

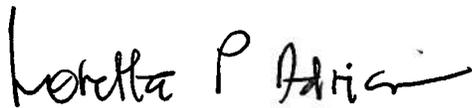
INNOVATION IN HIGHER EDUCATION AWARD APPLICATION

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List of Participants: Coastline Community College; Newport-Mesa Unified School District

Application Abstract: Instituted in 2006, the Early College High School (ECHS) program enables high school students to earn college credits. The ECHS program has made the following key changes since January 2014 to increase academic achievement that leads to a bachelor's degree: **1)** new college course offerings to accommodate potential college majors; **2)** increased flexibility of the high school master schedule to accommodate the college courses; **3)** increased rigor and alignment with Common Core State Standards of high school classes to better prepare students for college success; **4)** increased professional development for teachers, including coaching and mentoring, to support new strategies and methods in meeting rigorous standards and developing critical thinking skills; **5)** hiring of a computer technician to support further incorporation of technology tools into classwork, with support for both students and teachers; **6)** hiring of two intervention coordinators to monitor students weekly and provide immediate interventions for struggling students; **7)** increases in tutors and tutoring options for both high school and college classes; **8)** upgrading of the district's data systems to provide more and better data to track achievement of goals; **9)** use of Naviance software so that every student can create academic, college, and career plans and goals; **10)** increase in college counseling to support students through the entire college application and enrollment process; and **11)** increase in social support to provide students with more information about college life and expectations, habits and skills needed for college success, and financial resources for paying for college.

Assurance and Signature: I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.



Dr. Loretta P. Adrian, President, Coastline Community College

1. Goals

Goals. Coastline Community College (Coastline) and Newport-Mesa Unified School District (N-MUSD) have one overarching goal for ECHS students: To graduate from a four-year college or university with a bachelor's degree in less than four years by earning college credits while still in high school. To achieve this goal, the program focuses on four measurable goals: **1)** N-MUSD's ECHS will maintain a 100% graduation rate. **2)** By June 2020 the percentage of graduates fulfilling University of California (UC)/California State University (CSU) a-g subject requirements will increase from 78.8% to at least 91%. **3)** By June 2020 the percentage of ECHS students receiving one or more F grades (failing) on report cards will decrease from 14.6% to no more than 6.5%. **4)** By June 2016 the percentage of students earning a C grade or better in English Language Arts (ELA) and math on year-end report cards will increase from 81.9% to at least 85%.

Results of Achieving Goals. Achievement of these goals will ultimately increase the number of bachelor's degrees awarded, enable students to complete bachelor's degrees within four years, and/or ease transfer for these reasons: **1)** ECHS students normally complete 35 to 40 college credits while they are still in high school, thus placing them in the group more likely to earn a degree, surpassing the 20 college credits breaking point between students who complete bachelor's degrees and those who do not. (Clifford Adelman, 2006. *The Toolbox Revisited: Paths to Degree Completion from High School Through College*. Washington, D.C., U.S. Department of Education) **2)** The great majority of students selected for ECHS are unlikely to even begin college, let alone graduate, because they are from traditionally underrepresented groups in higher education. They often lack a clear understanding of the importance of a college education and the practical skills needed to apply to and be successful in college. Given individualized support in all areas that contribute to college success, ECHS students receive whatever help they need to plan college and career goals and to gain the tools to achieve their goals, enabling a smooth transition to college. **3)** ECHS students usually enter college as second-semester sophomores, enabling them to complete college in approximately 2.5 years. **4)** All college coursework students complete, beginning at ECHS and continuing at Coastline, meets the standards for Intersegmental General Education Transfer Curriculum (IGETC), facilitating the transfer to a four-year college or university.

Goal Development and Use. The measurable goals were originally developed as part of the establishment of ECHS in 2006, after extensive examination of successful Early College and teaching strategy models. The goals are embedded in ECHS's Vision 2020 Plan, which provides long-range goals, and each year's Single Plan for Student Achievement (SPSA), as well as in the school's vision and mission statements. The goals are also aligned with N-MUSD's Local Control and Accountability Plan (LCAP) goals. These goals direct the development of ECHS's instructional and structural practices that engage students in a comprehensive support system to develop academic and social skills, as well as the behaviors necessary for college success. Coastline continues to support these goals by using them to direct services needed to complete an associate's degree and smooth the transfer to a four-year college or university.

2. Profile of Students

Profile. ECHS currently has 249 students, 57.4% females and 42.6% males, comprised of the following ethnic categories: 73.2% Hispanic, 18.7% white, 8.4% Asian, 0.4% Pacific Islander, 1.6% American Indian, and 0.8% African-American. In addition, 76% of students are socio-economically disadvantaged (combined low-income and first in the family to attend college), 74% are low-income (eligible for Free and Reduced Price Meals), 4% are English language learners (ELLs), 0.4% are students with disabilities who receive Special Education services, 0.8% are current foster youth, and 0% are veterans. English is a second language for approximately 80% of the students. A preponderance of the students is included in one or more underrepresented groups in higher education.

Factors Affecting Higher Education. Based on data, surveys of students and parents, and anecdotal evidence collected about ECHS students, factors that affect the ability of ECHS students to earn bachelor's degrees, graduate in less than four years, and/or transfer to a four-year college or university include difficulties in financing college and a general lack of knowledge of the academic rigor, behaviors, and habits needed to complete a college degree, as well as a limited worldview about career possibilities and the academic requirements to enter those careers. Students also lack the practical knowledge of how to apply to colleges, take required entrance exams, and obtain financial aid and scholarships. All of these factors are magnified for the majority of students in underrepresented groups as follows:

- *First in their families to attend college.* These ECHS students have had no exposure to or knowledge of what the college experience is like, how a college degree can help them (and their families), what is required academically to enter and succeed in college, what options there are for obtaining a degree, what college application requirements are and how to fill out the paperwork, and what options are available to pay for college (or even how to formulate a plan that would require knowledge of budgeting, applying for, and coordinating funds from possibly multiple sources). While many families want to support their children in attending college, they have limited or no knowledge of how to do that and can provide little or no advice or help.
- *Financial pressures.* Nearly three-quarters of ECHS students are low-income (eligible for Free and Reduced Price Meals), and they feel pressured to contribute what they can to their families. An income of \$400 a week, for example, from a fast food restaurant looks like a promising career with a good salary to a high school student (and to their families). Pressure to contribute to family earnings can also take the form of helping to reduce expenses, such as taking time from classes and schoolwork to babysit younger siblings. Also, these families have limited means to purchase computers, tablets, Internet access, and books, thus limiting the knowledge of how to use technology, as well as the ability to complete assignments at home. Another obstacle to college attendance often is the lack of reliable transportation.
- *Limited exposure to career possibilities.* Students with little exposure to career options other than low-paying, unskilled jobs lack knowledge of careers that would be available to them with a college degree. They also lack knowledge of what their day-to-day work life would be like, what skills and abilities are required, and what they would study in college to acquire those skills and abilities.
- *Lack of rigorous academic skills.* Students have little knowledge of the academic rigor required to perform college-level work, even though they have received passing grades during their school careers so far. Students accepted into ECHS usually do not have high

grade point averages (GPAs range from 2.2 to 3.2), but they do show a determination to work hard and succeed.

