

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009**

**NOYO HIGH SCHOOL  
23-65565-2330215 - CDS Code  
LIGHTHOUSE COMMUNITY DAY SCHOOL  
23-65565-2330355 – CDS Code  
SHELTER COVE COMMUNITY DAY SCHOOL  
23-65565-6119184 – CDS Code**

## **Fort Bragg Unified School District**

**Date of this revision: \_\_\_\_\_**

This is a plan of actions to be taken to raise the academic performance of students and improve the school's education program.  
For additional information on school programs and how you may become involved, please contact the following persons:

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Fort Bragg Unified School District

The District Governing Board approved this revision of the School Plan on: \_\_\_\_\_

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# MISSION STATEMENT

## INTRODUCTION

Fort Bragg is a lumber and fishing town situated on the remote North Coast of California. First the site of an Army fort, it was later settled by Finnish, Italian and Portuguese immigrants. The original families still make up a considerable portion of the city's population; however, Hispanic immigrants have become the fastest growing ethnic group in town. Lumber and fishing are still mainstays of the economy, but are in decline and tourism is becoming an increasingly important part of the economic picture. This change and the resulting employment fluctuations have created an attitude of despair among many residents. The community is constantly faced with problems of drug abuse and alcoholism and poverty which severely impact the lives of the school's students.

## Mission Statement Fort Bragg Unified School District

The mission of Fort Bragg Unified School District, an ethnically diverse community, is to graduate students who have high moral and ethical standards, an enthusiasm for learning, and who are equipped with the skills and knowledge necessary to excel in a global society. This achievement is through the implementation of a rigorous and meaningful curriculum that addresses individual differences, integrates technology, and is delivered in partnership between an effective staff and the community.

## Alternative Schools Program Mission

The mission of the FBUSD Alternative School program is to provide quality individualized education so that each student will become fluent in basic skills and core content knowledge, develop adequate social skills, and at the high school level, earn a diploma or its equivalent.

## SCHOOL PROFILES

Fort Bragg alternative education has two campuses. The high schools are located on Sanderson Way and the middle school is located on Lincoln Street. Two schools operate at the Sanderson Way campus: Noyo Continuation High School and Lighthouse Community Day School.

Students in tenth, eleventh and twelfth grades come to the continuation school from the traditional high school because they are behind in credits, have poor attendance that adversely affects their chances for graduation, or have behavior/social problems. They may also elect to do so for personal reasons.

Students in grades seven through twelve attend community day schools because they are expelled, on probation, sent via school site decision process or referred by School Attendance Review Board (SARB).

Most of the Alternative School students are economically disadvantaged and achieve below ability. Many of the students lack motivation which contributes to serious attendance problems. A high percentage of the students come from disrupted or chaotic families and situations that contribute to the social and drug abuse problems of the students.

Although not all families apply, approximately seventy-five percent of the students are eligible to receive free or reduced lunch.

Most of the students referred to the Alternative Program are severely credit deficient. The prospect of earning a regular diploma often appears hopeless to them. Approximately twenty five percent of the students are three or more years below their grade level in academic achievement in reading, math and language. Thirty to forty percent of students in the Alternative Program are also Juvenile Probation clients.

The teachers must be prepared to provide everything from remedial to advanced instruction in each curricular area. Career education, personal and social adjustment must be equally emphasized.

In recent years, the school has been adversely affected by the unfortunate intrusions of gang affiliations, racial conflict, multiple drug abuse problems, and increasing truancy; all of which interfere with learning and negatively impact the school climate.

## **Noyo Continuation High School**

Noyo High is a continuation high school, as mandated by the California legislature in 1966 for students in grades ten through twelve who are at least sixteen years of age. It consists of two classrooms with a maximum enrollment of thirty students. Both classrooms are equipped with computers and internet availability for student use.

Noyo High provides an alternative setting in which students can work toward achievement of the school and District goals and ultimately, a high school diploma. Students are eligible to access all services offered by the District, including Special Education, counseling, Mendocino Youth Project, Mendocino County Regional Occupation Program and College of the Redwoods.

Noyo students attend four hours per day with an optional period available to them after lunch. Noyo has a closed campus.

## **Lighthouse Community Day**

Students enrolled in Lighthouse are in grades nine through twelve. Lighthouse Community Day School provides placement for students who are expelled from other schools, placed by Juvenile Authorities, placed by SARB, or referred by regular education. Students are offered assistance with behavioral, social, emotional and educational skills needed to succeed in school while working to complete courses for high school diploma requirements.

All students attend six hours per day. Lighthouse provides a structured environment in which the students are taught the skills and knowledge needed for success at the next grade level. The classrooms have computers and internet availability for student use. Lighthouse has a closed campus.

## **Shelter Cove Community Day School**

Shelter Cove Community Day School provides placement for 6-8 grade students who are expelled from other schools, placed by Juvenile Authorities, placed by SARB, or referred by regular education. Occasionally a student will join the middle school program for personal reasons. Students are offered assistance with behavioral, social, emotional and educational skills needed to succeed in school.

All students attend six hours per day and the students remain on campus during the lunch period. Shelter Cove provides a structured environment in which the students are taught the social and academic skills necessary for success at the next grade level. The classroom has six computers and internet availability for student use.

# DEMOGRAPHICS

## **Noyo Continuation High School**

The school has a limited enrollment of thirty students depending upon the intensity of their needs. During the 2008/2009, a total of fifty three students were enrolled in Noyo Continuation. The student population for that year was 64% Caucasian, 32% Hispanic and 2% Native American. There was 54.7% female and 45.2% male enrollment.

