

***FORT BRAGG HIGH SCHOOL
2009 - 2010***

SITE ACTION PLAN FOR STUDENT ACHIEVEMENT



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SINGLE PLAN FOR STUDENT ACHIEVEMENT

2009 - 2010

FORT BRAGG HIGH SCHOOL

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Date of this revision: November, 2009

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

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Fort Bragg Unified School District

The District Governing Board approved this revision of the School Plan on February 5, 2009.

VISION AND MISSION STATEMENTS

And Expected School wide 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.*

ESLRs:

- 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 level on CSTs, and pass the CAHSEE at the proficient level)*
- 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. participation in school activities, increased attendance, etc.)*

SCHOOL - COMMUNITY PROFILE & DEMOGRAPHICS

Fort Bragg, historically a lumber and fishing community of approximately 6,500 people, is located on the beautiful and rugged north coast of California. Fort Bragg was settled by Finnish, Italian and Portuguese immigrants, and the original families still make up a portion of Fort Bragg's population. Latino immigrants, mostly Mexican, have become another, more recent, identifiable ethnic group and influence on the community.

Generations of Fort Bragg families have been educated at Fort Bragg High School, and, like high schools in many rural, isolated communities, FBHS has been important to the educational and cultural life of the community. Historically, its graduates filled jobs in the woods, in the mill, and in the harbor, while a few left to attend colleges and universities. But the town, like many other communities along the North Coast, has seen the number of jobs in these resource-based industries shrink radically as the result of a depletion of resources, more restrictive environmental protection laws, and increased mechanical sophistication in logging and fishing practices. Tourism has increasingly provided more jobs, but these service industry positions to date are unable to maintain the historical strength of the community's economic base, and thus, families leave for the large urban areas where work is available.

As the complexion of the Fort Bragg community has changed, so has the mission of Fort Bragg High School. We recognize the need to prepare large numbers of students for job markets outside the area, opportunities that require skills appropriate for the technological twenty-first century. Over the past several years, the number of Fort Bragg High School graduates that have demonstrated college readiness has increased dramatically. In addition, many of our students plan to attend trade schools for some type of professional job training.

We are a more diverse high school than we once were. Our student population is 55.3% White, 36.5% Latino, and 8% a mixture of Filipino, African American, Pacific Islander, and Native American. We serve a student body of approximately 540, a decline of approximately 22% over the past six years, and our student enrollment may

continue to decline over the coming years, due primarily to local employment factors. The decline district-wide has already produced a financial impact that inhibits our efforts to maintain a top quality comprehensive high school. Many FBHS students live in economically disadvantaged households. While unemployment is relatively low, minimum wage is prevalent. As a result, 52% of our student population is considered "Socio-economically Disadvantaged"

As the decline in successful job opportunities has become a recognized, accepted reality, FBHS staff members have begun facing this new challenge. Knowing that it is increasingly important that all students achieve at higher levels than ever before, teachers have intensified their efforts to both improve and develop new educational opportunities with a new focus on preparing students for their education after high school, while at the same time providing vocational experiences for the non-traditional college bound student.

STAFFING

The FBHS team consists of 31 full-time certificated teachers, 6 part-time teachers (3 certified, 3 ROP credentialed), 2 instructional assistants, 5 classified special education instructional assistants, one health aide, three administrative secretaries and one counseling secretary, two certificated counselors, a technology assistant, one speech therapist, two library assistants, an assistant principal, and a principal. The teaching staff includes an Adaptive P.E. teacher, an ELD teacher, one Resource Program teachers, a Special Day Class teacher, and a teacher specialized in working with emotionally disturbed students. Thirty-five teachers have earned credentials indicating knowledge and skills in working with English Language Development students (i.e. four are SDAIE certified and 30 have earned their CLAD credential).

ACADEMIC PROGRAM

Significant enthusiasm for, and commitment to, ongoing improvement exists, as is indicated by the brief program descriptions that follow:

AP (ADVANCED PLACEMENT)

Fort Bragg High School now has AP level classes in four core curricular areas: AP English Language & Composition, AP English Literature, AP US History, AP US Government, AP Economics, and AP Calculus. Students in these classes take AP exams at the end of the course. If they receive a passing score (3, 4, or 5), they are eligible to receive credit from their college for the course work taken in high school. Students in our Native Spanish program also take the AP Spanish exam and have historically done exceptionally well. Should an AP course have too few students, the school will provide on-line classes to all eligible applicants.

CP (COLLEGE PREP)

Fort Bragg High School has historically prepared approximately 20-30% of its students for enrollment in four year state, UC, and private universities. This percentage is expected to increase as support systems like AVID and Upward Bound help achieve their goals. The CP program boasts classes that fulfill all the a-g requirements and provide students with all courses necessary to prepare for rigorous four-year colleges and universities. Advanced classes (beyond the minimum college requirements) are offered in mathematics, science, foreign language, and visual & performing arts.

CAREER & TECHNICAL EDUCATION

The Career and Technical Education department is divided in two sections. Seven teachers make up this diverse department.

Three teachers are exclusively ROP and one teacher covers both district and ROP classes. The department works hard to support student learning in other content areas. The CTE department currently offers a wide variety of

courses. District funded CTE classes include woodshop, drafting, healthy living and information technology. Combined, FBHS offers 28 periods of Career Technical Education classes. Most classes have texts that are currently aligned with state, and/or national standards. Our newest offering, organic gardening, is still in the process of developing curriculum and selecting appropriate instructional materials. All courses are supplemented with appropriate materials needed to maintain properly aligned instruction. The healthy living class uses a state adopted text which insures that all health students receive California Health Framework Expectations. Supplemental materials are used to help students meet the expectations of the course.

All CTE instructors are CLAD certified, or are in the process of completing their CLAD certification.

ROP (Regional Occupational Programs)

FBHS teams with the Mendocino County Office of Education, which provides teachers with resources within four ROP programs. These programs are provided for interested students and prepare them for entrance into a wide variety of occupations. These students will be prepared for either post high school vocational or college training or for direct entry level employment. ROP offerings include: automotive (beginning/ intermediate /advanced), culinary arts, cooperative vocational education (work experience) and organic gardening.

District CTE Offerings

In addition to the ROP offerings, Fort Bragg High School has several electives offered through the remainder of the Career and Technical Education Department. These courses offer students a well rounded opportunity and training for future employment in entry level jobs as well as a beginning to further their education in vocational fields. These offerings include Information Technology, Woodshop I/II/III/ & IV, Drafting I/II, Child/Family Life, Consumer Math, and Healthy Living. These programs prepare students for entrance into either post high school CTE, or college training, or for direct entry into the workplace. The ROP offerings include Culinary Arts,

Automotive Technology, and Organic Gardening. District CTE classes include Woodshop, Drafting, Child/Family Life, and Consumer Math. Fort Bragg High School also offers a wide variety of classes in the Visual & Performing Arts area: Band, Chorus, Art, Digital Photography, and Theatre Arts.

SUPPORT SYSTEMS

TITLE I (Academic Improvement)

While we have lost much of our Title I funding to budgetary crisis, we remain committed to supporting under performing students at FBHS. Literacy, improved teaching practices using principles of standards based instruction, student support, parental involvement, educational rewards and incentives are the primary areas of the remaining funds. CAHSEE support classes are being offered, both during and after school, to all 11th and 12th grade students who have not passed either part of the exit exam. In addition, an ASSETS grant allows us to offer after-school tutorial help in all core subject areas four days a week. Tenth grade students with low reading skills (five to nine years below grade level) are provided with extra support designed to foster comprehension and fluency. A computer lab, staffed with a knowledgeable instructional assistant, offers students access to on-line computers at lunchtime, fifth and sixth periods and after school. Parent education classes and information nights are held in an effort to involve Title I parents with the school, improve communication and lower barriers that might stand in the way of parents participating in their child's education. A computer lab offers students access to on-line computers with lunchtime, 5th and 6th period, and after school support from a knowledgeable instructional assistant.

AFTER-SCHOOL TUTORING and INSTRUCTION (ASSETS)

Five days each week, tutoring is offered after school in all subject areas in a homework lab setting. Credentialed teachers, in social science, English, math and science along with student aides are available four days a week after school to help any student with academic challenges. CAHSEE assistance is also offered after school.

CYBER HIGH and CREDIT RETRIEVAL

Students in need of credit retrieval may take classes through the Cyber High program. Five days each week a teacher is available in the computer lab during after school to help students as they take classes through this program offered by the Fresno County Office of Education. Students also have the opportunity to take our Credit Retrieval class offered during the school day or through our ASSETS program after school.

ELL (English Language Learners) PROGRAM

The need for an English Language Learner Program has increased significantly. Currently, 91 (19%) students are in need of academic support as they rise to the challenge of simultaneously learning a second language and trying to succeed academically in that second language. High school staff members have acknowledged the need to better address ELL needs. Eight staff members speak Spanish with moderate to fluent skill. To date, 31 teachers have earned CLAD certification and six have qualified for SDAIE certification and are keeping up-to-date on effective teaching practices for ELLs. EL assistance is also offered after school.

The district provides assessment services on the new state approved state language assessment instrument (CELDT), and district office personnel put that information into a data base. On site, an ELD teacher monitors the placement of ELL students into one of three academic strands. ELD (English Language Development) classes with non-core academic electives help students begin to learn English. Academic classes with a "sheltered" approach are available when students are ready to increase the academic rigor of their programs. And, finally, mainstream classes (i.e. "regular" classes taught in English...with support from the ELD teacher and after school homework labs) are offered. The high school has, with district assistance, taken initial steps to meet state ELD compliance requirements by providing staff development in record keeping and in showing accountability in the application of engagement strategies.

