



Pittsburg Senior High

1750 Harbor Street
Pittsburg, CA 94565

Plan Period: 6/22/2010 - 6/22/2011

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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

English Language Arts

All students will attain high standards in English Language Arts

Mathematics

All students will attain high standards in mathematics

English Learners

All English Learners will attain proficiency in the English language

Safe and Drug-Free Learning Environments

All students will be educated in safe and drug-free learning environments

Graduation Rate

All students will graduate from high school

Plan Budget

Committees

Approvals and Assurances



ABOUT THIS SCHOOL

Our Mission

The mission of Pittsburg High School is to graduate life long learners who make positive contributions to society while pursuing a career path of their choice.

Our Vision

The vision of Pittsburg High School is to be a safe, engaging, cooperative, and respectful academic environment, promoting success for all students.

Pittsburg High School is a very special place. It is a highly diverse, comprehensive high school located in the East Bay Area of Northern California. It is the only comprehensive high school in a community of 60,000 and is a source of great pride for the entire community. Pittsburg High School has a long and storied history, and a grand tradition that extends over eight decades. The pride associated with being a "Pirate" (our mascot) is widespread and ingrained in many of our citizens. In fact, many of our students' parents graduated from Pittsburg High. Many of our community members profess to "bleed" black and orange which are our school colors. Pittsburg High is the focal point of many community events including Friday Night Football and our Multicultural Assembly held every spring. Our community has made education a priority through the passage of several school construction bonds and a parcel tax within the past ten year. The students of Pittsburg High School moved into a new school in August of this year.

Our school goals are to increase student achievement in English Language Arts by 20% school wide and math by 20% school wide, as measured by the CST scores in the Spring 2011 testing. Our focus will also be to continue the success our students with special needs demonstrated with the 68 point growth on the 2010 CST



AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

PUSD 2010-2011 Board Goals								
The API is a numeric index (or scale) ranging from 200 to 1000. Schools receive state-required accountability information in API reports. In order to allow for phase-in of new indicators, each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing.								
Overall	2005	2006	2007	2008	2009	2009	2010	Gains (2005-2010)
PHS API	648	646	664	662	664	663	688	40
State of CA	709	721	728	741	755	755	767	58
Numerically Significant Subgroups								
PHS--African American	596	606	616	604	603	603	655	59
State of CA--African American	626	635	644	659	674	674	685	59
PHS--Latino	630	619	646	653	651	649	681	51
State of CA--Latino	642	656	666	683	696	698	715	73
PHS--Socioeconomically Disadvantaged	640	611	639	641	642	642	682	42
State of CA--Socioeconomically Disadvantaged	641	654	663	681	696	696	712	71
PHS--English Learners	601	607	609	610	601	601	626	25
State of CA--English Learners	631	637	647	663	677	677	691	60
CAHSEE Grade 10 Pass Rate								
PUSD--ELA	70%	73%	74%	73%	72%	80%		
State of CA--ELA	79%	78%	79%	80%	79%	81%		
PUSD--Math	60%	70%	71%	77%	76%	78%		
State of CA--Math	78%	76%	79%	81%	80%	81%		



Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

Our primary focus the past four years has been developing pacing guides (or curriculum guides) in all of the core content areas (math, English, science and history), local or school-wide assessments in the four core content areas, developing curriculum for our support classes in algebra and English I and II and improving the quality of instruction (this last part has been our primary focus since the beginning of the 2008-09 school year). For the 2010-11 year we are focusing on developing and implementing a new pacing guide and assessments (local) in geometry and English grades 11 and 12. The alignment of grade level/subject matter to state standards continues to be a key part of the pacing guide and assessment development process. We have focused on weighting our curriculum and assessments to mirror the CST/STAR exams (as it pertains to the amount of time spent teaching each key standard throughout the school year). The curriculum design process in English has resulted in a shift from fiction to non-fiction writing (expository). We have been involved with a technical assistance team from the county office of education and the State Department of Education during the past four years. We are continuing to participate in the SAIT II program which involved over 25 days of planning, classroom observations, program evaluation and monitoring during the 2009-10 year. The primary focus during the 2009-10 year was improving the quality of instruction; this continues to be our primary focus for the 2010-11 year as well. Frequent classroom observations were conducted by our SAIT team and school administrators beginning in the 2008-09 school year. We will continue to involve a greater percentage of our math, ELA, science and history teachers in the classroom walk-through/observation process. We will continue focusing on two key areas of instruction in all subject areas; 1) student engagement and checking for understanding strategies. Our materials are state adopted (we recently completed a math adoption which began the 2008-09 school year and our English adoption will occur in the next several years (this has been delayed due to budget cuts). Our assessments drive our pacing guides and, therefore, our use of the textbook in each subject area. Our assessments are aligned to the high stakes testing (CAHSEE, STAR, etc.) in an effort to ensure our curriculum is standards aligned and our student assessment results correlate to our high stakes testing results. Based on a review of student grades for the past two years the number of students passing English and Algebra I roughly approximates the number scoring proficient or greater on the STAR exam.

Availability of standards-based instructional materials appropriate to all student groups

Each class offered at Pittsburg High School is taught using standards-based instructional materials that are approved by our local school board. Our most recent adoptions occurred in math and science (math during the 2008-09 year and science during the 2007-08 school year). Our math program utilizes the Holt textbook program and our English program is using the Prentice Hall textbook program.

Alignment of staff development to standards, assessed student performance and professional needs

All of our staff development is aligned to either department, school-wide, or district goals. We continue to initiate with staff development in all CORE content areas. A particular emphasis will be on common lesson planning, discussion of effective teaching strategies, problem solving and a review of local assessment results. Every Monday is a modified day where departments have an hour to discuss effective teaching strategies and review student assessment data. A school-wide focus will be the development of professional learning communities and instructional goals pertaining to student engagement and checking for understanding strategies being implemented in every classroom. Faculty meetings will focus on developing school-wide values and goals to improve our school culture and community. An area of growth to improve student achievement is in data analysis.

**Services provided by the regular program to enable under-performing students to meet standard**

All of our 9th and 10th grade students who have been identified as needing additional support in Algebra I and English I or II will be enrolled in an Algebra support class and/or and English I or II support class. This additional 52 minutes of instruction will link the core class to the support class and allow teachers to tailor each support lesson to the areas students are struggling with during the core class. We currently have an Algebra support curriculum that identifies concepts for each standard and lesson with which many students struggle; the support curriculum offers a complete solution that focuses on each student's weakness(s). Our special education and general education students who have been identified as needing intensive reading support will be enrolled in READ 180. Ultimately, the success of our support classes will be determined by the reduction in the number of students who need a support class and, secondly, an increase in the CST scores of students who are enrolled in support classes.