During the 08/09 school year 6 or 11.3% were on juvenile probation.

Students attend for 240 minutes per day, which exceeds the state minimum of 180 minutes per day. Eighty-two percent of the students enrolled at Noyo qualify for Title I. School is in session from August through June with no minimum days scheduled.

## **Lighthouse Community Day**

The school has a limited enrollment of thirty students or less depending upon the intensity of their needs. In the 2008/08 year there were a total of thirty nine students enrolled. The student population was 46% Caucasian and 49% Hispanic, 2.5% Native American and 2.5% were African American. There were 23% female and 76.9% male. Seventy-six percent of the students enrolled in Lighthouse qualify for Title I.

During the 08/09 school year, 25 or 64.1% were on juvenile probation and 13 or 33.3% were incarcerated either briefly, multiple times or for a period longer than three months.

## **Shelter Cove Community Day School**

The school has a limited enrollment of fifteen students or less depending upon the intensity of their needs. In the 2008/09 school year, twenty one students were enrolled. The student population was 61.9% Caucasian and 28.5% Hispanic, 4.7% Native American and 4.7% African American, with 4.7% female and 95.2% male. Seventy-eight percent of the students who were enrolled in Shelter Cove qualify for Title I.

During the 08/09 school year 7 or 33.3% were on juvenile probation and all students on probation were incarcerated multiple times or for periods of three months or more.

## **ENROLLMENT PROCESS**

Noyo Continuation School has open enrollment and most students are referred by Fort Bragg High School or transfer in from other continuation schools.

A student may be assigned to Community Day School or on a case by case basis to Continuation School if he or she:

1. is expelled from middle or high school
2. is probation-referred
3. is referred by school attendance review board (SARB) or by a district-level referral process
4. is self-referred (voluntary enrollment).

There are five classrooms with five full time teachers and two classified teachers' assistants. The schools are designed for a maximum enrollment of seventy five students. One administrator and a full time office manager staff the office.

## **SCHOOL ACCOUNTABILITY REPORT CARDS**

**TO BE FOUND UNDER APPENDIX I**

**Those pages are also available on the FBUSD website. They reflect data for 07/08.**

# STUDENT ACHIEVEMENT AND PERFORMANCE

The Alternative School settings have succeeded in providing a site that accommodates the needs of the students who have not been successful in other settings.

## **Academics**

Student placement in the appropriate educational program is determined by the use of reading screening via Curriculum Based Assessment and CST results. Remedial reading, language and math programs are now available to all Noyo students who need them. Accelerated Math, as an additional resource, is used at Noyo High School.

Approximately four times each year, or roughly every nine weeks, the Alternative Education Program sends formal progress reports home that include both grades and credits earned per subject. Parent/teacher/administrator conferences are scheduled once a year and available whenever requested.

## **Curriculum**

All of our curricula are based on the California Content Standards. We address the needs of students with large learning deficits with remedial programs. Our program includes the following subject areas:

### **Reading and Writing**

Our students read and respond to significant works of literature that reflect and/or enhance their studies of history and social science, and they write a variety of essays, research reports, and letters.

### **Math**

We have precision teaching for those students with large deficits and accelerated programs for the others. We have also implemented IPASS, a computer based math program, at all campuses.

### **Science**

In accordance with the California Content Standards, our science program features courses in physical science, life science, and earth science.

### **Social Studies**

Our social studies curriculum addresses the pertinent areas of the California Content Standards.

### **Art and PE**

We have a new sport court which will enable students to engage in high cardio active sports. At the high school campus we have a gym for students to work out on their own individual goals. Art is covered in the classroom in accordance with the California Content Standards.

### **Electives**

To meet the high school level graduation requirements, students may earn elective credits in a variety of ways, including additional study in art or PE, directed studies in specific interest areas, ROP classes and work experience. At the middle school level, students experience a variety of activities, which include gardening, cooking, etc.

### **Attendance**

We are working on improving this most crucial component by providing a quality education for students attending FB Alternative Schools. Outside group and peer demands increase the rate of misbehavior as well as the number of escape and avoidance responses of our students.

Teachers, as well as office staff, have taken several steps to improve attendance, such as contacting parents by phone or in person when the student is absent, making home visits and, at times, requesting police or probation support to bring the student to school. Additionally, the schools provide incentives for attendance and, at times, even adjusting the educational program within the requirements of the District, State and Probation.

Even though the use of School Attendance Review Board is not used at the high school level, it has produced some benefits for our Middle School students. In addition to this, useful consequences for the more difficult truants are now being put in place within Mendocino County. Probation is very helpful in issuing violations of probation for students who are truant and detaining them in juvenile hall when other measures fail.

A summary for the 08/09 school year shows that both Shelter Cove and Lighthouse had small increases in attendance, while Noyo saw a huge jump in attendance. This is due to the concerted effort of teachers and staff as outlined above.

| School Attendance % | 05/06 | 06/07 | 07/08 | 08/09 |
|---------------------|-------|-------|-------|-------|
| Noyo                | 77    | 75    | 93    | 89    |
| Lighthouse          | 81    | 71    | 78    | 87    |
| Shelter Cove        | 80    | 81    | 82    | 86    |

## Discipline

The school wide positive reinforcement program (levels and privileges), periodically reviewed for refinements, continues to be used with indications of success. This discipline plan allows for consistency among classes. At the Middle School level a token economy is also established to reward desirable conduct and academic progress.

