

# El Dorado High

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://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.

## Mr. Matthew Barnes

Principal, El Dorado High

### About Our School

Nestled in the Sierra Foothills, El Dorado High School is one of four comprehensive high schools in the El Dorado Union High School District. With approximately 1,100 students, El Dorado High School meets the educational needs and maintains high standards of achievement for all. 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.

El Dorado has a long tradition of outstanding extracurricular programs; Athletics, Drama, Music, and Speech and Debate. El Dorado 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.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 that was completed in 2016-17. El Dorado will have another WASC visit in the spring of 2019.

### Contact

El Dorado High  
561 Canal St.  
Placerville, CA 95667-4312

Phone: 530-622-3634  
E-mail: [cpesce@eduhsd.k12.ca.us](mailto:cpesce@eduhsd.k12.ca.us)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	El Dorado Union High
<b>Phone Number</b>	(530) 622-5081
<b>Superintendent</b>	Ron Carruth
<b>E-mail Address</b>	<a href="mailto:rcarruth@eduhd.k12.ca.us">rcarruth@eduhd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.eduhd.k12.ca.us">www.eduhd.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	El Dorado High
<b>Street</b>	561 Canal St.
<b>City, State, Zip</b>	Placerville, Ca, 95667-4312
<b>Phone Number</b>	530-622-3634
<b>Principal</b>	Mr. Matthew Barnes
<b>E-mail Address</b>	<a href="mailto:cpesce@eduhd.k12.ca.us">cpesce@eduhd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://cougar.eduhd.k12.ca.us">http://cougar.eduhd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	09618530932756

*Last updated: 1/15/2019*

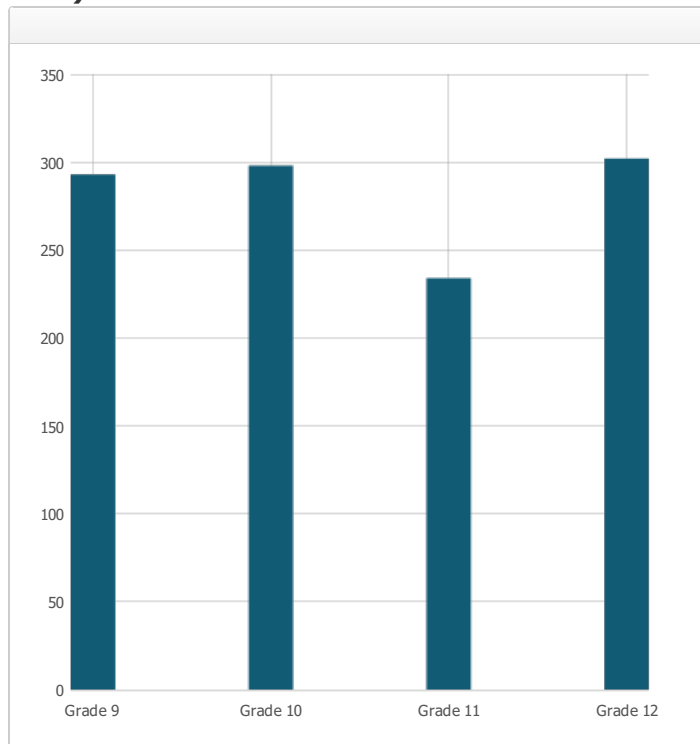
### School Description and Mission Statement (School Year 2018—19)

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.

*Last updated: 1/15/2019*

**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Grade 9	293
Grade 10	298
Grade 11	234
Grade 12	302
Total Enrollment	1127



Last updated: 1/15/2019

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	1.1 %
Asian	0.7 %
Filipino	0.6 %
Hispanic or Latino	22.4 %
Native Hawaiian or Pacific Islander	0.6 %
White	70.5 %
Two or More Races	2.8 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.5 %
English Learners	2.7 %
Students with Disabilities	12.2 %
Foster Youth	1.1 %

