2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [ ] MIddle [X] High [ ] K-12
[X] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal: Mr. Robert James Hampton III
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Elise P. Buckingham Charter Magnet High School
(As it should appear in the official records)

School Mailing Address: 188 Bella Vista Road, Suite B
(If address is P.O. Box, also include street address.)

Vacaville	California	95687-3719
City	State	Zip Code+4(9 digits total)

County: Solano State School Code Number*: 48705734830113

Telephone: (707) 453-7300 Fax: (707) 453-7303

Web site/URL: http://buckingham.vacavilleusd.org E-mail: bobh@vacavilleusd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent: Mr. John Aycocknone
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Vacaville Unified School District Tel.: (707) 453-6101

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Michael Kitzes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

10	Elementary schools
2	Middle schools
0	Junior High Schools
4	High schools
2	Other
18	TOTAL

2. District Per Pupil Expenditure: 4454

   Average State Per Pupil Expenditure: 4943

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban are
[X] Suburban
[ ] Small city or town in a rural are
[ ] Rural

4. 14 Number of years the principal has been in her/his position at this school.

   0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	**7**	0	0	0
K	0	0	0	**8**	0	0	0
1	0	0	0	**9**	57	49	106
2	0	0	0	**10**	50	59	109
3	0	0	0	**11**	39	61	100
4	0	0	0	**12**	38	51	89
5	0	0	0	**Other**	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							404

6. Racial/ethnic composition of the school:

1	%	American Indian or Alaska Native
6	%	Asian or Pacific Islander
13	%	Black or African American
11	%	Hispanic or Latino
69	%	White
100	**%**	**TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea 20 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	34
(2)	Number of students who transferred from the school after October 1 until the end of the year	40
(3)	Total of all transferred students [sum of rows (1) and (2)]	74
(4)	Total number of students in the school as of October 1	378
(5)	Total transferred students in row (3) divided by total students in row	0.20
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: 1 %

2 Total Number Limited English Proficient

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 7 %

Total number students who qualify: 29

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

12 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impairment
0	Deaf-Blindnes	6	Specific Learning Disabilit
0	Emotional Disturbanc	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	2	0
Classroom teachers	13	12
Special resource teachers/specialist	0	1
Paraprofessionals	0	1
Support Staff	4	2
Total number	19	16

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	96	%	94	%	0	%
Daily teacher attendance	98	%	98	%	97	%	98	%	0	%
Teacher turnover rate	28	%	15	%	42	%	0	%	0	%
Student drop out rate (middle/high	0	%	1	%	0	%	1	%	0	%
Student drop-off rate (high school	37	%	0	%	0	%	0	%	0	%

Please provide all explanations below

Teacher turnover rate is above the state average because we employ a combination of full time and part time teachers. Our part time staff tends to be more fluid. Also, three teachers have gone on maternity leave, one retired, and two have moved in the last two years. Given our small staffing numbers, that has a large impact. The 2003-04 year is

abnormally high because that was our transition year from an independent study/onsite K-12 blended model to an onsite 9-12 high school. Staffing needs and dynamics changed a great deal to support the course offerings and new program model during that transition.

The student drop off data begins with the 2006-07 school year. The 06-07 graduating class is the first cohort of students to begin 9th grade under our current model of an onsite high school. The drop off rate for this year is also deceivingly high. We had 46 ninth graders enter in 2003-04. Buckingham is a school of choice and 17 of those entering freshman chose not continue on and graduate with Buckingham in 06-07. However, our graduating class for the 2006-07 school year actually grew to 73 students.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	80	
Enrolled in a 4-year college or university	18	%
Enrolled in a community college	38	%
Enrolled in vocational training	5	%
Found employment	17	%
Military service	2	%
Other (travel, staying home, etc.)	9	%
Unknown	11	%
Total	100	%

PART III - SUMMARY

As a public school providing educational choice within our community, Elise P. Buckingham Charter Magnet High School's (BCMHS) mission is: 'As a small nurturing college preparatory school with high expectations, Buckingham Charter Magnet High School will graduate all students as critical and creative thinkers who are equipped to succeed and contribute positively in a changing world by providing unique educational opportunities in active partnership with staff, students and community.'

Buckingham is a small 9th-12th grade high school, a close knit community of 415 students who integrate technology into the classroom. The ethnic diversity at BCMHS mirrors the diversity within Vacaville. A partnership between Solano Community College, located fourteen miles from our campus and Buckingham, enables students to begin college course work prior to high school graduation. Each semester seven to ten percent of our student population completes college courses for which they receive both high school and college credit.

