator, Assistant Superintendent of Curriculum and Instruction, or similar personnel. If it was possible to arrange, researchers also visited workplace sites attended by students in the program. For most interviews and focus groups, we made a digital recording after obtaining permission of the respondents with the assurance given that recordings were only to be used to clarify notes.

The site coordinator provided key information about the history of the program, implementation strategies and challenges, program costs, and effects on teachers and students. The principal and district personnel provided the context for school and district support for the program as well as how it fit within the strategic plan for the school or district. Focus groups with teachers and students allowed us to explore program aspects in greater depth from the perspective of these two groups of participants. Teachers provided details about the design of curriculum and the delivery of instruction as well as their effects on their own practices and on student learning and behaviors. Feedback from students during these site visits proved to be critical because their comments provided some of the most definitive evidence for the effects that such programs can have on students—in particular, on their learning,

their attitudes toward schooling, their awareness of career options, and the development of their personal identity.

Instruments

We developed and used several measures to document the complexities of implementing the multiple pathways approach. These included an implementation rubric developed and refined by ConnectEd staff. We also developed an observation protocol that helped us assess fidelity of implementation against the domains and characteristics specified on the rubric (e.g., student engagement, rigorous curriculum, and work-based learning and projects). We further evaluated fidelity of implementation through interviews that probed into the other rubric domains. It was important to use high-quality measures of implementation to allow for analyses that would explore how varying levels and types of implementation relate to program outcomes. We used the program quality rubric developed by ConnectEd staff to delineate features of high quality multiple pathway programs as a primary reference and guideline. To ascertain ratings on the rubric, we used a combination of document review (e.g., course syllabi, program descriptions, instructional manuals, reports), interviews, and classroom observation.

Site visit set-up protocols included a fact sheet on each school and an overview document that was sent to each site to provide information regarding the site visit. (All of the tools or instruments mentioned in this section are included in the Appendix.) To develop instruments for use during site visits, we used or developed several tools. As is customary with our studies, we first developed a list of constructs for developing the instruments. The research questions were mapped against data collection methods, and we also created a matrix of the rubric domains against appropriate respondents. We developed semi-structured protocols for each of the interviews and for the two types of focus groups and an observation protocol for use during classroom visits.

The goal of the qualitative data analysis was to provide a clear and comprehensive picture of the implementation of the multiple pathways approach in its permutations at each site. To do so, we examined interview and focus group data using software designed for the analysis of qualitative data, seeking to discover patterns and themes across questions, respondents, and sites. We noted topics that were spontaneously generated during interviews and integrated these data with the results of the quantitative analyses, verifying some findings, permitting elaboration of other findings, and suggesting caution in interpreting others. The findings from the interviews and focus groups can reveal unanticipated findings and help provide more detailed interpretations.

To the extent possible, we analyzed associations between patterns in practices noted across the sites and outcomes noted in student achievement indicators. While these analyses involve a small number of sites, we attempted to tease out findings that are suggestive of promising practices and that can serve as a foundation for more rigorous studies.

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Appendix C: Evaluation Instruments

MPR Associates, Inc.

IMPLEMENTATION STUDY OF THE *CONNECTED* DEMONSTRATION SITES

▲ BACKGROUND

In April 2006, the James Irvine Foundation created *ConnectEd: The California Center for College and Career* to promote innovative practice, policy, and research that would help to better define and expand multiple pathways in California's high schools. *ConnectEd* pursues this mission through three major programs of work: 1) pathway design and curriculum development, 2) policy analysis and advocacy, and 3) school improvement through professional development and related activities. Helping to integrate all three of these programs is the *ConnectEd* Network of Schools, a group of "demonstration" sites with an established track record in designing and implementing multiple pathways.

▲ OBJECTIVES

Through the Network of Schools, *ConnectEd* seeks to identify, support, and showcase robust, effective models of multiple pathways—comprehensive programs of academic and technical study organized around major industry sectors that prepare students for lasting success in college and career, both objectives and not just one or the other. As a condition of support, each grantee is expected to participate in a coordinated program of documentation and review designed to assist each of them in implementing their individual initiatives, as well as to inform *ConnectEd* and the larger education community in California about the effectiveness of various approaches to implementing multiple pathways. The evaluation has three goals: 1) to collect data to document the implementation and impact of the grantees' models; 2) to assist grant recipients in improving their individual initiatives, and 3) to assist *ConnectEd* in creating a larger "learning community," that builds a reliable knowledge base for promoting academically and technically challenging CTE elsewhere in California.

▲ DOCUMENTATION AND REVIEW

Throughout the review, MPR will work to limit the burden to district and school personnel. To gather the information needed to accomplish the goals of this project, MPR researchers will conduct site visits to interview selected program, school and district administrators, conduct focus groups of teachers and of students, and observe classes at each site. The interviews will last between 30 and 60 minutes, and each site visit will last between one and two days. In addition, we will ask the programs and schools to provide documents that can enhance our understanding of the multiple pathways model at that site.

Because of the complexity of the site visits, it is best if sites provide us with a point of contact, who can make logistical arrangements, such as setting up the focus group with teachers.

▲ AUDIENCE

Primary audiences for the review include the James Irvine Foundation, internal *ConnectEd* staff, and the sites themselves. In keeping with its goal to better define the essential attributes of multiple pathways and document the effectiveness of the overall strategy, the Foundation will be interested in knowing what features deemed to be critical to the effective implementation of a multiple pathways approach are evident in the demonstration sites and the extent to which multiple pathways appear to produce better learning outcomes than those achieved by more traditional high school offerings. *ConnectEd* staff will use the results to identify areas of strength and weakness for the demonstration sites and, thereby, identify areas to target for technical assistance. Technical assistance will be provided to grantees to assist them with planning and implementing effective program innovations—providing or brokering technical assistance in such areas as needs assessment, strategic planning, program and curriculum development, professional development, assessment, and accountability and evaluation. The grantees will benefit—as research is showing any educational entity does— from using data to understand the strengths and weaknesses of their programs and to identify ways in which they may want to modify their approach to ameliorate any weaknesses.

A secondary audience for the evaluation includes the larger educational community in California—especially policymakers and practitioners that are striving to establish effective multiple pathway programs. While the number of sites in the networks is currently very small, precluding the generalization of the findings to all sites implementing the approach advocated through the establishment of the network, there is much to be learned from an exploration of the strategies used in these sites to establish an effective model. The very fact that the sites differ so much in terms of grade levels served, content foci, and program structure affords the opportunity to conduct an implementation study to explore and identify features that may be common to all or many of them. Additionally, this work will be important to identifying promising practices that 1) can be explored further in follow-on studies of increased rigor, and 2) can be discussed among multiple pathway practitioners and policymakers.

▲ CONTACT INFORMATION

To learn more about this study, please contact Beverly Farr, the director of the project, at MPR Associates, Inc., (510) 849-4942 or email her at bfarr@mprinc.com.

FACT SHEET: Program/School/District Background Information

District Name:
School Name:
Program Name:

Teachers:	**School**				**Program**			
XX	2006-07		2007-2008		2006-07		2007-2008	
In Network:	Student Ethnicity							
X years	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Am. Indian or Alaska Native								
Asian								
Pacific Islander								
Filipino								
Hispanic								
African-American								
White								
Multiple/No response								
Enrollment Statistics								
Total Enrollment								
English Learners								
Eligible for Free/ Reduced-Price Meals								
Number of Students in Each Grade								
9th								
10th								
11th								
12th								
Ungraded								
High School level Performance								
12th grade graduates								
Graduates completing UC/CSU required courses								
STAR rates								
CAHSEE rates								
API								

Unique Characteristics

ConnectEd Evaluation Constructs

Program History
- Impetus
- Longevity
- Staffing
- Student participants

Program Design
- Primary focus
- Design elements (e.g., implementation of multiple pathways; industry partners)
- Curricular features (e.g., course sequence; problem-based learning; level of rigor)
- Integration
- Scheduling
- Postsecondary articulation

Implementation
- Instructional factors
- Work-based learning (e.g., authentic projects)
- Support (e.g., academic, counseling, personalized learning environment; school/district)
- Recruitment of students (e.g., targeted populations)
- Student engagement
- Systematic program evaluation
- Postsecondary tracking
- Parent involvement

Leadership
- Composition of team
- Background (e.g., credentials, experience)
- Pedagogical beliefs
- Implementation strategies (e.g., motivation, direction, guidance, monitoring)
- Program perceptions

Staff
- Selection/identification
- Background (e.g., credentials, experience)
- Training/professional development
- Collaboration
- Pedagogical beliefs/practices
- Program perceptions

Students
- Type (e.g, CTE, at-risk, college-bound)
- Selection process
- Participation factors
- Engagement
- Postsecondary plans
- Program perceptions

Matrix of Evaluation Domains, Questions, and Methods

Domain	Evaluation Questions	Review of program documentation	Achievement & Non-cognitive Indicators	Pre/post Survey to Program Designers	On-site visits to Demonstration Sites	Classroom /event Observations	Interviews with Program Designers	Student Focus Groups	Teacher Focus Groups
Program Variables	1. What are key program variables that characterize the implementation model at each of the sites?	✓		✓	✓	✓	✓	✓	✓
	a. What is the program structure of the model?	✓		✓			✓		
	b. In what ways does the curriculum reflect a rigorous, multiple pathway approach?	✓		✓			✓		✓
	c. What are the CTE course sequences in the curriculum?	✓		✓			✓		
	d. How is problem/project-based learning integrated in the curriculum?	✓		✓	✓	✓	✓	✓	✓
	e. How is postsecondary articulation accomplished?	✓		✓			✓		
	f. What preparation is offered through feeder middle schools?	✓		✓			✓		
	g. How is the learning environment personalized?	✓		✓			✓	✓	✓
	h. How are student's recruited/selected for the program?	✓		✓			✓	✓	✓
	i. Is there effective leadership for the program?			✓	✓		✓		✓
	j. What is the knowledge/experience level of teachers in the program?			✓	✓	✓	✓	✓	✓
	k. How effective is program instruction?			✓	✓	✓	✓	✓	✓
	l. To what degree do teachers collaborate?			✓	✓		✓		✓
	m. What is the nature/range/effectiveness of industry partners?	✓		✓			✓		✓
Factors Affecting Implementation	2. What are key factors that affect implementation?								
	a. What factors facilitate or detract from implementation?			✓	✓		✓	✓	✓
	b. What factors constitute major challenges to implementation, and what strategies have proved most effective in meeting these challenges?			✓	✓	✓	✓		✓

Domain	Evaluation Questions	Review of program documentation	Achievement & Non-cognitive Indicators	Pre/post Survey to Program Designers	On-site visits to Demonstration Sites	Classroom /event Observations	Interviews with Program Designers	Student Focus Groups	Teacher Focus Groups
Impact	3. To what degree does the multiple pathway approach as implemented in these demonstration sites seem to be associated with better student achievement, grade-to-grade retention, and high school completion?		✓	✓	✓		✓	✓	✓
	4. To what degree does the multiple pathway approach as implemented in these demonstration sites seem to be associated with better non-cognitive indicators (e.g., attendance, discipline referrals, dropout rates?		✓	✓	✓		✓	✓	✓
	5. In what ways does the multiple pathway approach as implemented in these demonstration sites affect teacher instructional practices and/or school policies and practices?		✓	✓	✓		✓	✓	✓
Costs	6. What are identifiable costs associated with implementing the approach in each of the demonstration sites?	✓		✓	✓		✓		✓

Elements of Multiple Pathways

	Principal/AP	Program Director	College and/or Career Guidance Counselor	Teachers	Students	Asst Super of Instruction	CTE Coordinator	Industry P artners	District Admin-istrators	Document Review	Classroom Observation
Academic and Technical Core Curricula											
Rigorous Curriculum/Challenging Academic Component										√	
CTE Course Sequence/Demanding Technical Component										√	
Integrated Problem/Project-Based Curriculum and Instruction				√						√	
Postsecondary Articulation		√	√	√							
Student Support Services											
Academic Support/Supplemental Services				√							
College and Career Guidance and Counseling			√		√						
Pathway Preparation and Orientation			√		√						
Parent Involvement					√						
Work-Based Learning Opportunities											
Work-Based Learning/Work-Based Learning Component								√		√	
Authentic Work-Based Projects/Work-Based Learning Component								√		√	
Program/School Culture											
Personalized Learning Environment				√	√						
School and Program Leadership										√	
Program/School Structure											
Inclusion of Targeted Student Population											
Teacher Collaboration	√			√							
Scheduling			√	√							
Established Industry Partners		√	√	√							
Program Evaluation											
Systematic Program Evaluation	√										
Student Engagement and Motivation											√
Postsecondary Tracking										√	

Sample Site Visit Schedule

Day One	Location	Person A	Person B
9:00-10:00	School office	• Interview with Principal, AP of Instruction (1/2 hour) • Interview with College and/or Career Counselor (1/2 hour)	Classroom observation
10:00-11:00	School	Interview with Program Director or Coordinator	Documentation review OR Classroom observation
11:00-12:00	School	Classroom observation	Curriculum or lesson plan review
12:00-1:00 (LUNCH)	School	Group interview with teachers	Group interview with teachers
1:00-2:00	School	Focus group with students (1/2 hour)	Classroom observation
2:00-2:30	Travel to partner site	• Interview with industry WBLO partner/mentor • Observation of internship/WBLO	Observation of internship/WBLO
2:30-4:00	Partner site		

Day Two	Location	Person A	Person B
9:00-11:30	District offices	Interviews with Asst Sup of Instruction, Director of CTE, others where appropriate	• Curriculum and other documentation review • Can also return to school for additional classroom observations, as required

ConnectEd Demonstration Sites Descriptive Study
Site Visit Protocols:

Principal and/or AP of Instruction

Information about school

1. What is your background experience (*i.e., educational preparation, years in position, other positions held)?*
2. How long have you been in your current role? How long at this school? At other schools? Do you have any experience working in Career and Technical Education? (*e.g., designing or teaching in a CTE program, working with business or industry partners*).
3. Can you give me a bit of background about your school? Over its history, have there been any particular events or changes in practice that have had significant impact?
4. What is the biggest challenge your school faces? (*e.g., poverty, lack of parent involvement, school violence, student mobility, recruiting teachers*)
5. Can you tell me a bit about the community from which your students come? Any significant changes that have had impact? (*e.g., demographic changes, poverty level, homeless children*)

School strategy and philosophy

6. Does your school have a strategic plan…or something similar? What are the most important goals in your school's strategic plan? What plans do you have or have you been carrying out to achieve those goals?
7. Could you tell me about a recent success you have had to advance student learning at this school?
8. Is your school using a particular data system? What are current practices for using data by teachers, counselors, administrators? (e.g., professional development, grade-level meetings, data access for teachers)
9. Do you provide time for teachers to understand and discuss different kinds of data, and if so how does that happen? How are the findings used to improve teaching and learning?
10. What are your personal beliefs about offering career technical education? About integrating it with academic education? In what form do you think it should be offered? To whom?

Questions about program[*]

1. How would you identify the role of the leadership team for the program? *(Probe: Who sits on the leadership team? What is their mission? How active/engaged do you think they are?)*

[*] *Note that you should find out how they refer to the program beforehand: use of "multiple pathways" phrase should be used judiciously since some will not know that term and/or may not refer to the program in that way. This is true for other interviews as well.*

2. What was your role in the development of the program, or do you provide oversight? In what ways is the program monitored or guided?

3. How was the program developed? How was it brought to the school? Is it unique to this school or a wider district program?

4. How do you see the program fitting into your overall school plan?

5. How does the program fit within the *district's* overall plan for the district?

6. What challenges do you face as an administrator in sustaining this program? In ensuring its high quality?

7. Are there unique costs associated with providing a program of this type? (*If so….* How have you made allowances for those costs?)

8. What is your overall assessment of the impact of the program? On what evidence do you base that assessment*? (Probe: Do you have evaluation reports? Who conducts the evaluations? How often do you evaluate? Can we have a copy of an evaluation report?)*

9. Can you identify any specific effects you think the program has had on the school/district as a whole, on teaching practices, or student attitudes, behavior, and achievement? *(Probe: Be aware that these could be positive or negative.)*

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ConnectEd Demonstration Sites Descriptive Study
Site Visit Protocols:

Program Director

Information about interviewee

1. What is your background experience (i.e., educational preparation, years in position, other positions held)?
2. How long have you been in your current role? How long at this school? At other schools?
3. What is your background experience in Career and Technical Education?
4. What is your role in the development and implementation of the program? Who else provides leadership for the program?
5. What are your personal beliefs about offering career technical education? About integrating it with academic education? (*Probe: In what form do you think it should be offered? To whom?)*

Questions about program[*]

6. How was the program developed? How was it brought to the school? Is it unique to this school or a wider district program?
7. How are students selected for participation in the program? (Voluntarily? Recruited? Screened in any way? Requirements?)
8. How are teachers identified for teaching in the program? Are they given any particular training or professional development? (Probe: What is the range in teaching experience/interest in the program?)
9. Are there particular instructional approaches that are built into the program or that all/most teachers choose to/are required to use?
10. In what ways are CTE and academic content integrated in your program? (Probe: [If they use integrated curricula]: How are integrated curricula developed? How do teachers from different disciplines meet to share information?)
11. Do you implement any form of cohort scheduling for students in the program? [Note: only applicable to some programs, not Health Professions H.S., e.g.]
12. How are work-based learning opportunities built into the program? (Probe: Simply works like in internship, or does the work of the internship get integrated into classroom work in some way? Do you have other partnerships?
13. How would you describe the general level of student engagement in the program? Can you estimate a drop-out rate for the program? (Probe: What are some of the reasons that students drop out of the program?)

[*] *Note that you should find out how they refer to the program beforehand: use of "multiple pathways" phrase should be used judiciously since some will not know that term and/or may not refer to the program in that way. This is true for other interviews as well.*

14. Do you use any specific strategies for evaluating the program? (Probe: Do you use any formal or informal outcome measures to assess student learning or behavior/attitudinal changes?)
15. Do you collect information about students' postsecondary plans? Do you track students after they leave the program? The school? (e.g., whether they apply/matriculate at college? Attain employment or apprenticeship? Enlist in the military?)
16. Are parents involved in the program in any way? (e.g., kept informed, participate, support?)
17. Have there been any major changes in policy or practices either in the school or district in the last couple of years that have affected the program? What is the biggest challenge the program faces?
18. How do you see the program fitting into your school overall? Into the school's strategic plan?
19. What unique costs are associated with providing a program of this type? (If so… how have those costs been accommodated?)
20. What challenges do you face in sustaining this program? In ensuring its high quality?
21. What is your overall assessment of the impact of the program? On what evidence do you base that assessment? (Probe: Do you have evaluation reports? Who conducts the evaluations? How often do you evaluate? Can we have a copy of an evaluation report?)
22. Can you identify any specific effects you think the program has had on the school/district as a whole, on teaching practices, or student attitudes, behavior, and achievement? (Probe: Be aware that these could be positive or negative.)

