

School Reform Assistance

II/USP

Immediate Intervention/
Underperforming Schools
Program

Request for funding
April, 2000

Prepared by the educational community of

Central Junior High School
1201 Stoneman Avenue
Pittsburg, California

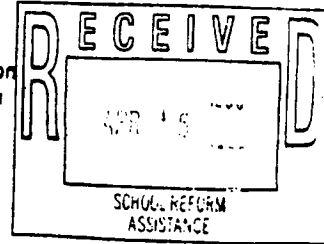
California Department of Education
District and School Support Division

LEA Cover Page Form 1
(CDE use only)
Application #

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

Mail original
and two copies to:

School Reform Assistance Office
District and School Support Division
California Department of Education
721 Capitol Mall, 2nd Floor
Sacramento, California 95814



Postmarked no later
than April 15, 2000

~~Part of Application Information. Complete for LEA submitting application for funding.~~

Name of Local Educational Agency (LEA): Pittsburg Unified School District County/District Code: 07-61788	Total Grant Amount Requested for all schools: \$1,626,768 Dates of Project Duration: July 1, 2000 to June 30, 2002 Date of local governing board approval:
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District Superintendent: Dr. Robert Newell	District Contact Person: Alice Kawazoe
Address: 2000 Railroad Ave.	Address: 2000 Railroad ave.
City: Pittsburg Zip: 94565	City: Pittsburg Zip: 94565
Phone: (925) 473-4230 Fax: (925) 473-4274	Phone: (925) 473-4288 E-mail: akawazoe@pi

~~Part of Application Information. Complete for LEA submitting application for funding.~~

The superintendent and governing board of the LEA submitting the application sign on behalf of all principals included in the application.

Robert L. Newell 4/14/00
printed or typed name of superintendent date

Robert L. Newell
signature of superintendent

Maureen Tully 4/13/00
printed or typed name of board president date

Maureen Tully
signature of board president

Action Plan Team Members' Signature Page

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan.

Typed or printed name and position	Signature	Date
External Evaluator: Lois Hill		
Camille Jones		
Denise A. Hawke	<i>Denise A. Hawke</i>	4/4/00
Lynn M. Hoggatt	<i>Lynn M. Hoggatt</i>	4/4/00
Patricia H. Ramirez	<i>Patricia H. Ramirez</i>	4/4/00
Shelley Mahoney	<i>Shelley Mahoney</i>	4/4/00
Christopher Franklin	<i>Christopher Franklin</i>	4-4-00
Monica Hoggatt	<i>Monica Hoggatt</i>	4/5/00
Kim Arcidiacino	<i>Kim Arcidiacino</i>	4/4/00
Estela Majlessi	<i>Estela Majlessi</i>	4/5/00
Rosadelia Detwiler	<i>Rosadelia Detwiler</i>	4/5/00

Central Junior High School
Planning Calendar for PSAA- HUISP

January 31, 2000	2:30PM	Task Force Meeting	for interested Faculty
February 16, 2000	6:30 P.M.	Action Team Meeting	for Committee Members
March 1, 2000	3:15 P.M.	Task Force Meeting	for interested Faculty
March 15, 2000	8:00P.M.	PSAA- HUISP Plan due to board	
March 30, 2000	3:15P.M.	REPORT TO STAFF (Final Plan)	For interested staff
March 30, 2000	7:00 P.M.	Report to action team Final Plan	For committee members interested others
April 24, 2000	3:15 P.M.	Follow up day Plan implementation	For interested Faculty Action Team Members
May 22, 2000	3:15 P.M.	Follow up day (Funding Status and Summer work plans)	For interested faculty Action Team Members interested Others

All meetings will be held in the Library at Central Junior High School.

PUBLIC SCHOOLS ACCOUNTABILITY ACT OF 1999
IMMEDIATE INTERVENTION/UNDERPERFORMING SCHOOLS
PROGRAM

CENTRAL JUNIOR HIGH SCHOOL
COMMUNITY ACTION PLAN TEAM ROSTER

Name - Address - Phone	Parent	Staff	Teacher
	X		
	X		
			X
	X		
	X		
	X		
	X	X	
	X		
	X		
	X		
			X
			X
			X
			X

h: public schools accountability act of 1999

CENTRAL JUNIOR HIGH SCHOOL

SCHOOL MISSION STATEMENT

The mission of Central Jr. High School is to create a positive climate where students can experience intellectual, social, and emotional growth in a safe, supportive environment.

There is a commitment to provide an integrated, articulated curriculum that fosters academic and social learning to ensure that students become responsible for their decisions as citizens in their community.

SCHOOL DESCRIPTION

Nestled in the foothills, at the base of Mt. Diablo, along the Delta, sits the city of Pittsburg, California. What began, as a sleepy fishing village, started by twelve families, is now a bedroom community of over fifty thousand inhabitants. The city was part of an industrial explosion in the late thirties and early forties, which flurried new residents to fill the labor needs of the Steel Mill, chemical plant, heavy industry, and other endeavors. In the late fifties and early sixties, these thriving industries downsized, closed, or relocated elsewhere, leaving a minor presence of what was once a "Boom Town."

Today, the city is part of a string of cities along the Delta, which provide labor for high technology, finance, and service industries in San Francisco, Alameda County, and other areas of Contra Costa County. Because of the reasonable housing cost, rapid transit, and freeway accessibility, Pittsburg is a very unique city.

Serving a population of 1,188 students in grades six through eight, Central Jr. High School has one of the most culturally and linguistically diverse schools in Pittsburg Unified School District. The student body consists of 4.7% Asian, 40% Hispanic, 31% African- American, 14.4% white, 7% Filipino, 2% Pacific Islander, and .09% other ethnic groups.

Students attend school for six hours and fifteen minutes per day, of which five hours and fifteen minutes are spent in students engaging in instruction. Literature, writing, history, and language arts comprise a block for sixth, seventh, and eighth graders. Math and science classes are blocked on alternating days. The primary organizational structure is through teams, and/or multi-grade level "houses." Electives are on a wheel basis for students not involved in instrumental music, leadership, or AVID courses. Computer literacy, Jobs 2000, art, home economics, office skills, and chorus are elective classes students enjoy on a quarterly basis.

Three resource teachers provide services to students for one to two periods per day. Three teachers assist students who need a more restrictive learning environment in Special Day Class programs.

Sheltered and transitional classes are provided by bilingual and SDAIE trained teachers. ELD language development classes, levels one through five, are part of the instructional program. A Learning Opportunity class for high-risk students with behavioral and attendance problems is available.

Central has two full-time guidance counselors who share a grade level, and have another grade level as part of their student load. Counselors provide individual and group counseling, teacher support, coordinate health testing, visitation to college campuses, and work with teachers and Vice Principal on Student Study Teams.

Library services are available through a full-time librarian, and library technician.

FUNDING AND GOVERNANCE

The governance of Central Jr. High School takes on a variety of forms: Grade level, curriculum departments program, and principal's cabinet. Title I, Chapter I, and ELAC programs are governed by a school level plan and a school site council. Parents of second language learners have an ELAC parent group at the site level, as well as a DELAC committee. A district advisory committee reflects representation from each school site council.

OUR HISTORY

In 1985, Central Jr. High School had a student population of five hundred and twenty-five students, two administrators, two counselors, and thirty teachers. Over a fifteen year span, the school has grown to its current population of 1,188 students and forty-seven teachers. The district has purchased fourteen portables to accommodate student and teacher needs, as well as converting a wood shop into three Special Ed classrooms.

During the last ten years, we have addressed key concepts and ideas contained in "Caught in the Middle," as well as aligning curriculum based on state frameworks. There has been tremendous efforts made in teacher training through "Demonstration School Grants" in math, science, and language arts over the years. Teachers have been provided opportunities access ways of improving their instructional strategies and management skills with assistance from consultants from the Bay Area Math project, Bay Area Writing Project, West Ed, Susan Kovalick, Fred Jones, and Quest training. In addition, through the PQR, OCR, and CCR process, other areas have been addressed, such as testing students for their English levels. Assistance has also provided through the creation and use of writing rubrics. BTSA coaches have assisted with new staff.

Since 1995, there has been a complete turnover in the support staff and seventy-five percent change in the teaching staff. Some of this can be attributed to the evaluation process, some for personal reasons, but the majority of the existing is due to working conditions in the Pittsburg Unified School District. Pay is not comparable to neighboring districts, working environment isn't supportive, class size issues, and the politics of the district are some of the reasons for such a turnover.

Presently, new staff is provided support in curriculum, learning environment, assistance in classroom management, etc. through a New Teacher Roundtable. This group is composed of non-tenured staff, as a safety net. Each BTSA coach, mentor, and department chairperson provide training and address individual needs in their monthly meetings. Coaches visit rooms and provide opportunities

for reciprocal teaching. All staff participates in staff development on minimum days to improve their understanding of technology elements of student writing, standards and benchmarks.

Pittsburg Unified School District passed a school bond measure of thirty million dollars. The money is being used to update all schools in the district. At Central, and all other sites, the money is part of a plan for improved lighting, heat/air, electrical, flooring, painting, cable TV, doors, dustless boards, cabinets, plumbing, Internet access for all classrooms, and roofing. This is a three and a half million dollar endeavor for Central Jr. High School

USP GRANT

If funded, the money from the USP grant will be used for staff development in math and reading. Based on our API, data from surveys, etc., teachers will participate in training in the following areas: enhancement of classrooms and school learning environment, better use of technology as an instructional tool, parent education, curriculum alignment, improved school communication with our Spanish-speaking parents, and how to better access student learning and growth.

**Public Schools Accountability Act
 Immediate Intervention/Underperforming Schools Program (II/USP)
 Action Plan Content Checklist**

The Action Plan document must appear that it was prepared in strict compliance with the Action Plan requirements (F.C.R. Sections 5.001-5.014) located on page 17 of the Accountability Manual. Indicate the Action Plan page number of each item of the program that applies to each item listed (Note: Items 1 through 4 are required items for all schools).

1. School and District Information

- a. Description of the school and district, including a copy of the school accountability report card I-III
App. A
- b. Identification of barriers to improvements in student achievement App. B
- c. Identification of strategies to remove school and district barriers App. C
- d. Inclusion of school and district crime statistics App. D
- e. Inclusion of disaggregated data and description of other indicators for short-term growth targets and long-term performance program of goals App. E, G, H

2. Short-Term Academic Objectives for Two Years

- a. Set annual growth targets at least as high as those adopted by the SPS App. E
- b. Description of short-term academic objectives for a two-year period for progress toward growth targets as specified in the Academic Report Card App. I

3. Future Actions to Reach Objectives

- a. Strategies for improvement of student achievement 1, 2, 4, 5, 6, 9, 10, 14, 19, 23
- b. Strategies to involve parents and guardians 14, 17, 26, 27, 28
- c. Effective allocation of resources III, V, VI Appendix H
- d. Effective management of the school 14, 15, 16, 17, 18
- e. Identification and development of solutions that take into account the underlying causes for low performance by students 1, 4, 6, 7, 9, 10, 11, 17-21, 23, 26, 27, 28

4. Expenditure Plan

- a. Inclusion of an expenditure plan not exceeding \$169 per student describing how local, state, and other available funds are used to match the II/USP funds APP. H

5. Recommendations

- a. Description of student academic performance based on SPS adopted content Standards
- b. Description of the engagement of parents, guardians, and the school community, was involved in the planning and implementation of the Action Plan
- c. Describe other areas of identified need to consider using Form 5b, "Recommended Format for Future Actions." 27-29
- d. Description of an overall evaluation plan 14-16

Implementation Grant Budget
 Immediate Intervention/Underperforming Schools Program-State Funds
 Fiscal year 2000-2001

Name of District: Pittsburg Unified School District CDS Code: 07-61788				
Name of School: Central Junior High CDS Code: 07-61788-6084966				
Contact person: Christopher Franklin		Phone: (925)473-4457	E-mail: cfranklin@pitt.k12.ca.us	
SACS Resource Code: 7255 SACS Revenue Code: 8590 Non-SACS Income Account Code: 8590				
SACS Function code	Object code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries Teacher Salary Teacher Stipend	\$7,000 6,000	\$7,000 6,000
	2000	Classified Personnel Salaries Secretarial extra hours, not to exceed 70 Hours Parent Coordinator extra hours, not to Exceed .50 hours	\$2,000 500	\$2,000 500
	3000	Employee Benefits Certificated benefits Classified benefits	\$1,500 1,000	\$1,500 1,000
	4000	Books, Materials, Supplies Books Materials-assessment, etc. Supplies	\$30,000 20,000 5,000	\$30,000 20,000 5,000
	5000	Services and Other Operating Expenses (Including Travel) Training with consultants Training, lead by support providers Conferences/travel Translator	\$50,000 30,000 10,000 1,000	\$50,000 30,000 10,000 1,000
	6400	Capital Outlay (Equipment)	\$30,000	\$30,000
Total Amount Requested			\$188,800	\$188,800

Implementation Grant Budget
 Immediate Intervention/Underperforming Schools Program-State Funds
 Fiscal year 2001-2002

Name of District: Pittsburg Unified School District				
CDS Code: 07-61788				
Name of School: Central Junior High				
CDS Code: 07-61788-6084966				
Contact person: Christopher Franklin		Phone: (925)473-4457	E-mail: cfranklin@pittsburg.k12.ca.us	
SACS Resource Code: 7255				
SACS Revenue Code: 8590				
Non-SACS Income Account Code: 8590				
SACS Function code	Object code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries Teacher Salary Teacher Stipend	\$7,000 6,000	\$7,000 6,000
	2000	Classified Personnel Salaries Secretarial extra hours, not to exceed 70 Hours Parent Coordinator extra hours, not to Exceed 50 hours	\$2,000 500	\$2,000 500
	3000	Employee Benefits Certificated benefits Classified benefits	\$1,500 1,000	\$1,500 1,000
	4000	Books, Materials, Supplies Books Materials-assessment, etc. Supplies	\$30,000 20,000 5,000	\$30,000 20,000 5,000
	5000	Services and Other Operating Expenses (Including Travel) Training with consultants Training, lead by support providers Conferences/travel Translator	\$50,000 30,000 10,000 1,000	\$50,000 30,000 10,000 1,000
	6400	Capital Outlay (Equipment)	\$30,000	\$30,000
Total Amount Requested			\$188,800	\$188,800

Action plan-Literacy, Reading

Action Plans

Topic: Literacy-Reading

Measurable Objectives:

- *Students will become more proficient readers
- *Students will show improved test scores because they are engaged in learning which increases skill development.
- *Students will know the results of their standardized testing, and become focused on improving skills in areas where need is evident.
- *Students will record their progress towards proficiency through the use of assessment tools.

Supporting Action Steps	Person(s) Responsible-Title	Professional Development	Timeline	Evaluation Plan	BUDGET Amount and funding source
<p>*Provide varied levels of reading material by color code, with students logging their entries to show progress. *Students will be taught to use reading response logs *Students will be engaged in varied strategies, which support and promote learning where strong and struggling readers, alike, are engaged in silent and oral reading, questioning, summarizing and predicting.</p>	<p>Language Arts department members working in concert with department chair, principal, district level personnel, and consultant</p>	<p>*Reciprocal teaching strategies-modeling and experiencing what we expect/want our students to do. *September 2000 examine elements of <u>Reading for Understanding</u>, particularly "Academic Literacy" as a viable option for moving forward with reading literacy</p>	<p>*All students will know and understand the results of their SAT 9 testing. *A diagnostic tool will be used as both a pre- and a post-test to show students their reading levels *Leveled reading material will be purchased and coded, then placed in all Language Arts classrooms.</p>	<p>*Diagnostic testing tool is chosen, March 2001. *Diagnostic testing is done, pre- and post- September and May. *Leveled reading material is in all Language Arts classrooms. *Student recording tool is present. *Gather data on student participation, roles, and skill</p>	

Action plan-Literacy, Reading

<p>*All students will have access to grade level instruction in reading. *All students can relate their classroom learning to the State Framework, and the DOE Standards and Benchmarks.</p>	<p>District level personnel, principal, department chair people, teachers, consultant</p>	<p>Opportunity to develop the relationship between the curriculum and the Standards and Benchmarks, as well as what they look like when taught.</p>	<p>*Research and choose methods that will promote development of student proficiency in reading. *Instruction in ALL classrooms will support the development of proficient readers, using a variety of strategies that have been used successfully.</p>	<p>* A system is in place that shows teachers are receiving support in developing student reading proficiency *Students are moving ahead in their reading skills and showing improvement through their incremental reading assessments.</p>	<p>development by administering precourse and post test surveys about student beliefs, habits, attitudes about reading.</p>
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Action plan-Literacy, Reading

Narrative for Action plan-Literacy, Reading

Following several meetings with our whole school staff discussing areas of concern on the SAT 9, as well as concern in the classrooms, and meetings held between parents and the outside support team, the leadership team felt that the focus of reading required special attention.

Several of the leadership team members are actively involved in the Strategic Literacy Network, supported by West Ed. in San Francisco, which proved to be helpful in guiding decisions to look at reading in a more comprehensive way. We not only noted that we needed to understand the data, but also we needed to identify the elements of an articulated reading program, and find ways to implement it. Through their support and encouragement to the whole group effort, we were able to develop an action plan for now and the future that guide us through the process of finding the right path to bring about change, and increase student achievement

Action Plans

Topic: Math-Students

Measurable Objectives:

- *Students will progress towards proficiency in those skills particular to their grade level as outlined in the State Math Framework and the DOE Standards and Benchmarks.
- *Access to grade level curriculum will be available for all students.

