

# **WASC 2006 THIRD YEAR FOLLOW-UP PROGRESS REPORT 2008-2009**

## **I. Introduction**

### ***Student/Community Profile***

#### **General Description of El Molino High School**

El Molino High School is located in western Sonoma County, in the small unincorporated town of Forestville. Our 41 acre campus sits in the heart of a world-renowned wine-producing region. Our geographical location incorporates the best of rural living with the urban amenities afforded by Santa Rosa, located 12 miles from El Molino. El Molino High School serves a geographic area of 60 square miles extending from Sebastopol to Fort Ross, from Santa Rosa to the Pacific Ocean. Towns encompassed by our attendance area include Fort Ross, Cazadero, Graton, Guerneville, Occidental, Monte Rio, and Bodega, as well as, parts of Sebastopol and a small section of Santa Rosa. Eighty-five percent of our students commute long distances to school each day. Most students use the school bus service. While long commutes and the availability of transportation sometimes limit participation, a large number of students participate in a variety of athletics and activities.

El Molino students are economically, culturally, and socially diverse. Our minority population is approximately 18% of our student body. These students are mainly Hispanic. The majority of our students are from middle-income families; however, a number of our students come from affluent families and 23% of our students are enrolled in the Free and Reduced Lunch Program. Politically and socially our students represent families that span the range from conservatism to those practicing alternative lifestyles. We consider this diversity to be one of the strengths of El Molino High School because students from many backgrounds are blended to create an accepting school culture.

Nine schools from nine small elementary school districts send students to El Molino High School. This is both a challenge and a strength. Students begin their freshman year with different educational experiences, in terms of curricular background and school culture. This diversity of elementary school experience enriches our student body. Since freshmen come from small schools, they are immediately exposed to a variety of new people and develop new friendships associated with their curricular, social, and athletic interests. Throughout their four years at El Molino the student population is increasingly unified as members of the El Molino student body. Pride in our school is a community tradition.

Parents and community members support El Molino through their participation in five organizations: Boosters, Site Council, Friends of Music, Ag Boosters, and Project Graduation. Members of each of these organizations work with faculty and staff members to strengthen curricular and extracurricular programs. Parents also form special groups to accomplish specific goals, the most recent being the El Molino all-weather track project. This project successfully raised funds for the purchase and installation of an all-weather track. Three years ago a similar group raised funds for lights for the football field.

We believe that all students have the right to live and learn in a healthy and safe environment that fosters success. We take pride in our safe, clean, and secure campus. We maintain a strictly monitored closed campus. Our Emergency Preparedness Plan, written in collaboration with the Sonoma County Sheriff's Department, the Forestville Fire Department, and the Sonoma County Office of Education, was revised this year. We have high standards for student behavior that we work with parents to achieve. The administrators, counselors, and health technician work together to identify students with poor attendance to recognize health or substance abuse problems. Together with parents and community agencies we seek remedies. Our Impact Program (which has been a part of El Molino for almost 20 years) is an early intervention program designed to identify students with emotional, physical, and/or behavioral problems that affect academic, social, and emotional functioning; the program seeks to remove barriers to learning. The Impact core team consists of counselors, administrators, teachers, health, and student services personnel. By focusing on awareness education, prevention, treatment, and positive alternatives, the program helps to increase self-esteem, decision-making skills, and refusal skills to build resiliency in all students. With the leadership of two dedicated teachers (one of whom has retired but is still a leader in the program), the Every Fifteen Minutes program has been presented to El Molino students three times in the past eight years. The third presentation of Every Fifteen Minutes took place in May, 2008. Parents, students, teachers, and the personnel from several Sonoma County agencies collaborated in a year-long planning process to present this program aimed at the reduction of drinking and driving.

In 2007-2008, 28% of our graduating seniors indicated their intention to attend a four-year college or university, with another 60% indicating their intention to attend the Santa Rosa Junior College. Many students attend the SRJC because of the generous Doyle Scholarship program. Thirty percent of the graduates indicated that they plan to complete associate degrees and programs. The majority of college-bound students will attend either the University of California or California State University system.

## **Schoolwide Student Goals**

### ***El Molino High School Mission Statement***

El Molino High School will provide a high quality education focused on helping students to maximize their potential and achieve lifelong goals. To reach the objective, El Molino High School will foster an appreciation of diversity and respect and empower students to make informed judgments, accept responsibility for their actions, and practice the social skills necessary to be productive members of society.

### ***The El Molino High School Three R's***

#### **Respectful and Compassionate People**

*El Molino High School students are expected to display positive conduct, be courteous of others, civil and prompt, and work for the well-being of others.*

#### **Responsible and Ethical Citizens**

*El Molino High School students are expected to be supportive team players, models of ethical behavior, and to take responsibility for their actions.*

#### **Resourceful and Articulate Students**

*El Molino High School students are expected to develop and use effective work habits, be self-motivated, independent and creative thinkers, and express themselves clearly in all forms of communication.*

## Student Demographics

**Number of Students Enrolled**

	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
<b>2006-07</b>	222	232	246	253	953
<b>2007-08</b>	244	218	225	250	937
<b>2008-09</b>	232	222	207	237	898

El Molino High School is in declining enrollment. In 2005-2006, the CBEDS enrollment was 1,039. The most rapid decline was in 2006-2007 when the enrollment fell to 953, a loss of 86 students. In the 2007-2008, we had an enrollment of 937, a loss of 16 students. In 2008-2009, we have an enrollment of 898 students, a loss of 39 students from the previous year.

**Number of Students Enrolled by Gender**

<b>2006-2007</b>	
Male	485
Female	468
Total	953
<b>2007-2008</b>	
Male	489
Female	445
Total	937
<b>2008-2009</b>	
Male	446
Female	452
Total	898

We are balanced in terms of male and female students. This balance has been maintained for many years. While our minority populations have remained constant, the White, not Hispanic, population has decreased, resulting in a higher proportion of minority students in the student body. The number of English Learners has also remained stable.