Services provided by categorical funds to enable under-performing students to meet standards

We are funding a math coach and English coach for the 2010-2011 school year to provide support for teachers. In particular, the coaches will focus on instructional strategies and instructional quality with our support teachers in Algebra and English I and II. We are also funding an after school intervention program (Mastery Center) in all math subjects (with the exception of pre-calculus and higher) and English I, II, III, IV. This will entail students receiving instruction on specific standards/skills. Students are then allowed to retake assessments and receive a higher score. We are also funding a bilingual aide and Dean of Students for the 2010-2011 year who will focus on many of our at-risk students. The Dean of Students is tasked with working with "at risk" students and their families to ensure they are participating in the available services. The Dean monitors these students at school, as well as at home through home visits. The Dean has been a support for the administrative team in looking for different ways to address student behavior.

Use of the state and local assessments to modify instruction and improve student achievement

The past 4-5 years we have invested heavily in developing a local assessment program in both Algebra I and English I & II. The program we implemented in Algebra I is based on the model currently in place at our junior high feeder schools. We are utilizing the identical consulting group (PACENT) that created the junior high assessments and pacing guide. For the 2010-2011 school year we are implementing the PACENT program in Algebra and Geometry. We are implementing weekly assessments (quizzes) along with our 3, 6 and 9 week quarterly assessments. The goal of the frequent assessments is to break down difficult concepts into small "chunks" that give teachers and students an opportunity to focus intervention efforts more precisely. In addition, the multiple assessments give students more opportunities to demonstrate mastery. Regarding our English program we spent considerable time this summer modifying current pacing guide and assessments for all levels. The assessments follow the 3, 6, 9 week assessment model we have used in the past. There is a greater focus on expository writing and, in particular, the writing process. As part of this focus we are shifting to emphasizing skill development verses concept development. This is particularly crucial as we more closely link the support class curriculum to the core class curriculum.

Number and percentage of teachers in academic areas experiencing low student performance

Pittsburg High School has approximately 98 teachers currently employed for the 2010-2011 school year. There are 38 teachers (18 in our math department and 18 in our English department including two special education teachers in math and two special education teachers in English) teaching in our math and English programs. This is approximately 39% of our teachers. In addition, there are approximately 12 teachers in our science department and 12 teachers in our history department; both of these departments are experiencing low student performance.



Family, school, district and community resources available to assist these students

The majority of the resources available at Pittsburg High to assist students who are struggling in their core academic areas (primarily math and English) include the following academic interventions:

- After school tutoring
- A support class during the day in Algebra I and/or English I & II
- CAHSEE intervention classes during the school day
- Regular monitoring by academic counselors

In addition, we offer counseling in the following areas:

- Peer relationships
- Gang intervention
- Drug & alcohol
- Adolescent issues.

The emotional counseling component is offered by outside agencies including:

- Familias Unidas
- Four Corners
- The Center for Human Development.

We are also partnering with a number of outside organizations including the STS Academy which offers after school classes. We recently began working with the New Birth Church located in Pittsburg to offer a mentoring program to a group of our current 9th graders.

School, district and community barriers to improvements in student achievement

The greatest barrier we have to improving student achievement is low parent and community involvement in our school. Many of our parents (approximately 50%) are primarily Spanish speaking. This is a major problem; communicating with our Latino parents. Communication between school and home is a challenge. We are dedicated to increasing our staff that is bilingual to address our communications needs.

Limitations of the current program to enable under performing student to meet standards

We are confident that our Geometry program will demonstrate improvement this year; we expect a 100% or better improvement in the number of students scoring proficient or higher on the 2010-2011 CST exam. A Geometry program, which includes complete pacing guides and assessments that mirror our Algebra 1 program were updated over the summer. We are concerned with the decline in proficiency rates for our Algebra 1 students. The department is reviewing the current assessments and evaluating the rigor using Performance Level Descriptors (PLDs). The English I & II program is moving ahead and weekly collaboration is taking place amongst the teachers. In addition, the assessments have been built and the pacing guides are in place. The challenge stems from linking the support curriculum to our core program; this requires daily planning by each teacher based on the previous day's core class lesson. Lastly, our focus on instructional practices (in particular, an emphasis on checking for understanding and student engagement strategies) is a profound shift from the past when our focus was on physical program changes rather than classroom instruction. We are in year two of observing, evaluating and providing feedback to classroom teachers on how well they engage students in the learning process and check for understanding throughout each class period.



Analyze Instructional Programs

Instructional Programs



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

English Language Arts

All students will attain high standards in English Language Arts

For the 2010-11 school year, in order to raise our average proficiency rate of 9-11 grades students:

44% of the current 9th graders will score proficient or above on the CST in the 2010-2011 school year.

43% of the current 10th graders will score proficient or above on the CST in the 2010-2011 school year.

35% of the current 11th graders will score proficient or above on the CST in the 2010-2011 school year.

Mathematics

All students will attain high standards in mathematics

The % of students Proficient or Advanced in 2010 in Algebra 1 was 16%, and in the Geometry was 18%. In order to meet the goal of all students Proficient or Advanced by 2013-2014, we will increase the % of students Proficient or Advanced by at least 21% for Algebra 1 and 19% for Geometry each year for the next four years.

English Learners

All English Learners will attain proficiency in the English language

English Learner students will demonstrate improvement in English Language Arts by increasing their proficiency level by, on average, one level on the annual CELDT assessment in the fall. The number of EL students who achieve proficiency on the ELA CST exam will more than double (20%) this year. The goal is at least 30% proficiency on the geometry and Algebra I CST exams as well for our EL students.

Safe and Drug-Free Learning Environments

All students will be educated in safe and drug-free learning environments

Our goals are to;

- 1) decrease suspensions by 20% within significant subgroups (particularly our Hispanic and African American student populations). For example, the number of referrals and suspensions for African American students is greatly disproportionate to the number and percentage of African American students attending PHS.
- 2) decrease referrals by 20% within significant subgroups. Again, the number of referrals and suspensions for African American students is greatly disproportionate to the number and percentage of African American students attending PHS.
- 3) increase attendance from 95% average daily attendance to 98% average daily attendance
- 4) improve safety for our students walking home after school each day (reduce incidents by 50%)



Graduation Rate

All students will graduate from high school

Our goal within the next five years is to increase our graduation rate to 98%. We expect to improve our graduation rate on the order of 20% each year.

Another goal is to increase the number of students who are college ready by 50% by June 2011.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

English Language Arts

Goal: All students will attain high standards in English Language Arts

ISSUE STATEMENT

On average fewer than 40% of our students, grades 9-11, scored proficient or higher on the 2010 CST exams. Most of our students are reading and writing below grade level.

GOAL OBJECTIVE

For the 2010-11 school year, in order to raise our average proficiency rate of 9-11 grades students:

44% of the current 9th graders will score proficient or above on the CST in the 2010-2011 school year.

43% of the current 10th graders will score proficient or above on the CST in the 2010-2011 school year.