Supporting Action Steps	Person(s) Responsible- Title	Professional Development	Timeline	Evaluation Plan	BUDGET Amount and funding source
<p>*All students will be given a diagnostic test in order to define where they are mathematically.</p>	<p>*District level personnel, department head, classroom teachers, consultant</p>	<p>*Teachers will learn how to use diagnostic tests to develop students' mathematical knowledge and skills.</p>	<p>* Year 1 Develop a diagnostic testing tool and train teachers on how to use the information it supplies. Based on results of SAT 9 disaggregated information, materials will be viewed and selected which will address the areas of need. * Year 2 Administer and use diagnostic tool as guide in developing knowledge of</p>	<p>* Year 1 March- Diagnostic testing tool has been developed. May-All students have been given the pilot test and the results have been reviewed July-Revisions have been made of the diagnostic tool. * Year 2 September-May Diagnostic tool is used as a "pre" and "post" test to identify students mathematical skill</p>	

Action plan- Math, students

			students' levels of mathematical ability, as well as identify areas of the curriculum that need to be addressed.	levels.	

Action plan- Math, students

<p>*An assessment process will be established to show progress as well as proficiency in skills, as per grade level requirements.</p>	<p>*District level personnel, department chair person, classroom teachers, consultant</p>	<p>*Professional development to develop an understanding of how to use a system to show student progress, as well as develop one, that is useful for both teacher and student.</p>	<p>* Year 1 The math department will meet and develop a plan to show students' progress through the skills needed to develop proficiency in Mathematics. * Year 2 The plan will be in place and used with students, with quarterly review/revision by staff of the process.</p>	<p>* Year 1 December-pilot plan will be developed to show student progress through some of the skills disaggregated from the SAT 9. February- Teachers will have reviewed the plan and made adjustments to meet the curriculum, standards and benchmarks. They will develop an understanding of what the outcomes should look like as well as how to manage the plan. * Year 2 September- Teachers are tracking student progress in 2 major areas of curriculum at each grade level.</p>	
<p>*Disaggregated data from the SAT 9 results will be given to students and explained in order</p>	<p>*All staff, BTSA support providers,</p>	<p>*Professional development in how to</p>	<p>* Year 1 Organize a system for giving out test</p>	<p>* Year 1 December-some system has been</p>	

Action plan- Math, students

<p>to provide them with an understanding of their progress.</p>	<p>consultant, counselors</p>	<p>explain/understand standardized tests.</p>	<p>results to all students by September 2000. * Year 2 Fall and spring review of prior year's results and what they mean.</p>	<p>established by which students would receive their test scores. Fall-Staff will review with students their past test scores and explain the importance of the scores. * Year 2 Fall/Spring-staff will go over test scores with students and explain the importance of the scores. *Students can be observed using support materials in math classes</p>
<p>*Materials to support student learning will be reviewed and selected.</p>	<p>Math department members, consultant, district level personnel</p>	<p>*Presentation to be made by publishers, followed by support in selecting materials given by consultant and district level personnel</p>	<p>*Presentation in Fall 2000, with the selection/purchase process completed by Spring 2001.</p>	
<p>* A step-by-step plan will be developed to increase student readiness for standardized testing.</p>	<p>*District level personnel, department chair person, classroom</p>	<p>*Teachers will develop a repertoire of ways to support student learning as well as develop</p>	<p>(See time line above, with emphasis on test taking skills in Math.)</p>	

Action plan- Math, students

	teachers, consultant	their understanding of the language of tests and skills necessary to perform well on a variety of test measures.		
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Narrative for Literacy, Math for students and teachers

In reviewing the SAT 9 scores and taking an honest look at what is going on in the classroom, math teachers know that students were not developing the skills necessary to meet the grade level challenges that math presents. It was acknowledged that outside support was needed, and a resource was found who had worked with some of the staff on previous projects. This resource has had time to meet with the teachers of math several times and has been able to identify several barriers that hinder student progress. By writing this action plan, math will be addressed two ways; from the direction of the student and the needs they have to meet the grade level challenges, and from the direction of the teachers, in providing them with the support they need to deliver the curriculum in such a way that students do achieve and show progress. The use of assessments and setting growth targets in skills, concepts and applications will help us to stay focused.

Action plan-Math, teachers

Action Plans

Topic: Math, Teachers

Measurable Objectives:

- *All teachers of Mathematics will align their curriculum, by grade level, to the State Framework, and the DOE Standards and Benchmarks.
- *Teachers of Mathematics will have opportunities for collegial dialogues at grade level, as well as between grade levels, in order to deliver a clearly cohesive mathematical program.
- *Teachers' instructional skills of math will be refined through observation, peer coaching, and a variety of in-service opportunities.
- *Making the mathematical curriculum accessible for all students will be a priority for all teachers.

Supporting Action Steps	Person(s) Responsible- Title	Professional Development	Timeline	Evaluation Plan	BUDGET Amount and funding source
*Teachers will align their curriculum to the Standards and Benchmarks, as published by the DOE, as well as to the State Framework.	District level personnel, math department, consultant	What are the Standards and Benchmarks? Where are we in the Framework	As soon as possible, before the new school year of 2000-2001	Evidence found in the school system for teaching Mathematics	
*Collegial discussions and articulation between grade levels will be a regular part of the Math departments gathering time	Math department, principal, consultant		To begin as soon as possible, and then become woven into the routine of department level gatherings	Evidence is found in the record kept of the Math department meetings	

Action plan-Math, teachers

<p>*Teachers will have opportunities to observe their colleagues' classes, receive demonstration lessons, and receive coaching from both the consultant and their peers.</p>	<p>*Principal, district level personnel, Math department members, consultant</p>	<p>*How to be an effective coach *Summer Institute to develop an understand of what the curriculum looks like, and how to deliver it to the student population.</p>	<p>*Before November, teachers have received some kind of support in the area of peer coaching. *Teachers have been given the opportunity to assist in developing the plan for the summer institute. *Teachers have had an opportunity to be part of a coaching setting, and been in colleague's classrooms to observe. *Demonstration lessons have been given either by the consultant, or other Math department members.</p>	<p>*Year 1 By October discussion groups on about summer institute to be held between the school years 200-2001 and 201-2002. *By January, 2001 -all Mathematics teachers have observed two of their colleagues teaching lessons -all teachers have had opportunity have demonstration lessons taught in their classroom. *Year 2 A system is in place that allows math teachers to have monthly opportunities to observe their colleagues, with the coaching element embedded in the process. *Demonstration</p>
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Action plan-Math, teachers

<p>School-wide, staff will support math in their curriculum.</p>	<p>Principal, staff, district level personnel, consultant</p>	<p>Staff is shown how to embed Math into their various curriculum areas</p>	<p>By June, 2001 all staff will know how to support math in their curriculum area</p>	<p>Evidence will be found in teachers work plans, as well as notes made about any of the curriculum areas meetings, detailing discussions on how to make the connection to math valuable in their specific content area</p>	<p>lessons in areas of major student need will be given several time during each quarter in order to further develop teacher skills in presentation of information.</p>
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Action Plan, Literacy, Writing

Action Plans

Topic: Literacy, Writing
Measurable Objectives:

- *Students will use a variety of assessment strategies to show their progress towards becoming proficient writers.
- *Students know the rubric that is used to assess their writing.
- *Students will have multiple opportunities to practice writing to a variety of genre, as laid out in the State Framework, across the curriculum.
- *Common rubrics will be used across the curriculum to show student achievement in writing.

Supporting Action Steps	Person(s) Responsible-Title	Professional Development	Timeline	Evaluation Plan	BUDGET Amount and funding source
<p>*Students will practice, by grade level and content area, a variety of writing genre.</p> <p>*Writing is a key part of all students' academic achievement.</p> <p>*Students will understand the conventions of writing and be able to apply them to their writing.</p> <p>Students will be able to restate the rubrics in their own words, demonstrating a clear understanding of them.</p> <p>*Students will be given opportunities to develop ways of expressing their thoughts</p>	<p>All staff, consultant, principal, district level personnel</p>	<p>* How to support writing in all content areas, how to use a common rubric to access that writing, how to support student improvement as a result of that assessment.</p>	<p>*Materials that assist in developing good writing styles and conventions will be researched.</p> <p>*From the research, materials will be chosen that support student proficiency in writing</p> <p>*Teachers will use a common rubric in order to support student achievement</p> <p>*Writing to show knowledge will be a</p>	<p>*Portfolios will reveal that students are writing in a variety of genre, and progressing towards proficiency.</p> <p>*Self evaluation will show students recognize that they are gaining in writing skills</p> <p>*A higher percentage of students are at standard on the rubric, or above</p>	

Action Plan, Literacy, Writing

through writing.			key part of all content areas student proficiency.	standard.
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Narrative for Action plan, Literacy-Writing

Central Junior High has had writing as a PQR focus for two years. The whole staff has supported working on writing across the curriculum. They have supported outside presentations from Bay Area Writing Project, and have altered some of their practices in the area of writing. Through an honest discussion with staff around the issue of writing, it was observed that though we are using a common rubric to assess student writing in the formal analyzing situation, we are spending no time actually looking at what is going on and finding ways to support student improvement. Staff felt that this needed to be the next step. This action plan is providing us with that opportunity to support student learning and progress in the area of writing by the timely use of assessment tools to monitor and adjust instructional practices.

Action Plan-Organizational Structures

Action Plans

Topic: Organizational Structure					
Measurable Objectives:					
*To implement a system which provides students and staff alike institutionalized support to foster a more academic environment.					
Supporting Action Steps	Person(s) Responsible- Title	Professional Development	Timeline	Evaluation Plan	BUDGET Amount and funding source
*Building capacity Reallocation of time, schedules and resources to effectively manage focused efforts in mathematics and language arts.	Principal, leadership team, counselors	Team leadership and development and skills	Spring 2000	Students schedules reflect sufficient time to focus on Math and Language Arts	
*Programs Provide 2 hours a week for a teacher to monitor student progress, check assessment tools, and align the program efforts in math and language arts.	Principal, staff, department chair people, district personnel		August, 2000		
*Testing Coordinate, identify and convey to the learning community test taking strategies that will contribute to healthy environments, attitudes, and achievement in the testing process.	Principal, staff, key community members, district personnel, key parents, parent volunteer coordinator	Key test taking strategies	Begin in October 2000, but this will be an ongoing process.		

Action Plan-Organizational Structures

<p>*Aligning District Resources Solicit the support of data collection and analysis. Solicit the support of Curriculum and Instruction personnel to keep connected with the current educational research. Link the community resources (libraries, museums, community colleges and universities) with our focused efforts. Seek out support mechanisms that will enhance opportunities for equal access, in order to ensure program quality.</p>	<p>District personnel working with members of Central Junior High's learning community in order to achieve this coordination.</p>	<p>How to involve the community in our focused efforts</p>		
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Description of an overall evaluation plan.

Time for teacher learning is one of the most important investments that the II/USP offers for an implementation phase. An important part of teacher learning is collegial observation. The value of this practice does not occur overnight, but can become a valuable tool for an organization understanding roles, functions and accountability.

With the guidance of a school coach this process could become an anchor for sustainability of programs and projects in the school setting. The desirable outcomes would include, but not be limited to

- Cohesive efforts in addressing the II/USP
- Improved school, district, home communication
- Improved utilization of available resources
- Clarified school goals

Action Plan-Organizational Structures

- Improved knowledge, skills, and participation in decision making.

Measurable results can be the key to increased student achievement, and teacher collaboration and collegiality builds an infrastructure for increased teacher success. Research bears this out. The exploration of this concept is an agenda item for our staff to begin during the spring of 2000, and may become a "work in progress" as we continue our work of analyzing, planning, implementing, and refining our future actions.

Action Plan-Governance

Action Plans

Topic: School-wide Governance.

Measurable Objectives:

*A plan will exist implement student, parent and community, and teacher voice in school governance issues.

Supporting Action Steps	Person(s) Responsible-Title	Professional Development	Timeline	Evaluation Plan	BUDGET Amount and funding source
<p>Current practices of "student voice" will be reviewed and refined to include</p> <ul style="list-style-type: none"> *A clear definition of student leadership roles *A pathway of information from the student body at large to student council to provide all students a voice in decisions which affect their learning community 	Principal, staff, students		<ul style="list-style-type: none"> *As soon as possible, an investigation of ways a greater percentage of students can have an active role in the student decision-making process will be made. *Changes will be implemented that provide students with a voice in the school. 	<ul style="list-style-type: none"> *A written plan will be in evidence laying out the roles students have in the decision making process at Central Junior High, and students have agreed to it. 	
<ul style="list-style-type: none"> *Parents and community members are advised of the various opportunities for leadership they have in the school community, and are 	Principal, staff		<p>A comprehensive list of roles for parents and community members will be</p>	<p>Notices sent to the homes of students Log of phone calls made by the parent volunteer</p>	

Action Plan-Governance

<p>encouraged to participate</p>	<p>Principal and staff</p>			<p>developed and published.</p>	<p>As soon as possible, the development of a definition, process of selection, and roles and responsibilities, will be done.</p>	<p>coordinator in order to encourage parent participation.</p>	<p>A written plan is in evidence.</p>
<p>* A clear definition of teacher leadership will be established * A process will be developed to determine membership of the leadership team. * A clear definition will be established of the roles and responsibilities of teachers on the leadership team.</p>							

Narrative about this action plan

Through discussions with the community, as well as with staff and students it was learned that these groups perceive they have no "voice" in school governance issues. This action plan was developed to look at, and implement ways that each group can have "voice" in the issues of governance and increase the opportunities for understanding the work of the school. This plan will also assist in making connections that in turn are included in the total school process.

Action Plans

Topic: School Learning Environment

Measurable Objectives:

- *Students will be engaged in meaningful tasks.
- *Students will be able to explain what they are learning.
- *Students will exhibit respectful behavior in their interactions with members of the school community.
- *Students will be responsible for school performance and behavior.
- *Staff will be respectful of peers and students.
- *Members of the school learning environment will recognize, understand and appreciate cultural similarities and differences.

Supporting Action Steps	Person(s) Responsible-Title	Professional Development	Timeline	Evaluation Plan	BUDGET Amount and funding source
<p>* All students will be given access to meaningful, grade level content integrated through their core classes.</p> <p>*Students will be able to articulate what they are learning in the classroom and why.</p>	<p>Principal, teachers, and students, consultant, the leadership team, lead teachers</p>	<p>* Aligning the curriculum in all content areas through a better understanding of what the standards and benchmarks, as well as the framework, means, and what the different concepts look like in a content lesson.</p> <p>*Classroom management and techniques for</p>	<p>* All curriculum areas will align their curriculum to the frameworks, as well as the Standards and benchmarks during the school year 2000-2001 and 2001-2002.</p> <p>*Support will be given to staff in doing this, through inservice as well as collegial sharing in department</p>	<p>* Teachers planning will highlight the standard/benchmark, as well as the area of the framework through the use of student "Eagle books" and on daily classroom agendas.</p> <p>*Students will have the knowledge to explain the connection of what they are learning to the standard/benchmark</p>	

Action Plan-School Learning Environment

<p>*Students will know and understand the lifeskills (Lifeskills is a prescribed program of skills students use in order to succeed in the real world)</p> <p>*Students learn and practice skills in resolving issues between themselves and peers.</p> <p>*Students understand and appreciate the role that adults play in their lives.</p> <p>*Staff will embrace the lifeskills in our whole school efforts.</p> <p>*Teachers will practice lifeskills while interacting with students in and out of the classroom</p>	<p>All staff, consultant</p>	<p>Training in understanding research of how students learn, and the compatible environments necessary for that learning to happen, as well as training in how to deliver the concept of lifeskills, and how to incorporate them into the learning community of Central Junior high</p>	<p>Providing that the labor action is completed, teachers will be able to begin training in this area before the 2000-2001 school year providing labor negotiations are completed</p> <p>Should the labor action continue into that school year, teachers will gain the training through the use of time after school, or minimum days</p> <p>*Staff will have opportunity to build rapport in a retreat setting, prior to the beginning of school year 2000-2001 and 2001-2002</p>	<p>Evidence will be seen throughout the school to show that expectations are built around the use of lifeskills, and all members of the learning environment are expected to use them</p>
<p>*The learning environment will be enhanced as a deeper appreciation of the wide variety of cultures represented in our school population. Students and staff learn more about these</p>	<p>*Counselors, staff, guest speakers, community members,</p>	<p>"Similarities and differences in a Multicultural society-A way of life" (inservice)</p> <p>*Cultural diversity</p>	<p>Beginning in Fall 2000 books for the classroom usage, as well as library usage covering the wide variety of</p>	<p>Evidence will be found that books have been purchased by June 2001 and are available to students, parents</p>

Action Plan-School Learning Environment

<p>cultures through literature, guest speakers, assemblies, visual aides, and realia.</p>	<p>training</p>	<p>cultures represented in our school population *Beginning in November 2000 guest speakers to speak to content classes when the content fosters an appreciation for what that speaker can offer Research in and purchase of supporting materials by Fall 2000 that support a fostering of cultural awareness and acceptance</p>	<p>and teachers Assemblies will have occurred, or be planned that will assist students and staff to develop a deeper appreciation for cultural diversity by the end of school 2001 * A resource list of available guests willing to speak to the learning community about a wide variety of cultural issues will be published and distributed to staff and the community members by summer 2001</p>
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Narrative for Action plan-School learning environment

About seven years ago, Central Junior High engaged in professional development in the area of classroom management skills. It carried a teacher component as well as a student component. This training proved to be beneficial to staff and students alike. An environment existed in the learning community that made education the primary focus. The support of this particular plan was taken away about four years ago, though those teachers at Central Junior High who were trained continued to use it, and encouraged new staff members to take it on as a classroom management style. The connection to the original model became weaker and weaker over our need to examine this area once again.

