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School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

El Molino High School

Address: 7050 Covey Rd. , Forestville CA95436

Phone: 707-824-6550

Principal: Doria Trombetta

Grade Span: 9 - 12

The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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 activities including athletics, dance, drama, hospitality and culinary arts and leadership.

El Molino students are economically, culturally and socially diverse. Our student body includes a minority population of approximately 18%, while 6% of our students are English Learners (mainly Hispanic). The majority of our students are from middle-income families. However, a number of our students come from affluent families, while 24% 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.

Student Enrollment (see section II)

Group	Percent
African American	2.12 %
American Indian or Alaska Native	0.78 %
Asian	0.33 %
Filipino	0.45 %
Hispanic or Latino	15.37 %
Pacific Islander	0.0 %
White (not Hispanic)	72.83 %
Multiple or No Response	8.13 %
Socioeconomically Disadvantaged	25.00 %
English Learners	6.00 %
Students with Disabilities	10.00 %
Total Number of Students	898

Teachers (see section V)

Indicator	Teachers
Teachers with full credential	46
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	6
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance (see section IX)

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	56%
Mathematics	37%
Science	62%
History-Social Science	42%

Academic Progress (see section X)

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	780
Statewide Rank (from 2008 Base API Report)	8
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities (see section IV)

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

The gym restroom needs minor tile

Corrective Actions Taken or Planned

Investigating the installation of a new digital cameral security system.

Curriculum and Instructional Materials (see section VII)

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 (see section VIII)

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,293
District	\$5,558
State	\$5,512

School Completion (see section XI)

Indicator	Result
Graduation Rate	94.7%

Postsecondary Preparation (see section XI)

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	97
Graduates Who Completed All Courses Required for University of California or California State University Admission	30.1 %

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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 on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state.

II. About This School

Contact Information (School Year 2009-10)

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, CA95436	Web Site	www.wscuhsd.k12.ca.us
Phone Number	707-824-6550	Superintendent	KellerMcDonald
Principal	Doria Trombetta	E-mail Address	kmcdonald.do@wscuhsd.k12.ca.us
E-mail Address	lionpride@wscuhsd.k12.ca.us	CDS Code	49- 70607- 4931507

School Description and Mission Statement (School Year 2008-09)

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.

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,

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.

In 2008-2009, El Molino High School was recognized as a California Distinguished School for the fourth time.

El Molino High School was the featured high school for the 2008 Community Matters Safe School Ambassador Annual Luncheon.

Our Expected School-wide Learning Results may be summarized by the El Molino "3 R's":

- Respectful and Compassionate People
- Responsible and Ethical Citizens
- Resourceful and Articulate Students

Opportunities for Parental Involvement (School Year 2008-09)

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 8th Grade Parent Night in the early Spring prior to the student's freshman year.. This is followed by two evenings of individualized, one-on-one registration for our incoming freshman and their families. Just prior to the beginning of the new school year, new students and families are hosted at the Freshman BBQ.

Parents and community members support El Molino through their participation in these core organizations: Boosters, Site Council, Friends of Music, Ag Boosters, Educational Foundation 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 Principal (3) directly participate in decisions that affect curricular and instructional practices
[contact: **Doria Trombetta (707) 824-6570, lionpride@wscuhsd.k12.ca.us**]
- El Molino Boosters – Supports El Molino Sports and Educational Programs through active involvement and fundraising.
[contact: **President: Elaine Carlson: (707) 824-6550**]
- El Molino Friends of Music Foundation – Supports El Molino Music Program
contact: [**Kent Wilson: (707) 824-6550, kwilson@elmolino.org**] [**President: Dione Affleck: (707) 573-3728**]
- El Molino High School Foundation – Support Sports and Educational Programs through 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, Lynn Kracker (707) 481-6801**]
- Project Graduation Supports the activities for the seniors on the evening of the graduation
[**Kim Lambert: (707) 869-9621**]

Student Enrollment by Grade Level (School Year 2008-09)

Grade Level	Number of Students
Grade 9	232
Grade 10	222
Grade 11	207
Grade 12	237
Total Enrollment	898