**Number of Students Enrolled by Ethnicity**

	African-American	American Indian/Alaskan Native	Asian	Filipino	Hispanic/Latino	Pacific Islander	White not Hispanic	Multiple/No Response
2006-07	15	6	6	2	134	2	740	48
2007-08	17	6	4	4	125	2	702	77
2008-09	19	7	3	4	138	0	654	73

**Percentage of English Learners**

	Percent of Enrollment
2006-07	6%
2007-08	5%
2008-2009	5%

**Percent of Students Receiving Free/Reduced Lunch**

	Percent of Enrollment
2006-2007	21%
2007-2008	23%
2008-2009	28%

**Number of Students Participating in Athletics**

	Males	Females
2006-2007	319	223
2007-2008	319	234
2008-2009 (to date)	142	199

**Parent Education Level**

	Percentage reported	Not a high school graduate	High school graduate	Some college	College graduate	Graduate school
2006-2007	94	10	14	33	27	16
2007-2008	94	11	14	35	27	13
2008-2009	94	10	13	34	25	12

**Attendance Rate: ADA**

	2006-2007	2007-2008	2008-2009
Average ADA	92.85%	93.7%	95.10% (to date)

**Number of Students Suspended**

	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
2006-07	25	22	29	22	98
2007-08	42	12	13	25	92
2008-09 (to date)	13	4	8	7	32

**Number of Students Expelled**

2006-07	2007-08	2008-2009 (to date)
1	1	0
3 suspended expulsion	5 suspended expulsion	0

**Number of Suspensions and Expulsions Shown by Reason**

<b><u>Suspensions</u></b>	2006-07	2007-08	2008-2009 (to date)
Caused, attempted to cause, or threatened to cause physical injury; Willfully used force or violence upon the person of another, except in self-defense	29	18	7
Possession of a weapon or dangerous object	6	8	0
Possession of/use of/sales or furnishing of a controlled substance; Offered, arranged or negotiated to sell a controlled substance	23	25	8
Attempted/committed robbery or extortion	0	1	0
Attempted/caused damage to school or private property	0	5	0
Attempted/ stole school property; rec'd stolen property	4	3	1
Tobacco Possession/Use		2	0
Committed an obscene act/engaged in habitual profanity/vulgarity	5	1	2
Possession of / offered / arranged/ negotiated to sell paraphernalia	2	0	0
Disruption of school activities; defiance of authority; harassment of authority	29	16	10
Harassment		12	4
Terrorist Threat	0	1	0
Total	98	92	32
<b><u>Expulsions</u></b>			
Terrorist Threat	0	1	0
Possession of a weapon or dangerous object	0	1	0
Drug/Alcohol	2	1	0
Damage to private property	0	0	0
Physical injury / Fighting	0	1	0
Stealing / Rec'd stolen property/robbery	2	2	0
Total	4	6	0

## Faculty/Staff Demographics

### Number of Staff Members

	Certificated	Classified
2007-2008	55	21
2008-2009	55	22

### Number of Teachers by Years of Experience in Education

	over 35 years	35 to 30 years	29 to 20 years	19 to 10 years	9 to 5 years	4 or less years
2007-2008	4	7	13	18	4	9
2008-2009	6	6	14	19	1	9

### Teacher Credential Status

	2007-08	2008-09
Fully Credentialed	54	54
Pre/Interns	1	1
Waivers	0	0
Total Teachers	55	55

### Teachers Teaching Outside of Credential Area

	Number of teachers	Class(es)	*Reason
2007-08	6	.20 Computer Applications	1,5,7
		.20 Yearbook	5,7
		.20 Basic Geometry	1,2,5,6,7,
		.20 Algebra IA	1,2,5,6,7
		.60 Foods and Nutrition	1,2,5,6,7,
		.40 Geography/Health (P)	1,2,5,6,7,
		.60 Spanish I (P)	1,4,5,6,7
		.20 Leadership	2,5,7
		.20 Yearbook	1,5,7
		.60 Foods and Nutrition	1,2,5,6,7,
2008-09	6	.60 Geography/Health (P)	1,2,5,6,7,
		.20 Leadership	2,5,7
		.20 Engr/Skilled Trades	2,5,6,7
		.40 General Biology	4,5,6,7

**\*Reasons**

1. Previous experience teaching the course
2. Holding a credential in a related field
4. Studying to obtain appropriate credential, with courses in progress
5. Evidence of the individual's knowledge in the subject matter to be taught
6. Demonstrated knowledge of the appropriate curriculum framework
7. Demonstrated knowledge of the specific content of the district's course of study at the grade level to be taught

## **Analytical Summary of Student Performance Data**

Individual, aggregated, and disaggregated student achievement is measured using multiple assessments, including the State of California's Standardized Testing and Reporting (STAR) program, the Scholastic Aptitude Test (SAT), Advanced Placement exams (AP), and the California English Language Development Test (CELDT). We analyze student grades in each subject area and compare student grades with STAR/California Standard Test scores to measure achievement and to assure that our grades reflect the levels of success that students achieve on California Standards tests.

The Accountability Progress Reporting (APR) information from the State of California summarizes student achievement in the Academic Performance Index (API) Report, which is based on state criteria, and the Adequate Yearly Progress (AYP) Report, which is based on federal criteria. As a school community we study the disaggregated student achievement information provided in these reports.

### **Standardized Testing and Reporting (STAR)/California Standards Tests**

Each year the data from STAR tests is disaggregated and analyzed in the following ways:

- (1) The test scores are published by grade and specific test to show the percentage of students who scored at each level. The El Molino scores are compared to scores at the county and state level. They are also compared to the actual grade averages achieved by students in the content areas that support each of the tests to measure the degree to which the level of student success in the curriculum parallels STAR scores.
- (2) The STAR test scores of identified student subgroups are compared to the group of all students to assure that all students are achieving success.
- (3) Each teacher receives the English/Language Arts STAR scores for the students that they have in class that year. This enables teachers to adjust their curriculum and instructional practices to meet the needs of their students.
- (4) Each teacher receives the STAR test scores for the students in their classes taught the previous year which are STAR test content classes. This enables teachers to evaluate their curriculum and instructional practices in terms of the success of their students on the California Standards Test and to adjust their curriculum and instructional practices to meet the needs of their students.

While in the past three years El Molino High School STAR scores have experienced some fluctuation, the number of students who earned the score of proficient or above has increased. In English/Language Arts, grade 9 and grade 11 scores have shown a slight improvement while grade 10 scores have remained steady. Our schoolwide percentage of students who earned the score of proficient or above decreased in 2008 by 3.3%.

In Algebra I, our scores have greatly increased at each grade level. Our Algebra II scores greatly increased at the 10<sup>th</sup> grade level, but remained constant at the 11<sup>th</sup> grade level. The Summative Mathematics scores of our 11<sup>th</sup> grade students greatly increased. Our General Mathematics scores earned by 9<sup>th</sup> grade Title I students showed a significant increase. Our schoolwide percentage of students who earned the score of proficient or above in increased in 2008 by 7.2%. In World History, the scores of the 10<sup>th</sup> graders fell each year.