- *Language barriers.* The approximately 80% of students who are Reclassified Fluent English Proficient (R-FEP) may still have problems with academic vocabulary and the rigorous requirements for academic writing. The 4% of ELL students have a further barrier to overcome in having to learn English, particularly academic vocabulary, while they are maintaining their academic achievements.
- *Lack of leadership opportunities.* In addition to academic achievement, colleges also want students who take leadership roles in school and community activities. Students are unlikely to have role models in their own families, and both students and their families lack the knowledge of why anything other than academic achievement is important to college success.

Influencing These Factors. All these factors are addressed in the program developed by the two participants. To do so requires assuring academic rigor and any tutoring help students need to succeed academically, as well as exposing them to an entirely new world to gain the knowledge, attitudes, and skills needed for success in college and careers. The ECHS program provides academic assistance through peer and college tutors; counseling services to inform and direct students through college entrance requirements, applications, financial aid, and life goals; broad exposure to career options; guidance for students in selecting community service and leadership experiences that contribute to skills and abilities they need to acquire for college and career success (such as project organization and time management skills); guidance and assistance in relating their academic experiences to life goals; and character education in qualities such as self-discipline needed to complete college.

Student successes in completing college show that all of these factors are already influenced by the policies, practices, and systems put into place for ECHS. However, there is always more to do to increase student success. Practices can be expanded to provide more college courses at ECHS so that students can: further reduce the amount of time spent earning a bachelor's degree, have access to more immediate help if they are struggling academically, broaden their exposure to college and career options, learn how to negotiate the intricacies of college life, and develop practical skills in applying to college and making sound financial plans to pay for college.

3. Policies, Practices, and Systems Prior to January 10, 2014

Key Policies, Practices, and Systems. N-MUSD's ECHS began formulating its key policies, practices, and systems after extensive research on Early College models and best practices in teaching students belonging to underrepresented groups. This research included visits to campuses in Southern California to observe and interact with administrators, teachers, and students. The following key policies, practices, and systems were in place and implemented by 2009:

- *Academic Preparation.* ECHS students participate in a rigorous curriculum of UC/CSU a-g subject courses that are aligned to state standards, enabling students to continue at any two- or four-year college or university. Students show academic mastery by completing two cross-curricular projects each year and making presentations to parents and community members. For example, students working on a project about a local environmental issue made presentations that demonstrated mastery of science, math, ELA, social science, and art concepts and skills. This project also provided opportunities to explore career opportunities and gain needed college and career skills, such as working in a cooperative group.

Coastline provides college classes on the ECHS campus. Students who continue at Coastline earn an associate's degree, with all credits transferring to four-year colleges and universities.

- *Technology.* Courses and projects have routinely incorporated the use of hardware and software to provide immediate feedback to students and teachers on academic progress, and to teach students how to use technology to complete assignments and make presentations. For example, students in a pre-calculus class use ALEKS (Assessment and LEarning in Knowledge Spaces), a typical web-based software program that quickly and accurately determines exactly what a student knows and does not know, and provides help in the exact areas in which a student needs to improve. Students and teachers routinely use laptops, tablets, digital cameras, and SmartBoards. At the end of each year, ECHS students create a digital portfolio of their projects. Students and parents access the web-based SchoolLoop program to see assignments and grades.
- *Academic Support.* The ECHS application process requires parents and students to become familiar with the academic expectations and behaviors that support academic achievement, such as maintaining good attendance. Once students enroll, they receive a handbook with a timeline of what they need to do during their freshman year, such as meeting with the guidance counselor during the fall to begin planning for college. Students in all grades are closely monitored, with immediate interventions for students scoring below 70% on any assignment or in any class. Interventions include extra help from classroom teachers, individual tutoring during the 60-minute lunch period, and tutorial classes for students demonstrating the need for additional support. The master schedule contains eight periods, providing a study hall period during which students can also receive tutoring. Tutors are University of California, Irvine (UCI) students and/or National Honor Society (NHS) students. Those students who continue to struggle and/or fail to complete work are required to attend a tutorial lab and may be enrolled in a second period of math or ELA. The master schedule builds in time for teachers to collaborate regularly and develop strategies for helping specific students. Teachers also hold parent conferences to discuss strategies to increase student success. Two intervention coordinators review student grades, coordinate tutorial support, conduct regular progress checks for struggling students, and send letters (in English and Spanish) to parents to inform them about the tutoring program. Students

continuing at Coastline receive similar tutoring services through the Student Success Centers and help transitioning to a four-year institution through the Transfer Center.

- **Social Support.** ECHS provides a variety of services to support academic achievement and continuation in college, including social and community service activities that connect students to a college environment and motivate students to succeed. ECHS students complete a minimum of 40 hours of community service and choose opportunities that interest them and provide further exposure to academic and career opportunities. Grade 9 and 10 students take Coastline course Counseling 105, which emphasizes note-taking, outlining, study habits, and other skills needed to succeed in a college setting. Grade 11 and 12 students take Advancement Via Individual Determination (AVID) classes that focus on organizational and critical thinking skills; SAT and ACT preparation; determination of career paths and college majors; academic reading and writing, including college admission essays; financial aid and scholarships; and goal-setting, time management, and budgeting. In addition to these classes, a UCI outreach program provides students with support through the college application process. Volunteers from the PIMCO Foundation (investment services) teach ECHS seniors about financial literacy. Coastline students receive ongoing support through the Extended Opportunity Programs and Services (EOPS) office, including priority registration, academic counseling and progress monitoring, assistance with transfer goal-setting and applications, textbook assistance (vouchers and book loans), skills-building workshops, and grants and emergency loans.

Impact and Evidence. The impact is the achievement of the primary goal: All four senior classes have had a 100% graduation rate with all graduates accepted to at least one college. In 2013, 78.8% of graduates were eligible for acceptance to the UC/CSU system, with a minimum of 79.5% of current seniors on track for UC/CSU eligibility. Students average 98% to 99% daily attendance each year, demonstrating the value they find in attending classes and the commitment to behaviors that support academic success.

Lessons Learned and Application to Future Actions. These lessons continue to inform future actions: **1)** Support services need to be consistent: students need to work with the same coordinators and tutors, developing relationships with them; adult coordinators need to be paid for their work and UCI tutors need to receive a stipend to ensure consistency of effort. **2)** Every new group of students is unique, and the ECHS staff needs to identify those unique qualities and make changes to the program to accommodate them. **3)** Tutoring must take place during the school day because many students have no transportation to come before school or stay after. **4)** Recognizing academic achievement spurs students on to further achievements.