Supplemental Services/Support

23. How would you assess the support the program is given by the school or the district?
24. Is there a dedicated counselor for students within this program? What is his/her role (e.g., career, college, personal, some combination of the three)?
25. What other support services are provided to students in the program? (e.g., remedial, logistical, psychological, college access)
26. How do program teachers communicate college or career options to students? (Probe if necessary for specifics: projects, required WLB, college fair, school or worksite visits, speakers)
27. What types of articulation agreements do you have with local PSE institutions? Are the offerings widely used?
28. What types of agreements do you have with local business or industry partners? Are the offerings widely used?

Educational/Instructional philosophy

29. Can you tell me about a recent success you have had in advancing student learning in the program at this school?
30. Do you provide time for teachers to understand and discuss different kinds of data? In what ways? How are the findings used to improve teaching and learning?

ConnectEd Demonstration Sites Descriptive Study
Site Visit Protocols:

College and/or Career Guidance Counselor(s)

Information about interviewee

1. What is your background experience (*i.e., educational preparation, years in position, other positions held*)?
2. How long have you been in your current role? How long at this school? At other schools?
3. What do you know about Career and Technical Education in general? At this school/district?

School strategy and philosophy

4. How many counselors are at this school? (If there are others…) How do you divide the caseload? What are the typical services that you provide? How much time do you spend in each? (Probe for amount of time spent on discipline.)
5. Do you do both college and career guidance? To which students do you provide such guidance? (Probe: Most counselors will say they do both, so probe for amount of time spent on one or the other.)
6. How important is college prep and/or career guidance at this school? How important is it to the students? To the parents? To the teachers? To the other counselors?
7. How is the master schedule built at this school? How are course offerings decided? (Probe: What "drives" the building of the master schedule: AP/IB? Honors? Athletics?)
8. Do you use any form of cohort scheduling (or does the person even know about this?)

Questions about program[*]

9. How familiar are you with the program? What do you know about it?
10. What, if any, contact do you have with teachers and administrators of the program?
11. How are students informed of this program? How are students selected/enrolled in the program?
12. How do you communicate college and career options to students? What sorts of service are made available (e.g., college fair, site visits, speakers)? Do opportunities offered to students in the multiple pathways program differ in any way from those offered to students throughout the school?
13. What types of articulation agreements do you have with local postsecondary institutions? Are the offerings widely used?

[*] *Note that you should find out how they refer to the program beforehand: use of "multiple pathways" phrase should be used judiciously since some will not know that term and/or may not refer to the program in that way. This is true for other interviews as well.*

14. What is your overall assessment of the impact of the program? On what evidence do you base that assessment?

15. Can you identify any specific effects you think the program has had on the school/district as a whole, on teaching practices, or student attitudes, behavior, and achievement? (Probe: Be aware that these could be positive or negati*ve.)*

ConnectEd Demonstration Sites Descriptive Study
Site Visit Focus Group Protocol:

Teachers

[Note: It is important that the group is comfortable and that they are fully aware of the purpose of the discussion and how the focus group will proceed. Information is to be solicited from teachers on the experiences they have had in the multiple pathways program. Be sure to allocate enough time to cover as many of the questions below as possible—though the ones that are in bold should be given priority.]

To begin, you need to inform the group about the study and obtain their oral consent. A script is given below. You can paraphrase, but make sure that you cover the essential points mentioned.]

Thank you for coming to talk to us this morning/afternoon. Our names are _____ and _____. We work for a research firm, MPR Associates in Berkeley, CA. Our organization has been contracted by the California Center for College and Career (ConnectEd) to learn how the ["multiple pathways model program"] is implemented at your site. This study will help the funders of the program and others who are interested in these models learn how the programs are implemented. We want to be clear that this is not an audit or inspection of the program or school. This is not a monitoring visit. We are an independent research firm collecting information that is of interest to the funding organization and will be of interest to a broad audience. We will include what we learn from these visits in a report to the Irvine Foundation.

Before we begin, I'd like to tell you that all information you provide will be kept confidential. Your name will not be mentioned in any of our reports. We will not share what you tell us with anyone inside or outside the school. The information you provide will only be used for this study. We would like to tape-record the session to be able to focus our attention on our conversation and to help us write our notes. No one else will listen to the recording. Does anyone from the group mind if we tape record this discussion? If at any point you would like me to turn off the recorder, just let me know.

Your participation is voluntary, so feel free to leave at any time and to pass on any questions you do not wish to answer. We encourage everyone to participate. We would really like to hear from each of you in order to get a good sense of different teachers' experiences with the multiple pathways model. We are interested in all your opinions and feelings. We only ask that people take turns speaking during the discussion and that you try not to talk too long on any one turn in order to give others a chance to speak. The session will last approximately _____ minutes in order to both gain the information we need about your experiences and to respect your time.

Do you have any questions before we begin?

Teacher Focus Group Questions

Information about interviewees **[Note: although the questions in this section are not in bold, you do need to get a sense of the groups' years of teaching, years at the site, and what they teach.]**

1. What is your background experience (i.e., educational preparation, years in position, other positions held)?

2. How long have you been in your current role? How long at this school? At other schools?)

3. What do you teach? How are you involved with this program?

4. Do you consider yourself an academic or a CTE teacher? Or both?

School structure

5. Do you meet together or with others to plan lessons? (How often?) To develop integrated activities? What strategies do you use (if any) to integrate CTE curriculum with academic curriculum?

6. Do you meet with middle school teachers to articulate curricula vertically? If so, how often? What types of strategies do you use?

7. Do you ever meet with postsecondary instructors to ensure your familiarity with their requirements and expectations and/or to develop integrated curricula? (Probes: Or do you have other ways to get that information? Do you even see a need to do that?) If you have, what are some ways you have developed for this integration?

8. How supportive is the school/district of this program? In what ways? (Probe: Principal/district interest/motivation; resource support; assistance with overcoming barriers)

9. How do you communicate with administration, each other, or parents when students are struggling?

10. What types of supports does the program offer to you? Have you had any professional development in teaching integrated courses?

11. When you teach pathway classes, are all of your students pathway students? Or do you have non-pathway students, too?

12. How can administration do more to support you in providing this program?

Questions about program[*]

13. Did you have a role in the development of the program? If so, what?

14. Were you asked/assigned to teach in the program, or did you volunteer? How did it come about?

15. Do you act as a mentor to students? In what way? For how many? How often do you meet with your mentees?

16. In what ways do teachers [in this program] collaborate with one another?

17. Can you provide an example of an integrated lesson that you taught or co-taught with a teacher from another discipline?

18. Do you work with business or industry partners? If so, in what ways?

19. What are the biggest challenges about teaching in this program? What would help you overcome those challenges?

20. What are the biggest benefits about teaching in this program? How has the program affected the way you teach?

21. What is your overall assessment of the impact of the program? On what evidence do you base that assessment?

22. Can you identify any specific effects you think the program has had on the school/district as a whole, on teaching practices, or student attitudes, behavior, and achievement? (Probe: Be aware that these could be positive or negative.)

[*] *Note that you should find out how they refer to the program beforehand: use of "multiple pathways" phrase should be used judiciously since some will not know that term and/or may not refer to the program in that way. This is true for other interviews as well.*

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ConnectEd Demonstration Sites Descriptive Study
Site Visit Focus Group Protocol:

Students

Note: It is important that the group is comfortable and that they are fully aware of the purpose of the discussion and how the focus group will proceed. Information is to be solicited from students on the experiences they have had in the multiple pathways program. Be sure to allocate enough time to cover as many of the questions below as possible.

To begin, you need to inform the group about the study and obtain their oral consent. A script is given below. You can paraphrase, but make sure that you cover the essential points mentioned.

Thank you for coming to talk to us this morning/afternoon. Our names are _____ and _____. We work for a research firm, MPR Associates in Berkeley, CA. Our organization has been contracted by the California Center for College and Career (ConnectEd) to learn how the ["multiple pathways model program"] is implemented at your site. This study will help the funders of the program learn how the program is carried out. We are collecting research information to help the funder and others learn how these programs are done.

Before we begin, I'd like to tell you that all information you provide will be kept confidential. Your name will not be mentioned in any of our reports. We will not share what you tell us with anyone inside or outside the school. The information you provide will only be used for this study. We would like to tape-record the session to be able to focus our attention on our conversation and to help us write our notes. No one else will listen to the recording. Does anyone from the group mind if we tape record this discussion? If at any point you would like me to turn off the recorder, just let me know.

Your being here is voluntary, so you don't have to participate, and you can pass on any questions you do not wish to answer. We encourage everyone to participate. We would really like to hear from each of you, so we get a very good sense of different students' experiences with the multiple pathways model. We are interested in all your opinions and feelings. We only ask that you take turns speaking during the discussion and that you try not to talk too long in order to give others a chance to speak. The session will last approximately _____ minutes in order to both gain the information we need about your experiences and to respect your time.

Do you have any questions before we begin?

Student Focus Group Questions

Information about interviewees

1. What grade are you in?

2. How long have you been at this school? How long have you been involved with the [name of program]?

3. How did you learn about [name of program]? What made you interested in becoming a part of it?

4. What do you plan to do after high school? (Probe: educational, employment, military, apprenticeship plans)

5. Has being involved in this program changed your idea of what you want to do after high school?

6. Do you have a four- (or six-) year plan?
   If YES: *How was it developed? How often do you consult/review/revise it?*
7. Do you meet with a counselor or other adult at this [school or program] to talk about college or career options? To plan your schedule to meet your college or career goals?

Classes and engagement

8. What is different about school for you in [name of program] than for your friends who are not in [name of program]?

9. How are you different since you've been attending [name of program]?

10. What do you think are some of the positive benefits of [name of program]? What would you like to see changed?

11. Can you give me an example of a long-term project you've done or are doing in any of your classes? How often do you have that kind of assignment?

12. In your CTE class, how much emphasis is placed on learning math, reading and science? (Probe for examples of integration.)

13. How much emphasis in your academic courses is placed on relating content to the workplace or career/technical area? (*Probe for examples of integration.)*

14. Overall, do you feel your teachers present challenging concepts for you to learn?
15. Do you think you're more engaged in class activities in this program or in your other classes? (*Probe: or in classes they took prior to this program, if this is their entire program*)

16. Do you think what you're learning now in school will help you in your future (college or career)? In what ways?

17. Do you think you expanded our awareness in this program of career or educational opportunities that you can or want to pursue after high school?

18. Are you involved in an internship or some sort of learning experience in a workplace? If so, what? If not, do you have plans for one in the future?

19. Do you have a mentor? How often do you meet? What special assistance do you receive in planning your college or career?

20. Do your parents talk to you about school and your education, or are they involved with your education in other ways?

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ConnectEd Demonstration Sites Descriptive Study
Site Visit Protocols:

Assistant Superintendent of Instruction and/or Director of CTE Programs

Information about district and school

1. What is your background experience *(i.e., educational preparation, years in position, other positions held)?*

2. How long have you been in your current role? How long at this school? At other schools? Do you have any experience working in Career and Technical Education?

3. Can you give me a bit of background about your school? Over its history, have there been any particular events or changes in practice that have had significant impact?

4. What is the biggest challenge your school faces?

5. Can you tell me a bit about the community from which your students come? Any significant changes in the recent past that have had impact?

District strategy and philosophy

6. Does your district have a strategic plan…or something similar? What are the most important goals in that plan? What plans do you have or have you been carrying out to achieve those goals?

7. Could you tell me about a recent success you have had to advance student learning in this district?

8. What are your personal beliefs about offering career technical education? About integrating it with academic education? (Probe: In what form do you think it should be offered? To whom?

Questions about program[*]

9. How do you see this program fitting into your district overall? Into the district's strategic plan?

10. Are there unique costs associated with providing a program of this type? (If so…. What are they? How have they been accommodated?)

11. What challenges do you face as an administrator in sustaining this program? In ensuring its high quality?

[*] *Note that you should find out how they refer to the program beforehand: use of "multiple pathways" phrase should be used judiciously since some will not know that term and/or may not refer to the program in that way. This is true for other interviews as well.*

12. What is your overall assessment of the impact of the program? On what evidence do you base that assessment?

13. What specific effects do you think the program has had on the school/district, teaching practices, student achievement, attitudes or behaviors?

ConnectEd Demonstration Sites Descriptive Study
Site Visit Protocols:

Community or industry partners

Information about interviewee

1. What business or industry do you represent? What is your background? Do you have a background in education?

2. How long have you been working with this program or school?

3. How did you become interested in working with this program?

4. What have you seen as benefits for you and for students working in your company?

5. Are there ways in which the school or program can better prepare students who are working in your business?

Questions about program[*]

6. Did you have a role in the development of the program? If so, what?

7. What is your ongoing role in the program? What contact do you have with teachers and administrators of the program?

8. If you have students that work in your company, what sorts of assignments do you give them? How have they responded to those assignments? What are their greatest strengths and weaknesses?

9. If you sit on an advisory board, what role do you play? Do you feel that your suggestions are taken seriously and incorporated when appropriate into the program?

10. What is your overall impression of the program? What do you base that on?

[*] *Note that you should find out how they refer to the program beforehand: use of "multiple pathways" phrase should be used judiciously since some will not know that term and/or may not refer to the program in that way. This is true for other interviews as well.*

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ConnectEd Demonstration Sites Descriptive Study
Documentation Review

This is a list of potential documents to collect. Ask the sites for materials that will help us understand their program. You can provide the Documentation Review List for Sites as a list of ideas, rather than as a set of requirements.

Prior to visit:

- For all documents below, verify what is available online before requesting hard copies from school and/or district
- Obtain copies of as many documents as possible prior to visit
- Large-size files, such as curricula, might be better reviewed while on the school site – but see if you can obtain a curriculum overview prior to the visit
- Review all documents so that you can ask specific questions during site visit

Document to collect	**Purpose**
School strategic (or site) plan	The plan probably will not tell us what the school has done but it should show what they plan to do, how they are structured, and might include evidence of philosophy
Pathway budget	What are the costs associated with the program in each of the sites? (See research question)
Pathway model	Does pathway prepare students for a full range of PSE options?
Student recruitment materials	Are students recruited from a broad range of the overall population? Are there entry requirements?
CTE course sequence	Are sequences well developed, offer different strands or specializations, provide opportunities to take advanced courses?
Examples of curricula from multiple courses (esp integrated, if available)	Are academic and CTE curricula fully integrated? Are curricula rigorous?
Examples of student 4-year (or 6-year) plan – both template and copy of at least one student's plan, if available	Do students receive formalized, sequenced college (and career) counseling?
Examples of problem/project-based learning experiences	Are PBLE extended and well designed? Do they integrate academic and CTE curricula?
Master schedule and catalog	Are academic and CTE classes wholly integrated or offered as separate classes? Are pathway courses "pure"? Is master schedule flexible? Are pathway teachers (academic and CTE) given opportunity to collaborate?
College counseling office offerings such as list of field trips, speakers, visits to local colleges, surveys offered, workshops	How formalized is the advisory program? What support is offered to students?

Articulation agreements with Feeder middle schools Local community colleges Local 4-yr universities Technical training institutions	Does the school have formal partnerships with all these organizations? Do the PSE articulation agreements allow concurrent enrollment options? Do middle schools offer students opportunities to learn about the multiple pathways prior to enrollment in high school?
Evidence of parent involvement such as agenda or minutes from leadership team meetings; parent workshop programs; samples of communications with parents (e.g., progress reports)	Is an effort made to involve parents as active partners?
Evidence of business/industry partner involvement, such as agreements with local industries, minutes from advisory board meetings	Are industry partners actively involved in many aspects of the program?
Examples of work-based learning opportunities; information packet sent to students and parents about WBLO; sample reports or projects from students from their WBLO	Are internships designed to reinforce classroom learning? Do all students participate in them?
Examples or evidence of authentic work-based projects (agreements with industry partners, brochures, reports, newspaper articles, industry outreach materials) or other samples of student work	Do students have the opportunity to collaborate with industry partners in authentic industry projects?
Lesson plans for advisory periods	Does the school offer regular advisory periods? What sorts of things are done during advisory?
Examples of student progress reports	How do teachers communicate with administration, each other, students, and parents about potential problems? What supports are students offered when problems develop?
Agenda and minutes from "leadership team" meetings – *you may need to probe about how they define the leadership team. In general, we're looking for the policy group, not the day-to-day management group.*	Who sits on the leadership team? Does it involve administration, teachers, parents, and community partners? Do the minutes suggest that they actively make decisions? How do students participate in programmatic decisions?
Evaluation reports (non-ConnectEd) from prior years, if they have any	Who conducts the reports (outside entities versus internal compilers)? Are multiple measures used? Does the evaluation include more than just STAR test results? Does the evaluation include measures of programmatic elements?
Student post-program-completion follow-up reports (for those who have been around for at least one year)	Do pathway staff conduct formal follow-up of students? For how many years do they follow students? What information do they collect (e.g., PSE attainment)?

ConnectEd Demonstration Sites Descriptive Study
Classroom Observation Form

The goal of the classroom observations is to determine if students are receiving quality instruction in rigorous, standard-based academic and technical curricula. Learning experiences should be interdisciplinary. Teachers should show awareness of individual students' strengths and weaknesses. The learning environment should be supportive ("a close family atmosphere"). Students are consistently and actively engaged in projects and coursework.

Date: _____ Time in: _____ Time out: _____

Class: _____

School: _____ Teacher: _____

Layout of classroom:

In the space below, provide general comments about the lesson, such as a description of the activities, the purpose, and any extenuating circumstances.

