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# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### El Molino High School

Address: 7050 Covey Road, Forestville CA 95436

Phone: (707) 824-6550

Principal: Doria Trombetta / Frank Anderson

Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This 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 twelve miles from El Molino. El Molino High School serves a significant geographic area, 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, while 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 conservative 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, diverse 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, both in terms of curricular background and school culture. This diversity of elementary school experience enriches our student body as students come from different educational cultures. Since freshmen come from small schools, they are immediately exposed to a variety of new people and quickly develop new friendships associated with their curricular, social and athletic interests. Throughout their four years at El Molino students are increasingly unified as members of the El Molino freshman, sophomore, junior or senior classes no longer identified by their former school or area. Pride in our school is a community tradition. We have developed a school culture that focuses on academic success, combined with athletic participation, multidimensional student activities and service learning. Several graduates have returned to El Molino as members of the faculty and administration.

El Molino maintains two programs outside of the comprehensive high school: Nuevo Leon Necessary Small School and Russian River Ramparts Independent Study Program.

El Molino's API and AYP scores have continued to increase annually. The 2007-2008 scores have resulted in our nomination to again apply for State Distinguished School status. They have also resulted in El Molino High School's selection by the California Business for Education Excellence and Just for the Kids-California to be named a 2008 Honor Roll School. Only three comprehensive public high schools in Sonoma County received this award in 2008.

#### *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 Enrollment

Group	Percent
African American	1.92 %
American Indian or Alaska Native	0.64 %
Asian	0.43 %
Filipino	0.43 %
Hispanic or Latino	13.34 %
Pacific Islander	0.21 %
White (not Hispanic)	74.92 %
Multiple or No Response	8.11 %
Socioeconomically Disadvantaged	23 %
English Learners	5 %
Students with Disabilities	10 %
<b>Total Number of students</b>	937

## Teachers

Indicator	Teachers
Teachers with full credential	47
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

The El Molino High School facility is rated at 97.18%. The School facility is in excellent condition, other than the minor repairs noted.

### Repairs Needed

Minor repairs or replacements are needed to doors in boys and girls locker rooms, and I-1. The gym restroom needs tile repair and a leak and ceiling tile needs taken care of in the K building.

### Corrective Actions Taken or Planned

All repairs will be completed during the 2008-09 school year.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

### School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,642
District	\$5,188
State	\$5,300

### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	53%
Mathematics	36%
Science	58%
History-Social Science	37%

### Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	766
Statewide Rank (from 2007 Base API Report)	8
2008-09 Program Improvement Status (PI Year)	Not in PI

### School Completion

Indicator	Result
Graduation Rate	93%

### Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	52.4%
Graduates Who Completed All Courses Required for University of California or California State University Admission	31.6%

## 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## II. About This School

### Contact Information (School Year 2008-09)

School		District	
School Name	El Molino High	District Name	West Sonoma County Union High
Street	7050 Covey Rd.	Phone Number	(707) 824-6403
City, State, Zip	Forestville , CA 95436	Web Site	www.wscuhd.k12.ca.us
Phone Number	(707) 824-6550	Superintendent	Keller McDonald
Principal	Doria Trombetta , Frank Anderson	E-mail Address	kmcdonald@analy.org
E-mail Address	lionpride@elmolino.org, franka@elmolino.org	CDS Code	49-70607-4931507

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

<p>The mission of El Molino High School is to provide a high quality education through which students will gain the confidence, knowledge and skills to maximize potential and achieve lifelong goals.</p> <p>We have developed a school culture that focuses on academic success, combined with athletic participation, multidimensional student activities and service learning. Cooperative efforts with the local community have created and continue to support several career path programs.</p> <p>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. El Molino High School was the featured high school at 2008 Community Matters Safe School Ambassador Annual Luncheon.</p> <p>Our Expected School-wide Learning Results may be summarized by the El Molino "3 R's":</p> <ul style="list-style-type: none"> <li>• Respectful and Compassionate People</li> <li>• Responsible and Ethical Citizens</li> <li>• Resourceful and Articulate Students</li> </ul>
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### Opportunities for Parental Involvement (School Year 2007-08)