In United States History, the scores of the 11<sup>th</sup> graders remained stable. Our schoolwide percentage of students who earned the score of proficient or above decreased in 2008 by 4.7%. In Biology, the percentage of proficient students in each grade grew by at least 10%. In Chemistry, the scores of 10<sup>th</sup> grade students remained stable, but the percentage of 11<sup>th</sup> grade proficient scores tripled. Scores improved in 11<sup>th</sup> grade Physics. Our schoolwide percentage of students who earned the score of proficient or above increased in 2008 by 10.5%

**Academic Performance Index (API)**

	# students tested	API Growth	API Base	Growth Target	Growth	School-wide	Comparable Improvement (CI)	Schoolwide & CI
2005-06	670	719	725	4	-6	No	No	No
2007-07	639	751	741	5	10	Yes	Yes	Yes
2007-08	630	766	751	5	15	Yes	Yes	Yes

**Academic Performance Index (API): Hispanic or Latino (Numerically Significant Subgroup)**

	# students tested	API Growth	API Base	Growth Target	Growth	Met Subgroup Target
2005-06	*	*	*	*	*	*
2007-07	100	671	650	8	21	yes
2007-08	101	712	671	6	41	yes

\*Hispanic or Latino was not a Numerically Significant Subgroup

**Academic Performance Index (API): White (not of Hispanic origin) (Numerically Significant Subgroup)**

	# students tested	API Growth	API Base	Growth Target	Growth	School-wide
2005-06	523	739	753	3	-14	no
2007-07	516	773	760	5	13	yes
2007-08	493	782	773	5	9	yes

**Academic Performance Index (API): Socioeconomically Disadvantaged (Numerically Significant Subgroup)**

	# students tested	API Growth	API Base	Growth Target	Growth	School-wide
2005-06	137	633	621	3	12	yes
2007-07	152	686	660	7	26	yes
2007-08	165	714	686	6	28	yes

Since the 2006 WASC Self-Study Report and visitation, El Molino High School's API score has grown each year. The score for 2006 (that reflects the tests taken the spring semester of the visit) was disappointing. Our score was 719; we did not meet our 2005-2006 growth target of 11 points. In 2007, our score was 751 (reflecting a 10 point

growth); in 2008 our score was 766 (reflecting a 15 point growth). In 2006, Socioeconomically Disadvantaged students did achieve their Growth Target (+12 points), while our other identified subgroup, White (not of Hispanic origin) did not (-14 points). In 2007, we added Hispanic or Latino students as a numerically significant group. In 2007, all three subgroups met their Growth Targets: White (not of Hispanic origin) students (+13), Socioeconomically Disadvantaged students (+26), and Hispanic or Latino students (+21). In 2008, all three subgroups again met their Growth Targets: White (not of Hispanic origin) students (+9), Socioeconomically Disadvantaged students (+28), and Hispanic or Latino students (+41).

### Adequate Yearly Progress (AYP)

#### Adequate Yearly Progress (AYP)

	At or Above Proficient (%)	Participation Rate (%)	API	Graduation Rate (%)
<b>2005-06</b>				
Made AYP:	yes	yes	yes	yes (89.9)
English	73.9	97		
Mathematics	64.7	96		
<b>2006-07</b>				
Made AYP:	yes	yes	yes	Yes (96.7)
English	70	96		
Mathematics	63.9	97		
<b>2007-08</b>				
Made AYP:	yes	yes	yes	Yes (93)
English	71.9	97		
Mathematics	64.7	97		

El Molino High School has made our federal accountability AYP for each year since WASC 2006. We met 12 out of 12 criteria each year, including CAHSEE Participation Rate and Percent Proficient in both English/Language Arts and Mathematics for several identified subgroups (#1- #10), our Academic Performance Indicator (API) (#11), and Graduation Rate (#12).

## California High School Exit Exam (CAHSSE)

### CAHSEE English/Language Arts

	Groups	Number of Valid Scores	Number At or Above Proficient	Percentage At or Above Proficient	Met AYP Criteria
<b>2005-06</b>	Schoolwide	234	173	73.9	yes
	African American or Black (not of Hispanic origin)	2			
	American Indian or Alaskan Native	0			
	Asian	2			
	Hispanic or Latino	31	13	41.9	
	Pacific Islander	1			
	White (Not of Hispanic Origin)	191	152	79.1	yes
	Socioeconomically Disadvantaged	46	27	58.7	
	English Learners	12	1	8.3	
	Students with Disabilities	23	3	13	
	<b>2006-07</b>	<b>Schoolwide</b>	207	145	70
African American or Black (not of Hispanic origin)		3			
American Indian or Alaskan Native		3			
Asian		2			
Hispanic or Latino		38	17	44.7	
Pacific Islander/Filipino		2			
White (Not of Hispanic Origin)		158	123	77.8	yes
Socioeconomically Disadvantaged		56	35	62.5	yes
English Learners		23	8	34.8	
Students with Disabilities		21	3	14.3	
<b>2007-08</b>		Schoolwide	199	143	71.9
	African American or Black (not of Hispanic origin)	4	4	100	
	American Indian or Alaskan Native	0			
	Asian	0			
	Hispanic or Latino	29	13	44.8	
	Pacific Islander/Filipino	3	3	100	
	White (Not of Hispanic Origin)	163	127	77.9	yes
	Socioeconomically Disadvantaged	48	25	52.1	
	English Learners	25	11	44	
	Students with Disabilities	19	6	31.6	

**CAHSEE Mathematics**

	<b>Groups</b>	<b>Number of Valid Scores</b>	<b>Number At or Above Proficient</b>	<b>Percentage At or Above Proficient</b>	<b>Met AYP Criteria</b>
<b>2005-06</b>	Schoolwide	232	150	64.7	yes
	African American or Black (not of Hispanic origin)	2			
	American Indian or Alaskan Native	0			
	Asian	2			
	Hispanic or Latino	31	11	35.5	
	Pacific Islander	1			
	White (Not of Hispanic Origin)	189	130	68.8	yes
	Socioeconomically Disadvantaged	47	22	46.8	
	English Learners	12	1	8.3	
	Students with Disabilities	23	2	8.7	
<b>2007-07</b>	Schoolwide	208	133	63.9	yes
	African American or Black (not of Hispanic origin)	3			
	American Indian or Alaskan Native	3			
	Asian	2			
	Hispanic or Latino	38	18	47.4	
	Pacific Islander/Filipino	2			
	White (Not of Hispanic Origin)	159	112	70.4	yes
	Socioeconomically Disadvantaged	56	33	58.9	yes
	English Learners	23	11	47.8	
	Students with Disabilities	21	3	14.3	
<b>2007-08</b>	Schoolwide	197	144	73.1	yes
	African American or Black (not of Hispanic origin)	4	4	100	
	American Indian or Alaskan Native	0			
	Asian	0			
	Hispanic or Latino	29	21	72.4	
	Pacific Islander/Filipino	3	3	100	
	White (Not of Hispanic Origin)	161	118	73.3	yes
	Socioeconomically Disadvantaged	48	32	66.7	
	English Learners	25	17	68	
	Students with Disabilities	19	6	31.6	