Quality instruction						
Routine well established and automatic for students.	5	4	3	2	1	No routine is evident.
Ample evidence of planning, preparation.	5	4	3	2	1	Teacher is not prepared; no plans are evident.
Questions require use of higher-level skills: analysis, synthesis, and evaluation.	5	4	3	2	1	Teacher questions at knowledge level only; little demand for critical thinking.
Teacher reinforces and provides feedback.	5	4	3	2	1	Teacher provides little or no feedback or reinforcement.
Teacher asks probing questions, frequently challenges students to go deeper.	5	4	3	2	1	Students not challenged to explore tasks deeply.
Teacher has clear expectations, and students know what is expected of them.	5	4	3	2	1	Teacher shows low academic expectations for students. Standards not clear.
Student-centered learning						
Students are frequently involved actively in learning.	5	4	3	2	1	Students are rarely actively involved in learning.
Students work independently of the teacher and are self-motivated.	5	4	3	2	1	Students are dependent on the teacher for most learning.
Rigorous curricula						
The "theme" of the program (e.g., medical professions, manufacturing) is evident throughout the lesson.	5	4	3	2	1	The "theme" of the program is not incorporated at all.
Rigorous teaching and learning is derived from "complex and authentic" materials.	5	4	3	2	1	Teaching and learning is textbook-based and the sole source of information.
Tasks are challenging and rigorous.	5	4	3	2	1	Tasks lack rigor. Busy work and repetition are evident.
Example problems are at varying levels of difficulty.	5	4	3	2	1	Sample problems do not reflect varying levels of difficulty.
Multidisciplinary integrated learning experiences						
Teacher uses real world problems to help students understand concepts.	5	4	3	2	1	Concepts are delivered as wholly abstract forms, without connections to the real world.
Teacher refers to learning that takes place outside of school (e.g., field trips, learning from other adults, work-based learning)	5	4	3	2	1	Teacher makes no reference to learning that takes place outside of the school location.
Teacher makes frequent connections to other disciplines.	5	4	3	2	1	Teacher rarely or never makes connections to other disciplines.

Students are engaged in activities that require real-world skills, i.e., team- work, problem solving, communication.	5	4	3	2	1	Students mostly engaged in activities that do not require real-world skills, such as completing worksheets independently.
Teacher explicitly bridges CTE and academic vocabulary; supports with instructional strategies.	5	4	3	2	1	Little evidence of bridging of CTE and academic vocabularies; few strategies used to relate CTE and academic content.
Awareness of individual students' strengths and weaknesses						
Teacher uses a variety of strategies to assess students' learning of the lesson content.	5	4	3	2	1	Teacher does little or nothing to assess students' awareness of the lesson content.
Teacher provides additional support, such as peer group help or additional instruction, for students that need it.	5	4	3	2	1	Teacher provides no additional support for students who need it.
Teacher differentiates instruction by providing for multiple learning styles.	5	4	3	2	1	Instruction is delivered using one learning style (e.g., lecture). Students mostly working on same task in same way.
Lesson provides learning activities, projects, etc. that give students opportunities to demonstrate what they have learned.	5	4	3	2	1	No learning activities, projects, that give students opportunities to demonstrate what they have learned.
Supportive learning environment						
Atmosphere of mutual respect for learning and each other.	5	4	3	2	1	Disrespect for learning and for each other is apparent.
Constructive learning environment with no discipline problems.	5	4	3	2	1	Students exhibit inappropriate behavior.
Classroom is attractive and stimulating. Current student work displayed on the walls.	5	4	3	2	1	Classroom is uninviting. No or low-level student work is displayed.
High levels of student engagement						
Students are enthusiastic about the lesson.	5	4	3	2	1	Students do not appear to be excited about the lesson.
Students are continually engaged; evidence might include discussing or working on projects.	5	4	3	2	1	Students appear bored, passive, disengaged—talking or sleeping.

Questions for teacher (if available after observation):

1. Was this lesson typical of what you do with this class of students? (*Probe: Was students' involvement with the lesson typical of what you usually see?*)

2. How did this lesson fit within your curriculum? How was the approach used (or how were the activities) similar to or different from what you usually do?

3. Learning goals: What were your learning goals for the activities I observed?

4. [If you didn't see any…] What assessment strategies or activities do you typically use to assess what students learn?

5. Are there complementary activities for this lesson, i.e., related activities, follow-up? What's next?

Comments and Notes:

Multiple Pathways Program Assessment Rubric

A RUBRIC FOR

Self-assessing program quality.

Developing action plans for improvement.

Measuring progress.

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Using This Rubric

Without question, it is challenging to envision, establish, and continuously improve a pathway that meets the varied needs of a diverse group of students. Doing so typically involves a *design team*, including academic and career-technical teachers, counselors, administrators, parents, and students as well as postsecondary, business/industry, and community partners.

This rubric was created to help design teams as they work together to develop and improve a comprehensive pathway program of study. As with any program implementation effort, it is difficult to focus on all elements simultaneously. As a result, certain elements will emerge as stronger than others. However, with constant monitoring and continued planning, it is possible to build a pathway that reaches the "operational" or "fully developed" level. This *Multiple Pathways Program Assessment Rubric* is designed to help schools focus their attention on the various elements of a quality pathway program and to foster discussions at each stage of the pathway's development.

Specifically, the *rubric* can serve as a tool for…

- **Visioning**—design team members can gain a common understanding of what a fully developed pathway looks like;
- **Self-assessment**—design teams can analyze the current status and quality of each element of the pathway program;
- **Planning**—design teams can identify and set priorities for areas of improvement from which to develop annual work plans; and
- **Evaluation**—external evaluators can assess program quality.

Developing a pathway requires substantial time, collaboration, and thought. It is not an easy process; however, the result generally pays great dividends for students through greater engagement in high school and increased postsecondary options; for teachers through job satisfaction and the approach's positive influence on students; for schools through improved student achievement; and for institutions of higher learning and employers through better prepared students and employees.

We welcome comments and suggestions to improve the usefulness of the *rubric*. Good luck with your pathway development!

What Is a Pathway?

A *pathway* is a comprehensive program of high school study that connects learning in the classroom with real-world applications outside of school. It integrates rigorous academic instruction with a demanding career technical curriculum and field-based learning—all set in the context of one of California's 15 major industry sectors, such as business and finance, building and environmental design, biomedical and health sciences, engineering, information technology, manufacturing, or arts, media, and entertainment.

Organizing Principles

There is no one right way to design and implement a pathway. But whatever the strategy, designing a pathway requires attention to four organizing principles:

1. **Pathways prepare students for postsecondary education and career**—both objectives, not just one or the other.
2. **Pathways connect academics to real-world applications** by integrating challenging academics with a demanding career and technical curriculum.
3. **Pathways lead to a full range of postsecondary opportunities** by eliminating tracking and keeping all options open after high school.
4. **Pathways improve student achievement.**

Essential Components

In addition to the organizing principles, a well-designed pathway consists of four essential components:

1. A challenging **academic component** prepares students for success—without remediation— in California's community colleges and universities, as well as in apprenticeships and other postsecondary programs.
2. A demanding **technical component** delivers concrete knowledge and skills through a cluster of four or more technical courses.
3. A **work-based learning component** offers opportunities to learn through real-world experiences that complement classroom instruction.
4. **Supplemental services** include counseling as well as additional instruction in reading, writing, and mathematics to help students succeed with a challenging program of study.

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Transforming today's education for tomorrow's economy

Multiple Pathways Program Assessment Rubric

School Name: _____

Program Name: _____

Note: If there is no evidence of a specific element, assign a score of "0."

Elements of Model Multiple Pathways	Foundation Pieces 1	Emerging Pathway 2	Operational Pathway 3	Fully Developed Pathway 4	Score 0–4
ACADEMIC AND TECHNICAL CORE CURRICULA					
Rigorous Curriculum[1,B]	Only some academic and technical courses are standards-based, and students' postsecondary education and employment options may be limited.	Although students are not intentionally tracked, some, but not all, receive instruction in rigorous, standards-based academic and technical curricula. Such instruction allows some students to have access to a full range of postsecondary and career options.	ALL pathway students receive instruction in rigorous, standards-based academic and technical curricula that ensures access to both career opportunities and a full range of postsecondary options, including two- and four-year colleges and universities, apprenticeships, the military, and formal career training.	ALL pathway students receive quality instruction in rigorous, standards-based academic and technical curricula that ensures access to, and readiness for, both career opportunities and a full range of postsecondary options, including two- and four-year colleges and universities, apprenticeships, the military, and formal career training. Students understand the principles of effective oral, written, and multimedia communication. Students are encouraged to complete advanced courses.	
CTE Course Sequence[2,B]	Students may choose from several CTE courses that are not necessarily part of a planned sequence. Course quality may vary.	A sequence of two to three CTE courses in the same general industry sector is available to students and presented as a pathway, but it may not be well-developed and of high quality.	The pathway includes a single identified sequence or cluster of well-developed, high-quality CTE courses, perhaps with a couple of advanced or capstone courses offered by the ROP. Where appropriate, CTE courses have been submitted to UC for "a–g" approval.	The pathway includes several well-developed sequences or clusters of high-quality, standards-based CTE courses that provide students with options to pursue different strands or specializations. Advanced and capstone courses take advantage of ROP and/or community college offerings and resources. Where appropriate, CTE courses meet UC "a–g" requirements.	
Integrated Problem/ Project-Based Curriculum and Instruction[1,3,4,B]	Students participate in limited, sporadic problem/project-based learning experiences in either CTE or academic classes.	Students participate in quality problem/project-based experiences in CTE and academic classes that are not necessarily integrated.	Students participate in a few shorter, interdisciplinary problem/project-based learning experiences.	Students participate in multiple, extended, well-designed interdisciplinary problem/project-based learning experiences that seamlessly integrate standards-based academic and technical curricula. Ideally, no separation exists between academic and career-technical curriculum and classes. All classes have fully integrated curriculum, so that they cannot readily be identified as career-technical or academic.	
Postsecondary Articulation[F]	Students visit postsecondary institutions and are informed about available programs. Based on an individual initiative, some students may pursue concurrent enrollment.	One or two courses are articulated to a local community college and are taken by some students. Concurrent enrollment may be an option for students, but it is not formalized in the pathway design.	A tech prep partnership has been established with local community colleges to enable students to earn credit for pathway courses. These agreements may include opportunities for concurrent enrollment and associated credit.	Formal partnerships have been developed to articulate the pathway program with local four-year universities, community colleges, and postsecondary training institutions. Pathway articulation incorporates concurrent enrollment options and allows students to earn substantial postsecondary credit for pathway completion.	

Elements of Model Multiple Pathways	Foundation Pieces 1	Emerging Pathway 2	Operational Pathway 3	Fully Developed Pathway 4	Score 0–4
STUDENT SUPPORT SERVICES					
Academic Support[D]	Some support services are available to students. Although students know about these services, little effort is made to encourage students to take advantage of them.	All students have available to them a range of support services that may include supplemental instruction in English and math (e.g., additional coursework, tutoring, etc.).	Pathway staff assumes responsibility for monitoring student progress and helps students access a variety of support services to maximize opportunities for success in the pathway program. Services may include supplemental instruction in English and math (e.g., additional coursework, tutoring, etc.).	Each student is assigned to a staff member who serves as his/her "mentor" and advisor. This staff member monitors student progress, communicates with the student's parent/guardian, and ensures that the student takes advantage of available support services, as needed, to maximize opportunities for success in the pathway program. All students have available to them a range of support services that may include supplemental instruction in English and math (e.g., additional coursework, tutoring, etc.).	
College and Career Guidance and Counseling[6,C]	The pathway does not have a designated counselor. College and career guidance materials are available through a college and career center, but services may be limited to those students who take the initiative to seek them.	The pathway does not have a designated counselor. School counselors and pathway teachers provide students with some college and career counseling to support postsecondary transition.	The pathway has a designated counselor who is familiar with the unique needs of the program and its students. All students receive some college and career counseling to support postsecondary transition, but those services and opportunities may be intermittent and inconsistent.	The pathway has a designated counselor who is familiar with the unique needs of the program and its students. A formalized advisory program during the regular school day provides structure for delivery of guidance services. All students receive formalized, sequenced college and career counseling that includes career awareness, career interest surveys and inventories, industry-relevant field trips, and visits to colleges and universities. All students receive guidance and assistance with college applications, testing, and financial aid.	
Pathway Preparation and Orientation[C,F]	Brochures or other printed materials are distributed to middle school students through mass mailing.	Pathway students and staff may make presentations to middle school students as a way to introduce pathway options and/or distribute brochures or other printed materials. No formal orientation is offered.	Some feeder middle schools offer a series of career exploration activities and/or orientation to available high school pathways via presentations or printed material. The pathway offers limited orientation for students once they arrive on the high school site.	All feeder middle schools offer well-designed, comprehensive career exploration programs that inform students about the pathway options available in nearby high schools. The pathway offers summer orientation and other transition services intended to ensure smooth entry into high school and the pathway program.	
Parent Involvement	There is little evidence of active parent involvement. Parents support school activities by attending functions and/or fundraising.	A small group of self-identified parents participate in pathway planning and implementation. Other parents may be generally supportive, but their involvement is limited to a handful of parent-specific functions.	Through formalized structures, parents are encouraged to participate in various aspects of the pathway program. There are regular opportunities for parents to come to the school site, view student projects, learn about pathway activities, and provide critical feedback.	A strategic effort is made to engage parents as active partners in their student's education. Through formalized structures, parents of pathway students are actively involved in program development, implementation, and leadership. Through established support systems, parents are aware of their students' performance and provided with tools and information to support student success.	

Elements of Model Multiple Pathways	Foundation Pieces 1	Emerging Pathway 2	Operational Pathway 3	Fully Developed Pathway 4	Score 0–4
WORK-BASED LEARNING OPPORTUNITIES					
Work-Based Learning[1,5,B,D]	Some students have the opportunity to participate in work-based learning experiences, but they are neither available to all students nor offered regularly. There is no connection to pathway coursework or monitoring of quality of placement.	Some students participate in at least some worksite visits and/or job shadows, but the opportunities may be hit-and-miss. More intensive internships may be available to a handful of students. Overall, there is little structure, coordination, monitoring of quality, or connection to coursework.	All students participate in at least a couple of work-based learning experiences, including an internship, with or without intentional connection to pathway courses. Structure and coordination is emerging. Quality of placement and experience may not be monitored and evaluated.	All students participate in a coordinated, structured, and monitored sequence of work-based learning experiences that are intentionally designed to reinforce the academic and technical pathway coursework. These experiences are sequenced through the years from speakers, field trips, mentors, and job shadows, to student-run enterprises, virtual apprenticeships, and internships. Every student participates in at least one internship that is intentionally designed to reinforce classroom learning. Quality is monitored regularly.	
Authentic Work-Based Projects[1,3,4,5,B]	Students work on fictitious school-based projects and have no contact, guidance, or support from industry professionals.	Students work on industry projects similar to those found in industry or school projects that are interdisciplinary, created by the teacher(s), and have limited guidance or support from industry professionals.	Students work on well-designed projects similar to those found in industry. Some guidance and support is provided by professional mentors/contacts.	Pathway students collaborate with industry partners to complete complex, authentic, and interdisciplinary industry projects, working both at school and in the community. Industry professionals guide and support student teams and play a role in project evaluation.	
PROGRAM / SCHOOL CULTURE					
Personalized Learning Environment[G]	Teachers recognize that students have different learning needs and provide differentiated instruction in their classrooms.	Teachers make every effort to know students and care about their academic success. Because students remain together as a cohort for three or more classes, teachers have the opportunity to meet together to discuss student progress and to work together to identify and address individual student needs.	Young people and adults in the school know each other well. Every student is known well by at least one adult in the school who ensures that the student's learning needs are met. Personalization is a clear priority that is reflected in reallocating resources to provide smaller classes, looping so that teachers remain with students for more than one year, and/or reducing pupil loads by reorganizing the school day (e.g., 4x4 schedule).	A clearly structured, personalized learning environment supports the development of meaningful, sustained relationships between students and teachers and creates a close family atmosphere. Teachers know students' individual strengths and challenges and provide academic support, as needed, in a timely fashion. The school is intentionally structured to support the development of meaningful, sustained relationships between students and adults. An advisory period provides regular opportunities for guidance, support, and home/school communication.	
School and Program Leadership[A,D]	A program director, principal, or lead teacher is dedicated to the program and motivated to ensure pathway development but he/she receives little or no support or buy-in from others.	A few dedicated individuals drive the program and are motivated to ensure pathway development; the remaining staff are mostly supportive but not actively engaged.	A motivated, effective pathway program director is supported by site administration and some pathway teachers; other pathway staff cooperate without creating barriers to effective pathway implementation. Students have input into decisions.	A strong leadership team consisting of the school's principal, program director, teachers, and business/community partners collaborate effectively in planning, implementing, and sustaining the pathway program. All are motivated to develop and maintain a high-quality program. Students participate in programmatic decisions.	

Elements of Model Multiple Pathways	Foundation Pieces 1	Emerging Pathway 2	Operational Pathway 3	Fully Developed Pathway 4	Score 0–4
PROGRAM / SCHOOL STRUCTURE					
Inclusion of Targeted Student Population[G]	Students enroll in, or are placed in, a pathway program with no explicit attention paid to diversity or balanced representation.	An informal network of teachers, counselors, and/or other staff recruits students who they believe may benefit from the program. Any interested student is accepted if space is available. No formal application or interview process is required.	Pathway students are selected randomly from a pool of applicants with a clear goal of representing a diverse group of students including at-risk, minority, low-income, and "non-traditional" students.	A strategic effort is made to identify, target, and recruit a broad range of the student population including at-risk, minority, and low-income youth as well as non-traditional students (e.g., females for construction careers). No GPA entry requirement exists, and no students are excluded because of prior low achievement.	
Teacher Collaboration[G,H]	Interested and willing CTE and academic teachers consult periodically on curriculum and instruction. Curriculum integration may occur sporadically or in one direction (e.g., academics infused into CTE).	Interested and willing CTE and academic teachers find time to create a few integrated lessons, units, or projects, but school and district support structures are not in place to encourage them as a regular practice.	Although the school schedule does not necessarily accommodate it, the team of CTE and academic pathway teachers make time to meet to plan integrated, interdisciplinary curriculum and program activities and to discuss student progress and strategies to support struggling students.	All CTE and academic pathway teachers are given ample, structured time during the regular school day to meet as a pathway team to plan integrated, interdisciplinary curriculum and program activities, discuss student progress, and develop strategies to support struggling students.	
Scheduling[G]	Pathway staff has adjusted to the constraints of a six-period day or other schedule that does not meet program needs. Non-pathway students can take pathway courses.	In developing the school's master schedule, the needs of the pathway(s) are given special consideration. Some, but not all, pathway courses are "pure."	The school has adopted a 4x4 block or some other flexible schedule that accommodates the needs of pathways and other programs. CTE and some academic courses are "pure."	The pathway maintains a specialized, flexible schedule that meets its unique programmatic needs. All pathway courses are "pure," that is, made up of pathway students only.	
Established Industry Partners[E,G]	One or two industry partners provide information, guest speakers, and field trip opportunities.	Some industry partners participate in pathway activities on an intermittent basis, but there is no long-term commitment to specific activities or ongoing pathway development.	Industry partners serve on an advisory board and provide work-based learning experiences, including job shadowing and internships. Some may be involved in other aspects of pathway development and implementation.	Industry partners are actively involved in all aspects of pathway development and implementation, which may include serving on an advisory board, assisting with curriculum development, offering substantial and frequent work-based learning opportunities, and advising students on projects.	

