

El Dorado High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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@eduhd.net
Web Site	www.eduhd.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Nestled in the Sierra Foothills, El Dorado High School is one of four comprehensive high schools in the El Dorado Union High School District. 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. Two English Language Development classes are offered for our English Learners. Many of our EL students are concurrently enrolled in Reading Improvement to help them improve their reading proficiency. EDHS offers thirteen Advanced Placement (AP) courses, multiple college prep classes and many elective offerings. El Dorado also offers the students several Career Technical Education programs that help us provide a meaningful and challenging course of study for all students.

El Dorado High School has a long tradition of outstanding extracurricular programs; athletics, drama, music, and speech and debate. El Dorado High School offers nineteen athletic programs over three sport seasons. The drama program annually earns multiple Elly nominations from the Sacramento Area Regional Theatre Alliance. The band has won several field show competitions and has earned a solid reputation in the area. The speech and debate team has enjoyed great success the past few years winning multiple contests and sending a student to the national finals two years ago.

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.eduhd.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 that was completed in 2016-17. El Dorado will have another Western Association of Schools and Colleges (WASC) visit in the Spring of 2019.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	291
Grade 10	284
Grade 11	315
Grade 12	253
Total Enrollment	1,143

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1.9
Asian	0.8
Filipino	0.6
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.6
White	72
Two or More Races	3.4
Socioeconomically Disadvantaged	34.6
English Learners	2.7
Students with Disabilities	12.3
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	62	61	57	293
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: November 2016

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)</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
Science	<p>Earth and Space Science: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted)</p> <p>Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted)</p> <p>Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (05/09/2017 Board Adopted)</p> <p>Physics: Pearson Physics, Pearson, 2014, (05/09/2017 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
History-Social Science	<p>World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)</p> <p>U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted)</p> <p>AP World History: Ways of the World: A Global History, Bedford/St. Martins, 2016, (05/09/2017 Board Adopted)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p> <p>Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)</p> <p>Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted)</p> <p>Psychology: Understanding Psychology, McGraw - Hill, 2014 (6/11/2013 Board Adopted)</p>	Yes	0.0
World Language	<p>Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted)</p> <p>AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted)</p> <p>German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted)</p> <p>German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted)</p> <p>French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)</p> <p>Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)</p> <p>Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)</p>	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. Many capital projects have been completed over the last ten years to modernize and improve the campus.

Last summer, 2017, the artificial turf field on the football field was replaced. The E-building roof was replaced, the band room roof was re-coated, and the C-building windows were re-chalked. V-197 was converted into an Art room.

Other planned projects for the upcoming summer include exterior painting of the gym and administration building, replacing the multi-zone HVAC systems in the administration and counseling building and re-painting the lane lines on the stadium track. Roof replacements for P11, P12, P14, P15, P42, P43 as well as V194, woodshop and drama roof re-coating.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2017				
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		Roof replacements for P11, P12, P14, P15, P42, P43 as well as V-194, woodshop and drama roof re-coating.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	77	69	81	76	48	48
Mathematics (grades 3-8 and 11)	47	38	58	55	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	296	96.42	69.26
Male	149	143	95.97	63.64
Female	158	153	96.84	74.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	60	95.24	53.33
White	223	218	97.76	73.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	110	106	96.36	62.26
English Learners	23	21	91.3	28.57
Students with Disabilities	39	35	89.74	31.43
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	296	96.42	37.84
Male	149	144	96.64	34.03
Female	158	152	96.2	41.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	61	96.83	18.03
White	223	217	97.31	43.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	110	107	97.27	31.78
English Learners	23	21	91.3	9.52
Students with Disabilities	39	35	89.74	8.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	68	61	75	70	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

El Dorado High School offers a host of industry related classes, many of which have a Regional Occupation Program (ROP) capstone offering with the opportunity for career certifications. Our CTE offerings include; Automotive Technology, Woodworking and Carpentry, Finish Carpentry, Metals, Exploring Computer Science, and Culinary Arts. In addition El Dorado High School maintains three specialty programs in medical arts, and natural resource management. 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 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. Students experience project-based learning in California Natural Resources 1 and California Natural Resources 2 classes which include science experiments and student-designed projects which give them practical experience in fieldwork. The HCA students cap their experiences in field internships to learn about the medical field through hands-on training.

El Dorado High School also runs an excellent culinary program that feeds into the ROP Culinary Arts class that is hosted on the El Dorado High School campus at the Foothill Grill. Many El Dorado High School students have successfully completed this sequence of courses and are currently working in the local food industry. El Dorado High School monitors and measures student performance via marks distribution in all courses and certificate completion in those that apply. Many of the students in all of the CTE programs find work in the local area or are prepared for further education or training as a result of their involvement in our CTE programs..

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	417
% of pupils completing a CTE program and earning a high school diploma	41%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	19%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.55
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	42.55

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.8	28.5	43.3

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 State priority: Parental Involvement (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 2017-18)

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. El Dorado High School 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, 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 which allows parents to meet teachers and see what the expectations are for the classes. In the spring we hold a Showcase Night to introduce courses to the incoming freshmen and preview courses for current students and parents. In August, we host Freshmen Orientation in August. El Dorado High School 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. 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 El Dorado High School web page offers extensive information and links to teacher information, homework and grades. Parents of English Learners students and teachers work collaboratively with El Dorado High School's bilingual counselor and bilingual aide who serve as liaisons. Both the bilingual aid and bilingual counselor meet with parents to ensure they are comfortable, informed and involved in the education of their children. The school provides Spanish sessions for Spanish speaking families at New Student Orientation, Back to school Night, and Showcase Night for incoming freshmen and current students.

