

Chapter III

PROGRESS REPORT

Significant Developments since March 2000

1. **Designation as a California Distinguished School in 2001.**
2. **Development of Facilities.** The following projects were completed: (1) the library-media center, (2) the gym annex, (3) major renovation and remodeling of the A building, (4) the gym renovation and remodeling, (5) renovation of the C building, including a commercial kitchen and the Shirley Price Hospitality Center, (6) remodeling of the administration building, (7) fencing of the athletic fields, (8) renovation of the I building (the old library) into classrooms, offices and storage space, (9) new student lockers, (10) a covered walkway connecting the administrative, attendance and counseling offices, H, I and J buildings, (11) schoolwide technological infrastructure improvements were completed, and all classrooms were updated. Athletic facility improvements were made using funds donated by Boosters and a parent/student group “El Molino Lights Up Athletics”. These projects included lights for the football stadium, track upgrade and press box improvements. *(See Action Plan 3)*
3. **Integration of Technology.** We began implementation of the Digital High School Plan with the goal to provide technology throughout the school and to address curricular needs through technology. We purchased all the equipment allowed by Digital High School funding and used Education Technology grant funds to purchase additional equipment. Besides classroom and library computers, funds were used to set up a “rolling lab” of a class set of lap top computers. Near constant use of the lab is testimony to the degree to which technology is integrated into the curriculum when the technology is available. However, due to the budget crisis in the state Digital High School allocations were suspended, and as a result we were only able to carry out the first year of the program. Local funds were not available to continue the program. This year we moved forward in other areas with the implementation of electronic roll taking, electronic grade reporting, and teacher access to student records from their classrooms. In addition, with School Improvement Funds installed wireless connections throughout most of the campus. Sixty percent of the Senior Project use power point presentations. *(See Action Plan 6)*
4. **Standards Based Curriculum/Implementation of STAR and the CAHSEE/Changes in the API.** At the time of our last WASC Self-Study we were finishing a four year effort in the West Sonoma County Union High School District developing K-12 grade level standards in collaboration with our partner districts. We halted the project with the publication of California Content Standards. Since then, we have worked to align the core curriculum in English-Language Arts, Mathematics, Science and Social Studies to support California Content Standards. Course outlines are in the process of being reviewed and rewritten. The API has become the focal point of our school assessment plan as well as school accountability. Each year, members of our

faculty have analysed the SAT 9/CAT 6, CST, and CAHSEE results to determine areas in which curriculum and instruction must be strengthened.

5. **Changes in Staff Development: Buyback Funding.** At the time of our last WASC Self-Study staff development buy back had started and we were allotted days throughout the school year for staff development. Staff development buy back funding was then placed on the salary schedule. We are limited to three days, which are placed on the calendar through the District negotiation process. They have been placed on the calendar as the two days before the opening day of school and the Friday after our Thursday evening graduation, the last working day of the year. Prior to buy back, we enjoyed between five and seven staff development days each school year, with great flexibility. We now have three days with little flexibility. We have continued to rely on organization by Department Chairpersons and teachers to facilitate attendance at conferences and workshops funded through NCLB (7351). The Site Council remains committed to supporting Staff Development as a part of the School Improvement plan. Service Learning is a new and important source of staff development planning and funding. (*see Action Plan 5*)
6. **Loss of a School to Career Coordinator.** At the time of our last WASC Self-Study we had a School to Career Coordinator funded through a five-year School to Career grant. With the end of the grant we were not able to fund a School to Career Coordinator. As a result of the lack of a coordinator and the lack of funds to finance new career pathways, the program has not continued to grow as it had in the past.
7. **Service Learning.** Twenty El Molino teachers have participated in a three-day summer workshop on Service-Learning and subsequently infused this teaching method into their curriculum. Several community partners work with our students in service learning projects. Students report that applying the skills and concepts learned in the classroom to community needs helps to demonstrate the relevance of their studies. Through reflective engagement, students connect their academic and service experiences with issues such as social change, environmental sustainability, and personal civic responsibility. The concept of civic engagement as a tool for mastering academic knowledge has become a part of the El Molino school culture.
8. **Tutorial change.** At the time of our last WASC Self-study we had tutorial periods. This time was intended to be instructional minutes. During this time all students were able to seek academic support, make-up tests, participate in study groups, or study individually. It became increasingly clear that the majority of the students were not using these periods for instructional purposes. After efforts by ASB officers, counselors, teachers, and administrators to motivate students to use their tutorial periods, the decision was made in 2000-2001 to cut tutorial to one period a week and to encourage students to use this period wisely. Since the majority of the students did not use the tutorial as instructional minutes, the remaining tutorial period was cut in 2002-2003. The District funded an after school tutoring for a year, but it too was discontinued because of lack of use. Since this time we have been successful with paid and volunteer peer tutoring programs sponsored by the Science Club, National Honor Society, and the College and Career Center.

- 9. Change in Staffing Ratio.** In order to more accurately staff schools based on an actual student enrollment figure, in 2000-2001 the District changed the date of the enrollment upon which the staffing ratio would be computed. It was changed from the opening-of-school enrollment to the 5th month enrollment of the previous year. This reduced the number of sections allocated to the schools each September. Because of continuing financial concerns, the District staffing ratio has been increased from 26.6:1 to 31:1 between the 1999-2000 and the 2003-2004 school years. In 2004-2005 budgetary concerns have resulted in further reduction in staff resulting in an additional increase in class size. Many teachers have more students in class than is suggested by the staffing ratio.
- 10. Declining enrollment.** El Molino High School's enrollment has declined. However, we have continued to attract transfer students from the Santa Rosa and Windsor school districts. In 2004-2005, the West Sonoma County Union High School District accepted a total of 252 students from seven other districts, of which 153 were from Santa Rosa City Schools. This was an increase of 42 students from 210 in 2003-2004. Of these transfers, 89 students came to El Molino High School. The West Sonoma County Union High School District approved a total of 63 transfers out of the district in 2004-2005, of which 44 transferred to Santa Rosa. However, because of the revocation of the School Choice agreement by Santa Rosa City Schools, we may not have as many student transfers in the future as we have in the past. In 2005-2006 our enrollment declined by fifty-five students.

Implementation and Monitoring of the Schoolwide Action Plan

The goal of the initial steps of the follow-up process was to finalize the Schoolwide Action Plans to make certain that the Major Key Issues and recommendations of the Visiting Team were fully addressed. The year by year description of the process we followed for the implementation of our Action Plans is shown below. A narrative that describes each component of the Action Plan follows the description. The Major Key Issues and Major Issues addressed by the specific component precede the narrative detailing the implementation of the Action Plan. Each of the six Major Key Issues of the Visiting Team were addressed, as well as three Curricular Path Key Issues that the school community felt to be key to student success.

There have been great changes in all levels of education in since 2000. No Child Left Behind regulations, AYP, the STAR California Standards Test, and API have altered expectations and the way we do business. As a result, recommendations and Actions Plan written in 2000 may not be as relevant, or even possible, in 2006. The El Molino High School Community worked to resolve the Major Key Issues of the Visiting Committee in 2000, to think about what we felt was best for our students in the context of the changing educational landscape, and to accomplish the goals we set on our Action Plans.