Consequences for behavior problems include reflection and education, counseling referral, warning, parent conferences, detention, restitution, in-school suspension, contracting, at-home suspension, arrest for illegal activity, risk assessment and expulsion. We teach behavioral expectations and provide students with crisis management, conflict resolution and anger management.

## Homework

Homework is not routinely assigned. Students can arrange to do homework for academic credit by participating in Directed Studies. This is a contract between student and teacher that specifies learning objectives.

## Safety

The schools provide safe, highly structured environments where students receive individualized instruction and remediation, help with behavior problems and access to related services such as counseling, drug/alcohol treatment and social services.

| <b>School</b>       | <b>Referrals<br/>per<br/>student<br/>05/06</b> | <b>Referrals<br/>per<br/>student<br/>06/07</b> | <b>Referrals<br/>per<br/>student<br/>07/08</b> | <b>Referrals<br/>per<br/>student<br/>08/09</b> |
|---------------------|--|--|--|--|
| <b>Noyo</b>         | 2.6  | 1.3  | 0.3  | 0.2  |
| <b>Lighthouse</b>   | 3.4  | 4.2  | 9.2  | 3.3  |
| <b>Shelter Cove</b> | 2.5  | 4.4  | 3.6  | 3.7  |
| <b>Average</b>      | <b>2.8</b>                                     | <b>3.3</b>                                     | <b>4.3</b>                                     | <b>2.4</b>                                     |

The rate of discipline referrals for Noyo Continuation High School has decreased steadily. This is due to the separation of the continuation program from the community day programs.

Estimates are that 90% of FBUSD Alternative Schools students are regular users of alcohol or other drugs.

Interest in gang activity has increased each year as students in all three schools, but predominantly in Lighthouse and Shelter Cove, claim gang affiliation at least to the extent of wanting to wear red or blue colors and other gang related symbols. Due to the unfortunate fact that gang affiliation is predominately determined by race, there is racial tension and conflict on campus.

Campus is monitored during morning break, lunch and from thirty minutes before and after school each day. Cameras have been installed around campus and in both Lighthouse classrooms as recommended by the Grand Jury Report.

Staff reviews emergency procedures each year. Fire, earthquake and disaster drills are regularly scheduled. Hand held walky-talkies were purchased to aid in implementing these procedures.

### **School Schedules**

For all three programs, school is in session from August through June for a total of 180 days with no minimum days scheduled.

#### **Noyo Continuation**

Students attend for 240 minutes per day, which exceeds the state minimum of 180 minutes. School hours are from 8:45 AM until 1:00 PM. Students may elect to attend an additional 30 to 60 minutes per day for Directed Studies.

#### **Lighthouse Community Day**

Students attend for 360 minutes per day. School hours are from 8:15 AM until 3:00 PM.

#### **Shelter Cove Community Day**

Students attend for 360 minutes per day. School hours are from 8:15 AM until 2:50 PM.

### **Other Measures of Student Achievement**

Noyo and Lighthouse schools had 95% participation in STAR testing in 08/09.

During school year 08/09 five students had successful work experiences.

Teachers and office staff work closely with students to evaluate progress toward graduation. This includes monitoring the average number of credits earned per quarter for each student.

# HIGHLY QUALIFIED STAFF

## Leadership

The current principal is a new administrator but has invaluable experience as a Fort Bragg local. He has also taught, for the previous five years, at Fort Bragg Middle School which gives him a relationship with most students in the Alternative Education program.

Teachers and administrators cooperate in a democratic decision-making process. Educational decisions made on the basis of best practices to meet student needs are made by consensus and problem solving.

## Teacher Assignment

### Noyo Continuation

One staff member, who has been teaching for thirteen years, teaches social science, science, English and electives. She has a Master's in Theatre Arts, holds a Multiple Subject Credential, has a lifetime community college credential and is CLAD certified.

The second staff member, who has been teaching for thirty one years, teaches computer literacy, economics, social science, math and electives. He has a Master's in Psychology, a Master's in Education, holds a Standard Secondary Credential in Economics and is CLAD certified.

### Lighthouse Community Day

One staff member is beginning her second year as a Lighthouse teacher. She was raised in Fort Bragg and is back after receiving her B.A. in Liberal Studies from Chico State and her teaching credential from Sonoma State.

Our newest staff member is beginning her teaching career at Lighthouse. She was raised in the outskirts of Fort Bragg and has moved back to town after receiving her B.A. in psychology and Master's in Education from UC Santa Cruz.

### Shelter Cove Community Day School

The instructor for Shelter Cove, who has been teaching for 36 years, also teaches all subjects. She has a BA in Sociology and a Master's in Counseling. She has lifetime credentials to teach psychology and computer related technology in community colleges and a lifetime community college counselor credential. Along with all these, she is working on her multiple subjects credential and already has her CLAD.

## **Substitute Teachers**

Substitute teachers who are experienced and have the specialized training necessary to be successful with at-risk, disruptive students are extremely difficult to find.

## **Evaluating Teachers**

Teacher evaluations are conducted on a schedule negotiated by the District and the Fort Bragg District Teacher's Association. Teachers set individual goals each year. Evaluations are based on these goals and observation of teaching techniques. The process and schedules are available in the Master Agreement of the teachers' union.