Action Plan-School Learning Environment

As we move into whole school change efforts, we recognize that a collaborative model for working through the issues of school climate and culture are essential to student achievement. We also know that effective classroom management is not the norm throughout the school and may be a contributing factor for underperformance.

Through staff discussion as well as administrative support, revisiting a familiar model of classroom management seemed the logical choice for us. This action plan is written with that model in mind, as well as embracing other distinguished management practices other exceptional models such as Assertive Discipline offer. We will continue to research and monitor our practices and refine our action plan in this area in the spring of 2000 through fall 2000.

Action Plan-Student Morale

Action Plans

Topic: Student Morale

Measurable Objectives:

- 1 Students will experience higher tests scores
- 2 Students will be able to articulate their curriculum
- 3 All students will know what achievement is expected of them in order to reach grade level proficiency
- 4 All students will know where they can go in order to receive help or support in any content area
- 5 Within curricular areas, grade level articulation will happen on a regular basis.

Supporting Action Steps	Person(s) Responsible- Title	Professional Development	Timeline	Evaluation Plan	BU DCFE1 Amount and funding source
<ul style="list-style-type: none"> * Students will be coached in reading and understanding their SAT 9 test scores *Students will be able to identify areas for improvement and areas of success. *Teachers will learn ways to make test taking more available to all students *Teachers will develop (translate) the terminology of proficiency across the curriculum into student friendly language 	District level personnel, staff, counselors, consultant	<ul style="list-style-type: none"> *How to read and understand the results given for the SAT 9. *How to explain this to students so they understand, and build connections to what achievement tests are telling them 	By December, teachers will receive guidance in looking at disaggregated information from the SAT 9, in order to see strengths and weaknesses in student achievement. At the same time, key vocabulary and concepts will be identified which staff will address	Year 1 December- *All students have seen their past spring's test scores *Students can identify a connection between their classroom work and their areas of improvement *By April, some system of student support, "a safety net" will be organized to	

Action Plan-Student Morale

		<p>with students * Students are given a clear understanding of their spring test scores and are able to identify the areas they need to improve in. * A tutorial system will be investigated which will support student's needs. * At the completion of the research, a tutorial system will be decided upon and put in place. * Parents will be informed of the support system</p>	<p>support students who are not succeeding in reaching grade level proficiency Year 2 * From this point on, at the beginning of the school year, all students will be informed of their progress on the SAT 9 and made aware of where they need to work in order to improve * Students can identify areas they need to work on in order to reach proficiency at their grade level * A system of student support has been established</p>
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Action Plan-Student Morale

<p>*Teachers will meet on a regular basis in order to discuss what is going on across the grade level</p> <p>A strong, supportive "safety net" is established in order to support the wide variety of student academic as well as social needs.</p>	<p>Staff, by department, as well as teams of teachers</p> <p>Counselors, outside assistance groups, staff, principal, district level personnel</p>	<p>Teachers will be responsible for learning what is going on across the grade level in their particular content area</p> <p>A variety of different possibilities will be investigated and a decision will be made about the support that the school will be able to provide</p>	<p>Minutes/notes that are kept for the meetings</p> <p>*Evidence found in the schedule of classes, information that goes out to the families, and the plan that is in place for students who are not able to succeed in academics or in social areas without assistance</p>
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Narrative for the action plan for improved student morale

This action plan came about as a result of staff feeling that students are not buying into improved achievement. Through discussion as a staff, suggestions arose that pointed to the idea of informing students of where they are, and showing them how they can improve. This plan also sets in motion a system for following student growth and supporting their efforts of achievement as well as providing a safety net for those students who are unable to develop those skills necessary for monitoring their own progress.

Action Plan-Parent Involvement

Action Plans

Topic: Culture and Climate/Parent Involvement

Measurable Objectives:

- *Parents will be aware of what their child is doing in class on a regular basis
- *Parents will be able to assist their child with his/her homework and/or projects
- *Parents will be visible members of, and partners in the learning community
- *A strong parent-student-teacher dialogue will be created to keep all members aware of the happenings of the school

Supporting Action Steps

- *All school information will be translated to make it available to a greater number of parents
- *A quarterly parent newsletter will be written explaining what curriculum is being taught by grade and content area

Person(s) Responsible-
Title

- *Parent coordinator, translators, principal
- *Principal, Counselors, key teachers, parents.

Professional Development

Support given by math consultant in organizational strategies, etc.
Development of an

Timeline

Information will be available for translating one week prior to distribution.
September 2000 parents will receive a quarterly newsletter discussing the curriculum their students will be dealing with for that quarter.
By September 2000 quarterly content nights will be organized

Evaluation Plan

Information will go home translated
The newsletter is on file

BC DGE-1

Amount and funding source

School calendar will reflect the dates of the Family content Nights

Support given by math consultant in organizational strategies, etc.
Development of an

Action Plan-Parent Involvement

<p>seminars will be planned to increase parent awareness of their vital role in their child's education. These classes may also be used to educate parents on the topics being taught to their children, to increase their comfort in working with their children on their schoolwork.</p>	<p>counselors, key teachers, parent coordinator, district parent coordinator.</p>	<p>understanding for parents of the use of rubrics, develop an understanding of the writing genre, and explain how a report is written, etc so that parents will be able to support their students' learning. This will be done in Spanish and English, and other languages as populations change.</p>	
<p>*Easier access to homework and classwork for parents will be made via one or more of the following options: online, e-mail, or teacher voicemail.</p>	<p>School and district computer technicians</p>		<p>All teachers will have voice mail. Online access and e-mail will be available once the school site is wired.</p>
<p>* A stronger system of parent outreach for school events will be implemented by way of the District's parent coordinator.</p>	<p>District parent coordinator, principal, key teachers.</p>	<p>* Training of the school learning community in ways to support parents in their efforts to assist their students</p>	
<p>*Parent volunteers will be encouraged to support bilingual</p>	<p>Parent volunteer coordinator.</p>	<p>Provide training for a core of volunteers</p>	<p>In September 2000 a survey will be... A list exists of parents who are</p>

Action Plan-Parent Involvement

communication for the school, by being available at the beginning of the day and the end of the day on a regular basis to assist any parent needing to communicate with the teachers or school	principal, key teachers.	that would provide specific opportunities for communication with parents who speak languages other than English.	sent to parents regarding the areas they could support the school. This survey will be translated into Spanish.	willing to assist the school in communicating with parents
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Narrative for Action plan-Parent Involvement

Developing a plan for creating an environment where parents are involved with their students' education has long been a goal for the staff at Central Junior High. Frustration in this area is high for staff and parents alike, because the connection is not being made. Parents participation in developing this action plan was essential, and their concerns were taken very seriously, with effort being taken to fold all their concerns and possible solutions into the plan.

It is recognized that a critical piece of the work with and for parents will be opening the doors of understanding for the school. The school is engaged in. The school is looking for parental contributions, i.e. time, talent, and energies, in order to do that. As a result, we are working on ways to strengthen parental understanding of the school through parent nights focused on literacy and math investigating ways to establish parental networking, as well as providing support for them through focus groups.

An accountability framework will be a process for making the progress of the school implementation plan. It will be developed by, for and with teachers and parents as an staff development activity before the start of the 2000-2001 school year.

The accountability report card for this school site was not written by the Pittsburg Unified School District for the past few years. The report card for the district accountability is not complete at this point, but a draft has been enclosed.

1998/99

Accountability Report Card

Pittsburg Unified School District
2000 Railroad Avenue, Pittsburg, CA 94565 (925) 473-4231

Superintendent
Dr. Robert L. Nowell
Board of Education
Joseph Aren van
Cal Ba...
John Mc...
Cynthia Smith
Maureen Tully

District Mission Statement

The mission of Pittsburg Unified School District—as the heart of the Delta, continually shaping and energizing new realities from the wealth of our traditions towards a common aspiration—is to develop creative, ethical thinkers who have the ability to generate their own choices and determine their own future through a system characterized by advanced technology, cultural sensitivity, full community involvement, individualized learning and instruction, and the expectation of personal success.

Pittsburg Unified School District serves students in grades preschool through adult education.

In the district, we have one preschool, seven elementary schools, two junior high schools, one high school, one continuation high school, and one adult education facility.

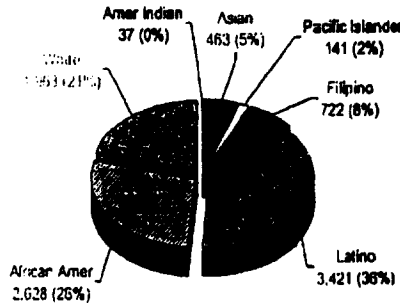
The district enrollment in October, 1998, was 9,402. This was an increase of 52 students from the previous year.

District Profile

Ethnic Breakdown

Shown below is a visual representation of the rich ethnic diversity celebrated in Pittsburg's schools.

In 1998/99, 18% of the students were limited English proficient (LEP). In addition, 12% of our students were special education students who were included in regular classroom activities.



The District has adopted the California State Content Standards in English/language arts, mathematics, social science, and science to guide teaching and instruction in these core subjects. Districtwide assessments in reading, writing, and mathematics at grades 1-5 were developed for implementation in 1999/2000 with possible assessments for grades 6-12 to be developed next year. Committed to providing each child with text materials for each

Climate for Learning

continued on page 2

In this issue:

Climate for Learning	1	Expenditures and Services Offered	4
Community and Parent Involvement	2	School Facilities and Maintenance	2
District Mission and Profile	1	Staffing	5
Ethnic Breakdown	1	Student Achievement and Services	3

CLIMATE FOR STUDENT LEARNING

Continued from page 1

core subject area, the District allocates substantial funds each year to ensure that students have adequate resources for learning.

In addition to professional development during the school year, the District sponsors a Summer Institute providing extended professional development for teachers, aides, and parents to expand their learning and teaching strategies in literacy, English language development, effective math, science, and social science instruction, anger management, differentiated teaching, special education, and other topics. Teachers are paid for their participation in Summer Institute

classes. Also, teachers seeking to complete credential requirements may be reimbursed tuition and additional costs through a special grant received by the District.

TECHNOLOGY

Pittsburg Unified has approximately 1,200 computers in classrooms, computer labs, libraries, and offices throughout the district. All of the district's elementary schools have a small cluster of resource labs in their library with Internet access. Classrooms at all schools have been wired and have Internet access, with the exception of Highlands, Los Medanos, Central, and Hillview. Highlands and Los Medanos elementary schools have Internet in their libraries with small mini-labs. Both of the junior high schools have a large lab of 30 computers.

To ensure the educational success of every child requires a concerted effort from parents, teachers, administrators and the community at large through collaboration.

Recognizing the importance of family and community support in student achievement, the district joined the National Network of Partnership 2000 Schools last school year. The Network provides a foundation and process for engaging parent and community involvement in schools.

Those sites that followed the model closely experienced a significant increase in the level of parent and community engagement in their schools. Back-to-School nights, Compacts (conferences), open houses, and Family Literacy and Math nights attracted a record number of family members.

The district has also joined with the City of Pittsburg, Los Medanos Community College, numerous community agencies, and the faith community to create the Pittsburg Partnership for Youth. The collaborative works together in planning,

organizing, developing an implementing opportunities in our community which support student achievement. Activities include joint staff development, grant writing projects for after school and college preparation, enrichment activities for Alternative Education students and their parents, as well as a business compact designed to assess "what it would take to create a world class education system in Pittsburg."

Community and Parent Involvement

School Facilities and Maintenance

The schools in Pittsburg Unified School District do not have an asbestos abatement problem. The affidavit affirming this is on file in each principal's office.

There is a school site plan for emergencies such as fire, earthquake, chemical spills, and other civil disasters. A copy is also on file in each principal's office.

According to our State School Crime Report, our district is considered safe and secure for students and staff. This report is available upon request in the Student Services office at 2000 Railroad Avenue, Pittsburg, CA 94565.

The following is a summary of major facilities and maintenance projects accomplished during the 1998/99 school year:

Installation of playground equipment	\$ 21,165	Install/repair portable buildings	485,150
Repair/replacement of HVAC units	99,801	Modernization increment and plan design	3,385,250
Repair/replacement of roofs	573,832	Install/replace security system	297,659
Paint/upgrade building exteriors	62,247	Miscellaneous repairs and upgrades	401,139
Repair/replace irrigation and turf play areas	23,776		2

Student Achievement and Services

SAT 9 AND S.A.T.

Beginning in Spring, 1998, California required all public schools to test each student in grades 2-11 using the Stanford Achievement Test, ninth edition (SAT 9). Students in grades 2-8 were tested in reading, spelling, language, and mathematics. Students in grades 9-11 were tested in reading, language, mathematics, history/social science, and science. These charts represent the district averages by grade level for both Spring, 1998, and Spring, 1999.

Average Scholastic Assessment Test scores for high school seniors taking the exam for the most recent available three-year period are:

	1998	1997	1996
% Taking Exam	26.7	38.4	38.4
Avg Verbal Score	462	446	481
Avg Math Score	477	472	461

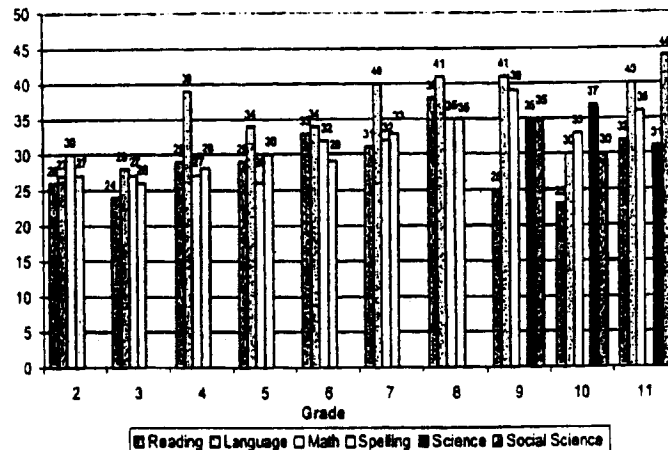
COUNSELING AND STUDENT SUPPORT SERVICES

There are eight secondary counselors and one Opportunity class counselor in the Pittsburg Unified School District. This represents a student/counselor workload of 585 to 1 for regular education students.

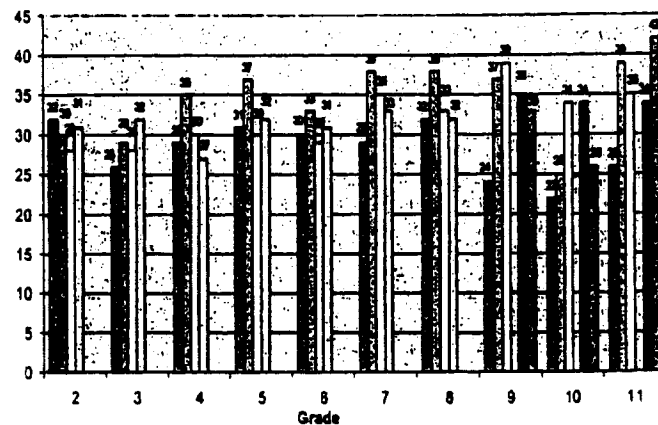
Students also receive services of:

- Speech and hearing specialist
- Resource specialist serving special education students
- Library technician
- ESL teacher serving students both in and out of classroom
- Psychologist
- Chapter 1 Instructional Aides
- Vice Principal
- Resource Manager
- Adaptive PE Specialist
- Special Day Class

Spring, 1998, SAT 9 Scores



Spring, 1999, SAT 9 Scores



STUDENT ATTENDANCE

Student average daily attendance for 1998/99 was 92.04%. (Note: With the passage of SB727 in 1997, absences are no longer factored into student attendance figures starting with the 1998/99 school year.)

The drop-out rate for the district for 1997/98 was 2.4%. The state average drop-out rate for the same period was 2.9%.

HOMEWORK

The District Homework Policy 6154 (Board-adopted 1979) is:

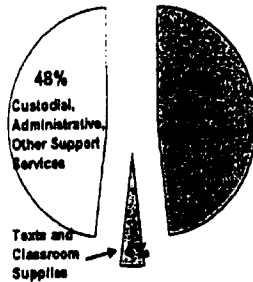
Homework is considered advisable in order to further greater scholastic achievement. Homework should have a direct relationship to the instructional program and might be either of a drill or creative nature. At no time should homework be assigned as "busy work" or as punishment for misbehavior.

