

El Dorado High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	El Dorado High School
Street	561 Canal St.
City, State, Zip	Placerville, CA 95667
Phone Number	(530) 622-3634
Principal	Chas Prior
E-mail Address	cprior@eduhd.k12.ca.us
Web Site	cougar@eduhd.k12.ca.us
CDS Code	09 61853 0932756

District Contact Information	
District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Stephen Wehr
E-mail Address	supt@eduhsd.net
Web Site	www.eduhsd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Nestled in the Sierra Foothills, El Dorado High School is one of four comprehensive high schools in the El Dorado Union High School District. The enrollment for grades 9-12 was 1265 per CBEDS 2015-16. El Dorado High School strives to meet the educational needs of every student and maintains high standards for student achievement. El Dorado High School endeavors to provide students with the opportunity to become responsible members of the school community. The students and staff adhere to and practice our six Core Values: Respect, Integrity, Responsibility, Kindness, Acceptance, and Spirit.

The mission of the El Dorado High School learning community is to offer engaging and rigorous educational opportunities to each student. Together, the school and the community provide and encourage a safe and healthy learning environment in order to promote both self-directed and collaborative learning among students. Classes are offered to meet the diverse needs of all students; special day and resource programs are available for special needs students. An English Language Development class is offered for our English Learners. EDHS offers thirteen Advanced Placement (AP) courses, multiple College Prep classes, many elective offerings and several Career Technical Education programs that help us provide a meaningful and challenging course of study for all students.

Educators, staff, parents, and other community members support each student's success. Parents are active team members at El Dorado High School. Membership in the Band Boosters Club, Athletic Boosters Club, Site Council, and parent volunteers provide El Dorado High School with the support needed to succeed. Parents and community members are also regularly invited to campus for open conversations with the principal and other administrators. An active website is maintained for access by parents and the community at <http://cougar.eduhsd.k12.ca.us>. El Dorado received a six year WASC Accreditation in 2013; continuing our examination/reflection process of practices and policies with a three year review in 2015-16.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	270
Grade 10	344
Grade 11	262
Grade 12	300
Total Enrollment	1,176

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	2
Asian	0.9
Filipino	0.5
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.5
White	73.2
Two or More Races	3.5
Socioeconomically Disadvantaged	34.7
English Learners	1.6
Students with Disabilities	11.1
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	63	62	61	303
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)</p> <p>English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p>	Yes	0.0
Mathematics	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted) Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted) EDHS, ORHS, PHS, IHS, VA, VHS; Glencoe Algebra 2, Glencoe/McGraw -Hill, 2014, CC (5/13/2014 Board Adopted) UMHS</p> <p>Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted) Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted) Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted) Advanced Chemistry: Chemistry, Prentice Hall, 2005 (6/13/2006 Board Adopted) Physics: Physics, Holt Rinehart Winston, 2009 (6/23/2009 Board Adopted)	Yes	0.0
History-Social Science	World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted) U.S. History/Geography: History Alive! Pursuing American Ideals, Teachers' Curriculum Institute, 2007 (6/12/2007 Board Adopted) American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted) Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted) Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted) Psychology: Understanding Psychology, McGraw - Hill, 2014 (6/11/2013 Board Adopted)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted) AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted) German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted) German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted) French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted) Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted) Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)	Yes	0.0
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

El Dorado High School has clean and adequate facilities to house the present student population. Although the school is the oldest school in the District, many capital projects have been completed over the last ten years to modernize and improve the campus.

Last summer, 2016, the stadium bleachers on the visitors' side were replaced, as the stands were rusting and the benches were splitting which created a safety hazard with splinters. We invested a great deal of CTEIG and Perkins funds to update our auto workshop, woodshop, and metal shop. We purchased new equipment for each lab and modernized some of the electrical. We added another greenhouse at our El Dorado East campus; paid for by the CTEIG grant to provide more work space for our Natural Resource Program. We also made safety repairs to our basketball backboards by adding new motors for the pulley system and adding safety straps in the event one of the motors failed to hold the backboard in the up position.

The recent storms have exposed multiple leaks in various areas of the campus. As a result, we are planning extensive roof work next summer on the Small Gym, E-building, V-building, C-building (which will require some repair work to exterior windows), and the B-building. Other planned projects for the summer include, exterior painting of the gym and administration building, replacing multi-zone HVAC systems in the administration and counseling buildings and re-painting the lane lines on the stadium track. We are currently exploring the possibility of putting in a portable building that will house our food lab classes.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
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			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	76	77	75	81	44	48
Mathematics	42	47	54	58	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	261	248	95.0	77.2
Male	11	138	132	95.7	69.5
Female	11	123	116	94.3	86.1
Hispanic or Latino	11	37	36	97.3	67.7
White	11	199	191	96.0	78.5
Two or More Races	11	11	9	81.8	77.8
Socioeconomically Disadvantaged	11	72	67	93.1	61.5
Students with Disabilities	11	39	35	89.7	17.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	261	248	95.0	46.8
Male	11	138	134	97.1	43.3
Female	11	123	114	92.7	50.9
Hispanic or Latino	11	37	37	100.0	27.0
White	11	199	189	95.0	50.3
Two or More Races	11	11	9	81.8	11.1
Socioeconomically Disadvantaged	11	72	68	94.4	29.4
Students with Disabilities	11	39	35	89.7	8.6