## **Staff Development**

The District provides time for collaboration, planning, and professional development for staff. Five Professional Development days are scheduled annually. Staff members are encouraged to attend conferences, workshops and to take college courses to continue their professional growth. Priorities are established via the strategic planning process.

Teaching students with behavioral and social issues requires a specific group of skills that are not routinely taught in regular teacher education programs. The amount of time and training available are inadequate for the demands of the job. **Assistance is needed to train and support teachers dealing with mentally and emotionally demanding students.**

## **SPECIALIZED PROGRAMS**

**Counseling** – This year we are fortunate to have a part time counselor that we share with the High School. Other counseling services are provided through Mendocino Youth Project, Mendocino County Mental Health and the AODP program.

**Social Services** - Safe Passage, an affiliate program of the school district, provides social services to students, including help with MediCal eligibility.

**Special Education/Students With Exceptional Needs:** Shelter Cove special education students are case managed by special education teachers from the middle school and receive additional support in the mainstream program. High school students receive initial placement, workability assistance and IEP reviews but not academic program support.

**Title IV – Safe and Drug Free:** This program provides funding to establish, operate, and improve local drug and violence prevention, rehabilitation referral and education in elementary, intermediate, and high schools. The District Director of Special Programs and the LEA committee manage the program.

**Student Council /Student Activities** – This is the first year of a student advisory board. Students involved in this program are given the chance to represent their school in a variety of activities. To date we have organized pot lucks, holiday activities and volunteer days in the community. Student reps do participate in the School Site Council.

## **BUILDINGS AND FACILITIES**

At the high school site there are currently four classrooms with a maximum, but not advisable, capacity of twenty students each. There is a separate administrative building where the administrative secretary and principal have offices. An additional building has been converted into an exercise room. All buildings are portables.

The district facilities plan includes the construction of a sport court at the high school campus, and a half basketball court at Shelter Cove. We are excited to say the courts have been constructed and are finally available for student use.

The middle school facility consists of one classroom with a bathroom, a classroom library and twelve computers.

The high school campus, situated in an attractive wooded setting, is impressively clean. The buildings are in good repair. Facilities inventories identify maintenance priorities. We have a part time custodian.

## **RESOURCES**

### **Library**

One of the classrooms at the high school site was once used as a library but is currently housing the second Lighthouse classroom. The library contains a collection that is about one-third the size recommended for a high school. Because we are in a transition process in terms of program organization, the library is not presently being used on a daily basis. The middle school site has a classroom library which is also equipped with computers.

### **Computers**

Every classroom is equipped with Internet-connected computers. The computers are available before and after school. We have a variety of software, including Microsoft Word and Excel, keyboarding, vocational interest and educational game programs. All computers are connected to high speed internet to facilitate student research. Approximately 50% of the computers are three years old or more.

### **Dropout Prevention**

The Alternative Education Program is a part of the drop out prevention effort for the District. Students who are failing to benefit from school and/or who are lagging in earning credits toward graduation are referred to our sites by a student study team. Attendance is tracked daily and parental cooperation is solicited for those students who are truant. Students with personal or medical problems that may interfere with attendance are referred for help. Chronic truants are encouraged to return to school using the measures listed under "Attendance."

## **Funding**

A copy of the proposed budget for the 08/09 school year is to be found under Appendix II.

We have received unsolicited gifts that have benefited our students. We consistently receive funding from the Mendocino Coast Children's Fund for educational resources and student personal needs.

## **Parent Involvement**

Parent involvement is available through the Site Council, Student Study Teams, pre-enrollment conferences, Student Attendance Review Board (SARB) Meetings, Back-to-School Night, Open House and awards ceremonies. Parental participation in school governance and functions has been very low but is seeing an improvement this year.

Our School Site Council approves our school's annual plan and categorical budget expenditures. New Site Council members are always needed. Spanish translators are also needed at school meetings.

## **Preparation for College**

At present, our high school students receive assistance, primarily from their teachers, to prepare for college or vocational school. The part time counselor will assist the teachers in this process. College visitations are organized by the school. Representatives of colleges and vocational training organizations make presentations to students.

High school students can get help submitting applications and applying for financial aid via their teachers, or from the Fort Bragg High School counseling staff.

## **Workforce Preparation**

We have a computerized vocational aptitude and preference system. Our high school students have access to the ROP classes offered in the District. Job Corps gives presentations on campus. We have an active work experience program. Five of our high school students are employed.

# ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

**1. Alignment of curriculum, instruction and materials to Content and Performance Standards:**

Alternative Education teachers have started the process and are continuing to align their instruction, course materials and texts used in core curricular areas with the California Content Standards.

**2. Availability of standards-based instructional materials appropriate to all student groups:**

We have purchased standards-based instructional materials that address the needs of all student groups represented at our sites.

**3. Alignment of staff development to standards, assessed student performance and professional needs:**

Staff development focuses on improving instructional methodology for at-risk students through strategies for teaching and learning that are research based. The focus for this year is on training teacher in the use of Data Director.

**4. Services provided by the regular program to enable underperforming students to meet standards:**

Teachers are committed to identifying underperforming students in their classes and consistently consider what modifications might be made in instructional methodology to ensure that these students are able to meet standards.

**5. Services provided by categorical funds to enable underperforming students to meet standards:**

Since all our students are underperforming the school has a commitment to identifying and using the materials and methods with the best record of effectiveness.