AVID (Advancement Through Individual Determination)

AVID is a nationally acclaimed motivational support system geared to provide academic and social support, motivation, and strategies to economically disadvantaged and/or students who demonstrate ability, but to date have not achieved academic excellence. FBHS presently offers AVID courses at all four grade levels.

SATURDAY SCHOOL

Historically used as a disciplinary consequence, Saturday School now provides an opportunity for students to make up ("buy back") unexcused absences. Saturday School is being eyed as a potential way for students to voluntarily seek tutorial assistance.

SUSTAINED SILENT READING

While these programs originated from a desire to help under performing students strengthen their connection to reading and to school, research suggests that this program will help all students extend their reading skills or repertoires and/or increase the motivation to read for pleasure. All classrooms engage in 20 minutes of SSR four days each week.

INDEPENDENT STUDY

Offered as an alternative to traditional education, this program serves those with needs that call for eliminated or reduced class time to accommodate the need to work, raise a child, deal with a medical condition, or the need to study in an individualized format.

SPECIAL EDUCATION

The FBHS special education program currently provides services for 63 special needs students: eleven severely handicapped students in its Special Day Class, 23 students in the Resource Specialist Program, nine emotionally

disturbed students in the county ED program (FBHS campus), and nine post-high school severely handicapped students at the Transitional Learning Center located off campus. The MCOE Resource Specialist currently serves two orthopedically handicapped students on campus.

This year, special education programs consist of Academic Support Classes taught by resource specialists, and a directed-studies class to support the ED population. These classes are a blended program for RSP, 504, ELL, Title I, and general education students who have been identified as low performers in need of study skills and extra help in their core subject area classes. A careers/workability class is provided for tenth and eleventh graders with an IEP.

Students with barriers to employment are referred to the Transition Partnership Program (TPP). TPP is a cooperative program that serves students during their last two years of school and provides post high school guidance until the student is successfully employed.

SPECIAL PROGRAMS AND EXTRA-CURRICULAR ACTIVITIES

A wide variety of special programs and extra-curricular activities help "connect" students to learning and to school, and enable them to develop as well-rounded individuals capable of both working and developing positive relationships with others. These activities include:

Athletics

We offer a large selection of fall, winter, and spring sports for both girls and boys including cross country, football, volleyball, soccer, cheerleading, basketball, wrestling, track, baseball, softball, tennis, and golf.

- ASB** *(Student government is designed to give students practical experience as participants in a representative form of government, the opportunity to develop leadership skills, and the satisfaction of doing community service.*
- ASSETs Grant** *This five-year, 1.25 million dollar grant will allow us to offer enrichment programs such as baking, electric car construction, dance, garage band, Japanese, wearable art and other student requested classes. Funding will also support four day a week tutorial help in all core subject areas.*
- National Honor Society** *The National Honor Society is a nationwide scholastic organization that recognizes students who demonstrate superior academic performance, leadership, community service, and personal integrity.*
- Wilderness Club** *Interested students pursue camping, hiking, skiing, fishing, and other outdoor activities.*
- Creative Arts Club** *Students interested in exploring the arts need not be enrolled in art classes to join. Activities include putting on art displays and attending county-sponsored art activities and field trips.*
- Mock Trial** *Students from FBHS compete against other Mendocino County high school teams trying hypothetical criminal cases in a real court with real presiding judges.*
- Theatre Arts** *Students perform in plays and musicals.*

<i>Interact</i>	<i>Sponsored by the Fort Bragg Rotary Club, members promote community and international awareness through community service and conduct fund raising events for local, national, and international charities.</i>
<i>Culinary Arts</i>	<i>Members explore other cultures through the world of food. They take field trips and provide food for special events at school and in the community.</i>
<i>MESA</i>	<i>(Math, Engineering, and Science Achievement Club) This club is open to all, but designed to encourage under-represented ethnic groups to excel in math, science, and engineering and to attend college. Students do projects and compete with other schools.</i>
<i>Key Club</i>	<i>Community service group is affiliated with the Kiwanis Club.</i>
<i>Chorus</i>	<i>Concerts are produced and performed several times a year.</i>
<i>Counseling/Health</i>	<i>The counseling office is open 7:30 to 3:30. Students may sign up or drop-in for personal or academic counseling, class changes, scholarship, career, and college information, or to see the health aide.</i>
<i>Student-of-the-Month</i>	<i>A certificate is awarded in a monthly school-wide recognition for academic achievement, improvement, or contribution to others or to the school.</i>
<i>Vision and Hearing Screening</i>	<i>Regular hearing assessments are performed. Vision screening is available upon request.</i>
<i>Dances</i>	<i>A variety of dances are held throughout the year.</i>

ELAC

The district ELD coordinator offers regular informational meetings. School staff participate on an invitation, as needed basis, to inform parents about school programs and issues.

Band

Concerts are produced and performed several times each year.

Mendocino Youth Project

The school provides a district and MYP contracted personnel to offer peer mediation, drug awareness, anger management, crisis intervention, and other needed psychological services.

SST's, IEP's, 504's

These meetings/programs provide opportunities for parents and staff to collaborate and plan student interventions.

Workability

The Dept. of Vocational Rehabilitation works with the community to provide opportunities for students with disabilities to investigate career opportunities, job shadow, meet employers, and obtain gainful employment with the community.

SCHOOL ACCOUNTABILITY REPORT CARD

Information from the School Accountability Report Card is a valuable source of information on student performance and conditions affecting the learning environment, including:

Pupil achievement and progress toward meeting academic goals.

Progress in reducing dropout rates.

Expenditures per pupil and types of services funded.

Progress toward reducing class sizes and teaching loads.

The total number of credentialed teachers, the number relying upon emergency credentials, and the number of teachers working outside their subject areas of competence.

The quality and currency of textbooks and other instructional materials.

The availability of qualified personnel to provide counseling and other pupil support services.

The availability of qualified substitute teachers.

The safety, cleanliness, and adequacy of school facilities.

The adequacy of teacher evaluations and opportunities for professional improvement.

Classroom discipline and climate for learning, including suspension and expulsion rates.

Staff training and curriculum improvement.

The quality of instruction and school leadership.

The degree to which pupils are prepared to enter the work force.

The number of instructional minutes provided.

The number of minimum days scheduled.

LINKS WITH THE COMMUNITY

District-wide planning meetings between staff, parents and community: District wide priorities are established and then used for individual school site planning and guidance.

Registration Conferences: Arena style parent-student-teacher conferences offer an opportunity for parents to know their student's advisor and understand their student's schedule of classes.

Report Card Night: Held at the end of the first six week progress report period in the fall, this popular evening gives parents further opportunity to help teachers monitor student progress and cooperatively communicate to foster school success.

Parent Forums: Held four to six times per year. These meetings are deliberately informal gatherings at which parents may seek and obtain information about various aspects of the school and its programs.

Site Council: This group meets once a month. The group, made up of school staff, students, and parents, is responsible for developing the yearly School Site Action Plan and for monitoring the school's categorical budgets.

WASC: This accreditation review process involves staff, students, parents, and community members in formal reviews of the school's progress on its WASC School Site Action Plan.

Boosters Club A parent group involved in fundraising activities in support of FBHS athletics.

Rotary Speakers Program Students speak about school issues and personal school related successes at local Rotary Club meetings.

ROP Advisory Committees ROP programs interact on a regular basis with community members in their content areas in order to keep in touch with business community needs and offers of support.

Financial Aide Night Counselors from College of the Redwoods provide parents and students with information about college costs and available financial assistance.

FAFSA Blitz College of the Redwoods opens their computer lab and counselors provide parents with the support necessary to complete the Free Application for Federal Student Aid.

College Fair Night Representatives from the UC Colleges, State Colleges, and local junior colleges share information, requirements, and availability for their particular school.

11th Grade Parents Night Counselors meet with 11th grade parents in the spring to provide the information necessary to help students and parents get ready for the senior year, especially college applications.

Bilingual Education The district bilingual coordinator helps the school and district by conducting regular informational meetings in Spanish for parents. Staff and administration attend on an as invited/as needed basis.

School Attendance Review Board School staff and community members team to help families whose students are having attendance problems.

Scholarship Interviews Community members volunteer to interview students to help award scholarship monies.

Senior Boards Many community members enjoy helping to evaluate student's senior board presentations.

Paw Prints The school's parent-student news letter is published three times yearly, in both Spanish and English.

Parent Student Handbook Extensive school information provided to students and parents in an easy-to-access format each fall. At the time of this writing the handbook is being translated into Spanish.

Translation Services Although this is an area that challenges the school, the counselor, foreign language department members, our bi-lingual aide and our Migrant Services aide have been able to provide translation services as necessary, and the district office provides some assistance as well.