March-June 2000

The follow-up process began shortly after the Visiting Committee left El Molino in March 2000. The Department Chairpersons and the Chairpersons of the Action Plan Committees

formed the Follow-up Committee. A Co-Principal coordinated implementation of the Action Plans, with the help of the Self-Study Coordinator for the remainder of the 1999-2000 school year at which time he retired. At that time the Co-Principal became the Follow-up Coordinator. The Schoolwide Action Plans along with the Action Plans of the departments served as the basis of the El Molino School Improvement Plan (SIP). All SIP proposals have had to relate to Action Plans. Other school resources (Parcel Tax and API award funds and other categorical monies) have been used to fund the implementation of the Action Plans. The Action Plans detail the person/persons responsible for each step of the implementation of the plans as well as the individuals who comprise the Action Plan Committee. By the end of May 2000 the Action Plans were finalized. Work was started immediately to revise the Mission Statement and ESLRS. This task was completed in June 2000.

2000-2001 School Year

Action Plan Committees and departments set goals for the year based upon their Action Plans and schedules to meet these goals based upon the timelines contained in the Action Plans. Many departments wrote SIP and API proposals to fund implementation of Action Plans. The Site Council took an active role in funding as many proposals as possible, using Action Plans as a basis for funding. The Technology Committee took a leadership role in the implementation of the Action Plan aimed at the integration of technology into the curriculum using Digital High School funds. The Co-Principals wrote a School Growth Plan that included the Schoolwide Action Plans as well as other areas of growth. Implementation of this plan was monitored by a preliminary written Progress Report given to the Superintendent in January 2001 and a final Progress Report and Portfolio was given to the Board of Education in June 2001. A written evaluation of the SIP Plan was presented to the Board of Education.

2001-2002 School Year

In August, the Co-Principal reviewed the Action Plans in conjunction with the Committee Chairpersons and Department Chairpersons. Appropriate goals were set for the school year. Departments wrote again SIP proposals to fund implementation of Action Plans. The Site Council continued to take an active role in funding proposals using Action Plans as a basis for funding. Action Plan Committee Chairpersons continued to monitor implementation of the Action Plans. Informal evaluations were made by Action Plan Committee Chair and they began to prepare for the formal written Third Year Progress Report. A written evaluation of the SIP Plan was presented to the Board of Education.

2002-2003 School Year

Departments wrote again SIP proposals to fund implementation of Action Plans and implementation of continued. An embargo of approximately 26% of the SIP funds slowed the process, but we were able to use carryover API funds to fund most of the programs. A written evaluation of the SIP Plan was presented to the Board of Education. Several revisions were made to Action Plan Committees made necessary by retirements and changed assignments. The Follow-up Committee met to set a timeline for a formal evaluation of each Action Plan and for completion of the Third Year Progress Report. The Action Plan Committee Chairpersons met with members of their committees to plan methods to assess implementation of the Action Plans. They submitted written reports to the Co-

Principal/Follow-up Coordinator. It was expected that all Action Plans were implemented or that the reports offered a written explanation of why specific elements of the Action Plans had not been implemented. The reports detailed implementation, plans to complete implementation, or explained why implementation of elements of the Action Plan was no longer appropriate due to changed conditions. The Follow-up Committee members reviewed and edited the Third Year Progress Report.

2003-2004 School Year

With most of the Action Plans implemented to the best of our financial ability or not implemented because of changed conditions, this year was spent organizing and completing tasks necessitated because of the changed conditions. Coming to grips with the requirements of No Child Left Behind and state accountability requirements demanded new procedures and tasks. We were involved in analysis of our CST and CAHSEE scores for all students and for subgroups in order to highlight areas to of our program and curriculum that needed to be strengthened. In addition, fulfillment of requirements for CLAD certification and for Highly Qualified Teacher status made great demands on many veteran teachers, both in terms of time and energy. Departments wrote SIP proposals to extend programs created by Action Plans. A written evaluation of the SIP Plan was presented to the Board of Education.

2004-2005 School Year

SIP proposals were again written to extend programs created by Action Plans as well as to respond to changed conditions and new needs. In September, we began to plan and organize for WASC 2006. The Leadership Team was formed and met. Focus Groups and Home Groups were formed and met. The Co-Chairpersons and school leaders attended WASC training workshops. The result was the first draft of the Student Community Profile (Chapter I) and Chapter II by March and Progress Report (Chapter III) by February. The Leadership team continued to guide the process and work within Home and Focus Groups continued through June.

Report on Schoolwide Action Plan Progress

Action Plan #1 *Collaboration/Articulation*

A plan for collaboration between all members of the school community for parent participation, and for articulation between El Molino and middle schools and colleges and universities will be implemented.

Major Key Issue #1

The El Molino leadership team and faculty develop a long-term staff development plan that empowers the faculty to teach to the Expected Schoolwide Learning Results and ensure that all students are challenged with a rigorous curriculum.

Key Issue: Curricular Paths

Students need a clear personal learning plan that crosses the curriculum and is developed through the collaboration of school staff, students and parents.

Articulation has long been a vital piece of staff development at El Molino High School. It has been a long held core belief that the entire educational community must work together in the most efficient and effective ways possible. Our School to Career pathways are the result of articulation with institutions of higher learning and the business community. Parents are invited to have an active role in monitoring student progress and in career/college planning. We articulate with colleges and universities at four levels: University of California, the California State College system, and Santa Rosa Junior College, and private colleges and universities. Our counselors and our College and Career Center Coordinator attend the yearly workshops presented by the institutions at each level. Information is brought back to the school and shared with the administrators and Department Chairpersons. From this information changes are made as needed in curriculum to make certain that classes meet the entrance requirements and students are given the latest information about requirements, the application process and admission to specific schools. We review our curriculum each year to keep current with the University of California A-G requirements. Our counselors meet with counselors from the junior college to arrange advisement meetings and placement testing at El Molino to facilitate and encourage admission. The El Molino counselors attempt to make certain that *every* eligible student completed a Doyle Scholarship application. We have maintained close curricular ties with the Santa Rosa Junior College for many years, especially in the area of mathematics and School to Career. However, budget constraints, fewer teachers and larger class sizes, increased classroom responsibilities, and lack of time have made it difficult to make on-going articulation a priority. Members of the Math Department continue to meet annually with the Math Department at the junior college. We have valued our long standing outstanding model of articulation with our partner schools in the area of mathematics. For many years, our Math Department Chairperson set up yearly meetings with math teachers from the partner schools. In 2001 the Co-Principal and Math Chairperson met with teachers and administrators from these schools. A subsequent meeting was hosted

by a Co-Principal to discuss articulation in other academic areas, but middle school administrators showed little interest. Lack of staff development time and teachers in small schools teaching more than one subject seem to be obstacles. The factors that have limited articulation with the junior college have also affected our pursuit of articulation with partner schools. During the second semester of the 2000-2001 members of the English and Math Departments attended workshops on the establishment of vertical teams, and social studies teachers were to join in the planning. However, little progress was made, again due to budget constraints, large class size, and the loss of staff development time. In addition, there is a question of how to integrate English and social studies without creating English/social studies blocks or student groupings that would affect other departments in the school.