## A. Conditions of Learning

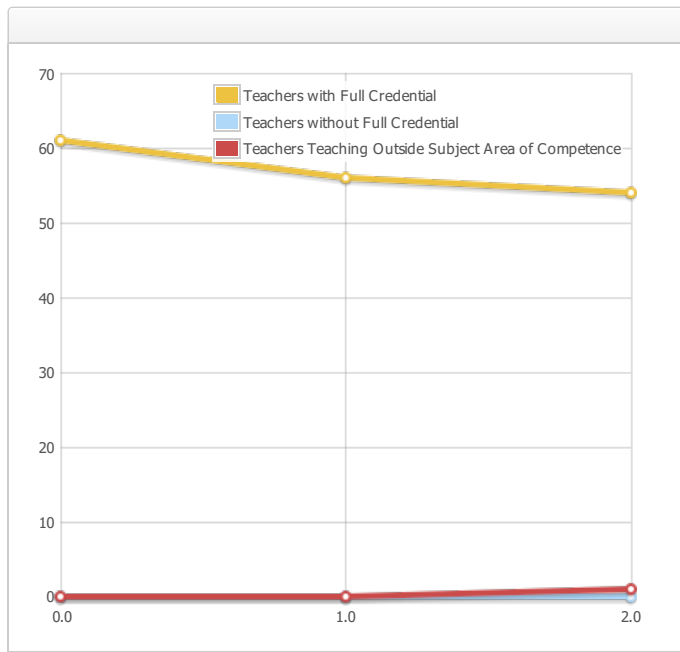
### State Priority: Basic

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

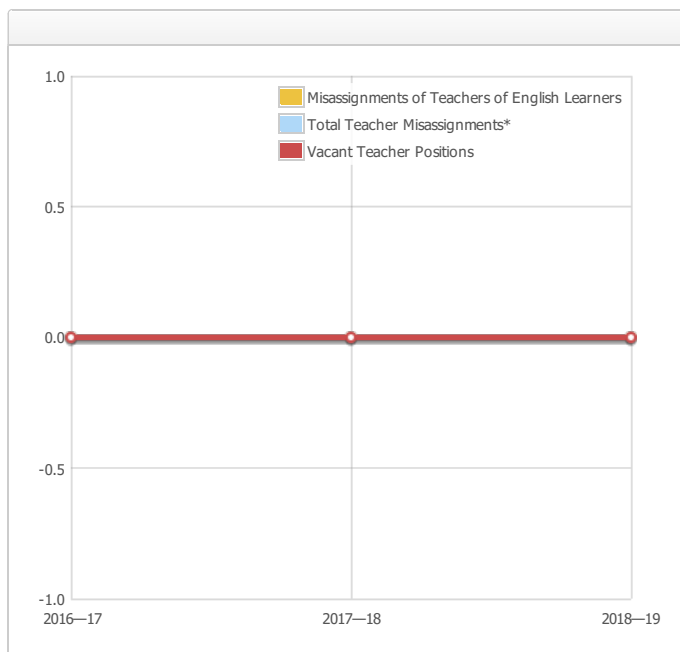
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	61	56	54	296
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	2



Last updated: 1/15/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/15/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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)</p> <p>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> <p>Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted)</p> <p>Probability and Statistics: Elementary Statistics-Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)</p>	Yes	0.0 %
Science	<p>Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 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 %
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 %
Foreign 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>	Yes	0.0 %

Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)			
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 Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/15/2019*

## School Facility Conditions and Planned Improvements

Based on the most recent Facility Inspection Tool (FIT) evaluation conducted in October of 2018, the school received the highest ratings in all categories and an overall exemplary rating. The district Maintenance and Operations team provided outstanding service in response to site safety and cleanliness needs. There are no planned facility improvements.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary
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*Last updated: 1/15/2019*



## 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	69.0%	63.0%	76.0%	68.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	37.0%	55.0%	53.0%	37.0%	38.0%

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.

Note: ELA and 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.

*Last updated: 1/15/2019*

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	215	97.73%	62.79%
Male	124	120	96.77%	55.83%
Female	96	95	98.96%	71.58%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	50	50	100.00%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	153	149	97.39%	67.79%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	92	89	96.74%	55.06%
English Learners	16	16	100.00%	12.50%
Students with Disabilities	29	28	96.55%	25.00%
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.

*Last updated: 1/15/2019*

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	212	96.36%	36.79%
Male	124	119	95.97%	36.97%
Female	96	93	96.88%	36.56%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	50	50	100.00%	24.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	153	147	96.08%	42.18%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	92	88	95.65%	29.55%
English Learners	16	16	100.00%	6.25%
Students with Disabilities	29	27	93.10%	
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.

*Last updated: 1/15/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/15/2019*

## Career Technical Education (CTE) Programs (School Year 2017—18)

EDHS 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 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 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 CAL 1 and CAL 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.

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. 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.

The school and the district have been very successful in writing proposals and receiving considerable support from various foundations and agencies. Recent awards from the California Technical Education Initiative Grant (CTEIG), Perkins Funds, and the CRANE grants have provided the CTE programs close to \$100,000 in funds to replace aging equipment and purchase state of the art equipment that gives our students industry level materials to work with.