Board Meetings A high school student representative presents high school information at each board meeting. Staff members attend on an as-needed basis to provide the board and the public with information about the high school.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

1. ***Alignment of curriculum and materials to content and performance standards.*** *FBHS teachers have worked hard to align course curriculum to state content standards. As part of the 2009/20010 review process, departments reported the following:*

Mathematics: *The Algebra II texts and materials were replaced and now that course is fully aligned with the state standards. We purchased Prentice Hall Mathematics, Algebra 2, copyrighted 2008. We then turned our attention to the Algebra Essentials and Algebra I curriculum. We have purchased the CGP Education Program, a California Standards-Driven Program and these new texts are being used during the current school year.*

Science: *All science textbooks are aligned with state standards. A new earth science text that is aligned with state standards is now on order and will be used for the remainder of the 09-10 year. The department also uses supplementary materials as part of the program. The science department has identified which standards should be emphasized and has developed pacing calendars for each course. Data is being used to re-evaluate pacing calendars and the calendars are being adjusted accordingly. The department shares some tests that all Biology classes to evaluate student performance of institute appropriate intervention.*

ELD (English Language Development) *A class in which EL students receive a specialized program in English language instruction appropriate for the English Learner students' identified level of language proficiency. It is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.*

English: *Each of the English department courses is aligned with state standards and all instructional materials being used are also aligned with the standards. This fall, teachers are tracking their teaching of standards,*

and adopting the regular use of standards as the impetus for instructional time. Teachers are keeping examples of assignments and samples of student work as evidence of standards use. The department continues to focus on technical aspects of writing, literary academic language, and the development of common assessments for specific standards at each grade level.

Social Studies: *All instructors have produced course syllabi with embedded state standards. The general and CP world history instructors have collaborated with each other to produce a six-week benchmark assessment exam to monitor student comprehension and retention. All instructors have committed to targeting primary focus standards for California State Tests in history, government and economics. Each individual conducts a cycle of inquiry to determine if tests and quizzes are appropriate and effective. All text books in the department are aligned with state standards. Technology is used throughout the department to aid students with multiple learning modalities. Supplementary material, including additional reading selections, films, projects and oral presentations, are used to support the course textbooks. Pacing calendars are used in all social studies classes and are reviewed annually to adjust for any changes in class curriculum. The department uses CST data from previous years to adjust pacing calendars, set department goals, and align benchmark assessments. Based on CST student performance, department members collaborate on effective teaching strategies to address specific standards of strength and weakness. Formative assessments, summative assessments, benchmark assessments, and CST data are the basis for which our department forms curricular and instructional decisions*

Physical Education: *All seven national standards for physical education are used in department rubrics and form the basis of the grading policy.*

Vocational Arts: *Most courses have texts aligned with state standards. Others are supplemented with materials needed to maintain properly aligned instruction.*

Special Education: Goals and objectives for each special education student are developed at annual IEP/ITP meetings based on standardized assessments (Woodcock, Johnson, CAPA, CST and CAHSEE) and formative assessments (reading records, writing samples, classroom performance records, etc). Goals address the California State standards. They are measured using the above assessment tools. Students requiring additional support to be successful in general educational classes are placed in AIP classes which are taught by Special Ed. staff. To assist with the general education curriculum, additional skills development work is assigned based on formative assessments. Formative assessments are also used to determine curriculum pacing and content in these classes. These assessments include academic vocabulary, quizzes, spelling assessments, reading records, benchmark math tests, i-PASS data (state adopted computer math program) and assessments given in the general education classes.

Foreign Language: Using a state-adopted textbook ensures that all students who are enrolled in the regular Spanish program receive standards-based instructional materials. However, there is concern about the Spanish for Native Speakers program. Since there are no state standards, teachers feel the need to observe successful Native Speakers programs at other schools. In addition, there is a need for training via workshops and for purchasing materials that adhere and lend themselves to a sequential curriculum. As a way of enhancing and adhering to state standards, technology is being incorporated into the curriculum.

Visual & Performing Arts: All courses within the department meet the Visual and Performing Arts requirements for admission to the University of California and contain the five content standards of artistic perception, creative expression, historic and cultural context, aesthetic valuing, and connections/relationships/applications. All department members have developed at least one lesson with rubrics and standards addressed. The department works together in a "learning community" to reach their benchmark assessments. There is no class text book within the department.

Career and Technical Education: Woodshop, Drafting, Automotive Technology, Culinary Arts, Organic Gardening, Healthy Living, and Child/Family Life all have texts that are currently aligned with state or national standards, or are in the process of being aligned. Other courses are supplemented with material needed to maintain properly aligned instruction.

- 2. Availability of standards-based instructional materials appropriate to all student groups.** *As soon as standards aligned textbooks are available, each department purchases them. The English department has gone through each anthology and confirmed that the standards are being addressed. The math department now has standards-based texts in all courses. New Algebra Essentials, Algebra I and Algebra II texts have been purchased. They are continuing to look for supplementary materials for underperforming students in Algebra Essentials. The Social Studies department has standards-based texts available in all courses. It is also revising pacing calendars based on progress with "essential standards." The Spanish department is interested in meeting with teachers from other schools that have a program for Native Speakers to help in finding a standards-based text for that program. Currently the department is using the Framework rather than state-adopted standards. The ELD department is piloting the Hampton Brown Edge and Inside textbooks this year, which are standards-based. The Edge textbook is designed to help both EL's and struggling readers, and is used in the English Essentials class, which is a bridge class between ELD and mainstream English. For special education students, teachers express a desire to find standards-based materials at lower reading levels. In Career and Technical Education, as previously mentioned, the department uses properly aligned materials for instruction. Teachers use appropriate teaching strategies with their available materials to ensure that all student groups receive proper instruction. Most teachers with this department are CLAD or SADIAE certified and use those strategies whenever needed. The science department textbooks are now aligned and cross referenced to the state standards. These textbooks are available at home and in the classroom.*
- 3. Alignment of staff development to standards, assessed student performance and professional needs.** *Currently department action plan goals are determined by an analysis of available data and by setting concrete,*

measurable outcomes. Through our Leadership discussions, the needs for staff development have become apparent based on our analysis. Our plan is that at the beginning of each school year, Leadership will conduct an analysis of current education practices and will decide the staff development priorities of the year. At a staff meeting, focus groups or other selected groups will go over the analysis completed by Leadership and will make recommendations for specific staff development. Leadership will take the recommendations and will decide on the staff development priorities. For the 2007/2008 school year, Leadership created a staff development plan that included SLI strategies, standards-based instructional practices, and technology, as those areas of focus based on our analysis of current practices, taking into account input given at staff meetings. In addition, staff must now also address the "Critical Areas of Improvement" as defined by the WASC evaluation in April of 2007. District priorities and Site Plan goals are also being aligned.

- 4. *Services provided by the regular program to enable under-performing students to meet standards.***
Teachers have committed to identifying students at basic, below basic, and far below basic skill levels in their classes and to developing strategies and modification in their instructional methodology which include regular assistance from the Special Education teachers. Departments have implemented these measures in their department plans. The SLI strategies focus exclusively on reading comprehension, needed in all tested areas.

In staff and department meetings, teachers continue to dialogue in order to develop effective teaching in regular classrooms. The science department, for example, reports that it has developed an emphasis on pre-lessons and vocabulary practice. Many teachers are using multi-modality assignments so that students can learn via their strongest modalities. Many teachers meet students at lunch, before and after school to offer extra help. Standards discussion, standards based board configuration, front loading vocabulary, warm-up reviews, SLI techniques, and bell to bell instruction are now common practices in the classrooms. In several departments, specifically English, mathematics, and social studies, ability grouping is employed. This year the social studies department created three CP World History classes to better serve the academic needs of our

college bound sophomores. For students who have not yet passed the CAHSEE, the mathematics and English departments offer CAHSEE support classes which specifically address those concepts tested in that exam.

- 5. Services provided by categorical funds to enable under performing students to meet standards. What remains of our categorical funding now supports instructional aides primarily used in classes focuses on CAHSEE instruction. In the ELD program, both a teacher and an aide are available to assist students as they learn the English language.*

- 6. Use of state and local assessments to modify instruction and improve student achievement. Students must master state standards, and, toward that end, our program must become increasingly "data driven." Departments use CST data at the beginning of each year to develop department action plans and department assessment tools throughout the year to check progress and adjust instruction appropriately. Individual teachers and departments are increasingly making instructional decisions based on assessment, analysis, and commitment to accountability. All departments have discussed standards-based instruction and have talked about which standards should be the "focus standards."*

Departments are each at different places with regard to the use of assessments to modify instruction and improve student achievement. The math department now has end of grading, common assessments for all subjects: Algebra Essentials, Algebra I, Geometry, Algebra II and Trigonometry/Math Analysis. These assessments will be given several times during the school year, will be aligned with the pacing calendars, are standards based, and are blue print benchmarks of the CST exams. All members of the CTE department assign a career project for which there is a common rubric. The Science teachers are using common assessments for Biology I, Earth Science, and Chemistry. The English department uses shared rubrics for each course. Other common English assessments are not currently being used, although one common assessment for each grade level is presently in draft form. Special Education teachers use core-department rubrics for most major assessments. Physical education staff members use common assessments, rubrics and grading procedure. The

foreign language department has developed common assessments for reading, writing, and listening and continues to work on a speaking assessment.