35% of the current 11th graders will score proficient or above on the CST in the 2010-2011 school year.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

This is a school-wide goal but we are specifically targeting the following sub-groups;

- * English Learners
- * African American students
- * Special Education students
- * Socio economically disadvantaged

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

The performance gains expected for each sub-group are as measured by the AYP:

- * English Learners - an improvement from an average 27.3% proficient to 40% proficient
- * African American students - an improvement from an average of 39.4% to 56% proficient
- * Special Education students - an improvement from an average 8.7% proficient to 30% proficient
- * Socio economically disadvantaged - an improvement from an average 47.8% proficient to 56% proficient

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

We currently have implemented benchmark or local assessments that are administered three times a quarter (3,6,9 week assessments) to monitor and evaluate progress towards annual objectives (CST & CAHSEE results). The initial baseline will be established during the 1st 3 week assessment given in September in each subject area. There is a rough correlation between pass rates in our English classes and the proficiency rates on the ELA CST exam. However, the overall number of students passing their English class is higher than the CST pass/proficiency rates and this is one of the key reasons for our grading policy that is 70% assessments and 30% "other" (homework, class work, participation, etc.). We will continue to monitor pass rates in English closely with an expectation the performance of our students in their English class should reflect their performance on the CST English exam.



GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

We will use the results of each benchmark assessment to measure student achievement and also assist teachers with evaluating and informing their own instructional practices. Specifically, we are monitoring implementation of checking for understanding and student engagement strategies on a consistent basis in all English classrooms. Our goal is to have over 75% of our English teachers using these one or more of the strategies in each of these areas (checking for understanding and student engagement) on a daily basis. Final effectiveness will be evaluated against CST proficiency.

Strategies

Instructional practices

Our focus this year with regards to instructional practices continues to be "checking for understanding" and "student engagement" strategies. These strategies are a key component of the explicit direct instruction (EDI) model that is advocated by our SAIT team (the technical assistance team provided to us by the state). This is a continuation of the instructional focus we had last year. We began emphasizing these two instructional areas in the 2008-09 school year and classroom monitoring of instructional practices occurred during regular classroom observations. We hired an ELA coach, Debra Pettric, to assist with coaching of all ELA teachers. This includes observing instruction, offering feedback, modeling lessons, lesson planning and working with grade level teams to develop a strong collaboration model. Our SAIT team is on campus twice a month for full day visits. The purpose of the visits is to review classroom instruction, meet with key personnel, analyze data and determine "next steps". Growth will be measured by how many of our English teachers, 9th and 10th grade teachers in particular, implement strategies from these two areas on a daily basis. Our goal by the end of the school year is to have 75% of our teachers using checking for understanding and student engagement strategies daily.

Actions

SAIT Actions

Tasks

Our SAIT team is scheduled to be on campus 2 days a month for a total of 20 days over the course of the school year for the following purposes; 1) observing instruction, 2) providing feedback to school personnel, 3) ensuring the support class curriculum is linked to the core ELA class (evidence of this will be observed during classroom walk-throughs/observations and trend data will be developed and shared with staff based on these observations), 4) working with counselors to develop a monitoring and intervening system for our students enrolled in support class and 5) ensuring our special education and EL students have access to specialized instruction and the core curriculum. The SAIT team's focus is on the quality of instruction and, specifically, ensuring explicit directed instruction (EDI) is being utilized in all classrooms (i.e. checking for understanding and student engagement strategies).

Measures

- 1) twice a month visitations by our SAIT team (one day for math and once day for English)
- 2) regular classroom observations and walk-throughs

People Assigned

- 1) Mary Camezon
- 2) Maria McCullough
- 3) District personnel
- 4) School administrators
- 6) ELA teaching staff
- 7) Counselors

Start Date - End Date

08/23/2010 - 06/14/2011



Funding Source	Description	Cost
EIA - LEP	Staff development (EDI, etc.)	\$10,624.00
EIA - SCE	Staff development (EDI, etc.)	\$5,000.00
EIA - SCE	SAIT team visitations - monitoring and evaluation twice a month.	\$25,000.00
EIA - SCE	Funding for substitutes and to pay teachers to work after the school day has ended to develop lessons	\$20,000.00
EIA - SCE	Teacher hourly (during the school year)	\$15,000.00
EIA - SCE	Summer planning	\$12,000.00
EIA - SCE	Reserves	\$10,732.00
Unrestricted - School Supplies	School supplies	\$10,000.00

Collaboration

A key component of our English Language Arts goal this year is grade level collaboration. The 2010-2011 master schedule was designed in order for each grade level in English, 9-12, to have a common prep period. Collaboration cohorts meet once a week to create common lessons, develop instructional materials and discuss instructional practices.

Actions

ELA coach

Tasks

Our English coach(Debra Pettric) spent many hours this summer working with our ELA administrator to revise pacing guides, assessments and rubrics for all levels of English.

Measures

The ELA coach is assigned the following goals;

- 1) work with cohorts teams collaborating at a high level (as measured by the quality of lesson plans that are produced during these meetings along with improvements in the use of instructional strategies (checking for understanding and student engagement); this will be monitored through regular classroom observations).
- 2) working with ELA teachers, one on one, to develop lesson plans and teaching strategies. This process includes meeting with teachers before observations to discuss what will be taught and how it will be taught, observing instruction and meeting with teachers after the observation to offer feedback. This will be our first year of collecting baseline data and our goal is to have every 9th and 10th grade teacher participating in this model and, eventually, including all 11th grade teachers as well.
- 3) modeling lessons for teachers.
- 4) having teachers observe their peers and debriefing with them (at least 2-3 observations per teacher this year).

People Assigned

Debra Pettric is our ELA coach and Kirsten Wollenweber is our ELA administrator

Start Date - End Date

08/23/2010 - 06/14/2011



Funding Source	Description	Cost
EIA - LEP	Cost of English Coach (including benefits & salary)	\$40,000.00
EIA - LEP	Reserves	\$20,000.00
EIA - SCE	Cost of English Coach (including benefits & salary)	\$40,000.00

Data Analysis

Data Analysis will be utilized both during our Monday department planning time and during the weekly cohort meetings. The plan is to grade and upload the 3, 6 and 9 week assessment results into data director within 48 hours of administering each assessment. The department and grade level teams will analyze both the multiple choice and essays in terms of how to interpret the data as it pertains to improving instructional strategies and providing meaningful feedback to students. The focus will be on identifying key strategies in the areas of checking for understanding and student engagement that directly correlate to an improvement in student performance on our local assessments. Once these strategies have been identified this information will be shared with all department members and our next step will be to implement these strategies in all classrooms.

Actions

Using student assessment data to inform instructional practices

Tasks

- 1) Every Monday afternoon each department will spend their staff development time from 2:00 p.m. to 3:00 p.m. reviewing student work from the previous week. In addition, weekly cohort meetings will be used to review and analyze the results from our local assessments (3, 6 and 9 week assessments).
- 2) Student trend data will be developed and shared with the English teachers to identify areas of instructional weakness and strategies will be developed to address this. Specifically, our focus will be on the degree to which checking for understanding and student engagement strategies are being implemented in every classroom on a daily basis. The classroom observations will be used to collect data on the use of strategies from these two instructional areas and shared with the English department.
- 3) We must ensure all local assessment results are uploaded to data director within 24-48 hours after the conclusion of the administration of each assessment. This was a challenge for us last year and less than 75% of ELA assessments were uploaded into data director.