El Molino High School has met and exceeded CAHSEE Targets for each year since WASC 2006. In English/Language Arts our schoolwide percentage at or above Proficient has fallen slightly (by 2%, from 73.9 to 71.9). In Mathematics, our schoolwide percentage at or above Proficient has risen (by 8.4%, from 64.7 to 73.1). In

English/Language Arts, our Hispanic and Latino subgroup scores have risen slightly and scores for White (not of Hispanic origin) students, Socioeconomically Disadvantaged students, and English Learners have fallen slightly. In Mathematics, our scores for Hispanic and Latino, White (not of Hispanic origin), and Socioeconomically Disadvantaged students have risen appreciably. We only have a reported score for English Learners (68% proficient) for 2008.

### Scholastic Aptitude Test (SAT)

In 2006, the mean SAT scores for the 94 students who took the test were: Critical Reading 561, Mathematics 562, and writing 559. In 2007, the mean SAT scores for the 88 students who took the test were: Critical Reading 548, Mathematics 540, and writing 541. In 2008, the mean SAT scores for the 78 students who took the test were: Critical Reading 548, Mathematics 541, and writing 536. The decrease in the number of students taking the Sat reflects our declining enrollment. After a clear decrease in average SAT scores between 2006 and 2007, the scores remained stable in 2008. Between 2004 and 2005, there were decreases in the mean SAT score of about 30 points in both English and Mathematics. The 2006 scores (on the revised tests) were 20 points higher in both English and Mathematics; however, since the SAT test changed significantly in 2006, comparison to earlier scores may not be appropriate.

### Advanced Placement (AP)

	Number of AP Passing Scores (3, 4, and 5)					
	2005-06		2006-07		2007-08	
	# of students taking test	# of students with passing scores	# of students taking test	# of students with passing scores	# of students taking test	# of students with passing scores
Biology	28	23	22	17	28	15
Calculus AB	22	19	25	13	29	16
Calculus BC	4	4	--	--	5	5
Chemistry	13	2	13	1	14	8
Comp Sci A	3	2	--	--	--	--
Eng/Lang Comp	22	15	20	20	23	23
Eng/Lit Comp	36	33	29	24	37	32
European Hist.	2	2	4	4	3	2
French Lang.	15	12	8	7	9	6
Gov't & Pol US	35	30	28	21	36	28
Japanese Lang	--	--	1	1	--	--
Physics B	13	9	14	4	17	9
Physics C-E&M	4	3	--	--	--	--
Physics C-Mech	3	3	--	--	--	--

Psychology	9	7	8	6	8	8
Span. Lang.	23	18	14	11	18	13
Statistics	4	0	--	--	--	--
Studio Art-Draw	2	2	--	--	1	1
Studio Art-Design	2	0	1	0	3	3
US History	32	24	32	21	33	21
World History	--	--	--	--	4	4
<b>Total</b>	<b>272</b>	<b>208</b>	<b>219</b>	<b>150</b>	<b>268</b>	<b>194</b>

The number of students taking AP tests (unduplicated) has gone up and down in the past three years (2005-2006 = 272, 2006-2007 = 219, 2007-2008 = 268). The average passing score for last year of 72% is up from the average passing score in 2007 of 68%. Both years are below the 2006 passing score of 76%. The dip in scores in 2007 may reflect the retirement of two teachers with many years of experience as AP instructors.

### California English Language Development Test (CELDT)

The CELDT test is given to English language learners each October. Students entering 9<sup>th</sup> grade in 2005/06 had a mean score of 574 on Listening/Speaking, 539 on Reading, and 537 on Writing. In 2006/07, the mean score for 10<sup>th</sup> graders was 632 on Listening/Speaking, 563 on Reading, and 567 on Writing. In 2007/08, the mean score for 11<sup>th</sup> graders was 591 on Listening/Speaking, 601 on Reading, and 568 on Writing. Students entering 9<sup>th</sup> grade in 2006/07 had a mean score of 688 on Listening/Speaking, 562 on Reading, and 590 on Writing. In 2007/08, the mean score for 10<sup>th</sup> graders was 567 on Listening/Speaking, 594 on Reading, and 550 on Writing.

### California English Language Development Test (CELDT)

	Listening/ Speaking	Reading	Writing
Class of 2009			
Grade 9	574	539	537
Grade 10	632	563	567
Grade 11	591	601	568
Class of 2010			
Grade 9	688	562	590
Grade 10	567	594	550

The EL student pool is small, with 6-15 students in each grade level each year. It also changes considerably from year-to-year, with new immigrants and migrant students arriving and others moving on. Students who test fluent one year and are redesignated are not tested the next year.

## *Significant Developments*

Enrollment has declined since 2006. El Molino High School's CBEDS enrollment was 1,039 in the 2005-2006 school year. The CBEDS enrollment was 898 in 2008-2009.

Student support services have grown since 2006. The counselors have worked to institute a Four Year Plan for all students. While this is still a work in progress, we have made good progress. Last year we began a partnership with the Regional Occupational Program to use the Kudor Career system as part of the Four-Year Plan. Junior year academic review conferences with students and their parents are held with at-risk students to create an individual plan to lead the student to graduation.

Two years ago, a fourth counselor, who is bilingual/bicultural, was added through AB 1802 funding to target at-risk students. The counseling program was reorganized so that each student would continue to have the same counselor for four years. The reduced number of student contacts allows each counselor to focus on their at-risk students. With the addition of a bilingual counselor, the four evening counseling nights that are held for parents each year are presented in Spanish as well as in English.

Safe School Ambassadors (SSA) was started in September, 2006 to train students to become leaders in improving school climate and safety. It is funded by the Board of Trustees, School Site Council, Boosters, Community Matters, and a grant from the Sonoma County Medical Association (see Action Plan #5 below).

Project Success, an alcohol abuse prevention program, started in January, 2008 through a 3 year district-wide grant. The program includes a counselor who works with small groups of sophomores to raise awareness about the dangers of alcohol abuse, plans student activities to prevent alcohol abuse, and counsels individual students and parents.