7. Family, school, district, and community resources available to assist these students. *At FBHS there is a concentrated effort to direct resources to under performing and under-represented college-bound students. We currently offer an AVID program at all four grade levels. Our regularly scheduled homeroom leads students through four-year plans, while monitoring their progress. We frequently offer a Summer Algebra Academy to help ensure a successful transition from 8th to 9th grade and to provide students with an early introduction to a "college bound" mindset. In addition, we included in our summer school a six-week Cyber High program in order to provide more opportunities for students who need to make up credits or who need assistance in passing the CAHSEE. These classes are currently available to all students as a zero period or after-school program in addition to the tutorials and homework labs now offered. Important services are provided by Migrant Education staff available to support students. The MESA program is offered at the school to attract under represented students interested in pursuing science or math. Several community agencies support our students. Safe Passage Family Resource Center, a program of our school district, offers a youth leadership program where students learn leadership skills, practice communication skills and become involved in community projects. They also offer assistance to students who need help navigating the system such as qualifying for Healthy Families, and they offer support to parents. The Youth Project is active in the school with several support groups for students with various challenging issues. A local group called The Children's Fund offers financial gifts to any student with a specific need such as clothing, shoes, a back-pack, etc. Many members of our community have signed up for the "e-script" system that provides money for school projects. Upward Bound, another program aimed at helping children who have no family member who has ever graduated from college, is mentored by an employee of College of the Redwoods.*

8. Number and percentage of teachers in academic areas experiencing low student performance. *FBHS teachers deal with significant numbers of students who are not performing at the "Proficient" level as indicated*

on the California Standards Tests (i.e. students with low reading levels, students who are not motivated to master performance standards, and students who see no value in education). Among the challenges facing the staff are the following:

- a. finding sufficient resources*
- b. motivating students and parents*
- c. dealing with a sense of hopelessness and a lowering economic base due to mill closures and slowing of timber and fishing industries*
- d. implementing alternatives for non-college-bound students*
- e. finding time to meet and collaborate*
- f. exploring new strategies to instill love of learning and hope for the future*
- g. motivating students to value learning and to come to school ready to learn*
- h. knowing how to help students who enter high school with below-grade-level academic skills*
- i. changing the negative community attitude about homework and school in general*
- j. helping students be prepared for their future, whatever it is*
- k. helping students who feel "hopeless" about passing the Exit Exam*

9. Limitation of the current program to enable under-performing students to meet standards. *We, for the first time in several years, find ourselves limited by the cutbacks in staffing and in our categorical budgets. These cutbacks have severely limited our ability to serve underperforming students as we have in the past several years. Staff is well aware of the challenges and barriers as we serve the students of our school and community. We are thoughtful, resourceful and dedicated to helping every student meet the academic challenges. It continues to be our goal to develop a sense of hope and purpose so that every student leaves FBHS knowing that they can be successful in the world in which we live.*

Student Evaluation

Several individual student assessment instruments are used at Fort Bragg High School. Student assessment is done increasingly on a regular and frequent basis (as opposed to a pre-post test model) and modifications to students' instructional programs are now being made more often on the basis of assessment data. The assessment tools used at FBHS are listed below:

School-wide Assessment Tools

- *Semester final exams*
- *Chapter/unit tests (texts are aligned with CDE standards)*
- *Teacher designed tests and standards based rubrics*
- *SST (Student Study Team assessments)*
- *Student portfolios*

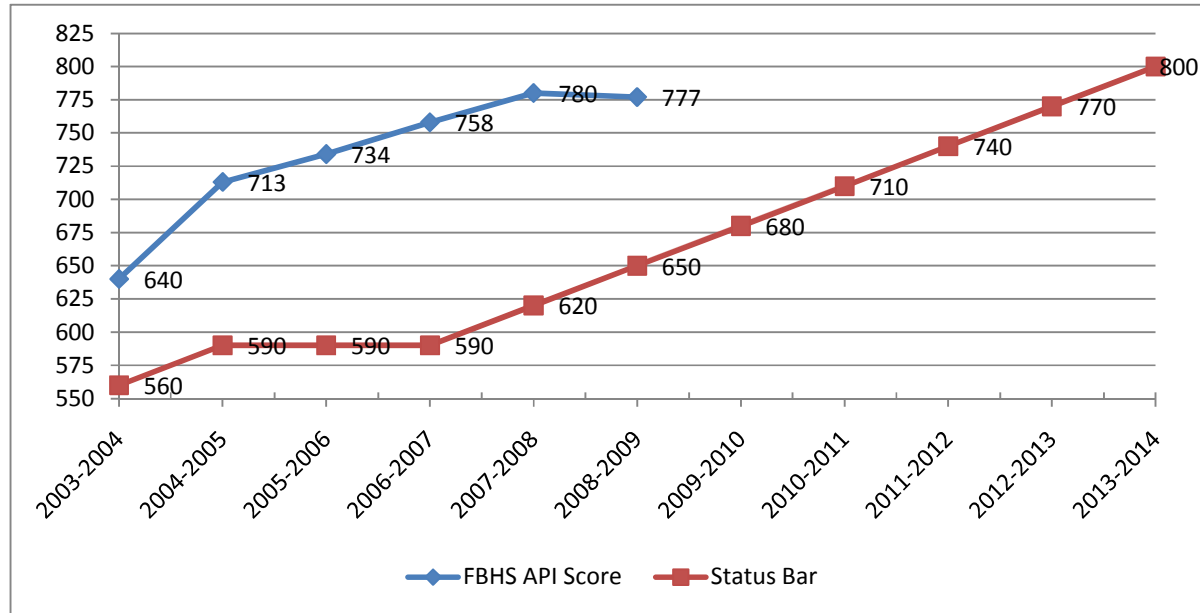
Department Evaluations

- *Semester report cards and 6-week progress reports*
- *California Standards Tests (CSTs)*
- *CELDT (California English Language Development Test)*
- *ELL monitoring portfolios*
- *Attendance information*
- *Discipline information*

FBHS is working to become a fully "information-driven" program. Toward this end standardized testing data will be analyzed each year to revise the school site plan, and teachers are becoming increasingly proficient at developing and implementing results-oriented department level plans. Department plans and the yearly results they generate will be shared with the Site Council each spring.