As students prepare to enter El Molino, parents are introduced to the staff and the variety of student activities and parent volunteer opportunities. In particular, we begin our outreach and support for incoming freshman with an informational 8<sup>th</sup> Grade Parent Night in early Spring. This is followed by two evenings of individual registration for our incoming freshman and their families, as well as the Freshman BBQ at the beginning of the school year.

Parents and community members support El Molino through their participation in four 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 extra curricular 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.

Opportunities for involvement include:

- The School Site Council – Composed of representatives from the entire community, the purposes of the Council include (1) selecting projects to be funded by School Improvement Program funds (2) serve as an advisory to the Co-Principals (3) directly participate in decisions that affect curricular and instructional practices  
[Coordinator – Jim Deis: (707) 829-8084: jimdeis@comcast.net]
- El Molino Boosters – Supports El Molino Sports and Educational Programs through active involvement and fundraising efforts.  
[President: Elaine Carlson: (707) 824-6550]
- El Molino Friends of Music Foundation – Supports El Molino Music Program  
[Kent Wilson: (707) 824-6550, kwilson@elmolino.org] [President: Cynthia Formaker: (707) 887-1763]
- El Molino High School Foundation – Support Sports and Educational Programs though fundraising efforts by promoting community involvement in the school, providing financial support for the school and its programs and preserving and documenting the history and traditions of El Molino High School.  
[President: Chris Carver: (707) 888-9544: crvrlaw@aol.com]
- El Molino Ag Boosters – Supports Agriculture and viticulture programs and FFA, especially through active involvement in career exploration and fundraising.  
[Lynn Scholten: (707) 824-6550, lscholten@elmolino.org Carrie Buratto (707) 579-8095]
- In addition, we have activity-based programs that also allow and encourage parent involvement. These include the Every 15 Minutes program, and Challenge Day volunteers.

### Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	244
Grade 10	218
Grade 11	225
Grade 12	250
Ungraded Secondary	0
Total Enrollment	937

### Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.92%
American Indian or Alaska Native	0.64%

Asian	0.43%
Filipino	0.43%
Hispanic or Latino	13.34%
Pacific Islander	0.21%
White (not Hispanic)	74.92%
Multiple or No Response	8.11%
Socioeconomically Disadvantaged	23%
English Learners	5%
Students with Disabilities	10%

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.2	17	11	10	24.0	17	19	2	24.6	19	9	10
Mathematics	28.2	12	5	12	25.4	13	10	6	23.9	18	8	6
Science	35.1	1	6	11	30.5	2	9	8	28.6	2	15	2
Social Science	34.0	2	8	17	30.6	2	12	14	29.8	4	13	15

## III. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

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 was written in collaboration with the Sonoma County Sheriff's Department, the Forestville Fire Department, the Sonoma County Office of Education and the Redwood Empire School Insurance Program [RESIG].

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 (a part of El Molino for over fifteen 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 student learning. The Impact team consists of counselors, administrators, teachers, health, and student services personnel. The weekly meetings encourage not only a broad focus and strategy, but also discuss individual student needs and staff concerns. 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 collaborate in a year long planning process to present this program aimed at the reduction drunk driving.

During the 2005/6, El Molino undertook a California Healthy Kids Survey, a local school climate survey, and reviewed data from the last three years of disciplinary data. The results of this process were reported to the Board of Trustees in November of 2006, along with a plan for addressing major concerns. We are now in the third year of implementing many elements of this plan, including the continued utilization of a Campus Supervisor, implementation of the third year of Safe School Ambassadors and continuation of the Challenge Day program.