Eight new courses have been added to the program since 2006. They are: ROP Construction Technology (2006-2007), ROP Hospitality (2006-2007), RSP Reading (2006-2007), AP World History (2008-2009), ROP Biotechnology (P) (2008-2009), Digital Filmmaking (P) (2008-2009), CAHSEE Prep English (2008-2009), and CAHSEE Prep Math (2008-2009).

Adam Schaible, Vice Principal, left at the end of 2006-2007 to become the principal of a partner middle school. Barry Sovel is now El Molino's Vice Principal. Keller McDonald replaced David Wheeler as Superintendent of the West Sonoma County Union High School District in 2005-2006. In 2008-2009, the District Office staff was restructured to include an Assistant Superintendent who supervises Business Services and Human Resources.

## ***Ongoing Improvement***

### **Follow-up Process**

The follow-up process began the week after the Visiting Committee left El Molino in March, 2006. At that time the Action Plans were revised and published.

The Department Chairperson Committee serves as the Action Plan Follow-up Committee. The School Site Council provides oversight to the yearly progress of the implementation of the Action Plans.

Each school year, each department sets goals for the year based on the schoolwide Action Plans. Each year these goals were evaluated in writing by the members of each department before creating departmental goals for the next year. Each written component of the School Improvement Plan includes the way(s) that the component supports the implementation of the Schoolwide Action Plan. The Schoolwide Action Plan and the School Improvement Plan form the basis of the Single Plan for School Achievement.

## II. Report on Schoolwide Action Plan Progress

### **ACTION PLAN #1**

#### **Review and revise El Molino's Expected Student Learning Results (ESLRS)**

##### **The El Molino 3 R's**

##### **Respectful and Compassionate People**

El Molino students are expected to display positive conduct, be courteous, civil and prompt, and work for the well-being of others.

##### **Responsible and Ethical Citizens**

El Molino students are expected to be supportive team players, models of ethical behavior, and take responsibility for their actions.

##### **Resourceful and Articulate Students**

El Molino students are expected to develop and use effective work habits, be self-motivated, independent and creative thinkers, and express themselves clearly in all forms of communication.

The WASC 2006 Self-Study Report identified a critical need area regarding El Molino High School's 2000 Expected Student Learning Results (ESLRS). Student, teacher, and parent surveys indicated that the 2000 Expected Student Learning Results were not helping to guide the school. They were too long and numerous to be memorable; only 43% of teachers and 34% of the parents and students indicated on a schoolwide survey that they were familiar with them. It was agreed that Expected Student Learning Results should reflect the agreement of the El Molino High School community of what each student should achieve by graduation.

In January, 2006 a faculty member organized a faculty committee to generate a list of prospective Expected Student Learning Results (ESLRS). The committee solicited faculty and student input, as well as, input from parents and community members through the Site Council. From the input from the school community, a list of potential El Molino 3 R's was formulated. All stakeholders had an opportunity to vote. Action Plan #1 was completed by March, 2006 before the Visiting Committee arrived at El Molino High School. The El Molino 3 R's were published in March, 2006.

Since 2006, the El Molino 3 R's have become part of the school culture. Posters were printed so that the El Molino 3 R's are in each classroom. The teacher who chaired the faculty committee organized a schoolwide poster contest to create El Molino 3 R's posters for each classroom. The winners were announced on the video bulletin. Copies of many of the prize winning posters were printed professionally and each teacher chose a poster for his or her classroom. El Molino 3 R's posters hang in the main office and in the library. They are on the cover of the Student and Parent Handbook, on the El Molino High School web site, and on each e-mail that is sent from a Co-Principal. They are referred to by school staff members and leadership students in the classroom and in school activities.

**ACTION PLAN # 2****Strengthen El Molino's academic program to assure that it motivates and challenges all students to achieve academic success.****The critical areas of follow-up addressed by Action Plan #2:**

- **The underachieving students need to be motivated and challenged to achieve academic success.**
- **Survey the needs of the staff with a focus on instructional strategies targeted towards middle and low performing students and support appropriate staff development. The staff development could draw internally from expertise on the staff if funds for professional development are limited.**
- **Engage staff in training of teaching practices targeted towards EL students across the curriculum.**

Strengthening El Molino's academic program to motivate and promote greater academic success for middle and lower achieving students was identified as a critical need in El Molino's WASC 2006 Self-Study Report and a critical area of follow-up by the Visiting Committee. Analysis of the profile data showed that CST and CAHSEE test scores for Hispanics, English Learners, and Socioeconomically Disadvantaged students were below schoolwide scores. The WASC 2006 Action Plan #2 was written in response to this need with the goal being to "Strengthen El Molino's academic program to assure that it motivates and challenges all students to achieve academic success." It targeted students who did not pass the CAHSEE or who scored below the Proficient level on California Standards Tests, a disproportion of whom were Hispanics, English Learners, and Socioeconomically Disadvantaged students. Teachers, counselors, and administrators responded to this mission by working together in a collaborative effort. This was accomplished through: (1) analysis of assessment information to target deficiencies; (2) expansion of standards-based curricula and acquisition of standards-based textbooks; (3) advancement of professional development to strengthen instruction; and (4) improvement of student placement. The collaborative schoolwide effort was focused on standards-based education to raise the bar of expectation and success for lower achieving students. The anticipated outcome (and hope) was that increased learning would be reflected in the scores on the CAHSEE and CST for the targeted students.

Professional collaboration and a model of shared decision-making within an extremely stable faculty and administration has been a hallmark of El Molino staff since 1990. The Department Chairpersons and the school administrators serve as the school leadership team. The schoolwide effort that began in June, 2006 to achieve the goal of WASC 2006 Action Plan #2 was unique in its focus and intensity. The process began with each department setting goals based on Action Plan #2 and sharing these goals within the leadership team to create a schoolwide strategy. The Site Council supported the effort by mandating that each SIP funded component of the Single Plan for School Improvement be tied to a WASC 2006 Action Plan. At the end of each year, the departmental goals are evaluated and form the basis for the next year's goals. Teachers, counselors, and administrators collaborate on these refined departmental and schoolwide goals to close the achievement gap.