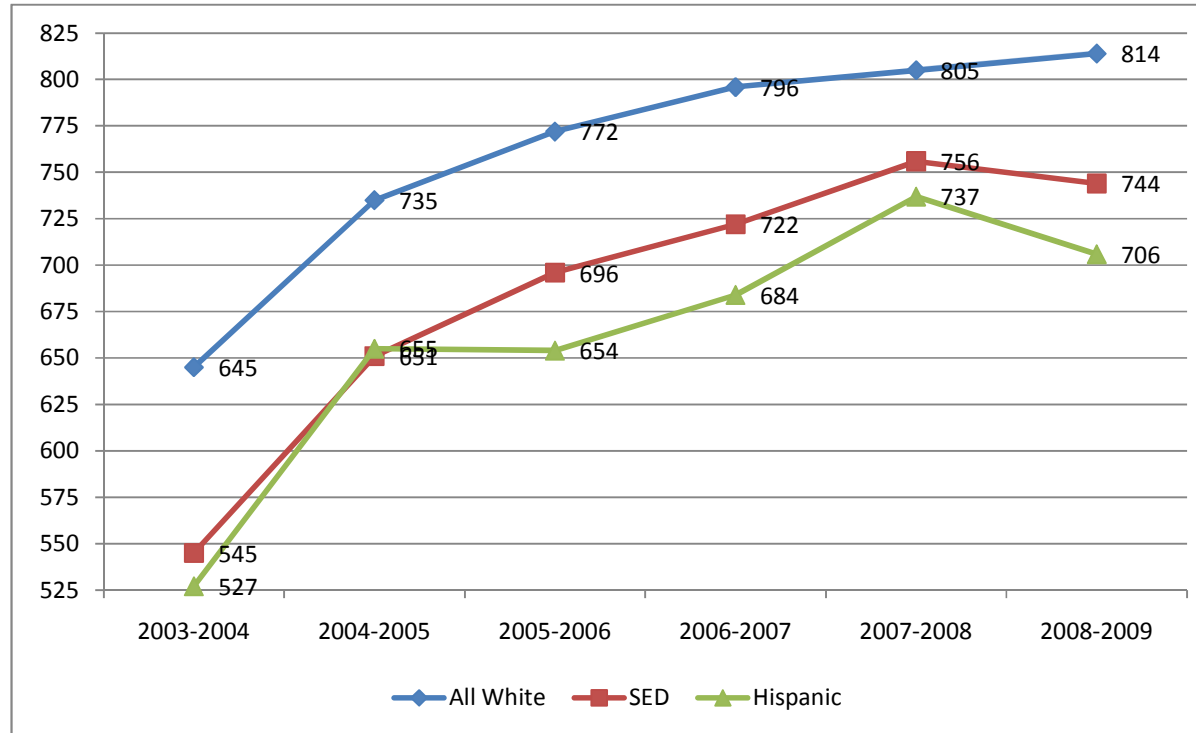
Student Performance Data Summary

High School API 2002 – 2009



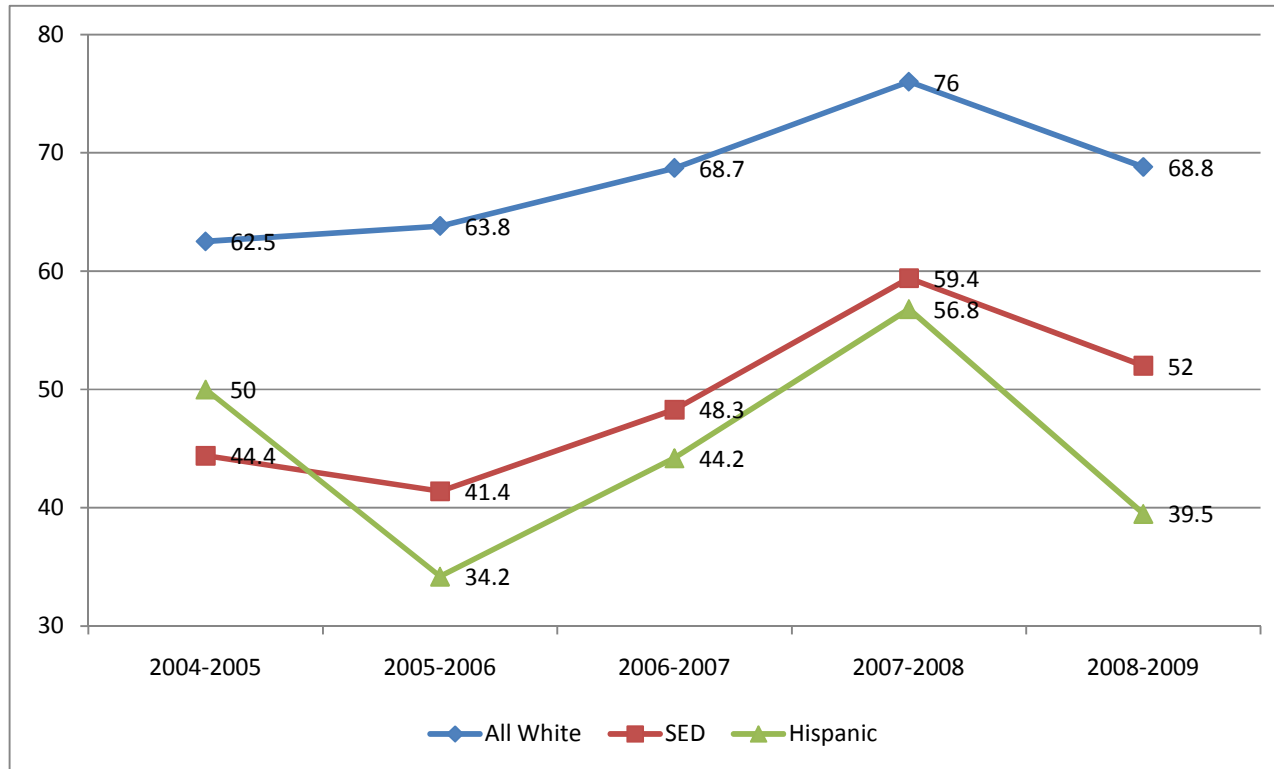
School Year	FBHS API Score	Status Bar
2003-2004	640	560
2004-2005	713	590
2005-2006	734	590
2006-2007	758	590
2007-2008	780	620
2008-2009	777	650
2009-2010		680

FBHS API By Sub-Group



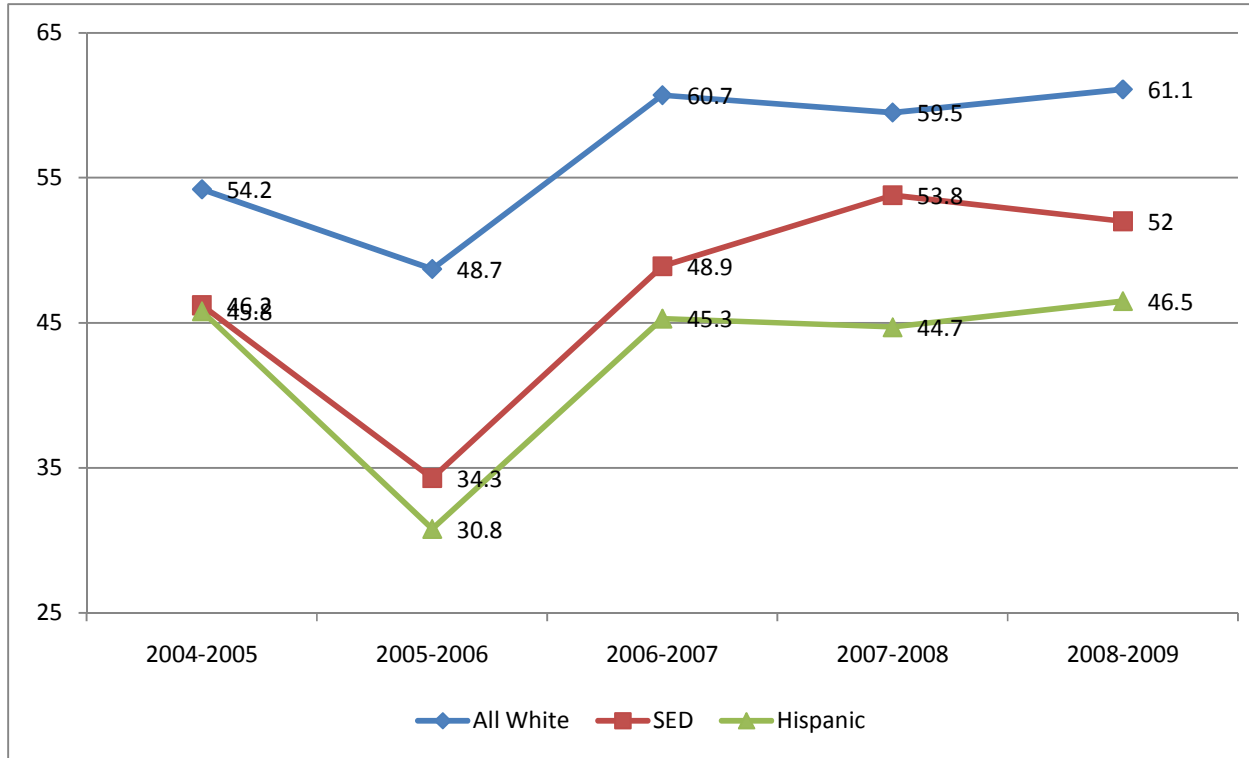
School Year	All White	SED	Hispanic
2003-2004	645	545	527
2004-2005	735	651	655
2005-2006	772	696	654
2007-2008	805	756	737
2008-2009	814	744	706

FBHS CAHSEE Language Arts By Sub-Group



School Year	All White	SED	Hispanic
2004-2005	62.5	44.4	50
2005-2006	63.8	41.4	34.2
2006-2007	68.7	48.3	44.2
2007-2008	76	59.4	56.8
2008-2009	68.8	52	39.5

FBHS CAHSEE Math By Sub-Group



School Year	All White	SED	Hispanic
2004-2005	54.2	46.2	45.8
2005-2006	48.7	34.3	30.8
2006-2007	60.7	48.9	45.3
2007-2008	59.5	53.8	44.7
2008-2009	61.1	52	46.5

***Fort Bragg High School
2010-2011 Action Plan***

<i>Specific Steps</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Assessing Progress</i>	<i>Reporting Progress</i>
1)					
2)					
3)					
4)					
5)					
6)					
7)					

STUDENT PERFORMANCE DATA SUMMARY (cont`d)
ADDITIONAL "CRITICAL DATA"

<u>API</u>						
	2004	2005	2006	2007	2008	State
<i>White</i>	645	735	772	796	805	
<i>SED</i>	545	651	696	722	756	
<i>Hispanic</i>	527	655	654	684	735	
<i>All Students</i>	608	713	738	758	780	

<u>CST's</u>						
<i>(%) Proficient & Adv.)</i>	2004	2005	2006	2007	2008	State
<i>Eng 9</i>			53	48	56	49
<i>10</i>			41	47	55	41
<i>11</i>			61	48	47	37
<i>Alg I 9</i>			16	5	18	
<i>All Others</i>			11	4	13	8
<i>Geo 9</i>			57	71	83	

<i>All Others</i>			<i>29</i>	<i>31</i>	<i>14</i>	<i>24</i>
<i>Alg II</i>			<i>13</i>	<i>23</i>	<i>26</i>	<i>27</i>
<i>Sum Math</i>			<i>56</i>	<i>58</i>	<i>39</i>	<i>47</i>
<i>World Hist</i>			<i>45</i>	<i>49</i>	<i>49</i>	<i>33</i>
<i>US Hist</i>			<i>49</i>	<i>56</i>	<i>57</i>	<i>38</i>
<i>Earth Sci</i>			<i>43</i>	<i>49</i>	<i>54</i>	<i>54</i>
<i>Biology</i>			<i>47</i>	<i>47</i>	<i>63</i>	<i>42</i>
<i>Chem</i>			<i>75</i>	<i>69</i>	<i>59</i>	<i>32</i>

<i>A-G Requirements</i>						
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>State</i>
<i>% Meeting</i>	<i>16%</i>	<i>21%</i>	<i>35%</i>	<i>47%</i>	<i>35%</i>	<i>17%</i>

<u><i>Graduation Rate</i></u>						
	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>State</i>
		<i>90.45%</i>	<i>78.5%</i>	<i>81.3 %</i>	<i>87.3%</i>	<i>80.6%</i>

<u><i>Attendance Rate FBHS</i></u>						
		<i>93.78</i> <i>%</i>	<i>93.98%</i>	<i>94.81%</i>	<i>96.81 %</i>	

<u><i>Number of F's</i></u>						
<i>9th Grade</i>		<i>91</i>	<i>67</i>	<i>49</i>	<i>44</i>	
<i>All Students</i>		<i>208</i>	<i>151</i>	<i>139</i>	<i>135</i>	

<u><i>CAHSEE Passing Rate</i></u>						
<i>Math 10</i>			<i>70%</i>	<i>81%</i>	<i>87%</i>	
<i>Math All</i>			<i>66%</i>	<i>71%</i>	<i>70%</i>	<i>76%</i>
<i>ELA 10</i>			<i>83%</i>	<i>84%</i>	<i>90%</i>	
<i>ELA All</i>			<i>72%</i>	<i>76%</i>	<i>82%</i>	<i>77%</i>

CONCLUSIONS FROM STUDENT PERFORMANCE DATA

Fort Bragg High School had another outstanding year. Our overall API score leveled at 777, a slight drop of only 4 points from the 780 in 2008 testing, but we still remain at the top in the "similar school" rankings and the second highest in Mendocino County. We were able to clear all four categories of AYP and continue to hold a "clear" status in Program Improvement as the most difficult category, "Proficiency," continues to increase by 10% each year. Our students scored at or above state averages on the CST's in 80% of the categories tested. Our graduation rate is the highest it's been in seven years and now one of the highest compared with schools in the similar schools ranking. School wide attendance continues, for the second year in a row, to be above 95%. And.....our CASHEE passing rate, along with CAHSEE proficiency, remains well above the "similar school" and state averages. US News and World Report has just recently recognized Fort Bragg High School, for the second year in a row, as one of the nation's top 500 high school honoring our abilities to education "all" students in a well rounded program.