Elements of Model Multiple Pathways	Foundation Pieces 1	Emerging Pathway 2	Operational Pathway 3	Fully Developed Pathway 4	Score 0–4
PROGRAM EVALUATION					
Systematic Program Evaluation[I]	Program success is measured predominantly by anecdotal data. Pathway staff is considering more formal measures of evaluation, but no concrete plan has been developed.	Pathway staff examines enrollment, attendance, and anecdotal evidence such as student satisfaction to evaluate program success. Plans and systems are being developed to include standard measures of student achievement in program evaluation.	Pathway staff uses data and other standard measures of achievement, such as API, CST, CAHSEE, and graduation and dropout rates, to evaluate program success and to guide planning for pathway improvement.	School or district has established a formalized protocol by which to evaluate quality indicators of pathway programs.	
Student Engagement and Motivation	Most students are in the program by choice but seem indifferent about the program and coursework.	Students consider the program to be "fun" and like their classes and teachers, but few students can articulate how their learning is relevant to the world outside of the classroom or their postsecondary plans.	Most students are engaged in projects and coursework, see a clear relationship to the world outside of the classroom, and generally appreciate what the program offers.	All students are consistently and actively engaged in projects and coursework, see a clear relationship between classroom learning and future education and employment opportunities, and freely express how much they value being part of the program.	
Postsecondary Tracking[F,I]	The pathway program has identified a need to track the postsecondary success of its students, but has not yet garnered the resources and/or taken action to do so.	The pathway program requests alumni to self-report postsecondary data.	Pathway staff conducts a formal follow-up of students for one or two years after high school graduation and uses data to make program improvements.	Pathway staff conducts a formal follow-up of students for at least four years after high school graduation and uses data collected to continuously improve the program. Evaluation ascertains postsecondary program completion, income, and other key indicators of success.	

TOTAL SCORE =

CALCULATE YOUR PATHWAY AVERAGE SCORE (TOTAL SCORE / 19) =

Alignment with California Career Technical Education Foundation Standards

[1] Standards 1.0, 2.0

[2] Standards 10.0

[3] Standards 5.1, 5.2, 5.3

[4] Standards 9.1, 9.3, 9.4

[5] Standards 7.1, 7.2, 7.3, 7.4

[6] Standards 3.1, 3.2, 3.3

Alignment with 11 Elements of High Quality CTE System defined in the 2008–2012 California State Plan for Career Technical Education (Approved March 2008)

[A] Element: Leadership at all levels

[B] Element: High quality curriculum and instruction

[C] Element: Career exploration and guidance

[D] Element: Student support and student leadership development

[E] Element: Industry partnerships

[F] Element: System alignment and coherence

[G] Element: Effective organizational design

[H] Element: Skilled faculty and professional development

[I] Element: Evaluation, accountability, and continuous improvement

Glossary of Terms

Multiple Pathways—Pathways are comprehensive, multi-year programs of academic and technical study, which are organized around a career theme, that prepare high school students for a full range of post-graduation options—including two- or four-year college, apprenticeships, formal job training, and military service. Pathways connect learning in the classroom with real-world applications outside of school by incorporating four core components:

A challenging **academic component** that prepares students for success—without remediation—in California's community colleges and universities, as well as in apprenticeships and other postsecondary programs.

A demanding **technical component** that delivers concrete knowledge and skills through a sequence or cluster of four or more technical courses.

A **work-based learning component** that offers opportunities to learn through real-world experiences.

Supplemental services that include counseling as well as additional instruction in reading, writing, and mathematics to support students in a challenging program of study.

Apprenticeship—Multi-year, formalized programs that combine on-the-job training (OJT) with related classroom instruction and typically prepare individuals for occupations in the skilled trades and crafts.

Articulation—The practice of aligning curriculum from one educational segment to another to encourage a seamless transition between courses, grades, and/or educational institutions. Most commonly, high school courses articulate to community college courses so that high school students can earn college credit.

Curriculum Frameworks—Blueprints for implementing the state content standards; frameworks identify instructional programs, strategies, and materials, professional development, and assessments that are aligned with the standards.

Dual Enrollment—High school students enroll in college courses, which may be offered either on the high school or college campus, and earn college credit.

Integrated Curriculum—A series of conscious and informed strategies used to connect different academic subjects and career technical course content so that what is learned in one discipline is reinforced in the other disciplines over an extended period of time.

Project-Based Learning—A systematic teaching method that engages students by focusing on a complex question or problem and having them investigate answers to that problem over an extended period of time, often by creating presentations and products.

Standards—Statements that define what students should know and be able to do at each grade level.

Tech Prep—An educational program that typically combines at least two years of secondary career-technical education with two years of postsecondary education and leads to a postsecondary certificate or degree.

Work-Based Learning—An educational approach that links learning in the workplace to that which is learned in the classroom to engage students more fully in learning and to intentionally promote exposure and access to future educational and career opportunities.

Multiple Pathways Program Assessment Rubric
Arlene LaPlante
Roman Stearns

ConnectEd was founded with a grant from The James Irvine Foundation.

ConnectEd's mission is to support the development of multiple pathways by which California's young people can complete high school, enroll in postsecondary education, attain a formal credential, and embark on lasting success in the world of work, civic affairs, and family life.

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Appendix D: Achievement Data Tables for Network Overall

Table D1: Overall distribution of students within the ConnectEd Network sites, 2007–08

	Number	Percentage
Total	5501	100.0
School		
BITA	155	2.8
BuildSF	19	0.3
CART	1195	21.7
CTA	448	8.1
DMD	421	7.7
ESGVROP	1241	22.6
HCA-Placerville	164	3.0
HCA-Palmdale	486	8.8
HPHS	400	7.3
ISA	167	3.0
Life Academy	239	4.3
MPTA	147	2.7
OSA	194	3.5
PLTW-Barstow	49	0.9
PLTW-Lancaster	67	1.2
STaRS	109	2.0

Table D2: Gender distribution of students within the ConnectEd Network sites, by site, 2007–08

	Total	Male		Female	
	Number	%	#	%	#
Total	5500	50.7	2789	49.3	2711
School					
BITA	155	83.9	130	16.1	25
BuildSF	19	68.4	13	31.6	6
CART	1195	49.2	588	50.8	607
CTA	448	77.0	345	23.0	103
DMD	421	47.7	201	52.3	220
ESGVROP	1241	53.1	659	46.9	582
HCA-Placerville	164	33.5	55	66.5	109
HCA-Palmdale	486	21.0	102	79.0	384
HPHS	400	32.0	128	68.0	272
ISA	167	59.9	100	40.1	67
Life Academy	239	39.3	94	60.7	145
MPTA	147	79.6	117	20.4	30
OSA	194	33.0	64	67.0	130
PLTW-Barstow	48	85.4	41	14.6	7
PLTW-Lancaster	67	91.0	61	9.0	6
STaRS	109	83.5	91	16.5	18

Table D3: Racial/ethnic distribution of students within the ConnectEd Network sites (condensed categories), 2007–08

	Hispanic		White		Af-Amer		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#
Total	42.7	2336	29.2	1595	11.8	645	11.7	638	4.6	251
School										
BITA	76.8	119	17.4	27	0.6	1	1.9	3	3.2	5
BuildSF	42.1	8	10.5	2	5.3	1	10.5	2	31.6	6
CART	27.4	327	54.0	645	3.4	41	13.8	165	1.4	17
CTA	53.8	241	17.4	78	13.6	61	10.5	47	4.7	21
DMD	33.7	142	23.8	100	17.8	75	17.3	73	7.4	31
ESGVROP	50.6	627	21.3	264	4.1	51	18.1	224	6.0	74
HCA-Placerville	9.3	15	84.5	136	3.1	5	0.0	0	3.1	5
HCA-Palmdale	69.8	338	12.4	60	12.2	59	4.8	23	0.8	4
HPHS	33.0	131	18.4	73	37.5	149	6.5	26	4.5	18
ISA	46.7	78	25.1	42	26.3	44	1.2	2	0.6	1
Life Academy	73.4	168	0.9	2	11.4	26	10.0	23	4.4	10
MPTA	16.3	24	31.3	46	14.3	21	27.2	40	10.9	16
OSA	11.2	20	13.5	24	55.1	98	2.8	5	17.4	31
PLTW-Barstow	45.8	22	41.7	20	6.3	3	0.0	0	6.3	3
PLTW-Lancaster	37.3	25	47.8	32	9.0	6	1.5	1	4.5	3
STaRS	46.8	51	40.4	44	3.7	4	3.7	4	5.5	6

Note: "All Other" includes those students identifying as American Indian/Alaska Native, Pacific Islander, Filipino, and Multi-ethnic.

Table D4: Grade level distribution of students within the ConnectEd Network sites, 2007–08

	9th		10th		11th		12th	
	%	#	%	#	%	#	%	#
Total	15.5	852	17.6	967	25.0	1375	41.9	2307
School								
BITA	14.2	22	30.3	47	28.4	44	27.1	42
BuildSF	26.3	5	0.0	0	21.1	4	52.6	10
CART	0.0	0	0.0	0	55.8	667	44.2	528
CTA	30.6	137	31.3	140	20.1	90	18.1	81
DMD	31.1	131	28.5	120	21.4	90	19.0	80
ESGVROP	0.0	0	0.0	0	0.0	0	100.0	1241
HCA-Placerville	14.0	23	43.9	72	18.9	31	23.2	38
HCA-Palmdale	23.9	116	40.7	198	21.6	105	13.8	67
HPHS	42.3	169	29.3	117	28.5	114	0.0	0
ISA	19.2	32	35.9	60	18.6	31	26.3	44
Life Academy	25.1	60	26.8	64	25.5	61	22.6	54
MPTA	36.1	53	28.6	42	17.7	26	17.7	26
OSA	22.7	44	26.3	51	22.7	44	28.4	55
PLTW-Barstow	22.4	11	22.4	11	38.8	19	16.3	8
PLTW-Lancaster	14.9	10	25.4	17	38.8	26	20.9	14
STaRS	35.8	39	25.7	28	21.1	23	17.4	19

Table D5: Grade level attendance rates of students within the ConnectEd Network sites, 2007–08

	9th		10th		11th		12th	
	%	s.d.	%	s.d.	%	s.d.	%	s.d.
Total	95.1	7.1	94.7	6.9	94.3	7.4	93.6	8.4
School								
BITA	92.0	6.4	91.3	8.2	91.1	9.4	90.8	7.8
BuildSF	94.7	6.6	—	—	86.4	14.9	88.6	8.0
CART	—	—	—	—	—	—	91.4	8.4
CTA	96.5	3.8	95.8	6.3	95.1	7.2	96.6	3.7
DMD	95.4	7.2	95.1	7.0	95.1	5.9	98.3	2.5
ESGVROP	—	—	—	—	—	—	93.3	8.8
HCA-Placerville	94.8	6.7	95.2	5.0	95.0	4.7	93.2	6.6
HCA-Palmdale	95.2	6.0	93.8	7.7	92.5	10.8	93.9	5.9
HPHS	92.2	10.8	91.5	9.7	93.3	7.8	—	—
ISA	97.4	2.3	94.7	4.2	95.4	4.7	91.1	10.2
Life Academy	98.0	2.9	98.3	2.5	97.0	3.9	98.5	2.4
MPTA	95.5	3.4	97.2	2.9	96.7	3.3	96.8	3.4
OSA	94.7	9.1	96.2	3.3	94.3	4.5	93.8	15.0
PLTW-Barstow	92.8	5.5	93.3	4.1	92.2	6.2	92.5	4.3
PLTW-Lancaster	96.5	4.4	96.9	6.7	94.5	6.1	95.5	5.0
STaRS	96.8	3.7	96.9	3.0	96.8	2.6	95.4	4.1

s.d.: standard deviation

Table D6: Grade-to-grade promotion, graduation, and continuation rates of students within the ConnectEd Network sites, 2007–08

	Promotion from one grade to the next			Graduation rate	Graduation w/ a-g reqs	Yearly continuation in program		
	9th %	10th %	11th %	12th %	12th %	9th %	10th %	11th %
Total	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
School								
BITA	72.7	68.1	54.5	85.7	4.8	—	—	—
BuildSF	80.0	—	100.0	100.0	30.0	—	—	—
CART	—	—	100.0	96.8	43.9	—	—	56.7
CTA	100.0	100.0	100.0	97.5	49.4	100.0	100.0	100.0
DMD	84.7	85.0	93.3	98.8	48.8	96.2	98.3	96.7
ESGVROP	—	—	—	100.0	20.5	—	—	—
HCA-Placerville	100.0	100.0	100.0	97.1	51.5	26.1	47.2	45.2
HCA-Palmdale	95.7	70.7	97.0	95.3	90.9	95.7	54.5	66.0
HPHS	100.0	100.0	99.1	—	—	100.0	100.0	100.0
ISA	100.0	100.0	100.0	92.9	61.4	28.1	43.1	85.7
Life Academy	100.0	98.4	98.4	92.3	61.5	96.7	98.4	98.4
MPTA	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
OSA	100.0	100.0	100.0	96.4	98.2	95.5	92.2	97.7
PLTW-Barstow	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PLTW-Lancaster	100.0	100.0	100.0	100.0	28.6	100.0	100.0	100.0
STaRS	94.9	100.0	95.7	100.0	22.2	64.1	92.9	73.9

Note: Continuation rates for BuildSF not included, as the BuildSF program in 2007-08 was not designed to continue from year to year for individual students.

Table D7: Post-secondary plans of seniors within the ConnectEd Network sites, 2007–08

	4-yr only %	4-yr + + empl. %	2-yr only %	2-yr+ + empl %	tech/ appr. %	empl only %	milit- ary %	other %
Total	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3
School								
BITA	—	—	—	—	—	—	—	—
BuildSF	22.2	0.0	0.0	77.8	0.0	0.0	0.0	0.0
CART	—	—	—	—	—	—	—	—
CTA	30.4	1.3	35.4	8.9	5.1	2.5	11.4	5.1
DMD	32.5	0.0	65.0	0.0	0.0	1.3	1.3	0.0
ESGVROP	—	—	—	—	—	—	—	—
HCA-Placerville								
HCA-Palmdale	—	—	—	—	—	—	—	—
HPHS	—	—	—	—	—	—	—	—
ISA	0.0	0.0	68.2	0.0	4.5	15.9	11.4	0.0
Life Academy	67.3	0.0	17.3	11.5	1.9	1.9	0.0	0.0
MPTA	19.2	11.5	0.0	61.5	3.8	0.0	3.8	0.0
OSA	79.6	0.0	16.3	0.0	2.0	2.0	0.0	0.0
PLTW-Barstow	—	—	—	—	—	—	—	—
PLTW-Lancaster	7.7	23.1	15.4	53.8	0.0	0.0	0.0	0.0
STaRS	5.6	0.0	0.0	66.7	11.1	5.6	11.1	0.0

Table D8a: CAHSEE pass rates of 2007-08 10th-grade students within the ConnectEd Network sites, by site, 2007–08

	English/Language Arts				Mathematics			
	Pass		No Pass		Pass		No Pass	
	%	#	%	#	%	#	%	#
Total	82.9	754	17.1	155	79.5	724	20.5	187
School								
BITA	73.9	34	26.1	12	73.3	33	26.7	12
CTA	77.4	106	22.6	31	82.4	112	17.6	24
DMD	83.6	97	16.4	19	74.1	86	25.9	30
HCA-Placerville	88.9	56	11.1	7	92.1	58	7.9	5
HCA-Palmdale	88.0	147	12	20	82.7	139	17.3	29
HPHS	82.9	92	17.1	19	76.6	85	23.4	26
ISA	64.4	38	35.6	21	66.7	40	33.3	20
Life Academy	71.9	46	28.1	18	70.3	45	29.7	19
MPTA	92.9	39	7.1	3	92.9	39	7.1	3
OSA	97.9	47	2.1	1	70.0	35	30.0	15
PLTW-Barstow	81.8	9	18.2	2	81.8	9	18.2	2
PLTW-Lancaster	94.1	16	5.9	1	88.2	15	11.8	2
STaRS	96.4	27	3.6	1	100.0	28	0.0	0

Table D8b: CAHSEE pass rates of 2007-08 10th-grade students within the ConnectEd Network sites, by student race/ethnicity

	English/Language Arts				Mathematics			
	Pass		No Pass		Pass		No Pass	
	%	#	%	#	%	#	%	#
Total	83.2	747	16.8	151	79.6	716	20.4	184
Student race/ethnicity								
Hispanic/Latino	78.6	349	21.4	95	75.8	335	24.2	107
White	93.4	185	6.6	13	91.0	183	9.0	18
African-American	77.6	118	22.4	34	68.4	104	31.6	48
Asian	92.2	59	7.8	5	92.2	59	7.8	5
All other	90.0	36	10.0	4	85.4	35	14.6	6

Note: Totals slightly different from those shown in Table 7a because of missing data on the race/ethnicity variable.

