

# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

## Fort Bragg High School

### 2006-07 School Accountability Report Card Reported (SARC)

#### I. About This School

##### Contact Information

School		District	
School Name	Fort Bragg High	District Name	Fort Bragg Unified
Street	300 Dana St.	Phone Number	(707) 961-2850
City, State, Zip	Fort Bragg , CA 95437-4522	Web Site	www.fbUSD.org
Phone Number	(707) 961-2880	Superintendent	Steven Lund
Principal	Allen Urbani	E-mail Address	slund@mcoe.us
E-mail Address	aurbani@mcoe.us	CDS Code	23-65565-2331361

##### School Description and Mission Statement

Fort Bragg High School (FBHS) provides a safe, positive, and comprehensive learning environment for its 600 students. Approximately 40 percent of our graduates go on to some kind of post secondary academic education, and another six to seven percent attend trade schools.

A full college prep curriculum is available, and AP classes are offered in English Language, English Literature, US History, American Government, Environmental Science, Economics, and Calculus.

With the help of the Regional Occupation Program, FBHS is currently focused on expanding its vocational program to provide students with opportunities in the areas of Automotive Technology, Computer Science, Business Education, Culinary Arts, Agricultural Science, Industrial Arts, and Home Economics. FBHS also provides a wide range of classes in the visual and performing arts including art, theatre, photography, band, graphic arts, yearbook, and arts & crafts.

FBHS offers a full complement of clubs and extra curricular activities including interscholastic sports in order to connect students to the already safe and positive environment enjoyed at FBHS.

##### **VISION & MISSION STATEMENTS AND EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRS)**

Vision: Educating Today's Students to Succeed in Tomorrow's World Mission: To create a school community through dialogue and collaboration that promotes team work to achieve optimum student outcomes.

1) FBHS students are literate (i.e. they comprehend and write at the proficient level on course rubrics or other appropriate standards based measures); 2) FBHS students meet or exceed academic standards, they demonstrate competencies for courses, achieve proficient on CST's and pass the CAHSEE; 3) FBHS students have participated in planning for their futures (set goals for post high school; taken specific steps toward them) 4) FBHS students are connected to their school and community (e.g. participate in school activities, increased attendance, etc.).

##### Opportunities for Parental Involvement

Parents have an opportunity to involve themselves in their child's education at FBHS. Parents are very active in our Band and Athletic Booster groups, and our Parent-Student-Teacher Registration and Report Card Night. Conferences are very well attended. While there is no formal parent-teacher-student association, parents are encouraged to be involved when there are issues of significance (ex. Site Council, AVID Parent Night, Migrant Education Parents Group, AIP Parent Information Night, College Night, Financial Aid Night). Additionally, parents consistently volunteer to chaperone events and to provide transportation to school activities. Parent Forums, which are held quarterly, provide staff and parents opportunities to discuss school wide issues that are important to

student success. Topics have included senior projects, interpreting student scores, suicide prevention, and graduation requirements. Parents who wish to become involved at FBHS are encouraged to call 961-2880 or to stop by to discuss the opportunities to do so.

### Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	147
Grade 10	159
Grade 11	144
Grade 12	120
Ungraded Secondary	5
Total Enrollment	575

### Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.7 %	White (not Hispanic)	61.74 %
American Indian or Alaska Native	0.35 %	Multiple or No Response	5.57 %
Asian	1.22 %	Socioeconomically Disadvantaged	40 %
Filipino	0.35 %	English Learners	16 %
Hispanic or Latino	29.91 %	Students with Disabilities	11 %
Pacific Islander	0.17 %		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	20.0	23	8		19.2	26	6		20.4	23	11	
Mathematics	21.2	14	9		19.4	18	7		21.0	16	7	
Science	22.1	7	9		22.7	4	11		21.8	10	7	
Social Science	22.5	8	10		24.8	2	13		21.3	9	10	

## II. School Climate

### School Safety Plan

Fort Bragg High School maintains a Comprehensive Safe Schools Plan to support the already safe, orderly, positive learning environment we enjoy at FBHS. Within this effort, FBHS employs a variety of school policies and practices combines with a detailed Emergency Plan to facilitate response in the event of disaster. The Comprehensive School Safety Plan is updated each year after assessment with specific regard to school discipline, suspension, and crime. It is through this type of information and reporting that we can accurately compare our high school to similar schools within Mendocino County and also within the State of California. This type of statistical information supports our knowing that FBHS is among the safest in the state. The Comprehensive School Safety Plan also describes policies and procedures in the following areas; 1)Child Abuse Reporting Procedures, 2)Policies Regarding Actions Which Would Lead to Suspensions and/or Expulsion (in addition to this generalized policy, FBHS maintains a very detailed outline of student behaviors as described in our handbook "Standards for Student Behavior" ), 3)Sexual Harassment Policy, 4)Procedures to Notify Teachers of Dangerous Pupils, 5) School Wide Dress Code, 6) Procedures for Safe Ingress and Egress of Pupils, 7) Disaster Procedures, Routine and Emergency, (a generalized description). The Emergency Plan deals primarily with such emergency situations such as fire, earthquake, bomb threat, and lockdown procedure in the event of a dangerous student or intruder. Contained within this plan are the following:

- Emergency Warning Signals
- Evacuation Procedures/Assignments
- Organization /Responsibilities.....to include Site Operations Section, Logistics Section, and District Operations Section
- Maps/Diagrams.....to include Shut-Offs and Projected Hazards, Disaster Equipment, and Transportation Safety Plan
- Alert Notification Rosters.....to include Emergency Telephone Charts and Handheld Radio or Cell Phones
- Assignments
- Directory of Government Agencies and Resources
- Situational Response
- Action Response
- Emergency Action Documentation.....to include Care and Shelter Unit, Safety and Security Unit, Damage Assessment Unit, Communication Unit, and First Aid Unit Documentation Forms, to include Staff Log, Student Emergency Release Log, Student Injury Log, Student Fatality Log, Employee Injury Log, Employee Fatality Log, and Waiver of Liability

### Suspensions and Expulsions

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	22.0	30.8	24.2	16.8	31.5	26.1
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

## III. School Facilities

### School Facility Conditions and Improvements

Students, staff, parents, and community take a great deal of pride in Fort Bragg High School. Promoting a positive school climate is done by providing a safe, clean and well maintained facility, which is our highest priority. Campus beautification is an ongoing process as school and community work together to keep this school site in its current, pristine condition. One of the community's greatest achievements is the building, entirely from donations, of a multi-million dollar sports complex that is touted as one best athletic facilities in all of Northern California.

### School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems			✓	Heating system need to be replaced-Deferred maintenance project in progress.
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)			✓	Floor tiles need to be replaced-Listed in deferred maintenance plan and pending state funding approval.
Structural Damage		✓		Portables-Listed on deferred maintenance plan and pending state funding approval.
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds				N/A
Roofs	✓			
Overall Cleanliness	✓			

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Repairs and/or additional maintenance are necessary in several areas of the school site. All deficiencies are listed in the Deferred Maintenance Plan, with some projects pending state funding.			

## IV. Teachers

### Teacher Credentials

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	36	37	36	122
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## V. Support Staff

### Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	287
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VI. Curriculum and Instructional Materials

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

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	Selected Literature from the High School – Locally Board adopted 2005 <i>Prentice Hall Timeless Voices Gold, Platinum, American Experience, and British Tradition</i> (2000) Standards aligned and locally Board adopted 2005 <i>High Point</i> Intervention and ELD Program – State Board Adopted 2002	0%
Mathematics	<i>Prentice Hall Precalculus</i> (2001) – Standards	0%

	aligned and locally Board adopted 2005 <i>McDougal Littell Algebra 1</i> (2001) – Standards aligned and locally Board adopted 2001 <i>McDougal Littell Geometry</i> (2001) – Standards aligned and locally Board adopted 2001 <i>Calculus: Of A Single Variable – 8<sup>th</sup> Ed.</i> (2006) Standards aligned and locally Board adopted 2006	
Science	<i>Marine Biology: Environment, Diversity</i> (1986) – Standards aligned and locally Board adopted 2005 – Newer book to be purchased in 2006 <i>Modern Chemistry</i> (2006) – Standards aligned and locally Board adopted 2006 <i>Science Spectrum</i> (2001) – Standards aligned and locally Board adopted 2005. <i>General Science</i> (2001) – Standards aligned and locally Board adopted 2005. <i>Biology: Principles and Explorations</i> (2001) – Standards aligned and locally Board adopted 2005. <i>Living in the Environment</i> (2004) – Standards aligned and locally Board adopted 2005 <i>Biology</i> (1993) – Standards aligned and locally Board adopted 2005	0%
History-Social Science	<i>Economics: Principles in Action</i> (2007) – Standards aligned and locally Board adopted 2005. <i>American Vision California</i> (2005) Standards aligned and locally Board adopted in 2005. <i>Pacemaker U.S. History</i> (2001) – Standards aligned and locally Board adopted in 2005. <i>Magruder's American Government</i> (2001) – Standards aligned and locally Board adopted in 2005. <i>American Government: Continuity and Change</i> (2002) – Standards aligned and locally Board adopted in 2005. <i>World History: Connections to Today</i> (2003) – Standards aligned and locally Board adopted in 2005. <i>American Odyssey</i> (2004) – Standards aligned and locally board adopted in 2005.	0%
Foreign Language	<i>Ya versa! Gold level 1,2,3</i> (1999) – Standards aligned and locally Board adopted in 2005	0%
Health	<i>Lifetime Health</i> (2005) Standards aligned and locally board adopted	0%
Science Laboratory Equipment (grades 9-12)	Each student, including English learners, has access to science laboratory equipment.	0%