Measures

- 1) The review of student work and the analysis of local assessment data will occur each Monday during the department time (2:10 p.m. to 3:10 p.m.) and during weekly cohort meetings. This will be monitored (i.e. attending the dept. and cohort meetings to ensure this is either the focus of the meeting(s) or time is set aside during the meeting to review student work and assessment results as well as having our English coach and administrator leading the discussions and review of data) by the English coach and assistant principal in charge of our English program.
- 2) Student trend data will be compiled prior to the Monday department and cohort meetings for the week following one of our common assessments.
- 3) All assessment data will be uploaded into data director within 48 hours of the administration of the assessment.
- 4) When more than 50% of students fail a local assessment we will review the pacing guide/lesson plans for that assessment as well as the strategies used to instruct our students.



People Assigned

- 1) English Coach (Debra Pettric), Kirsten Wollenwever (administrator in charge of the English program), dept. chair (Veronica McLennan) and department members (all English department teachers).
- 2) English Coach and administrator in charge of English program and dept. chair. and all members of the English department.
- 3) ELA administrator, English Chair and English Coach

Start Date - End Date

08/23/2010 - 06/14/2011

Funding Source	Description	Cost
EIA - SCE	Copying costs	\$40,000.00
EIA - SCE	Technology (wireless boards, etc)	\$30,000.00
Unrestricted - School Supplies	Copying costs	\$15,000.00



Mathematics

Goal: All students will attain high standards in mathematics

ISSUE STATEMENT

- 1) Our 2009-2010 CST results for Geometry showed an increase in the proficiency rate from 2008-2009 from 10% to 18%.
- 2) Our 2009-2010 CST results for Algebra 1 showed a decrease in the proficiency rate from 2008-2009 from 21% to 16%.

GOAL OBJECTIVE

The % of students Proficient or Advanced in 2010 in Algebra 1 was 16%, and in the Geometry was 18%. In order to meet the goal of all students Proficient or Advanced by 2013-2014, we will increase the % of students Proficient or Advanced by at least 21% for Algebra 1 and 19% for Geometry each year for the next four years.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students will participate in these two goals. We have specific growth (proficiency or advanced) targets for the following groups;

- 1) African American
- 2) English Learners
- 3) Socioeconomically disadvantaged
- 4) Special needs students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

We are projecting an improvement in overall CST proficiency in Algebra I to 37% and in geometry to 37%. In addition, we have established the following growth targets for the following sub groups;

- * English Learners - an improvement from an average 13% proficient to 37% proficient in Algebra and from 9% proficient to 37% proficient in Geometry.
- * African American students - an improvement from an average of 11% to 37% proficient in Algebra and from 17% proficient to 37% in Geometry.
- * Special Education students - an improvement from an average 5% proficient to 37% proficient in Algebra and from 6% proficient to 37% proficient in Geometry.
- * Socio economically disadvantaged - an improvement from an average 17% proficent to 37% proficient in Algebra and from 16% proficient to 37% proficient in Geometry

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

We will evaluate progress through regular on-going data analysis of the weekly quizzes, three, six and nine week assessments, quarter and semester grades and, ultimately, the 2010-2011 CST results for algebra I and geometry.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

The weekly quizzes in Algebra I and Geometry along with the 3, 6 and 9 week assessments will provide regular data to support the progress we are making in Algebra I and Geometry.



Strategies

Monday & Tuesday meetings

Each Monday is an early release day for our students. This allows an hour of common planning time for each department. Our math department spends a portion of this time reviewing assessment (quiz) results from the previous week. In addition, each Tuesday is a common planning day. Our outside consulting group, PACENT, facilitates collaboration meetings with our Algebra I and Geometry teachers each period (1-6) throughout the school day. Particular emphasis is placed on discussing the current week's lesson plan, strategies to teach key concepts, reviewing the previous week's assessment results and reviewing the upcoming quiz.

Actions

Tuesday Collaboration Time

Tasks

Our Tuesday collaboration time is the linchpin of our Algebra I program this year. The weekly lesson plans are reviewed during these collaboration meetings. In addition, the assessment results from the previous week are analyzed and decisions are made regarding how to incorporate the re-teaching of key concepts from the previous week into this week's lesson plan. A great deal of discussion is held regarding best practices and the most effective teaching strategies as it pertains to the teaching of key concepts. In addition, our Monday meetings are critical in terms of sharing best practices with our geometry and Algebra II teachers. The Monday collaboration time focuses on department-wide issues and how best to address them. In addition, our teachers who provide instruction in the after school intervention program, Mastery Center, discuss what concepts will be covered that week and the assessments used.

Measures

Our master schedule was developed this year with the key goal being common prep times for Algebra I, Geometry and Algebra 2 teachers. Every Algebra I teacher has at least two other Algebra teachers to collaborate with every Tuesday. Our PACENT consultant, Bob, leads these meetings along with our assistant principal in charge of our math program Brian Wilson. The department chairs facilitate the Monday department meetings. Bob is responsible for providing data analysis of our weekly quizzes during each Tuesday meeting. Mr. Wilson and our two department chairs are responsible for developing the data analysis from our local assessment results in Data Director.

People Assigned

Our current PACENT facilitator, Bob Battinich, has worked with us for the past three years. He facilitates our Tuesday collaboration meetings along with our administrator in charge of our math program Brian Wilson. Our math department co-chairs, Cecilia Valdez and Bauea Crosby, are responsible for facilitating our Monday meetings and also preparing for each local assessment. Lastly, our the assistant principal in charge of our math program, Brian Wilson, also participates in the Tuesday meetings.

Start Date - End Date

8/23/2010 - 6/14/2011

Funding Source	Description	Cost
EIA - SCE	Pacent Consulting Services	\$70,000.00

Classroom observations

Classroom observations are a critical piece of our math program this year. In addition to administrators, SAIT team members and district personnel conducting classroom observations we are also encouraging our teaching staff to observe each other and participate in the SAIT planning sessions that also include classroom observations.



Actions

Regular & Consistent Classroom Observations

Tasks

- 1) Conduct classroom observations with school administration and members of the math department at least twice a month.
- 2) Meet with teachers being observed to discuss classroom instruction and strategies.

Measures

- 1) Create a schedule for observations in order to have substitutes available for teachers who are participating in the observations.
- 2) Use our Monday and Tuesday planning time to share trend data from the observations.