Great effort has been made in communication and collaboration with parents. There is much more "solicitation of community input" from the entire school. Many departments now require Service Learning as a part of their curriculum. All seniors (with the exception of AP students) now must complete a rigorous Senior Project in order to graduate. The final component of the project is a presentation by each senior before a panel of community members who grade them on their performance. Because each panel observes five students and each panel consists of five community members, close to 200 community members will participate in observing Senior Boards in May 2005.

We have used technology to improve communication. This has been due to the efforts of the members of the Media Department as well as the dedication of staff members from various areas of the school. The El Molino web page now includes the daily bulletin and announcements for alumni. The library web page has connecting search engines available to the school community. The College and Career Center Coordinator e-mails the daily bulletin as well as information regarding career and colleges choices to interested parents. Parents may arrange to use College and Career Center computers or college and career searches. *Lion Lines*, the school newsletter is sent to parents with information about these opportunities as well as other curricular information. Unfortunately, due to reallocation of School Improvement funds, this newsletter is now sent out four times a year rather than monthly. Starting this year, Attendance Clerk has an automatic dialer that calls parents each night to report all student absences.

We have continued our series of parent meetings and activities: Back to School Night and Open House, Eighth Grade Parent Night and two Eighth Grades registration nights, Freshman/Sophomore, Junior, Senior and Financial Aid Nights, and the Freshman Welcome Party. These all continue to be a successful way to communicate with parents about curriculum, graduation, college admission requirements and financial aid opportunities and co-curricular and extra-curricular activities. In 2001-2002 and in 2002-2003 we held Academic Support Nights. This was a parent night program with counselors, teachers, and administrators held after the first quarter progress reports. Invitations are sent to parents of freshmen who received at least one D on the report of progress. The invitation did not specify the criteria for receiving an invitation, only that academic support was available. A presentation is made about student expectations, how parents can support students to improve grades in specific academic areas, how to improve study skills, and resources available to students at school. After two years of very low turn out, we discontinued the program. We

continue to look for other alternatives to solicit a partnership with parents whose children are struggling.

We continue to seek avenues of collaboration between teachers, students, administrators, staff members, parents and community members. We have successfully created and implemented “an organized program . . . that combines academic, applied academic and field experiences for all students.” The Senior Project includes four components: a research paper that addresses an important debatable issue, a physical product (related to the research) that may be service or career oriented, a professional portfolio organizing all the elements of their project and a presentation before a community panel. Several faculty members serve as mentors for students in the development of their Senior Projects.

The Senior Project has also aided in the development of a “community asset” inventory. A database now exists with hundreds of community members who have served as Senior Project mentors or panelists. Service Learning projects and the Youth Action Council also have developed community resources and partnerships.

The English Department took the lead in the campus wide adoption of the Modern Language Association heading format for all written work. Posters are displayed in all classrooms to assure student access to the required heading.

Plans were made for the members of the English and Social Studies Departments to articulate assignments in literature and history; however, only limited articulation has occurred. Since the English classes share sets of books, various English teachers cannot teach the same work of literature at the same time. Hence the subject matter cannot be aligned. If funds were available we could resolve this by purchasing enough books so that the same literary work can be read by all students at a given grade level at the same time. This effort was placed on hold as the departments reviewed curriculum in order to align it to State Standards. We have worked to review curriculum and to review standards based materials. Standards alignment necessitates adoption and purchase of new textbooks. The funds are not available to purchase the number of new textbooks needed.

Action Plan #1 addresses the following ESLERS:

1. Students will set appropriate goals and strive to achieve them.
4. Students will identify and understand the working of society’s institutions and how these institutions affect their lives.
7. Students will use a variety of technologies to enhance their personal and professional lives.
8. Students will demonstrate proficient skills and knowledge according to national, state and local standards.
9. Students will make informed choices about the transition to future educational and career options.

Action Plan #2

Development of a Curricular Path for Each Student

In order to ensure all El Molino students are given the opportunity to reach their full potential, the counselors, administrators, teachers and parents will develop a four-year pathway for each student. These pathways will be monitored to ascertain that the student's academic/vocational programs are meeting career goals and ESLRs 2, 5 and 9.

Key Issue: Curricular Paths

Students need a clear personal learning plan that crosses the curriculum and is developed through the collaboration of school staff, students and parents.

Key Issue: Curricular Paths

An organized program needs to be developed that combines academic, applied academic, and field experiences for all students.

Two singular circumstances affect the design of curricular pathways for our students. We are unique in that schools from nine small elementary districts send students to El Molino. These new freshmen come to us with diverse backgrounds in terms of educational experiences, adult models of work and career, and culture. This diversity dictates the need for distinct pathways. We provide new students and their parent/guardians with the opportunity to discuss and help formulate an educational plan before the student begins attending El Molino. At our 8th grade registration nights (offered in the spring), counselors, department chairs and select teachers are available to meet individually with the new student and parents/guardians. We have standardized test scores, teacher recommendations and parent input to guide our advising. Information is provided regarding all of our educational "pathways", from our vocationally oriented programs to various college paths. Teachers from the Foreign Language Department meet with students and parents to assess language readiness skills. Our scheduling system has become less flexible with the loss of class sections, but students can still review their assigned classes in the summer before their freshman year and contact a counselor if they are not comfortable with their class placement. For returning students, the class selection process is comprised of several steps. Counselors visit all classrooms in the spring with important information for the students regarding changes in class curriculum, new classes being offered and other relevant information. Students are given written information to review and share with parents. Students have the opportunity to meet individually with their counselor to discuss class selection in the context of educational and career goals. Once students make their class selections, tentative class rosters are generated for the teachers to review. This review includes looking at prerequisites, prior grades, and may include a teacher or counselor speaking with the student.

El Molino's class change policy allows counselors to be responsive to the changing situations of students. There are numerous examples wherein a class might be changed in order to better accommodate the student's curricular path. This might include college-bound students who are struggling with an AP class. It might be a student who does not feel challenged in an English class. It might be the student who in his/her junior year decides on a career as a chef, and wants to accelerate the culinary program. El Molino has

well publicized rules and guidelines for changing classes, and counselors see the class change as one tool to support the student in reaching a specified goal. The reduction in class sections has made this process more difficult than in previous years.

After the first progress report is issued, counselors, administrators and teachers meet to proactively identify freshmen who might be struggling, either academically and/or socially. At this point, curricular planning takes into account those other emotional and social factors that might affect student performance. Typically, follow-up includes individual meetings with parents, referrals to various agencies, and/or individual meetings with the students. Educational and career planning is the overarching framework for these discussions, although sometimes the issues involved are so serious that meeting basic needs becomes the immediate focus.