Expenditures and Services Offered

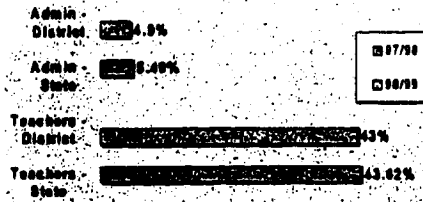
DISTRICT GENERAL FUND

In 1998/99, the Pittsburg Unified School District had a General Fund budget of \$48,300,622, which converts to a per pupil expenditure of \$5,137. This represents an 8% increase in funding over the previous year. Expenditures are allocated as shown below, as well as the 1997/98 statewide average of the percentage of school district expenditures allocated for salaries of teachers and salaries of administrative personnel compared to 1998/99 district averages:

General Fund Expenses



Expenditures Allocated to Salaries



LOTTERY FUNDS

The District received \$1,185,741 in lottery funds which provided such things as technology equipment and furniture for schools.

CATEGORICAL FUNDS

Pittsburg Unified School District received the following categorical funds:

Title I: \$1,697,453, which provided low achieving students with classroom instructional aides, instructional materials, and staff development.

Title II (Eisenhower): \$52,351, which provided the district with staff development in math and science.

Title IV (Tobacco Use Prevention Education): \$48,244, which provided Youth Awareness and Parent Involvement programs.

Title III: \$65,436, which provided all students with new library books.

State Compensatory Education: \$202,453, which provided two elementary schools with instructional materials, classroom materials, classroom aides, and staff development.

Economic Impact Aid (Limited English Proficiency): \$472,390, which provided 1,707 limited English speaking students specialist teachers, classroom aides, and specialized materials for helping the students learn English.

School Improvement Program: \$563,823, which provided 6,889 students with a variety of services and activities to help upgrade the overall quality of the schools.

10th Grade Counseling: \$14,984, which provided "at risk" junior and senior high students with special counseling services (i.e., counseling advisory [hooklets], home visitation for truant students, student information packets on career day, parent advisories in course and credit requirements).

Special Education: \$4,847,487, which provided 1,111 students with disabilities a variety of special education programs and services, including special day classes, resource specialist programs, speech therapy, adaptive physical education, non-public school services, transportation, and contracted occupational therapy and nursing services.

SUPPLEMENTAL CATEGORICAL FUNDS

In addition to the above, \$36,724 in supplemental categorical funds provided the following for the district:

- Gifted and Talented Program
- Classroom Music Instruction
- SB1882 California Professional Development Program (high school)
- Mentor Teachers
- Adaptive PE
- Counseling

CLASS SIZES

Kindergarten	31:1
1st - 3rd Grade	20:1
4th - 5th Grade	33:1
6th - 8th Grade	*33:1
9th - 12th Grade	*30:1

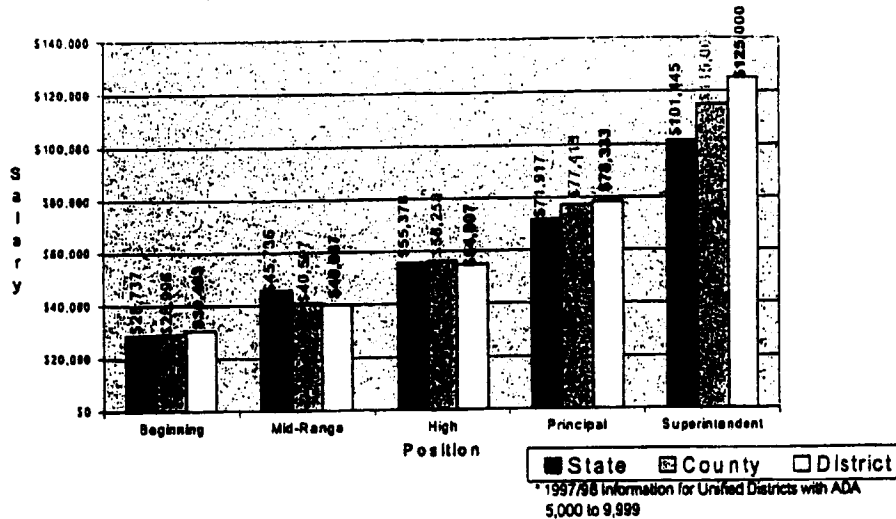
*school average

SALARIES

Staffing

The Pittsburg Unified School District has the following comparisons of district salaries to the county and state averages:

**1998/99 District Salaries
Compared to County and State* Averages**



STAFF ASSIGNMENTS

District staff consists of:
 Teachers: 468 (30 with emergency credentials)
 Secretaries: 19 Campus supervisors: 8
 School clerks: 19 Instructional aides: 65
 Custodians: 42 Library Technicians: 8
 Cafeteria workers: 28 Administrators: 17

1998/99 MENTOR TEACHERS

Name	School	Project
Steve Ahonen	Highlands	New Teacher Support
Karen Barrett	Stoneman	ITI and New Teacher Support
Annie Clawson	Foothill	New Teacher Support
Jennifer Clough	PHS	New Teacher Support
Teresa D'Alfonso	Foothill	Literacy
Ralph deVries	Highlands	Technology/Special Ed
Sandi Dias	Los Medanos	Classroom Management
Cheryl Duran	Los Medanos	ITI/New Teacher Support
Bev Ervin	Central	AVID/New Teacher Support
Laurie Hailey	Central	Brain-based Learning
Wendy Jones	Los Medanos	New Tchr Support/Prep Tchrs
Jan Kuhl	Hillview	AVID/New Teacher Support
Paul Lindeman	PHS	New Teacher Support
Paula McNally	Los Medanos	ITI/New Teacher Support
Steve Porter	Hillview	New Teacher Support/Viklen
Yvonne Ruiz-Hunter	Parkside	New Teacher Support/ESL

TEACHER EVALUATION AND OPPORTUNITIES FOR PROFESSIONAL IMPROVEMENT

All teachers and staff in the Pittsburg Unified School District are evaluated at least every two years by a supervising administrator. All probationary teachers (teachers with one to two years district experience) are evaluated once a year by their immediate supervisors. Permanent non-management employees are evaluated every other year. Evaluation procedures cover four areas: (1) standards, (2) classroom management, (3) instructional techniques, and (4) interpersonal relationships.

Teachers who require improvement are given professional growth opportunities with the assistance of the site administrator.

SUBSTITUTE TEACHER SERVICES

The district actively recruits substitutes. Currently, 42 qualified substitutes are on the district roster. The unavailability of substitutes has occurred during periods of high teacher absence due to illness. On any given day, we try to limit our districtwide staff development activities.

In situations where a substitute is not available to cover a particular assignment, the principal will arrange for coverage by other site level certificated personnel.

CENTRAL JUNIOR HIGH SCHOOL
BARRIERS TO STUDENT ACHIEVEMENT

- Trying to do too much less well has diffused staff enthusiasm.
- School culture has been negatively impacted by the lack of consistent implementation of a schoolwide discipline plan.
- Parental apathy exists in our home-school connections. As a result, there is poor communication between parents and teachers.
- The high rate of staff turnover contributes to inconsistency in program quality.
- District/staff negotiations contribute to low staff morale.
- Vehicles for effective communication and opportunities for "voice" in the decision making process with the district about curriculum projects, practices and procedures are not clearly defined to support the work of the school.
- Long-range district plans are not clearly articulated.
- Students are not taking responsibility for their own learning. Low levels of student voice may be a contributing factor to the lack of student motivation in accepting responsibility for their academic achievement.
- Staff attitudes and biases contribute to the gap in high expectations for "all" students.
- The use of standards and benchmarks across the school are not clearly articulated as a "best practice", and as a result content is not aligned.
- Assessment of academic achievement has been hindered by a lack of systems for accountability of students and staff.
- Understandings and knowledge of cultural differences, learning styles and individual needs contribute to the gaps in delivery of the instructional program.
- Organizational configurations of communities of learners are not effectively functioning; i.e. groups of students and their learnings and behaviors are not articulated from one community to the next.

II/USP 3/2000

The strategies to overcome the identified barriers can be found in our action plans. They address professional development, collaboration, data collection, assessment, multiple and varied instructional strategies, as well as partnerships that the site will join in with the parents, students and the community.

CENTRAL JUNIOR HIGH SCHOOL
Total Suspensions for 1998-99

REASON	Hispanic		White		Black		Asian		Amer Ind/ Alaska		Filipino		Pacific Islander		TOTAL	
	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female
PHYSICAL INJURY TO ANOTHER PERSON Caused	17	4	1	0	28	13	1	0	0	0	3	0	0	0	51	17
Attempted	71	13	23	3	97	32	5	1	0	0	3	2	3	1	202	56
Threatened	16	7	2	0	12	6	1	1	0	0	0	0	0	0	31	16
TOTAL	104	22	26	3	138	53	7	2	0	0	6	2	3	1	284	83
WEAPONS Possessed	1	0	0	0	1	0	0	0	0	0	0	1	0	0	2	1
Controlled Substance Unlawfully possessed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Used	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Sold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Paralyzed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Under the Influence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0

OFFENSE	1		2		3		4		5		6		7		TOTAL	
	male	female	male	female	male	female	male	female	male	female	male	female	male	female	MALE	FEMALE
UNLAWFULLY OFFERED or arranged to sell controlled substance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY/EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DAMAGE TO SCHOOL PROPERTY/PRIVATE PROPERTY Cutting, defacing or destroying	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attempted to damage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
STEALING SCHOOL PROPERTY/PRIVATE PROPERTY Stole	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attempted to steal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOBACCO OR SCHOOL SMOKERS Possessed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Used	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OBSCENITY Committed an obscene act	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Engaged in habitual profanity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Engaged in habitual vulgarity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

REASON	1		2		3		4		5		6		7		TOTAL	
	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female
DRUG PARAPHERNALIA Offered - Code 11364	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assaulted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Boastful	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Said	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISRUPTION/DEFIANCE Disrupted school activities	24	19	23	22	191	177	6	1	1	1	1	1	1	1	1	1
Willful defiance	0	32	14	5	51	41	1	1	1	1	1	1	1	1	1	1
TOTAL	153	50	35	17	162	78	5	4	1	1	1	1	1	1	1	1
RECENTLY RECEIVED STOLEN SCHOOL OR PRIVATE PROPERTY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Possessed an imitation firearm, a replica	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Committed or attempted a sexual assault or sexual harassment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SECURITY HARASSMENT: Verbal	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HATE VIOLENCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HARASSMENT/TERRORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL SUSPENSION BY CODE	297	76	67	22	320	140	14	5	1	1	1	1	1	1	1	1
TOTAL SCHOOL SUSPENSIONS																

1999 Academic Performance Index (API) School Report: Summary for Grades 2-8

School: CENTRAL JUNIOR HIGH
County: CONTRA COSTA
District: PITTSBURG UNIFIED
CDS Code: 07-61788-6084966

School Type: MIDDLE

1999 Percent Tested ¹	1999 API ²	1999 Statewide Rank ³	1999 Similar Schools Rank ³	1999-2000 Growth Target ⁴	2000 API Target ⁵
100	497	2	5	15	512

- ¹ This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form.
- ² The API scale is 200-1000. Only scores for students in the district the prior school year are included in the calculation.
- ³ Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.
- ⁴ The growth target is 5% of the difference between the 1999 API and the interim Statewide Performance Target of 800.
- ⁵ This is the sum of the 1999 API plus the 1999-2000 Growth Target.

"n/a" means a number is not applicable or not available due to missing data.

For more details about reported numbers, see the *Explanatory Notes*.

School Demographic Characteristics

These data are from the October 1998 CBEDS data collection, the Spring 1999 R30-LC, and the 1999 Stanford 9 student header sheets.

Ethnic/Racial	Percent
African American	31
American Indian or Alaska Native	0
Asian	5
Filipino	6
Hispanic or Latino	41
Pacific Islander	2
White not Hispanic	14
English Language Learners	23
Parent Education Level	
Percent Responding*	92
Of those Responding:	
Not high school graduate	22
High school graduate	29
Some college	21
College graduate	24
Graduate school	4

* This number is the percentage of students tested who responded to the item on parent education.

Average Parent Education Level Average 2.58

The average of all responses where "1" represents "Not high school graduate" and "5" represents "Graduate school."

Item	Percent
Participants in Free or Reduced Price Lunch	0
Fully credentialed teachers	68
Teachers with emergency credentials	28
School Mobility	11

This is the percentage of students who first attended this school in the current year as indicated on the Stanford 9 student header sheets.

Multi-track year-round school? no

Class Size Average n/a

Grade Levels K-3 29

4-6 29

Core academic courses in departmentalized programs 29

1999 Academic Performance Index (API) School Report: Schoolwide API for Grades 2-8

School: **CENTRAL JUNIOR HIGH**
County: **CONTRA COSTA**
District: **PITTSBURG UNIFIED**
CDS Code: **07-61788-6084966** School Type: **MIDDLE**

Calculation of the 1999 API

Stanford 9			Reading			Mathematics			Language			Spelling		
A	B		C	D		E	F		G	H		I	J	
Performance Bands	Weighting Factors		No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	54	5.93	59.28	25	2.77	27.75	99	10.90	107.96	82	6.68	66.81
4	60-79th NPR	875	114	12.51	109.50	71	7.88	68.95	128	13.74	120.23	111	11.96	104.66
3	40-59th NPR	700	174	19.10	133.70	133	14.76	103.33	181	19.74	136.17	163	17.56	122.95
2	20-39th NPR	500	260	28.54	142.70	344	38.18	190.90	242	26.39	131.95	225	24.25	121.23
1	1-19th NPR	200	309	33.92	67.84	328	36.40	72.81	269	29.33	56.67	367	39.55	79.09
a Total Weighted Score Across Bands 513.01 b Content Area Weight 30% c Total Weighted Score for Content Area: 153.90			483.73 40% 185.49			556.98 15% 83.55			494.75 15% 74.21					

1999 API **497**

911

901

917

928

956

Number of tests contributing to scores: 911
NPR is the National Percentile Rank.
"n/a" means a number is not applicable or not available due to missing data.

Number of pupils with tests contributing to the API: 956

1999 **497** 1999-2000 Growth **15** 2000 API **512**

Statewide Similar Schools **2** 5

Targets: 1999 Ranks 1, 2, 3, 4, 5

Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.

1999 Academic Performance Index (API) School Report: Subgroups for Grades 2-8, Page 1 of 2

School: **CENTRAL JUNIOR HIGH**
County: **CONTRA COSTA**
District: **PITTSBURG UNIFIED**
CDS Code: **07-61788-6084966**

School Type: **MIDDLE**

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

African American not Hispanic

Performance Bands		Percent of Pupils in Each Band			
		Reading	Math	Language	Spelling
5	80-99th NPR	4.1	2.2	7.4	9.1
4	60-79th NPR	14.4	8.6	9.5	7.1
3	40-59th NPR	11.3	12.9	21.1	20.2
2	20-39th NPR	34.0	34.4	26.3	20.2
1	1-19th NPR	36.1	41.9	35.8	43.4

472 1999 API 100 Number of Tests Contributing to the API
12 1999-2000 Growth Target
484 2000 API Target

Asian

Performance Bands		Percent of Pupils in Each Band			
		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

1999 API 19 Number of Tests Contributing to the API
1999-2000 Growth Target
2000 API Target

American Indian or Alaska Native

Performance Bands		Percent of Pupils in Each Band			
		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

1999 API 1 Number of Tests Contributing to the API
1999-2000 Growth Target
2000 API Target

Filipino

Performance Bands		Percent of Pupils in Each Band			
		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

1999 API 27 Number of Tests Contributing to the API
1999-2000 Growth Target
2000 API Target

NPR is the National Percentile Rank.
In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.
For exact calculation of growth targets, please refer to the *Explanatory Notes*.

1999 Academic Performance Index (API) School Report: Subgroups for Grades 2-8, Page 2 of 2

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

School: **CENTRAL JUNIOR HIGH**
County: **CONTRA COSTA**
District: **PITTSBURG UNIFIED** School Type: **MIDDLE**
CDS Code: **07-61788-6084966**

Hispanic or Latino

Performance Bands	Percent of Pupils in Each Band		
	Reading	Math	Language Spelling
5 80-99th NPR	3.8	2.4	3.8
4 60-79th NPR	9.2	2.4	9.1
3 40-59th NPR	10.0	13.5	18.2
2 20-39th NPR	29.2	34.1	23.5
1 1-19th NPR	47.7	47.6	45.5

415 1999 API 136 Number of Tests Contributing to the API
12 1999-2000 Growth Target
427 2000 API Target

White not Hispanic

Performance Bands	Percent of Pupils in Each Band		
	Reading	Math	Language Spelling
5 80-99th NPR			
4 60-79th NPR			
3 40-59th NPR			
2 20-39th NPR			
1 1-19th NPR			

1999 API 53 Number of Tests Contributing to the API
1999-2000 Growth Target
2000 API Target

NPR is the National Percentile Rank.
In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.
For exact calculation of growth targets, please refer to the *Explanatory Notes*.