Table D8c: CAHSEE pass rates of 2007-08 10th-grade students within the ConnectEd Network sites, by site and student race/ethnicity

	English/Language Arts				Mathematics			
	Pass		No Pass		Pass		No Pass	
	%	#	%	#	%	#	%	#
Total	83.2	747	16.8	151	79.6	716	20.4	184
BITA								
Hispanic/Latino	67.6	23	32.4	11	69.7	23	30.3	10
White	90.0	9	10.0	1	80.0	8	20.0	2
African-American	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—
Other	100.0	2	0.0	0	100.0	2	0.0	0
CTA								
Hispanic/Latino	71.1	59	28.9	24	75.6	62	24.4	20
White	85.7	18	14.3	3	95.2	20	4.8	1
African-American	81.3	13	18.8	3	86.7	13	13.3	2
Asian	92.9	13	7.1	1	92.9	13	7.1	1
Other	100.0	3	0.0	0	100.0	4	0.0	0
DMD								
Hispanic/Latino	81.4	35	18.6	8	67.4	29	32.6	14
White	96.3	26	3.7	1	88.9	24	11.1	3
African-American	68.4	13	31.6	6	52.6	10	47.4	9
Asian	87.5	14	12.5	2	93.8	15	6.3	1
Other	81.8	9	18.2	2	72.7	8	27.3	3
HCA-Placerville								
Hispanic/Latino	83.3	5	16.7	1	100.0	6	0.0	0
White	93.9	46	6.1	3	91.8	45	8.2	4
African-American	75.0	3	25.0	1	100.0	4	0.0	0
Asian	—	—	—	—	—	—	—	—
Other	100.0	2	0.0	0	100.0	2	0.0	0
HCA-Palmdale								
Hispanic/Latino	86.7	111	13.3	17	80.5	103	19.5	25
White	93.8	15	6.3	1	88.2	15	11.8	2
African-American	87.5	14	12.5	2	87.5	14	12.5	2
Asian	100.0	6	0.0	0	100.0	6	0.0	0
Other	100.0	1	0.0	0	100.0	1	0.0	0

Table D8c: CAHSEE pass rates of 2007-08 10th-grade students within the ConnectEd Network sites, by site and student race/ethnicity, continued

	English/Language Arts				Mathematics			
	Pass		No Pass		Pass		No Pass	
	%	#	%	#	%	#	%	#
HPHS								
Hispanic/Latino	83.8	31	16.2	6	75.7	28	24.3	9
White	100.0	18	0.0	0	88.9	16	11.1	2
African-American	66.7	26	33.3	13	64.1	25	35.9	14
Asian	100.0	12	0.0	0	91.7	11	8.3	1
Other	100.0	5	0.0	0	100.0	5	0.0	0
ISA								
Hispanic/Latino	56.3	18	43.8	14	62.5	20	37.5	12
White	90.0	9	10.0	1	90.9	10	9.1	1
African-American	62.5	10	37.5	6	56.3	9	43.8	7
Asian	—	—	—	—	—	—	—	—
Other	100.0	1	0.0	0	100.0	1	0.0	0
Life Academy								
Hispanic/Latino	75.6	34	24.4	11	71.1	32	28.9	13
White	0.0	0	100.0	1	0.0	0	100.0	1
African-American	75.0	3	25.0	1	100.0	4	0.0	0
Asian	75.0	6	25.0	2	75.0	6	25.0	2
Other	50.0	1	50.0	1	50.0	1	50.0	1
MPTA								
Hispanic/Latino	88.9	8	11.1	1	88.9	8	11.1	1
White	100.0	15	0.0	0	93.3	14	6.7	1
African-American	83.3	5	16.7	1	83.3	5	16.7	1
Asian	100.0	6	0.0	0	100.0	6	0.0	0
Other	83.3	5	16.7	1	100.0	6	0.0	0
OSA								
Hispanic/Latino	100.0	7	0.0	0	100.0	7	0.0	0
White	100.0	1	0.0	0	100.0	2	0.0	0
African-American	96.7	29	3.3	1	58.1	18	41.9	13
Asian	—	—	—	—	—	—	—	—
Other	100.0	5	0.0	0	60.0	3	40.0	2

Table D8c: CAHSEE pass rates of 2007-08 10th-grade students within the ConnectEd Network sites, by site and student race/ethnicity, continued

	English/Language Arts				Mathematics			
	Pass		No Pass		Pass		No Pass	
	%	#	%	#	%	#	%	#
PLTW-Barstow								
Hispanic/Latino	80.0	4	20.0	1	60.0	3	40.0	2
White	83.3	5	16.7	1	100.0	6	0.0	0
African-American	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—
PLTW-Lancaster								
Hispanic/Latino	100.0	5	0.0	0	80.0	4	20.0	1
White	90.0	9	10.0	1	90.0	9	10.0	1
African-American	—	—	—	—	—	—	—	—
Asian	100.0	1	0.0	0	100.0	1	0.0	0
Other	100.0	1	0.0	0	100.0	1	0.0	0
STaRS								
Hispanic/Latino	90.0	9	10.0	1	100.0	10	0.0	0
White	100.0	14	0.0	0	100.0	14	0.0	0
African-American	100.0	2	0.0	0	100.0	2	0.0	0
Asian	100.0	1	0.0	0	100.0	1	0.0	0
Other	100.0	1	0.0	0	100.0	1	0.0	0

Note: Totals slightly different from those shown in Table D8a because of missing data on the race/ethnicity variable.

Table D9: Proficiency level distribution of students within ConnectEd Network sites and the state of California, by CST exams taken in 2007-08

CST exam	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
		Network Sites		
English/Language Arts				
English 9	21.0	34.8	44.2	802
English 10	25.7	32.7	41.6	883
English 11	26.2	33.4	40.3	1297
Mathematics				
General Math[1]	47.1	29.4	23.5	17
Algebra 1	58.1	31.6	10.4	775
Geometry	69.8	22.2	8.0	977
Algebra 2	61.2	23.5	15.4	742
Summative Math	54.6	22.7	22.7	326
Science				
Biology	21.9	40.1	38.0	1179
Chemistry	56.6	31.7	11.6	668
Physics	37.3	43.7	19.0	327
Earth Science	27.2	39.0	33.9	313
Life Science	26.8	37.9	35.3	676
Social Studies				
World History	41.1	32.6	26.4	921
US History	28.9	31.5	39.6	1272

Table D9: Proficiency level distribution of students within ConnectEd Network sites and the state of California, by CST exams taken in 2007-08, continued

	Far below & below basic %	Basic %	Proficient & advanced %
	California State		
CST exam			
English/Language Arts			
English 9	25.0	27.0	49.0
English 10	31.0	28.0	41.0
English 11	37.0	26.0	37.0
Mathematics			
Algebra 1[2]	60.0	26.0	14.0
Geometry[3]	54.0	25.0	21.0
Algebra 2	44.0	29.0	27.0
Summative Math	26.0	27.0	47.0
Science			
Biology	26.0	33.0	42.0
Chemistry	30.0	38.0	32.0
Physics	23.0	33.0	43.0
Earth Science	34.0	37.0	29.0
Life Science-10	33.0	27.0	40.0
Social Studies			
World History	41.0	26.0	33.0
US History	36.0	26.0	38.0

[1] Students taking the general math CST attend only 5 of the 16 sites.

[2] These percentages were calculated using only 9th- through 11th-graders who took the Algebra 1 exam.

[3] These percentages were calculated using only 9th- through 11th-graders who took the Geometry exam.

Table D10: Proficiency level distribution of students within ConnectEd Network sites, by selected CST exams taken in 2007-08 and race/ethnicity

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
English/Language Arts				
English 9				
Hispanic/Latino	25.0	41.7	33.3	367
White	12.5	30.0	57.5	160
African-American	27.6	27.6	44.7	152
Asian	12.0	29.3	58.7	75
Other	13.1	28.9	57.9	38
English 10				
Hispanic/Latino	30.0	35.7	34.2	423
White	16.5	31.8	51.8	201
African-American	27.6	31.7	40.7	145
Asian	22.2	25.4	52.4	63
Other	27.5	22.5	50.0	40
English 11				
Hispanic/Latino	31.8	33.5	34.6	465
White	18.9	29.3	51.8	508
African-American	32.1	39.7	28.3	131
Asian	30.2	43.2	26.6	139
Other	22.2	31.1	46.7	45
Mathematics				
Algebra 1				
Hispanic/Latino	59.1	29.9	11.0	391
White	47.8	39.9	12.5	153
African-American	70.6	25.5	3.9	153
Asian	50.0	34.2	15.8	38
Other	42.8	39.3	17.9	28
Geometry				
Hispanic/Latino	75.9	17.5	6.6	439
White	57.7	32.0	10.3	241
African-American	80.3	16.6	3.2	157
Asian	57.7	25.9	16.5	85
Other	66.0	27.7	6.4	47

Table D10: Proficiency level distribution of students within ConnectEd Network sites, by selected CST exams taken in 2007-08 and race/ethnicity, continued

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
Algebra 2				
Hispanic/Latino	65.7	21.7	12.6	254
White	54.2	25.9	19.9	282
African-American	72.9	17.6	9.5	74
Asian	62.5	22.1	15.4	104
Other	50.0	38.5	11.5	26
Summative Math				
Hispanic/Latino	72.5	18.3	9.2	109
White	34.7	26.4	38.8	121
African-American	80.7	16.1	3.2	31
Asian	55.9	20.9	23.3	43
Other	33.3	26.7	40.0	15
Science				
Earth Science				
Hispanic/Latino	38.8	39.6	21.7	134
White	17.7	29.4	52.9	85
African-American	31.7	43.9	24.4	41
Asian	9.1	45.5	45.5	33
Other	10.0	55.0	35.0	20
Life Science				
Hispanic/Latino	31.7	41.5	26.8	313
White	19.6	32.0	48.3	153
African-American	29.9	40.2	29.9	117
Asian	19.2	27.7	53.2	47
Other	14.3	42.9	42.8	35
Biology				
Hispanic/Latino	27.7	44.5	27.8	515
White	11.3	32.8	55.9	302
African-American	25.3	52.2	22.6	186
Asian	14.5	31.1	54.4	103
Other	26.5	18.9	54.7	53

Table D10: Proficiency level distribution of students within ConnectEd Network sites, by selected CST exams taken in 2007-08 and race/ethnicity, continued

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
Chemistry				
Hispanic/Latino	62.5	30.2	7.2	248
White	41.1	39.3	19.6	219
African-American	82.1	13.7	4.2	95
Asian	55.3	31.6	13.2	76
Other	39.1	47.8	13.0	23
Physics				
Hispanic/Latino	47.9	42.3	9.7	123
White	30.7	35.6	33.7	101
African-American	44.9	46.9	8.1	49
Asian	15.0	65.0	20.0	40
Other	30.8	46.2	23.1	13
Social Studies				
World History				
Hispanic/Latino	48.1	33.1	18.7	432
White	31.4	28.6	39.9	213
African-American	41.1	36.4	22.5	151
Asian	28.2	33.8	38.1	71
Other	37.3	34.9	27.9	43
US History				
Hispanic/Latino	36.4	32.7	31.0	456
White	20.4	25.8	53.8	496
African-American	49.2	32.8	18.0	128
Asian	21.3	44.7	34.1	141
Other	14.2	38.1	47.6	42

Table D11: Proficiency level distribution of students within ConnectEd Network sites and in California on selected CST exams taken in 2007-08, by grade level

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
		Network Sites		
English/Language Arts				
English 9	21.0	34.8	44.2	1802
English 10	25.7	32.7	41.6	883
English 11	26.2	33.4	40.3	1297
Mathematics				
Algebra 1 - grade 9	53.4	34.4	12.2	511
Algebra 1 - grade 10	66.3	26.3	7.4	190
Algebra 1 - grade 11	68.9	25.7	5.4	74
Geometry - grade 9	61.5	25.1	13.4	239
Geometry - grade 10	69.5	23.2	7.3	512
Geometry - grade 11	79.2	16.8	4.0	226
Algebra 2 - grade 10	51.3	27.6	21.0	152
Algebra 2 - grade 11	65.0	21.6	13.3	578
Summative Math - grade 11	55.4	23.0	21.7	318
Science				
Biology - grade 9	27.6	43.6	28.8	369
Biology - grade 10	20.3	37.3	42.4	509
Biology - grade 11	17.6	40.5	41.9	301
Chemistry - grade 10	62.6	26.0	11.5	131
Chemistry - grade 11	55.5	33.1	11.5	532
Physics - grade 9	48.5	46.1	5.5	128
Physics - grade 11	29.2	42.7	28.2	192
Earth Science - grade 9	20.8	38.2	41.1	241
Life Science - grade 10	26.6	38.0	35.5	674
Social Studies				
World History (10)	41.1	32.9	26.0	854
US History (11)	28.7	31.6	39.7	1268

Table D11: Proficiency level distribution of students within ConnectEd Network sites and in California on selected CST exams taken in 2007-08, by grade level, continued

	Far below & below basic %	Basic %	Proficient & advanced %
		California State	
English/Language Arts			
English 9	25.0	27.0	49.0
English 10	31.0	28.0	41.0
English 11	37.0	26.0	37.0
Mathematics			
Algebra 1 - grade 9	53.0	28.0	18.0
Algebra 1 - grade 10	67.0	24.0	9.0
Algebra 1 - grade 11	74.0	20.0	5.0
Geometry - grade 9	28.0	29.0	43.0
Geometry - grade 10	62.0	25.0	12.0
Geometry - grade 11	77.0	18.0	6.0
Algebra 2 - grade 10	32.0	32.0	36.0
Algebra 2 - grade 11	61.0	28.0	11.0
Summative Math - grade 11	29.0	28.0	43.0
Science			
Biology - grade 9	18.0	29.0	52.0
Biology - grade 10	28.0	36.0	35.0
Biology - grade 11	29.0	31.0	39.0
Chemistry - grade 10	21.0	38.0	41.0
Chemistry - grade 11	37.0	38.0	25.0
Physics - grade 9	33.0	37.0	30.0
Physics - grade 11	21.0	32.0	47.0
Earth Science - grade 9	31.0	38.0	31.0
Life Science - grade 10	33.0	27.0	40.0
Social Studies			
World History (10)	39.0	27.0	33.0
US History (11)	36.0	26.0	38.0

Note: Students within Network sites taking the Algebra 2 CST in grade 9 totaled only 12 students and those taking the Summative Math CST in grade 10 totaled only 8 students; neither results are reproduced here. Similarly, very few students took the Earth Science CST in grades 10 and 11 (35 and 37, respectively), the Life Science CST in grade 9 (2), the Chemistry CST in grade 9 (5) or the Physics CST in grade 10 (7); those results are also excluded.

Table D12: Proficiency level distribution of students within ConnectEd Network sites and the state of California on selected CST mathematics exams taken in 2007-08, by grade level and race/ethnicity

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
		Network sites		
Algebra 1 - grade 9				
Hispanic/Latino	52.6	34.5	12.8	249
White	46.3	39.2	14.4	97
African-American	66.1	28.6	5.4	112
Asian	48.3	34.5	17.2	29
Algebra 1 - grade 10				
Hispanic/Latino	70.1	21.5	8.4	107
White	55.3	36.8	7.9	38
African-American	75.0	25.0	0.0	28
Asian	50.0	37.5	12.5	8
Algebra 1 - grade 11				
Hispanic/Latino	71.4	22.9	5.7	35
White	38.9	50.0	11.1	18
African-American	100.0	0.0	0.0	13
Asian	100.0	0.0	0.0	1
Geometry - grade 9				
Hispanic/Latino	76.9	13.7	9.5	95
White	43.2	37.3	19.6	51
African-American	84.9	12.1	3.0	33
Asian	41.0	38.5	20.5	39
Geometry - grade 10				
Hispanic/Latino	72.7	20.2	7.2	263
White	55.8	35.8	8.5	95
African-American	74.8	22.2	3.0	99
Asian	65.5	13.8	20.6	29
Geometry - grade 11				
Hispanic/Latino	85.2	13.6	1.2	81
White	67.3	25.3	7.4	95
African-American	96.0	0.0	4.0	25
Asian	82.4	17.6	0.0	17

Table D12: Proficiency level distribution of students within ConnectEd Network sites and the state of California on selected CST mathematics exams taken in 2007-08, by grade level and race/ethnicity, continued

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
		Network sites		
Algebra 2 - grade 10				
Hispanic/Latino	62.2	26.7	11.1	45
White	45.0	25.0	30.0	60
African-American	23.1	46.2	30.8	13
Asian	66.7	14.3	19.0	21
Algebra 2 - grade 11				
Hispanic/Latino	66.5	20.6	12.9	209
White	58.1	24.9	17.1	217
African-American	85.0	11.7	3.3	60
Asian	66.3	22.1	11.7	77
Summative Math - grade 11				
Hispanic/Latino	72.5	18.3	9.2	109
White	34.5	26.9	38.6	119
African-American	82.8	17.2	0.0	29
Asian	60.0	20.0	20.0	40
		California State		
Algebra 1 - grade 9				
Hispanic/Latino	63.0	26.0	12.0	
White	37.0	35.0	28.0	
African-American	67.0	23.0	10.0	
Asian	30.0	32.0	39.0	
Algebra 1 - grade 10				
Hispanic/Latino	72.0	22.0	6.0	
White	58.0	30.0	12.0	
African-American	78.0	18.0	4.0	
Asian	50.0	30.0	19.0	
Algebra 1 - grade 11				
Hispanic/Latino	77.0	18.0	4.0	
White	68.0	24.0	8.0	
African-American	83.0	14.0	3.0	
Asian	61.0	25.0	13.0	

Table D12: Proficiency level distribution of students within ConnectEd Network sites and the state of California on selected CST mathematics exams taken in 2007-08, by grade level and race/ethnicity, continued

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
		California State		
Geometry - grade 9				
Hispanic/Latino	45.0	31.0	24.0	
White	16.0	30.0	55.0	
African-American	52.0	28.0	20.0	
Asian	14.0	23.0	64.0	
Geometry - grade 10				
Hispanic/Latino	74.0	20.0	7.0	
White	46.0	34.0	20.0	
African-American	79.0	17.0	5.0	
Asian	43.0	29.0	28.0	
Geometry - grade 11				
Hispanic/Latino	82.0	15.0	3.0	
White	65.0	25.0	9.0	
African-American	86.0	11.0	3.0	
Asian	66.0	23.0	11.0	
Algebra 2 - grade 10				
Hispanic/Latino	47.0	31.0	22.0	
White	24.0	34.0	42.0	
African-American	54.0	28.0	18.0	
Asian	16.0	28.0	56.0	
Algebra 2 - grade 11				
Hispanic/Latino	71.0	23.0	8.0	
White	52.0	33.0	14.0	
African-American	76.0	19.0	5.0	
Asian	42.0	34.0	23.0	
Summative Math - grade 11				
Hispanic/Latino	48.0	29.0	22.0	
White	23.0	30.0	47.0	
African-American	55.0	27.0	18.0	
Asian	14.0	22.0	63.0	

Table D13: Proficiency level distribution of students within ConnectEd Network sites and the state of California on selected CST science exams taken in 2007-08, by grade level and race/ethnicity

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
		Network sites		
Biology - grade 9				
Hispanic/Latino	33.3	44.8	21.8	183
White	9.3	29.6	61.1	54
African-American	27.6	58.6	13.8	87
Asian	17.3	30.4	52.2	23
Biology - grade 10				
Hispanic/Latino	26.2	43.5	30.4	214
White	12.2	32.6	55.3	132
African-American	24.1	43.0	32.9	79
Asian	9.3	23.3	67.5	43
Biology - grade 11				
Hispanic/Latino	22.0	45.8	32.2	118
White	11.2	34.5	54.3	116
African-American	20.0	60.0	20.0	20
Asian	18.9	40.5	40.5	37
Chemistry - grade 10				
Hispanic/Latino	75.0	18.2	6.8	44
White	36.1	44.4	19.5	36
African-American	87.5	6.3	6.3	32
Asian	38.5	46.2	15.4	13
Chemistry - grade 11				
Hispanic/Latino	59.8	32.8	7.4	204
White	42.8	37.8	19.5	180
African-American	80.3	18.0	1.6	61
Asian	58.7	28.6	12.7	63
Physics - grade 9				
Hispanic/Latino	57.2	41.4	1.4	70
White	50.0	33.3	16.7	18
African-American	60.0	40.0	0.0	15
Asian	16.7	72.2	11.1	18