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	2.12 %
American Indian or Alaska Native	0.78 %
Asian	0.33 %
Filipino	0.45 %
Hispanic or Latino	15.37 %
Pacific Islander	0.0 %
White (not Hispanic)	72.83 %
Multiple or No Response	8.13 %
Socioeconomically Disadvantaged	25.00 %
English Learners	6.00 %
Students with Disabilities	10.00 %

Average Class Size and Class Size Distribution (Secondary)

Subject	2006-07				2007-08				2008-09			
	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	24.0	17	19	2	24.6	19	9	10	24.4	15	14	7
Mathematics	25.4	13	10	6	23.9	18	8	6	24.0	16	10	5
Science	30.5	2	9	8	28.6	2	15	2	26.8	2	17	1
Social Science	30.6	2	12	14	29.8	4	13	15	30.2	4	11	14

III. School Climate

School Safety Plan (School Year 2008-09)

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. The IMPACT team initiates and supports programs that train students in working with diversity and initiating interventions for any bullying or harassment they encounter. During the 2008-09 school year, these programs included:

- Challenge Day, an all day program that provides direct facilitation by professional trainers and includes the participation of 35 staff and adult volunteers, as well as 150+ students.
- Safe School Ambassador teams meet monthly for lunch and discussion of interventions. We have 65 students and staff that form Five Family Teams consisting of 10 students and 2 to 3 adult leaders have gone through an initial two-day training by Community Matters trainers, as well as an annual half-day refresher training. El Molino High School was the featured high school at the 2008 and the 2009 Community Matters Safe School Ambassador Annual Luncheon. In addition, our students were chosen to participate in their national print and photo campaigns.
- The Project Success program has continued for a second year, under a 3-year grant, and provides a full time crises and intervention counselor on campus.
- 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.

This year was the final year of our 3-year School Safety Plan. We are currently updating the goals and objectives with our School Safety Committee. This committee draws its membership from students, teachers, administrators, parents, and community members at large.

Three primary goals are being recommended. These goals have not only been discussed and reviewed with our campus community, but also articulated with our two sister campus's and reviewed by our School Board:

Goal #1: Continue to develop a school climate that promotes respect for diversity and continues to ensure the prompt and equitable resolution of complaints alleging discrimination or harassment, including, but not limited to, race, color, sexual orientation, disability, and national origin.

Goal #2: Continue to develop a safe learning environment that promotes a healthy lifestyle, free of drugs and alcohol.

Goal #3: Enhance our Emergency Preparedness Policies and Procedures.

The online links listed below offer a more detailed view of our plan:

- The preparation process and timetable for the tri-annual school safety plan review can be viewed online at < <http://www.sonic.net/bantam1/SchlSafetyPlans.html#A> >
- The legal basis and WSCUHSD Board policies to support and guide the plan can be viewed at < <http://www.sonic.net/bantam1/SchlSafetyPlans.html#B> >
- The Elements of the School Safety Plan can be viewed at < <http://www.sonic.net/bantam1/SchlSafetyPlans.html#D> >
- The introduction to our Emergency Team Training can be viewed at < <http://www.sonic.net/bantam1/EmergencyTraining.html> >

Suspensions and Expulsions

This table displays the rate, per 100 students, 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 per 100 students	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	10.3	0.0	6.5	11.8	0.0	9.3
Expulsions	0.5	0.0	1.0	0.6	0.0	1.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

The School facility is in excellent condition. Through the fundraising efforts of the El Molino school community, the dirt track has been replaced, upgraded to an all weather track. The final surface was installed in the Fall of 2008. Our Track teams used it for the first time during the Spring of 2009.

The entire telecommunications, phone and bell system has been converted to a digital Voice Over Internet Protocol (VOIP) system. It was finished and implemented for our Fall 2008. During the Spring of 2009, we converted to a full Google email system. All that remains is to upgrade will the security systems to a new digital system.