- During the 2007-08 school year, these programs included direct training and participation of 35 staff and adult volunteers, as well as 150+ students. The Safe School Ambassador teams meet monthly for lunch and discussion of interventions. El Molino High School was the featured high school at 2008 Community Matters Safe School Ambassador Annual Luncheon.
- The Project Success program has been implemented this year, under a 3year grant
- El Molino is a safe campus. Gang related activity is minimal to non – existent and the administration diligently works to keep trouble off of our campus.
- Teachers have a rotating weekly schedule of daily supervision duty, not only to be visible around the campus, but also to be able to have one more opportunity to interact with students outside the traditional classroom.
- The three campus administrators share school discipline of all students.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	10.4	10.3	9.8	16.8	11.8	11.1
Expulsions	0.8	0.5	0.1	0.8	0.6	0.4

#### IV. School Facilities

##### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The School facility is in excellent condition. Through the fundraising efforts of the El Molino school community, the dirt track is in the process of being upgraded to an all weather track. The asphalt was laid during the Summer of 2008. The final surface is scheduled for installation in the Fall of 2008.

The entire telecommunications, phone and bell system has been converted to a digital VOIP system. It is scheduled to finished and implemented by August 2008. All that will remain to be upgrade will the security systems.

Painting of the school began over the summer of 2008 and should be completed over the summer of 2009.

##### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior-exterior)	X			
Interior Surfaces (walls, floors, ceilings)	X			Gym restroom needs tile repair; Doors need repair or replacement in boys and girls locker rooms, and I-1; replace ceiling tile in K-3.
Hazardous Materials (interior-exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			Repair roof leak in K-3
Overall Cleanliness	X			

##### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good 97.18%	Fair	Poor
Overall Summary	The School facility is in excellent condition, other than the minor repairs noted above.			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	43	44	47	128
Without Full Credential	1	0	1	3
Teaching Outside Subject Area of Competence	5	6	6	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments	3	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.6	0.4
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.6	203
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	4.35	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100%	0%
Mathematics	100%	0%
Science	100%	0%
History-Social Science	100%	0%
Foreign Language	100%	0%
Health	100%	0%
Visual and Performing Arts	100%	0%
Science Laboratory Equipment (grades 9-12)	100%	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,940	\$1,298	\$5,642	\$55,457
District	N/A	N/A	\$5,188	\$61,300
Percent Difference – School Site and District	N/A	N/A	109%	90%
State	N/A	N/A	\$5,300	\$64,657
Percent Difference – School Site and State	N/A	N/A	106%	85%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

<ul style="list-style-type: none"> <li>• CAHSEE support program</li> <li>• GATE Program</li> <li>• Title I Compensatory Education</li> <li>• English Learner Programs</li> <li>• Carl Perkins Vocational Education</li> </ul>	<ul style="list-style-type: none"> <li>• Agricultural Vocational Education</li> <li>• NCLB – Title II</li> <li>• Title III – Limited English Proficiency</li> <li>• School and Library Improvement Block Grant</li> <li>• Economic Impact Aid</li> </ul>
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### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,391	\$40,408
Mid-Range Teacher Salary	\$64,537	\$64,309

Highest Teacher Salary	\$73,769	\$83,070
Average Principal Salary (High)	\$101,531	\$111,434
Superintendent Salary	\$122,715	\$145,352
Percent of Budget for Teacher Salaries	37.7 %	36.9 %
Percent of Budget for Administrative Salaries	9.4%	6.1 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	50	57	53	54	58	55	42	43	46
Mathematics	18	29	36	30	36	40	40	40	43
Science	54	46	58	53	50	56	35	38	46
History-Social Science	42	41	37	46	45	44	33	33	36

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	29	33	*	*
American Indian or Alaska Native	*	*		*
Asian	*	*		*
Filipino	*	*	*	*
Hispanic or Latino	38	24	42	18
Pacific Islander	*	*	*	*
White (not Hispanic)	58	39	62	40
Male	51	38	58	39
Female	55	34	59	34
Economically Disadvantaged	43	35	40	
English Learners	0	0	*	0
Students with Disabilities	13	18	12	
Students Receiving Migrant Education Services	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE Web site](#).

