

*Executive Summary of School Accountability Report Card (SARC)*

**Fort Bragg Middle School**

**Covering the 2007-08 School Year**

*Published during 2008-09*

**Fort Bragg Middle School**

500 N Harold Street  
Fort Bragg, CA 95437

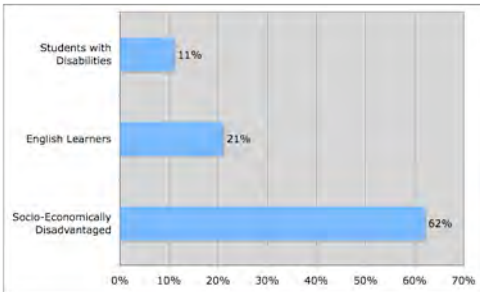
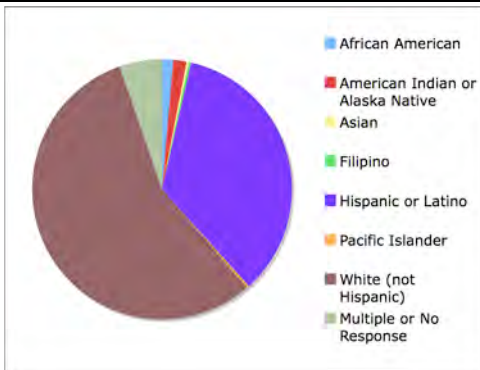
(707) 961-2870

Grades 6 – 8

Principal: Donna Miller,  
dmiller@fbusd.us

**Student Enrollment**

Number of Students 407



**Teachers**

Teachers with Full Credential 26

Teachers without full credential 0

Teachers teaching outside area of competence 0

Mis-assignments of teachers of English learners 0

Total teacher mis-assignments 0

**About This School**

Fort Bragg Middle School (FBMS) is located on the pacific coast surrounded by ocean, lush forests and wildlife habitats. The school is the cornerstone of education for 415 students' grades sixth through eighth. All students have access to our instructional program that includes academic classes, exploratory classes, and physical education. FBMS students are scheduled in block periods with increased instructional time for math and language arts. Students are scheduled into single subject science and social studies. An extra period of academic support is offered to students in need of additional language arts or mathematics assistance. The academic curriculum is supported by the exploratory: art, wood shop, band, yearbook, and computers. The goal for student achievement is to provide a challenging, diverse curriculum designed to support all students so that they have multiple opportunities to succeed and reach their full potential. The school is continually reassessing and evaluating programs and performance with input from the county, district, community, student and parent groups. Fort Bragg Middle School will continuously strive for improvement so that all students will acquire the foundation of knowledge needed to ensure a formidable future.

**Mission Statement**

The mission of the Fort Bragg Middle School is to establish a safe learning environment that promotes intellectual, personal, physical, emotional, and social growth, preparing our children to be respectful, responsible and productive members of the an ever-changing world.

<b>Pupils Lacking Textbooks or Instructional Materials</b>	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	na
Health	0%
Science Laboratory Equipment	na
<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>	
School Site	\$
District	\$
State	\$4,943
<b>Student Performance Students Proficient and Above on California Standards Tests</b>	
English/Language Arts	45
Mathematics	33
Science	53
History Social Science	24
<b>Academic Progress</b>	
2007 API Growth Score	726
Statewide Rank	5
2007-08 Program Improvement Status	In PI

## School Facilities

### Summary of Most Recent Site Inspection

Passed all areas of recent inspection.

### Repairs Needed

None needed.

### Corrective Actions Taken or Planned

None needed.



# Fort Bragg Middle School

## School Accountability Report Card

Reported for School Year 2007-08  
Published During 2008-09

### School Contact – 2008-09

**Fort Bragg Middle School**  
 500 N Harold Street  
 Fort Bragg, CA 95437  
 (707) 961-2870  
 Grades 6 – 8  
 Principal: Donna Miller,  
 dmiller@fbusd.us  
 CDS code: 23-65565-6061667

**Fort Bragg USD**  
 (707) 961-2850  
 Web site: www.fbusd.us  
 Superintendent: Don Armstrong  
 darmstrong@fbusd.us

### Data and Access

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### School Description and Mission Statement

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#### Mission Statement

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sal/>. For additional information about the school, parents and community members should contact the school principal or the district office.

Student Enrollment 2007-08	
by Grade	
Grade Level	Number of Students
Grade 6	130
Grade 7	147
Grade 8	130
<b>Total</b>	<b>407</b>
by Group	
Group	% of Total Enrollment
African American	1.47 %
American Indian or Alaska Native	1.47 %
Asian	0.49 %
Filipino	0.25 %
Hispanic or Latino	34.64 %
Pacific Islander	0.25 %
White (not Hispanic)	56.02 %
Multiple or No Response	5.41 %
Socioeconomically Disadvantaged	62 %
English Learners	21 %
Students with Disabilities	11 %

### Opportunities for Parental Involvement

Fort Bragg Middle School actively engages parents in the classroom and in extra curricular activities such as dances, sports, music, theater arts, field trips and an eighth grade promotion committee. The result is a family-like environment where adults and children work closely together for a better educational program.