4. Changes to Policies, Practices, and Systems Since January 10, 2014

Key Changes to Policies, Practices, and Systems. Key changes since January 10, 2014, encompass the broadening and enhancing of practices that carry out the base policies and systems to accomplish the primary goal of enabling students to earn bachelor's degrees in less than four years. As with all changes that have been and will be made, the focus is this: *What do the students need to be successful?*

Since the beginning of the program in 2006, ECHS and Coastline staffs have become adept at analyzing the needs of each class of students, as well as individual needs. Staff members at both institutions are instrumental in developing creative pathways to address those needs. In particular, ECHS staff members are constantly analyzing needs to make students successful and then keeping an open and flexible mindset to address those needs. The following sections describe the changes:

- **Academic Preparation. Master Schedule Flexibility.** ECHS increased the flexibility of the master schedule to better match the interests and needs of the students. In practice, science and math courses change each year to support students' college goals. For example, depending on student interest, AP Biology, AP Chemistry, and AP Physics are offered at different intervals in their high school careers. In some years Statistics or Calculus are offered. Spanish I and Spanish II are routinely offered. However, those courses were not addressing the needs of the approximately 80% of ECHS students who learned English as a second language. These students now take Native Speaker I and progress directly to Coastline's Spanish 185 to fulfill college language requirements. Another element of flexible scheduling is the ability to add, for example, a Coastline class on the ECHS campus that meets two days a week for three hours each session. The schedule may change each semester to accommodate college classes being offered.

UCI Classes. ECHS students were able to enroll in an online UCI pre-calculus class to benefit those students planning to continue at a UC school immediately after graduation from ECHS.

Curriculum Alignment. Beginning in fall 2014, curricula at all N-MUSD schools are aligned with Common Core State Standards (CCSS). Courses are now even more rigorous, with clearly identified concepts and skills to master. New ELA units are based on Rigorous Curriculum Design (RCD), a student-centered curriculum design with clearly defined learning outcomes that intentionally aligns standards, formal and informal assessments, and engaging student learning experiences. Math teachers base their lessons on the UCI math lesson design model and use Teacher Excellence and Support System (TESS) strategies supported by brain research. These courses, based on research and providing consistency throughout the district and within each school, provide students with a better basis for succeeding in college courses, especially with their emphasis on critical thinking, as well as providing skills that help students pass English and math college entrance exams.

Professional Development. While ongoing professional development has always taken place at ECHS, increased professional development has become imperative to teach these new lessons effectively. Methods of professional development include in-house courses, mentoring, and coaching sponsored by N-MUSD; and collaborative discussions among ECHS staff, along with mentoring and coaching. Time is built into the weekly master schedule so that teachers can meet regularly.

ECHS ELA teachers participated in the RCD committees that developed the new lessons and now provide mentoring and coaching to educate staff on implementing learning targets,

literacy strategies, engagement strategies, and assessments aligned to the Smarter Balanced tests. The English Department collaborates during Friday meetings to discuss strategies and assessments that support CCSS, including what students know, what they are able to do, and what they understand and can apply. Similarly, math teachers participate in UCI math and CCSS training to implement learning targets, literacy and engagement strategies, and assessments aligned to the Smarter Balanced tests.

ECHS teachers participate in Learning Rounds (also called Instructional Rounds) where, in pairs, they observe other ECHS teachers in the classroom and take notes for non-evaluative discussions focusing on rigor, student engagement, academic literacy (literacy strategies or mathematical practices), and methods used to check for student understanding.

The basis for current professional development is that all ECHS teachers are highly qualified (according to state and federal standards) and have either Cross-Cultural Language and Academic Development (CLAD) or equivalent SB 1969/395 certification.

- **Technology.** With increasing needs for technology literacy to succeed in college and careers, as well as the increased differentiation in teaching students that technology can supply, ECHS and N-MUSD have instituted further practices to maximize the use of technology in teaching, monitoring, and evaluating students, and in training teachers to use the available technology, as follows:

Supporting Hardware and Software. No technology is useful if it is non-functional or teachers and students do not have access to use it. In fall 2014 ECHS hired a computer lab technician, who assists both students and teachers in learning how to use hardware and software more effectively. This assistance takes place not only during classes, but also during the extended lunch period so that students can work on assignments. According to surveys and anecdotal evidence, the majority of ECHS students have some access to computers or the Internet at home, but they must often share access among many family members, or their main access is a smart phone, on which completing an essay is difficult. Thus, students use school equipment during lunch and study hall periods.

The technician can also make minor repairs to keep hardware and software working as intended. The N-MUSD IT Department repairs hardware and handles major software problems to ensure that all devices and software are available for students and teachers to use.

Aligning Software with CCSS. Both N-MUSD and ECHS purchases of software during 2014 include programs aligned with CCSS. Many are web-based so that students can access them if they have an Internet device available outside of school. These software programs enable students to work on the individual skills and concepts they need to master. For example, ECHS students and teachers have access to ETS e-rater (www.ets.org/erater/), which analyzes grammar in essays. Students receive immediate feedback on their writing to reinforce class lessons and indicate particular areas of concern for individual students. Additional software programs enable students to create multi-media presentations to demonstrate what they have learned.

More Effective Teaching Strategies. Four ECHS teachers completed training in fall 2014 on the effective use of iPads as teaching tools and began implementing what they learned in their classrooms. For example, teachers write on their iPads and project the writing while moving around the room in order to present material in different ways.

Monitoring and Evaluating Students. ECHS teachers post assignments and grades, including grades on individual assignments, progress reports, and report cards, on

SchoolLoop, a web-based platform. Students and parents then have constant access to course requirements and earned grades. Teachers constantly reinforce the need to earn a C grade or better to achieve college and career goals. The intervention coordinators use SchoolLoop to identify students who are not maintaining a C grade (70%) or better on assignments, or who have not completed assignments. With this information constantly available, intervention coordinators can immediately institute a plan to help struggling students and adjust the plan as needed.

ECHS also collects data about its students, including GPAs; SAT and ACT scores; and colleges applied to, and where accepted, denied, and wait-listed. This information is easily accessible to the counselors and other staff members so that ECHS can track whether students are meeting the goal of progressing toward earning a bachelor's degree.

In addition, N-MUSD began work in spring 2014 to create a real-time, easy-to-use platform named the LCAP Dashboard to provide data measuring progress toward LCAP goals. This platform, in full operation as of November 2014, combines data from both state and district systems, and displays it both graphically and in text. The LCAP Dashboard gives ECHS another tool to track and monitor everything from student scores on district benchmark tests and state tests such as the CAHSEE (California High School Exit Exam) to detailed attendance records. This wealth of data can help to pinpoint the source of problems in attaining goals so that program adjustments can be made quickly.