Our College and Career Center has become an integral part of our counseling services. This year the name was changed from the Career Center to the College and Career Center. For each of our parent nights (freshman/sophomore, junior, and senior) we have added a College and Career Center Open House prior to the meeting so that parents have the opportunity to visit the center and find out firsthand what resources are available to them. Various visual aids in the room offer students curricular information at a glance. The room's organization and climate provides students and their parents access to a tremendous amount of information, both written and through the Internet. The Center has several excellent software programs that provide students guidance on school and career selection, as well as feedback on interests and abilities. On a typical parent night, 70-80% of the families attending come early to visit the College and Career Center. Parents are offered the opportunity to also take advantage of the Center's resources, including those parents who do not have computers and / or Internet access. Our College and Career Center Coordinator also coordinates numerous visits from college, trade and military representatives and assists students with filing their college applications and the Free Application for Federal Student Aid.

All sophomores work on developing a personal resume. This is an opportunity for them to reflect and analyze their goals, accomplishments to date, and consider whether they are headed in the right direction.

Juniors continue their research and exploration in the College and Career Center and elsewhere. This includes completion of a post-secondary survey and continued access to College and Career Center resources. Software allows students to perform "parameter searches" that enable them to find colleges that specifically meet their needs. All juniors are invited to attend the annual College Fair held at Sonoma State University. We provide transportation to this event during the school day. In past years, approximately 75% of each junior class has attended this event. In advance of the event students are guided through specific questions so that they will be prepared to talk in more specific terms with college and trade school representatives. Because approximately 150-160 schools have representatives each year, this allows the student to do a great deal of exploring in a short amount of time. Junior Newsletters provide all of this information in a written format that can be shared with parents.

Seniors have numerous opportunities to explore post-high school opportunities. Our attendance policy allows for interested seniors to make visits during the academic year to various colleges. An integral part of senior year planning is the various activities related to Santa Rosa Junior College. In the beginning of the year, a team from the JC (counseling, financial aid, scholarships and EOPS) visits with our interested seniors in the first semester. In the spring, a JC counselor visits on two separate occasions to facilitate the transition to SRJC. We also arrange for the SRJC's placement tests to be administered on our campus, given the transportation logistics involved in a district as geographically large as ours. The Special Education Departments in our district partner with New Ways Workers (a program of West County Community Services) to offer Workability I, the Transition Partnership Program, and Generation Success to our students. Many seniors gain real-work career experience through Senior Projects. One of our final formal activities with seniors is the completion of an exit survey. This information is reviewed by counselors to evaluate our program in order to improve it for future classes.

Action Plan #2 addresses the following ESLRS:

1. Students will set appropriate goals and strive to achieve them.
2. Students will exhibit independent thinking, calculation, problem solving, and data analysis skills.
3. Students will communicate confidently and clearly in a broad range of situations.
6. Students will work collaboratively as effective team members.
8. Students will demonstrate proficient skills and knowledge according to national, state and local standards.
9. Students will make informed choices about the transition to future educational and career options

Action Plan #3

Facility Improvement

The El Molino facility will be improved in three areas: (1) classroom availability (2) athletic facilities (3) performing arts facilities

Major Key Issue #6

Taxpayers in the West Sonoma County Union High School District have passed two parcel taxes and a general obligation bond to improve and expand the high school facility. To sustain this strong community support, the visiting committee recommends that the District develop a plan to provide the personnel and resources needed to maintain all modernization and new construction projects.

The District hired a construction management firm, RGM, to manage the planning and construction of the bond and modernization projects. The major responsibility for the modernization and building projects was given to R.G.M and the architectural firm. The Superintendent and a Co-Principal worked with the construction managers, architects, faculty, and site personnel to develop and revise Education Specifications, monitor progress

of the various projects, coordinate the relocation of programs on campus and to finalize “punch lists”. All of the bond construction and modernization projects have been completed, including the completion of the renovation of the old library, student lockers, and a covered walkway between the old library and the office. Final projects to be completed include construction of trophy and display cases in the gym foyer and the installation of a new campus-wide video security system.

An important goal of our construction project was to provide each teacher with his/her own classroom. Even with our inability to complete the renovation of the old library as planned, each full time teacher has their own classroom this year, unless that teacher teaches in more than one department. The addition and remodeling of buildings have allowed for significant expansion of the curricular program.

The following projects have been completed:

Library-Media Center. This facility opened in 2000. It includes three classrooms, the Forestville Station of the Sonoma County Library, and a conference room. It has provided the campus with a new visual focal point, state of the art technology and a beautiful space for students to research, study, and read. It also is used for school and district small and large group meetings.

Gym Annex. This building, completed in 2000, is the home of the El Molino dance program and the wrestling team. With this facility our dance program grew from two to four classes, and if not for loss of teaching sections would offer five classes. The El Molino Dance Company is a competitive group meeting after school and performing on and off campus.

Renovation and remodeling of the A building. The extensive remodel of the A building included the transformation of the former auto shop into three classrooms. Two of the classrooms are art rooms and one was designed for Engineering Technology but is now being converted into a video studio. It has allowed the new sculpture program to expand. In addition, the construction of a dark room and digital photo lab has provided needed facilities for the photography program.

Renovation and remodeling of the gymnasium. A new glass-enclosed lobby added to the building provides a buffer between the gym and the courtyard. The lobby area includes a concession stand and ticket booth, as well as an enclosed corridor. Work is now under way to construct display cases in the lobby. Improvements to the bottom level of the gym include girls’ team room, new lockers and as well as upgrades in both the boys’ and girls’ locker rooms. The coaches’ office and storeroom were also renovated. The former dance/wrestling room has been transformed into a fitness center. This center had added a new dimension to physical education classes at El Molino as well as to athletic team fitness.

Renovation of the C building. In the renovation of the east side of the C building, former classroom space was transformed into a commercial kitchen and a hospitality center serving the Culinary Arts Program. The culinary arts classroom was remodeled with new flooring and a new demonstration table. These changes have allowed the Culinary Arts Career

Pathway to expand. The kitchen facilitates the ability of advanced students to accept large catering jobs and to complete them in a kitchen that meets professional standards. The hospitality room provides a dining room for meals for faculty members, other school groups and community members. Because this room can also be used as a classroom, we were able to add a hospitality course to the Culinary Arts Pathway.

Renovation of the administration building. The remodel of the administration building created a new faculty workroom, a conference room and reconfigured reception areas. It increased teacher and staff workspace, improved traffic flow, and provides a pleasant environment for staff members as well as students and the public.

Infrastructure and classroom improvements. During the first two years of the bond construction program, campus-wide infrastructure projects were completed including the telephone, data network, and cable television systems, the fire alarm system, and the electrical distribution system. These improvements made the integration of technology into the curriculum possible. Classroom improvements in buildings C, F, H, J, and K are highly visible and create an improved learning space for students. They include new carpet, tack wall, acoustical ceiling tile, paint, and marker boards. Exterior painting and paving improved the exterior appearance of the campus.

Stadium update. The stadium upgrade and athletic facility improvements have enhanced our athletic programs. The installation of fencing was paid for by bond funds. The revamp of the turf and track and an upgrade of the press box were financed through district funds and volunteer labor. The lights for the football field were made possible through a major fundraising project, “El Molino Lights Up Athletics”, sponsored by Boosters, Athletic Director, the football coach and players, and a group of parents. Permanent restrooms and a concession building have been constructed near the football field. It is hoped that future plans of the project will include an all-weather track surface, permanent stadium seating on the south side of the football field, and an all-weather playing surface from the football field. This would allow for multiple uses of the facility, including some night soccer games.