Parents may contact:

Mike Tadlock, President,  
Tomessa Villapando, Vice President  
or  
Crissy Tadlock, Treasurer  
of the Fort Bragg Middle School  
Parents Club

for opportunities or involvement at  
(707) 961-2870.



## Average Class Size and Class Size Distribution Secondary Schools

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	20.3	14	11		20.7	11	10		18.5	16	6	
Mathematics	23.2	4	9		23.8	5	8	1	25.5	3	12	
Science	26.6	2	13		25.7	2	13		23.1	6	9	
Social Science	23.5	6	7		25.4	1	14		22.4	6	11	

*This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).*

## School Climate

### School Safety Plan 2007-08

To ensure a safe and orderly campus, members of the administration, teachers and staff monitor the premises before, during and after school. We provide quick intervention in matters of discipline, regardless of whether they are minor or major. We hold regular emergency fire and earthquake drills and our classrooms are equipped with phones for expedient communication in case of an emergency. We methodically instruct our students on safe and appropriate behavior.

### Suspensions and Expulsions

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	25.4 %	38.3 %	38.6%	31.5 %	26.1 %	29.4 %
<b>Expulsions</b>	0 %	0 %	0 %	0 %	0 %	0.01 %

*This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.*

# School Facilities

## School Facility Conditions and Planned Improvements in 2008-09

This is the third year that the school has enjoyed its remodeled facilities. The building originated in 1938 as Fort Bragg High School and then in the sixties became a junior high and evolved to the middle school status. The warm redwood and fir wood interiors enhance the beauty and charm of this eloquent building. It must be noted that part of the middle school facilities is Fort Bragg's famous Cotton Auditorium which has also been refurbished.

## School Facilities Good Repair Status 2008-09

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

### Overall Summary of Facility Good Repair Status

**Good**

*This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.*



# Teachers

## Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	24	26	26	121
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	n/a

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

## Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers 2006-07

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.9 %	2.1 %
All Schools in District	95.4 %	4.6 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	95.4 %	4.6 %

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

# Support Staff

## Academic Counselors and Other Support Staff 2007-08

Title	Number of FTE Assigned to School
Academic Counselor	1.0
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (paraprofessional)	n/a
Psychologist	.15
Social Worker	n/a
Nurse	n/a
Speech/Language/Hearing Specialist	n/a
Resource Specialist (non-teaching)	n/a
Other	
<b>Average Number of Students per Academic Counselor</b>	<b>416</b>

*This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

# Curriculum and Instructional Materials

## Quality, Currency, and Availability of Textbooks and Instructional Materials

2008-09

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language Arts	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> – State Adopted 2002. <i>SRA Reach Intervention Program</i> – State Board Adopted 2002. <i>High Point Intervention and ELD Program</i> – State Board Adopted 2002	0%
Mathematics	6 <sup>th</sup> grade – <i>Scott Foresman CA Mathematics</i> – State Board Adopted 2001 7 <sup>th</sup> & 8 <sup>th</sup> grade – <i>Prentice Hall Pre-Algebra and Algebra 1, CA Ed</i> – State Adopted 2001	0%
Science	<i>Holt Rinehart Science</i> – State Board Adopted 2000	0%
History-Social Science	<i>TCI History Alive (2006)</i> – State Board Adopted	0%
Foreign Language	N/A	
Health	N/A	

*This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.*

# School Finances

## Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2006-07

Level	Total	Sup- plemental	Basic	Average Teacher Salary
School Site	\$9,452	\$3,451	\$6,001	\$47,942
District			\$8,056	\$50,945
Percent Difference – School Site and District			-25%	-5%
State			\$5,300	\$59,271
Percent Difference – School Site and State			13%	-19%
<i>This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <a href="http://www.cde.ca.gov/ds/fd/cs/">http://www.cde.ca.gov/ds/fd/cs/</a>.</i>				

## Types of Services Funded Fiscal Year 2007-08

### Description of Centralized Services Expenditures

The following services in support of this school are provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

### Funding Sources: Title I, EIA, General Fund

Services provided include:

Preparation of consolidated application to generate funding and fiscal management of all categorical programs including: formulating budgets and monitoring expenditures; coordination and monitoring compliance procedures; supervision of budget preparation and expenditures of state and federal funds; approval of categorical purchases, attendance at state and federal conferences to keep abreast of changes in funding and statutes; disseminating information to appropriate groups; facilitating the development of the district's Local Improvement Plan as well as consulting with school staffs, school site councils; working with site personnel and advisory committees to develop program evaluation instruments; compiling data from parent surveys and disseminating information to school sites; preparing mandatory annual reports and monitoring coordinated compliance; disseminating information regarding research based instructional programs; providing training to School Site Councils, Advisory Committees, site instructional leaders and project coordinators in the appropriate procedures necessary to fulfill their respective responsibilities; overseeing the management of the English Learners Program; monitoring and providing instructional support to all categorically

funded programs under the new NCLB Reauthorization Act; conducting needs assessments for professional development for certificated and classified instructional staff; coordinating professional development workshops and seminars in the district; monitoring the site level implementation of categorical programs; acting as a liaison for the district with the federal and state government and county agencies; preparing the annual CAL-Works report, providing an annual report to the Board of Trustees for categorical programs.

**Funding Source: EIA/LEP**

Services provided include:

Providing instructional staff and administrators with research-based best practices for English learners, assisting with the ordering and purchase of supplemental instructional materials for English learners, in-servicing 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 data for annual report.

<b>Teacher and Administrative Salaries Fiscal Year 2006-07</b>		
<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Teacher Salaries</b>		
Beginning Teacher Salary	\$34,334	\$37,916
Mid-Range Teacher Salary	\$44,036	\$58,151
Highest Teacher Salary	\$64,459	\$75,396
<b>Administrator Salaries</b>		
Average Principal Salary (Elementary)	\$78,968	\$91,086
Average Principal Salary (Middle)	\$81,394	\$95,220
Average Principal Salary (High)	\$78,662	\$101,661
Superintendent Salary	\$110,400	\$136,091
<b>Percent of Budget for</b>		
Teacher Salaries	38.4 %	38.5 %
Administrative Salaries	6.6 %	5.8 %
<i>Detailed information regarding salaries may be found at the CDE Web site at <a href="http://www.cde.ca.gov/ds/fd/cs/">http://www.cde.ca.gov/ds/fd/cs/</a> and <a href="http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp">http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp</a>.</i>		

# Student Performance

## California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

### CST Results for All Students – Three-Year Comparison

Subject	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	41	39	45	45	44	49	42	43	46
Mathematics	29	24	33	35	34	40	40	40	43
Science	54	51	53	45	46	51	35	38	46
History-Social Science	16	24	24	31	40	46	33	33	36

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

### CST Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	39	29	30	10
Pacific Islander	*	*		
White (not Hispanic)	47	32	66	30
Male	43	33	56	30
Female	45	32	49	17
Economically Disadvantaged	37	26	42	14
English Learners	12	8	12	0
Students with Disabilities				
Students Receiving Migrant Education Services	30	21	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California Physical Fitness Test Results 2007-08

Grade Level	Percent of Students Meeting Fitness Standards
Grade 7	22.2 %

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfl>. Note: To protect student privacy, scores are not shown when 10 or fewer students are tested.

## Accountability

### Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>

#### API – Three-Year Comparison

API Rank	2005	2006	2007
Statewide	6	6	5
Similar Schools	4	4	2

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

## API Changes by Student Group – Three-Year Comparison

Group	Actual API Change			Growth API Score
	2005 to '06	2006 to '07	2007 to '08	2008
All Students at the School	4	-21	18	726
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-12	-28	53	698
Pacific Islander				
White (not Hispanic)	10	-14	1	740
Socioeconomically Disadvantaged	9	-20	16	691
English Learners	4	-38	36	648
Students with Disabilities				

*This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.*

## AYP Overall and by Criteria 2007-08

AYP Criteria	School	District	<b>Adequate Yearly Progress</b> The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: <ul style="list-style-type: none"> <li>• Participation rate on the state's standards-based assessments in English-Language Arts (ELA) and Mathematics.</li> <li>• Percent proficient on the state's standards-based assessments in ELA and Mathematics</li> <li>• API as an additional indicator</li> <li>• Graduation rate (for secondary schools).</li> </ul>
Overall	Yes	No	
Participation Rate - English-Language Arts	Yes	Yes	
Participation Rate - Mathematics	Yes	Yes	
Percent Proficient - English-Language Arts	Yes	No	
Percent Proficient - Mathematics	Yes	No	
API	Yes	Yes	
Graduation Rate	N/A	Yes	

*This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.*

## Federal Intervention Program 2008-09

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2006-2007
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		37.5

*Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.*

# Instructional Planning and Scheduling

## Professional Development

Fort Bragg Unified School District supports the framework of a professional learning community by providing staff development such as: collegial coaching, weekly collaborative meetings, county office of education trainings and school district in-services. Fort Bragg Middle School, supported by family and community, participates in the Positive Behavior Support Program (PBS) to increase student achievement and encourage appropriate behavior.