Using Software for College and Career Planning. In spring 2014 N-MUSD began to implement the use of Naviance software for all students in grades 6-12. This software is a college and career readiness platform that connects academic achievement to post-secondary goals. Students create a plan for their futures by discovering their individual strengths and learning styles, and then explore college and career options based on their discoveries. Parents have logons to this system to support their students. Guidance counselors, students, and parents are receiving ongoing training in how to use the system.

ECHS students now enter high school with a basic plan for post-secondary education and career goals. Each school year, beginning in grade 6, students engage in activities to stimulate their thinking about going to college and possible careers and spend time reviewing and revising their goals. Thus, students entering ECHS are already exposed to what it takes to be academically successful, earn a bachelor's degree, and enter a rewarding and challenging career.

Naviance uses personal information about students and their parents to provide lists of appropriate colleges and careers. For example, a student can use a Success Planner to enter goals and related tasks; track courses taken and grades received, plus SAT and/or ACT scores; fill out a career interest survey and a Myers-Briggs personality inventory; and build a resume. Based on that information, Naviance suggests possible careers and lists requirements, such as college majors and credentials, needed to enter that career, as well as presenting a suggested plan of study. As student interests develop and change, students can revise goals and track items they would like to think about, such as high school and college course possibilities. What would be impossible to keep track of with paper and pencil is easy to track, find, and edit in Naviance.

In addition to numerous links to websites and documents that supply career descriptions and data, such as society's need for that occupation, Naviance also contains numerous links to information about colleges and universities, applications, financial aid, and scholarships. To prepare for college, students can use the ACT and SAT preparation and sample question

pages. Based on personal information plus 20 criteria a student can select for desired types of colleges and universities, such as majors, size, and location, Naviance returns a list of colleges and universities meeting those criteria with a history of accepting students with the student's personal characteristics. Naviance can also supply a list of scholarship matches, with full details about how and when to apply for the scholarships. Students can also display a list of links to summer travel and cultural enrichment opportunities, with details about how to enroll.

Once a student begins applying to colleges, Naviance tracks submissions and communications from the colleges and universities. Before deciding on a college or university, students can compare selected colleges to similar ones, take virtual campus tours, and find out about such activities as sports, Reserve Officer Training Corps (ROTC), and campus organizations.

- **Academic Support. Tutoring.** With two paid intervention coordinators, ECHS can monitor students more consistently and even more closely to provide immediate interventions for struggling students. In addition, the two intervention coordinators can make adjustments as needed. For example, a student may pull a grade up to a C but remain in tutoring in order to maintain the C grade.

Coastline has expanded its Student Success Centers to all four campus locations (Fountain Valley, Garden Grove, Westminster, and Newport Beach) and added online support. Services include tables and desks for individual or group study; Internet-connected computers for research and homework; tutoring in all disciplines, with specialists in writing, math, science, and accounting; and tutoring in study skills, organization, and time management. Online services include course-embedded and email-based tutoring, and a pilot program using CCCConfer and Skype to provide live math webinars.

Guidance. In addition to 24 hours per week provided by the part-time guidance counselor at ECHS, Coastline has supplied an additional college counselor for 18 hours per week, beginning with the 2014-2015 school year. Software is helpful, but ECHS students, who may be overwhelmed with the sheer volume of information available in Naviance and have little or no help from parents in using the software or making financial plans, need a trained professional to lead them through the intricacies of making a college plan, selecting a college, and submitting all the necessary paperwork on time. This additional guidance time provides support the students need to ensure college success.

- **Social Support.** ECHS established a recognition system that incorporates an annual awards night, individual recognition by teachers, academic clubs, and scholarships that recognize students for their academic achievement. These forms of recognition support the growth and development of ECHS students in behaviors and habits that lead to college success.

Why Changes Will Achieve Goals. Implementing these changes supports achievement of the program's goals in the following ways:

- *Increased Academic Support.* Expanding the flexibility of the master schedule and offering more college courses support the achievement of earning a bachelor's degree, graduating 100% of students, and decreasing failure through the ability to offer more college classes on the ECHS campus to address student interests and needs; allowing ample time during the school day for tutoring; and building in time for professional development so that teachers can implement more differentiated strategies for their students.
- *Increased Rigor.* Aligning the curriculum with CCSS, with its emphasis on learning defined skills and engaging in critical thinking, supports the increased academic achievement of

students, encourages the maintenance of the 100% graduation rate, decreases the number of F grades, and increases the number of ELA and math A, B, and C grades.

- *Expanded Professional Development.* The expansion of professional development so that teachers are more effective supports increasing the percentage of students who fulfill a-g subject requirements, earning a C grade or above in ELA and math, and decreasing the number of F grades.
- *Increased Technology Use.* The use of technology, including software aligned with CCSS, supports all of the goals related to academic achievement through increased differentiation and the ability to more closely track, monitor, and evaluate students, thus increasing the ability to provide immediate individual help to struggling students. In addition, the use of Naviance puts a wealth of information about college and careers at students' fingertips and helps students select colleges and make financial plans so that students are successful at completing a bachelor's degree. Naviance also identifies areas of interest and possible fields that students may want to explore for their community service requirement and the development of leadership skills.
- *Immediate Tutoring.* Making tutoring more immediate and effective supports all of the academic achievement goals, particularly helping students to earn a C grade or better in ELA and math and to decrease the number of F grades.
- *Increased Counseling.* The addition of college counselor time supports an increase in the percentage of students fulfilling a-g subject requirements and graduating with a minimum of 35 college credits, with the ultimate goal of earning a bachelor's degree, by helping students understand college requirements, selecting an appropriate college or university, completing the application process, and navigating the financial aid process.
- *Increased Recognition of Achievement.* Recognition of student achievement supports all of the academic goals by presenting role models all students can emulate to achieve college success, as well as introducing students to a variety of ways to fulfill the community service requirement and opportunities for leadership experiences.

Impact of the Changes. Although at this point in December 2014, little data exists to give a complete picture of the quantifiable impact of the changes made during 2014, partial data and anecdotal reports suggest that ECHS is meeting or exceeding goals. In the June 2014 graduating class, 30 of 53 students were accepted at four-year colleges and universities, and 23 were accepted at community colleges. Class of 2014 graduates are attending such prestigious universities as UCI; Texas A & M; California State Polytechnic University, Pomona; University of California, Berkeley; University of California, San Diego; and Loyola Marymount University. Combined SAT scores for reading, math, and writing increased nearly 100 points in 2014. From fall semester 2013 to the first quarter of fall 2014, ELA D and F grades decreased from 8.3% to 6.8%, and math D and F grades decreased from 17.6% to 7.6%.