People Assigned

- 1) Pittsburg High School administration
- 2) Math Coach
- 3) Math department members
- 4) Counselors

Start Date - End Date

08/23/2010 - 06/14/2011

Funding Source	Description	Cost
EIA - LEP	Reserves	\$20,000.00
EIA - SCE	Staff development - to include Asilomar conference, workshops after school facilitated by our math coach.	\$12,000.00
EIA - SCE	Teacher hourly (during the school year)	\$10,000.00

Instructional strategies

Our focus this year with regards to instructional practices continues to be "checking for understanding" and "student engagement" strategies. These strategies are a key component of the explicit direct instruction (EDI) model that is advocated by our SAIT team (the technical assistance team provided to us by the state). This is a continuation of the instructional focus we had last year. We began emphasizing these two instructional areas in the 2008-09 school year and classroom monitoring of instructional practices occurred during regular classroom observations. We have a part-time math coach to assist all Algebra I and Geometry teachers. This includes observing instruction, offering feedback, modeling lessons, lesson planning and working with grade level teams to develop a strong collaboration model. Our SAIT team is on campus twice a month for full day visits. The purpose of the visits is to review classroom instruction, meet with key personnel, analyze data and determine "next steps".



Actions

SAIT actions

Tasks

Our SAIT team is scheduled to be on campus 2 days a month for a total of 20 days over the course of the school year for the following purposes; 1) observing instruction, 2) providing feedback to school personnel, 3) ensuring the support class curriculum is linked to the core ELA class (evidence of this will be observed during classroom walk-throughs/observations), 4) working with counselors to develop a monitoring and intervening system for our students enrolled in support class and 5) ensuring our special education and EL students have access to specialized instruction and the core curriculum. The SAIT team's focus is on the quality of instruction and, specifically, ensuring explicit directed instruction (EDI) is being utilized in all classrooms (i.e. checking for understanding and student engagement strategies).

Measures

- 1)The SAIT team will visit with our math department once a month (full day). This will include conducting classroom observations, meeting with math grade level teams, planning with school administration and teaching staff and planning for future visits and training.
- 2)The monthly visits will include meeting time with our counselors to review their monitoring of our students in Algebra I support classes.
- 3)The SAIT team will also meet with school and district personnel to review our ELD and special education programs.

People Assigned

- 1) Mary Camezon
- 2) Maria McCullough
- 3) Pittsburg High school administration
- 4) Pittsburg High math teachers
- 5) Educational services staff
- 6) Counselors

Start Date - End Date

08/23/2010 - 06/14/2011

Funding Source	Description	Cost
EIA - LEP	Math Coach to provide support for our math department with instructional strategies, data analysis and curriculum	\$40,000.00
EIA - SCE	reserves	\$38,000.00
EIA - SCE	Math Coach to provide support for our math department with instructional strategies, data analysis and curriculum	\$30,000.00
EIA - SCE	SAIT team - monthly visitations	\$25,000.00
EIA - SCE	Staff development - we will have 6-7 teachers attend the yearly math conference in Asilomar to learn about instructional strategies, curriculum and assessments. Additional staff development opportunities (EDI, etc.)	\$10,000.00
EIA - SCE	Funding for substitutes and to pay teachers to work after the school day has ended to develop weekly quizzes, lesson plans and data analysis in geometry and algebra II.	\$10,000.00
Unrestricted - School Supplies	School supplies	\$10,000.00



Data Analysis

Data Analysis will be utilized both during our Monday department planning time and during the Tuesday team collaboration meetings that occur during each math teacher's prep. The weekly quizzes are key to our data analysis efforts. Our data analysis will focus on improving instructional strategies and providing feedback to students.

Actions

Using Student Data to Inform Instructional Practices

Tasks

- 1) Every Monday afternoon each department will spend their staff development time from 2:10 p.m. to 3:10 p.m. reviewing student work from the previous week. In addition, Tuesdays will be used to review and analyze the results from our weekly quizzes.
- 2) Student trend data will be developed and shared with the Algebra I and Geometry teachers to identify areas of instructional weakness and strategies will be developed to address this.
- 3) We must ensure all local assessment results are uploaded to Pacent Reporter within 48 hours after the conclusion of the administration of each assessment. Grade reports are sent home each Tuesday and this requires our teachers to have their results in Pacent reporter by late Monday afternoon.

Measures

- 1) This will occur each Monday during the department time (2:10 p.m. to 3:10 p.m.) and on Tuesdays. This will be monitored by the math consultant (PACENT), our math coach and the assistant principal in charge of our math program.
- 2) Student trend data will be compiled prior to the Monday department meeting and Tuesday planning meetings (small group) for the week following one of our weekly quizzes.
- 3) All assessment data will be uploaded into PACENT Reporter within 48 hours of the administration of the assessment

People Assigned

- 1) School administration (Brian Wilson is the assistant principal who oversees our math program)
- 2) Math department chairs (Cecilia Valdez and Bauea Crosby)
- 3) All Algebra I and Geometry teachers
- 4) math coach
- 5) PACENT Solutions (Bob Battinich)
- 6) Counselors

Start Date - End Date

8/23/2010 - 6/14/2011

Funding Source	Description	Cost
EIA - LEP	Technology - wireless boards and student response systems	\$5,000.00
EIA - SCE	Intel-Assess; this is an online database containing thousands of questions that are rigorous and align to the CST exams. These multiple choice and open ended questions are in great demand by our various departments.	\$8,000.00
EIA - SCE	Technology - wireless boards and student response systems	\$30,000.00
Unrestricted - School Supplies	Copying costs	\$24,404.00



English Learners

Goal: All English Learners will attain proficiency in the English language

ISSUE STATEMENT

We have approximately 400 English Learners (EL) enrolled at Pittsburg High. Last year, on the 2009-10 CST exam, our EL students demonstrated a small improvement in overall CST scores. However, the CST algebra I proficiency percentage dropped for our EL students as it did for all students. CST ELA results indicated a small increase in proficiency. In fact, our academic program index (API) score in 2008-09 for EL students was a 609 and we improved to a 616 for the 2009-10 school year. We continue to struggle with improving EL proficiency levels in math and ELA due to the following reasons; 1) new staff teaching ELD classes (we have not had consistency, year to year, with the same teachers teaching ELD), 2) a curriculum that has not been implemented with full fidelity (additional training is needed for our ELD department), 3) implementing instructional strategies that focus on student engagement and checking for understanding consistently and 4) a lack of collaboration within the English Language Development (ELD) department. We are in our second year of implement of a new ELD curriculum called "Edge". This curriculum is more rigorous and closely aligned with the ELD standards. It is also approved by the state board of education.