**6. Use of state and local assessments to modify instruction and improve student achievement:**

Multiple assessments are used to modify instruction and promote student achievement including the CST, CELDT, teacher and publisher made tests.

## 7. Provision of alternative educational opportunities and support to enable high school age students to complete their secondary education.

Our high school students have the following credit and diploma options:

**Adult Education:** If students are eighteen or hold senior standing, they may enroll concurrently at our alternative high schools and in the Coastal Adult School. Students eighteen or over may enroll full time in adult education.

**Increased Credits for Attendance of Standard Daily Classes:** If students complete the required amount of work in their normally assigned periods they can earn 22.5 credits per quarter. This is based upon one credit for every twelve hours of productive time and three quarter credit for perfect attendance per class.

**California High School Proficiency Exam (CHSPE):** Students are eligible to take the exam at the age of sixteen. If students, who are planning on taking the CHSPE rather than graduating, participate in classes from the regular curriculum, they can receive credit. This can be a useful strategy for those who may want to continue to earn a high school level diploma or certificate of academic achievement.

**College of the Redwoods Classes:** If high school age students complete classes at the College, they earn three times the value assigned for college credit. There are classes available to students at a reduced tuition rate.

**Community Service Education:** Credit can be granted for activities such as volunteering at the food bank, soup kitchens, Humane Society, Big Brothers/Sisters, etc.

**Directed Study:** After the regular school hours, Noyo Continuation students may return to class for an extra period, from 1:00-2:00 PM. The credit and requirements are specified in a contract between the teacher and the students. The criteria are based upon time and production.

**General Educational Development (GED) Preparation and Testing at College of the Redwoods:** Students can prepare for and take the GED test at the College of the Redwoods.

# SCHOOL AND STUDENT PERFORMANCE DATA

## ASAM INDICATORS

Because our enrollment is small, our performance is not evaluated by CST results but rather by ASAM (Alternative Schools Accountability Model) indicators. Alternative schools select three out of fourteen school accountability indicators. The results help us identify our needs and establish our goals.

**For all three FBUSD Alternative Schools our selected Indicators were:**

Indicator 1: Student Behavior Rate – based on the number of students suspended during the school year.

Indicator 6: Attendance Rate – based on the attendance of long term students enrolled in the program.

**For Noyo and Lighthouse:**

Indicator 13B: Credit Completion Rate – based upon the number of graduation credits earned by all long-term students enrolled in grades 9-12.

**For Shelter Cove:**

Indicator 12A/B: Course Completion Rate – Based upon the total number of courses passed by all long term students enrolled in the middle school program for the year.

The table below shows our standing in comparison to previous years. Levels range from Immediate Action to Growth Plan, to Sufficient, to Commendable. The ideal levels would be Sufficient and Commendable.

### Lighthouse Community Day School

| Indicator Number        | Rate for 2007-08 | Rate for 2008-09 | Conclusion                                    |
|-------------------------|------------------|------------------|---|
| 1- Behavior             | 85.7%            | 73.6%            | Dropped from Growth plan to Immediate Action. |
| 6 - Attendance          | 78%              | 87%              | Improved but still in the Growth plan level.  |
| 13B – Credit Completion | 5 credits        | 6.8 credits      | Increased but still in the Growth plan level. |

### Noyo Continuation School

| Indicator Number        | Rate for 2007-08 | Rate for 2008-09 | Conclusion                          |
|-------------------------|------------------|------------------|-------------------------------------|
| 1- Behavior             | 0%               | 20%              | Dropped to Sufficient Level.        |
| 6 - Attendance          | 92.6%            | 89%              | Decreased slightly to Growth Level. |
| 13B – Credit Completion | 9.4 credits      | 11 credits       | Improved to Commendable Level.      |

(Because Noyo had so few students, two students changed the overall outcome.)

### Shelter Cove Community Day School

The data below is not reported because of the small number of students.

| Indicator Number          | Rate for 2007-08 | Rate for 2008-09 | Conclusion           |
|---------------------------|------------------|------------------|----------------------|
| 1- Behavior               | 85.7%            | 100%             | Decreased            |
| 6 - Attendance            | 82.2%            | 86%              | Slight improvement   |
| 12A/B – Course completion | 100%             | 100%             | In Commendable level |

Another significant source of information in identifying our needs and establishing our goals is student performance in the CST. The following charts indicate our student proficiency rates.

### Lighthouse CDS

| Performance Level       | English/Language Arts           |       | Math |      | U.S. History |     | Science |       |
|-------------------------|---------------------------------|-------|------|------|--------------|-----|---------|-------|
|                         | Number/% at or Above Proficient | 2     | 9%   | 0    | 0%           | 1   | 10%     | 2     |
| Number/% Not Proficient | 20                              | 90.9% | 21   | 100% | 9            | 90% | 14      | 87.5% |

### Noyo Continuation

| Performance Level       | English/Language Arts           |       | Math  |      | U.S. History |       | Science |       |
|-------------------------|---------------------------------|-------|-------|------|--------------|-------|---------|-------|
|                         | Number/% at or Above Proficient | 3     | 13.6% | 0    | 0%           | 2     | 28.5%   | 2     |
| Number/% Not Proficient | 19                              | 86.3% | 1     | 100% | 5            | 71.4% | 11      | 84.6% |

### Shelter Cove CDS

| Performance Level       | English/Language Arts           |       | Math  |       | History |      | Science |      |
|-------------------------|---------------------------------|-------|-------|-------|---------|------|---------|------|
|                         | Number/% at or Above Proficient | 7     | 38.8% | 1     | 5.8%    | 0    | 0%      | 0    |
| Number/% Not Proficient | 11                              | 61.1% | 16    | 94.1% | 7       | 100% | 7       | 100% |

Until school year 2004/2005 participation by Noyo students in standardized testing was too low to provide any meaningful data to support a school accountability or improvement agenda. Although the use of Data Director has given us access to data from standardized testing, to be used for planning, the quality of the information is questionable since many of our students do not give much effort to the test. To balance the information, a variety of other assessments instruments are used.