5. Changes to Policies, Practices, and Systems to Be Implemented After January 9, 2015

Changes to Policies, Practices, and Systems. Key changes to be implemented after January 9, 2015, encompass the broadening and enhancing of practices that support the primary goal of helping students to complete college. The following changes will provide students with more incentives and practical help to earn a bachelor's degree:

- *Academic Preparation.* ECHS is planning to add more choices in courses to accommodate student interests and a broader range of college majors. Choices will include AP Calculus, an Academic Decathlon team, and more UCI online courses. Students on the Academic Decathlon team will participate in competitions to increase academic achievement. To experience real-life applications based on academic learning, ECHS is looking for opportunities similar to a previous one in which students worked with Earthwatch Institute scientists in South Africa on an ecological research project.

ECHS students continuing at Coastline will be enrolled in the STAR (Fast Track) Program, which guarantees classes, embeds tutoring in each class, and makes the earning of an associate's degree and transferring to a four-year college or university more efficient. In addition, Coastline and UCI are meeting in January 2015 to set up a Science-Technology-Engineering-Math (STEM) program that will lead to a bachelor's degree in Educational Sciences and a teaching credential in four years. ECHS students can participate in this program.

- *Technology.* To support better academic and college planning, N-MUSD will continue to increase training activities for Naviance as it implements its use for more students and parents.
- *Academic Support.* Coastline will begin embedding tutors in the classes offered at ECHS, and will ensure that ECHS students are welcome in and know how to use its Student Success Centers, particularly the online tutoring service. In addition, Coastline will provide site tours to familiarize students with its various campuses and the programs and services offered at each. Coastline and ECHS staffs will take students on field trips to visit local colleges and universities.
- *Social Support.* Coastline plans to expand its peer-mentoring program by assigning a peer mentor to each ECHS student who continues at Coastline. This service will provide needed support to enable students to be successful academically and transfer to a four-year college or university.

Implementation Timeline. N-MUSD and ECHS changes are scheduled to begin implementation in 2015. ECHS is currently developing a timeline for full implementation of the Academic Decathlon team and participation in competitions. Adding new courses each year will be determined by the needs and interests of the students. The flexibility of the master schedule will be maintained to accommodate the addition of new courses, and ECHS will be well prepared to offer them. ECHS staff members are actively researching promising opportunities to connect with professionals in the community, possibly as an extension of its internship program for completing senior projects. Coastline will begin enrolling ECHS graduates continuing at Coastline in the STAR (Fast Track) Program beginning with the spring 2015 semester.

Naviance training will continue to expand through the spring 2015 semester, continuing for new ECHS students. Parents can participate in training during Back to School Night and Open House.

Embedded tutors in Coastline classes, use of Student Success Centers services, peer mentoring, and campus tours will begin in the spring 2015 semester.

Expected Impact of Changes. All new practices and expanded programs will offer students more information and opportunities so that they can make better choices throughout their high school and college years. With the confidence that these students gain by earning college credits while still in high school, learning practical skills to research and apply to colleges, and exposure to a variety of career fields and their academic requirements, these students are more likely to become dedicated to completing a bachelor's degree at a college or university that is an excellent fit for them and engages them based on their personal aspirations.

As students complete more college courses while still in high school, they will be able to enter college as second-semester sophomores or even first-semester juniors, thus further reducing the amount of time to complete a bachelor's degree. In addition, with more academically rigorous courses, more opportunities to complete college courses, and intensified support, more ECHS graduates are expected to enroll directly into four-year colleges and universities. For ECHS students still needing extended support before proceeding to a four-year college or university, Coastline's increased academic and social supports will supply those needs and further smooth the transition to a four-year college or university.

Evidence of Commitment to Changes. This ECHS program has already established a record of providing students with what they need to succeed in college. That means Coastline and N-MUSD administrators and the ECHS staff understand that change is an inherent element of the program. These teams are committed to ongoing research to identify individual student needs and to determine the best ways to address those academic and social needs. In addition, through partnership and personnel changes, the focus of the program has always been—and remains—on student success.

Once changes are identified, work will begin on planning and coordinating logistical details and budgets. For example, Coastline, N-MUSD, and UCI administrators will meet in January 2015 to work out the details of embedding tutors in Coastline classes at ECHS and coordinating details of tutoring services that both Coastline and UCI offer. The first tour of a Coastline campus is scheduled for January 23, 2015.

6. Impact of Changes on Cost of Bachelor's Degree

How Changes Impact the Cost of a Bachelor's Degree. Well-planned and executed changes to this ECHS program will reduce the average cost of a bachelor's degree for both students and the state. The increased academic and social support for ECHS students, such as increased tutoring, increased emphasis on college planning, and a broader range of transferable college credit offerings, will ensure that students are able to successfully complete more college classes while still in high school. This will increase the number of students who enter college as second-semester sophomores or first-semester juniors. Students then save not only on tuition and fee costs, but also on books and supplies, housing, food, and transportation. Completing a bachelor's degree in a shorter amount of time also reduces the amounts of loans that students and/or parents must repay. With tuition at UC and CSU schools projected to increase 5% per year, and tuition increasing yearly at many private colleges, the sooner students complete their bachelor's degrees, the more they save. For the state, successful completion of college courses while in high school reduces the need for colleges to offer remedial classes and the costs associated with students needing to retake college courses due to poor performance.

N-MUSD is a basic aid district, so ECHS does not receive state funds, as do K-12 schools in state-funded districts. Coastline funds courses and services at ECHS through its regular budget processes, thus not increasing costs to the state.

Magnitude of the Impact. A student who completes 45 college credits at ECHS and enrolls directly into a UC school saves an estimated minimum of \$49,650 in tuition and fees, books and supplies, health insurance fees, room and board, and personal and transportation expenses if the student lives on campus, according to the UC Admissions Office, and \$43,800 living off campus. Low-income students may receive gift aid of \$22,000 to \$23,700 per year, but such students will still save an estimated \$9,400 to \$11,100, amounts that may be up to half of a student's yearly income. Students enrolling directly into a CSU school also save substantial amounts. For example, students who choose to live on a CSU campus after earning 45 units at ECHS would save an estimated average of more than \$35,000. A student with 45 earned college units enrolling in nearby CSU Fullerton and living at home would save an estimated \$23,358 (www.calstate.edu). Completing an associate's degree at a local community college while living at home saves more than an estimated \$1,840 for tuition and some fees (www.coastline.edu). Transferring as a junior to a UC school then saves an estimated additional \$16,550 living on campus or \$14,600 living off campus. Transferring as a junior to CSU Fullerton then saves an estimated additional \$7,786 if living at home. In reality, savings will be more than these estimates, due to the yearly increases in tuition and the needs for lower amounts in student loans.

Anecdotally, ECHS graduates report that the financial savings also bring personal and career rewards, enabling students to pursue their aspirations. For example, one student received a \$40,000 scholarship to a university in Texas. He needed to spread the amount over only 2½ years, rather than four, to complete his bachelor's degree. However, he decided to spread the amount over three years, enabling him to complete a double major and study abroad. With this academic record, he began a paid internship immediately after graduation.