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	9,024	2,683	6,341	51,962
District	8,931	3,176	5,754	54,353
Percent Difference – School Site and District	101%	84%	110%	96%
State	8,195	3,252	4,943	56,613
Percent Difference – School Site and State	110%	83%	128%	92%

## Types of Services Funded

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.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34001	\$36572
Mid-Range Teacher Salary	\$43108	\$55815
Highest Teacher Salary	\$61410	\$70985
Average Principal Salary (Elementary)	\$73705	\$86995
Average Principal Salary (Middle)	\$75113	\$90820
Average Principal Salary (High)	\$75186	\$96447
Superintendent Salary	\$110000	\$128495
Percent of Budget for Teacher Salaries	40.65 %	39.34 %
Percent of Budget for Administrative Salaries	6.929 %	5.83 %

## VIII. Student Performance California Standards Tests

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	48	51	47	39	45	44	40	42	43
Mathematics	14	19	16	29	35	34	38	40	40
Science	24	48	48	29	45	46	27	35	38
History-Social Science	39	40	52	31	31	40	32	33	33

## 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	33	8	35	37
Pacific Islander				
White (not Hispanic)	55	21	58	58
Male	44	18	52	58
Female	50	14	45	45
Economically Disadvantaged	37	12	43	44
English Learners	8	5	4	11
Students with Disabilities	14	0	18	22
Students Receiving Migrant Education Services	31	6	31	36

## Norm-Referenced Test

Not applicable

## California High School Exit Exam (CAHSEE) Results

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

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	59	54.9	49	55.2	53.5	51.1	58.9	56.8	48.6
Mathematics	52.9	50.4	45.2	43.4	42.7	46.8	53.5	51.7	49.9

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	41.1	25.5	33.3	46.5	38.9	14.6
Male	47.1	22.1	30.9	40	40	20
Female	35.6	28.8	35.6	52.7	37.8	9.5
African American	100	0	0	100	0	0
American Indian or Alaska Native						
Asian	66.7	33.3	0	33.3	66.7	0

Filipino						
Hispanic or Latino	56.9	15.7	27.5	55.8	32.7	11.5
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	31.7	28	40.2	39.8	43.4	16.9
English Learners	68.3	19.5	12.2	61.9	33.3	4.8
Socioeconomically Disadvantaged	52.9	20.7	26.4	52.3	37.5	10.2
Students Receiving Migrant Education Services						
Students with Disabilities	81.8	18.2	0	100	0	0

### California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards
5	7.00
7	22.40
9	39.30

## IX. Accountability

### Academic Performance Index

#### API Ranks – Three-Year Comparison

API Rank	2003-04	2004-05	2005-06
Statewide	7	7	7
Similar Schools	8	8	8

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	105	22	20	758
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	126	-4	30	684
Pacific Islander				
White (not Hispanic)	90	35	24	796
Socioeconomically Disadvantaged	106	40	26	722
English Learners	N/A			641
Students with Disabilities	N/A			

### Adequate Yearly Progress

#### AYP Overall and by Criteria

AYP Criteria	School	District
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes

Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	No

### Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2006-2007
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50.0

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	2.7	3.3	2.6	3.7	4.0	4.8	3.2	3.1	3.5
Graduation Rate	90.4	78.9	81.3	82.1	75.2	73.9	85.3	85.0	83.0

### Completion of High School Graduation Requirements

Group	Graduating Class of 2007		
	School	District	State
All Students	103	113	356,641
African American	1.9%	1.8%	7.2%
American Indian or Alaska Native			.8%
Asian	1.0%	.9%	10.7%
Filipino			
Hispanic or Latino	21.4%	22.1%	36%
Pacific Islander			.7%
White (not Hispanic)	72.8%	72.6%	38.9%
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils	313
Percent of pupils completing a CTE program and earning a high school diploma	38%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	23%

## Courses for University of California and/or California State University Admission

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	52.5
Graduates Who Completed All Courses Required for UC/CSU Admission	35.0

### Advanced Placement Courses

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		
English	1	5%
Fine and Performing Arts		
Foreign Language		
Mathematics	1	3%
Science	1	3%
Social Science	1	5%
All courses	4	2.9

## XI. Instructional Planning and Scheduling

### Continuation School Instructional Days

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days