The beginning of this collaborative effort was schoolwide use of assessment information to target deficiencies, based on the goal of understanding standards, assessment and accountability (See Action Plan #4). A co-principal publishes an analysis of STAR scores and presents it to the faculty at the opening meeting each year. This analysis compares the scores of El Molino students to those of the county and state, and to El Molino students' course grades. API and AYP information is disseminated to study the achievement of students on the CAHSEE and STAR, for both schoolwide and identified subgroups. In September, the Vice Principal prepares a report for teachers showing the English/Language Arts CST scores for their current students. Each teacher in a core subject area receives a report of the previous year's subject matter scores for his/her students. STAR Teacher Reports are used for analysis of student scores in discrete subject areas within each specific CST; test blueprints are discussed to determine key standards. Teachers use this information to evaluate individual and aggregate student success and to align course curriculum and local assessments to state standards. The data are used for continual improvement.

The second course of action was the expansion of standards-based curriculum and acquisition of standards-based textbooks. Using the information from the analysis of assessment data, teachers in core departments began work on embedding standards and CST blueprints in classroom curriculum. Forefront in the effort was the setting of high expectations in all classes with special emphasis on the needs of lower achieving students. At the same time, our District had set as a goal the acquisition of standards-based textbooks for all core classes. Teachers worked together to select appropriate textbooks and then to develop curricula based on key California standards. Between June, 2006 and August, 2007, each core area verified that they had or had purchased standards-based textbooks for all students. After receiving necessary training, teachers concentrated on aligning curriculum to standards. This set the stage to implement standards-based instruction and assessment.

The English Department took the lead in setting schoolwide standards for written work to be used by all teachers. In 2006, teachers were trained in the use of MLA format for written assignments and papers in all classes. In 2007, the El Molino English Handbook was published for use schoolwide with in-service training at the beginning of the year. All students were to be held to these standards. Career-Technical teachers have made an annual goal for the past three years to create cross-curricular projects to address English/language arts, math, science, and social studies core standards in their classes, which are populated by many students who struggle in these academic areas. The Title I Coordinator and teachers from the English, Math, and Social Studies Departments meet to review state and local assessments in order to strengthen the program.

In addition to schoolwide efforts, teachers collaborate within departments to raise student achievement. English teachers deconstructed ELA standards to assure uniformity in 9<sup>th</sup> and 10<sup>th</sup> grade classes. They participated in "norming" sessions to establish standards for written work using EAP rubrics and to determine strengths and weaknesses of student writing for all levels of classes. A standardized reading comprehension test was given at

the beginning of the year in all 9<sup>th</sup> through 11<sup>th</sup> grade English classes to assess specific student needs. Our English Language Development teacher, who also teaches a section of English 9, says that she attributes the success of English Learners to English Department activities that have made her a better writing teacher. She states, “I’ve come to understand and develop more clearly the step-by-step process necessary to teach students to write effective formal essays. This came from collaboration with English teachers.”

The Math Department reviewed course curriculum in the textbook review process and selected key standards to be met. They focused on strategies that are most beneficial for students to reach these standards. Changes were made in Title I Basic Math and in Algebra IA and IB to raise expectations for underachieving students. An important instructional change has been the use of a common organizational system in these classes. There is a set procedure used each day so that lower achieving students, who often have a difficult time transitioning in class, can easily follow the routine practice and know exactly what to expect next. This has proven to be particularly helpful for English learners.

Science Department teachers selected new textbooks and coordinated standards-based curriculum in the three levels of beginning life science: Lab Biology (P), General Biology, and Agriculture I/II. The new instructional materials include workbooks and activities to ensure student understanding and success at all levels. The revised curriculum and new materials, along with the STAR test score analysis, led to implementation of new strategies and a rise in expectations for all classes.

Members of the Social Studies Department adopted standards-based textbooks; curriculum was revised based on CST scores. Departmental practices for common student expectations were established for homework, assessments, and semester projects for all World Civilization and United States History classes.

Professional development is the third area of the schoolwide effort to strengthen and expand instructional strategies to meet the needs of struggling students. This goal has been discussed at virtually every Department Chair and Faculty meeting and is the mantra that has consciously and unconsciously guided the Professional Development Plan. The District efforts to acquire new textbooks (see Action Plan #3 below) offered release time and training opportunities for teachers; the District allowed for site-based budgeting of NCLB Title II Teacher Quality funds. The Superintendent and the Board of Trustees joined in creating the context for standards-based education.

The first component of Action Plan #2 was to “develop a professional development program for all teachers to strengthen skills in teaching English Learners, unmotivated students, at-risk students, study skills, and academic language acquisition.” In August 2006, a survey was completed by teachers in all departments to collect information about current instructional practices and to obtain information about two aspects of professional development: area of expertise and areas in which professional development was needed. The compiled results of this survey were published and formed the basis of the 2006-2007 Professional Development Plan. Each year the Department Chairpersons have

created a Professional Development Plan based on teacher input. Schoolwide themes for Professional Development have been: academic language, content standards, student support, and transitioning to the Rigor, Relevance, and Relationship Framework. The plan has promoted attendance for teachers and administrators at national and state-level conferences and has increased subject-specific training in curriculum and instruction. The plan has also provided release time for teachers to work together to implement changes.

In addition to the Professional Development Plan, other collaborations have significantly contributed to program improvement. Teachers of English, math, and science are active members in Cal-PASS, a statewide effort to strengthen high school curriculum to prepare students for college. They have gained information and resources from their association with teachers from other high schools and colleges, which they have shared with their colleagues, leading to higher expectations for all students. Each summer, our county ROP has generously offered professional development to all teachers. This has enhanced communication between Career-Technical teachers and their colleagues that fosters interdepartmental sharing, strengthening the program for less academic students. We have hired several beginning teachers in the past two years, which has allowed many veteran teachers to become involved as mentor teachers in the BTSA program and to gain powerful mentor training at the county level. An unanticipated consequence has been renewal for the veteran teachers, especially in the instructional techniques that help to close the achievement gap. Because we have a connected and interactive faculty, these ideas have spread beyond the BTSA group. By 2007, 98% of our teachers completed certification to teach English learners. In 2006, almost 50% were uncertified. Many teachers took SDAIE classes in a group at El Molino or shared a CLAD video program that promoted sharing ideas on how to support students while attaining certification.

The improvement of student placement is the fourth area of collaboration. When considering the struggles that disadvantaged students meet in their effort to achieve academic success, the faculty expressed a need for student placement into classes in which the students are challenged and in which they are prepared to succeed. Counselors, administrators, and teachers joined in a revision of the student placement processes to assure the correct placement of students into differentiated classes that would accelerate learning. The counselors have always met with small groups of students to begin the course selection process, with the offer of follow-up meetings for individual students and parents. We learned that this process was too often done without the time to carefully research and consider the best courses for each student. The new process puts placement in core classes for the next year in the hands of the Department Chairperson and teachers. The students' current teachers in the English, Math, and Science Departments make an individual recommendation for each student. The Department Chairs review the recommendations. Program Coordinators work with teachers and counselors in the placement of each English Learner, Title I student, and student with an IEP. Teachers of elective classes work with their students so that they follow the correct program pathways. With the counselor as manager, this process provides opportunities for students, teachers, parents, and counselors to work together to determine the best placement for each student.

