

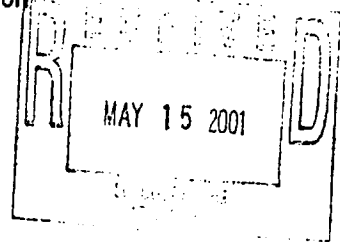
V.1

01 - 02 San Bernardino City Unifie
Pacific High

**Immediate Intervention/Underperforming Schools Program
(II/USP)
DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS**

Mail original Action
Plan and three
Copies to:

School Reform Assistance Office
Education Support and Networks Division
California Department of Education
721 Capitol Mall, 3rd Floor
Sacramento, California 95814



**Postmarked no later
than Tuesday,
May 15, 2001**

Part I: Application Information: Complete for LEA submitting application for funding.

Name of Local Educational Agency (LEA): San Bernardino City Unified School District 12-Digit County/District Code: 36-67876-00000		Total Grant Amount Requested for all schools: FY 2001-02 \$2,868,400 FY 2002-03 \$2,868,400 Dates of Project Duration: July 1, 2001 to June 30, 2003 Date of local governing board approval: April 17, 2001	
District Superintendent: Arturo Delgado		District Contact Person: Paul Shirk	
Address: 777 North F Street San Bernardino City (909) Phone: 381-1240 Fax: 885-6392		Address: 793 North E Street San Bernardino City (909) Phone: 386-2540 E-mail: paul.shirk@sbcusd.k12.ca.us	

Part II: Signature (Signature must be original. Please use blue ink.)

The Superintendent and Governing Board President of the LEA submitting the application sign on behalf of all principals included in the application.

Arturo Delgado 4/17/01
 Printed or Typed Name of Superintendent Date

Arturo Delgado
 Signature of Superintendent

Danny Tillman 4/17/01
 Printed or Typed Name of Board President Date

Danny Tillman
 Signature of Board President

**District Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002**

Name of District: San Bernardino City Unified School District CDS Code: 36 67876		
District Contact Person: Paul Shirk	Phone: 909.386-2557 FAX: 909.386-2540	E-mail: paul.shirk@sbcusd.k12.ca

SACS Resource Code: 7255 Participating School(s) Enrollment: 14342 (From 1999-00 CBEDS)
SACS Revenue Code: 8590 Cost per student: \$200 (Up to \$200 per student)
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	1,397,029	1,424,959 (1,15,17,26)
	2000	Classified Personnel Salaries	234,477	300,805 (1,15,17,19)
	3000	Employee Benefits	234,801	219,351 (1,17,26)
	4000	Books, Materials, Supplies	488,154	561,057 (1,15,17,19,26)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	355,247	190,980 (1,15,16,17,19,26)
	6400	Capital Outlay (Equipment)	30,441	157,818 (1,15,17,19,21)
	7310	Indirect Costs	128,251	13,430 (17)
Total Amount of II/USP Funds Requested			2,868,400	
Total Matching Funds & Source Codes				2,868,400

Note: This budget page is the District's aggregate budget of all participating schools. (See Instructions for clarification.)

**District Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003**

Name of District: San Bernardino City Unified School District CDS Code: 36 67876				
District Contact Person: Paul Shirk		Phone: 909.386-2557 FAX: 909.386-2540	E-mail: paul.shirk@sbcusd.k12.ca	
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	6400	Capital Outlay (Equipment)	30,441	157,818 (1,15,17,19,21)
	7310	Indirect Costs	128,251	13,430 (17)
Total Amount of II/USP Funds Requested			2,868,400	
Total Matching Funds & Source Codes				2,868,400

Note: This budget page is the District's aggregate budget of all participating schools. (See Instructions for clarification.)

**Immediate Intervention/
Underperforming Schools Program (II/USP)**

**SCHOOL APPLICATION
For II/USP Funding**

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Pacific High School		Total School Grant Amount Requested: FY 2001-2002 \$ 546,000 FY 2002-2003 \$ 546,000	
14 Digit County/District/School Code: 36 67876 3634680		Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Dr. Michael Davitt		External Evaluator: Principal's Exchange LLC	
Address: 1020 Pacific St.		Address: 13502-H Whittier Blvd., Ste. 132	
City: San Bernardino	Zip: 92404	City: Whittier	Zip: 90605
Phone: 909 388-6419	Fax: 909 388-6427	Phone: 562 947-7063	E-mail: estella@principals-exchange.com

Part II: Signatures (Signatures must be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Dr. Michael Davitt March 30, 2001 *Michael Davitt* March 30, 2001
Printed or Typed Name of Principal Date Signature of Principal Date

Principal's Exchange LLC
Printed or Typed Name of External Evaluator's Organization

Estella Ramirez March 30, 2001 *Estella Ramirez*
Printed or Typed Name of External Evaluator Date Signature of External Evaluator