*Last updated: 1/15/2019*

## Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	472
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	32.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	21.0%

*Last updated: 1/15/2019*

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	45.5%

# 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 area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	11.3%	20.5%	57.9%

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.

Last updated: 1/16/2019

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

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, 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 our current students and parents. In August, we host 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. 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 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 counselor and our 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 our Spanish speaking families at New Student Orientation, Back to school Night, and our 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 and the web application ParentSquare. Parents can access their student(s) grades, assignments and attendance on a regular basis. These student information systems also allows teachers to send out class e-mails to families to keep them informed about class policies and procedures as well as assignments. EDHS administration also uses these tools to keep families informed of happenings around campus. In addition to teacher web pages, these system of communication is a vital link between teachers and families.

On a more informal level, the El Dorado High School principal hosts a Second Cup of Coffee event every other month. This event is open to all parents and is a great forum to discuss all things going on at El Dorado High School. By utilizing ParentSquare and all the other means mentioned above, El Dorado hopes to both keep parents and families informed while also soliciting feedback on how to continually improve our school wide efforts.

# State Priority: Pupil Engagement

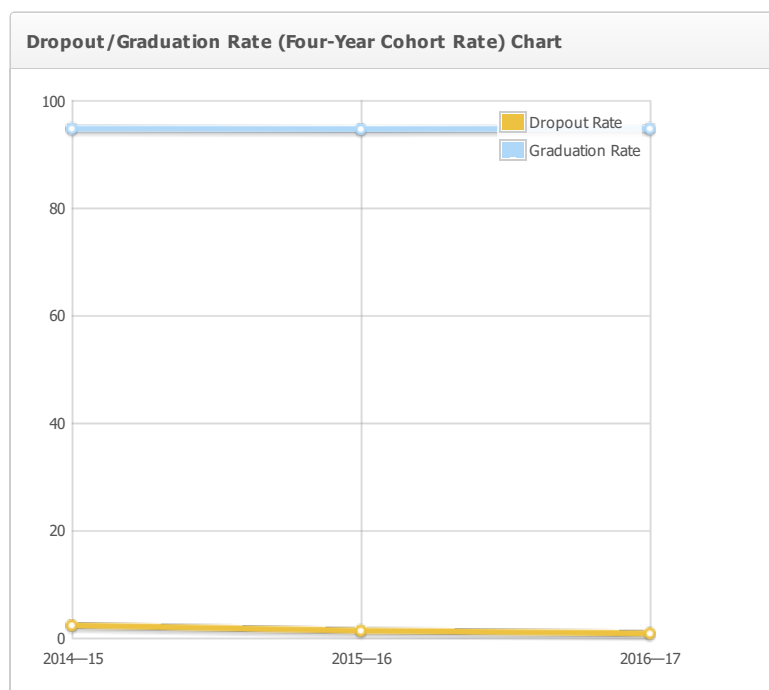
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	2.3%	1.3%	2.6%	2.2%	10.7%	9.7%
Graduation Rate	94.7%	94.6%	95.3%	94.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.8%	2.3%	9.1%
Graduation Rate	94.7%	94.7%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/15/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	92.9%	94.3%	88.7%
Black or African American	50.0%	81.8%	82.2%
American Indian or Alaska Native	100.0%	85.7%	82.8%
Asian	100.0%	95.1%	94.9%
Filipino	100.0%	94.1%	93.5%
Hispanic or Latino	82.4%	92.1%	86.5%
Native Hawaiian or Pacific Islander	100.0%	85.7%	88.6%
White	94.9%	94.8%	92.1%
Two or More Races	90.9%	96.5%	91.2%
Socioeconomically Disadvantaged	89.1%	95.3%	88.6%
English Learners	33.3%	42.9%	56.7%
Students with Disabilities	73.8%	71.0%	67.1%
Foster Youth	0.0%	60.0%	74.1%