Student assessment is done on a regular basis and modifications to the student's instructional program are made as a result of this information. The instruments used include, but are not limited to, SRA Corrective Reading placement tests and curriculum based assessments such as teacher-made and publisher made tests. This data is collected and reported in quarterly report cards and added to attendance and discipline information to define student progress and needs. Other assessment results include:

- CELDT (California English Language Development Test), oral assessment in English and Spanish for ELL (English Language Learners)
- Woodcock Johnson Revised, special education academic assessment
- Accelerated Reader, books with tests on computer
- Renaissance Learning STAR Reading Assessment
- ASAM Data
- CAHSEE results
- Weekly Team evaluation of students

# FOCUS FOR IMPROVEMENT

Based on the analysis of assessment data from above and from input of staff, parents and personnel, we have determined that:

**The most immediate needs for our students are:**

- improvement in academic skills
- improved attendance
- reduction in behaviors that interfere with teaching and learning
- improvement in socially adaptive behaviors
- reduced drug use

**Academically the priorities are:**

- higher performance in STAR Testing through increased academic knowledge
- continued high participation in test taking
- For our high school students:
  - increased percentage of students earning a diploma or certificate of academic achievement
  - consistent credit acquisition to meet graduation requirements
  - higher rate of success in passing the CAHSEE

**The most immediate needs for staff are:**

- Training in the use of the most effective instructional methods and best practices.
- Training and support for the implementation of Standards based teaching and assessments.
- Training in the use of technology for data gathering and assessment development and analysis.
- Ongoing support and training to avoid burnout when teaching energy and emotionally draining students.

# GOALS FOR MEETING IDENTIFIED NEEDS

## **Goal I: Student Learning**

Acquire and utilize the necessary resources to support the implementation of effective strategies, methods and interventions aimed at increasing student learning.

## **Goal II: Student Behavior and Attendance in a Functional Setting**

Implement interventions to increase student attendance and reduce behavior that interferes with teaching and learning.

## **Goal III: State Assessment Scores/Graduation Rates**

Raise state assessment scores and increase the number of students who earn a diploma or certificate of academic achievement.

## **Goal IV: Staff Development**

Improve educational practices that result in greater student learning.

## **Goal V: Parent and Community Involvement**

Implement measures to encourage and increase parental and community participation.

## **Goal VI: Educational Technology**

Increase access, knowledge and use of educational technology for parents, students and staff.

## **PLANNED ACTIVITIES FOR MEETING GOALS**

### **Goal I: Student Learning**

**Acquire and utilize the necessary resources to support the implementation of effective strategies, methods and interventions aimed at increasing student learning.**

1. Continue to implement and develop Curriculum/Standards Mapping, Pacing and Assessment Calendars in math and language arts as part of the District-wide Essential Standards Project.
2. Use Standards-based assessments to determine student instructional level, for placement decisions and for progress monitoring.
3. Replace consumable materials in content area and elective classes.
4. Increase percentage of students who receive a diploma or certificate of academic achievement to 85%.

### **Goal II: Student Behavior and Attendance in a Functional Setting**

**Implement interventions to increase student attendance and reduce behavior that interferes with teaching and learning.**

1. Continue to improve attendance rate until at least 85% average is reached and maintained.
2. Collaborate with community agencies to improve enforcement of mandatory attendance laws.
3. Reconfigure programs to accommodate and promote increased enrollment and success of alternative education students.
4. Refine the school wide discipline program to reduce interferences to teaching and learning.
5. Continue to develop transition activities in which all high school students participate.
6. Collaborate with community agencies to improve drug and alcohol interventions and reduce drug and alcohol related interference with teaching and learning.
7. Collaborate with community agencies and parents to reduce gang involvement.

### **Goal III: State Assessment Scores/Graduation Rates**

**Raise state assessment scores and increase the number of students who earn a diploma or certificate of academic achievement.**

1. Increase percentage of students who pass the exit exam to 85%.
2. Continue to provide additional support, such as participation in CAHSEE preparation classes, to all students who do not pass the CAHSEE as 10<sup>th</sup> graders.
3. Continue to meet goal of 95% student participation in STAR testing.
4. Track individual student progress toward graduation.
5. Continue to devise a graduation plan for each student
6. Insure all students are taught at instructional level.
7. Increase access to alternatives of fifth year, adult diploma, GED, CHSPE to students with credit deficiencies.

### **Goal IV: Staff Development**

**Improve educational practices that result in greater student learning.**

1. Provide staff with training and education in effective educational practices for at-risk students.
2. Provide staff with opportunities to attend trainings, conferences and workshops to upgrade classroom strategies and practices.

### **Goal V: Parent and Community Involvement**

**Implement measures to encourage and increase parental and community participation.**

1. Increase parent participation in school governance and activities.
2. Increase level of communication between home and school, including bilingual notices and publications.
3. Continue to hire translators for Spanish speaking parents.
4. Maintain and improve landscaped areas in the school entrance.
5. Maintain internet site with current listing of school events and information.