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Principal's Exchange LLC/ Evaluator: Estella Ramirez	<i>Estella Ramirez</i>	March 22, 2001
Michael Davitt Principal	<i>Michael Davitt</i>	
Diana Quinn Teacher	<i>Diana Quinn</i>	
Debra Harper Teacher	<i>Debra Harper</i>	
Leslie Huz Teacher	<i>Leslie N. Huz</i>	
Paul Scott Community	<i>Paul Scott</i>	
Cynthia Rhyne Community	<i>Cynthia M. Rhyne</i>	
Sharlyn Pendergrass Parent	<i>Sharlyn Pendergrass</i>	
Flora Macias Parent	FLORA MACIAS	
Juan Macias Parent	<i>Juan M. Macias</i>	

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies

The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	1-3
B. Solutions/strategies for overcoming these barriers and underlying causes.	3-7
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	8
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	8-10
E. Annual growth targets at least as high as those adopted by the State Board of Education.	10-11
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	11
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	12

2. Parental and Community Involvement

The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	12-13
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3. Fiscal Management

The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	13-14
B. Linked to overcoming barriers to achievement.	14-15
C. Not in excess of available funds (II/USP and other sources).	15

4. Personnel Management

The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	15-16
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	16
C. How professional development is provided to all teachers.	16-17
D. How professional development is aligned to core content standards and is	17

specific to standards-based instructional materials used at the schoolsite.	
E. How professional development is directly related to areas where student academic performance needs improvement.	17

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	17
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B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	18
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C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	18
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D. Any lack of instructional materials is addressed.	18
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The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	18
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	18-20

Pacific High School
2000-2001 IIUSP Action Plan

I. Governing Board Policies

IA. School wide and district barriers to improvement in student achievement and underlying causes for low performance. The underlying causes for low performance at PHS are overall instruction (though exceptions exist) that is well below the quality described in the California Standards for the Teaching Profession and a general school curriculum that is not aligned to the California State Content Standards. In many cases, expectations for student achievement are several grades below grade level. Overall, the school lacks the academic climate necessary for promoting high levels of academic achievement. The following issues represent the school wide and district barriers to student achievement.

School wide Barriers

- The degree of alignment between the general character of school wide instruction and the California Standards for Teaching Profession is limited at PHS. This situation would improve if teachers were provided professional development opportunities aimed at helping them to improve the alignment of their curriculum, instruction and assessment to the State Content Standards and district course of study.
- Course designations such as Honors and College Preparatory do not generally influence instruction because of the faculty's generally held belief that PHS students are not "college prep." Strong instructional leadership that guides a process for providing teachers with standards for developing as a professional educator is needed. Teachers need to establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in working with local communities to improve their professional practice. Teachers need to promote school goals, improve responsibilities, maintain motivation and commitment to all students and increase their expectations for student success.
- Assessment practices are overwhelmingly summative, rather than formative. Teachers need to establish and clearly communicate learning goals for all students. Teachers should involve all students in assessing their own learning.

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Teachers should use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students.

- The double lunch period interferes with 4th period PE and provides unlimited opportunities for students to cut 4th period. We would strongly urge the administration to examine the pattern of absences in 4th period and make appropriate schedule modifications in order to optimize student achievement.
- Limited information exists regarding the effectiveness of most programs, making program evaluation and data-driven modifications difficult. For each program that affects student achievement, the school should collaborate with the district to determine desired program outcomes, collect appropriate data, and report results incrementally. Staff should access data to evaluate programs and then modify programs and instruction to target specific student achievement outcomes.
- Teachers experience varying degrees of success maintaining a positive learning environment. The school should explore implementing a school-wide program, such as Fred Jones' Positive Discipline, in order to create a positive learning environment in every classroom.
- The school lacks a consistent, differentiated professional development plan. Teachers, administrators and paraprofessionals would be more effective promoting academic achievement for all students if they had individualized professional development opportunities tailored to their varied levels of expertise with teaching diverse learners.
- Not all teachers are using the Student Study Team process. Students and parents would benefit from consistent use of the SST process to address issues that promote student achievement.
- The teacher preparation period is not consistently used to focus on promoting a high quality, meaningful and engaging instructional program. The school should consider structuring the planning period to ensure that the time is used to focus on teaching/learning issues.

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- There are no specific programs for parent involvement in place. Closer parent and community ties, to support the academic achievement of all students at PHS, need to be developed.
- No regular articulation with feeder middle schools exists. In collaboration with the district, PHS department chairs should plan a series of regularly scheduled articulation meetings to promote continuity and consistency in instruction and grade-level and course-alike standards and benchmarks.

District Barriers

- Safety and security must be strongly enforced at all schools. The district needs to make safety and security issues a priority. Allocation for adequate security provided by school police officers and appropriate fencing, gates and signage must be provided.
- Quality substitute teachers are not consistently available to support professional development programs for teachers. The district should consider incentives for teachers to become substitute teachers in SBUSD. Also, the district should consider assigning selected substitutes to specific schools where they would be viewed as extended members of the faculty and included in professional development programs.
- Schools need to receive district assessment results in a timelier manner to allow teachers to use the data to inform instruction. The district should continue to refine their benchmark assessments and reporting methods in order to provide timely, intelligible feedback to schools.