Table D13: Proficiency level distribution of students within ConnectEd Network sites and the state of California on selected CST science exams taken in 2007-08, by grade level and race/ethnicity, continued

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
		Network sites		
Physics - grade 11				
Hispanic/Latino	34.0	44.0	22.0	50
White	25.4	36.7	38.0	79
African-American	38.2	50.0	11.7	34
Asian	13.6	59.1	27.2	22
Earth Science - grade 9				
Hispanic/Latino	29.5	40.0	30.6	85
White	15.8	30.3	53.9	76
African-American	25.1	43.8	31.3	32
Asian	9.7	41.9	48.4	31
Life Science - grade 10				
Hispanic/Latino	31.4	41.7	27.0	312
White	19.6	32.0	48.3	153
African-American	29.3	40.5	30.2	116
Asian	19.2	27.7	53.2	47
		California State		
Biology - grade 9				
Hispanic/Latino	30.0	37.0	33.0	
White	8.0	22.0	70.0	
African-American	32.0	37.0	31.0	
Asian	5.0	17.0	78.0	
Biology - grade 10				
Hispanic/Latino	38.0	40.0	23.0	
White	17.0	31.0	52.0	
African-American	40.0	39.0	22.0	
Asian	15.0	32.0	53.0	
Biology - grade 11				
Hispanic/Latino	39.0	36.0	24.0	
White	18.0	27.0	55.0	
African-American	44.0	34.0	21.0	
Asian	14.0	21.0	65.0	

Table D13: Proficiency level distribution of students within ConnectEd Network sites and the state of California on selected CST science exams taken in 2007-08, by grade level and race/ethnicity, continued

	Far below & below basic %	Basic %	Proficient & advanced %
		California State	
Chemistry - grade 10			
Hispanic/Latino	37.0	42.0	20.0
White	11.0	37.0	53.0
African-American	43.0	39.0	18.0
Asian	9.0	31.0	60.0
Chemistry - grade 11			
Hispanic/Latino	51.0	37.0	12.0
White	22.0	42.0	36.0
African-American	56.0	33.0	10.0
Asian	23.0	35.0	43.0
Physics - grade 9			
Hispanic/Latino	46.0	37.0	16.0
White	19.0	38.0	42.0
African-American	56.0	34.0	10.0
Asian	14.0	33.0	52.0
Physics - grade 11			
Hispanic/Latino	35.0	40.0	25.0
White	11.0	27.0	61.0
African-American	42.0	38.0	21.0
Asian	9.0	27.0	64.0
Earth Science - grade 9			
Hispanic/Latino	39.0	41.0	20.0
White	18.0	34.0	48.0
African-American	45.0	38.0	16.0
Asian	20.0	38.0	43.0
Life Science - grade 10			
Hispanic/Latino	44.0	31.0	25.0
White	21.0	23.0	56.0
African-American	49.0	28.0	23.0
Asian	16.0	21.0	64.0

Table D14: Proficiency level distribution of students within ConnectEd Network sites and the state of California on selected CST history exams taken in 2007-08, by grade level and race/ethnicity

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
		Network sites		
World History (10)				
Hispanic/Latino	48.7	32.6	18.8	411
White	32.0	29.9	38.2	194
African-American	39.6	37.4	23.0	139
Asian	24.6	34.4	41.0	61
Other	36.9	36.8	26.3	38
U.S. History (11)				
Hispanic/Latino	36.2	32.7	31.0	455
White	20.4	25.9	53.8	495
African-American	48.4	33.3	18.3	126
Asian	21.3	44.7	34.1	141
Other	14.2	38.1	47.6	42
		California State		
World History (10)				
Hispanic/Latino	52.0	27.0	21.0	
White	25.0	27.0	49.0	
African-American	55.0	26.0	19.0	
Asian	19.0	25.0	55.0	
U.S. History (11)				
Hispanic/Latino	47.0	28.0	25.0	
White	24.0	24.0	51.0	
African-American	52.0	26.0	21.0	
Asian	19.0	23.0	58.0	

Table D15: Proficiency level distribution of students within ConnectEd Network sites and the state of California on selected CST English exams taken in 2007-08, by grade level and race/ethnicity

	Far below & below basic %	Basic %	Proficient & advanced %	Number of students
		Network sites		
English 9				
Hispanic/Latino	25.0	41.7	33.3	367
White	12.5	30.0	57.5	160
African-American	27.6	27.6	44.7	152
Asian	12.0	29.3	58.7	75
Other	13.1	28.9	57.9	38
English 10				
Hispanic/Latino	30.0	35.7	34.2	423
White	16.5	31.8	51.8	201
African-American	27.6	31.7	40.7	145
Asian	22.2	25.4	52.4	63
Other	27.5	22.5	50.0	40
English 11				
Hispanic/Latino	31.8	33.5	34.6	465
White	18.9	29.3	51.8	508
African-American	32.1	39.7	28.3	131
Asian	30.2	43.2	26.6	139
Other	22.2	31.1	46.7	45
		California State		
English 9				
Hispanic/Latino	34.0	33.0	34.0	
White	12.0	20.0	68.0	
African-American	34.0	31.0	34.0	
Asian	10.0	17.0	73.0	
English 10				
Hispanic/Latino	41.0	33.0	27.0	
White	18.0	24.0	57.0	
African-American	44.0	30.0	26.0	
Asian	15.0	21.0	64.0	
English 11				
Hispanic/Latino	48.0	29.0	22.0	
White	24.0	23.0	53.0	
African-American	51.0	26.0	22.0	
Asian	20.0	22.0	58.0	

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Appendix E: Achievement Data Tables for Individual Site Comparisons

For 15 of the 16 network sites, we compared overall gender and ethnic composition of program students to the school or district (or both) within which the program operates, as an indication of the similarity of the program to the surrounding school or district. We also compared attendance, promotion, graduation, a–g fulfillment, and continuation rates, as well as students' aspirations for each site to the network as a whole. Whole school, district, and statewide estimates are not available for 2007–08 for those factors.

Finally, as with the general assessment of students in the network (whose outcomes were compared to those of students statewide), results of students at each site were compared to those of students in the surrounding school and/or district. Note that these comparisons are to the school (or district) as a whole, not to "the rest" of the school. In other words, program students' results are part of the schools' (or districts') results. We did not make distinctions based on race/ethnicity or grade level.

East San Gabriel Valley Regional Occupational Program (ROP) is not included in these series of tables for two reasons. Because it attracts and enrolls students from seven different school districts, comparisons could not be made to any one "setting." In addition, East San Gabriel Valley ROP supplied data only for their seniors involved in work-based learning experiences. Being seniors, these students did not take the CSTs nor a 10th-grade CAHSEE in 2007–08.

For schools that have been in the network for both 2006–07 and 2007–08, we also compared results over time as an indication of the progress of the program as a whole. Of course, the students taking each exam each year are different students, so this assessment should be viewed as an indication of the program and its possible effect on succeeding classes of students. Any differences in the two student classes are *not* accounted for.

Appendix tables for Building Industry Technology Academy (BITA), located at Katella High School (Katella HS) within Anaheim Union High School District (Anaheim UHSD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
BITA	83.9	130	16.1	25	76.8	119	17.4	27	0.6	1	1.9	3	3.2	5
Katella HS	49.6	1,245	50.4	1,266	79.3	1,990	11.5	288	1.4	36	3.6	90	4.2	107
Anaheim UHSD	50.8	10,956	49.2	10,610	57.5	19,163	16.1	5,382	2.7	899	10.8	3,596	12.9	4,303
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
BITA	92.0	91.3	91.1	90.8	72.7	68.1	54.5	85.7	4.8	—	—	—
Katella HS								85.1	26.1			
Anaheim UHSD								76.7	33.2			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
BITA	—	—	—	—	—	—	—	—	0
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
BITA	73.9	46	73.3	45
Katella HS	77	620	78	621
Anaheim UHSD	80	5,441	81	5,451
Network Sites	82.9	754	79.5	724
State	79		78	
BITA students, by race/ethnicity				
Hispanic	67.6	34	69.7	33
White	90.0	10	80.0	10
African-American	—	—	—	—
Asian	—	—	—	—
All Other	100.0	2	100.0	2

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
BITA	23.8	21	23.3	43	14.6	41
Katella HS	40	709	28	597	28	508
Anaheim UHSD	50	5,487	42	5,340	38	4,884
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
BITA	5.2	77	15.8	19	25.0	4	—	—
Katella HS	8	1,075	22	439	31	201	45	51
Anaheim UHSD	14	7,458	29	3,875	35	2,232	56	755
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
BITA	46.2	26	57.1	7	—	0	3.8	52	20.4	44
Katella HS	39	617	33	279	28	87	10	610	30	602
Anaheim UHSD	50	5,730	37	2,771	56	737	22	2,904	42	5,266
Network Sites	38	1,179	11.6	668	19.0	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
BITA	26.1	46	15.0	40
Katella HS	29	610	27	511
Anaheim UHSD	38	5,215	43	4,806
Network Sites	26.4	921	39.6	1,272
State	33		38	

Appendix tables for Build San Francisco (BuildSF), operating as an autonomous site within San Francisco Unified School District (SFUSD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
BuildSF	68.4	13	31.6	6	42.1	8	10.5	2	5.3	1	10.5	2	31.6	6
SFUSD	51.6	9,810	48.4	9,214	18.5	3,999	8.2	1,760	10.8	2,326	41.3	8,898	9.5	2,041
Network Sites	50.7	2,789	49.3	2,711	42.7	2336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
BuildSF	94.7	—	86.4	88.6	80.0	—	100.0	100.0	30.0	—	—	—
SFUSD								99.3	49.1			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
BuildSF	22.2	0.0	0.0	77.8	0.0	0.0	0.0	0.0	9
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
BuildSF	—	—	—	—
SFUSD	77	4,644	80	3,677
Network Sites	82.9	754	79.5	724
State	79		78	

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
BuildSF	75.0	4	—	—	0.0	4
SFUSD	54	4,404	48	4,703	44	4,115
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
BuildSF	25.0	4	0.0	4	—	—	—	—
SFUSD	24	4,233	36	3,419	44	2,766	60	1,104
Network Sites	10.4	775	8	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
BuildSF	—	0	—	0	—	0	—	0	—	0
SFUSD	48	4,934	42	2,887	43	1,401	26	2,149	47	2,710
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
BuildSF	—	—	—	—
SFUSD	37	4,804	42	3,956
Network Sites	26.4	921	39.6	1,272
State	33		38	

Appendix tables for CART, operating on an autonomous campus, drawing students from both Clovis Unified School District (Clovis USD) and Fresno Unified School District (Fresno USD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
CART	49.2	588	50.8	607	27.4	327	54.0	645	3.4	41	13.8	165	1.4	17
CART/Clovis	52.0	354	48.0	327	19.1	130	65.2	444	1.6	11	12.3	84	1.8	12
CART/Fresno	45.5	234	54.5	280	38.3	197	39.1	201	5.8	30	15.8	81	1.0	5
Clovis USD	50.5	5,880	49.5	5,758	22.2	2,578	53.4	6,213	3.7	434	14.5	1,692	6.2	721
Fresno USD	49.6	11,574	50.4	11,778	52.4	12,223	17.3	4,037	10.8	2,516	17.6	4,099	2.0	457
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
CART	—	—	—	91.4	—	—	100.0	96.8	43.9	—	—	56.7
Clovis USD								82.7	53.9			
Fresno USD								86.4	42.9			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
CART	—	—	—	—	—	—	—	—	0
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
CART	—	—	—	—
CART/Clovis	89	2,829	91	2,839
CART/Fresno	68	5,092	71	5,063
Network Sites	82.9	754	79.5	724
State	79		78	

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
CART	—	—	—	—	43.6	629
CART/Clovis					49.9	357
CART/Fresno					35.3	272
Clovis USD	71	2,883	59	2,756	53	2,669
Fresno USD	34	5,478	27	5,010	23	4,848
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
CART	20.0	10	6.0	133	17.6	278	27.4	142
CART/Clovis	14.3	7	7.7	104	29.1	151	46.8	62
CART/Fresno	33.3	3	0.0	29	3.9	127	12.5	80
Clovis USD	40	2,578	32	2,530	56	1,526	61	865
Fresno USD	6	5,240	8	4,109	11	2,487	23	1,089
Network Sites	10.4	775	8	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
CART	47.7	147	15.1	244	26.3	76	—	0	—	0
CART/Clovis	47.4	95	18.7	107	38.1	42				
CART/Fresno	48.1	52	12.4	137	11.8	34				
Clovis USD	62	3,267	51	1,502	67	264	47	1,420	57	3,267
Fresno USD	29	5,126	18	2,709	17	1,036	16	4,142	27	4,893
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
CART	20.0	15	48.2	622
CART/Clovis	33.3	6	51.7	346
CART/Fresno	11.1	9	43.8	276
Clovis USD	47	2,744	60	2,635
Fresno USD	25	5,097	27	4,715
Network Sites	26.4	921	39.6	1,272
State	33		38	

Appendix tables for Construction Technology Academy (CTA), an autonomous school operating within San Diego Unified School District (San Diego USD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
CTA	77.0	345	23.0	103	53.8	241	17.4	78	13.6	61	10.5	47	4.7	21
San Diego USD	51.3	20818	48.5	19573	42.5	17,170	26.4	10,672	13.8	5,562	8.4	3,412	8.9	3,575
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
CTA	96.5	95.8	95.1	96.6	100.0	100.0	100.0	97.5	49.4	100.0	100.0	100.0
San Diego USD								78.0	40.5			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
CTA	30.4	1.3	35.4	8.9	5.1	2.5	11.4	5.1	79
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
CTA	77.4	137	82.4	136
San Diego USD	77	8,806	77	8,546
Network Sites	82.9	754	79.5	724
State	79		78	
CTA students, by race/ethnicity				
Hispanic	71.1	83	75.6	82
White	85.7	21	95.2	21
African-American	81.3	16	86.7	15
Asian	92.9	14	92.9	14
All Other	100.0	3	100.0	4

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
CTA	33.5	137	40.0	125	28.4	81
San Diego USD	50	9,009	40	8,515	38	7,682
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
CTA	8.1	74	0.7	134	1.3	75	20.0	25
San Diego USD	7	4,913	15	8,939	16	5,825	34	2,927
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
CTA	25.2	119	9.3	65	5.7	122	—	0	—	0
San Diego USD	38	10,815	26	3,414	31	4,059	21	4,281	32	8,305
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
CTA	22.2	117	25.7	74
San Diego USD	31	8,747	36	7,499
Network Sites	26.4	921	39.6	1,272
State	33		38	

Table 9: Gender and racial/ethnic distribution of CTA students, 2006–07 and 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
School year														
2006-07	79.4	324	20.6	84	51.7	210	19.2	78	16.0	65	9.1	37	3.9	16
2007-08	77.0	345	23.0	103	53.8	241	17.4	78	13.6	61	10.5	47	4.7	21

Table 10: Attendance, promotion, and continuation rates of CTA students, 2006–07 and 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
School year												
2006-07	96.8	95.9	96.8	97.1	100.0	100.0	100.0	100.0	42.1	100.0	88.8	96.5
2007-08	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8

— No data

Table 11: CTA seniors' plans for activity after graduation, 2006-07 and 2007-08

	4-yr only	4-yr + empl.	2-yr only	2-yr + empl.	tech/ appr.	empl. only	mili-tary	other	
	%	%	%	%	%	%	%	%	#
School year									
2006-07	—	—	—	—	—	—	—	—	76
2007-08	30.4	1.3	35.4	8.9	5.1	2.5	11.4	5.1	79

— No data

Table 12: Percentage of CTA 10th-grade students passing the CAHSEE, 2006-07 and 2007-08

	English Language Arts		Mathematics	
	%	(n)	%	(n)
School year				
2006-07	69.1	94	75.5	94
2007-08	77.4	137	82.4	136

Table 13: Percentage of CTA students scoring at or above proficiency on selected English CST exams, 2006-07 and 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
School year						
2006-07	50.8	132	27.5	80	31.6	76
2007-08	33.5	137	40.0	125	28.4	81

Table 14: Percentage of CTA students scoring at or above proficiency on selected mathematics CST exams, 2006-07 and 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematices	
	%	(n)	%	(n)	%	(n)	%	(n)
School year								
2006-07	0.0	3	3.3	180	4.8	63	2.9	34
2007-08	8.1	74	0.7	134	1.3	75	20.0	25

— No data

Table 15: Percentage of CTA students scoring at or above proficiency on selected science CST exams, 2006-07 and 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
School year										
2006-07	26.0	150	—	0	6.3	127	—	—	26.3	80
2007-08	25.2	119	9.3	65	5.7	122	—	0	—	0

— No data

Table 16: Percentage of CTA students scoring at or above proficiency on selected history CST exams, 2006-07 and 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
School year				
2006-07	19.0	79	28.9	76
2007-08	22.2	117	25.7	74

Appendix tables for the School of Digital Media and Design (DMD), an autonomous school operating within San Diego Unified School District (San Diego USD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
DMD	47.7	201	52.3	220	33.7	142	23.8	100	17.8	75	17.3	73	7.4	31
San Diego USD	51.3	20818	48.5	19573	42.5	17,170	26.4	10,672	13.8	5,562	8.4	3,412	8.9	3,575
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
DMD	95.4	95.1	95.1	98.3	84.7	85.0	93.3	98.8	48.8	96.2	98.3	96.7
San Diego USD								78.0	40.5			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
DMD	32.5	0.0	65.0	0.0	0.0	1.3	1.3	0.0	80
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
DMD	83.6	116	74.1	116
San Diego USD	77	8,806	77	8,546
Network Sites	82.9	754	79.5	724
State	79		78	
DMD students, by race/ethnicity				
Hispanic	81.4	43	67.4	43
White	96.3	27	88.9	27
African-American	68.4	19	52.6	19
Asian	87.5	16	93.8	16
All Other	81.8	11	72.7	11

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
DMD	51.9	131	42.1	119	44.4	90
San Diego USD	50	9,009	40	8,515	38	7,682
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
DMD	17.6	97	7.1	128	6.7	90	17.7	17
San Diego USD	7	4,913	15	8,939	16	5,825	34	2,927
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
DMD	62.2	140	2.1	47	—	0	38.9	144	43.6	117
San Diego USD	38	10,815	26	3,414	31	4,059	21	4,281	32	8,305
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
DMD	25.7	132	30.8	91
San Diego USD	31	8,747	36	7,499
Network Sites	26.4	921	39.6	1,272
State	33		38	

Appendix tables for Health Careers Academy at El Dorado High School (HCA-Placerville) within El Dorado Union School District

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
HCA-Placerville	33.5	55	66.5	109	9.3	15	84.5	136	3.1	5	0.0	0	3.1	5
El Dorado High School	50.1	655	49.9	653	10.2	133	78.9	1,032	0.8	10	0.5	7	9.6	126
El Dorado Union High District	50.7	3,691	49.3	3,589	7.0	512	81.8	5,956	0.9	68	2.6	186	7.7	558
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
HCA-Placerville	94.8	95.2	95.0	93.2	100.0	100.0	100.0	97.1	51.5	26.1	47.2	45.2
El Dorado High School								88.8	35.3			
El Dorado Union High District								87.5	46.0			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
HCA-Placerville	66.7	0.0	0.0	0.0	0.0	0.0	0.0	33.3	3
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
HCA-Placerville	88.9	63	92.1	63
El Dorado High School	89	348	93	346
El Dorado Union High District	91	1,813	92	1,806
Network Sites	82.9	754	79.5	724
State	79		78	
HCA-Placerville students, by race/ethnicity				
Hispanic	83.3	6	100	6
White	93.9	49	91.8	49
African-American	75.0	4	100.0	4
Asian	—	—	—	—
All Other	100.0	2	100.0	2

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
HCA-Placerville	64.3	14	50.0	70	27.5	29
El Dorado High School	67	371	55	344	53	267
El Dorado Union High District	74	1,682	63	1,794	57	1,792
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
HCA-Placerville	12.5	40	15.1	33	30.4	23	60.0	5
El Dorado High School	26	322	36	251	31	188	56	59
El Dorado Union High District	32	1,611	42	1,367	47	1,229	69	459
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
Student group	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
HCA-Placerville	47.0	66	21.0	19	—	0	44.5	18	44.6	65
El Dorado High School	55	331	43	171	*	5	60	337	49	322
El Dorado Union High District	67	1,748	49	1,014	84	39	63	1,619	64	1,760
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

— No percentage reported; no students took the exam.