### **Goal VI: Increase access, knowledge and use of educational technology for parents, students and staff.**

1. Update equipment and software.
2. Train staff on the use of Data Director for developing computerized assessments.

# PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. Based upon the analysis of data on the performance of students and based on staff, parent and community input, the council has established the following performance improvement goals, actions and expenditures.

| <b>Goal I: Student Learning</b><br><b>Acquire and utilize the necessary resources to support the implementation of effective strategies, methods and interventions aimed at increasing student learning.</b> |                                  |   |                |   |
|--|----------------------------------|---|----------------|---|
| Description of Specific Actions to Improve Educational Practice  | Implementers/<br>Timeline        | Related Expenditures  | Estimated Cost | Funding Source  |
| 1. Continue to implement and develop Curriculum/Standards Mapping, Pacing and Assessment Calendars and assessments in math and language arts as part of the District-wide Essential Standards Project.       | Teachers<br>Principal<br>Ongoing |   |                |   |
| 2. Use Standards-based assessments to determine student instructional levels, for placement decisions and for progress monitoring.   | Teachers<br>Ongoing              | See Goal I.1 above<br><br>Purchase Foss kits for Lighthouse | \$3300         | Title I<br>LH   |
| 3. Replace consumable materials in content classes and electives.  | Staff<br>09-10                   | Material Purchase   | \$14900        | Title I<br>Cont. \$1000<br>LH \$3000<br>SC \$2700<br>EIA<br>Cont \$3200<br>LH \$2000<br>SC \$3200 |
| 4. Increase percentage of students who receive a diploma or certificate of academic completion to 85%.   | Staff<br>09-10                   | Credit Incentives   | \$700          | EIA<br>Cont \$350<br>LH \$350   |

**Goal II: Student Behavior and Attendance in a Functional Setting**  
**Implement interventions to increase student attendance and reduce behavior that interferes with teaching and learning.**

| Description of Specific Actions to Improve Educational Practice   | Implementers/<br>Timeline | Related Expenditures                  | Estimated Cost | Funding Source                                   |
|---|---------------------------|---------------------------------------|----------------|--|
| 1. Continue to improve attendance rate until at least 85% average is reached and maintained.  | All staff<br>Ongoing      | Attendance and performance incentives | \$2,750        | Title I<br>Cont. \$1000<br>LH \$1000<br>SC \$750 |
| 2. Collaborate with community agencies to improve enforcement of mandatory attendance laws.   | All staff<br>Ongoing      |                                       |                |  |
| 3. Reconfigure programs to accommodate and promote increased enrollment and success of alternative education students.  | All staff<br>Ongoing      |                                       |                |  |
| 4. Refine the school wide discipline program to reduce interferences to teaching and learning.  | Staff<br>Ongoing          |                                       |                |  |
| 5. Insure all high school students participate in transition activities. (College recruiters, campus visits, individual educational plans).                   | Staff<br>Counselor        | See Goal III.8                        |                |  |
| 6. Collaborate with community agencies to improve drug and alcohol interventions and reduce drug and alcohol related interference with teaching and learning. | Staff<br>Ongoing          |                                       |                |  |
| 7. Collaborate with community agencies and parents to reduce gang involvement.  | Staff<br>Ongoing          |                                       |                |  |

**Goal III: State Assessment Scores/Graduation Rates**

**Raise State assessment scores and increase the number of students who earn a diploma or certificate of academic achievement.**

| Description of Specific Actions to Improve Educational Practice   | Implementers/<br>Timeline | Related Expenditures                           | Estimated Cost                                | Funding Source                                 |
|---|---------------------------|--|---|--|
| 1. Increase percentage of students who pass the exit exam to 80%.   | Staff<br>Ongoing          | CAHSEE support classes                         | Overseen and administered by the high school  | HS Grant                                       |
| 2. Continue to provide additional support, such as participation in CAHSEE preparation classes, to all students who do not pass the CAHSEE as 10 <sup>th</sup> graders. | Staff<br>Ongoing          | See Goal I.2 above<br>Purchase IPASS           | Overseen and administered by the high school. | HS Grant                                       |
| 3. Continue to meet goal of 95% student participation in STAR testing.  | Staff<br>May 09           | Purchasing rewards and incentives for students | \$850   | Title I<br>Cont. \$350<br>LH \$250<br>SC \$250 |
| 4. Track individual student progress toward graduation.   | All staff<br>Ongoing      |  |   |  |
| 5. Continue to devise a graduation plan for each student  | All staff<br>Ongoing      |  |   |  |
| 6. Insure all students are taught at their individual instructional level.  | All staff<br>Ongoing      |  |   |  |

**Goal IV: Staff Development**  
**Improve educational practices that result in greater student learning.**

| Description of Specific Actions to Improve Educational Practice   | Implementers/<br>Timeline | Related Expenditures   | Estimated Cost | Funding Source   |
|---|---------------------------|--|----------------|--|
| 1. Provide staff with training and education in effective educational practices for at-risk students.                             | Principal<br>Ongoing      | Purchase of books and training materials.  | \$300          | EIA<br>Cont. \$100<br>LH \$100<br>SC \$100   |
| 2. Provide staff with opportunities to attend trainings, conferences and workshops to upgrade classroom strategies and practices. | Staff<br>09-10            | Leadership Conference.<br>Registration, transportation, lodging, food and substitutes. | \$13900        | Title I<br>Cont \$2600<br>LH \$3300<br>SC \$1000<br>EIA<br>Cont \$3000<br>LH \$3000<br>SC \$1000 |