I.B. Solutions/strategies for overcoming these barriers and underlying causes.

The solutions and strategies are organized in six categories: (1) Curriculum/Assessment, (2) Instruction/Professional Development, (3) Action Plan Management and Evaluation, (4) Parent Involvement, (5) Interventions, and (6) School Climate/Image.

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I.B.1. Curriculum/Assessment: The core content areas of English (including ELD), Mathematics, Science and Social Studies will be the curricular portions of this Action Plan. In order to improve student achievement in these areas, the following actions steps will be implemented:

- Revise all courses in the four core subjects to adhere to district curriculum standards that are aligned with the California state standards in each subject. Plan course-alike instructional units that organize the curriculum into teachable “chunks.”
- In collaboration with the district, select or create assessments to measure growth on targeted standards for each course. Course-alike classes should all use the same assessments. The teachers should use the assessments to check for student mastery of targeted standards after each instructional unit.
- Have regularly scheduled sessions for course-alike teachers to meet to discuss their results.
- Organize data and provide students, teachers, and parents with regularly scheduled feedback on student progress toward targeted standards.
- Provide immediate instructional interventions (including in-class modifications, small group and individual tutoring, extra classes and technology support) to students who do not make expected growth.
- Develop interdisciplinary connections so that students receive instruction in reading, writing and problem solving in all of their classes.

I.B.2. Instruction/Professional Development:

Once the specific learning targets for each course are defined, teachers, administrators and paraprofessionals will participate in training designed to give them the skills to provide students with the high quality instructional program that is defined by the California Standards for the Teaching Profession. The following Action Steps will be implemented:

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- Train all teachers, administrators and paraprofessionals on teaching practices that align with the California State Teaching Standards.
- Provide behavior management training that supports instruction, such as Fred Jones' *Positive Discipline*, for all teachers, administrators, counselors and classified employees that interact with students.
- Train all teachers in ELD levels and SDAIE strategies for high school students, especially advanced English learners.
- Provide in-class instructional coaching to teachers and paraprofessionals on effective strategies for helping students master the targeted standards defined by the instructional units.
- Provide all administrators with on-site coaching on effective strategies for monitoring curriculum implementation and promoting high quality instruction.
- Provide intensive in-class coaching and specific in-service training for teachers who have large numbers of students who do not demonstrate expected growth after each designated reporting period.
- Provide counselors with a professional development program focused on the national counseling standards. Focus on methods of using school counselors as active promoters of student academic achievement.
- Provide opportunities for staff to visit successful high schools and attend conferences related to increasing student achievement. Ensure equitable participation among the staff and administration (including counselors).
- Work in collaboration with the district to prepare an updated teacher evaluation form that is aligned with the California Standards for the Teaching Profession.

I.B.3. Action Plan Monitoring and Evaluation: The success of the action plan will be measured by the degree to which student achievement improves for every numerically significant subgroup.

- The School-Community Team that collaborated with the external evaluators will serve as the group responsible for overseeing the implementation of the Action Plan.

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- A Leadership Team of school personnel, including a teacher from each core subject area and each grade-level, as well as all administrators, counselors, and representation from the classified employees and district administration, will monitor the operations outlined as Action Steps.
- The Superintendent and Board of Education will receive updates regarding progress toward the Action Plan implementation during and at the end of each semester.
- Focus groups will be established to involve all stakeholders in the implementation of the Action Plan.

I.B.4. Parent Involvement

- Establish a Parent Involvement subcommittee charged with implementing the Action Plan steps related to increasing parent involvement. The majority of the membership should comprise parents who represent the various subgroups in the school. The compliment of the subcommittee should be from the Leadership Team.
- Establish a regular series of parent trainings, in English and Spanish, on topics related to improving student achievement in the core areas, understanding the high stakes exams, parenting skills and other relevant issues.
- Implement a school-wide homework program that is consistent in design, clear in purpose and predictable. Provide parents with information about what to expect and how to monitor their child's homework. Establish regular, ongoing contact with parents. Provide parents with a method of demonstrating their involvement, such as signing the weekly objectives log. Create opportunities for non-English speaking parents to help their children with their homework.
- Provide multiple methods of providing information to parents in English and Spanish including: videos, meetings, home visits, parent conferences, buddy parents and performances.
- Create opportunities for parents to conference with teachers regarding student progress toward the standards.
- Provide all school personnel with training on effective strategies for involving all parents and being responsive to families.

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I.B.5. Interventions: Interventions will focus on providing students with a variety of support efforts designed to promote the likelihood that every student achieves the targeted standards.

- Teachers will identify students who do not demonstrate expected growth after each lesson and will design in-class interventions including reteaching, grouping for instruction on targeted concepts and the use of support technology.
- Course-alike teachers will meet regularly and design academic interventions for struggling students.
- Department representatives will collaborate with administration and counselors to design non-academic interventions that promote academic achievement.
Interventions should address affective areas that influence achievement, such as motivation, study skills, study habits and behavior.