7. Risks in Changes, Monitoring, and Mitigating

Risks and Tradeoffs Involved in Changes. Risks and tradeoffs involved in adding and expanding practices and programs include the following:

- *Naviance.* With the use of Naviance for college and career planning, and charting the academic goals necessary to achieve college and career goals, students with little or no knowledge about college can be overwhelmed by the sheer volume of information and choices. Also, while Naviance is available over the Internet, school may be the primary place where students have access to the program, since many students have only limited or unreliable access at home. The primary issue for many parents is that they are not comfortable using computer programs. However, the great abundance of information about college and careers available in a single easy-to-use tool is what makes it so useful, and several studies support the fact that students who set goals and make plans for college are more likely to complete college (summary of studies at <https://www.insidehighered.com/news/2012/07/06/researchers-apply-hope-theory-boost-college-student-success>).
- *Increased class size.* While ECHS wants to increase high school course offerings, the risk is that class sizes will be larger to accommodate student needs and interests. This means teachers have less time to provide individual help and may increase the workload of the intervention coordinators and tutors. In addition, class sizes may become larger due to district staffing allocations. For example, ECHS lost one part-time social science teacher this school year. Not only did this require increasing the average social science class size to 32 (rather than the desired 25), but the remaining social science teacher also lost the value of a colleague with whom she could collaborate to improve teaching strategies in social science. However, ECHS is always focused on student needs and will increase class sizes if necessary to fulfill those needs. Tutoring will be available to those students who need it. With the two paid intervention coordinators, efficient procedures are now established to enable the coordinators to monitor greater numbers of students.
- *Inability to use increased tutoring options.* While many ECHS students may lack transportation to be able to go to Coastline's Student Success Centers for tutoring help, some students will use the centers, thus increasing tutoring options for some students. The greatest value for most ECHS students is that they will be able to email questions and receive online help from Coastline tutors.

Monitoring and Mitigating Risks and Tradeoffs. ECHS staff members constantly monitor students to ensure academic success and college enrollment. The principal, guidance counselors, teachers, and intervention coordinators will continue the same monitoring practices and processes to mitigate risks and tradeoff, as follows:

- *Naviance.* The guidance counselors and other staff at ECHS will provide more guidance on using Naviance to the best advantage. Students coming into ECHS during the 2015-2016 school year will already have started their Naviance planning, but students will still need help in deciding what plans need revisions and which areas of the program they should concentrate on each year. The addition of the Coastline college counselor to work in tandem with ECHS's part-time guidance counselor will provide more guidance time for each student, thus increasing the knowledge and skills students need to apply to and be successful in college.
- *Increased class size.* With the addition of a college counselor, computer technician, two intervention coordinators, reliable UCI tutors, and increased tutoring options from Coastline, ECHS is now positioned to provide any extra help needed to overcome increased class sizes.

- *Using increased tutoring options.* With tutoring services from Coastline's Student Success Centers and embedded tutoring, students now have increased options to receive help, even if not all students can avail themselves of all options. Students can work with intervention coordinators, teachers, and Coastline professors to take advantage of the tutoring options that will best meet their needs. The meeting of Coastline, N-MUSD, and UCI administrators in January 2015 will work out details of how best to use these tutoring options for the greatest benefit for the most students.

Potential Adverse Effects on Underrepresented Student Groups. The great majority of students in this ECHS program are members of student groups that are underrepresented in higher education. As previously noted, many of the students do not have reliable access to computers and the Internet at home to do research, complete assignments, and work on academic, college, and career goals in Naviance. ECHS has already made computers available to students during classes, two study hall or free periods, and during the extended lunch. The computer technician, teachers, and tutors are all available to help. However, with the increased use of technology for classwork and college goal-setting, ECHS is exploring ways to provide reliable computer access to all students in the program.

8. Key Strengths and Assets to Encourage Innovation

Key Strengths and Assets. This program has consistently demonstrated its ability to encourage a culture of innovation and adaptability, with strengths and assets in leadership, institutional commitment, existing relationships between application participants, and external resources that all work together for the benefit of the students. For example:

- *Leadership.* The key strength and most important asset is the participants' shared vision that all students can learn and be successful in completing college courses and earning a bachelor's degree. This shared vision leads to a team spirit that holds everyone accountable for student success. However, a vision cannot produce successful students by itself; the vision must lead to concrete actions. Leadership in this program emphasizes frequent communication, active listening, reorganization as student needs change, and providing role models for students.

The Coastline and N-MUSD administrators frequently talk and listen to one other, leading to more plans and activities to meet student needs. They use collaborative processes to lead the program.

At ECHS, the master schedule sets aside time each week for teachers to meet to participate in professional development, collaborate, discuss individual student needs, and coordinate culminating cross-curricular projects for students to demonstrate mastery of concepts and skills. Both class and cross-curricular projects are based on the needs and interests of students, as well as rigorous academic requirements.

Further, the ECHS principal purposefully uses teachers' strengths to benefit students, and uses classroom strengths of individual teachers to mentor other teachers. The ECHS principal keeps students' needs well organized so that students receive the maximum benefit.

Surveying students has provided the staff with positive suggestions to accommodate student needs. For example, an expressed need for more help in negotiating college entrance requirements and preparing for college life led to increased counseling and the UCI outreach project that provides information directly from college students to ECHS students. Survey results asking for more recognition of academic achievement from teachers in the classroom led to promotion of creative ideas to praise students for classwork.

ECHS teachers are life-long learners themselves, setting examples for the students about the importance of learning.

- *Institutional Commitment.* Coastline and N-MUSD are committed to sustaining this program and making it even stronger by remaining adaptable to meet student needs, as well as upholding a commitment that enables students in underrepresented groups to enroll and succeed in college. For example, Coastline works closely with ECHS to determine needs for college-level courses and changes its offerings to address those needs.

In addition, the participants are committed to this program because it benefits all students. For example, the incorporation of technology since ECHS's inception and the project-based learning model, both of which are important elements to help students achieve academically, are methods and strategies that other N-MUSD schools have adapted for their students. Coastline's Student Success model helps all of its students to perform better academically.

- *Existing Relationships Among Partners.* The relationship between Coastline and N-MUSD is solid but flexible. Coastline and N-MUSD serve students in the same geographic area, creating common bonds and goals as they strive to serve those students. In July 2014

Coastline and N-MUSD signed a new Memorandum of Understanding (MOU) that will be in effect through the end of 2019.

- *External Partnerships and Resources.* ECHS has formed partnerships with local businesses to create 15-hour internships connected to senior projects. Students learn about, for example, veterinary science, baking, photography, filmmaking, and criminal justice.

PIMCO, an investment services company in the N-MUSD area, sends employees to teach financial literacy courses to seniors to help them make good financial decisions in their college careers and afterwards.