**Goal V: Parent and Community Involvement**  
**Implement measures to encourage and increase parental and community participation.**

| Description of Specific Actions to Improve Educational Practice   | Implementers/<br>Timeline     | Related Expenditures     | Estimated Cost | Funding Source                            |
|---|-------------------------------|--------------------------|----------------|---|
| 1. Increase parent participation in school governance and activities.                                     | Principal 09/10               | Recruiting activities    | \$300          | Title I                                   |
| 2. Increase level of communication between home and school, including bilingual notices and publications. | Principal 09/10               | Materials for newsletter | \$200          | Title I                                   |
| 3. Continue to hire translators for Spanish speaking parents.   | Staff                         | Translation services     | \$400          | EIA<br>Cont \$100<br>LH \$200<br>SC \$100 |
| 4. Maintain landscaped areas in the school entrance.  | HS grounds keeper 09/10 staff |                          |                |   |
| 5. Maintain internet site with current listing of school events and information.                          | Staff                         |                          |                |   |

**Goal VI: Increase access, knowledge and use of educational technology for parents, students and staff.**

| Description of Specific Actions to Improve Educational Practice                 | Implementers/<br>Timeline | Related Expenditures  | Estimated Cost                       | Funding Source                     |
|---|---------------------------|---|--------------------------------------|------------------------------------|
| 1 Update equipment and software.  | Principal<br>09-10        | Replace old computers at Shelter Cove<br><br>Purchase Image projectors at Lighthouse<br><br>Printer | \$3500 SC<br><br>\$1400<br><br>\$540 | SLI SC<br><br>EIA LH<br><br>EIA LH |
| 2. Train staff on the use of Aeries for increasing parent/teacher communication | Principal/Staff<br>09-10  | See Goal I.1  |                                      |                                    |

## Description of Centralized Services

Position: District Office Personnel for State and Federal Programs  
Funding Sources: Title I, EIA, General Fund

Prepares consolidated Application to generate funding; oversees fiscal management of all categorical programs including; formulates budgets and monitoring expenditures; coordinates and monitors compliance procedures; directs and supervises budget preparation and expenditures of state and federal funds; approves categorical purchases, attends state and federal conferences to keep abreast of changes in funding and statutes; disseminates information to appropriate groups; facilitates the development of the district's Local Improvement Plan as well as consults with school staffs, school site councils; works with site personnel and advisory committees to develop program evaluation instruments; compiles data from parent surveys and disseminates information to school sites; prepares mandatory annual reports and monitors coordinated compliance; disseminates information regarding research based instructional programs; provides training to School Site Councils, Advisory Committees, site instructional leaders and project coordinators in the appropriate procedures necessary to fulfill their respective responsibilities; oversees the management of the English Learners Program; monitors and provides instructional support to all categorically funded programs under the new NCLB Reauthorization Act; conducts needs assessments for professional development for certificated and classified instructional staff; coordinates professional development workshops and seminars in the district; monitors the site level implementation of categorical programs; acts as a liaison for the district with the federal and state government and county agencies; prepares the annual CAL-Works report, provides annual report to the Board of Trustees for categorical programs.

Funding Source: EIA/LEP

The ELL resource specialist works with the categorical program administrators, site administrators, EL resource teachers, EL program para-professionals and classroom teachers to serve EL students in the instructional program. Resource Specialist Services include the following: providing instructional staff and administrators with research based on best practices for English learners, assisting with the ordering and purchasing of supplemental instructional materials for English learners, in-service staff on ELD teaching methodologies, conducting model lessons for school site staff, coordinating the CELDT and SABE testing, compiling student assessment data, assisting with the analysis of the data, ensuring appropriate program placement of English learners, ensuring parent notification letters are distributed in compliance with state mandates, monitoring student progress, facilitating professional development opportunities for teachers working with English learners, facilitating re-designation committee meetings, maintaining language census data, and submitting of data for RL 30 annual report.

## CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

SEE BUDGET REPORTS UNDER APPENDIX 2

## SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

| Names of Members  | Principal | Classroom<br>Teacher | Other School<br>Staff | Parent or<br>Community<br>Member | Student |
|-------------------|-----------|----------------------|-----------------------|----------------------------------|---------|
| Bruce Triplett    | X         |                      |                       |                                  |         |
| Coni Belli        |           |                      | X                     |                                  |         |
| Karen Rakofsky    |           | X                    |                       |                                  |         |
| Sarah Herrick     |           | X                    |                       |                                  |         |
| Barbara Ciro      |           |                      |                       | X                                |         |
| Deena Dias        |           |                      |                       | X                                |         |
| Marbella Baez     |           |                      |                       | X                                |         |
| Michelle Yah Baez |           |                      |                       |                                  | X       |

# RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - \_\_\_ School Advisory Committee for State Compensatory Education Programs
  - \_\_\_ English Learner Advisory Committee
  - \_\_\_ Community Advisory Committee for Special Education Programs
  - \_\_\_ Gifted and Talented Education Program Advisory Committee
  - \_\_\_ Other (**list**)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: \_\_\_\_\_.

Attested:

Mr. Bruce Triplett  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Mrs. Coni Belli  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date