I.B.6. School Climate/Image

- Initiate a highly visible campaign to establish an academic climate at the school by implementing programs, such as Jostens' Academic Renaissance. The school needs a high-degree of stakeholder involvement to ensure success.
- Provide all personnel involved in on- and off-campus student management (including security, administration, counselors and office staff) with training on most effective ways to promote and support a school-wide academic climate.
- Provide students and parents with a regularly scheduled series of events and activities aimed at establishing academic excellence as the focus of the school. Events should include motivational speakers, individual and group counseling, visitations to universities and professional work sites and mentoring.
- Provide all school personnel with a regularly scheduled series of events and activities focused on promoting the school-wide belief that PHS can become a model high school focused on student achievement. Events should include visitations to high poverty, high performing schools, professional readings about effective schools and motivational speakers.
- The school administration should be highly visible on campus and in the community. Their goal should be to promote the message that academic excellence is the focus of PHS. They should also publicize the concrete changes that are occurring at school.

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I.C. School and district crime statistics addressing any of the factors that negatively impact student achievement. Crime is a significant factor in impeding student achievement at Pacific High School. Last year, 75 instances of crime were reported on campus, divided into the following categories: controlled substances (39), crimes against persons (23), crimes with weapons (8) and property crimes (5). During the same time period, the district experienced 48 instances of crime. At both the district and school, the majority of suspects and victims were students. Most incidents occurred on campus, during school hours.

In addition to crimes, there were 475 suspensions last year, including truancies. Thirty students were expelled from school during the same period of time. This situation should improve as the instructional, intervention and school climate/image components of the plan are implemented and the overall academic climate of the school improves.

I.D. How school and district conditions in the school Accountability Report Card are being addresses, as needed. Through the external evaluation, the following areas described in the Report Card have implications for student achievement:

Teacher certification – Fourteen teachers are on emergency permit. Those teachers need to complete their credential programs in a timely fashion. They will also participate fully in the professional development program.

Instruction and Leadership – The degree of overlap between the California State Content Standards and the general instructional program at PHS is limited. While individual teachers explicitly promote many of the standards, each course is extremely unique, depending on the teacher. There appears to be little to no agreement between teachers as to the major content and performance standards that characterize particular courses within their department, even courses with the same title.

The reading outcomes indicate that the students, regardless of English proficiency levels, score in the lowest quintiles. Almost one third of the students are scoring in the lowest quintile. Evidence indicates that the teaching of formal English literacy through the content areas is not an emphasis. The school data indicate that the majority of students are not being prepared to be successful as measured by the 'high-stakes' exams students currently take.

The degree of alignment between the general character of school-wide instruction and the California Standards for the Teaching Profession is also limited. Little evidence exists

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of differentiated instruction, reading and writing across the curriculum, standards-based group or project work or students engaged in rigorous and meaningful learning. Assessment practices are overwhelmingly summative, rather than formative. Assessments are generally used for grading purposes culminating a lesson or unit, rather than as feedback to inform instruction. We observed few in-class instructional interventions to scaffold learning for struggling students. Many classes foster a non-academic climate that manifests itself in lowered academic and behavioral expectations for students, laxness in curriculum design and lesson delivery and, in extreme cases, disrespectful interactions between teachers and students and among students. While these findings are generally true school-wide, the 9th grade program was judged to be especially ineffective at creating an academically engaging learning environment. The AVID program is a notable exception to many of these concerns.

In sum, the overall quality of teaching and learning in many classrooms is weak. Therefore, the solutions and strategies outlined in section B of this document are designed to address this finding.

Special Programs. PHS has several programs that have the likelihood of directly affecting student achievement. The following section provides a description and evaluation of some of these programs.

- *OCS and Academic Support courses.* Given the rationale provided in the Report of Findings, the school will either eliminate these course options or make major modifications so that they promote the academic goals of the school.
- *Double Lunch Schedule.* The double lunch schedule creates a situation where fourth period PE resembles more of an extended lunch period than a class. Students report that they have an easy way to "cut" fourth period. It is difficult for teachers and administrators to monitor fourth period absences. District and school administration will examine the pattern of absences in fourth period to determine how to modify the schedule to increase student achievement and improve the academic climate.
- *College Prep/Honors/AVID/Gateway/Reach Programs.* This structure creates a maze of expectations for students and teaching that results in low expectations for a majority of the student population. The Instruction/Assessment component of the plan will clearly identify the curriculum for each course and ensure alignment to the

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state standards. Advanced classes will be defined as those that move students beyond the state standards in preparation for targeted high-stakes exams, such as the Golden State, AP, ACT, SAT, Subject A (UC) and EPT/ELM (CSU) exams.