However, a deeper analysis of the data suggests a different scenario and raises considerable concern. While our school wide API score fell only 4 points, two of our sub-groups (Socio-economically Disadvantaged and Hispanic) fell dramatically, but the "All White sub-group continued to grow, widening the achievement gap. The CAHSEE testing reflects exactly these results: the "All White" sub-group continues to grow while the other two sub-groups drop off. As departments do a detailed analysis of CST data by content area and break the scores up into sub-groups, the results are the same. The "All-white" sub-group scores well and the "Socio-Economic Disadvantaged" and the "Hispanic" sub-groups drop. Also of concern is the number of students meeting the A-G requirements, as it fell by 18%, the lowest it has been in five years. In addition, while reducing the number of students receiving F's has been a school wide goal, the number of students who are actually are receiving F's have skyrocketed.

Our school-wide focus over the past five years has been on literacy, improved teaching practices through standards based instruction, and student support for underperforming students. It is to this focus we attribute

our academic success. So, the question is "Why?" We assume the obvious in the area of student support, In the past year we have given up most of our AIP support classes, our school-within-a-school model, study hall classes, Spec. Ed. support for resource and regular Ed. students, self-contained classroom for "at-risk" 9th graders, credit retrieval classes, Independent Student classes, "Essential" classes, CAHSEE classes, nearly half of our ROP classes.....and all of our Title I money to support these programs as a result of the budget crisis. Each of these classes and programs were created over the past five years to support our "underperforming" and "at risk" students.

The question now remains "What do we do about it?" For the remainder of this school year we will continue with those practices that have helped us with our academic success; literacy, academic vocabulary and improving the Standards Based Instruction process. It will be our goal to spend the remainder of this school year in developing an "Action Plan" by school and by department to address the aforementioned concerns. It will be our goal to re-establish and replace as many of these "support classes" as the budget will allow.

Most of the "data analysis" in the writing of this plan, takes place during the many Leadership and Site Council meetings held at the beginning of the school year. However the vast majority of staff time spent in "data analysis" occurs during department meetings and minimum day collaboration time. The development of formative and summative assessment, benchmark assessments, the analysis of that student data (through Data Director), and the constant adjustment to content area pacing calendars are the heart and soul of good instruction. Standards Based Instruction and the concepts of Professional Learning Communities has become the heartbeat of FBHS. Listed below, by department, are the ways in which we use "data" to drive and adjust instruction.

ENGLISH DEPARTMENT

The English Department has worked very hard to incorporate standards into their instruction. Our efforts and test results, while they have not completely conformed yet to standards-based instruction in the strictest sense,

show the efficacy of our work. In the meantime, we are working steadily on making progress in the standards-based world. The following lists are basic ways we have incorporated some standards-based ideas:

- If most students fail a benchmark-type test on a standard, the test is given again, with additional instruction and support.*
- Some teachers give "pre" diagnostic tests to see student levels of understanding.*
- Teachers use testing-type questions and prompts, and teach test-taking skills.*
- All teachers consistently use rubrics with larger assignments, so students know exactly what is expected of them. Further, work graded with rubrics is saved by some teachers for further meta-cognitive reflection later in the year*

We drafted pacing calendars in the summer of 2009, and are using them for the first time this year. This year our goal is to finalize pacing calendars for classes where teacher turnover has negated earlier efforts. At the same time, we continue collecting, refining and revising assignments given for standards curriculum, and storing our assignment efforts in curriculum binders. Besides streamlining courses, we have a goal of having curriculum established for each course to help newer or incoming teachers to our department. Individual teachers are responsible for establishing their own benchmark assessments for each class. Each teacher is committed to creating/selecting and establishing a benchmark assessment for each grading period, or three per semester, including a comprehensive final examination. For the one class with more than one teacher (English 9 with three teachers), a commonly agreed-upon set of benchmark assessments will be created this year for each grading period. Marina Cochran-Keith (ELD) has some training in Data Director. Once we have established benchmarks for each grading period, our goal is to have Marina teach us how to put the benchmarks into Data Director, so in the fall of 2010, we will be able at the beginning of the school year to use our data as we adjust pacing calendars and organize our curriculum. Having the use of this data is our end goal to helping us systematically analyze and improve our curriculum.

In conclusion, we have worked long hours to prepare our students for standards testing. We are committed to streamlining our process to be clearly recognizable as a model of "standards-based instruction."

Visual and Performing Arts Department

The Visual and Performing Art Department is comprised of Art I, Art II, Ceramics I, Ceramics II, Photo I, Photo II, Yearbook, Jazz Band, Band, Theater, and Choir Ensemble. Within each of these classes there is media specific vocabulary. Art, Ceramics, Photo, and Yearbook focus on the elements and principles of design. This makes it easy for a student from any of these classes to cross into another class and understand the core vocabulary. Jazz Band, Band, and Theater have similar vocabulary to Art, Ceramics, Photo and Yearbook, but are more media specific to music. There is collaboration between the teachers in regards to our benchmark assessments. The teachers form a "Learning Community" that helps with the teaching strategies of the vocabulary terms across the classes. Using the "Explicit Vocabulary Instruction" and the SLI Reading Apprenticeship model, students learn how to decode course specific readings such as an art, music, or theater review.

In the Visual and Performing Art Department a large part of the data is driven from the following assessment tools. These tools include but are not limited to, class critiques, feed back from projects, self-assessment, peer assessment, rubrics and performances. This allows the student and teacher alike to be involved in the assessment process. During this assessment process it facilitates a one-on-one between student and teacher to discuss individual achievement and overall direction of the student's learning. Focus is placed on strengthening their skills within the individual media and learning to self-evaluate. These assessment strategies are an ongoing process through out the year culminating towards, but not limited to, an end of the year performance, art show or portfolio.

Any of these classes meets the F requirement of the A-G requirements set forth to attend a four-year college. To meet this F requirement a student needs to be enrolled and pass a year-long course in any of the courses listed above. To also assist student achievement in college, implementation of a reading and writing component is imbedded in each class. This also aligns with one of the school-wide goals of student achievement for literacy.

Social Studies

All instructors have produced course syllabi with embedded state standards. The general and CP World History instructors have collaborated with each other to produce a six-week benchmark assessment exam to monitor student comprehension and retention. All instructors have committed to targeting primary focus standards for California State Tests in history, government and economics. Each individual conducts a cycle of inquiry to determine if tests and quizzes are appropriate and effective. All text books in the department are aligned with state standards. Technology is used throughout the department to aid students with multiple learning modalities. Supplementary material, including additional reading selections, films, projects and oral presentations are used to support the course textbooks. Pacing calendars are used in all social studies classes and are reviewed annually to adjust for any changes in class curriculum. The department uses CST data from previous years to adjust pacing calendars, set department goals, and align benchmark assessments. Based on CST student performance, department members collaborate on effective teaching strategies to address specific standards of strength and weakness. Formative assessments, summative assessments, benchmark assessments, and CST data are the basis for which our department forms curricular and instructional decisions. Six-week benchmark assessment exams will be used to monitor student comprehension and retention. Information from these exams will help guide any necessary re-teaching. Each individual conducts a cycle of inquiry to determine if tests and quizzes are appropriate and effective. Statistically significant indicators of non-comprehension are noted and efforts are made to review those areas. The department uses CST data from previous years to adjust pacing calendars, set department goals, and align benchmark assessments. In addition, the Burns-Roe Reading Inventory test is administered by Phil Brown to all tenth grade AIP students to use as both a benchmark and placement tool.

CTE Data-driven Instruction

The Career Technical Education department is unique in that it is made up of seven different teachers who each teach a different subject, none of which are part of the CST-tested areas. Therefore, each individual teacher uses their own assessment data to drive instruction. Assessment types vary, including formative, summative, and cumulative, depending upon the point in the course at which the assessment is given. Styles of assessments vary as well, including observational, project-based, and CST-type tests that include multiple-choice, matching, short-answer, and essay questions. Instructors of each individual course use the results of the assessments to indicate which areas need re-teaching and to inform them about the general effectiveness of their instruction.

Foreign Language

The standards for foreign language learning lay a foundation for student understanding and acquisition of the Spanish language and culture. Through the use of standards, the Spanish department gathers data providing important feedback to restructure teaching, when necessary. The use of data in the Foreign Language Department can be summarized and separated into two categories: formal and informal data. Both are useful tools in determining the progress of language acquisition for both English speakers learning Spanish as well as for Spanish speakers exploring their first language.

Our most formal data for Native Speaker classes is the number of students who take the AP Test and the results of those tests. Of the 35 students who took the AP Spanish Language Exam during the past three years, the average score was 3.9. This information drives the Spanish for Native Speakers' Class curriculum whose focus is the use of correct grammar, correct spelling, proper use of accent marks and exposure to Latin American literature and history. With the CST in mind, the department strives to support our colleagues in the English Department by reinforcing common literary terms, analytical techniques and universal themes that apply to Spanish literature as well as to English or American literature.