* Not reported because of the low number of students taking the exam.

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
HCA-Placerville	47.0	68	31.0	29
El Dorado High School	50	332	55	267
El Dorado Union High District	54	1,789	60	1,752
Network Sites	26.4	921	39.6	1,272
State	33		38	

Appendix tables for Health Careers Academy at Palmdale High School (HCA-Palmdale) within Antelope Valley Union High School District

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
HCA-Palmdale	21.0	102	79.0	384	69.8	338	12.4	60	12.2	59	4.8	23	0.8	4
Palmdale High School	50.3	1,654	49.7	1,634	63.3	2,081	13.9	457	19.4	639	0.9	31	2.4	80
Antelope Valley Union High	50.6	13,382	49.4	13,069	47.4	12,543	26.7	7,054	21.1	5,580	1.6	424	3.2	850
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
HCA-Palmdale	95.2	93.8	92.5	93.9	95.7	70.7	97.0	95.3	90.9	95.7	54.5	66.0
Palmdale High School								60.3	19.7			
Antelope Valley Union High District								63.9	21.0			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
HCA-Palmdale	—	—	—	—	—	—	—	—	0
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
HCA-Palmdale	88.0	167	82.7	168
Palmdale High School	73	784	71	781
Antelope Valley Union High	75	5,781	71	5,742
Network Sites	82.9	754	79.5	724
State	79		78	
HCA-Palmdale students, by race/ethnicity				
Hispanic	86.7	128	80.5	128
White	93.8	16	88.2	17
African-American	87.5	16	87.5	16
Asian	100.0	6	100.0	6
All Other	100.0	1	100.0	1

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
HCA-Palmdale	45.7	116	51.9	166	51.5	99
Palmdale High School	29	877	31	757	32	595
Antelope Valley Union High	39	5,958	34	5,635	28	5,479
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
HCA-Palmdale	11.1	108	9.4	171	17.5	103	—	0
Palmdale High School	8	874	5	626	6	429	10	99
Antelope Valley Union High	10	6,698	10	4,282	11	3,366	26	878
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
HCA-Palmdale	31.5	210	0.0	6	—	0	—	0	22.9	166
Palmdale High School	22	947	10	272	—	0	10	327	21	696
Antelope Valley Union High	33	6,764	18	2,654	39	283	16	3,862	29	5,490
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
HCA-Palmdale	20.5	166	29.0	100
Palmdale High School	15	760	41	520
Antelope Valley Union High	22	5,750	30	5,196
Network Sites	26.4	921	39.6	1,272
State	33		38	

Table 9: Gender and racial/ethnic distribution of HCA—Palmdale students, 2006–07 and 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
School year														
2006-07	19.0	67	81.0	286	67.7	239	9.1	32	16.1	57	6.5	23	0.6	2
2007-08	21.0	102	79.0	384	69.8	338	12.4	60	12.2	59	4.8	23	0.8	4

Table 10: Attendance, promotion, and continuation rates of HCA—Palmdale students, 2006–07 and 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
School year												
2006-07	97.5	98.0	98.9	100.0	87.2	93.8	100.0	100.0	88.1	85.9	40.2	98.2
2007-08	95.2	93.8	92.5	93.9	95.7	70.7	97.0	95.3	90.9	95.7	54.5	66.0

— No data

Table 11: HCA—Palmdale seniors' plans for activity after graduation, 2006-07 and 2007-08

	4-yr only	4-yr + empl.	2-yr only	2-yr + empl.	tech/ appr.	empl. only	mili-tary	other	
	%	%	%	%	%	%	%	%	#
School year									
2006-07	2.4	69.0	0.0	26.2	2.4	0.0	0.0	0.0	42
2007-08	—	—	—	—	—	—	—	—	

— No data

Table 12: Percentage of HCA—Palmdale 10th-grade students passing the CAHSEE, 2006-07 and 2007-08

	English Language Arts		Mathematics	
	%	(n)	%	(n)
School year				
2006-07	86.6	112	71.4	112
2007-08	88.0	167	82.7	168

Table 13: Percentage of HCA—Palmdale students scoring at or above proficiency on selected English CST exams, 2006-07 and 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
School year						
2006-07	59.2	142	45.5	112	75.4	57
2007-08	45.7	116	51.9	166	51.5	99

Table 14: Percentage of HCA—Palmdale students scoring at or above proficiency on selected mathematics CST exams, 2006-07 and 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematices	
	%	(n)	%	(n)	%	(n)	%	(n)
School year								
2006-07	11.1	135	14.7	116	7.3	55	—	—
2007-08	11.1	108	9.4	171	17.5	103	—	0

— No data

Table 15: Percentage of HCA—Palmdale students scoring at or above proficiency on selected science CST exams, 2006-07 and 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
School year										
2006-07	30.3	208	42.1	19	—	—	—	—	—	—
2007-08	31.5	210	0.0	6	—	0	—	0	22.9	166

— No data

Table 16: Percentage of HCA—Palmdale students scoring at or above proficiency on selected history CST exams, 2006-07 and 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
School year				
2006-07	31.3	112	73.7	57
2007-08	20.5	166	29.0	100

Appendix tables for Health Professions High School (Health Professions HS), an autonomous school operating within Sacramento City Unified School District (Sacramento City USD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
Health Professions HS	32.0	128	68.0	272	33.0	131	18.4	73	37.5	149	6.5	26	4.5	18
Sacramento City Unified	51.1	7,373	48.9	7,068	27.9	4,034	20.5	2,962	21.7	3,139	24.4	3,517	5.5	789
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
Health Professions HS	92.2	91.5	93.3	—	100.0	100.0	99.1	—	—	100.0	100.0	100.0
Sacramento City Unified								75.6	40.7			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
Health Professions HS	—	—	—	—	—	—	—	—	0
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
Health Professions HS	82.9	111	76.6	111
Sacramento City Unified	75	3,241	76	3,239
Network Sites	82.9	754	79.5	724
State	79		78	
Health Professions HS students, by race/ethnicity				
Hispanic	83.8	37	75.7	37
White	100.0	18	88.9	18
African-American	66.7	39	64.1	39
Asian	100.0	12	91.7	12
All Other	100.0	5	100	5

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
Health Professions HS	38.4	138	33.6	104	35.9	106
Sacramento City Unified	46	3,462	38	3,213	35	2,884
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
Health Professions HS	4.9	123	2.5	118	16.9	77	21.7	23
Sacramento City Unified	10	2,991	16	2,854	24	1,769	42	845
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
Health Professions HS	26.1	115	4.0	126	18.5	76	—	0	25.0	104
Sacramento City Unified	38	3,337	21	1,622	39	521	18	2,079	34	3,106
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
Health Professions HS	21.1	123	31.0	97
Sacramento City Unified	29	3,363	33	2,814
Network Sites	26.4	921	39.6	1,272
State	33		38	

Table 9: Gender and racial/ethnic distribution of Health Professions HS students, 2006–07 and 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
School year														
2006-07	32.9	83	67.1	169	30.7	77	19.5	49	37.8	95	6.4	16	5.6	14
2007-08	32.0	128	68.0	272	33.0	131	18.4	73	37.5	149	6.5	26	4.5	18

Table 10: Attendance, promotion, and continuation rates of Health Professions HS students, 2006–07 and 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
School year												
2006-07	93.4	93.4	—	—	100.0	100.0	—	—	—	96.0	95.3	—
2007-08	92.2	91.5	93.3	—	100.0	100.0	99.1	—	—	100.0	100.0	100.0

— No data

Table 11: Health Professions HS seniors' plans for activity after graduation, 2006-07 and 2007-08

	4-yr only	4-yr + empl.	2-yr only	2-yr + empl.	tech/ appr.	empl. only	mili-tary	other	
	%	%	%	%	%	%	%	%	#
School year									
2006-07	—	—	—	—	—	—	—	—	0
2007-08	—	—	—	—	—	—	—	—	0

— No data

Table 12: Percentage of Health Professions HS 10th-grade students passing the CAHSEE, 2006-07 and 2007-08

	English Language Arts		Mathematics	
	%	(n)	%	(n)
School year				
2006-07	82.1	123	75.5	124
2007-08	82.9	111	76.6	111

Table 13: Percentage of Health Professions HS students scoring at or above proficiency on selected English CST exams, 2006-07 and 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
School year						
2006-07	43.7	119	38.5	122	—	0
2007-08	38.4	138	33.6	104	35.9	106

Table 14: Percentage of Health Professions HS students scoring at or above proficiency on selected mathematics CST exams, 2006-07 and 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematices	
	%	(n)	%	(n)	%	(n)	%	(n)
School year								
2006-07	5.0	100	7.2	83	16.7	24	—	0
2007-08	4.9	123	2.5	118	16.9	77	21.7	23

— No data

Table 15: Percentage of Health Professions HS students scoring at or above proficiency on selected science CST exams, 2006-07 and 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
School year										
2006-07	15.5	116	8.2	85	—	0	—	0	34.2	120
2007-08	26.1	115	4.0	126	18.5	76	—	0	25.0	104

— No data

Table 16: Percentage of Health Professions HS students scoring at or above proficiency on selected history CST exams, 2006-07 and 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
School year				
2006-07	22.7	75	—	0
2007-08	21.1	123	31.0	97

— No data

Appendix tables for Information Systems Academy (ISA) at Antelope Valley High School within Antelope Valley Union School District (Antelope Valley USD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
ISA	59.9	100	40.1	67	46.7	78	25.1	42	26.3	44	1.2	2	0.6	1
Antelope Valley High School	49.4	1,029	50.6	1,055	46.0	959	15.5	322	35.6	741	0.8	16	2.2	46
Antelope Valley USD	50.6	13,382	49.4	13,069	47.4	12,543	26.7	7,054	21.1	5,580	1.6	424	3.2	850
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
ISA	97.4	94.7	95.4	91.1	100.0	100.0	100.0	92.9	61.4	28.1	43.1	85.7
Antelope Valley High School								65.3	20.5			
Antelope Valley USD								63.9	21.0			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
ISA	0.0	0.0	68.2	0.0	4.5	15.9	11.4	0.0	44
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
ISA	64.4	59	66.7	60
Antelope Valley High School	56	425	54	225
Antelope Valley USD	75	5,781	71	5,742
Network Sites	82.9	754	79.5	724
State	79		78	
ISA students, by race/ethnicity				
Hispanic	56.3	32	62.5	32
White	90.0	10	90.9	11
African-American	62.5	16	56.3	16
Asian	—	—	—	—
All Other	100.0	1	100.0	1

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
ISA	31.3	32	19.6	51	16.6	30
Antelope Valley High School	25	470	17	409	21	314
Antelope Valley USD	39	5,958	34	5,635	28	5,479
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
ISA	6.7	45	0.0	33	4.3	23	0.0	7
Antelope Valley High School	4	557	2	320	6	147	11	44
Antelope Valley USD	10	6,698	10	4,282	11	3,366	26	878
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
ISA	28.0	50	5.6	18	33.3	6	24.0	25	—	0
Antelope Valley High School	19	485	6	129	48	25	6	342	15	395
Antelope Valley USD	33	6,764	18	2,654	39	283	16	3,862	29	5,490
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
ISA	11.6	52	29.0	31
Antelope Valley High School	11	377	27	298
Antelope Valley USD	22	5,750	30	5,196
Network Sites	26.4	921	39.6	1,272
State	33		38	

Table 9: Gender and racial/ethnic distribution of ISA students, 2006–07 and 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
School year														
2006-07	56.1	128	43.9	100	47.8	109	21.5	49	26.8	61	1.3	3	2.6	6
2007-08	59.9	100	40.1	67	46.7	78	25.1	42	26.3	44	1.2	2	0.6	1

Table 10: Attendance, promotion, and continuation rates of ISA students, 2006–07 and 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
School year												
2006-07	—	—	—	—	100.0	100.0	100.0	97.3	—	—	84.1	65.7
2007-08	97.4	94.7	95.4	91.1	100.0	100.0	100.0	92.9	61.4	28.1	43.1	85.7

— No data

Table 11: ISA seniors' plans for activity after graduation, 2006-07 and 2007-08

	4-yr only	4-yr + empl.	2-yr only	2-yr + empl.	tech/ appr.	empl. only	mili-tary	other	missing	
	%	%	%	%	%	%	%	%	%	#
School year										
2006-07	0.0	0.0	4.9	46.3	4.9	7.3	4.9	2.4	29.3	41
2007-08	0.0	0.0	68.2	0.0	4.5	15.9	11.4	0.0	0.0	44

— No data

Table 12: Percentage of ISA 10th-grade students passing the CAHSEE, 2006-07 and 2007-08

	English Language Arts		Mathematics	
	%	(n)	%	(n)
School year				
2006-07	76.0	50	74.0	50
2007-08	64.4	59	66.7	60

Table 13: Percentage of ISA students scoring at or above proficiency on selected English CST exams, 2006-07 and 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
School year						
2006-07	27.3	66	27.1	48	18.3	71
2007-08	31.3	32	19.6	51	16.6	30

Table 14: Percentage of ISA students scoring at or above proficiency on selected mathematics CST exams, 2006-07 and 2007-08

	Algebra 1		Geometry		Algebra 2		ive Mathematices	
	%	(n)	%	(n)	%	(n)	%	(n)
School year								
2006-07	2.7	75	2.1	48	16.7	36	0.0	8
2007-08	6.7	45	0.0	33	4.3	23	0.0	7

— No data

Table 15: Percentage of ISA students scoring at or above proficiency on selected science CST exams, 2006-07 and 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
School year										
2006-07	28.8	66	16.7	30	50.0	2	10.9	46	—	—
2007-08	28.0	50	5.6	18	33.3	6	24.0	25	—	0

— No data

Table 16: Percentage of ISA students scoring at or above proficiency on selected history CST exams, 2006-07 and 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
School year				
2006-07	21.3	47	17.1	70
2007-08	11.6	52	29.0	31

Appendix tables for Life Academy of Health and Bioscience (Life Academy), an autonomous school operating wihtin Oakland Unified School District (Oakland USD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
Life Academy	39.3	94	60.7	145	73.4	168	0.9	2	11.4	26	10.0	23	4.4	10
Oakland USD	56.1	6439	43.9	6273	33.0	4190	4.1	515	41.7	5300	16.5	2098	4.8	609
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
Life Academy	98.0	98.3	97.0	98.5	100.0	98.4	98.4	92.3	61.5	96.7	98.4	98.4
Oakland USD								82.0	31.5			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
Life Academy	67.3	0.0	17.3	11.5	1.9	1.9	0.0	0.0	52
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
Life Academy	71.9	64	70.3	64
Oakland USD	60	2,420	61	2,449
Network Sites	82.9	754	79.5	724
State	79		78	
Life Academy students, by race/ethnicity				
Hispanic	75.6	45	71.1	45
White	0.0	1	0.0	1
African-American	75.0	4	100.0	4
Asian	75.0	8	75.0	8
All Other	50.0	2	50.0	2

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
Life Academy	25.0	60	19.3	62	10.0	60
Oakland USD	27	2,779	22	2,470	21	1,901
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
Life Academy	26.6	60	9.9	61	—	0	1.7	59
Oakland USD	3	7,411	9	4,618	11	2,734	37	535
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
Life Academy	14.4	118	5.1	59	—	0	—	0	34.4	61
Oakland USD	19	3,598	13	1,341	6	745	18	611	21	2,132
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
Life Academy	9.8	61	8.3	60
Oakland USD	11	2,688	20	1,793
Network Sites	26.4	921	39.6	1,272
State	33		38	

Appendix tables for Manufacturing Production Technology Academy (MPTA), located at Laguna Creek High School within Elk Grove Unified School District (Elk Grove USD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
MPTA	79.6	117	20.4	30	16.3	24	31.3	46	14.3	21	27.2	40	10.9	16
Laguna Creek High School	51.9	1,198	48.1	1,111	17.0	392	22.4	517	24.4	563	18.2	421	18.0	416
Elk Grove USD	51.1	9,808	48.9	9,367	19.2	3,684	27.7	5,302	20.1	3,859	19.0	3,640	14.0	2,690
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
MPTA	95.5	97.2	96.7	96.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Laguna Creek High School								87.4	38.7			
Elk Grove USD								80.7	39.1			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
MPTA	19.2	11.5	0.0	61.5	3.8	0.0	3.8	0.0	26
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
MPTA	92.9	42	92.9	42
Laguna Creek High School	82	575	80	575
Elk Grove USD	84	4,621	85	4,615
Network Sites	82.9	754	79.5	724
State	79		78	
MPTA students, by race/ethnicity				
Hispanic	88.9	9	88.9	9
White	100.0	15	93.3	15
African-American	83.3	6	83.3	6
Asian	100.0	6	100	6
All Other	83.3	6	100	6