- *ELL Program.* While over 450 students are considered English Language Learners, records indicate that only 100 students receive mandated ELD and SDAIE services. The majority of ELL students are scheduled into the regular program with no support services. The 431 ELL students who took the SAT/9 exam in 2000 scored 10-20 NCE points below other students. These data, along with the high ELL attrition rate, suggest that the current program for ELL students requires serious review. Attention should be given to providing identified students with equal access to opportunities for mastery of the grade-appropriate standards. The school and district administration will collaborate to design an appropriate program for English learners at all levels of English proficiency, including ELD and SDAIE.

Academic Expectations and Academic Climate. Many faculty members and other school personnel believe that PHS students are not "college prep" and that the district direction to remove remedial tracks has resulted in symbolic changes in courses titles. As a result, course designations such as Honors and CP do not generally indicate a differentiated curriculum of instruction.

Overwhelmingly, the perception held by students and members of the school community, both in and outside of the school district, is that PHS is a "poor" school that fosters a non-academic school culture. Many comments were shared about the low level of expectation students and adults at PHS are held to with regard to their work and demeanor. An identifiable pattern of responses indicated the belief that many teachers and administrators are not personally invested in authentic academic excellence for the majority of students. Often, these comments were offset by descriptions of particular individuals, who were "exceptions," who demonstrate extreme passion for teaching and obvious dedication to the success of every one of their students. The Academic Climate/Image component of the Action Plan is designed to positively influence this finding.

I.E. Annual growth targets at least as high as those adopted by the State Board of Education. The following are the growth targets the school will meet or exceed for each numerically significant subgroup.

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Subgroup	2000 Base	2001 Growth Target	2002 Growth Target	2003 Growth Target
African American	454	471	488	503
Hispanic	467	484	499	514
White	617	626	635	643
Socioeconomically Disadvantaged	475	491	507	521

I.F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school. The school will use multiple measures to monitor academic achievement in each of the four core academic areas. In addition to the use of annual SAT/9 results, the school will assess student growth in the targeted areas using agreed-upon course-alike assessments, selected or created by the school in collaboration with the district. The following table describes the multiple measures that will be used to assess student growth at regular intervals.

Academic Focus Areas	School Course-Alike Common Assessments		Short Term Growth Targets Increases are listed in percentages of growth because exact numbers will be calculated after baseline results are determined in each academic area.
	Assessment	Frequency	
English (Reading and Writing)	• Writing sample	5 times per year	The number of students in each class demonstrating "proficiency" on unit assessments will increase after each assessment cycle. Proficiency will be determined by comparing the assessment results to the requirements of the State Standards in each area.
	• Reading	5 times per year	
Mathematics	• Unit Quizzes	5 times per year	
Science	• Unit Quizzes	5 times per year	
	• Writing		
Social Studies	• Unit Quizzes	5 times per year	
	• Writing		

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I.G. The process administrators and teachers will use to monitor and evaluate the implementation of the action plan and its impact on student achievement.

Monitoring of the Action Plan will be both internal (within the school,) and external.

Internal Monitoring

- The School-Community Team that collaborated with the external evaluators will serve as the group responsible for overseeing the implementation of the plan's components.
- A Leadership Team consisting of school personnel, including a teacher from each core subject area and each grade-level, as well as all administrators, counselors and representatives from the classified employees and district administration, will monitor progress in the areas outlined as Action Steps.
- The Superintendent and Board of Education will receive status checks during and at the end of each semester. regarding progress toward the Action Plan implementation.

External Monitoring

- The school will identify an external partner to collaborate on the monitoring of the plan. The external partner may be a district office administrator or some other partner who will conduct 2-3 status checks of the plan's implementation during each year of the grant. The status checks will provide the school community with information about how the school is achieving its measurable goals as described in the Action Plan. The status checks will also make recommendations for short term "next steps" toward implementation of the Action Plan. The school will share the findings of the status checks with the school community (parents, students, district administration, community members and Board of Education).

2. Parental and Community Involvement

2.A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out. In accordance with the II/USP guidelines, the School Community Team included two parents actively involved at most meetings. As per the guidelines, parents represented at least 20% of the team composition. In addition, other parents attended some meetings, but not all. Parents

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were active collaborators in each work session during the entire external evaluation process. They provided data during the Report of Findings phase, and collaborated as full partners during the development of the Action Plan. During the implementation phase, parents will be actively involved in at least two ways.

- Establish a Parent Involvement subcommittee charged with implementing the Action Plan steps related to increasing parent involvement. The majority of the membership should comprise parents who represent the various subgroups in the school. The complement of the subcommittee should be from the Leadership Team.
- Establish a regular series of parent trainings, in English and Spanish, on topics related to improving student achievement in the core areas, understanding the high stakes exams, parenting skills and other relevant issues.
- Establish a school-wide homework program that is consistent in design, clear in purpose and predictable. Provide parents with information about what to expect and how to monitor their child's homework. Provide parents with a method of demonstrating their involvement. Create opportunities for non-English speaking parents to help their children with their homework.
- Provide multiple methods of providing information to parents in English and Spanish including: videos, meetings, home visits, parent conferences, buddy parents and student performances.
- Create frequent opportunities for parents to conference with teachers regarding student progress toward the standards.
- Provide all staff members with training on effective strategies for involving all parents and being responsive to families.