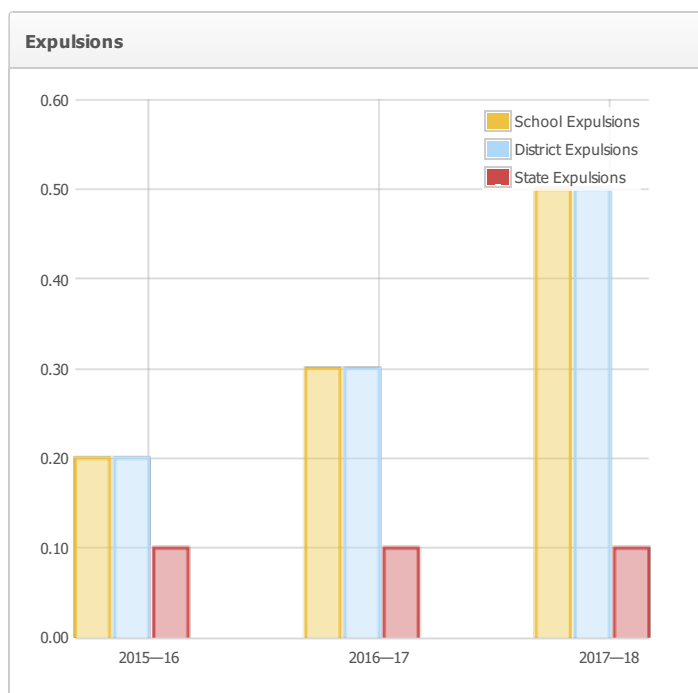
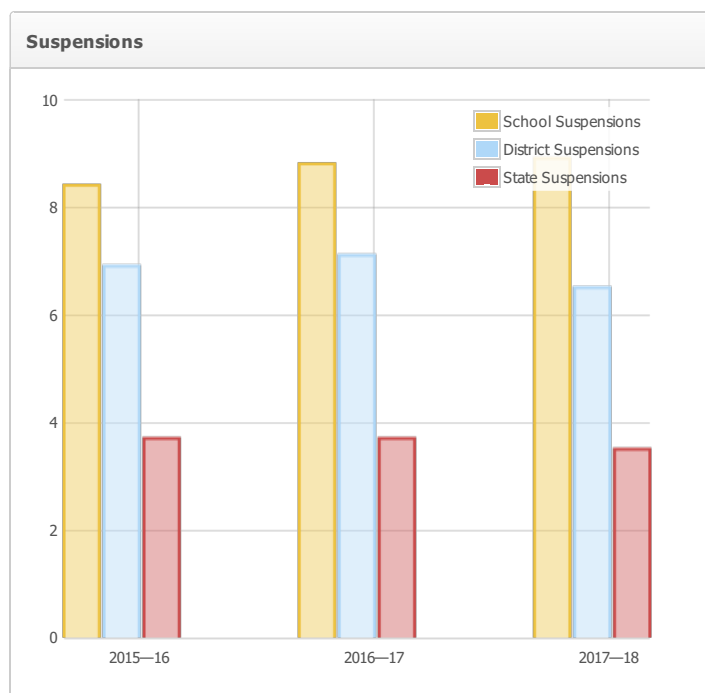
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	8.4%	8.8%	8.9%	6.9%	7.1%	6.5%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.3%	0.5%	0.2%	0.3%	0.5%	0.1%	0.1%	0.1%



Last updated: 1/15/2019

## School Safety Plan (School Year 2018—19)

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. The Safety Plan and evacuation routes were discussed and maps were distributed at the September faculty meeting. We have had two fire drills so far this year with a lockdown drill scheduled for early in the spring semester.

To ensure a safe campus, El Dorado 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.

With the national increase in teen anxiety and suicidal ideation, the district and El Dorado High have been working diligently to create a Suicide Response Manual that will assist the school in responding appropriately to threats, attempts or suicides. The district should release the final version in the early part of the spring semester.

Last updated: 1/15/2019

## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	14	22	12
Mathematics	28.0	9	15	17
Science	27.0	5	22	7
Social Science	26.0	10	16	13

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	11	24	12
Mathematics	26.0	11	21	11
Science	27.0	5	22	7
Social Science	26.0	8	21	7

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	12	24	11
Mathematics	27.0	10	18	13
Science	25.0	9	18	7
Social Science	27.0	6	21	7

\* 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.

*Last updated: 1/15/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	3.6	318.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.3	N/A
Social Worker		N/A
Nurse	0.9	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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.

*Last updated: 1/15/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12508.0	\$2984.0	\$9524.0	\$76177.0
District	N/A	N/A	\$8556.0	\$81042.0
Percent Difference – School Site and District	N/A	N/A	11.0%	-6.0%
State	N/A	N/A	\$6574.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	76.0%	-11.0%

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

*Last updated: 1/15/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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. 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. We also currently have student tutors working throughout the day to support and assist fellow students in their academic pursuits. 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 six classes with Title 1 funds; two Spanish Heritage classes, and one class each of Algebra Foundations, English Language Development, Reading Improvement and Academic Support Classes. 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 also used to pay for two Bilingual Instructional Specialist to support our Spanish speaking students in their academic courses.