Pacific Islander

Performance Bands	Percent of Pupils in Each Band		
	Reading	Math	Language Spelling
5 80-99th NPR			
4 60-79th NPR			
3 40-59th NPR			
2 20-39th NPR			
1 1-19th NPR			

1999 API 4 Number of Tests Contributing to the API
1999-2000 Growth Target
2000 API Target

Socioeconomically Disadvantaged

Performance Bands	Percent of Pupils in Each Band		
	Reading	Math	Language Spelling
5 80-99th NPR	1.7	1.1	5.3
4 60-79th NPR	7.3	3.9	11.8
3 40-59th NPR	19.1	12.7	19.3
2 20-39th NPR	23.6	38.1	22.5
1 1-19th NPR	48.3	44.2	41.2

428 1999 API 190 Number of Tests Contributing to the API
12 1999-2000 Growth Target
440 2000 API Target

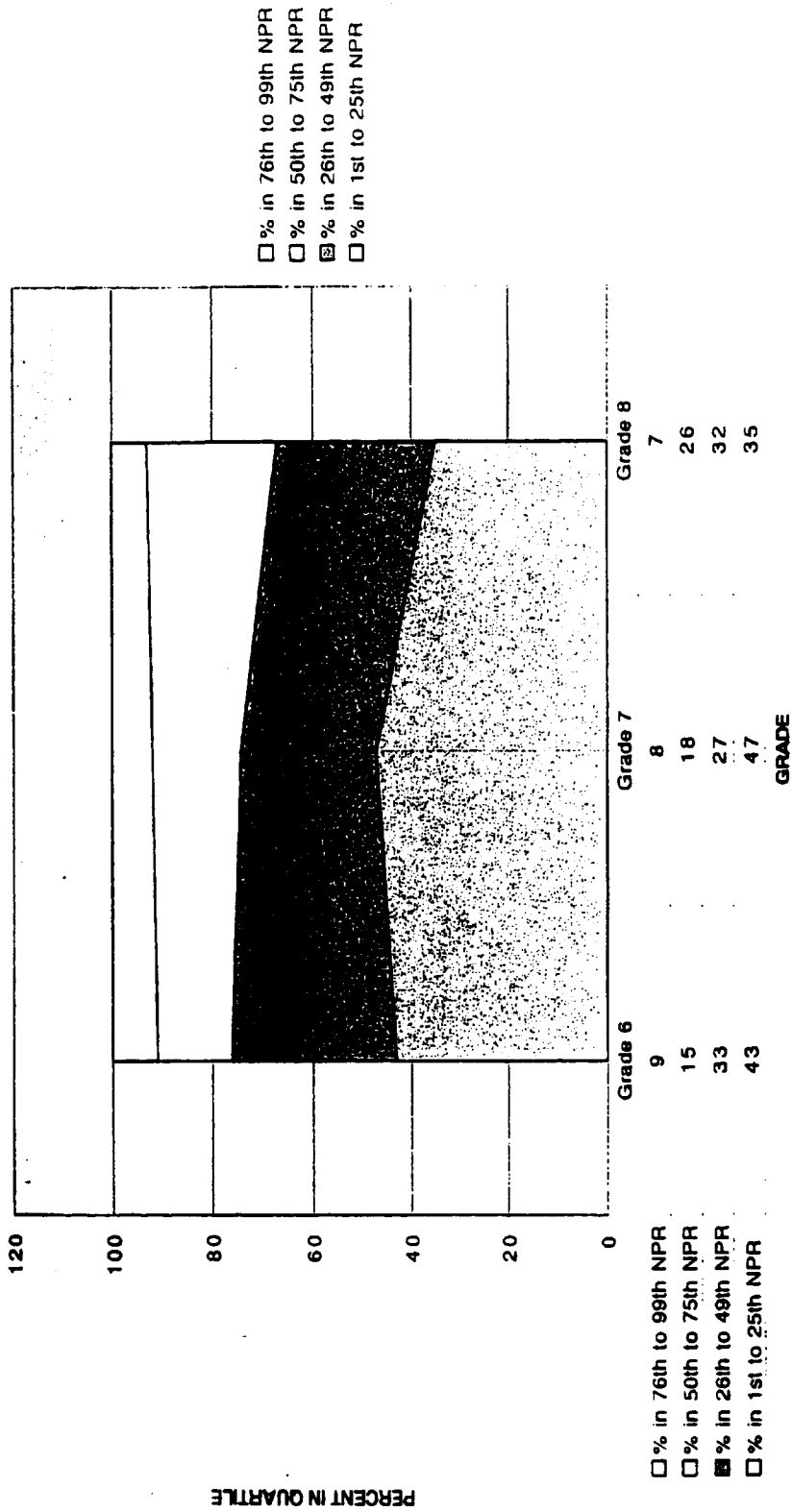
Central J.H. -- Number of Students Tested on Stanford 9 Test

1998 Total All Students Tested: 1,132

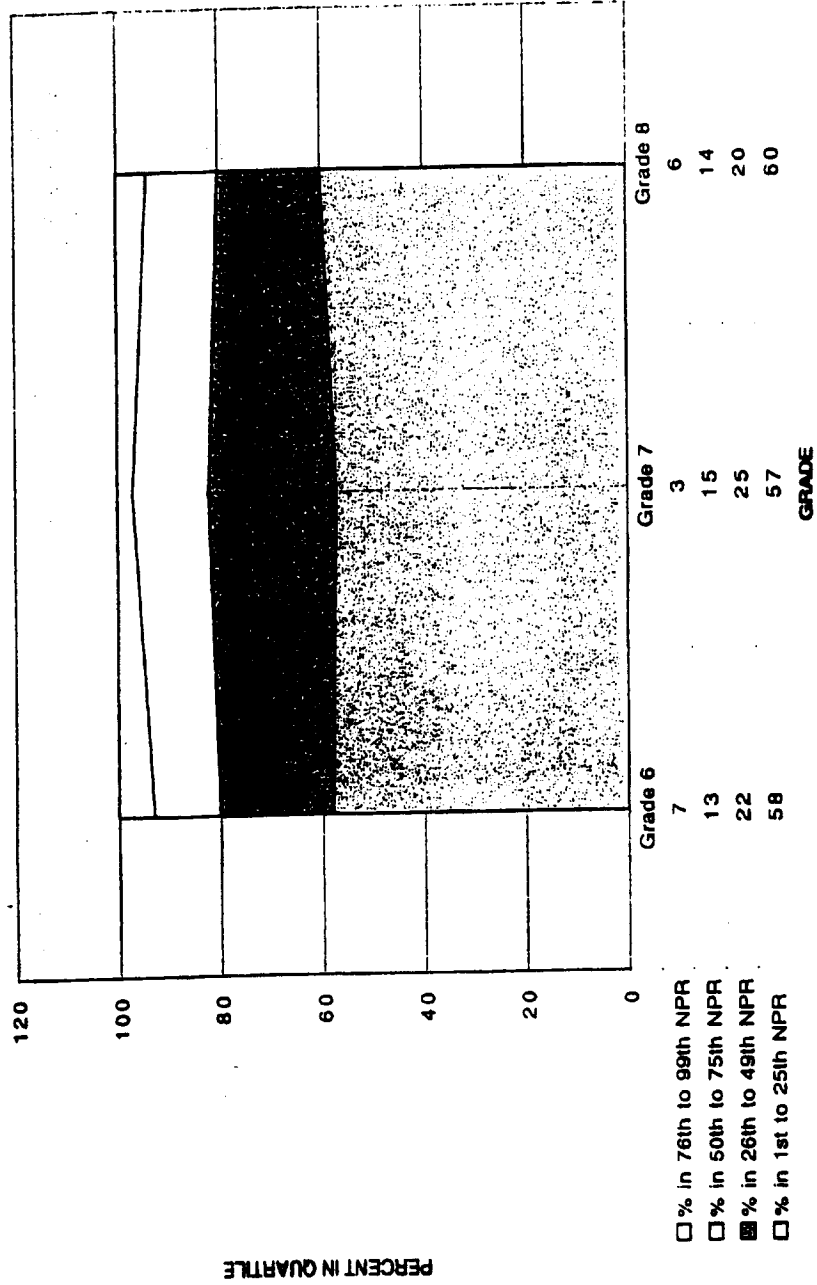
1999 Total All Students Tested: 1,163

	6 th Grade	7 th Grade	8 th Grade
Reading			
1998 Number of students	317	322	328
1999 Number of students	362	310	311
Math			
1998 Number of students	318	319	324
1999 Number of students	351	305	314
Language			
1998 Number of students	319	318	325
1999 Number of students	357	316	316

Central J.H. 1998 Stanford 9 Reading by Quartile

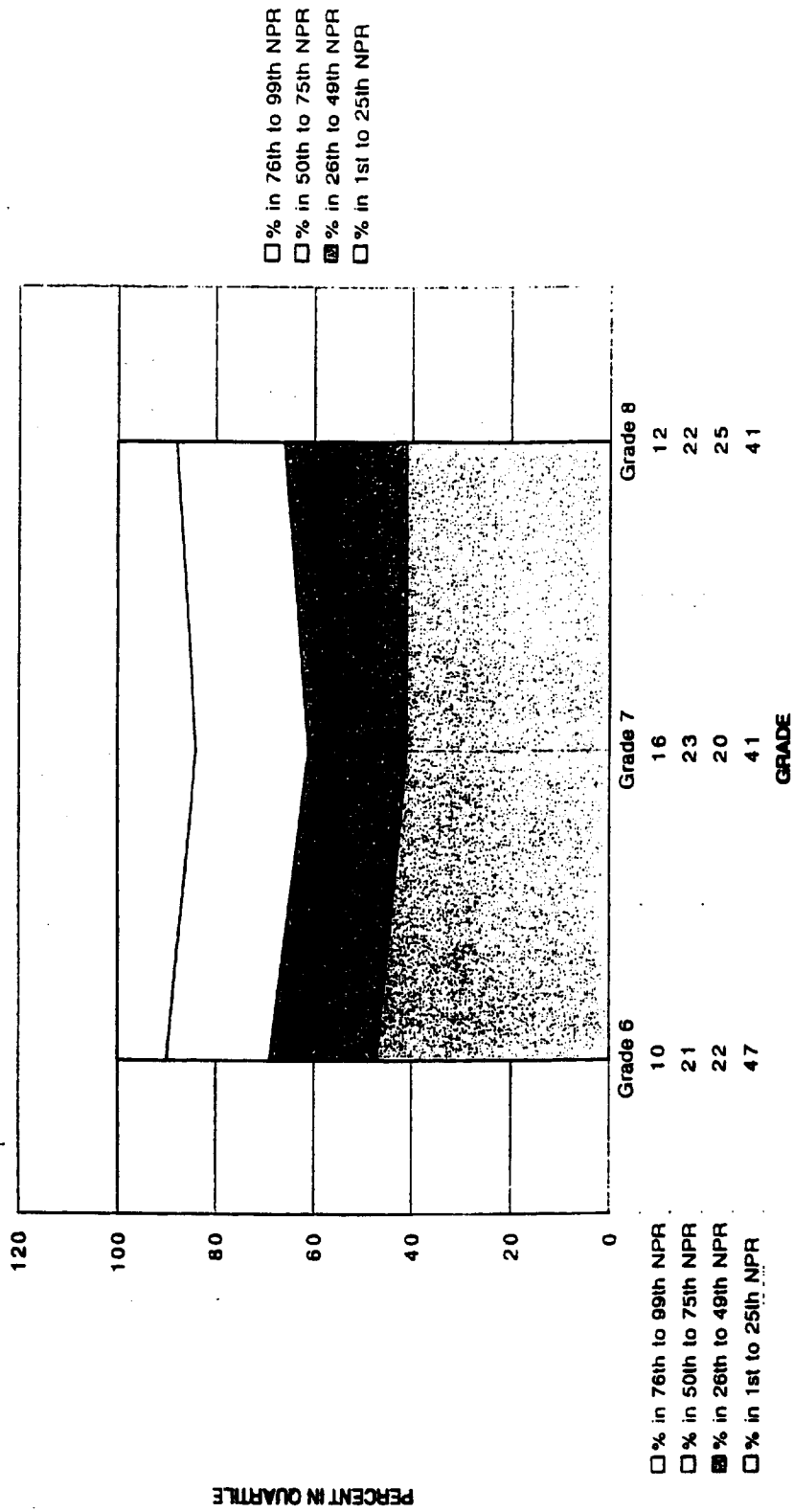


Central J.H. 1998 Stanford 9 Math by Quartile

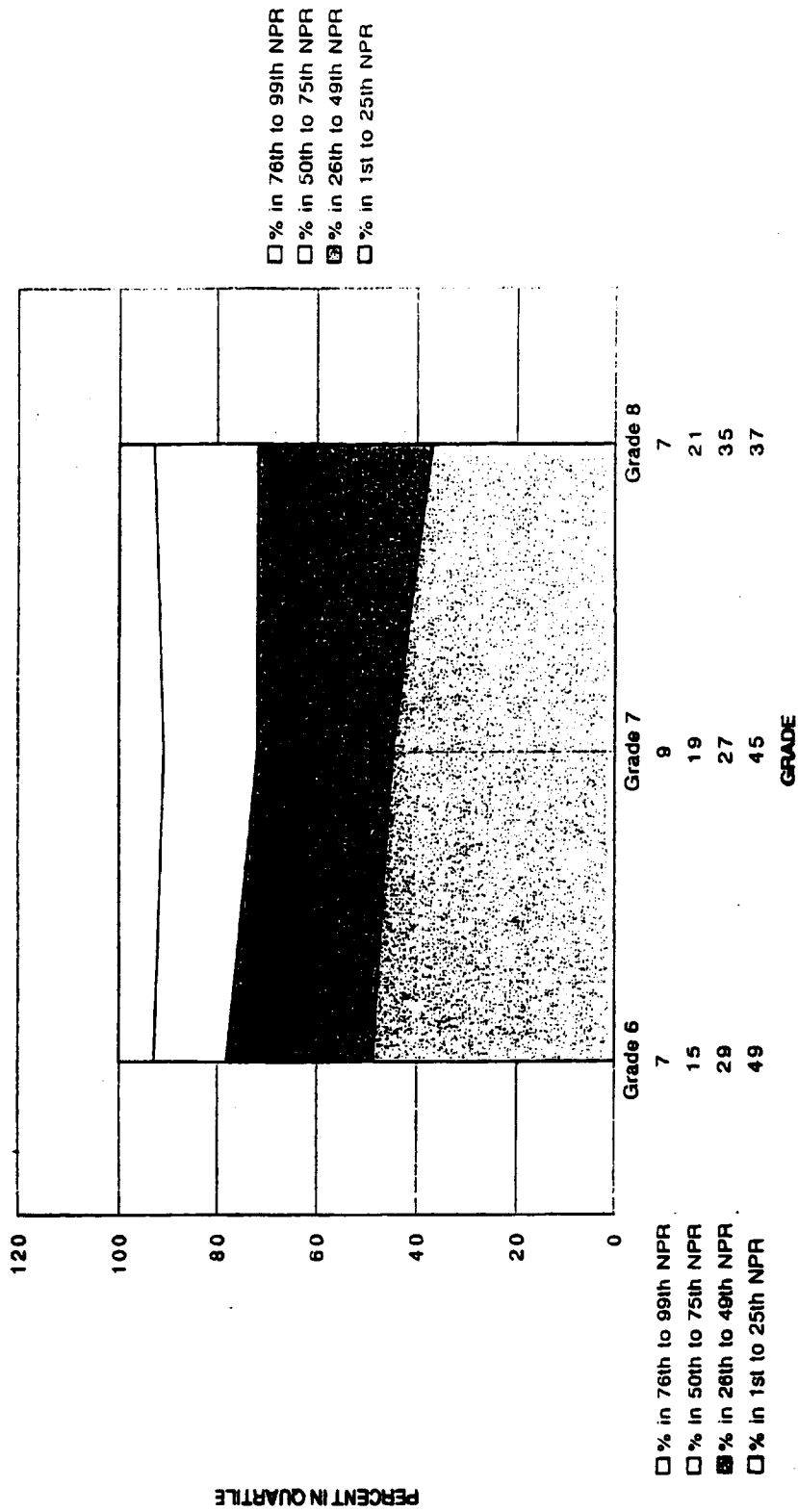


PERCENT IN QUARTILE

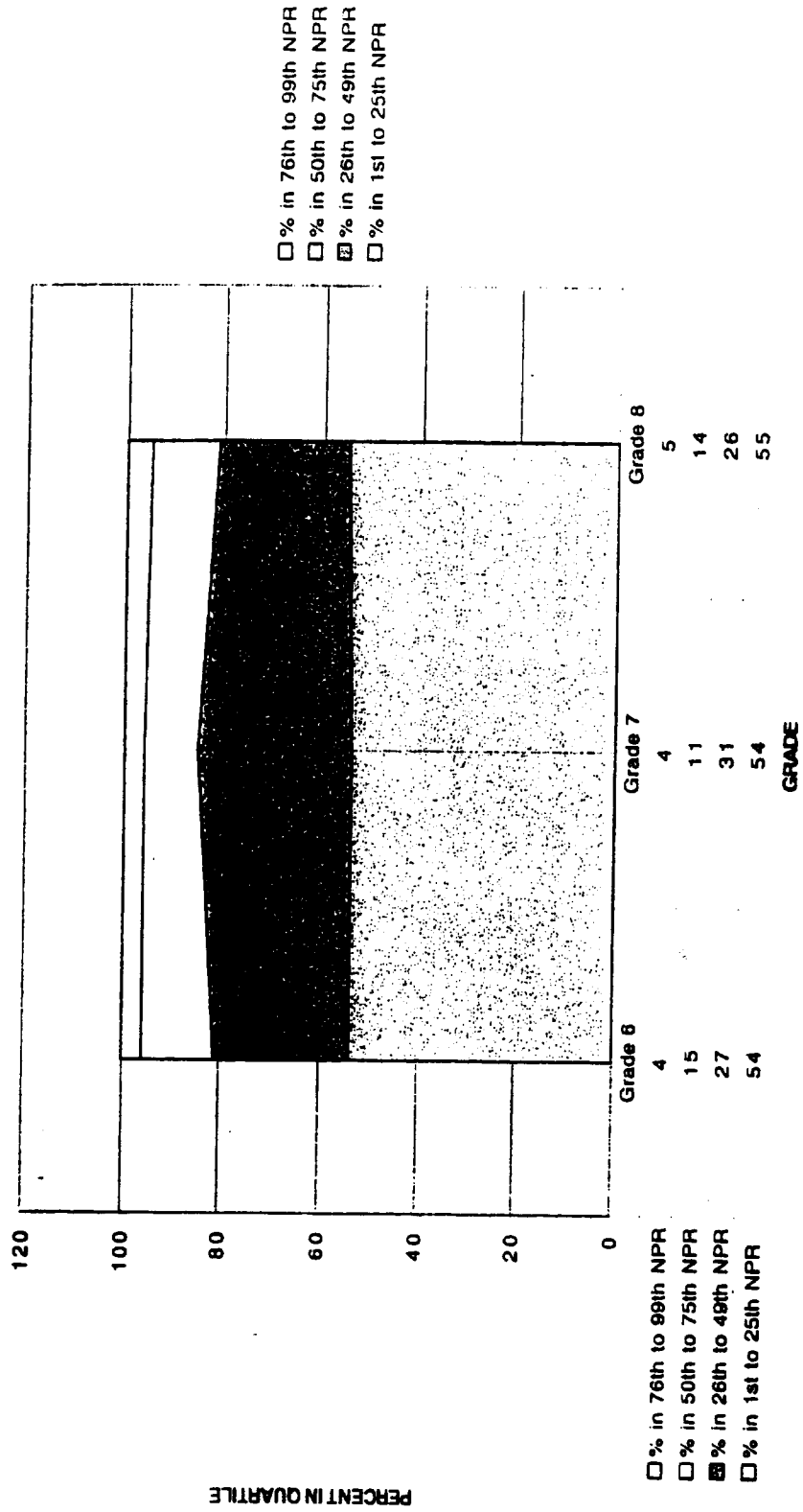
Central J.H. 1998 Stanford 9 Language by Quartile