3. Fiscal Management

3.A. An effective and efficient allocation of II/USP, matching funds, and other resources. The Action Plan is funded through a combination of II/USP funds, redirected school categorical funds and district funds. The following table describes the funding allocation.

Pacific High School
2000-2001 IIUSP Action Plan

Funding Allocation Summary		
Action Plan Areas	IIUSP Funding	Matching Funds
<i>1. Instruction/Assessment</i>		
<ul style="list-style-type: none"> • 2 teacher- teacher coaches • 1 technology coach 	\$130,000	Title I (1): \$534,000 Areas 1 through 4
	65,000	
<ul style="list-style-type: none"> • 3 periods of instructional technology support • Onsite CLAD training for teachers 	\$46,000	
	7,000	
<i>2. Professional Development</i>		
<ul style="list-style-type: none"> • 6 permanent subs for staff dev. release • Inservice/conferences 	\$110,000	
	50,000	
<i>3. Action Plan Monitoring and Evaluation</i>		
<ul style="list-style-type: none"> • Community Action Team subs/stipends • Leadership team retreat 	\$5,000	
	5,000	
<i>4. Parent Involvement</i>		
<ul style="list-style-type: none"> • Daytime on-campus ESL and Computer Literacy classes • Home communication, letters, information on standards, HSEE etc. 	6,000	
	5,000	
<i>5. Interventions</i>		
<ul style="list-style-type: none"> • Addl. ELL tutor & college students tutors • Skill development software 	\$42,000	\$12,000(17)
	55,000	
<i>6. Academic Climate/Image</i>		
<ul style="list-style-type: none"> • Renaissance/Skorsup, teacher release time • Student Academic Incentive Awards 	\$10,000	
	10,000	
	Total \$546,000	\$534,000 (1) + \$12,000 (17)=\$546,000

3.B. Linked to overcoming barriers of achievement. The chart in section 3.A. provides evidence that the expenditures planned for the Action Plan are linked to overcoming the barriers to achievement identified during the Report of Findings phase of the external evaluation. Solutions to each barrier were generated through the collaboration between the school-community team and the external evaluators. The team identified specific Action Areas and Action Steps for each solution. In collaboration with

Pacific High School
2000-2001 IIUSP Action Plan

the district, a budget was developed to support the Action Steps necessary to carry out the plan. As a result of this process, the budget outline presented in section 3.A. lists the Action Areas that were identified in the plan, and assigns funds to support each area.

3.C. Not in excess of available funds (II/USP and other sources). The total school allocation including the II/USP funds and the matching funds is \$546,000 per year. The proposed budget for the Action Plan implementation is \$546,000 per year. Therefore, the plan does not require funds in excess of available funds.

4. Personnel Management

4.A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level. Of the 97 teachers at PHS, 14 are on emergency credentials. The table below lists the number and percentage of fully certificated teachers in each core subject and grade level. Note that the ninth and tenth grades, general, have the largest percentage of uncredentialed teachers.

Department/Grade	# of Teachers	# of Fully Certificated Teachers	% of Fully Certificated Teachers
English			
9	15	11	73%
10	9	7	78%
11	3	3	100%
12	4	4	100%
Mathematics			
9	15	11	73%
10	11	9	82%
11	5	5	100%
12	3	3	100%
Science			
9	5	3	60%
10	8	6	75%
11	2	1	50%
12	2	2	100%

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Social Sciences			
9	7	6	86%
10	6	6	100%
11	5	5	100%
12	3	3	100%

4.B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes. The teachers on Emergency Permit are currently in appropriate teacher-credentialing programs toward full certification. The school and district will monitor their progress toward full certification and will ensure that the concentration of emergency teachers is not all in the ninth and tenth grades. In addition, records indicate only 100 of the over 450 students identified as ELL receive mandated ELD and SDAIE services. Given that ELL students are among the lowest performing students in the school, a great need exists for teachers to help ELL students access the core curriculum and develop their English proficiency. The professional development action area of the plan provides teachers with multiple avenues for building their capacity to address the diverse learning needs of ELL students. The action steps for professional development include opportunities for teachers to receive training in the ELD standards, in BCLAD/CLAD, ELD, in Specially Designed Academic Instruction in English (SDAIE) and in methods of promoting formal, academic English for advanced ELL students.

4.C. How professional development is provided to all teachers. High quality, focused, sustained and differentiated professional development is key to the successful implementation of this plan. As described in section I.B. outlining Solutions/Strategies, all school personnel will be engaged in professional development activities designed to establish a climate of academic excellence and promote academic achievement. Action steps include: training all teachers, administrators and paraprofessionals on teaching practice that aligns the State Teaching Standards and programs such as Jostens Academic Renaissance; providing facilitated work sessions for teachers to create course-alike instructional units aligned to the standards; and incorporating ELD and SDAIE strategies for high school students, especially advanced English learners. The plan also provides for in-class instructional coaching to teachers and paraprofessionals on effective strategies for helping students master the targeted standards defined by the instructional

Pacific High School
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units and on-site coaching for administrators on effective strategies for monitoring curriculum implementation and promoting high quality instruction. Specific in-service training for teachers who have large numbers of students who do not demonstrate expected growth after each assessment-reporting period, and training for counselors on the National Counseling Standards is also recommended in the plan.