Collaboration between teachers, counselors, and administrators has provided student access to rigorous curriculum and instruction and more effective teachers and counselors. Careful review of curriculum and acquisition of standards-based textbooks were done with a focus on the needs of the middle and lower achieving student. The Professional Development Plan and other collaborative activities were directed towards developing teacher strategies to reach students who were less successful. High expectations for all students and teachers became a schoolwide goal and as a result the achievement gap is closing.

The results of the schoolwide effort to increase the academic success of lower achieving students can be measured by the achievement of the middle and lower achieving students on the CST and CAHSEE. El Molino’s Academic Performance Index (API) reports show substantial growth in our numerically significant subgroups that include low-achieving students.

API Growth	Year	Number of Students	Growth Score	Growth
Hispanic or Latino	2006	107	631	+19
	2007	100	671	+21
	2008	101	712	+41
Socioeconomically Disadvantaged	2006	137	621	+12
	2007	152	686	+26
	2008	165	714	+28
White (Not of Hispanic Origin)	2006	523	739	-14
	2007	516	773	+13
	2008	493	782	+9

In 2006, our schoolwide API Growth Score was 719; we did not meet our growth target of 4 points. Our 2006 Growth Score was 739 for the White subgroup, 621 for the Socioeconomically Disadvantaged subgroup, and 631 for the Hispanic subgroup. This showed a tremendous achievement gap between groups. These were the data upon which we based the WASC 2006 Action Plan #2. In 2007, our schoolwide API Growth Score was 751; we surpassed our growth target of 5 with a 10 point growth. Our 2007 Growth

Score was 773 for the White subgroup, 686 for the Socioeconomically Disadvantaged subgroup, and 671 for the Hispanic subgroup. The growth for the Socioeconomically Disadvantaged and Hispanic subgroups was almost twice that of the White subgroup. Progress had been made in closing the achievement gap. In 2008, our API Growth Score was 766; we again exceeded our growth target of 5 with a 15 point growth. Our 2008 Growth Score was 782 for the White subgroup, 714 for the Socioeconomically Disadvantaged subgroup, and 712 for the Hispanic subgroup. The growth for the Socioeconomically Disadvantaged group was 28 points, 19 points higher than that of the White subgroup. The growth for the Hispanic subgroup was 41 points, 32 points higher than that of the White subgroup. Significant progress had been made in closing the achievement gap.

CAHSEE	Year	% At or Above Proficient	ELA Achievement Gap (Schoolwide – Subgroup)	% At or Above Proficient	Math Achievement Gap (Schoolwide – Subgroup)
Hispanic or Latino	2005-06	41.9	32.0	64.7	29.2
	2006-07	44.7	25.3	35.5	16.5
	2007-08	44.8	27.1	46.8	0.7
Socioeconomically Disadvantaged	2005-06	58.7	15.2	63.9	17.9
	2006-07	62.5	7.5	47.4	5
	2007-08	52.1	19.8	58.9	6.4
White (Not of Hispanic Origin)	2005-06	79.1	-5.2	73.1	-4.1
	2006-07	77.8	-7.8	72.4	-6.5
	2007-08	77.9	-6	66.7	-0.2

Scores on the CAHSEE show similar progress in closing the achievement gap. In 2006, our Hispanic and Socioecon

-omically Disadvantaged subgroups scored far below the schoolwide average in both ELA and math. In 2007, the gap for the Hispanic subgroup began to close in both ELA and math. In 2008, this subgroup maintained their increased level of achievement in ELA while in math the achievement gaps between Hispanic, White, and schoolwide scores fell to less than 1% from the previous gap of 29.2%. In 2007, the gap for the Socioeconomically Disadvantaged subgroup began to close in both ELA and math. In 2008, this narrower gap was maintained in math with an overall improvement from 17.9% to a 6.4% difference between the subgroup and schoolwide scores.

EL	% EL	% Proficient ELA	% Proficient Math
2007	11.1	34.8	47.8
2008	12.6	47.8	68

On the CAHSEE El Molino's English Learners raised their scores in both English/language arts and math. As a group, they scored first in Sonoma County for 2008

in terms of the percentage of proficient or advanced scores on the CST in both English/language arts and math.

Progress towards the goal of closing the achievement gap is measured by teachers, counselors, and administrators who analyze outcome data from state and local assessments and use it to plan next steps for continuing improvement. The current challenges are to continue to work on instructional strategies in all disciplines to support underachieving students and to involve all teachers in the collaboration process at increasingly deeper levels to achieve the integration of instruction required to support growth and success for all students. The gap in achievement in English/language arts is a continuing challenge. This year, an English support class is offered for students who have not passed the CAHSEE or are at risk of not passing. The members of the English Department have worked together to continue to develop strategies for underachieving students. Two of their areas of concentration are local assessment of student progress to determine needs and the development of strategies to respond to these needs in English classes and across the curriculum.

**ACTION PLAN #3**

**All students for all classes at each academic level will have current and appropriate Standards-based instructional materials and textbooks.**

**The critical area of follow-up addressed by Action Plan #2:**

- **Purchase of standards-based textbooks for all content areas.**

As discussed above (pages 18-19), the second step in the implementation of Action Plan #2 was the expansion of standards-based curriculum and acquisition of standards-based textbooks. The District set as a goal the acquisition of standards-based textbooks for all core classes. The Superintendent created a textbook acquisition schedule that paralleled the State framework and textbook adoption schedule. New Board policy was adopted to guide the process that said that textbook adoption: (1) would be on a districtwide basis with supporting recommendations from all district schools; (2) for specific courses required by the District for graduation the same basic textbooks would be adopted and used by all district schools; (3) for similar courses offered at two or more schools textbooks would be adopted upon the recommendation of the instructional materials evaluation committee. Text adoption committees were set up with representatives from all schools to research and select textbooks for all courses required for graduation. Exceptions were allowed to accommodate the needs, comprehension abilities and reading levels of students in specific populations (English Learners, Title I, Special Education), if the textbook adoption committee could provide a strong rationale for why different textbooks were required to accommodate the needs, comprehension or reading levels of students. The advantages of the new process included reducing text costs, increasing the ability of sites to share books, and improving districtwide curriculum. Teachers worked on districtwide textbook adoption teams to select appropriate textbooks. Between June, 2006 and August, 2007, each core area verified that they had or had purchased standards-based textbooks for all students.