We have not formed a committee to investigate the construction of a performing arts facility, as we had hoped to do, as there is no revenue source available. There has been discussion at Board, District and site levels of attempting to pass another general obligation bond that at El Molino would be used for a performing arts center. We have not had funds to remodel the café theatre as we hope to build a performing arts facility in the future. We have provided additional storage and the Site Council has allocated funds for technological improvements. The gym annex, discussed above, is the home of our dance program and the El Molino Dance Company.

Action Plan #3 addresses the following ESLRS:

5. Students will demonstrate knowledge of the arts as expressions of human communication.
6. Students will work collaboratively as effective team members.
7. Students will use a variety of technologies to enhance their personal and professional lives.

9. Students will make informed choices about the transition to future educational and career options.

Action Plan #4

Improvement of the School Environment

In order to encourage increased respect, unity, tolerance, school pride and school spirit, staff, students and community members will work together to create a more accepting environment for all students.

Major Key Issue #2

- #2 The El Molino leadership team, faculty, staff, parents, community and students continue their efforts to teach tolerance and appreciation for the diversity among their students. Kids Day, Unity Week and the Panel of Young Americans are programs and activities that celebrate diversity and promote healthy life styles.

Major Key Issue #3

- #3 Students, faculty, staff and parents expressed concern about student use or abuse of alcohol and other drugs. Although these occurrences are generally off campus, they are in conflict with the school's discipline policies and they create some division among the student body. Student performance and progress towards academic goals are thwarted by these activities. The school's follow-up committee must continue to address this issue and develop a comprehensive action plan that involves local and state agencies to address this recommendation.

Action Step 1: Review English and social studies curriculum for ethnic and cultural content. The social studies curriculum echoes the state framework, covering all of the major cultures of the world. Many teachers use outside sources to reinforce or elaborate on the curriculum. Beyond the appreciation of other cultures, our students are exposed to various historical movements that reflect changes in politics and social thinking. The English curriculum exposes students to many cultures as well as to various forms of social and political thinking. The curriculum is based upon authors writing in the English language and therefore it does not expose students to all cultures. Teachers supplement the required reading list with multi-cultural sources of their own to expose students to more world literature. One of the Spanish II classes is involved in a Service Learning Project with the ELD The service project involves students from Spanish II and English Language Development (ELD) Reading Writing Workshop. The two classes work together to edit each other's writing and teach each other about their cultures and language. Participation in the project is a required part of the courses. By teaming up with speakers of the target language, each student learns in a real life situation and has a one on one learning environment. Students gain confidence to speak the language and learn faster than in a traditional setting with one teacher and 30 students. The two classes get together every couple of weeks. A typical activity would involve students from one class reading and correcting a writing assignment done by students from the other class. They speak in English and Spanish during

this process and help edit the written work.

Action Step 2: Panel of Young Americans (PYA) will make presentations on discrimination and stereotyping to feeder schools and El Molino classes. Each year during Unity Week the PYA, now the Diversity Club, has presented two workshops at El Molino with about 100 participants each. They also made a presentation to students at Kids' Day in 2002 and to all freshmen P.E. classes in January 2004. Workshops are presented at middle schools in the area. In November 2002, November 2003, April 2004 and November 2004 the Diversity Club has sponsored "Mix It Up Day" encouraging students to break social boundaries and meet new people.

Action Step 3: Continue holding Kids' Day annually. Kids' Day was held on a Saturday each year at the end of the first semester. For the past three years a similar activity, Challenge Day, has been held on a school day early in the second semester to enable and encourage students to attend who could not or would not attend on a weekend. This year more students applied than we could accept.

Action Step 4: Create a global garden. A global garden with plants from six continents has been planted and maintained by students since spring of 2001. It was organized and researched by the Diversity Club. The ASB chose this garden as an appropriate location to plant two weeping cherry trees as part of a memorial ceremony on September 11, 2002.

Action Step 5: Continue having annual Unity Week. Unity Week has been organized each year by the Diversity Club. Last year there were 700 participants at multi-cultural activities and lectures related to discrimination and tolerance. Speakers included Holocaust survivors and those who experienced the Japanese Internment. We have worked with the Sonoma County Commission on Human Rights in planning Unity Week as a part of our Hate Free Schools Project (see Action Step 20).

Action Step 6: Create a diversity mural. Diversity Club was scheduled to begin the mural in spring 2005. However, due to the extensive planning and coordination necessary for this project and difficult academic schedules of the students, it has not been started.

Action Step 7: Hold a poster contest based on the themes of tolerance and discrimination. Make reproductions for classrooms and/or calendars. An attempt was made late in the spring of 2000. Due to a lack of participants, it was postponed. The idea had not attracted young artists. A poetry contest with the theme of tolerance was held in 2004 and a book of the poems was published.

Action Step 8: Hold school-wide assembly with speaker on discrimination.

T.J. Lyden, an ex-white supremacist who works for the Simon Wiesenthal Museum of Tolerance in Los Angeles, spoke to the entire student body in 2000. Teachers then led discussions related to the theme in their classes. In 2001 a young man talked about his life experiences in a school-wide assembly, revealing at the end that he had AIDS. Both speakers were highly effective. We continue to seek programs and/or speakers that can be presented to the entire student body. During our annual Unity Week, a large variety of speakers make presentations in small sessions to the student body.

Action Step 9: Continue teacher training at Wiesenthal Center in L.A. There were two groups of teachers sent from our district. The funding was cut after the second group went. In 2003 all teachers participated in six hours of Hate Free Schools curriculum training sponsored by the Sonoma County Human Rights Commission.

Action Step 10: Add tolerance materials to the library. The librarian made a concentrated effort to update the collection with the purchase of new multi-cultural books. The foreign

language section has also been expanded. The library subscribes to *Teaching Tolerance* magazine and to *La Voz* bilingual newspaper.

Action Step 11: Create a film library on tolerance. The following videos have been purchased and added to our collection: *Skin Deep*, *The Truth about Hate*, *Into the Arms of Strangers*, *The Children of Chabannes*, and *Mighty Times, The Legacy of Rosa Parks*. They are available for viewing year-round and are especially popular during Unity Week.

Action Step 12: Hold intramural sports. A teacher coordinates a spring 3 on 3-basketball tournament each year. It takes place during lunch and lasts about a week and a half. George Castagnola has his room open for weightlifting daily at lunch. There is also a new weight room in the gym has been open for student use after school. However, funds are not available to continue to keep it open.

Action Step 13: Reduce on-campus drug and alcohol abuse through increased student and parent awareness. “Every 15 Minutes” was presented on campus May 2000 and in again in May, 2004. Each year this two-day event required twelve months of planning by the volunteer coordinators, parents, teachers and students in coordination with county and state agencies. Drug and alcohol information classes were offered at the Clean and Sober School in Santa Rosa free of charge; these are advertised to our community through *Lions’ Lines*. Project Graduation has been very popular, promoting a drug and alcohol-free graduation celebration. There is a licensed therapist on campus three days a week that does both individual and group counseling. Title 1 funds provide “counseling for school success” for Title 1 students. The Impact Program continues to support the healthy growth and learning of all students. It is comprised of administrators, counselors, teachers, and support staff members who meet to identify students who are risk. It focuses on education, awareness, prevention, intervention, treatments, and creating positive alternatives.