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	73.9	70.0	71.9	73.3	66.7	73.6	51.1	48.6	52.9
Mathematics	64.7	63.9	73.1	67.2	67.5	70.9	46.8	49.9	51.3

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	28.1	55.8	16.1	26.9	46.7	26.4
Male	31.8	58.9	9.3	25.2	46.7	28.0
Female	23.9	52.2	23.9	28.9	46.7	24.4
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	55.2	44.8	0.0	27.6	58.6	13.8
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	22.1	58.3	19.6	26.7	43.5	29.8
English Learners	56.0	44.0	0.0	32.0	60.0	8.0
Socioeconomically Disadvantaged	47.9	45.8	6.2	33.3	52.1	14.6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	73.7	26.3	0.0	68.4	26.3	5.3

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	43.6

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	7	7	8
Similar Schools	3	3	4

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-6	10	15	766
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		21	41	712
Pacific Islander				
White (not Hispanic)	-14	13	9	782
Socioeconomically Disadvantaged	12	26	28	714
English Learners				
Students with Disabilities				

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

### AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

### Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content

area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California Web site](#).

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University Web site](#).

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest Web site](#).

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	2.0	1.2	2.3	1.6	1.2	2.1	3.1	3.5	4.4
Graduation Rate	89.9	96.7	93.0	92.5	95.5	92.3	85.0	83.0	80.6

### Completion of High School Graduation Requirements

Students in CA public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE Web page](#). Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	86.4%	87.7%	N/A
African American	100%	100%	N/A
American Indian or Alaska Native	--	50%	N/A
Asian	100%	100%	N/A
Filipino	--	--	N/A
Hispanic or Latino	77.4%	75.9%	N/A
Pacific Islander	100%	100%	N/A
White (not Hispanic)	87.4%	89.5%	N/A
Socioeconomically Disadvantaged	68.9%	70.3%	N/A
English Learners	75%	62.5%	N/A
Students with Disabilities	59.3%	61%	N/A

### Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Our CTE program areas include: Building Trades and Construction Culinary and Family Studies Agriculture and Natural Resources
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**Career Technical Education Participation (School Year 2007-08)**

This table displays information about participation in the school’s CTE programs.

Measure	CTE Program Participation
Number of the school’s pupils participating in CTE	398
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

**Courses for University of California and/or California State University Admission (School Year 2007-08)**

This table displays, for the most recent year, two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	62.3
Graduates Who Completed All Courses Required for UC/CSU Admission	31.6

**Advanced Placement Courses (School Year 2007-08)**

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school **offered by subject and the percent** of the school’s students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	1	N/A
All courses	9	5.4%

**XII. Instructional Planning and Scheduling**

**Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There is one common planning period (CPT) each week. This time is for teachers to work together either in large or small groups. One CPT each month is designated for department meetings. CPT is a time for teachers to discuss student achievement, align programs, develop instructional practices, and discuss issues of the day. New teachers are given a two-day on site orientation to the campus and an introduction into the Beginning Teacher Support and Assessment (BTSA) program. A support provider is assigned to each new teacher for their first two years, participating through ongoing observations, feedback and monthly training. The district offers support for current teachers to complete their CLAD or SDAIE training. Staff development participation is supported by School Improvement funds through the SITE council as well as Teacher Quality funds provided through No Child Left Behind. Teachers participate in a wide range of professional development activities. Teachers attend conferences sponsored by professional subject matter organizations, local, state and national symposiums and conferences providing training in subject matter areas, curriculum and instructional practices, and student learning. El Molino teachers, counselors, and administrators articulate with the local Junior College, Sonoma State University and West County Partner Schools.