

Noyo High School

W.A.S.C. THREE-YEAR TERM PROGRESS REPORT

I. Introduction

1. A general description of the school, its setting and the population it serves.

- Noyo High School provides one of three alternative education programs in the Fort Bragg Unified School District. Noyo is a continuation school with an enrollment maximum of thirty students. The campus includes a secondary community day school, a continuation school and an evening adult education program. There are five classrooms, a fitness room and an administration building. Two classrooms are continuation high school. The classrooms are used by adult education in the evening.
- The Noyo Continuation High School staff consists of a principal, two full-time teachers, an administrative secretary and a counselor. The counselor is assigned to Noyo four mornings a week to provide group and individual student counseling, crisis management and academic counseling. The administrative secretary acts as administrator in the principal's absence. She also provides administrative assistance and recordkeeping support for staff and students of all of the alternative education programs. The principal of the school is also responsible for Lighthouse Community Day School (secondary), Shelter Cove Community Day School (middle), and is the coordinator of Coastal Adult School.
- The students are eligible for all services offered by the District, including Special Education, ESL, and full or part-time enrollment at Fort Bragg High School. They may also enroll in courses offered through Mendocino County Regional Occupational Program, College of the Redwoods and Coastal Adult School's credit recovery and diploma programs.
- Most of the alternative school students are economically disadvantaged and perform 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/alcohol abuse problems of the students.
- Group and individual counseling are also supplied by outside providers such as Community Mental Health, AODP, Mendocino County Youth Project, and Safe Passage. A Mendocino County officer supervises juvenile probation clients that attend Noyo.
- Noyo operates on a basis of flexible, open enrollment. Students may transfer to the comprehensive high school at the beginning of a semester. Noyo provides an alternative setting in which students can work toward the achievement of personal and

District goals and ultimately earn a high school diploma or other terminal degree. The school serves those students described by the California Department of Education as *sixteen years of age and older who have not graduated from high school, are at risk of not graduating, and are not exempt from compulsory school attendance*. These students benefit from a flexible, individualized, comprehensive program, and an advantageous student/teacher ratio with support from community social agencies and availability of adequate computer and other technology.

- Students attend for 220 minutes per day, which exceeds the state minimum of 180 minutes. Students may elect to attend an additional 30 to 60 minutes per day for Directed Studies. School is in session from the middle of August through June, with no minimum days scheduled.

2. A description of significant developments at the school since the last full visit that have had a major impact of the school or specific curricular programs.

- Based on our 2009 graduation rates, Noyo High School is now out of program improvement. We're expecting at least twelve students to graduate in June of 2010. Additionally, approximately six students are expected to complete their graduation requirements within the first quarter of the 2010-11 school year.
- In the past, Noyo was considered a "dumping ground" for students who were disruptive at the high school. This made it very difficult for Noyo to develop a positive culture. We have created and implemented a protocol to screen students who will benefit from our program and contribute to our school culture. Students need to have the potential to work individually and in direct instruction classes. They must cooperate with other students and staff and not disrupt the learning environment. Fort Bragg High School now respects our mission and what we have accomplished.
- We are steering students away from dead-end jobs by encouraging them to explore a variety of career alternatives:
 - We are in the process of developing an internship program pairing students with professionals in our local community.
 - Job shadowing is now a required component of the senior project.
 - We offer on-campus presentations of college and trade school programs.
 - Successful efforts have been made to refine the senior project to focus on individual student career and educational paths

As a result, there has been an increase in the number of Noyo graduates attending post-secondary educational programs.

- Improvement of school facilities with the addition of fitness room equipment and a basketball/volleyball court has allowed the expansion of the P.E. program.

3. A descriptions of the school's procedures for the implementation and the monitoring of the schoolwide action plan.

- All students who do not pass the CAHSEE exams as tenth graders are placed in CAHSEE intervention courses.
- Through the use of various assessment tools including CTS scores, program-related placement tests and teacher observation of student performance, students are placed in appropriate classes.
- We have established intervention curricular mapping and adoption of intervention curricula for math, language arts, economics and world history. We will focus on establishing the same for science, U.S. History, and government in the coming years.
- Individual student attendance is tracked on a daily basis. Truancy statutes are enforced by staff and the school resource officer. Intervention plans are devised for students whose attendance falls below 80%.
- Refinement and implementation of the behavioral plan/level system is ongoing.
- We strive to increase student learning through summer staff development, curriculum mapping and attendance at professional conferences
- We have purchased two multimedia projectors, upgraded wiring and installed a server.
- We have improved parent communication through annual and as-needed parent conferences and regular site-council meetings. The districtwide/school website is updated regularly; students' progress will soon be available online for parents to view.
- Improvements to the buildings and grounds are scheduled. A tree planting/beautification project will begin in the fall of 2010; all school buildings will be painted in the summer of 2010.