With Fort Bragg High School's continuing success on the CST tests, it is imperative that all departments support and reinforce the importance of these tests. We are continually stressing good study habits by testing concepts, assigning homework, evaluating student progress by providing techniques that fit the students' learning style or fit the assigned task. We work diligently to keep our grades and homework assignments posted, current and available for parental as well as student perusal. Our web sites are updated on a weekly, if not a daily basis, thus ensuring immediate awareness of successes and areas of concern. We feel strongly that each of the above-mentioned endeavors have contributed in some way to the rise of FBHS's API and AYP scores over the past several years.

By the results of test scores and quizzes, we can assess the areas of concern. We are able to analyze those areas needing further practice, to allow for follow-up and to plan for re-teaching and re-testing in our pacing calendars. Re-testing has become a very useful strategy as a result of data analysis.

The informal data that we use in the department is less scientific, but none the less valuable. The Spanish Department has the opportunity to experience an ideal learning community. First year students matriculate into their second year classes and often advance on to their third year. This allows us to share information about individual learning styles, teaching strategies, successes and struggles. We often discuss how to motivate, manage and encourage students who are struggling as well as recognize and acknowledge students who meet or surpass the expectations of the class. We are constantly inquiring about the status of our foreign language students. We believe successful students are buoyed by feeling the presence of caring adults in their lives, be they parents, administrators or teachers.

Our informal data evaluation initially included just the English speakers learning Spanish and the Spanish speakers in Native Spanish. We formalized the need for more "real learning experiences" by allowing English speaking students to take Native I Spanish as their fourth year of language learning. This has been very successful for numerous graduates. Several have majored or minored in Spanish in college and many have decided to study Spanish in Spanish-speaking country. We also have former students return for visits and tell us how valuable Spanish has been in their jobs or in their personal lives.

Another example of our use of informal data includes an exchange between the ELD and Spanish as a foreign language class. What started last year as a "pen pal" letter exchange has grown to include days of "intercambio"; the joining of classes for conversations, communication and connections. The feedback from both classes has been extremely positive. An appreciation and an understanding for the difficulties of learning a second language are shared by all who participate. Our hope is to bring together the commonalities of students from these two culturally and linguistically different groups.

ELL (English Language Learners) Program

The need for an English Language Learner Program has increased significantly. Currently, ninety-two students are in need of academic support as they rise to the challenge of simultaneously learning a second language and trying to succeed academically in that second language. High school staff members have acknowledged the need to better address ELL needs. Five staff members speak Spanish with moderate to fluent skill. Additionally, we employ one full time bilingual aide who assists in ELD, math, science, and history classes. The district provides assessment services on the new state approved state language assessment instrument (CELDT), and district office personnel put that information into Data Director. On site, a ELD teacher monitors the placement of ELL students into one of three academic strands: ELD (English Language Development) classes with non-core academic electives to help students begin to learn English; AIP classes with a "sheltered" approach when students are ready to increase the academic rigor of their programs; and finally, mainstream classes (i.e. "regular" classes taught in English with support from the ELD teacher and/or the after school homework labs acquired through the ASSETs program.) The high school has, with district assistance, taken initial steps to meet state ELD compliance requirements by providing staff development in record keeping and in showing accountability in the application of engagement strategies. We are currently piloting a new textbook that is now age and level appropriate.

Science Department

The science department uses two types of data to evaluate educational strategies and student's progress. We use in class evaluations that are usually created by the teacher or group of teachers, and external evaluations which are usually created by some "outside" agency. In-class evaluations cover a large range of techniques from checking for understanding during instruction to total class evaluation. Here are some of the techniques we use: daily warm-ups evaluate the student's daily progress in acquiring "new" information; regular in-class and homework assignments gives students opportunity to practice using new knowledge, and gives teachers the opportunity to evaluate and correct the student's acquired knowledge base, and possibly re-teach the topics on the assignment; teachers use questioning to spot check overall class knowledge; teachers evaluate the class readiness for new information or if the teacher needs to review old topics to make sure the students understand past standards.

Regular testing and test preparation gives teachers additional insight into their students' progress. Pre-tests and test review sheets before a test gives students the opportunities to determine what they know, what they should know, and what they don't know. It also gives the teacher one last opportunity to help students in specific areas the students don't understand. Regular tests evaluate each standard taught on an individual student basis which can then be used to compare student achievement within a class and from one class to the next. Some teachers allow for re-testing; this gives students the opportunity to self-evaluate their performance and re-learn previously taught standards. Standard common assessments, whether they are tests or assignments, developed by all teachers teaching a particular class allows teachers to maintain consistency of instruction and compare progress of one class to the next. Our department also uses other evaluation tools. The CSTs are useful in developing the pacing calendars so that teachers know whether they are adequately presenting "tested" standards, or whether a shift in emphasis is needed. CASHEE results are useful in evaluating students' English and math skills, so a teacher can adjust presentation of material in an appropriate manner, and/or prep students so they can understand presented information. (This re-teaching can be problematic in maintaining the pacing calendar schedule or for engaging all students in a class with large variation in abilities.) Reading tests given to some of our students gives

teachers a base line of student's abilities, so that the teacher may evaluate if the students are capable of reading the texts provided and how much text support the teacher will have to provide. The CELDT gives similar information as the reading test, but CELDT gives teachers insight into the abilities of the students to understand English in both the written and spoken form.

Math Department

The math department looked at our CAHSEE math scores and wants to better serve our 10th grade students. The math department is reviewing our pacing calendars and standards based lessons in Algebra Essentials, Algebra I, and Geometry. Our pacing calendars and lessons currently address only the CST tests in early May for the sequences of topics. All department members are now more aware of the CAHSEE blueprint standards. We are going work towards incorporating those standards before the early March test to support our current 10th graders. This updating of our pacing calendars with a new emphasis should be a two year process to be completed by June 2011. All department members will be involved in this goal. Our geometry curriculum will place even more emphasis on the Pythagorean Theorem, similar triangles, ratios of sides, perimeter, area, volume and correct linear, square or cubic units, all prior to CAHSEE exam in March. For Algebra Essentials and Algebra I, we will include more negative exponents, graphs of square and common cubic equations, and prior to the exam. Because our Algebra I classes are mixed with 9th through 12th grade students, 9th graders will be exposed to these topics a year before the CAHSEE which also should help our proficiency rate on the CAHSEE.

PLANNED IMPROVEMENTS IN STUDENT ACHIEVEMENT

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, the federal mandates of Annual Yearly Progress, the English Language Development Test, and local assessments of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1

FBHS will address all areas of student performance as defined by school wide ESLRs:

- 1. FBHS students are literate: they comprehend and write at the proficient level on course rubrics or other appropriate standards based measures.*
 - ELL students will pass the CAHSEE at the same percentage rate as state average for all students*
 - Students in the three main sub-group categories will show improvement in the English Language Arts portion of the May 2010 CST.*
 - All students will submit one essay for the fall and spring writing assessment and will maintain a score of proficient and/or show growth.*
- 2. FBHS students meet or exceed academic standards: they demonstrate competencies for courses, achieve proficient on CSTs, and pass the CAHSEE.*
 - FBHS will meet or exceed the target growth for API and meet all expectations of AYP.*
 - All students in the three main sub-groups who score at or above "Proficient" on the CST will show growth in each content area as measured by the May 2010 CSTs.*
- 3. FBHS students have participated in planning for their futures: set goals for post high school and have taken steps toward them.*

- *FBHS will increase the number of students meeting the A-G post secondary requirements by providing additional support in chemistry and for incoming freshman.*
- 4. *FBHS students are connected to their school and community: participation in school activities, increased attendance, etc.*
 - *Decrease the number of students receiving one or more F's for 2009-2010.*

Goal #2

FBHS will address all areas of concern as defined by WASC under "Critical Areas of Improvement":

1. *Improve articulation with middle school to ensure vertical alignment of the standards and to ensure a smooth transition from middle school to high school.*
2. *Strengthen internal assessment strategies. Analyze data on a regular basis in both aggregated and disaggregated form to help improve student learning.*
3. *Continue staff development in a way to increase rigor in the classroom and differentiated instruction.*

Goal #3

FBHS will incorporate into its plan the needs as defined by the "Three Year Staff Development Plan for Bragg Unified 2007-2008 to 2009-2010".

1. *Participate in Principal Training AB 430.*
2. *Improve communication through technology with all stakeholders to include district-wide and parent-staff e-mail capability, site specific website information, class specific website availability to include attendance, grades, assignments, etc.*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Goal # 1 FBHS will address all areas of student performance as defined by school wide ESLRs.

Goal # 2 FBHS will address all areas of concern as defined by WASC under "Critical Areas of Improvement".

Goal # 3 FBHS will incorporate into its plan the needs as defined by the "Three Year Staff Development Plan" for Fort Bragg Unified 2007 to 2010.

Student groups participating in this goal: all students.

Performance gains expected for these students: Meet API and AYP targets, fulfill WASC and "District Priorities" expectations.