BCMHS embraces the research-based concept of Small Learning Communities, which supports the conclusions that smallness is both directly and indirectly of value in fostering academic achievement (Cotton 2001, Raywid 2001). 'Directly, smallness establishes an environment that supports personal, human relationships that encourage responsibility, mutual trust, and accountability. Indirectly, smallness facilitates other pedagogical and curricular practices that are proven to improve achievement but are more difficult to implement in larger settings. These include: team teaching, integrated curriculum, multi-age grouping (especially for elementary children), cooperative learning, and performance assessments' (Cotton 2001).

Additionally, BCMHS emphasizes a college preparatory curriculum that is rigorous, relevant, and relational, engaging each student at the highest level of his or her capabilities. Students pursue a course of study which meets the 'a-g' requirements for admission to the University of California. All core subjects are aligned with the Content Standards for California Public Schools and the Standards for Success of the Association of American Universities. Buckingham students are required to pass each course with at least seventy percent competency in order to receive credit, and all seniors complete a graduation portfolio which contains a visual representation of accomplishments spanning the student's high school career. The portfolio evidences a student's skills and abilities, beyond test scores, GPA and class rank. In addition, BCMHS currently offers 14 AP classes on-line through a contract with a UC-approved vendor, equalizing access to the best post-secondary institutions in the nation.

While Buckingham prepares all students for the possibility of college, we recognize that some students will choose to enter a rapidly changing workforce. All students routinely use office productivity suites within their core and content area classes. Our magnet Visual Media Arts (VMA) electives offer post-secondary vocational training in web design and digital imaging. Students engage in the study of audio recording, sound engineering, film and cinematography, studio productions, advanced video editing, 3-D animation, computer graphics, digital editing, graphics, theater and fine arts with highly trained professional teachers. Several students have had internships while still enrolled at Buckingham, and/or found employment in the industry upon graduation. Similarly, BCMHS provides students with exceptional learning opportunities to prepare for careers in film, television and sound production.

Finally, another unique option we provide for our students is the Buckingham Charter Applied Learner (BCAL) program. This program allows a limited number of students to take courses on an independent study basis blended with on site class options. Enrollment in this program is offered to students with special circumstances such as medical situations, students concurrently enrolled in classes at Solano Community College and those with career opportunities that prevent them from attending school on a traditional schedule.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

As part of the CA assessment system, each year 9th - 11th grade students take the CA Standards Tests (CST) in English, math, science, and social science. In addition to the CST's, all students graduating from a CA public high school must also take and pass both portions, English Language Arts (ELA) and Math, of the CA High School Exit Exam (CAHSEE). There are five performance levels at which a student could perform on the CST's: far below basic, below basic, basic, proficient, and advanced. The state's goal is to have all students proficient or advanced on all CST's. For the CAHSEE there is also a minimum required scale score of approximately 350 a student must earn on each portion to pass. However, a student is not considered proficient or advanced unless they achieve a scale score of approximately 380 or higher on each portion.

In alignment with CA's goal of every student being proficient, our school has worked hard to target students in need of additional resources, align our curriculum with the state standards, provide data-driven instruction and cross curricular support, and have diligently implemented Writing and Reading Across the Curriculum (WRAC) in every course. The data shows our efforts are paying off. The percentage of students in ELA on the CST's who are proficient or advanced have continued to increase each year at each grade level. In 2003-04, just 47% of our 9th graders, 43% of our 10th graders, and 17% of our 11th graders scored proficient or advanced on the ELA CST's. However, in 2006-07, 78% of our 9th graders, 73% of our 10th graders, and 61% of our 11th graders earned a score of proficient or advanced. Our students have also experienced tremendous success on passing the ELA portion of the CAHSEE on their first attempt. In 2004, we had 92% of our sophomores pass the ELA portion on their first attempt. In 2007, we even improved upon that and had 98% pass. We exceeded the state's average passage rate of 77% by 21%. In addition to the number of students passing, we have strived to increase the number of students scoring proficient or above. In 2004, 67.5% of our 10th graders scored proficient or above on the ELA portion of the CAHSEE. In 2007, we improved to 82.1%. On the mathematics portion of the CAHSEE we have also seen great improvement over the last four years. During the 2004 administration, 71% of our 10th graders passed the math portion on their first attempt. In 2007, we had 89% of our 10th graders pass on their first try compared to the state average of 76%. The greatest improvement in our students' math scores however, has been the number of students scoring proficient or above on the mathematics portion of the CAHSEE. In 2004, 43.3% of our 10th graders earned a score of proficient or advanced. In 2007, however, 71.4% of our 10th graders were considered proficient or advanced, for an increase of 28.1%.

