

1. Briefly describe your district's or site's AVID program, its history, and its evolution toward closing the achievement gap and promoting college readiness, equity or rigor. We are especially interested in your site team's involvement in efforts around rigor and equity.

Santa Rosa, CA Roseland University Prep is a small college preparatory high school located in the heart of the Roseland Community, an inner-city neighborhood located in Santa Rosa, CA. Roseland University Prep opened in 2004 with the purpose of giving each student the opportunity to take college prep classes, which would prepare him or her to attend a four-year university. The school opened with the hope that all students would be supported using AVID strategies. The majority (all students in 2004 were enrolled in AVID elective) of its students were enrolled in an AVID Elective class. In other words, AVID became the vehicle used to create a college-ready student population.

The reason the charter high school was created was in direct response to the achievement gap that existed between Latinos and whites at the comprehensive high schools in Santa Rosa City Schools. Less than 10 % of Latino graduating seniors had completed the college preparation sequence of courses, known in California as the “a-g” classes. The community was distraught and came together to create a charter middle and high school serving the mostly Latino population that attended the Roseland Elementary district. In effect, the community would retain its students through middle school and high school, in order to prepare students for college. The results after six years have been astounding. Beginning in 2008, with the first graduating senior class at Roseland University Prep, more Latino students completed the “a-g” classes than at all of Santa Rosa City Schools’ five comprehensive high schools combined. In Sonoma County, “just 14 percent of Latino students who graduated in 2008 completed the required course, compared to 30 percent of white graduates” (SCOE Bulletin Aug 2009). In 2008, 63% of RUP’s graduating class of 2008 was eligible to attend a 4-year university, followed by 74% in 2009.

We had 59 graduates in 2008 and 50 graduates in 2009

2. Briefly describe your achievement data: patterns of AVID students and all students school wide in advanced courses in the four content areas (such as AP, International Baccalaureate, Cambridge, dual enrollment, 8th grade Algebra completion rates with a grade of C or better, etc.).

Roseland University Prep has been dedicated to creating a college ready population from the beginning of its charter. The commitment has focused on offering all students the opportunity to take the “a-g” four-year college prep classes by default. At the middle school students are

encouraged to take Algebra in the 8th grade so they are ready for Geometry beginning in 9th grade and ending with Pre-Calculus or Calculus. The AVID elective is the support system that has been used to increase the number of students taking the classes and earning a C or better. In Eighth grade, 100% of the AVID students are enrolled in Algebra, and have been over the past three years.

AVID students are required to take one or more AP classes and in 2008-09, 42% of the AVID seniors took AP History/ Government. 20 % of the seniors took the AP examination, while 10% took AP Calculus and 10% also took the AP Exam. Overall, 90% of the AVID seniors in 2009-10 took at least one AP class.

Currently, over 50% of the students school wide are enrolled in the AVID elective. 66% enrolled In 2008-09, 52% of the seniors were AVID students, 81% of the juniors, 60% of the sophomores and 76% of the freshmen.

3. Briefly describe your district's or site's demographics and how AVID has been leveraged to accelerate efforts to promote equity and rigor.

The Roseland school district is mostly Latino, with a mix of Asian, African-American, white and students who identify themselves as multi-racial. In 2008-09, 87% of the total student population was eligible for federal free or reduced lunch. The school opened in 2004 with the hope that all students would be supported using AVID strategies. The majority of its students were enrolled in an AVID Elective class. In other words, AVID became the vehicle used to create a college-ready student population. AVID strategies have been routinely and annually shared with all staff members. Most teachers have attended AVID summer institute and taken strands in the subject areas. All subject teachers have been trained in AVID strategies during professional development days each year since 2004.

In 2010, the site became a National Demonstration School. All teachers use Cornell Notes, higher level questioning and binders are school wide. Many teachers use interactive notebooks and Socratic Seminars.

4. Briefly describe how your site's AVID program contributed to building the site's educational leadership capacity and providing strategic staff development for promoting equity and rigor.

In 2008-09 the school received a private/ corporate grant. The money from the grant has been used to send teachers to AVID Summer Institute (Juntos and college field trips) and pay for tutors. The AVID site team has shared AVID strategies at numerous staff development days. The AVID teachers regularly attend summer institute and regional workshops.

5. Describe the systems, structures, and processes your district or site has put in place that address equity in your most rigorous courses so all students (especially the AVID Students)

have the opportunity, encouragement, and support to become four year college eligible and college ready.