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68	68	61	77	75	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	330	317	96.1	60.9
Male	167	160	95.8	57.5
Female	163	157	96.3	64.3
Hispanic or Latino	66	63	95.5	44.4
White	242	232	95.9	65.1
Socioeconomically Disadvantaged	137	126	92.0	46.0
Students with Disabilities	34	31	91.2	9.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

EDHS offers a host of industry related classes, many of which have a ROP capstone offering with the opportunity for career certifications. These offerings include metal shop, wood shop, auto shop, engineering design, and web page design classes. In addition EDHS maintains three specialty programs in medical arts, natural resource management and Advancement Via Individual Determination (AVID). The Health Academy (HCA) and Natural Resource (NR) programs prepare students for immediate entry into these fields or for ongoing education within these specific fields. Again, both of the HCA and NR programs have applicable CTE capstone courses with career related certificates. The Natural Resource program manages a satellite campus of forty acres located in Camino. EDHS also runs an excellent foods and nutrition program that feeds into the ROP Culinary Arts class that is hosted on the EDHS campus at the Foothill Grill. Many EDHS students have successfully completed this sequence of courses and are currently working in the local food industry. EDHS monitors and measures student performance via marks distribution in all courses and certificate completion in those that apply.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	594
% of pupils completing a CTE program and earning a high school diploma	47
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	28.0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.06
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	48.6

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.8	22.6	39.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are important partners in the education of the students at El Dorado High School and as such, they are involved and encouraged to participate actively in their students' education. EDHS parents serve on a wide variety of committees and community foundations. These include the School Safety Committee, School Site Council, band, drama and athletic boosters clubs, Hearts and Minds Foundation, Health Academy Advisory Board, Sober Grad Night Committee, AVID, Natural Resource Advisory Board, Second Cup of Coffee, and the English Learner Advisory Committee (ELAC). In addition, many parents and community members volunteer to assist during academic and extracurricular activities such as Academic Decathlon and field trips. Each year the school hosts a fall Back to School Night and a spring Open House which allows parents to meet teachers and see what and how their student is doing in school. Additionally, for incoming freshmen we offer Preview Night in January and Freshmen Orientation in August. EDHS offers translation for Spanish speaking families at all of these parent activities.

Parents are invited to attend grade level evening meetings hosted annually by the counseling office. These meetings provide valuable information on academic planning as well as an opportunity to meet other parents, counselors, and get questions answered in a friendly forum. To further enhance communication, El Dorado High School's principal hosts a quarterly program called, "Second Cup of Coffee" where parents meet with the principal to ask questions and get information updates. Parents are kept informed of current events and schedule information through the use of the Parent Square system that can share information in both English and Spanish. In addition, the EDHS/VHS web page offers extensive information and links to teacher information, homework and grades. Parents of English Learners students and teachers work collaboratively with our bilingual aide who serves as a liaison. Both the bilingual aid and bilingual counselor meet with parents to ensure they are comfortable, informed and involved in the education of their children.

Another communication tool that El Dorado High School has implemented is the Aeries grade and attendance system. Parents with internet capabilities can access their student(s) grades, assignments and attendance on a regular basis. This student information system also allows teachers to send out class e-mails to families to keep them informed about class policies and procedures as well as assignments. In addition to teacher web pages, this system of communication is a vital link between teachers and families.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.20	2.80	2.30	4.20	2.80	2.60	11.40	11.50	10.70
Graduation Rate	91.61	91.44	94.72	93.13	93.49	95.29	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	96	96	86
Black or African American	100	100	78
American Indian or Alaska Native	100	100	78
Asian	80	92	93
Filipino	100	100	93
Hispanic or Latino	94	98	83
Native Hawaiian/Pacific Islander	0	100	85
White	97	96	91
Two or More Races	78	97	89
Socioeconomically Disadvantaged	75	77	66
English Learners	0	33	54
Students with Disabilities	97	100	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.0	8.0	7.8	8.4	7.0	6.8	4.4	3.8	3.7
Expulsions	0.5	0.4	0.2	0.3	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

El Dorado High School maintains a safe school campus. The Emergency Plan is updated annually and filed with the El Dorado High School District Office and El Dorado County Office of Education. Quarterly District Safety meetings are held which include fire, police, and the Office of Emergency Services. Site Safety meetings are held at least twice a year with several fire drills and lockdowns conducted during the year.