Since we are a small school, we do not have any numerically significant subgroups (NSS) as determined by our state's accountability systems. However, we do analyze disaggregated data in house to ensure we are meeting the needs of all students.

All general information regarding the state's assessment system and student performance data can be found at http://www.cde.ca.gov . For information specific to the STAR program and the CST's please visit http://www.cde.ca.gov/ta/tg/sr/ . For information regarding the CAHSEE program please visit http://www.cde.ca.gov/ta/tg/hs/ .

2. **Using Assessment Results:**

BCMHS imbeds the use of assessment data to understand and improve student and school performance through professional development (PD). Based on research (Small Learning Communities NWREL), we employ a continuous improvement cycle: assessing, planning, implementing, and evaluating best practices. During PD, staff meets weekly as a whole, by department, by grade level, or in focus groups to review disaggregated data to monitor and evaluate academic growth of students at all achievement levels. We analyze data and identify program strengths and weaknesses and develop interventions to improve student achievement. Strategies include continual review of English and Algebra I pacing guides, quarterly benchmark exams and academic tutoring.

Data is reviewed especially for students who score at basic, below basic and far below basic. Department and grade level analysis of specific CST strands result in assessment summaries; disaggregated data from specific test strands is used to modify instructional practices. Power standards (the most commonly tested standards) are identified for English and Algebra I, becoming the basis of pacing guides. In 2004, only 75% of students passed the writing application strand of CAHSEE. Teachers outside of English committed to assigning at least one essay a year in specific writing domains and evaluating it with a common rubric. In 2005, social studies teachers committed to teaching and regularly practicing reading

skills in class. These commitments melded into Writing and Reading Across the Curriculum in which all teachers are responsible for teaching key writing and reading skills. By 2006, BCMHS students posted a median gain of 12% on the CAHSEE writing application strand. Math analyzed test data and found that some power standards were not covered prior to STAR testing; pacing was revised to make sure all power standards were addressed prior to the testing window. Peer tutoring, group work, re-teaching in math classes are informed by item analysis of responses on teacher-designed tests.

3. **Communicating Assessment Results:**

We communicate assessment results and student progress to stakeholders via English and other languages as needed through our newsletter, student planner and websites. The School Accountability Report Card and our WASC accreditation report are available in our front office, and on the school and district websites; additionally, a State of the School Report is presented to the school board every other year, Administration meets monthly with our Parent Advisory Council and the board of the Young Image Makers Foundation, a group of community leaders who are active in the school to share information and solicit feedback on a variety of issues, including student achievement. Town-hall meetings are held each semester to provide all parents and interested community members with information about the school, during which student performance is showcased.

Academic, attendance and behavioral expectations are conveyed at Orientation and reinforced through required monthly home-teacher contact. Syllabi identifying course content, objectives, and actual coursework indexed to standards are sent home the 1st week of class. ESLRs and content standards are posted in all classrooms; teachers consistently inform students what standards relate to specific assignments and what is necessary to achieve proficiency, repeating this information on their websites. English students maintain a standards chart, mapping standards they have covered, and use it to discuss with teachers personal strengths, and identify areas for growth. Students frequently participate in self-assessment and peer evaluation as part of the instructional process. Red alerts, using standards-aligned wording, quarterly progress reports and monthly contacts inform parents about student performance. Via emails, web sites, phone contacts, teachers explain the relationship of standards to topics covered in class.

4. **Sharing Success:**

Just as we share best practices at weekly professional development meetings among our own staff, Buckingham administration and staff are involved in many opportunities to share with and learn from other successful schools. Our administrators join other VUSD administrators and central office personnel on committees like the Administrative Leadership Team, Secondary Instructional Council, and Secondary Learning Support Team. Each group allows administrators the opportunity to share successes, gain insight from their colleagues, and evaluate new ideas or programs. BCMHS administration is also active in the California Charter School Association (CCSA). Buckingham is an association member, and administration attends regional meetings quarterly, ongoing workshops and the annual state and national charter school conferences. Both Buckingham administrators are involved in the association's CA Charter Quality Institute (CCQI). Buckingham's principal is a CCQI coach, mentoring several new charter schools through everything from finances and facilities, to curriculum. Our assistant principal has a CCQI coach from another successful charter school and attends several workshops during the year with other young charter leaders to share ideas, experiences and collaborate. Upon completion of her internship, she will also be qualified to mentor other charter schools.