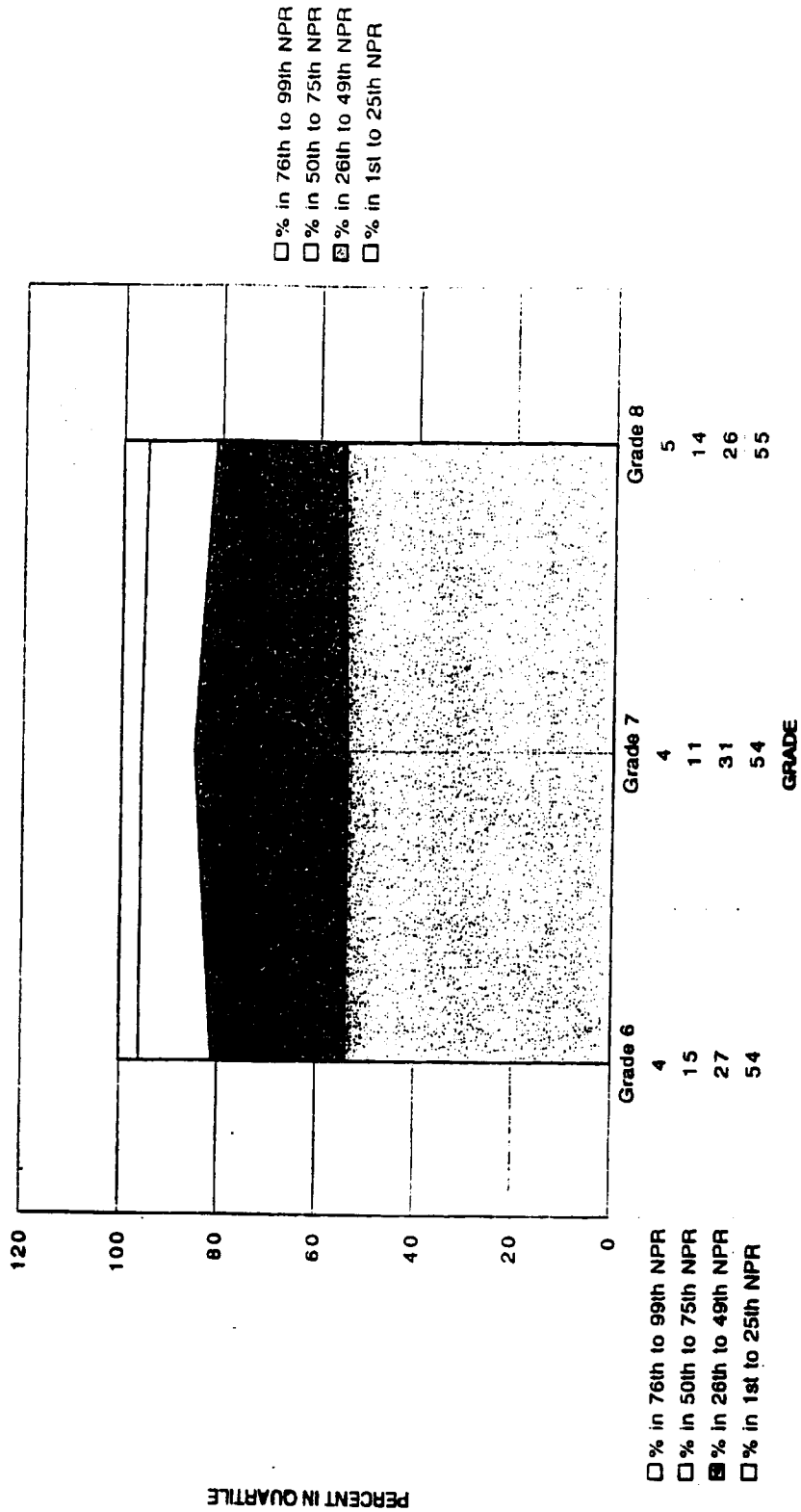
Central J.H. 1999 Stanford 9 Reading by Quartile



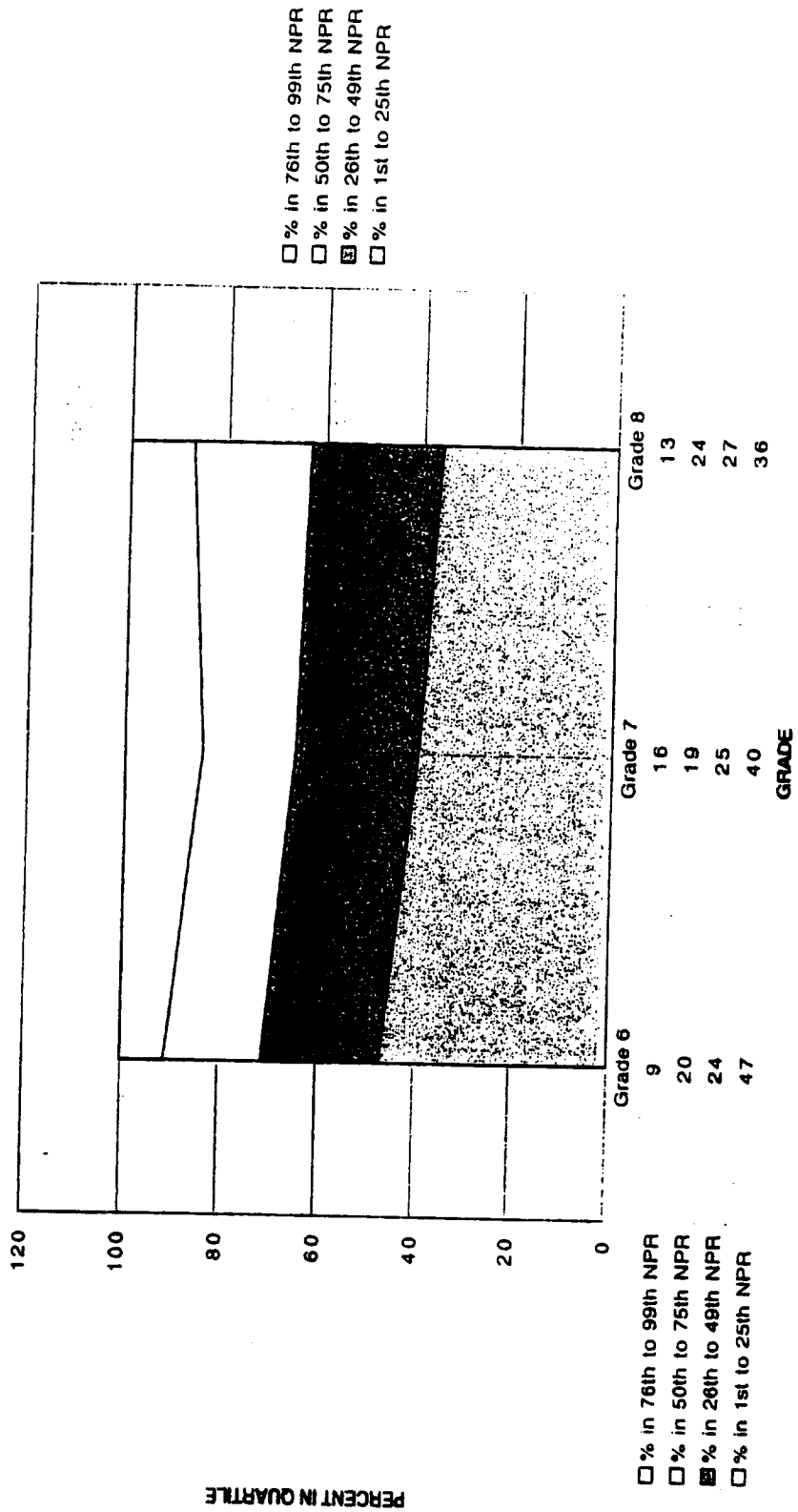
Central J.H.1999 Stanford 9 Math by Quartile



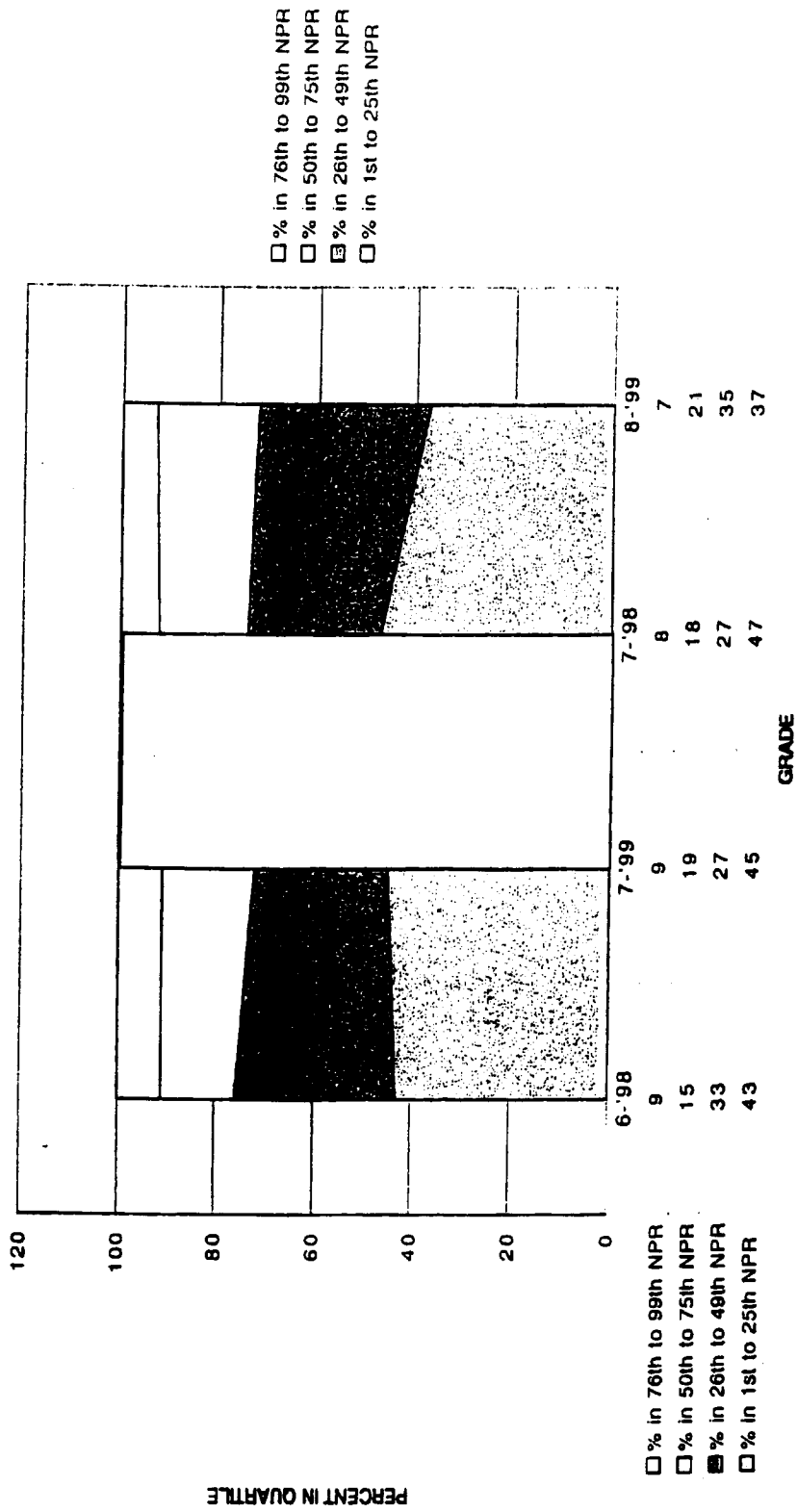
Central J.H. 1999 Stanford 9 Math by Quartile



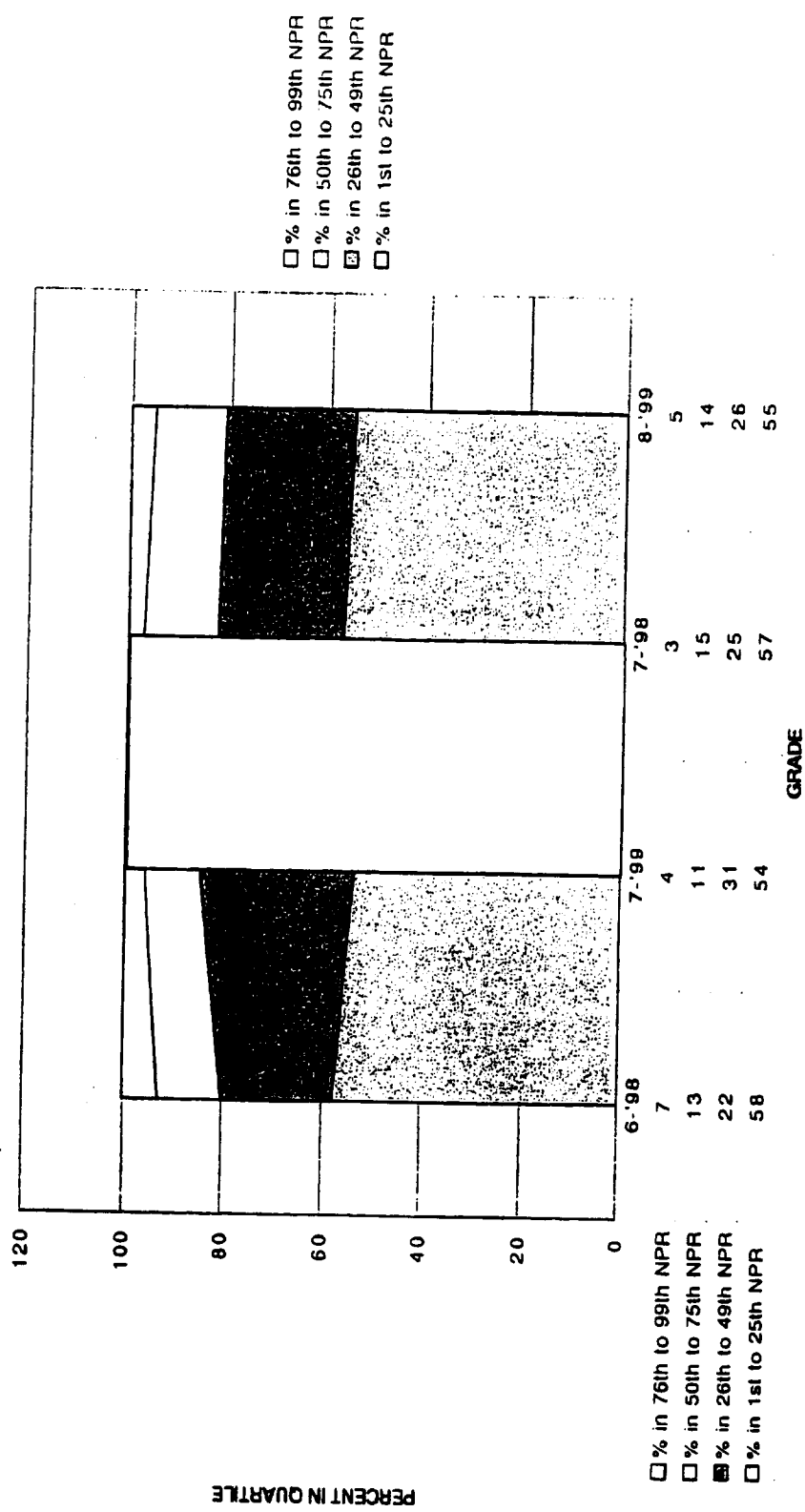
Central J.H. 1999 Stanford 9 Language by Quartile