Ideas or concepts to *consider* as you frame your responses to number 5:

How does your school define rigor and how is it demonstrated?

RUP's high school graduation requirements are actually CSU requirements. Students must complete 240 units (20 units more than the surround city schools) in order to receive a high school diploma. Students must take 4 years of English, 3 years of math (1 year more than the surrounding city schools), 3 years of history, 2 years of lab science, 2 years of foreign language (1 year more than the surrounding city schools), 2 years of PE, and 1 year of visual arts.

Our school is totally committed to AVID, and to offering AVID to as many interested students as possible. All students are interviewed by the principal prior to enrolling in our school and are asked about interest in AVID. Anyone who applies and provides two teacher recommendations is allowed to join. Currently 75% of the school wide population is enrolled in AVID; in a school of only 360 students, we offer 10 sections of AVID.

Through Accelerated Schools, Plus, our district governing system, this year we began a district wide cadre called "Through College," which looked at strengths and weaknesses of our program beginning with pre-school, all the way "through college." Members of the cadre (made of administrators, teachers [pre-k to professors from SSU and SRJC], alumni and community members) did extensive work to identify areas of need and to propose a plan of action for addressing them. All stakeholders were given a voice in the process and district staff reached consensus on an action plan in late March. An example of one aspect that directly affects our site is the request to reevaluate the school's policy on homework and late work and to devise a decisive policy requiring students to appropriately meet deadlines.

What systemic approaches are in place that open access for all students to participate in advanced course work such as AP, IB, Cambridge, dual enrollment, middle school algebra and honors, and other courses that yield greater college entrance?

All AVID eighth graders take Algebra. All AVID students are required to take one or more AP classes and take an AP exam.

Our College and Careers Coordinator and Assistant Principal meet with each student to discuss their academic plans, including which AP classes students would be interested in taking. The Assistant Principal meets with all 10th grade and 11th grade teachers to discuss each student and which AP class they feel students would be most successful.

AP Spanish is a very popular and successful class for our students as we believe in building on student strengths. In 2008, we had an 86% pass rate on the AP test and 84% in 2009. Next year, we are offering 2 AP Spanish Language classes in order to meet the needs and requests of the students.

What has your district or site done to eliminate the barriers to students' entry into rigorous courses at the middle and/or high school levels? (For example: Algebra 1 in the 8th grade, Foreign Language in the 8th grade level, moving from regular level to honors or AP)?

Students request and teachers “push” students to take an interest in an AP class. Teachers meet and discuss each individual student with the Assistant Principal who then meets one-on-one with students to discuss their “nomination” to enroll in an AP class. Students have actually their own initiative to create their own petitions asking for additional classes, including an extra science class and an AP government class for their senior year!

What school-wide supports for both teachers and students are in place to ensure that students are meeting the demands of high rigor, high skill course work?

AP training for AP teachers

School-wide agreements – Cornell notes, interactive notebooks, Socratic seminars, Thinking Maps, Write for the Future, binder checks in all classes

Describe how your site has increased participation and success in rigorous coursework for diverse groups (e.g. English learners, students of poverty, underserved students, and males of color).

We have eliminated sheltered classes and replaced them with regular college prep classes for all; we actively recruit males and English learners for AVID; We have opened new sections of AVID every year, and in a school of 380 students, currently offer 10 sections of AVID, which serves the majority of our diverse school population.

RUP still has a large percentage of EL students, who struggle with “a-g” classes. RUP attempted to bring more sheltered/support classes in 2009-2010 in the hopes to meet the students at their level. However, throughout the year, there was a general recognition that students were not performing to the level we desired and many students want to take AP classes next year.

What evidence do you have that shows these groups have entered and succeeded in colleges and universities?

AVID students go on to college and stay in college at a higher success rate than non-AVID students. We have anecdotal evidence, because we are a small, close knit school and keep in touch with our students that students who enter a four-year college are on track to

graduate within 4-6 years. We recently interviewed our alumni who are attending Sonoma State and they made recommendations on how to better prepare students in the future.

What strategic professional development was instrumental in changing your district or site to a culture of inclusion that embraces open access and support for students in rigorous, advanced courses? How are students and parents given clear information regarding course selection, and how course selection can impact opportunities for advanced courses or courses in other disciplines?

Administrators, both principals and assistant principals at the high school and middle school as well as counselors and site team teachers have received extensive AVID professional development through the regional workshops, regional on site presentations and coaching. 54% of RUP's staff will be attending Summer Institute 2010.