Buckingham staff also serves as ambassadors for our school. Teaching staff is involved in various activities and professional organizations that provide occasions to communicate successes to other schools. Our content area teachers have a seat on the district's pacing guide committees, which identify key standards to be taught, develop assessments, select textbooks, and evaluate student achievement data. Our teachers use these meetings to share with other district schools what is working at Buckingham and have input on district-wide initiatives. Our Advanced Placement coordinator, also represents Buckingham at our regional CA Technology Assistance Project (CTAP) meetings. Through CTAP, Buckingham has been a demonstration school for the integration of technology into curriculum and instruction. In addition to the committees and efforts in which all Buckingham staff are directly involved, our doors are always open. We frequently give host potential students, interested administrators, local legislators, visitors from WASC, Solano County Office, CA Charter School Association, and CA Department of Education.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

All BCMHS students enroll in core classes that meet the University of California's 'a-g' admissions requirements, are aligned with California content standards, and address the Standards for Success of the Association of American Universities. Buckingham graduates minimally complete 1 year of information technology, 1 semester of service learning, 4 years of English, 3 years of Social Science, 2 years of math and science, 1 year of PE and Foreign Language. Power standards in core courses are based on federal, state and local standards and assessments, CA frameworks and best practices (Breaking Ranks, NASSP) are identified for each course. Pacing guides organize instruction in core courses around state-approved instructional material.

BCMHS offers 14 AP classes and has an established partnership with our local community college which allows students to take additional classes offered at either the main campus or on satellite campuses throughout the county. All AP courses are aligned with curriculum mandated by the College Board's AP audit to ensure that AP courses contain content knowledge typical of college curricula.

All English classes expose students to integrated reading and writing styles, analyze complex styles and thought, apply Bloom's taxonomy, and utilize a variety of technology to demonstrate and communicate learned activities from the curricula. Our Visual Media Arts department employs a wide range of desk top applications and industry standard tools ranging from Final Cut Pro to Simian, Livetype to Maya for 3D animation. Additionally, PowerPoint, Photoshop, and Word showcase student products which reflect social, historical and cultural contexts or which interpret or analyze artistic expression through multi-media. Foreign Language introduces listening, speaking, writing and cultural awareness through activities which focus on meaningful understanding of the language and content. Mathematics provides students with problem solving skills, emphasis on verbal precision and mathematical structure, which prepares students for college level coursework, state proficiency exams and creates an understanding of real world applications. Science courses provide students with a better understanding of living things and their relationship to the environment. Knowledge of the periodic table the scientific method, data analysis techniques, and laboratory procedures, which learning frameworks apply cross-curricularly, are skills which students are encouraged to develop. Social Science classes examine political, economic and social conditions which afford students the opportunity to think critically, synthesize information and interpret. Throughout the curriculum (and course offerings, i.e., Service Learning, Student Leadership) we challenge our students to become part of the solution by becoming positive and productive citizens through an understanding of roles and responsibilities we play within society.

2b. **(Secondary Schools) English:**

English courses use standards aligned Prentice Hall curriculum with CD-Rom supplements, and follow pacing guides to support in implementing state standards. Additional support from site-developed supplements enhances and bolsters the curriculum for our students. Students who read below grade level are identified through teacher observation and varied assessment tools. Reader's Companion, a supplement to our state adopted Prentice Hall textbook includes additional vocabulary development as well as interactive guidance such as questioning strategies, graphic organizers and literary analysis aids to improve student comprehension and encourage active reading. We make audio recordings of all selections in the textbook available to students who prefer to listen while they read.

Every quarter our students complete an analysis on a book from the College Bound Reading list which is above the ability of unskilled readers. To address this, we have acquired 'retellings' of many books on the list which maintain the spirit of the original work while making the theme, plot, and characters more accessible to a wider range of students.

Students also maintain a reading log; freshmen and sophomores are expected to read 1 million words a year while juniors and seniors read 2 million words a year. Students also keep a vocabulary log, utilizing the web site freerice.com for a minimum of 10 minutes a week, learning new vocabulary words.

Additionally, we have added an English Support class for students who are below grade level. Students complete a diagnostics test; instruction is then tailored to suit common student needs. English Support

typically has a smaller class size and allows each student to receive more 1-1 attention.

Lastly, we have a writer's studio available to students after school. This provides students with the opportunity to get additional teacher feedback and encourages students to critically evaluate both their work and the work of their peers.

3. **Additional Curriculum Area:**

The Social Science department implements technology in varied, creative lessons that incorporate our ESLRs into our school-wide mission. Students who graduate from Buckingham will be creative and critical thinkers who are equipped to succeed and contribute positively in a changing world thanks in part to the unique learning opportunities provided through this department. Various technology programs are employed throughout the department such as E-chalk, a website for communication, organization, and storage; Ed1Stop for streamlining video; PowerPoint for articulated presentations; and formal Internet research to validate findings. These tools allow students to experience productively what will be used in a changing world.