Action Step 14: Educate teachers, coaches and campus supervisors to be more proactive in prevention of alcohol and drug abuse. In 2001 drug education training was held sponsored by the Sheriff’s Department. In 2002 there was also a Gang Task Force presentation to teachers. In 2002 we applied for a grant in partnership with the Sonoma County Sheriff’s Department. While we were not funded, we did develop a closer working relationship with the Sheriff’s Department. There are routine debriefings at faculty meetings with teachers, and by the Vice Principal with the campus supervisors. A district wide workshop for all staff regarding steroids was held in August 2004, followed by an evening presentation to parents and athletes in October 2004.

Action Step 15: Make students more aware by having sheriff’s deputy and drug dog on campus. Publish articles in *Lions’ Roar*.

We did not receive the grant for which we applied to allow for a sheriff’s deputy on campus (See Action Step 14). Articles relating to drug and alcohol use/abuse appear in the *Lions’ Roar*. We hire off duty sheriff deputies to attend all home football games.

Action Step 16: Hold anti drug, alcohol, and tobacco days: extended lunch with skits, speeches, pledges, posters and videos. The Tobacco Education Coalition, a student club, has sponsored lunch rallies on campus and has helped to teach the tobacco education portion of many of the health classes (which is part of the Geography class) at El Molino. A service learning project in the 2001-2002 Leadership class teamed with the Tobacco Club to take alcohol, drug and tobacco education to work with middle schools in the area to give students the tools they need to help combat tobacco use on campus and off. They have many attention-grabbing posters that discourage tobacco use throughout the school. During the

second semester of 2002, GIRLTALK was presented to all sophomore girls. This is a presentation about healthy lifestyles that was written and presented by the members of the Junior Commission for the Status of Women sponsored by the Sonoma County Commission for Status of Women. BOYTALK was also presented to sophomore boys; this organized by the Sonoma County Commission for Status of Women, and presented by community volunteers. Also in the spring of 2002 and again in 2004, a health fair was put on by students who work with the Occidental Area Health Clinic's Teen Clinic and with the assistance of Russian River Community Services. There was information available about many health related issues. There is now a teen clinic located in Forestville that reaches out to our students. We require mandatory counseling for drug and alcohol offenses. Service learning has become part of the curriculum in many classes. Service learning projects often address tobacco, alcohol and marijuana use and abuse. Drug and alcohol related suspensions decreased from 42 in 2000-01 to 31 in 2001-02 but increased in 2003-04 to 46. We are not certain if this statistic means that there was more student use or better success at identifying student use.

Action Step 17: Make parents more aware that weekend altercations are carried over onto campus. This was a Suggestion of the 2000 Visiting Committee. We do not have the power to supervise what students do outside of school hours. If an argument starts at school and carries on off campus, we will issue school consequences and work with students and parents. If a weekend situation carries over to campus, we work with the students and parents involved. Freshman parent orientation includes information and suggestions to help empower parents to know where their teenagers are on the weekends and to make certain that they are supervised. While we work with local and state agencies to offer services to our students and parents, we do not feel that we can "address this issue and develop a comprehensive action plan that involves local, state agencies" to control "student use of abuse of alcohol and other drugs" outside of school hours and unrelated to school events. We hope that our education programs will help students to make healthy choices and have the ability to refuse the use and abuse of drugs and alcohol and to help parents support their children to achieve these goals.

Action Step 18: Anti-violence campaign (post number of days campus has been "fight free"; when goal is reached, reward of band or other entertainment at lunch or other incentives). This was a Suggestion of the 2000 Visiting Committee. This was considered, but rejected, as it did not seem to relate to the needs of our campus. Since we averaged only one to two fights per month, conflict resolution and mediation seemed a better solution to our fight problem (see Action Step 19). The statistics for 2003-04 show that there were a total of 57 fights/ physical threats. This may indicate that this is on the rise and needs to be addressed in additional ways, or it may mean that we are more thorough in our record-keeping of our referrals.

Action Step 19: Required conflict resolution counseling sessions by offenders.

The administrators arrange for teacher who is trained in conflict resolution, to serve as a mediator when there are rumors of arguments among students. When fights occur, the administrators will try to do conflict resolution if the parties are willing. Sometimes the parents are asked to attend. In 2003-04 Peer Supporters, teachers and counselors attended a two day mediation training conducted by a group of New Zealand students. Students were trained in conflict resolution skills and worked with students who found themselves in conflicts with other students. Peer Support is currently a club on campus available to help

with mediation and identifying problems. There is training provided by the advisors each year for these students. We also have a Marriage/Family Therapist (MFT) on campus 20 hours a week. The therapist, Av Lefkowicz, was only here 6 hours a week during the 2003-04 school year but thanks to the efforts of our administration and the superintendent, we now have the additional counseling time.

Action Step 20: Participation in the Hate Free Campus Project with the Sonoma County Human Rights Commission. The purpose of this project is to build campus unity, increase tolerance, and decrease discrimination on campus through a diversity education and membership campaign. We started in January 2003. This program is carried out by the Education Committee of the Sonoma County Human Rights Commission. It was designed to educate teachers, parents and students. The first year of the program included six hours of teacher training in anti-bias curriculum and skills necessary to acquire techniques for combating prejudice and discrimination, to promote intergroup understanding, and student success and to create an inclusive environment where all students feel respected. A Parent-Community Information Night was held to provide an overview of the anti-bias curriculum and the Hate Free Campus Project, and answer questions. A six-hour Student Awareness Program was held for 40 students during school time to teach skills necessary play a key role in shaping a school climate that is inclusive and respectful, acquire techniques for combating prejudice and discrimination, and to improve intergroup understanding and to bridges of mutual respect. Each year the activities of the Diversity Club and Challenge Day serve to renew and extend the message of the Hate Free Campus Project.

Action Plan #4 addresses the following ESLRS:

1. Students will set appropriate goals and strive to achieve them.
3. Students will communicate confidently and clearly in a broad range of situations.
4. Students will identify and understand the working of society's institutions and how these institutions affect their lives.
5. Students will demonstrate knowledge of the arts as expressions of human communication.
6. Students will work collaboratively as effective team members.
9. Students will make informed choices about the transition to future educational and career options.

Action Plan #5

Staff Development/Teacher Burnout Prevention

An effective Staff Development Plan and a Plan for prevention of Teacher Burnout will be implemented to support all staff members to strengthen the delivery of curriculum and instruction to all students.

Major Key Issue #1

The El Molino leadership team and faculty develop a long-term staff development plan that empowers the faculty to teach to the Expected Schoolwide Learning Results and ensure that all students are challenged with a rigorous curriculum.