GOAL OBJECTIVE

English Learner students will demonstrate improvement in English Language Arts by increasing their proficiency level by, on average, one level on the annual CELDT assessment in the fall. The number of EL students who achieve proficiency on the ELA CST exam will more than double (20%) this year. The goal is at least 30% proficiency on the geometry and Algebra I CST exams as well for our EL students.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All ELD students (approximately 400) in levels ELD I (newcomer) through ELD IV.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Fewer than 10% of our EL students are proficient or higher in English and approximately 12% are proficient or better in math (the majority of whom have not passed geometry yet). We expect 20% of our EL students to score proficient in English, 30% to score proficient in Algebra I and 30% to score proficient in Geometry on the 2010-2011 CST exams.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Our new ELD curriculum, EDGE, has built in assessments that are given on a frequent basis. These assessments are aligned to the state standards for ELD. In addition, each EL student is enrolled in a mainstream English class (with the exception of our newcomer students who are enrolled in Sheltered English) and have access to the core English curriculum; the core English class has 3, 6 and 9 week assessments that are closely aligned to the CST exam and the state English standards. The English department meets weekly to review curriculum including the pacing guide and assessments (including assessment results). Our ELD department will meet at least twice a month (this continues to be a challenge because every ELD teacher is also an ELA teacher and the time commitments for both departments are extensive) to review curriculum and student assessment data. We plan to review the progress our ELD students are making in their core English class and ELD class to determine how progress in one class (ELD) correlates to progress in the other (English) on a quarterly basis.

We are in the 3rd full year of implementation of our math program and the focus, again, will be on weekly collaboration during our Tuesday meetings, data analysis (including a review of student work on a regular basis) and classroom observations to monitor and evaluate the quality of instruction. Our EL students made considerable gains on last year's CST algebra I exam and we attribute much of this success to the steps outlined above.

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

Data will include ELD assessment results and local assessment results (3, 6, 9 week) from English and math (math also has weekly quizzes as part of the assessment schedule). The English and math assessments are standards based and closely align with what is tested on the CST exam(s).

Strategies**Checking for Understanding and student engagement strategies**

Our school-wide focus has been, and continues to be, on instructional practices. In particular, we have observed a need to improve how we check for understanding and student engagement during each lesson. As a result, we have decided to offer training, coaching, classroom observations and collaboration time to identify best practices in these two key areas and monitor implementation in the classroom.

Actions**improving instructional practices in our ELD program***Tasks*

- * train the four ELD teachers in the Edge curriculum
- * establish a set collaboration time for the ELD dept (at least twice a month)
- * hire a part-time ELD coach to work with the ELD teachers on implementing the Edge curriculum and instructional strategies for "checking for understanding" and "student engagement"
- * monitoring and evaluating ELD assessment results
- * conducting frequent classroom observations in ELD classrooms

Measures

- * classroom observations to verify Edge curriculum is being implemented with full fidelity
- * verify collaboration time/dept. meetings are being held (agendas, sign in sheets) and products being produced during the collaboration time
- * evaluating effectiveness of the ELD coach through classroom observations verifying implementation and consistent use of both the Edge curriculum and checking for understanding and student engagement strategies
- * data team analysis of benchmark assessments in ELD program and cross referencing with EL results on the ELA exams

People Assigned

- 1) principal
- 2) assistant principal who oversees ELD program
- 3) ELD dept. chair
- 4) ELD teachers
- 5) part-time ELD coach
- 6) support staff (bilingual clerks)
- 7) SAIT team (monitoring role)

Start Date - End Date

6/21/2010 - 6/21/2011



Funding Source	Description	Cost
Tier 3 - Unrestricted	Bilingual clerk	\$40,000.00
Tier 3 - Unrestricted	Bilingual Aide	\$40,000.00
Tier 3 - Unrestricted	ELD coach (part-time_	\$30,000.00
Tier 3 - Unrestricted	Edge curriculum materials	\$10,000.00
Tier 3 - Unrestricted	staff development	\$10,000.00



Safe and Drug-Free Learning Environments

Goal: All students will be educated in safe and drug-free learning environments

ISSUE STATEMENT

- * We have too many student suspensions based on the number of students attending PHS
- * We have too many referrals based on the number of students attending PHS.
- * Our average daily attendance is approximately 95% which is 2-3 percentage points below the district school average.
- * Many students feel unsafe walking home after school.

GOAL OBJECTIVE

Our goals are to;

- 1) decrease suspensions by 20% within significant subgroups (particularly our Hispanic and African American student populations). For example, the number of referrals and suspensions for African American students is greatly disproportionate to the number and percentage of African American students attending PHS.
- 2) decrease referrals by 20% within significant subgroups. Again, the number of referrals and suspensions for African American students is greatly disproportionate to the number and percentage of African American students attending PHS.
- 3) increase attendance from 95% average daily attendance to 98% average daily attendance
- 4) improve safety for our students walking home after school each day (reduce incidents by 50%)

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students. In addition, we are examining the attendance and behavior patterns (accomplished through a review of referral data) of our students from the 2009-2010 year to determine who needs additional supervision and intervention in the form of regular parent conferences, counseling, SARB and increased monitoring (by our dean of students, assistant principals, outside agencies, etc.).

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

We will measure performance gains through a reduction in tardies (overall and period by period) and a decrease referrals and suspensions (with a particular emphasis on our Hispanic and African American student populations). This will include examining grades and assessment data by ethnic group. We are expecting an improvement in the grade point average and number of credits earned by many of our at-risk students. We will also track, monitor and compare the number of incidents after school compared to the 2009-10 year.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

- * Tracking referrals and suspensions on a monthly basis.
- * Reviewing progress report, quarter and semester grades.
- * Reviewing attendance data (tardies and absences) on a monthly basis.
- * Regular meetings with service providers (Lincoln Center, Four Corners, etc.) to receive information on students they are providing services for.
- * Feedback from our academic/guidance counselors.
- * Reviewing after school incidents on a monthly basis.



GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

- * Referral data by ethnic group and grade level
- * Suspension data by ethnic group and grade level
- * Number of incidents, school-wide, involving students walking home after school.
- * Grade data (in particular progress report, quarter and semester grades) by ethnic group and grade level
- & Number of credits earned, on average, by ethnic group and grade level, at the end of 1st and 2nd semester for the 2010-11 year

Strategies

Early intervention and monitoring

There is a relatively strong correlation between attendance, behavior and academic performance. Our strategy is identifying trends involving tardies (for example, students are more often late to first period), absences, grades and behavior of students in danger of falling behind and resources available to intervene. The second part of this strategy is assigning intervention services to each student, monitoring and communication with the families of each student involved

Actions

Intervention, monitoring and evaluation actions

Tasks

- * Weekly meetings are held with the Dean of Students to review students on his caseload, identify additional students who would benefit from being placed on his caseload and the progress these students are making.
- * Our academic/guidance counselors are meeting with every student this year to review progress toward graduation, goal setting and they are monitoring students with poor attendance. Our counselors are also responsible for low-level discipline which requires them to meet with students who receive 1-3 referrals.
- * The assistant principals meet with students who receive more than 3 referrals and monitor them throughout the year.
- * Our outside service providers (Lincoln Center, Youth Lead, Four Corners) each have a caseload of individual students they meet with weekly.
- & Regular meetings are held with the principal involving counselors, assistant principals and outside service providers to discuss student interventions, monitoring and progress.
- * Our security team is responsible for monitoring students during the school day to ensure they are in class, acting safely and interacting with students to develop positive relationships with them.
- * work with local community members and organizations to provide mentoring services to our students