Sustainability of Changes and Achievement of Goals. Data and awards support the statement that the program has an established record of achieving its goals. For example, ECHS has been named a California Distinguished School and has the highest Academic Performance Index (API) rating among N-MUSD secondary schools. The state goal is 800 for all schools, in a range from 200 to 1,000. ECHS has consistently scored above 850, and in an uncommon achievement, has scored above 900 for the past three years in a row. Underrepresented groups, including Hispanic students, ELLs, and socio-economically disadvantaged students, regularly average scores between 840 and 900. All students graduating during ECHS's four previous years have continued in college.

Coastline and N-MUSD believe that the achievement of the program's goals are a direct result of actively seeking out, evaluating, and implementing changes that mitigate the difficulties that underrepresented students have in completing a-g subject requirements, negotiating the college application and acceptance process, transitioning to a four-year college or university, and continuing to completion of a bachelor's degree. Both participants are firmly committed to finding creative ways to implement changes needed for the current students in the program.

9. Strategies for Engaging Stakeholders

Strategies for engaging stakeholders to achieve commitment to the ECHS program goals and changes include the following:

- **Ongoing Communication Between Application Participants.** Coastline and N-MUSD have maintained ongoing communication about the ECHS program through various changes in institutional leadership, thus establishing methods and strategies for keeping communication open through changes. This communication takes place both at upper administrative levels, where administrators are kept informed of personnel changes, and through informal surveys of students, teachers, and tutors. For example, a part-time college counselor from Coastline who works with ECHS students provides a link between Coastline and N-MUSD.
- **N-MUSD Stakeholders.** N-MUSD has a long history of engaging stakeholders to provide input on goals and programs. With the implementation of the LCAP process, the engagement of stakeholders is now formalized. The alignment of ECHS goals with the district's LCAP goals means that students, parents, all school site staffs (including classified), district administrators, the Board of Education, school site and district committees and organizations, employee unions, and community members and organizations are all part of a yearly process to provide input on goals and programs, including those at individual school sites. For example, the District English Language Advisory Committee (DELAC) provides feedback about the needs of ELL students and the concerns of parents.
- **ECHS Stakeholders.** Before ECHS opened, the principal, teachers, and community members collaborated on a taskforce to establish a clear vision of what students should know, which skills students should acquire, and what levels of proficiency students should reach upon exit from ECHS. The ECHS school site is governed by the School Site Council (SSC), composed of the principal, four teachers, two other school staff members, three parent/community representatives, and three students. The ECHS administration communicates goals and program needs to the SSC, and the members provide input on school goals, programs, and activities.

Building a sense of community is an important element in enabling both students and parents to feel comfortable in providing formal and informal feedback to the school staff on goals and programs and in knowing that their feedback is valued. For example, upon entry to ECHS, all students are assigned to a "house" with a sea animal name (to align with the Coastline Dolphins) so that students bond quickly and feel welcomed to the school. Each month the Associated Student Body (ASB) designs a competition among the houses to promote school spirit and a "can-do" attitude. For parents, Back to School Night, Open House, student project presentations, Awards Night, and other special events planned by the ASB provide opportunities for parents to participate in community activities. On the individual level, parents receive letters (in English and Spanish) about student intervention plans. Each letter requires a parent signature to acknowledge approval.

10. Sustaining Changes within Existing Financial Resources

The major goal for sustaining financial resources is to manage funds so that they are spent equitably for all ECHS students. The program does this by identifying what services are needed to achieve goals and then by setting priorities and matching those priorities with available funds. This ECHS program plans to sustain described changes in the following ways:

- **Absorb Costs through the Regular Budget Process.** Through its general budget, N-MUSD pays for normal high school expenses at ECHS, including paying for support services the district supplies for all of its schools, such as IT support, data systems and management, district-wide professional development, administrative oversight, and software such as Naviance used by students at multiple schools. In addition, N-MUSD pays for college class textbooks, as it does for high school texts, and Coastline's electronic textbook and materials fees. As do other schools, ECHS receives an annual allotment of funds from the district, currently \$25,000, to purchase such items as materials and software. The principal prioritizes classroom needs each year to maximize the effectiveness of the budgeted amounts. Thus, changes in curriculum, course offerings, professional development offered through the district, increased data availability for monitoring students, and some technology needs are already incorporated into budgets.

Coastline has determined that its Student Success Centers are so valuable for all of its students that Coastline has moved the funding off the Title III grant (PR Award #P031L100009) used to start the centers into the General Fund. Coastline expects the centers to be covered in the future. The centers will not require additional funds for ECHS students, who will use the existing program.

- **Continue to Use Grants.** While relying on grants can be an unstable method of funding a program, Coastline and ECHS have an established record of obtaining grants to fund special projects and unique needs that general funds are unable to support. This ECHS program began with a \$400,000 grant to Coastline in 2005 from The Bill & Melinda Gates Foundation, and has grown and flourished since that resource ended by steady and careful management of general and grant funds. For example, by working together, Coastline and N-MUSD have obtained three grants to purchase and update technology tools that N-MUSD was unable to fund on its own. ECHS teachers have been successful at obtaining funding for special projects, such as the opportunity take a group of students to South Africa to work with Earthwatch Institute scientists. The Coastline grants office and N-MUSD will continue to work together to identify, obtain, and monitor funds to optimize finance changes.

The ECHS principal is skilled at setting priorities for grant funds and making them last past the grant period. A parent of a former student at ECHS is also working with the principal to fulfill legal requirements to set up a school foundation to further stabilize funding. The principal is actively searching for community members who might serve as board members.

11. Evaluating Changes

Quantitative and Qualitative Evaluation Process for Changes. The ECHS goals were purposely written to identify how they are measured. Recent and proposed changes are directed at achieving the goals, and the changes are therefore evaluated based on the original goals. All of the data to measure the achievement of the goals and to measure interim progress is now easily available through the LCAP Dashboard, SchoolLoop, and transcripts the guidance counselors create using ECHS data for each student. All of the measures—the graduation rate, the percentage of graduates fulfilling UC/CSU a-g subject requirements, the decreasing percentage of students receiving F grades on report cards, and those earning a C grade or better in ELA and math—are monitored as long-term measures that indicate continued program success. They are also closely monitored in the near term to ensure that the program remains on track and is achieving its goals.

In addition to these long-term goals, the program tracks other data in the near term to identify students who need help if they are to achieve the ultimate goal of completing a bachelor's degree in the shortest amount of time. The other data includes the CAHSEE pass rate for grade 10 students; weekly monitoring of D and F grades earned on class assignments and progress reports; grades earned in Math, English, Science, and History (MESH) classes; and enrollment and grades earned in AP classes.

Tracking, collecting, measuring, and analyzing individual student data, including GPA, SAT and ACT scores, college applications submitted, and the status (accepted, denied, waitlisted) of each application, provides quantitative and qualitative evaluation measures about college choices and pathways for each student. This data also provides a long-term picture about trends in GPAs and SAT/ACT scores that qualify students to continue at four-year colleges and universities, as well as information about which colleges and universities are most likely to accept students with profiles and achievements common to ECHS students.