We have been actively investigating Green Energy methods. This year, it has included reviewing water usage, applying for grants to install photovoltaic energy systems, studies to review installation of an alternative pump and well system vs. city water, and closely monitoring all heat and ventilation systems.

School Facility Good Repair Status (School Year 2009-10)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			The gym restroom needs minor tile repair.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Water fountains upgraded Spring 2009.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			H and K roof surface and insulation upgraded Spring 2009.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Good			N/A

V. Teachers

Teacher Credentials

Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	44	47	46	126
Without Full Credential	0	1	2	4
Teaching Outside Subject Area of Competence	6	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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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%
Low-Poverty Schools in District	99.6%	0.4%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	3.9	230
Library Media Teacher (Librarian)	0	N/A
Library Media Services staff [paraprofessional]	1.0	N/A
Psychologist	.45	N/A
Social Worker		N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	.75	N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks/ 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 (grades 9-12)	100%	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,172	\$1,879	\$5,293	\$57,346
District	N/A	N/A	\$5,558	\$62,527
Percent Difference – School Site and District	N/A	N/A	95.2%	91.7%
State	N/A	N/A	\$5,512	\$66,335
Percent Difference – School Site and State	N/A	N/A	95.8%	86.5%

Types of Services Funded (Fiscal Year 2008-09)

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"> • CAHSEE support program • GATE Program • Title I Compensatory Education • English Learner Programs • Carl Perkins Vocational Education 	<ul style="list-style-type: none"> • Agricultural Vocational Education • NCLB – Title II • Title III – Limited English Proficiency • School and Library Improvement Block Grant • Economic Impact Aid
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Teacher and Administrative Salaries (Fiscal Year 2007-08)

Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,159	\$41,427
Mid-Range Teacher Salary	\$59,298	\$65,758
Highest Teacher Salary	\$75,244	\$85,310
Average Principal Salary (High)	\$107,356	\$114,010
Superintendent Salary	\$130,078	\$145,785
Percent of Budget for Teacher Salaries	37.30 %	36.70 %
Percent of Budget for Administrative Salaries	5.20 %	6.30 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#)

Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#).

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	57	53	56	58	55	58	43	46	50
Mathematics	29	36	37	36	40	38	40	43	46
Science	46	58	62	50	56	58	38	46	50
History-Social Science	41	37	42	45	44	48	33	36	41

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	17	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	35	36	53	26
Pacific Islander	*	*	*	*
White (not Hispanic)	62	37	64	46
Male	49	37	60	47
Female	62	36	63	36
Economically Disadvantaged	40	34	52	32
English Learners	14	33	27	6
Students with Disabilities	17	12	33	33
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 Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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

CDE [California High School Exit Examination \(CAHSEE\)](#) Web site

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	70.0	71.9	68.9	66.7	73.6	71.1	48.6	52.9	52
Mathematics	63.9	73.1	73.3	67.5	70.9	72.9	49.9	51.3	54.2

California High School Exit Examination 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 2008-09)

The CA Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays the percent of students meeting 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 CDE [Physical Fitness Testing \(PFT\)](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9 th grade	12.7	27.1	55.2

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	8	8
Similar Schools	3	4	4

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	10	15	14	780
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	21	41	-13	699
Pacific Islander				
White (not Hispanic)	13	9	24	806
Socioeconomically Disadvantaged	26	28	8	722
English Learners				
Students with Disabilities				

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.

Adequate Yearly Progress

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) 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 [General Admissions Information](#) Web page.

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 [Undergraduate Admission & Requirements](#) Web page.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are 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 CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	1.2	2.3	1.4	1.2	2.1	1.7	3.5	4.4	3.9
Graduation Rate	97.5	94.5	94.7	95.5	92.3	91.9	83.4	80.6	80.2

Career Technical Education Programs (School Year 2008-09)

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 Hospitality Agriculture and Natural Resources

Career Technical Education Participation (School Year 2008-09)

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	97
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 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 on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	60.5
Graduates Who Completed All Courses Required for UC/CSU Admission	30.1

Advanced Placement Courses (School Year 2008-09)

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 on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	9	5.1

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.