Measures

- 1) regular email communications
- 2) weekly security meetings
- 3) supervision schedule
- 4) regular monitoring by school administration
- 5) interagency meetings once a month
- 6) sharing information with other organizations (including probation and police)
- 7) biweekly meetings with the counseling staff
- 8) SART meetings with parents of students with poor attendance
- 9) weekly meetings with the Dean of Students regarding students on his caseload
- 10) weekly school administrator meetings to review attendance and discipline data
- 11) coordinate volunteer activities involving community members and organizations
- 12) hire outside community members to provide mentoring services for our youth



People Assigned

- 1) PHS administration
- 2) PHS counselors
- 3) Dean of students
- 5) PHS campus resource assistants (CRA)
- 6) Outside service providers (Lincoln Center, Center for Human Development, Youth Lead, Familias Unidas, Mentoring organizations)
- 7) Support staff (counseling secretary, bilingual clerks)

Start Date - End Date

8/23/2010 - 6/14/2011

Funding Source	Description	Cost
EIA - LEP	Counseling services (Lincoln Center, Four Corners, gang prevention)	\$30,000.00
EIA - SCE	Counseling services (Lincoln Center, Four Corners, gang prevention)	\$40,000.00
Tier 3 - Unrestricted	Security staff training	\$5,000.00
Tier 3 - Unrestricted	Golf Cart repairs	\$3,000.00
Tier 3 - Unrestricted	Mentoring Services for 9th grades	\$20,000.00
Tier 3 - Unrestricted	Purchase additional radios	\$13,940.00



Graduation Rate

Goal: All students will graduate from high school

ISSUE STATEMENT

Currently, fewer than 60% of our students graduate (this is based on the approximately 700 students who begin 9th grade each year and the approximately 400 who graduate four years later) from Pittsburg High. However, according to the State of California our official graduation rate is 90% for the 2008 school year; we are unable, at this point in time, to explain this discrepancy other than to point out many of the students who do not graduate from Pittsburg High transfer and graduate from other high schools both in and out of California. Many of these students fall behind beginning their freshman year. A significant number of these students fall behind in credits (i.e. fail two or more classes during their 9th grade year) and do not recover in time to make their graduation date. Many of our students have a difficult time transitioning to the high school and are not prepared for the academic rigor of their core classes. Many of our students and families are unaware of the graduation requirements and do not monitor their progress toward graduation very closely. A disproportionate number of African American and Hispanic students are not graduating from high school. Another area of concern is the number of students who are graduating from Pittsburg High are not prepared to enter a four year college immediately after high school; approximately 13% are eligible for a four year college (University of California or CSU system) based on their completion of the A-G requirements.

GOAL OBJECTIVE

Our goal within the next five years is to increase our graduation rate to 98%. We expect to improve our graduation rate on the order of 20% each year.

Another goal is to increase the number of students who are college ready by 50% by June 2011.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

The student groups participating in this goal include the following;

- 1) Special education students
- 2) African American students
- 3) English Learners
- 4) Socio-economically disadvantaged students
- 5) Hispanic/Latino students

In addition, particular attention will be paid to our freshman students each year because of the difficult transition from middle to high school and the fact many of our students fail two or more classes their freshman year.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

We expect a 20% increase in each of the following sub-groups;

- 1) Special education students
- 2) African American students
- 3) English Learners
- 4) Socio-economically disadvantaged students
- 5) Hispanic/Latino students



MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

The primary means of evaluating progress toward meeting these goals are regular monitoring of students by their counselor (this includes checking progress reports, quarter grades and semester grades), developing a graduation plan and monitoring student progress towards meeting A-G requirements, meeting regularly with parents of at-risk students and ensuring students who are falling behind are enrolled in our after school intervention program. We have hired a dean of students to work with many of our at-risk students. Lastly, reviewing semester grades (fall semester) will give us a good "look" at the progress our students are making.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

- 1) quarter and semester grades
- 2) local assessment results in the content areas (math, English, science and history)
- 3) CST data/results
- 4) attendance data
- 5) discipline data (referrals and suspensions)

Strategies

Counseling

A critical component of our plan to increase the number of students graduating from Pittsburg High School is to improve the regular, on-going monitoring of all students by our counselors. We have four counselors with an average caseload of 600 students. Our counselors are responsible for meeting with every student in the fall and spring to review their academic and career goals (fall) and to measure/evaluate their progress toward meeting both (spring).

Actions

Counseling Action

Tasks

- 1) Counselors will meet with each student on their caseload twice a year (fall and spring) to set year long goals and review progress toward graduation. A graduation plan will be developed to monitor student's progress toward graduation and eligibility for a four-year college.
- 2) Counselors will ensure all students on their caseload are scheduled correctly and within the established timelines (typically by March of each year for the following year).
- 3) Counselors will ensure students are properly scheduled for summer school (including high school summer, summer school at Adult Education, our local community college (LMC) and in specialized programs such as Algebra Academy, Summer Math Institute and EXCEL Academy.
- 4) Counselors will meet with parents at least twice a year (at the beginning and end of each school year).
- 5) Counselors will monitor attendance for each student on their caseload and refer them to SARB for appropriate action if necessary.
- 6) Counselors will monitor grades via Edline and through our established grade reporting system in AERIES to identify students who are struggling and need additional assistance. They will coordinate the development of an intervention plan for such students.
- 7) Counselors will attend various workshops and trainings to stay current on A-G requirements, the college admission process, how to intervene with at-risk students, etc.



Measures

- 1)attendance
- 2)progress reports, quarter grades and semester grades
- 3)assessment results
- 4)graduation tracking form
- 5)student/counselor meetings
- 6)parent/counselor meetings
- 7)at risk students will be placed on the caseload of our dean of students
- 8)our parent coordinators will call home on a weekly basis for many of the students with poor grades and attendance
- 9)approximately 120 of our at-risk 9th grade students are enrolled in our "It Takes a Village" intervention program overseen by one of our campus resource assistants.