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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.8	2.3	1.3	2.8	2.6	2.2	11.5	10.7	9.7
Graduation Rate	91.44	94.72	94.63	93.49	95.29	94.33	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	94	94.47	87.11
Black or African American	100	90	79.19
American Indian or Alaska Native	100	100	80.17
Asian	66.67	92.96	94.42
Filipino	100	100	93.76
Hispanic or Latino	90.57	92.68	84.58
Native Hawaiian/Pacific Islander	50	85.71	86.57
White	95.11	94.72	90.99
Two or More Races	100	95.95	90.59
Socioeconomically Disadvantaged	70.59	65.38	63.9
English Learners	80	75	55.44
Students with Disabilities	100	99.38	85.45
Foster Youth	100	83.33	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.55	8.37	8.76	6.99	6.88	7.05	3.79	3.65	3.65
Expulsions	0.38	0.24	0.33	0.23	0.2	0.3	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

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 lock-downs conducted during the year. The Safety Plan and evacuation routes were discussed and maps were distributed at the September faculty meeting.

To ensure a safe campus, El Dorado High School has three campus monitors, a Probation Officer and a School Resource Officer from the Placerville Police Department. 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 2017-18)

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	3
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	27	16	16	20	27	14	22	12	26	11	24	12
Mathematics	26	17	8	22	28	9	15	17	26	11	21	11
Science	27	7	22	8	27	5	22	7	27	5	22	7
Social Science	26	11	16	14	26	10	16	13	26	8	21	7

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.55	322
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	1.33	N/A
Social Worker	0.0	N/A
Nurse	0.93	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,161	\$2,729	\$9,432	\$74,905
District	N/A	N/A	\$8,386	\$79,144
Percent Difference: School Site and District	N/A	N/A	12.5	-5.4
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	43.5	-9.5

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

Types of Services Funded (Fiscal Year 2016-17)

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 AT&T 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.

There are currently six classes funded with Title 1 funds; two Spanish Heritage classes, and one class each of Algebra Foundations, English Language Development, Reading Improvement and Academic Support Class. Additionally, El Dorado High School has four 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 also used to pay for a Bilingual Instructional Specialist to support our Spanish speaking students in their academic courses. This spring we will add two Algebra sections, funded by Title 1, to target students who have struggled in Algebra in the fall. The goal is to help these students remediate areas and topics they struggled with in the fall and help them keep on track so they can continue on the academic path of Geometry and Algebra 2.

In the spring of 2017, El Dorado introduced a pilot program called Brief Intervention Program (BIP). BIP is designed to provide counseling for students who have been suspended for alcohol or drug offenses. El Dorado High School is contracting with PreventionWORKS to provide a counselor to assist students who are in need of immediate support. This is funded through several community grants; the Marshall Foundation, the International Humanitarian Foundation, and the El Dorado Community Foundation.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,407	\$50,221
Mid-Range Teacher Salary	\$69,511	\$83,072
Highest Teacher Salary	\$100,848	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$165,381	\$146,114
Superintendent Salary	\$215,250	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
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 2016-17)

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	2	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	3	N/A
All courses	13	15.1

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 El Dorado High School have supported professional development opportunities in a variety of other ways. The district has provided multiple professional development opportunities related to the district's technology roll out. Several Google trainings have been held to give the teachers a better understanding of Google and Google classroom. Additionally, the school has had several in-service trainings on Collaboration Days centered around Google with our teachers serving as trainers for the other teachers. Google training was identified as a need through staff surveys and during department chair meetings.

Another focus of the district has been the implementation of Multi-tiered Systems of Support (MTSS). The district sent teams from all of the schools to an introductory training by WestED in October 2015. This training was followed by another in 2016 and several district meetings around developing MTSS strategies in the district and at the site level. The areas of focus are academic, behavioral, and social-emotional. El Dorado High has developed MTSS goals for each of these areas with clear strategies on how to support the students in these areas. In order to give the teachers a better toolbox of working with students facing adverse situations, the district and school sent multiple teams to Why Try and Bridges Out of Poverty trainings over the past two years.

To better support our EL learners, El Dorado High has dedicated resources to improving the delivery of lessons to our EL students. Several teachers attended the California Association of Bilingual Educators (CABE), the American Council of Teachers of Foreign Language, and the California Language Teachers Association conference with the purpose of bringing strategies back to the school to share them with other teachers. We have also sent teachers to local EL trainings offered by Sacramento County Office of Education (SCOE) and El Dorado County Office of Education (EDCOE).

El Dorado High 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. The summer institute is held at Sacramento State University and several non-AVID teachers have attended so they can infuse their classrooms with AVID strategies. The freshmen English classes have introduced AVID techniques and strategies into their daily lessons to give all freshmen some AVID skills.

El Dorado High has sent teachers in all of the four core subject areas to multiple trainings to ensure that we are meeting the needs of our students and addressing the common core standards. The Social Science department took part in the national and California Council for Social Science conferences in the past two years. They have incorporated many of the lessons and strategies they learned at the conferences into their daily lessons. Several of the science teachers attended trainings on the Next Generation Science Standards and brought the information back to share in department meetings. The English department has attended the California Association of Teachers of English (CATE), multiple CAASPP trainings and several took part in CUE conferences. The math department has attended the California Math Conference the past couple of years to help ensure they are aligned with the standards and to get new strategies for teaching math.

El Dorado High has continued its work with strategies from the the Assessment Training Institute regarding use of formative assessment. The school hosted Myron Dueck in January of 2015 where he presented material from his Book, "Grading Smarter not Harder." As a result of his visit, a committee was formed to study the book and help other teachers incorporate some of the formative strategies into their teaching. Five EDHS staff attended the ATI summer conference in July of 2016 to further their knowledge of the ATI approaches and to better serve the teachers in implementing the ATI principles into their grading.