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. We have contracted with a counseling firm, PreventionWORKS, to provide counseling 15-20 hours per week. This is funded through several community grants; the Marshall Foundation, the International Humanitarian Foundation, and the El Dorado Community Foundation. In response to a growing need for students in crisis, El Dorado is contracting with PreventionWORKS to provide a counselor to assist students who are in need of immediate support. This is funded partially by Title 1 and partially by grants from the Marshall Foundation and the El Dorado Community Foundation. This program continues to show signs of helping students make better life decisions and stay connected to school. We are happy to continue the BIP program and have begun to explore ways to expand its uses with students on campus.

*Last updated: 1/15/2019*

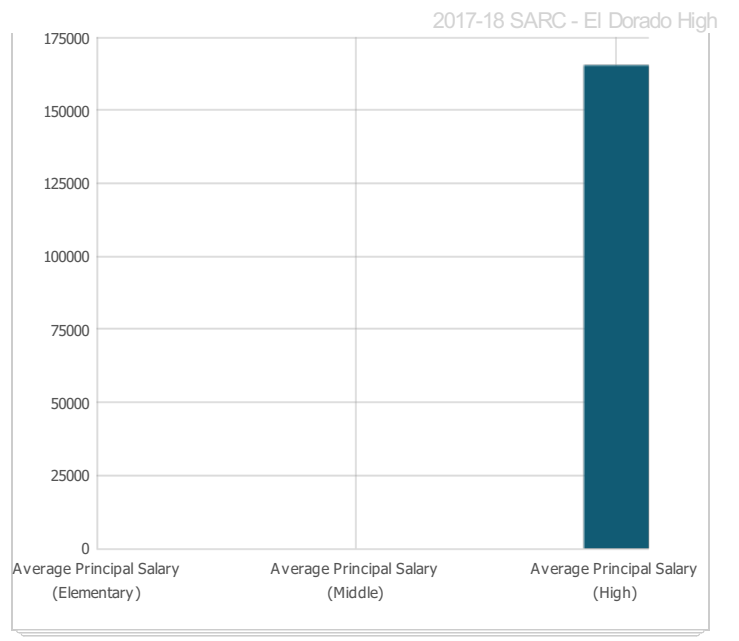
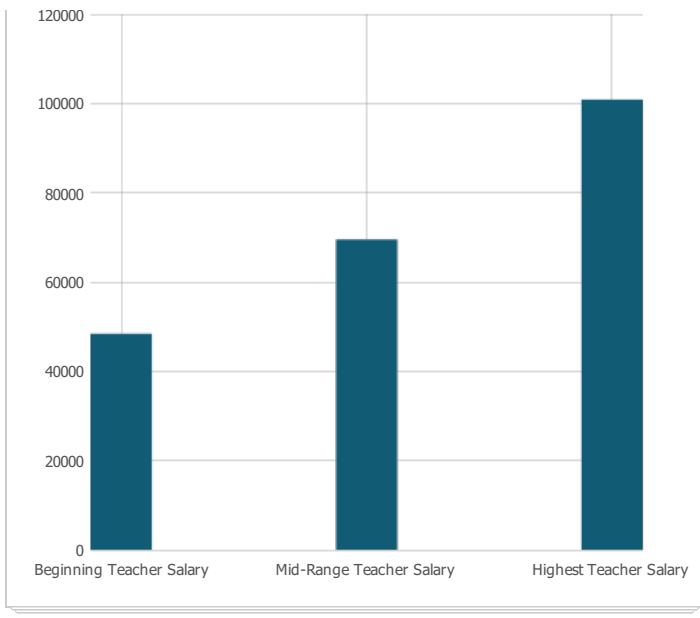
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,407	\$50,747
Mid-Range Teacher Salary	\$69,511	\$86,127
Highest Teacher Salary	\$100,848	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$165,381	\$150,286
Superintendent Salary	\$231,663	\$238,058
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

### Teacher Salary Chart

### Principal Salary Chart



*Last updated: 1/15/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

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	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	12	14.4%

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

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

*Last updated: 1/16/2019*

**Professional Development**

The El Dorado Union High School District and El Dorado High School support professional development opportunities in a variety of ways. The district has provided multiple professional development opportunities related to the district's academic goals, state mandates and recent technology rollouts. 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 areas of focus are academic, behavioral, and social-emotional tiered support. 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. Additionally, beginning in the 2018-19 school year, the district and EDHS have begun site visits of targeted school of excellence to understand and best implement best practices of support.

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.

Finally, as unique opportunities occur for either the entire EDHS site, an individual academic department, or even a single educator. EDHS works diligently to make these opportunities happen. EDHS understands that an investment into the people and practices of our school is the best way to see continued growth in the future.