II. Schoolwide Critical Areas for Follow-Up

1. Noyo teaching staff and leadership in collaboration with district curriculum committees continue working on alignment of curriculum to standards resulting in development of common curriculum embedded formative and summative assessments.

- Karen Rakofsky is piloting the Edge Language Arts pilot intervention program. She confers with FBHS teacher Marina Cochran-Keith monthly, although they're each teaching different levels of the program. She also collaborates with Kathy DeLuca, district curriculum director, about the needs of the students in relationship to this pilot program. Embedded within the program are formative and summative assessments.
- Bob Saxon has been teaching Algebra 1 using the McDougall-Littell text in accordance with state standards. The district has purchased new algebra texts, although they have yet to arrive. Assessments are embedded in both programs.
- Assessments are embedded within the following curriculum: U.S. History, Economics, World History, Language Arts, Algebra, CAHSEE Math, American Government and Health.

- Most of our assessments are embedded with the texts/programs we're using. The district has talked about creating formative and summative assessments. However, since Noyo is individualized and intervention oriented, it is difficult to align our assessments with those of the comprehensive high school.
- We are still pursuing Board adoption of intervention texts in science, U.S. History, and American Government. The currently adopted texts are above the reading comprehension levels of the majority of our students.
- Although current intervention texts in U.S. History, American Government and science are not specifically aligned with state standards, correlations are used to identify and emphasize the blueprinted essential standards.

2. All staff and stakeholders become involved in a comprehensive system of data analysis and interpretation of multiple student achievement measures to be used to inform decision making, resource allocation, and achievement of standards and ESLR's.

- Chapter and unit assessments tell us where students need further instruction. For example, in the language arts program, assessment data (i.e., placement and unit exams) are analyzed and used to determine program placement and the necessity for reteaching.
- For CAHSEE Math and L.A., prior exam scores are analyzed to determine student needs for reteaching.
- For students who have not completed their algebra requirement, CST scores are used to determine student strengths and weaknesses and what needs to be retaught.
- We have allocated our resources to purchase iPASS, an online program for math intervention; Measuring Up workbooks and The Complete California High School Exit Exam Mathematics Study Guide for CAHSEE Math prep.

3. Site leadership and teaching staff work together to increase rigor and relevance of curriculum to bring students within range of grade level standards.

- Staff members attended the Leadership Conference in January and explored the applications and importance of rigor and relevance. As a result, teachers are examining model lessons and adapting them to the classroom whenever possible. In addition, teachers are attempting to incorporate rigor and relevance into existing lesson plans.
- The use of intervention texts allows students to access California standards at their own reading levels.
- Noyo students contribute works of art to community art exhibits.

- Noyo students contribute poetry to county wide poetry contests.
- Directed studies classes allow students to work at their own levels and paces to retrieve credits lost in previous years.
- Practical applications of economic theories are taught in the Personal Finance class.
- We are piloting an intervention Language Arts program that incorporates higher-level thinking skills and allows students to relate the printed material to their personal situations.

4. All stakeholders collaborate to continue work on vocational, career education to establish clear career pathways accessible to all Noyo students.

- We are in the process of developing an internship program pairing students with professionals in our local community. We have identified several community businesspeople willing to mentor Noyo students in their line of work.
- The Senior Project includes the Kuder Navigator interest survey, career searches and explorations, college/trade school searches and tours, resume building, interviewing techniques, completion of FAFSA and job shadowing.
- On-campus presentations of college and vocational/trade school programs expose students to post secondary education possibilities.
- Noyo students are encouraged to attend ROP classes at FBHS (auto mechanics, woodworking, culinary arts, gardening)
- An increasing number of Noyo High School graduates are attending community colleges and vocational schools.
- Teachers and counselor meet with students on a regular basis concerning credit status, graduation, and post-secondary education.

5. Noyo leadership, teachers and support staff develop and implement innovative ways to involve their hard to reach students, parents and community members in the decision-making processes of the school throughout the school year.

- This year we developed a student advisory board to help students develop responsibility for their education. They organize events and are involved in decision-making processes.
- Jughandle Nature Reserve employed students to work in a local park. This program also included an in-class educational component during the process.
- Parents, students and community members are involved in decision-making through Site Council.

- All alternative education teachers meet monthly in professional learning community to discuss student progress, the learning environment and the application of the school mission and goals.

6.Noyo staff and leadership take advantage of staff development opportunities, especially relevant to alternative education students' academic achievement at high levels.

- Bruce Triplett, principal, and Karen Rakofsky, language arts teacher, attended Leadership Conference in New Orleans in January which included a focus on rigor and relevance.
- Bob Saxon attended the Kuder career planning training in Ukiah in December 2009.
- Karen Rakofsky receives regular training for the Edge Language Arts intervention program.
- Karen Rakofsky attended a previous CCEA conference and will attend again this year.
- Karen Rakofsky completed a six-credit summer course in curriculum development through the University of San Diego in 2007.
- Noyo staff attended Aries training in August.
- Bruce Triplett is attending the ongoing AB 430.