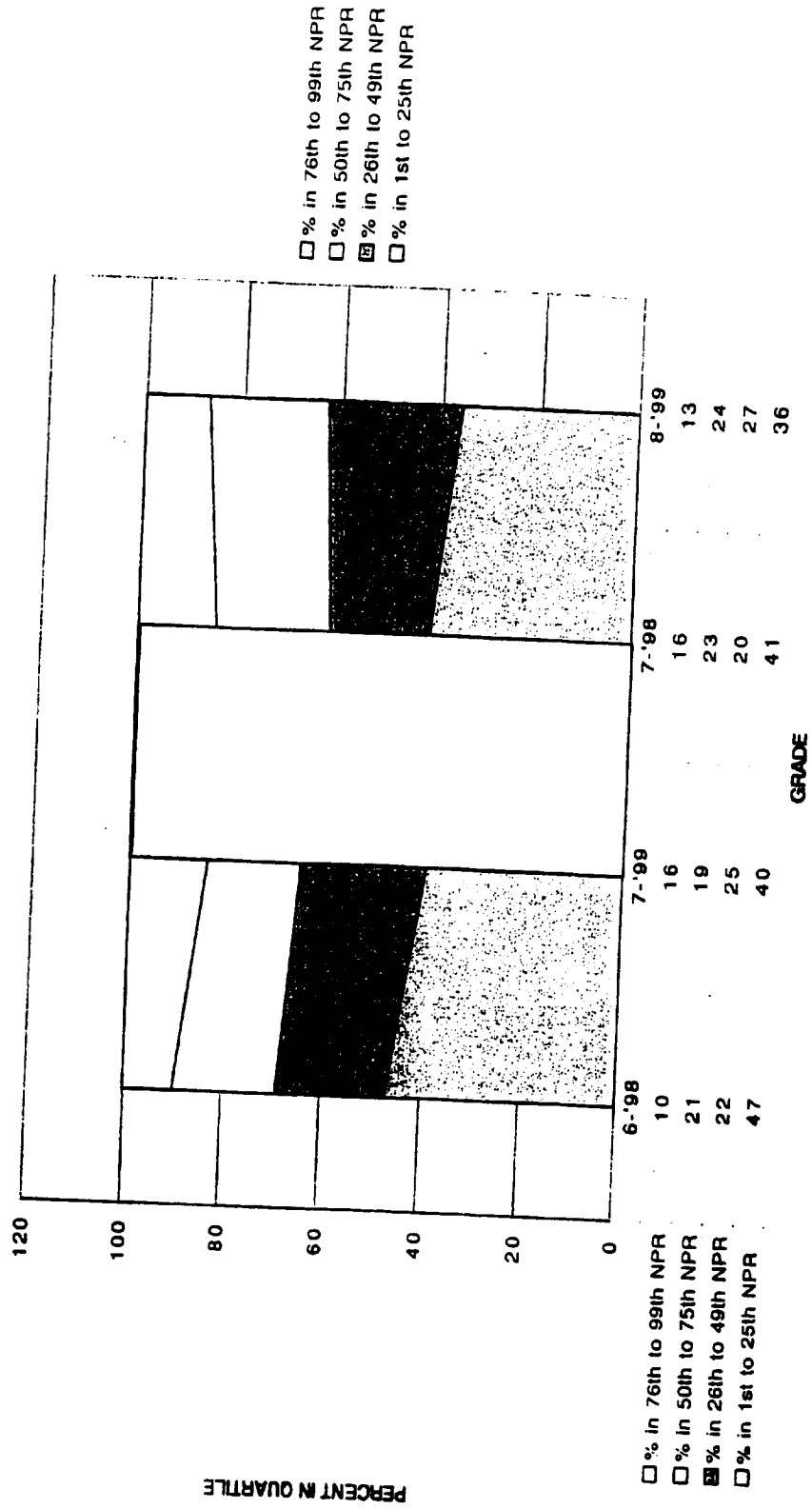
Central J.H. 1998 and 1999 Stanford 9 Reading by Cohort



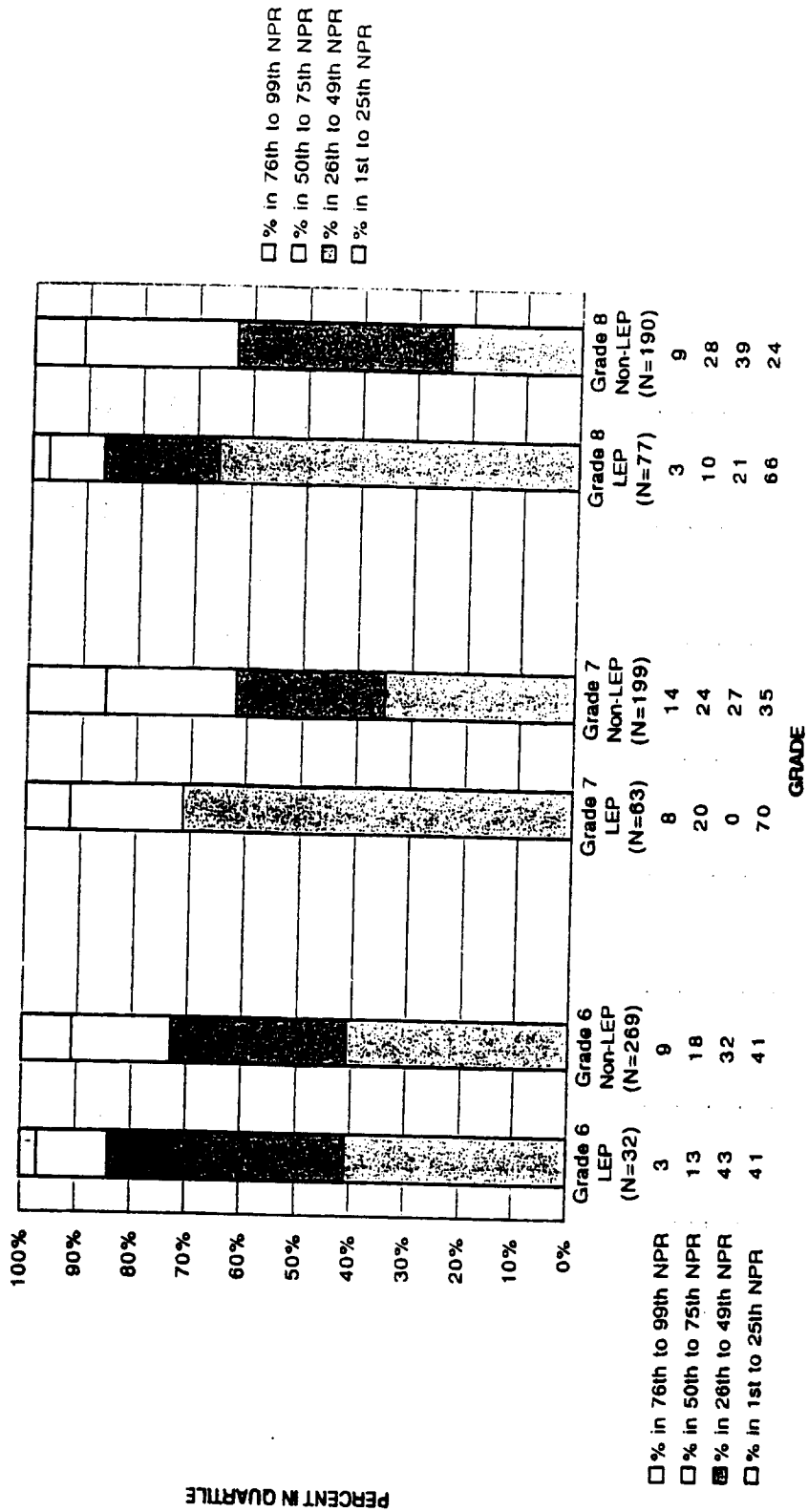
Central J.H. 1998 and 1999 Stanford 9 Math by Cohort



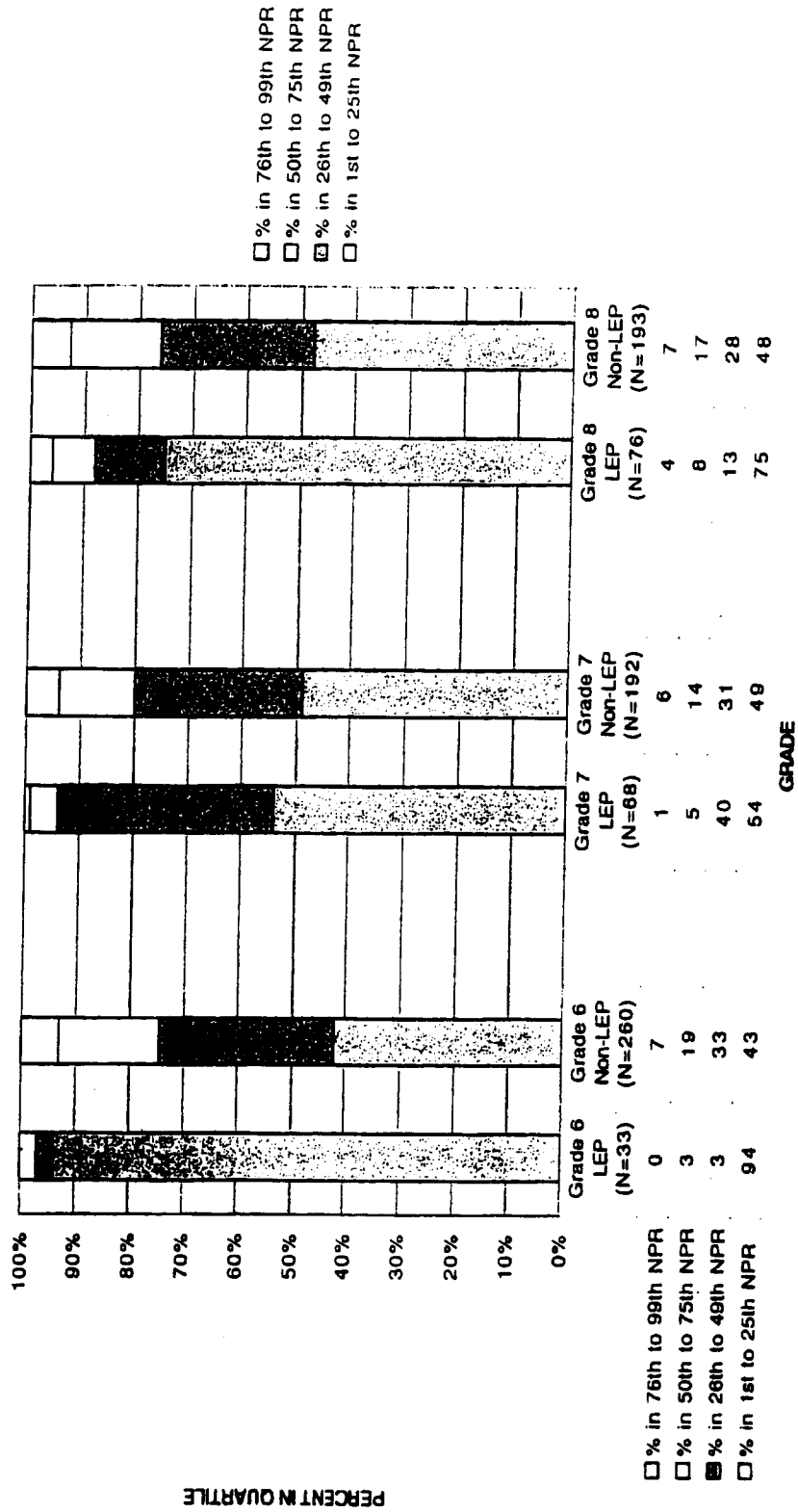
Central J.H. 1998 and 1999 Stanford 9 Language by Cohort



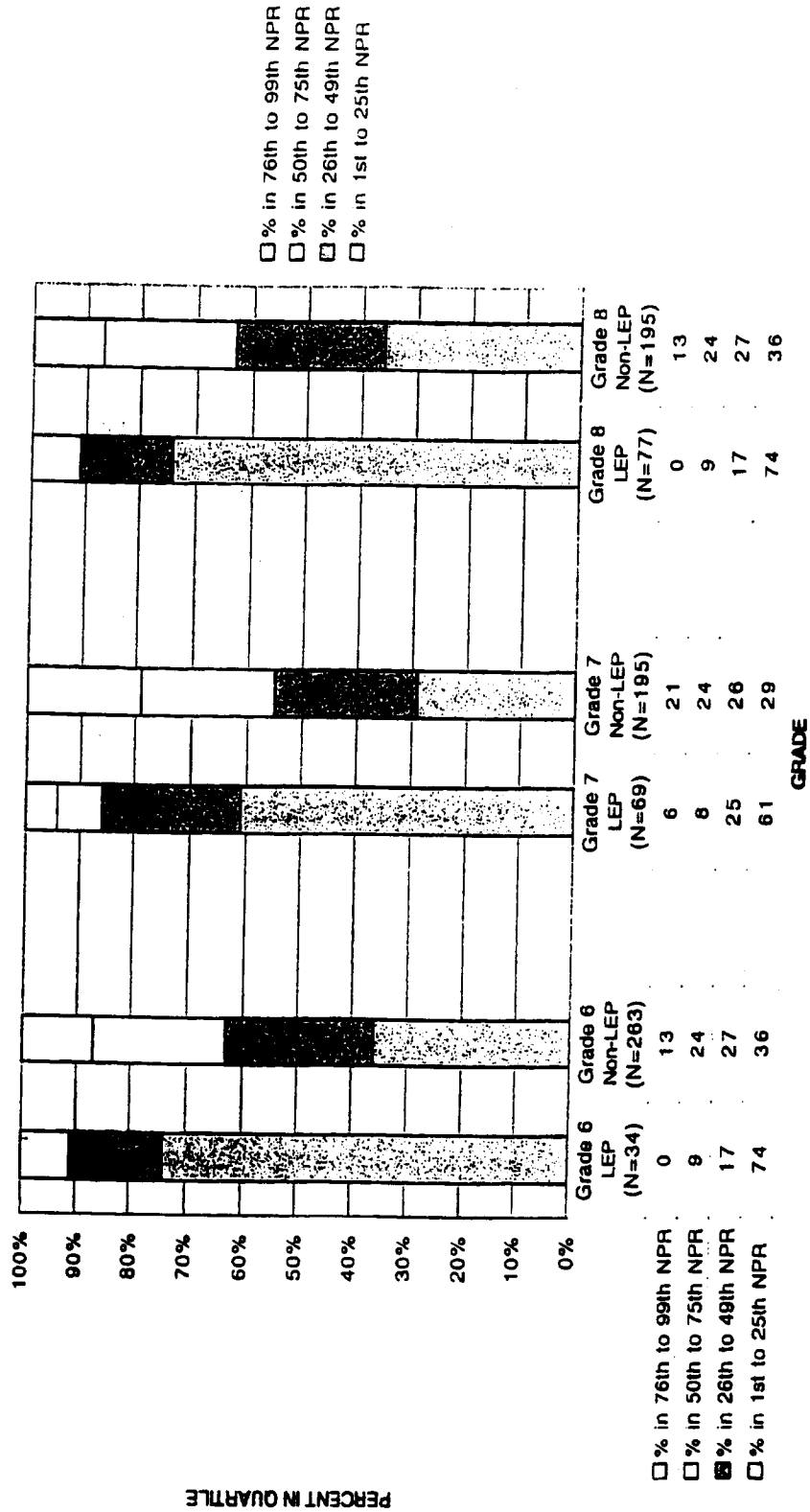
Central J.H. 1999 Stanford 9 Reading by Language Proficiency



Central J.H. 1999 Stanford 9 Math by Language Proficiency



Central J.H. 1999 Stanford 9 Language by Language Proficiency



PERCENT IN QUARTILE

CBEDS
California Basic Educational Data System
California Department of Education

Appendix G

School Information Form October 1999

County: CONTRA COSTA
District: PITTSBURG UNIFIED
School: CENTRAL JUNIOR HIGH
CDS Code: 07-61788-6084966

Original - Return to National Computer Systems for processing.
Make copies for the County Superintendent's Office and for your records as appropriate.