Each instructor offers unique learning opportunities that employ technology that support the school-wide mission through the lens of our ESLRs. Modern World History emphasizes basics such as reading comprehension and how a formal essay should be written for a social science class using Microsoft Word. The 10th grade year concludes with a formal Internet research paper on a Third World Nation that includes an 8-10 page MLA standard paper, researched with a formal bibliography, a PowerPoint, and a formal class presentation using the PowerPoint as the backdrop. By 11th grade, students will experience in the 20th Century U.S. History course, various U.S. Virtual (on-line) Tours (i.e. the Underground Railroad and a journey through the Panama Canal) that support their curriculum and state standards. In 12th grade American Government, students research and present, using a variety of media tools including student-produced videos and film, a variety of current events to demonstrate and showcase their skills. In 12th grade Economics various projects employ spreadsheets and computer-generated graphs, necessary skills in our changing world.

4. **Instructional Methods:**

BCMHS employs Writing and Reading Across the Curriculum (WRAC) strategies that support the instructional platform throughout the school. Each teacher integrates a reading skill and writing genre aligned with their course content and objectives. In-service and support for specific skills and genres is provided by the English department within the school's professional development time. All student work is MLA format and expectations are consistent through all departments (including electives).

Additionally, teachers use standardized rubrics for student assessment and require monthly Authentic Assessments (realistic performance-based activities that require students to use judgment, be innovative, and 'illustrate' the subject) of all students in all classes, core as well as elective. These assessments along with other measurements provide students the opportunity to showcase and demonstrate skills not usually reflected through traditional formative or summative testing methodologies and encourage teachers to incorporate instructional practices focused on process and student achievement outcomes. Staff also shares best practices models during professional development time. Teachers differentiate instruction to meet the needs of all students; examples include on-line support and multi-media tools to explain work problems or to present real time current events. ELA stresses direct instruction, student discussion, and joint projects. Math and science address multiple modalities with hands-on labs, primary sources and internet research. Graduation portfolios showcase students' best work. Backward Design (Wiggins & McTighe) is implemented throughout the school as an instructional strategy which identifies the learning outcomes and develops a systemic approach that aligns content standards, courses goals, objectives, and assessment tools to measure student performance.

5. **Professional Development:**

Professional Development (PD) is comprehensive and systemically organized each year to address student achievement, acadmic goals and school initiatives. Staff meet weekly, for two hours every Friday, collectively, departmentally or by grade level to discuss critical issues, provide training, review student or school-wide achievement data, and discuss best practices. BCMHS sustains a professional learning community through on going usage of Cycle of Inquiry. Master Teacher articles are utilized as discussion prompts within departmental and grade level articluations to develop curriculum connections and instrucitonal practices which focus on student achievement. Additionally, staff development is provided by CCSA, CASBO, CTAP, CSTA, district and county workshops and outside trainers, (i.e., Insight Education Group) to further cultivate a professional learning community that focuses on student achievement. These workshops range from Special Education and nursing and health related services to technical training such

as Ed1 Stop. PD is also used to coach staff (formally and informally) via departmental collaborations. Mentoring, sister school partnerships and internet professional chat rooms are also used to support staff's professional development. Dissemination of data, short and long term planning, tracking individual student performance, Response to Intervention (RtI), reinforcing the use of standards based instructional practices and communicating goals and expectations are continued throughout the year. Historically, PD practices such as data targeting, departmental and grade level articulations, along with other intervention strategies reflect student achievement results continue to improve (CAHSEE/CST scores) while student suspensions and explusions are decreasing. These indicators validate our professional development program and it's impact on overall student success.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 9 Test English Language Arts (CST)

Edition/Publication Year Publisher ETS

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient or Advanced	78	67	51	47	
% "Exceeding" State Standards Advanced	41	33	24	17	
Number of students tested	94	91	78	81	
Percent of total students tested	100	100	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 10 Test English Language Arts (CST)

Edition/Publication Year Publisher ETS

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient or Advanced	73	65	62	43	
% "Exceeding" State Standards Advanced	38	36	25	19	
Number of students tested	100	99	87	90	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 11 Test English Language Arts (CST)

Edition/Publication Year Publisher ETS

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient or Advanced	61	71	60	17	
% "Exceeding" State Standards Proficient	31	36	21	9	
Number of students tested	96	89	85	43	
Percent of total students tested	99	100	100	96	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 10 Test CAHSEE

Edition/Publication Year Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	February	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient	71	45	55	43	
% "Exceeding" State Standards					
Number of students tested	101	97	88	107	
Percent of total students tested	99	100	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					