To ensure a safe campus, El Dorado has three campus monitors, a Probation Officer and a School Resource Officer from the Placerville Police Department. In addition selected students and staff run a Safe School Ambassadors Program. El Dorado High School administration does monthly reminders of safety issues at our faculty meetings. These ongoing reminders help keep the response plans fresh while providing any new information that is reflected in the school safety plan. We have organized a Crisis Response Team to address anticipated emergencies. The School Safety Committee created a drug-free zone 1,000 feet around the school that authorizes enhanced penalties for drug trafficking in the area.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	30	6	18	23	27	16	16	20	28	NA	NA	NA
Mathematics	25	14	19	18	26	17	8	22	32	NA	NA	NA
Science	27	6	27	7	27	7	22	8	29	NA	NA	NA
Social Science	29	6	18	16	26	11	16	14	31	NA	NA	NA

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.64	337
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.89	N/A
Social Worker	0.0	N/A
Nurse	0.89	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11485	2489	8996	70723
District	N/A	N/A	7746	\$76,036
Percent Difference: School Site and District	N/A	N/A	16.1	-7.0
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	44.6	-6.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

El Dorado High School provides ample opportunities and support to ensure student success. During the scope of the regular school day, El Dorado has several specifically designed support classes provided to students to address challenges in learning and help students succeed. Additionally, El Dorado High School has a strong after-school program called, Blue Latte. Blue Latte provides the umbrella services for the majority of our after-school academic recovery, credit recovery and support opportunities for students. We currently have 10 student tutors working after school that are being paid through a grant from the El Dorado Community Foundation. El Dorado High School has several teachers working as support providers for students ensuring that students in need are aware of the support opportunities and work to get them to those offerings. Many of the academic support classes have added elements of credit recovery with the intent of keeping students on track for graduation. El Dorado High School has invested in the use of formative assessment across the curriculum as a way to encourage students to participate in classes and work without being punished for their attempts at practice.

We currently fund four Algebra Foundations classes and two Spanish Heritage classes with Title I monies. Additionally, we have two sections of AVID and one section of English Language Development that are paid for with Local Control Accountability Plan (LCAP) funds. These classes are designed to give our low socioeconomic and second language students smaller classes that give them skills and knowledge that will allow them better access to higher level courses. Title I dollars are used to pay for a Bilingual Instructional Specialist to support our Spanish speaking students in their academic courses.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,667	\$46,184
Mid-Range Teacher Salary	\$65,576	\$75,179
Highest Teacher Salary	\$95,140	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$156,020	\$137,939
Superintendent Salary	\$200,000	\$217,637
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
All courses	18	15

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The El Dorado Union High School District and specific site of El Dorado High School has supported professional development opportunities in a variety of other ways. Each of the past several years, the district has supported teachers in acquiring the authorization to educate English Learners. This support has included reimbursement of fees related to coursework and testing as well as working with other agencies in organizing and facilitating teacher trainings. The district has also provided professional development related to the district's technology roll out, specifically initial and advanced SMART Board training. A core group of teachers were trained as "trainer of trainers" and these teachers serve as resources across the district. All math, science, social studies, and English teachers participated in SMART Board training during the past two years. EDUHSD continues to offer training to newly hired teachers and current teachers needing more assistance. Beyond the district level training, each site is allocated funds to support staff development opportunities at the site levels. Principals work with a site committee to identify appropriate trainings and the group approves individual and group requests. Topics of such trainings vary by site but have included topics such as support of English Learners, implementation of Common Core Standards, literacy skills including writing across content areas, training for teachers of Advanced Placement courses, effective use of assessment, and other best practice areas.

Over the last few years, EDHS has invested in the work developed by the Assessment Training Institute regarding use of formative assessment. Eight EDHS teachers attended the "Sound Grading" conference in December of 2013. This investment has continued to offer release days and workshop days to share this information with more staff. In January 2015 we invited an ATI speaker to come to campus to continue promoting sound grading, further the reach and impact on campus and continue to introduce new staff to ideas. El Dorado High School sent five faculty to Portland in June of 2016 to attend the ATI workshop. These same five staff work as a committee to present ATI techniques and strategies to the staff during Collaboration Monday meetings. In August 2016, the entire faculty participated in a training session of "Breaking Down the Walls" in an effort to build a campus of understanding.

EDHS has supported teachers with the implantation of ideas from Professional Development in the following ways. Department release days have been granted allowing groups of teachers team planning time in order to align curriculum. Additional follow up and supportive Professional Development has been funded to give teachers full understanding of new ideas prior to adoption.

EDHS and the district have spent a great deal of money and time sending staff to AVID workshops during the school year and to the AVID Summer Institute at Sacramento State University. These trainings provide our teachers with the latest practices and strategies to increase our UC/CSU A-G completion rate and improve access to college for students who traditionally might not think about applying to a four-year program. Sessions are held at the Sacramento County Office of Education and they offer individual and team training workshops.