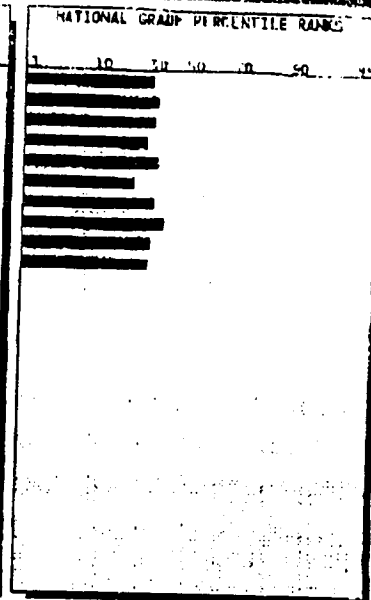
PACKAGING SEQ. 00021

DISTRICT PERFORMANCE REPORT
TEST TYPE: MULTIPLE CHOICE

GRADE: 4
TEST DATE: 4/11/96

GROUP REPORT
FOR
GENERAL JUNIORS

SUBTESTS AND TOTALS	Number Tested	Mean Raw Score	Mean Scaled Score	National Only P-R-S	Mean National N-G-E
Total Reading	362	47.4	642	29-4	58.5
Vocabulary	365	15.7	647	52-4	59.9
Reading Comp.	370	24.7	639	40-4	59.1
Total Mathematics	351	33.3	635	26-4	56.6
Problem Solving	367	20.5	632	32-4	40.4
Procedures	356	12.2	651	21-3	52.9
Language	357	23.7	628	30-4	59.2
Lang Mechanics	357	12.5	632	35-4	61.9
Lang Expression	357	11.2	624	29-4	58.5
Spelling	365	15.9	650	28-4	57.7
Study Skills	0				
Science	0				
Social Science	0				
Listening	0				
Using Information	0				
Thinking Skills	0				
Base Battery	0				
Complete Battery	0				



CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Reading Vocabulary	30	32	60	8
Synonyms	16	42	49	9
Context	7	38	58	4
Multiple Meanings	7	39	48	13
Reading Comprehension	54	44	48	8
Recreational	18	43	48	8
Textual	18	31	65	6
Functional	18	42	49	9
Initial Understanding	12	32	56	12
Interpretation	24	42	49	9
Critical Analysis	9	45	44	11
Process Strategies	9	49	44	7
Mathematics: Problem Solving	48	38	57	5
Measurement	6	52	34	14
Ratification	4	13	84	3
Problem-Solving Strategies	5	14	77	9
Number & No. Relationships	6	47	43	12
Number Systems & No. Theory	5	28	59	13
Patterns & Functions	5	31	69	0
Algebra	5	25	71	5
Statistics	6	56	39	7
Probability	5	45	30	27
Geometry	7	35	60	4
Mathematics: Procedures	30	52	46	2
Computation/Symbolic Notation	10	55	44	1
Computation in Context	14	39	54	6
Rounding	4	44	53	3
Language	48	43	48	8
Capitalization	8	46	39	14
Punctuation	8	34	46	20
Usage	8	32	54	13
Sentence Structure	12	39	45	8
Content and Organization	12	41	46	13

CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Spelling	30	49	43	7
Homophones	5	64	32	4
Phonetic Principles	10	45	39	16
Structural Principles	10	29	59	12
No Mistake	5	28	51	21
Study Skills	30			
Library/Reference Skills	17			
Information Skills	13			
Science	40			
Earth & Space Science	12			
Physical Science	14			
Life Science	14			
Science Process Skills	30			
Social Science	40			
History	10			
Geography	9			
Civics & Government	6			
Economics	8			
Culture	5			
Listening	40			
Vocabulary	10			
Comprehension	30			
Recreational	10			
Functional	10			
Initial Understanding	10			
Interpretation	14			
Critical Analysis/Strategies	6			
Using Information	69			
Thinking Skills	229			

STANFORD LEVEL/FORM: Intermediate 3/T
1996 NORMS: Spring National

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Form No. 19913077-1550073-2399-05120
Copy 21

DISTRICT: DISTRICT OF COLUMBIA
 TEST TYPE: MULTIPLE CHOICE

GRADE: GRADE 5
 TEST DATE: 1975

GROUP REPORT
 FOR
 CENTRAL JUNIORS
 (District of Columbia)

SUBJECTS AND TOTALS	Number Tested	Mean Raw Score	Mean Scaled Score	National Index PIR-S	Mean National NCE	NATIONAL GRADE PERCENTILE RANKS					
						1	10	50	50	90	99
Total Reading	310	48.8	668	40-4	39.3	[Bar chart showing percentiles]					
Vocabulary	317	16.9	658	24-4	34.9	[Bar chart showing percentiles]					
Reading Comp	370	31.6	660	35-4	42.1	[Bar chart showing percentiles]					
Total Mathematics	305	30.6	649	26-4	36.7	[Bar chart showing percentiles]					
Problem Solving	323	20.2	642	27-4	37.3	[Bar chart showing percentiles]					
Procedures	309	10.1	656	26-4	36.5	[Bar chart showing percentiles]					
Language	316	26.0	644	37-4	43.3	[Bar chart showing percentiles]					
Lang Mechanics	316	13.2	644	36-4	42.7	[Bar chart showing percentiles]					
Lang Expression	316	12.8	619	41-5	45.3	[Bar chart showing percentiles]					
Spelling	322	15.7	645	18-4	39.0	[Bar chart showing percentiles]					
Study Skills	1					[Bar chart showing percentiles]					
Science	0					[Bar chart showing percentiles]					
Social Science	2					[Bar chart showing percentiles]					
Listening	0					[Bar chart showing percentiles]					
Using Information	0					[Bar chart showing percentiles]					
Thinking Skills	0					[Bar chart showing percentiles]					
Basic Battery	0					[Bar chart showing percentiles]					
Complete Battery	0					[Bar chart showing percentiles]					

CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Reading Vocabulary	30	48	46	7
Synonyms	16	45	50	5
Context	7	20	40	24
Multiple Meanings	7	30	62	7
Reading Comprehension	54	31	59	10
Recreational	18	28	62	10
Textual	18	33	54	11
Functional	18	28	64	8
Initial Understanding	18	23	63	13
Interpretation	24	25	64	9
Critical Analysis	10	48	46	6
Process Strategies	18	25	61	13
Mathematics: Problem Solving	50	45	51	3
Measurement	5	37	49	14
Estimation	6	33	57	10
Problem-Solving Strategies	5	37	40	15
Number & No. Relationships	6	43	44	13
Number Systems & No. Theory	4	25	72	3
Patterns & Functions	3	20	61	20
Algebra	4	26	72	2
Statistics	5	31	66	3
Probability	3	27	66	7
Geometry	9	45	43	12
Mathematics: Procedures	30	40	55	5
Computation, Symbolic Notation	8	52	44	4
Computation to Context	18	42	50	8
Rounding	4	36	54	10
Language	40	33	51	14
Capitalization	8	37	52	11
Punctuation	8	41	49	10
Usage	8	18	57	25
Sentence Structure	12	25	58	25
Content and Organization	12	29	56	17

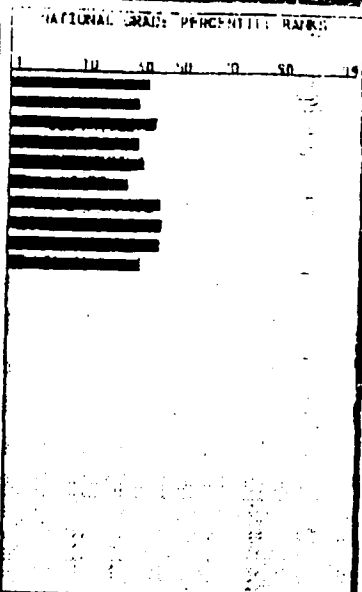
CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Spelling	30	43	47	11
Homophones	5	44	40	16
Phonetic Principles	10	38	55	7
Structural Principles	10	39	53	9
No Mistake	5	31	44	23
Study Skills	30			
Library/Reference Skills	13			
Information Skills	17			
Science	40			
Earth & Space Science	12			
Physical Science	14			
Life Science	14			
Science Process Skills	30			
Social Science	40			
History	10			
Geography	9			
Civics & Government	8			
Economics	8			
Culture	5			
Listening	40			
Vocabulary	10			
Comprehension	50			
Recreational	10			
Informational	10			
Functional	10			
Initial Understanding	10			
Interpretation	14			
Critical Analysis/Strategies	6			
Using Information	73			
Thinking Skills	239			

DISTRICT: WINDSOR COUNTY
 TEST TYPE: MULTIPLE CHOICE

GRADE: NINTH
 TEST DATE: 1995

GROUP REPORT
 FOR
 CENTRAL JUNIORS

SUBJECTS AND TOTALS	Number Tested	Mean Raw Score	Mean Scaled Score	National Index P-R-N	Mean National NCE
Total Reading	311	48.3	673	33-4	40.5
Vocabulary	316	15.9	671	28-4	38.0
Reading Comp.	320	22.2	672	36-4	42.5
Total Mathematics	314	40.6	658	28-4	37.5
Problem Solving	322	20.7	653	31-4	39.6
Procedures	317	9.8	664	29-4	34.9
Language	316	27.0	654	39-4	41.0
Lang. Mechanics	316	13.8	656	40-5	44.7
Lang. Expression	316	13.2	653	39-4	44.4
Spelling	315	15.8	662	30-4	39.0
Study Skills	0				
Science	0				
Social Science	0				
Listening	0				
Using Information	0				
Thinking Skills	0				
Basic History	0				
Complete Battery	0				



CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Above Average	Average	Above Average
Reading Vocabulary	30	39	58	4
Synonyms	16	37	68	3
Context	7	25	61	14
Multiple Meanings	7	42	53	5
Reading Comprehension	54	32	61	7
Recreational	18	29	55	16
Technical	18	27	65	9
Functional	18	38	57	6
Initial Understanding	10	31	51	18
Interpretation	24	24	62	14
Critical Analysis	10	35	58	7
Process Strategies	10	42	51	7
Mathematics: Problem Solving	52	39	55	6
Measurement	5	41	47	11
Estimation	6	28	59	13
Problem-Solving Strategies	5	24	59	17
Number & No. Relationships	4	39	57	5
Number Systems & No. Theory	4	60	38	2
Patterns & Functions	2	16	41	23
Algebra	3	44	52	2
Statistics	5	38	52	18
Probability	4	16	77	7
Geometry	9	19	71	10
Mathematics: Procedures	30	44	58	3
Computation/Symbolic Notation	8	38	68	3
Computation in Context	18	74	29	7
Rounding	4	23	71	5
Language	48	32	55	13
Capitalization	8	48	51	9
Punctuation	8	24	48	28
Usage	8	26	44	8
Sentence Structure	12	31	52	17
Content and Organization	12	31	55	14

CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Above Average	Average	Above Average
Spelling	30	43	69	9
Homophones	5	23	70	7
Phonetic Principles	10	46	42	13
Structural Principles	10	33	44	11
No. Mistake	5	33	56	11
Study Skills	38			
Library/Reference Skills	12			
Information Skills	18			
Science	40			
Earth & Space Science	12			
Physical Science	14			
Life Science	14			
Science Process Skills	38			
Social Science	40			
History	10			
Geography	9			
Civics & Government	8			
Economics	8			
Culture	5			
Listening	40			
Vocabulary	10			
Comprehension	38			
Recreational	18			
Informational	10			
Functional	10			
Initial Understanding	10			
Interpretation	14			
Critical Analysis/Strategies	6			
Using Information	73			
Thinking Skills	261			

STANFORD LEVEL/FORM: Advanced 2/T
 1995 NORMS: Spring National

Form No. 19933071-1550033-2799-05983-1
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Description of how local, state, and other funds will match the II/USP funds.

The budget was prepared to show that in each category, Title One funds as well as some SIP and LEP funds will be used to match the funds the site is requesting. The funds will be used primarily to support professional development, stipends for teachers to attend training and workshops that will sustain the kind of change being looked at. The second greatest amount of funds will be used to purchase materials needed to make the change that is being anticipated. The final amounts of money are for staff to support the efforts towards change.

Description of short-term objectives that will assist in providing progress toward growth targets as specified in the Academic Performance Index

All students will improve their SAT 9 scores by 15 points over the two-year time, 2000-2001 and 2001-2002, due to

- Students becoming more proficient readers when measured against grade level expectations.
- Math proficiency of all students moving towards mastery as outlined in the Department of Education Standards and Benchmarks.
- All students becoming proficient writers, across the curriculum.

CBEDS

California Basic Educational Data System
California Department of Education

County: CONTRA COSTA
District: PITTSBURG UNIFIED
School: CENTRAL JUNIOR HIGH
CDS Code: 07-61700-6084966

**School Information Form
October 1999**

		Male										Female										Totals
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)				
		American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American or Hispanic	White not Hispanic	Multiple or no response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American or Hispanic	White not Hispanic	Multiple or no response	Totals				
A. Number of Classified Staff - Report in whole numbers (single school districts should report classified staff only on this form)																						
1	Parapro-																					
	Full-time																					
2	Professionals																					
	Part-time																					
3	Office/Clerical																					
	Full-time																					
4	Staff																					
	Part-time																					
5	Other Classified																					
	Full-time																					
6	Staff																					
	Part-time																					
B. School Enrollment - In this section report enrollment on information day. Count each student only once.																						
7	Kindergarten																					
8	Grade 1																					
	Full-time																					
9	Grade 2																					
	Part-time																					
10	Grade 3																					
	Full-time																					
11	Grade 4																					
	Part-time																					
12	Grade 5																					
	Full-time																					
13	Grade 6																					
	Part-time																					
14	Grade 7																					
	Full-time																					
15	Grade 8																					
	Part-time																					
16	Ungraded Elementary																					
	Full-time																					
17	Grade 9																					
	Part-time																					
18	Grade 10																					
	Full-time																					
19	Grade 11																					
	Part-time																					
20	Grade 12																					
	Full-time																					
21	Ungraded Secondary																					
	Part-time																					
22	Adults in K-12 Programs*																					
	Full-time																					
23	Totals	1	31	16	57	243	187	81	1	5	26	8	27	234	180	90	1	1,188				

* Do not include adults in Independent Study.

PACKAGING SEQ. 00021
School Information Form - page 1 of 3

School Information Form

SCHOOL: CENTRAL JUNIOR HIGH
CDS Code: 07-61700-6904966

	Male					Female					Totals (q)						
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)		(k)	(l)	(m)	(n)	(o)	(p)
C. Graduates (1998-99) - include summer graduates (1998) but do not include students with high school equivalencies (i.e., GED or CHSPE)																	
High School Graduates																	
24	Twelfth-grade graduates																
High School Graduates Completing all Courses Required for UC and/or CSU Entrance																	
25	Twelfth-grade graduates																
High School Graduates Completing a Vocational Education Sequence of Courses																	
26	Twelfth-grade graduates																
D. Enrollment in Selected High School Courses - (grades 9-12)																	
27	Intermediate Algebra/																
	Algebra II																
28	Any other 3rd or 4th year advanced math																
29	Chemistry - 1st year																
30	Physics - 1st year																
E. Vocational Education Enrollment - (grades 9-12) - Report each student only once - do not include ROC/P																	
31	Number of students																
F. Dropouts (1998-99)																	
32	Grade 7																
33	Grade 8																
34	Grade 9																
35	Grade 10																
36	Grade 11																
37	Grade 12																

I. K-3 Class Size Reduction

For each grade level, check the option(s) in which the school participates even if only some of the students at a grade level participate. If one grade level uses both Option 1 and Option 2, check both boxes. See Administrative Manual for definitions.

Kindergarten	<input type="checkbox"/>	Option 1	<input type="checkbox"/>	Option 2	<input type="checkbox"/>
Grade 1	<input type="checkbox"/>	Option 1	<input type="checkbox"/>	Option 2	<input type="checkbox"/>
Grade 2	<input type="checkbox"/>	Option 1	<input type="checkbox"/>	Option 2	<input type="checkbox"/>
Grade 3	<input type="checkbox"/>	Option 1	<input type="checkbox"/>	Option 2	<input type="checkbox"/>

J. Educational Calendar

- Check the type of calendar on which your school operates.
 Traditional Single-track Multitrack
- For single-track or multitrack only, check one of the year-round calendars listed below:
 60/20 60/15 90/30 45/15
 Concept 6 Modified Concept 6 Custom Calendar

K. Health Centers

- Check here if your school has a school-based health center (SBHC).
 See administrative manual for definition.
- Check here if your school has a school-linked health center (SLHC).
 See administrative manual for definition.

Certification: I hereby certify that the data reported on this form are accurate and complete.

Signature of Principal (for schools)

Date 10-14-99

G. Alternative Education

All schools must complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.

Types of Programs/Educational Options	Enrollment	
	K-8 (b)	9-12 (c)
1 Continuation classes (see definition)		
2 Community/experience based		
3 Opportunity	187	
4 Magnet Program		
5 Pregnant/parenting (see definition)		
6 Independent Study (not adult)		
7 Other		
8 Number of graduates meeting high school requirements through Independent Study (1998-99)		

H. Technology

1 How many computers does the school have that are used for instructionally-related purposes? If none, enter "0".	160	Check if unknown <input type="checkbox"/>
2 Of those computers in question number 1 above, how many have a CD-ROM? If none, enter "0". (Must be less than or equal to answer from question number 1 above.)	160	Check if unknown <input type="checkbox"/>
3 How many classrooms have access to the internet through at least one computer? If none, enter "0". (Must be less than or equal to answer from question number 1 above.)	3	Check if unknown <input type="checkbox"/>
4 Of those classrooms in question number 3 above, how many are connected to a Wide Area Network (WAN)? If none, enter "0". (Must be less than or equal to answer from question number 3 above.)	3	Check if unknown <input type="checkbox"/>

Name of person completing form (please print)
 Christopher Franklin

Telephone (925) 473-4457
 Extension

Title Principal