4.D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the school site.

Professional Development sessions will conclude with teachers designing instructional units, for the various student groups, using their current materials. All instructional materials used at this school are state adopted and closely aligned to the state content standards.

4.E. How professional development is directly related to areas where student academic performance needs improvement. An analysis of student outcomes conducted during the first phase of the external evaluation yielded the following major conclusion: While differences exist between the academic achievement of the various subgroups at the school, the average achievement level of most students at the school is low in all core areas. In addition, reading and writing across the curriculum are particularly weak areas. ELL student performance on various measures indicated a need to address ELD as a separate area of professional development. Therefore, the professional development Action Steps address each of those identified areas, as well as the support mechanisms necessary to improve achievement in those areas.

5. Curricular Management

5.A. Each student has a complete set of instructional materials aligned to the state core content standards. According to data gathered from interviews with teachers, students and administrators and classroom observations, each student at this school has a complete set of instructional materials aligned to the Language Arts and mathematics content standards. All materials used at this school in those subjects are on the current state adoption list, satisfying the criteria of alignment to the core content standards. ELL students, who are not receiving mandated services, do not have access to the materials aligned to the ELD standards. This need is addressed in the Action Plan.

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5.B. Schools have instructional materials adopted by the State Board of Education.

This item is not applicable to high school.

5.C. The local governing board selects instructional material aligned to the State Board of Education-adopted content standards, for grades nine through twelve.

The school uses materials adopted by the local board, in accordance with board policy.

Appropriate quantities of ELD materials have not yet been acquired, but will be purchased following procedures set forth by board policy

5.D Any lack of instructional materials is addressed. The need for ELD materials is identified as a priority for this plan. The district, in collaboration with the school, has committed to providing each ELL student with appropriate ELD materials beginning the 2001-2002 school year.

5.E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement. Currently, administrators and teachers use SAT/9, API and benchmark assessment data for various purposes.

However, the Action Plan calls for a school Leadership Team to collect student achievement and other data on a regular basis in order to assess progress toward identified goals. Those data will serve to inform in-class instructional modifications as well as other interventions. After each assessment cycle, results and the decisions made as a consequence of reviewing the data will be publicly shared with the School Community Team and the entire school community.

5.F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students. *PRINCIPAL's exchange.* The external evaluators, prepared a 22 page Report of Findings that contained information related to student achievement at the school, including the achievement of each numerically significant subgroup. Student achievement was reviewed using multiple measures, including the SAT/9 results, grades and student writing samples. The pattern of achievement of the subgroups, as measured by multiple indicators, yielded the same pattern suggested by the API growth history: White student achievement is notably higher than that of the other ethnic groups; and socio-economically disadvantaged students are scoring lower than the rest of the student population. In addition, English Language Learners perform well below the level of other students. Data were also disaggregated by gender, cohort groups, grade-level,

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subject area and program participation. The school-community team, in collaboration with the external evaluator, considered the result of the data analysis in order to arrive at the short and long term growth targets described in sections I., F. and G.

The following findings are excerpted from the full Report of Findings submitted to the school by the external evaluator in February.

- With a freshman class of over 767 students and a graduating class of approximately 450, PHS is losing large number of students. Therefore, the attrition rate is around 58%. No reliable data was identified to explain the attrition rate. Though the drop-out rate is small (4%), large number of students do not continue on from one grade to the next. The largest attrition occurs after the sophomore years.
- Incoming 9th graders in 1999-2000 had 8th grade SAT/9 scores of 38 to 43 NCE's in Reading, Mathematics and Language. After their freshman year at PHS, scores for that same group of students decreased by 6 NCE points. In fact, the trend is for student performance to decrease for students who remain from one grade to the next.

2-Year SAT/9 Growth History for Cohort Student Groups								
Reading NCE			Language NCE			Math NCE		
98-99	99-00	Growth	98-99	99-00	Growth	98-99	99-00	Growth
38	32	-6	42	43	+1	38	43	+5
35	31	-4	45	37	-8	45	44	-1
36	35	-1	40	43	+3	48	47	-1

- Reading levels of PHS students are especially low. 26% (245/935) of current freshman scored around "grade-level" or above (the top three quintiles) on the 2000 SAT/9 exam as 8th graders.
- School-wide reading levels are notably low with no more than 20% of students in any subgroup scoring at grade level on the SAT/9 reading exam.
- The overall scores for the 1999-2000 SAT/9 scores were well below expectations. Students were significantly below the 50th percentile (grade level) in all categories at all grades.
- Evidence suggests that positive trends in student achievement across the grades reflect the loss of the least successful students from the lower grades.
- English Language Learners score 10-20 NCE points below the English Proficient population in all subject, all grades.