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
MPTA	59.6	52	66.6	42	46.1	26
Laguna Creek High School	58	635	42	557	39	494
Elk Grove USD	55	4,707	46	4,594	38	4,343
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
MPTA	7.5	40	26.5	34	30.7	26	53.3	15
Laguna Creek High School	13	706	17	439	37	262	50	131
Elk Grove USD	18	4,441	18	3,786	38	2,434	48	1,211
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
MPTA	68.1	47	75.0	4	56.5	23	37.2	43	64.3	42
Laguna Creek High School	42	676	48	182	66	70	30	569	43	552
Elk Grove USD	43	4,826	37	2,123	70	411	35	4,307	44	4,526
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
MPTA	58.6	41	61.5	26
Laguna Creek High School	30	640	37	489
Elk Grove USD	37	4,794	40	4,251
Network Sites	26.4	921	39.6	1,272
State	33		38	

Table 9: Gender and racial/ethnic distribution of MPTA students, 2006–07 and 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
School year														
2006-07	75.6	118	24.4	38	17.5	27	31.2	48	14.9	23	21.4	33	14.9	23
2007-08	79.6	117	20.4	30	16.3	24	31.3	46	14.3	21	27.2	40	10.9	16

Table 10: Attendance, promotion, and continuation rates of MPTA students, 2006–07 and 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
School year												
2006-07	92.5	91.3	93.2	90.7	91.2	100.0	100.0	100.0	100.0	—	—	—
2007-08	95.5	97.2	96.7	96.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

— No data

Table 11: MPTA seniors' plans for activity after graduation, 2006-07 and 2007-08

	4-yr only	4-yr + empl.	2-yr only	2-yr + empl.	tech/ appr.	empl. only	mili-tary	other	
	%	%	%	%	%	%	%	%	#
School year									
2006-07	48.4	0.0	41.9	0.0	0.0	6.5	3.2	0.0	31
2007-08	19.2	11.5	0.0	61.5	3.8	0.0	3.8	0.0	26

Table 12: Percentage of MPTA 10th-grade students passing the CAHSEE, 2006-07 and 2007-08

	English Language Arts		Mathematics	
	%	(n)	%	(n)
School year				
2006-07	100.0	32	93.8	32
2007-08	92.9	42	92.9	42

Table 13: Percentage of MPTA students scoring at or above proficiency on selected English CST exams, 2006-07 and 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
School year						
2006-07	64.9	57	37.6	32	39.3	28
2007-08	59.6	52	66.6	42	46.1	26

Table 14: Percentage of MPTA students scoring at or above proficiency on selected mathematics CST exams, 2006-07 and 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematices	
	%	(n)	%	(n)	%	(n)	%	(n)
School year								
2006-07	19.5	41	32.4	34	29.2	24	—	—
2007-08	7.5	40	26.5	34	30.7	26	53.3	15

— No data

Table 15: Percentage of MPTA students scoring at or above proficiency on selected science CST exams, 2006-07 and 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
School year										
2006-07	40.0	35	77.8	9	41.7	24	42.2	45	59.4	32
2007-08	68.1	47	75	4	56.5	23	37.2	43	64.3	42

Table 16: Percentage of MPTA students scoring at or above proficiency on selected history CST exams, 2006-07 and 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
School year				
2006-07	51.5	33	44.4	27
2007-08	58.6	41	61.5	26

Appendix tables for Oakland School for the Arts (OSA), an autonomous charter school located within Oakland Unified School District (Oakland USD) boundaries

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
OSA	33.0	64	67.0	130	11.2	20	13.5	24	55.1	98	2.8	5	17.4	31
Oakland USD	56.1	6439	43.9	6273	33.0	4190	4.1	515	41.7	5300	16.5	2098	4.8	609
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
OSA	94.7	96.2	94.3	93.8	100.0	100.0	100.0	96.4	98.2	95.5	92.2	97.7
Oakland USD								82.0	31.5			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
OSA	79.6	0.0	16.3	0.0	2.0	2.0	0.0	0.0	49
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
OSA	97.9	48	70	50
Oakland USD	60	2,420	61	2,449
Network Sites	82.9	754	79.5	724
State	79		78	
OSA students, by race/ethnicity				
Hispanic	100	7	100	7
White	100	1	100	2
African-American	96.7	30	58.1	31
Asian	—	—	—	—
All Other	100	5	60	5

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
OSA	69.0	42	52.0	50	60.9	41
Oakland USD	27	2,779	22	2,470	21	1,901
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
OSA	4.5	66	8.1	49	—	0	11.8	17
Oakland USD	3	7,411	9	4,618	11	2,734	37	535
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
OSA	33.3	90	7.3	41	—	0	—	0	38.0	50
Oakland USD	19	3,598	13	1,341	6	745	18	611	21	2,132
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
OSA	34.0	50	51.2	41
Oakland USD	11	2,688	20	1,793
Network Sites	26.4	921	39.6	1,272
State	33		38	

Appendix tables for Project Lead the Way at Barstow High School (PLTW-Barstow) within Barstow Unified School District (Barstow USD)
In the following tables, the distinction between high school and district is slight; Barstow USD has only one comprehensive HS.

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
PLTW-Barstow	85.4	41	14.6	7	45.8	22	41.7	20	6.3	3	0.0	0	6.3	3
Barstow High School	51.9	995	48.1	923	44.0	844	31.6	607	18.2	349	1.9	36	4.3	82
Barstow USD	51.3	1,091	48.7	1,034	44.0	935	31.3	665	18.7	397	1.7	36	4.3	92
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
PLTW-Barstow	92.8	93.3	92.2	92.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Barstow High School								76.4	33.7			
Barstow USD								79.2	30.3			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
PLTW-Barstow	—	—	—	—	—	—	—	—	0
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
PLTW-Barstow	81.8	11	81.8	11
Barstow High School	72	490	69	491
Barstow USD	70	541	66	547
Network Sites	82.9	754	79.5	724
State	79		78	
PLTW-Barstow students, by race/ethnicity				
Hispanic	80.0	5	60.0	5
White	83.3	6	100.0	6
African-American	—	—	—	—
Asian	—	—	—	—
All Other	—	—	—	—

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
PLTW-Barstow	83.3	6	28.6	7	42.9	14
Barstow High School	41	471	30	491	29	374
Barstow USD	39	512	30	541	25	445
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
PLTW-Barstow	0.0	1	0.0	7	10.0	10	20.0	5
Barstow High School	2	437	8	287	11	368	16	90
Barstow USD	2	1,165	7	290	11	369	16	90
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
Student group	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
PLTW-Barstow	—	0	100.0	2	0.0	16	—	0	—	0
Barstow High School	31	197	9	266	2	553	0	16	21	491
Barstow USD	30	204	9	266	2	553	0	18	21	539
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
PLTW-Barstow	50.0	6	21.4	14
Barstow High School	19	473	22	372
Barstow USD	19	497	19	441
Network Sites	26.4	921	39.6	1,272
State	33		38	

Table 9: Gender and racial/ethnic distribution of PLTW—Barstow students, 2006–07 and 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
School year														
2006-07	94.2	65	5.8	4	43.5	30	40.6	28	5.8	4	5.8	4	4.3	3
2007-08	85.4	41	14.6	7	45.8	22	41.7	20	6.3	3	0.0	0	6.3	3

Table 10: Attendance, promotion, and continuation rates of PLTW—Barstow students, 2006–07 and 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
School year												
2006-07	88.7	89.0	90.1	87.6	70.6	100.0	95.0	100.0	—	—	—	—
2007-08	92.8	93.3	92.2	92.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

— No data

Table 11: PLTW—Barstow seniors' plans for activity after graduation, 2006-07 and 2007-08

	4-yr only	4-yr + empl.	2-yr only	2-yr + empl.	tech/ appr.	empl. only	mili-tary	other	
	%	%	%	%	%	%	%	%	#
School year									
2006-07	—	—	—	—	—	—	—	—	0
2007-08	—	—	—	—	—	—	—	—	0

— No data

Table 12: Percentage of PLTW—Barstow 10th-grade students passing the CAHSEE, 2006-07 and 2007-08

	English Language Arts		Mathematics	
	%	(n)	%	(n)
School year				
2006-07	100.0	4	100.0	4
2007-08	81.8	11	81.8	11

Table 13: Percentage of PLTW—Barstow students scoring at or above proficiency on selected English CST exams, 2006-07 and 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
School year						
2006-07	37.0	27	50.0	4	46.2	13
2007-08	83.3	6	28.6	7	42.9	14

Table 14: Percentage of PLTW—Barstow students scoring at or above proficiency on selected mathematics CST exams, 2006-07 and 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematices	
	%	(n)	%	(n)	%	(n)	%	(n)
School year								
2006-07	0.0	12	15.4	13	0.0	3	—	0
2007-08	0.0	1	0.0	7	10.0	10	20.0	5

— No data

Table 15: Percentage of PLTW—Barstow students scoring at or above proficiency on selected science CST exams, 2006-07 and 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
School year										
2006-07	18.5	27	66.7	3	75.0	4	—	0	50.0	4
2007-08	—	0	100.0	2	0.0	16	—	0	—	0

— No data

Table 16: Percentage of PLTW—Barstow students scoring at or above proficiency on selected history CST exams, 2006-07 and 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
School year				
2006-07	—	0	18.2	11
2007-08	50.0	6	21.4	14

Appendix tables for Project Lead the Way at Lancaster High School (PLTW-Lancaster) within Antelope Valley Union School District (Antelope Valley USD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
PLTW-Lancaster	91.0	61	9.0	6	37.3	25	47.8	32	9.0	6	1.5	1	4.5	3
Lancaster High School	48.4	1,552	51.6	1,655	36.4	1,167	30.8	989	26.2	841	2.3	74	4.2	136
Antelope Valley USD	50.6	13,382	49.4	13,069	47.4	12,543	26.7	7,054	21.1	5,580	1.6	424	3.2	850
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
PLTW-Lancaster	96.5	96.9	94.5	95.5	100.0	100.0	100.0	100.0	28.6	100.0	100.0	100.0
Lancaster High School								71.0	25.2			
Antelope Valley USD								63.9	21.0			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
PLTW-Lancaster	7.7	23.1	15.4	53.8	0.0	0.0	0.0	0.0	13
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
PLTW-Lancaster	94.1	17	88.2	17
Lancaster High School	81	788	75	783
Antelope Valley USD	75	5,781	71	5,742
Network Sites	82.9	754	79.5	724
State	79		78	
PLTW-Lancaster students, by race/ethnicity				
Hispanic	100.0	5	80.0	5
White	90.0	10	90.0	10
African-American	—	—	—	—
Asian	100.0	1	100.0	1
All Other	100.0	1	100.0	1

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
PLTW-Lancaster	70.0	10	52.9	17	56.0	25
Lancaster High School	46	768	36	774	36	605
Antelope Valley USD	39	5,958	34	5,635	28	5,479
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
PLTW-Lancaster	14.3	7	22.7	22	11.2	18	40.0	5
Lancaster High School	11	899	9	776	11	372	38	70
Antelope Valley USD	10	6,698	10	4,282	11	3,366	26	878
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
PLTW-Lancaster	61.9	21	20.0	15	100.0	1	50.0	2	—	0
Lancaster High School	32	931	16	444	54	13	18	631	26	766
Antelope Valley USD	33	6,764	18	2,654	39	283	16	3,862	29	5,490
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
PLTW-Lancaster	29.4	17	64.0	25
Lancaster High School	18	784	33	602
Antelope Valley USD	22	5,750	30	5,196
Network Sites	26.4	921	39.6	1,272
State	33		38	

Table 9: Gender and racial/ethnic distribution of PLTW—Lancaster students, 2006–07 and 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
School year														
2006-07	88.1	52	11.9	7	35.6	21	50.8	30	8.5	5	1.7	1	3.4	2
2007-08	91.0	61	9.0	6	37.3	25	47.8	32	9.0	6	1.5	1	4.5	3

Table 10: Attendance, promotion, and continuation rates of PLTW—Lancaster students, 2006–07 and 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
School year												
2006-07	93.4	93.3	91.9	91.1	87.5	80.0	100.0	88.9	100.0	62.5	93.3	40.7
2007-08	96.5	96.9	94.5	95.5	100.0	100.0	100.0	100.0	28.6	100.0	100.0	100.0

— No data

Table 11: PLTW—Lancaster seniors' plans for activity after graduation, 2006-07 and 2007-08

	4-yr only	4-yr + empl.	2-yr only	2-yr + empl.	tech/ appr.	empl. only	mili-tary	other	
	%	%	%	%	%	%	%	%	#
School year									
2006-07	—	—	—	—	—	—	—	—	
2007-08	7.7	23.1	15.4	53.8	0.0	0.0	0.0	0.0	13

— No data

Table 12: Percentage of PLTW—Lancaster 10th-grade students passing the CAHSEE, 2006-07 and 2007-08

	English Language Arts		Mathematics	
	%	(n)	%	(n)
School year				
2006-07	93.3	15	100.0	15
2007-08	94.1	17	88.2	17

Table 13: Percentage of PLTW—Lancaster students scoring at or above proficiency on selected English CST exams, 2006-07 and 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
School year						
2006-07	28.6	7	53.8	13	50.0	22
2007-08	70.0	10	52.9	17	56.0	25

Table 14: Percentage of PLTW—Lancaster students scoring at or above proficiency on selected mathematics CST exams, 2006-07 and 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematices	
	%	(n)	%	(n)	%	(n)	%	(n)
School year								
2006-07	42.9	7	6.3	16	12.5	8	—	—
2007-08	14.3	7	22.7	22	11.2	18	40	5

— No data

Table 15: Percentage of PLTW—Lancaster students scoring at or above proficiency on selected science CST exams, 2006-07 and 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
School year										
2006-07	63.6	11	50.0	12	0.0	2	—	—	—	—
2007-08	61.9	21	20.0	15	100.0	1	50.0	2	—	0

— No data

Table 16: Percentage of PLTW—Lancaster students scoring at or above proficiency on selected history CST exams, 2006-07 and 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
School year				
2006-07	63.6	11	55.0	20
2007-08	29.4	17	64.0	25

Appendix tables for Space, Technology and Robotic Systems (STaRS) Academy at Lompoc High School within Lompoc Unified School District (Lopoc USD)

Table 1: Gender and racial/ethnic distribution of secondary students, 2007-08

	Male		Female		Hispanic		White		African-American		Asian		All Other	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Student group														
STaRS	83.5	91	16.5	18	46.8	51	40.4	44	3.7	4	3.7	4	5.5	6
Lompoc High School	48.0	742	52.0	804	59.2	915	23.5	363	4.6	71	3.4	53	9.3	144
Lompoc USD	49.2	1,618	50.8	1,671	45.5	1,495	33.6	1,106	5.0	164	2.8	93	13.1	431
Network Sites	50.7	2,789	49.3	2,711	42.7	2,336	29.2	1,595	11.8	645	11.7	638	4.6	251
State	51.3		48.7		45.3		31.4		8.0		8.6		6.6	

Table 2: Attendance, promotion, and continuation rates of students, 2007-08

	Attendance Rates				Promotion from one grade to the next			12th grade graduation	Graduation having met a-g	Yearly continuation in program		
	9th	10th	11th	12th	9th	10th	11th			9th	10th	11th
	%	%	%	%	%	%	%	%	%	%	%	%
Student group												
STaRS	96.8	96.9	96.8	95.4	94.9	100.0	95.7	100.0	22.2	64.1	92.9	73.9
Lompoc High School								79.9	25.2			
Lompoc USD								85.1	41.2			
Network Sites	95.1	94.7	94.3	93.6	96.0	90.4	97.7	98.3	34.9	91.7	81.3	72.8
State								80.5	35.5			

Note: Comparison data for attendance and promotion rates are not publicly available. The school, district, and state graduation rates and graduation rates having met a-g requirements are from the 2006-07 school year. Rates for 2007-08 were not available as of January 15, 2009.

Table 3: Seniors' plans for activity after graduation, 2007-08

	4-yr only %	4-yr + empl. %	2-yr only %	2-yr + empl. %	tech/ appr. %	empl. only %	mili-tary %	other %	#
Student group									
STaRS	5.6	0.0	0.0	66.7	11.1	5.6	11.1	0.0	18
Network Sites	36.2	1.9	34.6	14.7	2.9	3.5	4.8	1.3	373

Table 4: Percentage of 2007-08 10th-grade students passing the CAHSEE

	English Language Arts		Mathematics	
	%	(n)	%	(n)
Student group				
STaRS	96.4	28	100.0	28
Lompoc High School	79	407	75	410
Lompoc USD	80	814	77	814
Network Sites	82.9	754	79.5	724
State	79		78	
STaRS students, by race/ethnicity				
Hispanic	90.0	10	100.0	10
White	100.0	14	100.0	14
African-American	100.0	2	100.0	2
Asian	100.0	1	100.0	1
All Other	100.0	1	100.0	1

Table 5: Percentage of students scoring at or above proficiency on selected English CST exams, 2007-08

	English 9		English 10		English 11	
	%	(n)	%	(n)	%	(n)
Student group						
STaRS	51.3	39	51.8	27	68.2	22
Lompoc High School	43	376	32	391	35	332
Lompoc USD	52	877	39	802	41	677
Network Sites	44.2	802	41.6	883	40.3	1,297
State	49		41		37	

Table 6: Percentage of students scoring at or above proficiency on selected mathematics CST exams, 2007-08

	Algebra 1		Geometry		Algebra 2		Summative Mathematics	
	%	(n)	%	(n)	%	(n)	%	(n)
Student group								
STaRS	4.3	23	29.0	31	46.6	15	83.3	6
Lompoc High School	4	355	13	290	15	117	62	21
Lompoc USD	7	754	21	612	19	262	50	93
Network Sites	10.4	775	8.0	977	15.4	742	22.7	326
State	14		21		27		47	

Note: State and district rates calculated from publicly available data including only those students in grades 9 through 11.

Table 7: Percentage of students scoring at or above proficiency on selected science CST exams, 2007-08

	Biology		Chemistry		Physics		Earth Science		Life Science (10)	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Student group										
STaRS	53.3	30	40.0	15	71.4	7	58.6	29	70.3	27
Lompoc High School	24	524	24	104	30	46	25	277	27	387
Lompoc USD	41	976	46	245	30	47	37	669	41	794
Network Sites	38	1,179	11.6	668	19	327	33.9	313	35.3	676
State	42		32		43		29		40	

Table 8: Percentage of students scoring at or above proficiency on selected history CST exams, 2007-08

	World History		U.S. History	
	%	(n)	%	(n)
Student group				
STaRS	55.5	27	59.1	22
Lompoc High School	21	408	36	325
Lompoc USD	32	806	47	666
Network Sites	26.4	921	39.6	1,272
State	33		38	