Systematic Use of Measures to Inform Future Changes. ECHS has a history of analyzing multiple pieces of data to provide both an overall and a detailed picture of the progress of the program itself and that of individual students to guide changes. The weekly, quarterly, semester, and annual monitoring of grades ensures that students receive help immediately, with interventions designed to address the needs of struggling students in a timely and ongoing manner. Grade data, along with the other student data described above and evaluations built into each curriculum, is used to guide modifications of instructional strategies and practices, based on the needs of the current group of students. For example, near-term monitoring of the number of students fulfilling a-g subject requirements enables ECHS to identify whether more students are fulfilling that requirement. Coupled with grade data, identifying the challenges individual students are having in fulfilling a-g subject requirements is possible. Over the long term, ECHS can see the general trend and check it against percentage increases set for each year, thus providing one indication of the general health of the program.

12. Target Outcomes

Target Outcomes. Because the overwhelming majority of ECHS students belong to at least one group that is underrepresented in higher education, the target outcomes apply to all students, regardless of ethnicity, English language ability, socio-economic level, or learning disability. Table 1 lists target outcomes according to the desired percentage of increase or decrease each school year.

Table 1. Target Outcomes for All ECHS Students

Target Outcome	2012-2013 Baseline	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Maintain a 100% graduation rate	100%	100%	100%	100%	100%	100%	100%
Increase the percentage of graduates fulfilling UC/CSU a-g subject requirements	78.8%	77%	79.5%	82%	84.5%	87%	89.5%
Decrease the percentage of ECHS students receiving one or more F grades on report cards	14.6%	13.7%	12.75%	11.5%	10.25%	9.0%	7.75%
Increase the percentage of students earning a C grade or better in ELA and math on year-end report cards	75%	81.9%	84%	86%	88%	89%	90%

How Targets Were Chosen. The ECHS target outcomes were chosen from those listed in the school's Vision 2020 Plan and the 2014-2015 SPSA. The chosen goals are those that apply directly to the college careers of ECHS students. The goals are based on an analysis of data, in the case of ECHS, since it opened in 2006, to determine which goals are an accurate measure of the program's success and the academic achievement of its students. The targets reflect high but realistic attainments, based on previous achievements.

Assumptions. The primary assumption is that ALL students can learn, no matter whether they may be categorized as belonging to a traditionally low-achieving group that does not attend college or drops out of college before graduating with a bachelor's degree. All ECHS students are treated as individuals with possible difficulties to overcome to achieve their own academic and career goals. A second assumption is that the successes of support services, both social and academic, are reflected in data measuring students' academic achievements. The assumption about selecting target goals for each year is that a gradual increase or decrease is usually preferable to trying to make large improvements in a short time.

Evidence to Support Assumptions. Students at ECHS, including those in groups underrepresented in higher education, are meeting or exceeding targeted goals. All seniors in the

last four classes have graduated, meeting the 100% target. Seniors in the class of 2015 are on target to meet the goal for UC/CSU eligibility. SAT scores continue to increase, even though the average GPAs of ninth grade students entering the program have decreased.

Data Sources. N-MUSD uses Aeries student information system software (www.aeries.com) to track student data, such as course enrollments, attendance, and grades on report cards. ECHS also uses Aeries to track college applications and acceptances, GPAs, and SAT/ACT scores for each student. Guidance counselors and teachers enter data and then produce customized reports. Teachers enter data into SchoolLoop (www.schoolloop.com) to communicate details about classwork and grades on assignments and projects to students and parents. N-MUSD also relies on data produced by the California Department of Education DataQuest system (www.cde.ca.gov/ds/), such as CAHSEE pass rates and a-g completion rates, to provide an overall analysis of district and individual school achievement levels. N-MUSD's custom software program, the LCAP Dashboard, pulls data from multiple systems and displays it in relation to district and school goals.



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Ph: 1 (714) 546-7600 Web: coastline.edu

January 6, 2015

California Department of Finance
Education Systems Unit – Innovation Awards
Attn: Committee on Awards for Innovation in Higher Education
915 L Street, 7th Floor
Sacramento, CA 95814

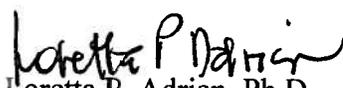
Dear Committee on Awards for Innovation in Higher Education:

On behalf of Coastline Community College (CCC), I am writing to express my strong support for the Awards for Innovation in Higher Education application focusing on the outstanding work that two partner institutions (CCC and Newport-Mesa Unified School District) have undertaken to establish and grow the Early College High School (ECHS) program into what it is today – a progressive and innovative, pathway-driven, learning environment for traditionally underrepresented students. Since ECHS's inception in 2006, the ultimate goal has been to provide excellent education and to graduate students from a four-year college or university with a bachelor's degree in less than four years, by earning college credit while still in high school.

CCC will continue to be a supportive and leading partner in the ECHS initiative, ensuring that strategic program planning, innovative practices in curriculum development and delivery of student support services will further benefit students from diverse backgrounds, including those who are from traditionally underrepresented groups and/or are socio-economically disadvantaged.

The ECHS program is a deserving recipient of the Innovation awards, notably for its proven record of student success, innovative practices, and collaborative partnerships across segments of education. I look forward to providing additional information or to answer any questions via telephone (714) 241-6152, e-mail ladrian@coastline.edu, or in person. Your serious consideration of the ECHS application is greatly appreciated.

Sincerely,


Loretta P. Adrian, Ph.D.
President



NEWPORT-MESA Unified School District

2985 Bear Street • Costa Mesa • California 92626 • (714) 424-5000

BOARD OF EDUCATION

Dana Black • Walt Davenport • Martha Fluor
Judy Franco • Charlene Metoyer • Vicki Snell • Karen Yelsey

Frederick Navarro, Ed.D., Superintendent

December 19, 2014

California Department of Finance
Education Systems Unit - Innovation Awards
Attn: Committee on Awards for Innovation in Higher Education
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee on Awards for Innovation in Higher Education,

The Newport-Mesa Unified School District (NMUSD) is in full support of the Coastline Community College's application for the Innovation in Higher Education Award.

For eight years, NMUSD has partnered with Coastline to provide a unique learning environment to our Early College High School students. As a result of our partnership, students typically not on a four-year university path have been provided college courses, additional academic counseling, and a smaller learning environment. As mentioned in the application, this has provided for some extraordinary results including higher rates of graduation, standardized test scores, and student applying directly to four-year universities.

NMUSD is grateful for this opportunity for Coastline Community College, and believe it will help support our ongoing partnership while enabling us to continue and serve another generation of college going students at Early College High school.

Sincerely,

Frederick Navarro, Ed.D.
Superintendent