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- African American and Hispanic students tend to score well below the scores of White students, though no ethnic group reaches grade-level.
- In 2000, 22% of PHS seniors graduated "college ready," having taken all the academic requirements for entrance to a UC or CSU. Those rates range by ethnicity and gender, from a low of 10% for African American males, to a high of 37% for White female students.

Number of PHS University Ready Seniors Upon Graduation in 2000			
	African American	Hispanic	White
Males	10% (4/39)	13% (12/95)	29% (15/51)
Females	19% (10/53)	20% (26/127)	37% (26/71)

- 27% (107) of PHS students took the 98/99 SAT exam. 28 of those students (7%) scored above 1000.

**School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002**

Name of District: San Bernardino City Unified School District		
CDS Code: 36 67876 0000000		
Name of School: Pacific High School		
CDS Code: 36 67876 3634680		
School Contact Person: Dr. Michael Davitt, Principal	Phone: 909 388-6419 FAX: 909 388-6427	E-mail:

SACS Resource Code: 7255 School Enrollment: 2730 (From 1999-00 CBEDS)
SACS Revenue Code: 8590 Cost per student: \$200 (Up to \$200 per student)
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	294,4000	147,755 (1)
	2000	Classified Personnel Salaries	42,000	55,199 (1)
	3000	Employee Benefits	73,600	41,890 (1)
	4000	Books, Materials, Supplies	70,000	108,346 (1)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	66,000	152,380 (1)
	6400	Capital Outlay (Equipment)		27,000 (1)
	7310	Indirect Costs		13,430 (17)
	Total Amount of II/USP Funds Requested		546,000	
	Total Matching Funds & Source Codes			546,000

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

PACIFIC HIGH SCHOOL
HUSP BUDGET WORKSHEET
2001-2002

2730 1999 CBEDS x \$200 = \$546000

1000 **Certificated Personnel** **\$294,400**

Listed names: All certificated staff members as needed
Two teacher-to-teacher academic coaches at 80% FTE
One technology coach at 80% FTE
Three technology support teachers at 20% FTE
One Academic Renaissance adviser at 20% FTE
Six permanent substitute teachers on campus for
staff development release time

2000 **Classified Personnel** **\$42,000**

Listed names: Classified staff members who
provide instructional assistance to students as
needed.

3000 **Employee Benefits** **\$73,600**

4000 **Books, Materials, Supplies** **\$70,000**

Supporting programs and activities related to:

- Mathematics
- Reading
- Language Arts
- Lesson Design
- Communication
- Technology to enhance curriculum alignment
- English development for ELL students

5000 **Services and Other Operating Expenses
(Including Travel & Direct Costs)** **\$66,000**

Professional development related to:

- BCLAD, CLAD, etc.
- Inservices
- Consultants
- Conferences specific to subject area
- National Counseling Standards

MATCHING FUNDS:

<u>Source Code</u>	<u>Description</u>	<u>Amount of Matching Funds</u>
501	Certificated Personnel Salaries	\$147,755
501	Classified Personnel Salaries	\$55,199
501	Employee Benefits	\$41,890
501	Books, Materials, Supplies	\$108,346
501	Services and Other Operating Expenses (Including Travel & Direct Costs)	\$152,380
501	Capital Outlay (Equipment)	\$27,000
419	Indirect Costs	\$13,430
	Total Matching Funds =	\$546,000

**School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State
Funds
Fiscal Year 2002-2003**

Name of District:	San Bernardino City Unified School District
CDS Code:	36 67876 0000000
Name of School:	Pacific High School
CDS Code:	36 67876 3634680

School Contact Person:	Phone: 909 388-6419	E-mail:
Dr. Michael Davitt, Principal	FAX: 909 388-6427	

SACS Resource Code: 7255	School Enrollment: 2730 (From 1999-00 CBEDS)
SACS Revenue Code: 8590	Cost per student: \$200 (Up to \$200 per student)
Non-SACS Income Account Code: 8590	

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
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	6400	Capital Outlay (Equipment)		27,000 (1)
	7310	Indirect Costs		13,430 (17)
	Total Amount of II/USP Funds Requested		546,000	
	Total Matching Funds & Source Codes			546,000

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

PACIFIC HIGH SCHOOL
HUSP BUDGET WORKSHEET
2002-2003

1000 **Certificated Personnel** **\$294,400**

Listed names: All certificated staff members as needed
Two teacher-to-teacher academic coaches at 80% FTE
One technology coach at 80% FTE
Three technology support teachers at 20% FTE
One Academic Renaissance adviser at 20% FTE
Six permanent substitute teachers on campus for
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- English development for ELL students

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(Including Travel & Direct Costs) **\$66,000**

Professional development related to:

- BCLAD, CLAD, etc.
- Inservices
- Consultants
- Conferences specific to subject area
- National Counseling Standards

MATCHING FUNDS:

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	Total Matching Funds =	\$546,000