In October 2000, the Department approved a revised format for a school-wide Staff Development Plan. When 1882 Staff Development, PAR, and Digital High School funding ended, the format was no longer viable. At the same time, Service Learning funds provided professional development opportunities to train teachers for the integration of service learning into the curriculum and NCLB professional development funds were allocated. However, the reduction of the number of staff development days available and flexibility in scheduling these days due to the buyback program has hindered schoolwide professional development. As a result, to a large extent, we have continued to rely on organization by the Department Chairpersons and administrators, and their work with teachers in various departments, to facilitate departmental staff development. This change paralleled the results of a 2002 staff survey that indicated that staff members wanted more input into staff development activities and that they want activities closer to the classroom. Teachers feel that staff development has become more relevant to their particular needs. For example, in the last two years eight teachers from various departments have attended Anita Archer seminars in reading across the curriculum. Two art teachers attended a specialized summer program, the Foreign Language Department planned a workshop to focus on the use of stories in the foreign language classroom, and the members of several departments have attended state conferences. The Fine Arts Department implements a day long retreat to plan and coordinate curriculum. There is a need to improve communication between Department Chairpersons and department members in some departments so that information about available funds gets to all teachers. The demand for CLAD training has provided a focus for staff development needs on the part of individual teachers. CPT time is appreciated because of its non-structured nature. It is the only time that faculty members have set aside to collaborate or consult with one another. However, the large class size and the hours needed outside of the classroom to keep up with the extra demands of a heavier student load have reduced the energy and time available for collaboration outside of the classroom. Each department holds a monthly meeting. The English Department has instituted a "great idea" presentation by a department member at each meeting in order to offer professional development each month.

From 2000 through 2002 a series of unfortunate political events affected the El Molino faculty and staff. In the fall of 2002 the Burnout Committee met and created a survey to give to all staff members; eighty-two members were given the survey and fifty people completed and returned them to the committee. The survey found that although the years were stressful,

staff members continued to organize events that they thought would be fun and would nurture a sense of camaraderie. Our staff continued to socialize with each other even in these politically charged times. The Burnout Committee also started a staff support group that met once a week after school. After three or four meetings people decided it was not needed. A “Heart Attack Club” was started as a support group after two staff members had heart attacks; it was open to anyone as a place to talk to colleagues.

Action Plan #5 addresses the following ESLRS:

1. Students will set appropriate goals and strive to achieve them.
2. Students will exhibit independent thinking, calculation, problem solving, and data analysis skills.
3. Students will communicate confidently and clearly in a broad range of situations.
4. Students will identify and understand the working of society’s institutions and how these institutions affect their lives.
5. Students will demonstrate knowledge of the arts as expressions of human communication.
6. Students will work collaboratively as effective team members.
7. Students will use a variety of technologies to enhance their personal and professional lives.
8. Students will demonstrate proficient skills and knowledge according to national, state and local standards.

Action Plan #6

Integration of Technology into the Schoolwide Curriculum Plans

The Digital High School Plan will be implemented to expand student access to the use of technology and to provide for the integration of technology into the schoolwide curricular plan.

Key Issue: Curricular Paths

Technology needs to be updated and should be available in every classroom or workplace in order to promise continued rigorous curriculum.

Technology has become available in every classroom and continues to be updates as funding allows. Lack of funding threatens what has been achieved. Our major effort in technology involved the implementation of the Digital High School plan, since its goals are to provide technology throughout the school and to address curricular needs through technology. We purchased all the equipment allowed by Digital High School funding and we also used Education Technology grant funds to purchase even more equipment. However, because of the budget crisis in the state and in our district, we were only able to carry out the first year of the program.

In the 1999-2000 school year, we had approximately 100 modern computers in our classrooms and in the library and offices. By 2001 we had 169, in 2002 we had 236, in 2003 had 289, in 2004 we had 292, and in 2005, we have 296. Some of the original computers are no longer adequate as they are becoming obsolete. We supplied every room with an Internet connection and with outlets enough to allow for multiple computers in each room. We have a mobile lab that allows teachers to sign up for one week at a time to teach in the familiar environment of their own classroom with all the materials they normally have available. Wireless connections and the mobile lab's laser printer facilitate speedy output. The system has worked flawlessly with the support of our invaluable technology specialist. Unfortunately lack of funds have made maintenance impossible,

In addition, we have LCD projectors, enough to supply everyone who needs one. We have digital cameras and camcorders. We have a cable TV system that allows broadcast throughout the school of our daily bulletin and a video magazine. Students use these to produce projects in all of their different subject areas. In 2004-2005, campus-wide wireless modules were installed. Also in 2004-2005 we implemented an online attendance system. Online attendance has allowed for less time spent taking roll and checking for readmits and more time for instruction. Several teachers maintain web sites for homework and communication to parents regarding assignments and grades. Most teachers who have requested laptop computers have been supplied with one. Staff development has been offered in web page design and lesson-planning resources available on the Internet. We began curricular integration of technology in the first year of Digital High School with the English and science Departments. Year Two was supposed to include social studies, math, and fine arts. In the third year, we intended to integrate into vocational education and physical education. The lack of sustained funding from the state and the district has prevented implementation of curriculum development and training of the staff. So our progress forward has depended on the individual efforts of each teacher. Several departments have become highly invested in technology as a critical component of their methodology.

English Department: The English Department was greatly benefited by Digital High School funds. English teachers use technology as they have received equipment and training. The mobile lab has been utilized by teachers to teach research, word processing, and editing techniques to enhance essay writing and to teach students about the technology they will need in the future. Many teachers who use the lab have seen that students write better essays when they can easily edit their work and present it neatly. Also, some teachers further engage student learning through PowerPoint presentations using LCD projectors. The result is better student attention in class and better student retention of information on a lesson. Others have used the projectors for student presentations as well; as noted above sixty percent of the Senior Projects utilized Power Point presentations. This has resulted in higher quality presentations in the classroom. Finally, many teachers and students have benefited from the computers and scanners we have in our classrooms. Students use the computers and scanners for writing and projects. Use of a scanner makes it possible to share student work. Teachers generate some of their classroom materials by using a computer and scanner, as well as keeping records on a computer.

Fine Arts Department: Each Fine Arts classroom has a computer and a television. The theatre has new computerized lighting and sound equipment as well as new video equipment, and the music program has new technology all funded through Site Council funds. The yearbook class has eight computers, all with In-Design and OS 10. The photography class has digital equipment funded by the Site Council.

Foreign Language Department: Technology has been integrated into the Foreign Language Department in varying degrees. Some teachers assign Internet-based projects and multi-media productions, as well as using technology for daily instruction. Two teachers have their own web pages and post student grades on-line, along with some class handouts.

Mathematics Department: Classroom sets of graphing calculators have been available in all math classes since 2001. Additionally, TI presenters are used to project graphing functions for classroom instruction. Geometer's Sketchpad is used in some Geometry (P) classes.

Science Department: In 2001-2 the science department started the training for students in the use of spreadsheets. Students in all biology classes were taught the basics of spreadsheets, including how to organize their data into the spreadsheet, make calculations, change the presentation of the spreadsheet and how to print the spreadsheet. In 2002-3 the students in chemistry expanded upon skills learned the previous year in biology. However, when the Digital High School funding was cancelled followed by the economic recession, funds for new materials were not available. With the emphasis on standards based curriculum, science teachers found less time to devote to the kind of sensitivity analysis to which spread sheets are most applicable; therefore, spread sheets have become an ancillary activity.