Associated Research

People Assigned

- Our four counselors;
- 1) Danni Le
 - 2) Mike Glass
 - 3) Jasreen Rai
 - 4) Stephaie Koteles
 - 5) Dean of Students (Phil Webb)
 - 6) School administration

Start Date - End Date

8/23/2010 - 6/14/2011

Funding Source	Description	Cost
EIA - LEP	Staff Development for counselors (admissions process, A-G requirements, etc.)	\$7,000.00
EIA - SCE	Textbooks	\$80,000.00
EIA - SCE	Dean of Students	\$50,000.00
EIA - SCE	Library books	\$30,000.00
EIA - SCE	Special education materials & supplies - READ 180 (intensive reading program)	\$10,000.00
EIA - SCE	Naviance software - this software will allow us to track, more efficiently, student progress toward completing A-G requirements, college choices, scholarship applications & awards, etc.	\$0.00
Tier 3 - Unrestricted	Postage	\$20,000.00
Tier 3 - Unrestricted	Assistant Athletic Director extra period	\$12,000.00
Tier 3 - Unrestricted	Media Aide	\$12,000.00
Tier 3 - Unrestricted	MediaCast Trainer	\$12,000.00
Tier 3 - Unrestricted	Transportation-college visits	\$10,000.00
Tier 3 - Unrestricted	Pirate Tech period	\$10,000.00
Tier 3 - Unrestricted	Leadership period	\$10,000.00
Unrestricted - School Supplies	Instructional Supplies	\$50,000.00
Unrestricted - School Supplies	PE equipment	\$10,000.00



Intervention

A critical component of our plan to increase the number of students graduating from Pittsburg High School is to offer opportunities for students to receive tutoring and improve failing grades. Our intervention program (Mastery Center) is designed to provide intensive support for students who do poorly on local exams and to provide additional instructional on previously taught material. We also have a credit recovery program that offers students the opportunity to make up a failing grade which will allow them to get back on track to graduate high school, satisfy A-G requirement, or qualify a student athlete for NCAA eligibility.

Actions

Mastery Center / Credit Recovery

Tasks

- 1) sharing information regarding Mastery Center schedules with parents and community members during Back To School Night, on our website, via the daily bulletin and through email blasts
- 2) having parent volunteers call the parents of students who are eligible for Mastery Center
- 3) conducting parent meetings to share information about the Mastery Center and credit recovery (this includes ELAC, Site Council, financial aid workshops, etc)
- 4) identify students who would benefit from online credit recovery classes and classes available through concurrent enrollment at our adult education program.

Measures

- 1) we continue to share Master Center information on our website, daily bulletin and a variety of other formats
- 2) parent volunteers help make phone calls to the homes of eligible students during the school year
- 3) our counselors are meeting with the students on their caseload and sharing Mastery Center and credit recovery information with them and their parents
- 4) offer credit recovery classes in the evenings for students who would benefit (i.e. 1-3 classes deficient)
- 5) offer classes in our adult education program (concurrent enrollment) for students who need to retake 3 or more classes during their senior year.

People Assigned

- 1) Counselors
- 2) School administration
- 3) parent volunteers
- 4) support staff
- 5) adult education program
- 6) teaching staff

Start Date - End Date

8/25/2010 - 6/14/2011

Funding Source	Description	Cost
EIA - SCE	Mastery Center teachers	\$60,000.00
Tier 3 - Unrestricted	classes at adult education - paying 50% (central office will pay other 50%) of the salary of a teacher to offer classes at adult education for students (seniors) who need to retake classes in order to graduate.	\$6,000.00
Tier 3 - Unrestricted	Credit Recovery- contracts and teacher hourly	\$25,000.00
Tier 3 - Unrestricted	Classified overtime	\$2,500.00



Communication

We have been working with a group of parents from the CCISCO organization to improve our communication with all parents, promote the Mastery Center and solicit parent and community input with regards to our grading policies in math and English. We have formed several committees that have been tasked with improving communication in the areas of assessments, Mastery Center and overall communication between home and school (and vice versa). These groups, composed of parents, community members and staff have been meeting since the winter of 2009. The purpose of these groups is to improve the communication and relationships between parents and staff and improve student achievement and increase the graduation rate.

Actions

Key Action

Tasks

Among the various outcomes of our collaboration meetings with our parents has been;

- 1) the creation of a home visitation committee that is making regular home visits to the homes of our students.
- 2) regular meetings involving our communication committee to develop new ideas and strategies to improvement parent/school communication.
- 3) Have booths and tables set up at various events to share information about PHS programs with our parents (examples include Back to School Night and registration).
- 4) Recruit parents to participate on various committees and to help with school events and activities.
- 5) Plan parent meetings to share information that is grade level specific.
- 6) Math nights - provide resources and information for parents and students
- 7) Literacy nights - provides resources and information for parents and students
- 8) Community Fair - provide outreach to the PHS community to advertise the available resources (tutoring, counseling services, etc.)

Measures

The communications committee is currently the primary vehicle we are using to problem solve and develop solutions for problems we have identified with a breakdown in communication between Pittsburg High and the homes of our students. Examples of the problem solving that has occurred is the creation of a homework hotline that is being implemented by a number of teachers and the communications committee is presenting their research and findings to our staff during a November staff meeting in an effort to involve the teaching staff finding solutions.

People Assigned

- 1) School administration
- 2) Dean of Students
- 3) PHS parents
- 4) CCISCO
- 5) Counselors
- 6) Students
- 7) Teachers
- 8) bilingual clerk I

Start Date - End Date

8/25/2010 - 6/14/2011



Funding Source	Description	Cost
EIA - SCE	Teleparent	\$7,500.00
EIA - SCE	bilingual clerk I	\$40,000.00
EIA - SCE	Math & Literacy Nights	\$4,000.00
EIA - SCE	Edline	\$4,000.00
EIA - SCE	Home visitations	\$30,000.00
Tier 3 - Unrestricted	Classified overtime	\$2,500.00

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources	Amount
Title I	\$0.00
Title I - Parent Involvement	\$0.00
Title I ARRA Stimulus	\$0.00

State Funding Sources	Amount
EIA - LEP	\$172,624.00
EIA - SCE	\$796,232.00
QEIA	\$0.00
Tier 3 - Unrestricted	\$293,940.00

School Funding Sources	Amount
Intervention (non-QEIA)	\$0.00
Unrestricted - School Supplies	\$119,404.00



SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Desiree Anderson	Other Staff	danderson@pittsburg.k12.ca.us	
Eileen Chen	Other Staff	echen@pittsburg.k12.ca.us	
Justin Cayetano	Student		
Katheryn Vo	Student		
Bauea Crosby	Teaching Staff	bcrosby@pittsburg.k12.ca.us	
Cookie Freeman	Teaching Staff	cfreeman@pittsburg.k12.ca.us	
Andrienne Mims	Student		
Mario Mendoza	Teaching Staff	mmendoza@pittsburg.k12.ca.us	
Melissa Espana	Student		
Christina Holt	Parents	cholt@pittsburg.k12.ca.us	
Kischette Cooper	Parents		
John McCullough	Teaching Staff	jmccullough@pittsburg.k12.ca.us	
Robin Sebaugh	Parents	tracrobs@comcast.net	
Ed Barker	Teaching staff	ebarker@pittsburg.k12.ca.us	
Nancy Borjon	Parents		



ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

**Approval
Date**

Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

ELAC

Teaching Staff

Approval

The school plan was adopted by the council on:

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

Attested:

Todd Whitmire		
Typed Name of School Principal	Signature of School Principal	Date
Shaniece Cooper		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date