**ACTION PLAN #4**

**Develop a framework to review individual student scores on the CPT, CAHSEE, CELDT, SAT, AP in order to track individual students' progress in a format in which it can be used to develop an educational plan that will lead to increased success.**

In 2006, a schoolwide use of assessment information to target deficiencies, based on the goal of understanding standards, assessment and accountability (See page 18 above) was established. An analysis of STAR scores is presented to the faculty at the opening meeting each year. This analysis compares the scores of El Molino students to those of the county and state, and to El Molino students' course grades in order to provide a context to study individual student scores and to judge the validity of local grades in terms of county and statewide achievement. API and AYP information is disseminated to study the achievement of students on the CAHSEE and STAR, for both schoolwide and identified subgroups.

To facilitate teacher and counselor analysis of individual scores, each teacher in a core subject area receives a report of the previous year's subject matter scores for his/her students. STAR Teacher Reports are used for analysis of student scores in discrete subject areas within each specific CST; test blueprints are discussed to determine key standards. Teachers use this information to evaluate individual and aggregate student success and to align course curriculum and local assessments to state standards. The data are used for continual improvement. To assist teachers in meeting the needs of their current students, teachers receive a report showing the English/Language Arts CST scores for the students enrolled in their classes.

STAR testing is stressful for all students, but more so for students who have not experienced testing success. In order to reduce stress and personalize testing sessions, administrators and teachers restructured the testing schedule. The testing period is extended over a longer period of time so that students do not take more than one test in one day and have breaks between test days. Nutritious snacks are provided on the morning of testing. Most importantly, students are tested in the classroom setting with their own teachers. Teachers report that the familiar location reduces tension and stress and creates a positive environment in which to administer the tests. The number of parents who have refused to allow their students to participate has fallen significantly. The number of parents requesting that their students opt out of the STAR testing has fallen dramatically from 51 requests in 2005 to 16 in 2008. The API growth score for Hispanic students grew 81 points between 2006 and 2008, 93 points for Socioeconomically Disadvantaged students, and 43 points for White students.

The counselors work with English and math teachers, the CAHSEE tutors, and parents to support students who have not passed the CAHSEE. The CAHSEE Intensive Instruction and Services Plan has been implemented with categorical funding for the past two years. A letter is sent to the parent of each student detailing which portion(s) of the exam the student has not passed, the dates of future testing, and the support services that El Molino High School will provide. This tutorial program provides individual help to students who have not passed the CAHSEE. In the Class of 2005, 58 students had not passed one or both parts of the CAHSEE when they graduated; in 2006 the number had fallen to 9 students, and in 2007 and 2008 only 4 students did not pass.

CELDT data is monitored by the Coordinator of the EL Program and the counselor and used in the class placement and individual support for each individual EL student. SAT and AP data is tracked both for individual students and collectively to evaluate and strengthen the curriculum and instruction in individual programs.

The Counseling Department is at the foundation of El Molino's student support practices. In 2007-2008, a fourth counselor was added through AB 1802 funding to target at-risk students. The counseling program was reorganized so that each student would continue to have the same counselor for four years. The reduced number of student contacts allows each counselor to focus on their at-risk students. Four-Year plans are created for all students with recognition of the special importance of plans for vulnerable students. Student Study Team meetings bring teachers, parents, counselors, administrators, and the

school psychologist together to intervene on behalf of a student who has not found a path to success. Junior year academic review conferences with students and their parents are held with at-risk students to create an individual plan to lead the student to graduation. With the addition of a bilingual counselor, the four evening counseling nights that are held for parents each year are presented in Spanish as well as in English. These changes have provided parents more information about student assessment, the overall progress of their students, and have strengthened the home/school partnerships. In addition, we now utilize the Assessment field of our Aeries software as a file for each student that tracks CAHSEE and STAR scores, grades, and attendance. This information provides an instant snapshot of student progress which is readily available to teachers and parents.

In 2008-2009, with the support of the School Site Council, the new El Molino High School website has been launched (see Action Plan #5 below). It is our goal that by 2009-2010, parents will have access to their student files (as well as current information about assignments and grades in current classes) on the website.

**ACTION PLAN #5**

**A system of communication will be developed between the several constituencies within the school community so that members of each component of the school community are working together toward the goal of success for each student.**

The El Molino High School website was redone during the summer of 2008 with the financial support of the Site Council. The objective of the project was to create and maintain a website that will provide comprehensive information to parents about El Molino's curricular program, student assessment data, accountability measures, student support services, the academic year calendar, and contact information for all faculty and staff members. Seth Friesen, the ROP media teacher at El Molino High School, built and maintains the website. Each department has a web page and each teacher has an individual basic web page. Professional development opportunities are continuing to be offered to enable teachers to develop their individual web pages.

For the past two years, the Advanced Media Production class has produced a daily television news show. It is available by podcast on the El Molino High School website. We have worked to make certain that each class has a working television so that all students can watch the show. The gym and the gym annex do not have cable service, so the daily bulletin is read in physical education and dance classes. The daily bulletin is sent by e-mail to each parent who makes a request. We advertise this service to all parents through a direct mailing at the beginning of the school year, at eighth grade parents' meetings, and at parent meetings held throughout the school year.

The Impact Team, composed of counselors, teachers, and administrators, has met weekly for almost twenty years to identify at-risk students and provide effective interventions. Last year the Impact Team was expanded to include the campus supervisor, the College and Career Center Coordinator, and the Project Success Coordinator. We have worked to expand alternatives for students who are referred to the Impact Team.

Safe School Ambassadors (SSA) was started in September, 2006 to train students to become leaders in improving school climate and safety. It is funded by the Board of Trustees, School Site Council, Boosters, Community Matters, and a grant from the Sonoma County Medical Association. Students who are recognized as leaders of the informal social groups on campus, including many who could be considered to be at-risk, are asked to attend a two-day training at the beginning of each year. The training focuses on communication skills that allow Ambassadors to talk with their friends about making better choices in how to treat each other, including how to prevent or stop mistreatment, exclusion, teasing, harassment, and bullying. Currently there are 55 Ambassadors and 11 faculty team leaders who meet for lunch once a month to discuss their interventions and campus climate. There were 38 discipline referrals for fighting in the year ending in 2006, 29 in 2007, 17 in 2008, and 3 in the first semester of this year. Anecdotal evidence suggests that the Ambassadors' student voices on campus have played a large part in this and that many successful interventions occur that go unreported.