Means of evaluating progress toward this goal: CST data, CAHSEE scores, reading tests, Leadership/Admin. Evaluation, WASC evaluation

Group data needed to measure academic gains: CST, CAHSEE , CEDLT, grades, district data,

<i>Description of Specific Actions to Improve Educational Practice</i>	<i>Implementers/ Timeline</i>	<i>Related Expenditures</i>	<i>Estimated Cost</i>	<i>Funding Source</i>	<i>Target Goal</i>
<p><i>Alignment of instruction with content standards:</i></p> <ul style="list-style-type: none"> <i>• Alignment of instruction with content standards. In syllabi, in classrooms, in regular instruction, and in teaching objectives, teachers will explicitly connect classroom standards to instruction.</i> <i>• Standards Based Instruction: identifying essential standards, identify where they exist in curriculum, develop assessment, develop pacing calendar.</i> <i>• Collaboration with FBMS to develop continuity in Standards Based Instruction process.</i> <i>• Data Director</i> 	<p><i>Staff Ongoing</i></p> <p><i>Staff/Admin Ongoing</i></p> <p><i>Admin Ongoing</i></p> <p><i>Staff</i></p>	<p><i>Collaboration time</i></p> <p><i>In-service/Training</i></p> <p><i>Substitutes</i></p>	<p></p> <p><i>\$1,000</i></p> <p><i>\$500</i></p>	<p></p> <p><i>Staff Devel Title I</i></p> <p><i>Title I</i></p>	<p><i>#1</i></p> <p><i>#1</i></p> <p><i>1 & 3</i></p>

<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> Analyze all available data including teacher made assessments, CSTs, CELDT scores, CAHSEE results, AIP reading tests, AIP and AYP SBI/PLCs/R,R&R Collaboration time: Depts, Focus Groups, Middle School Technology: supplies and maintenance Provide the necessary instruction supplies, to include books, supplemental materials, classroom supplies, furniture, etc., essential to the operation of quality program. Physical Ed. Weight Room CAHSEE intervention materials Department budgets Copy machine Office & classroom supplies 	<p>Leadership, Dept. & Staff/Ongoing Nov 1</p> <p>Staff/Ongoing</p> <p>Admin/Staff Ongoing</p> <p>Admin.</p> <p>Admin Ongoing</p> <p>Phys. Ed. Dept</p> <p>Staff./May</p> <p>Staff/May</p> <p>Staff/May</p> <p>Admin</p> <p>Admin.</p>	<p>Collaboration time</p> <p>Staff training (coaching model) Training & Supplies</p> <p>Refurbishing existing equip</p>	<p></p> <p>\$7,000</p> <p>\$15,000</p> <p>\$20,000</p> <p>\$20,000</p> <p>\$16,000</p> <p>\$34,000</p> <p>\$22,000</p> <p>\$5,000</p>	<p></p> <p>Staff Devel</p> <p>Staff Devel</p> <p>Site Blk Grt Unrest.</p> <p>Gen. Fund</p> <p>ASSETS</p> <p>CAHSEE</p> <p>DisCRT..</p> <p>DisCRT.</p> <p>DisCTR.</p>	<p>#1</p> <p>#1 & 3</p> <p>#2</p> <p>#2</p> <p>#1</p> <p>#1</p> <p>#1</p> <p>#1</p>
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Extended learning time: <ul style="list-style-type: none"> • After school tutorial/Homework labs One on one tutoring • Cyber High • SSR • AP/CR classes • Library books, supplies, and equipment 	Admin/Staff	Supplemental reading materials	\$6,000	CAHSEE	#1	
	Ongoing				ASSETS	
	Admin./Ongoing			\$6,000	Title I	#1
	Leadership & Admin					#1
	Admin					
	Lib. Staff		\$4,000	Disc.	#1	

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source		
Increased educational opportunity: <ul style="list-style-type: none"> • CASHEE support classes • Instructional aides (four) • AVID/MESA • Voc Ed opportunities • "Essentials" support classes • Academic support Teachers for "underperforming" students (1.4FTE) • Development of four year plan through Home Room • Poetry Slam 	Leadership	Supplemental material	\$4,000	CAHSEE	#1	
	Admin.		\$61,000	Grant		
	Staff & Admin./Ongoing	Travel/Stipend	\$4,000	EIA	#1	
				Discrt	#1	
		Staff		72,000	Title I	#1

<ul style="list-style-type: none"> • <i>Lenaea Festival</i> • <i>Senior Project</i> 	<i>Leadership & Staff/Ongoing</i> <i>Staff Dept./June 1</i>	<i>Travel Stipend</i>	<i>\$1,000 \$3,000</i>	<i>Disc. Disc.</i>	
<i>Staff development and professional collaboration:</i> <ul style="list-style-type: none"> • <i>Standards Based Instruction</i> • <i>AVID training</i> • <i>AP training</i> • <i>Focus Group/Dept collaboration</i> • <i>BTSA</i> • <i>Leadership</i> • <i>AB 430 (Principals training)</i> • <i>R,R,& R</i> 	<i>Ongoing Admin/Ongoing</i> <i>Admin Admin Staff Dist/Ongoing Staff/Ongoing Admin.</i>	<i>Admin In-service</i> <i>Travel, lodging & registration</i>	 <i>\$4,000 \$4,000 \$5,500</i>	 <i>Staff Devel Staff Devel " Title I Staff Dev.</i>	 <i>#3 #1 #3 #3</i>
<i>Involvement of staff, parents and community:</i> <ul style="list-style-type: none"> • <i>ELAC/DLAC</i> • <i>Title I parent meetings</i> • <i>Report Card Night</i> • <i>Parent Forums</i> • <i>College Night</i> • <i>Financial Aide Night</i> • <i>Tutorial programs</i> • <i>Voc Ed career panels</i> • <i>Job Fair</i> • <i>Teacher web-sites</i> • <i>Site Council</i> • <i>FAFSA Blitz</i> 	<i>Admin/Staff</i> " " " " " " " " " " "				<i>#2 &3</i>

<ul style="list-style-type: none"> • <i>Guest speakers</i> • <i>Senior project</i> • <i>Homecoming</i> • <i>Lunchtime Activities/Intramurals</i> • <i>MCET/Advocate/Radio</i> 	<p style="text-align: center;">"</p> <p style="text-align: center;">"</p> <p style="text-align: center;"><i>Admin./Nov.</i></p>			<i>ASB</i>	
<p><i>Monitoring program implementation and results:</i></p> <ul style="list-style-type: none"> • <i>Leadership</i> • <i>Focus Groups/Departments</i> • <i>Staff meetings</i> • <i>Site Council</i> • <i>Analyzing all test data</i> 					

Site Budget (at a glance)

Discretionary

<i>Carryover</i>	\$27,000
<i>Allocation</i>	<u>\$39,800</u>
	\$66,000
1. <i>Dept Budgets</i>	-\$32,000
2. <i>Copier</i>	-\$22,000
3. <i>Sr. Projects</i>	-\$ 3,000
4. <i>Library</i>	-\$ 4,000
5. <i>AP trainings</i>	-\$ 4,000
6. <i>Office supplies</i>	-\$ 3,000
7. <i>Teacher supplies</i>	-\$ 4,000
8. <i>Mailings</i>	-\$ 3,000
9. <i>Awards night</i>	-\$ 1,000
10. <i>Refreshments</i>	-\$ 1,000
11. <i>Other</i>	

Title I

<i>Carryover</i>	\$26,400
<i>Allocation</i>	<u>\$58,200</u>
	\$102,000
1. <i>Staff Development</i>	-\$ 5,500
2. <i>.8 FTE (KT)</i>	-\$39,000
3. <i>.4 FTE (EI)</i>	-\$33,000
4. <i>AVID</i>	-\$4,000
5. <i>Books and supplies</i>	-\$4,000
6. <i>Substitutes</i>	-\$1,500

Unrestricted Title I

<i>Carryover</i>	<u>\$16,000</u>
1. <i>Technology</i>	\$16,000

Economic Impact Aide (EIA)

<i>Carryover</i>	\$ 7,900
<i>Allocation</i>	<u>\$ 62,700</u>
	\$ 70,600
1. <i>.2FTE(KT)</i>	\$10,200
2. <i>Instr. Aide(JR)</i>	-\$10,100
3. <i>Instr. Aide(JC)</i>	-\$18,300
4. <i>Instr. Aide(JR)</i>	-\$11,200
5. <i>Instr. Aide()</i>	!\$8,000
6. <i>Other</i>	\$ 3,000

Site Block Grant

<i>Carryover</i>	<u>\$ 5,500</u>
1. <i>4 LCD projectors</i>	-\$ 5,500

CAHSEE Grant

Allocation.....\$17,000

- 1. After school program.....* -\$ 4,000
- 2. Software & supplies (Noyo)...* -\$ 4,000
- 3. Books & supplies.....*-\$ 5,000
- 4. Tech equipment.....*-\$ 4,000

DESCRIPTION OF CENTRALIZED SERVICES

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 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, dissemination of information to appropriate groups, facilitating the development of the district's Local Improvement Plan as well as consulting with school staff, 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, distributing information concerning research and 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 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 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, inservicing 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 reports.

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 through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Parents:

<i>Barb Bruce</i>	<i>(President)</i>
<i>Coni Belli</i>	<i>(Vice President)</i>
<i>Michele Norvelle</i>	
<i>Barbara Ciro</i>	
<i>Julie Castillo</i>	

Students:

<i>Maggie Barrett</i>
<i>Yadira Sanchez</i>
<i>Tawny Shipman</i>
<i>Cassandra Caulkwell</i>

Certificated Staff:

<i>Jim Hoch</i>

Classified Staff:

<i>Bobbie Duffy</i>

Administration:

<i>Becky Walker</i>
<i>Allen Urbani</i>

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: Site Leadership Team*

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 final form was adopted by the school site council on: xxxx.*

Attested:

Allen Urbani
Typed name School Principal

Signature School Principal

Date

Barbara Bruce
Typed name SSC President

Signature SSC President

Date