Social Studies Department: The Social Studies Department classrooms have many computers as well as LCD projectors, digital cameras, and camcorders are available for student and teacher use. The addition of wireless laptops is a goal is desired by department members. Multi-media approaches are used for many assignments are used at all four levels. Student research is almost exclusively done on computers. Homework and class notes frequently are done on a computer.

Special Education Department: All Special Education have computers. They are used in Study Skills classes.

Vocational Education: The Electronic Communication, Drafting/Engineering, and Culinary Arts Pathways are part of the Vocation Education Department. The Electronic Communication and Drafting/Engineering Pathway are based on computer technology. In the Culinary Arts Program, a technology center has been installed in the lab classroom. It is incorporated into the curriculum and instruction of the class; it includes research, cooking skills, and life applications. Our partnership with the Sonoma County ROP has supplied up-to-date technology in many classes.

Action Plan #6 addresses the following ESLRS:

2. Students will exhibit independent thinking, calculation, problem solving, and data analysis skills.
3. Students will communicate confidently and clearly in a broad range of situations.
4. Students will identify and understand the working of society's institutions and how these institutions affect their lives.
5. Students will demonstrate knowledge of the arts as expressions of human communication.
6. Students will work collaboratively as effective team members.
7. Students will use a variety of technologies to enhance their personal and professional lives.
8. Students will demonstrate proficient skills and knowledge according to national, state, and local standards.
9. Students will make informed choices about the transition to future educational and career options.

Action Plan #7

Expected Schoolwide Learning Results and Assessment Plan

In order to more effectively address schoolwide learning and teaching, El Molino High School's Expected Schoolwide Learning Results will be revised and consolidated. The schoolwide assessment plan will incorporate and expand the multiple learning assessments that are in place to measure student progress toward achieving the Expected Schoolwide Learning Results.

Major Key Issue #4

#4 The leadership team and the faculty develop a schoolwide assessment plan that measures student progress toward achieving the Expected Schoolwide Learning Results. Currently, multiple assessments occur within some classrooms and departments; however, no schoolwide assessment plan is in place.

Major Key Issue #5

#5 Although the process to create the Expected Schoolwide Learning Results was lengthy and, at times passionate, continued discussion regarding their focus and assessment must occur. The visiting committee recommends that the Expected Schoolwide Learning Results be revisited, revised and consolidated to more effectively address schoolwide teaching and learning.

The ESLRS and Assessment Committee led the revision of the ESLRS. The Department Chairpersons were asked to discuss two issues with the members of their departments:(1) The WASC Visiting Committee stated in their recommendation in reference to ESLRS,

“...currently, multiple assessments occur within some classrooms and departments; however, no school wide assessment plan is in place.” The Visiting Committee further suggested that “...we develop a schoolwide assessment plan that measures progress toward achieving the Expected Student Learning Results.”

It has been suggested by members of our Action Plan Committee that instead of making ESLRS even more general than they currently are (so that every department could attempt to verify student progress toward achieving every ESLR,) a better result could be obtained by allowing individual ESLRS to be verified in the core curricular areas where they are the most relevant. Since all students take core curricular classes their progress towards achieving all ESLRS could be easily verified. The collection of the assessments from all departments would constitute a schoolwide assessment plan.

The members of each department agreed with the suggestion of the committee and approved the following rationale statement as a preface to our schoolwide assessment plan: “All students at El Molino will be assessed to verify their progress toward achieving the Expected Student Learning Results. These assessments will occur in the appropriate core curricular subject areas. Each student’s progress towards achieving all ESLRS will be quantitatively measured.”

The Visiting Committee suggested that since ESLRS #1-#4 were not verifiable, and because they felt that we included too many ESLRS, they be rewritten as part of the Mission Statement. Each department (except the English Department in a 4 to 3 vote) agreed to rewrite the Mission Statement to incorporate the four ESLRS to read as follows:

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

After these tasks were accomplished, we went to work revising the remaining ESLRS. They are distributed as part of course outlines and syllabus. Posters of the ESLRS were posted in each classroom. The ESLRS were reviewed in September 2002, the members of the faculty voted to keep the ESLRS as written in 2000. These revised ESLRS are:

- 1. Students will set appropriate goals and strive to achieve them.***
- 2. Students will exhibit independent thinking, calculation, problem solving, and data analysis skills.***
- 3. Students will communicate confidently and clearly in a broad range of situations.***
- 4. Students will identify and understand the working of society’s institutions and how these institutions affect their lives.***
- 5. Students will demonstrate knowledge of the arts as expressions of human communication.***
- 6. Students will work collaboratively as effective team members.***
- 7. Students will use a variety of technologies to enhance their personal and professional lives.***
- 8. Students will demonstrate proficient skills and knowledge according to national, state and local standards.***
- 9. Students will make informed choices about the transition to future educational and career options.***

When the Standards-Based Student Learning: Assessment and Accountability Focus Group was newly formed for our WASC 2006 Self-Study Report in the first semester of the 2004-2005 school year, the members were asked to respond to Action Plan #7 as one of their first tasks. After several meetings, they wrote: “We agree that as a school we have transitioned from ESLRS driving the development of our curriculum to aligning our curriculum to the high stakes State Standards and resulting STAR test.”

In 2002-2001 as we started to discuss a Schoolwide Assessment Plan as part of this Action Plan, it seemed to be the desire of our Board of Education to have a District-wide assessment format. The Board of Education had mandated monthly curriculum reviews by department. In these presentations, which were spread over two school years, the teachers of the departments from the three district schools collaborated on one presentation. The message seemed to be coordination of curriculum and assessment. At the same time, with changes in high stakes STAR and CAHSEE testing it was clear that we would transition to State Standards as a basis for our curriculum and assessment. A district wide assessment format seemed on the horizon. At that point, we put schoolwide plans on hold. While extensive work was done to administer the STAR and augmented STAR, the California High School Exit Exam, and the State Standards test, a separate schoolwide assessment plan was not developed.

In 2003-2004, when there seemed to be no direction from the District to formulate a district wide plan, we turned our attention to the development of a site plan. We worked on a California State Standards Curriculum matrix for the English, Mathematics, Science and Social Studies. The curriculum matrix listed each State standard, the unit of study in which that standard is introduced, the unit(s) of study in which that standard is reinforced and the types of assessments used to judge mastery. The ESLRS are listed and the department identified the elements for each of the nine ESLRS covered by their courses of study. After these matrices were completed, the work began to revise Courses of Study to align with State Standards. Since this time, the State Standards Tests and the California High School Exit Exam have been completed as the cornerstones of the API and AYP accountability measures, as well as of our assessment plan. Our Assessment Plan is comprised of our API and AYP, together with our results from CELDT, Title 1 Achievement data, Advanced Placement exams, SAT, and all of the other assessment data found in our Student Profile and its analysis.

The ESLRS will be reviewed and revised as a part of the WASC 2006 Focus on Learning Self-Study.