

El Dorado High

School Accountability Report Card Reported Using Data from the 2018—19 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

 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 High School has a long tradition of outstanding extracurricular programs. 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, Academic Decathlon, Watershed Education Alliance, and Forestry Challenge teams represent many of our academic competition teams and have all enjoyed great success the past few years.

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 2019; continuing our examination/reflection process of practices and policies with a three year review in 2022. El Dorado will have another WASC visit in the spring of 2025.

Contact

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

Phone: 530-622-3634
Email: cpesce@eduhd.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
Email Address	rcarruth@eduhd.k12.ca.us
Website	www.eduhd.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	El Dorado High
Street	561 Canal St.
City, State, Zip	Placerville, Ca, 95667-4312
Phone Number	530-622-3634
Principal	Mr. Matthew Barnes, Principal
Email Address	cpesce@eduhd.k12.ca.us
Website	http://cougar.eduhd.k12.ca.us
County-District-School (CDS) Code	09618530932756

Last updated: 1/27/2020

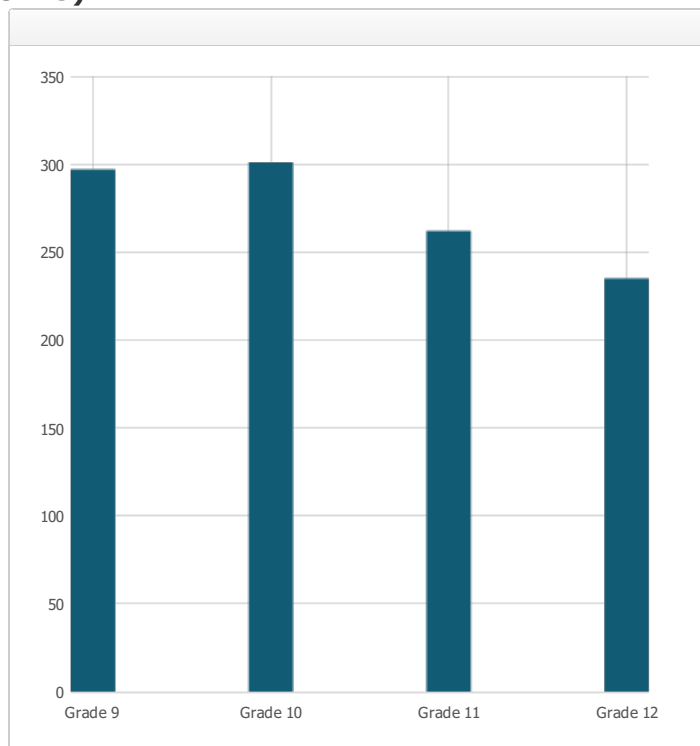
School Description and Mission Statement (School Year 2019—20)

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 fourteen 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: 1/27/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	297
Grade 10	301
Grade 11	262
Grade 12	235
Total Enrollment	1095



Last updated: 1/22/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.00 %
American Indian or Alaska Native	1.50 %
Asian	0.80 %
Filipino	0.70 %
Hispanic or Latino	24.10 %
Native Hawaiian or Pacific Islander	0.50 %
White	68.00 %
Two or More Races	2.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.20 %
English Learners	2.90 %
Students with Disabilities	13.90 %
Foster Youth	0.90 %
Homeless	0.90 %

A. Conditions of Learning

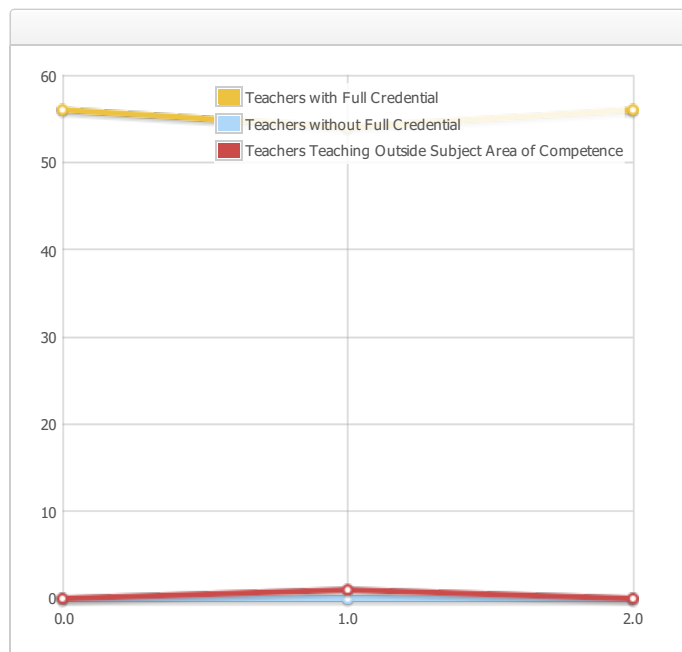
State Priority: Basic

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

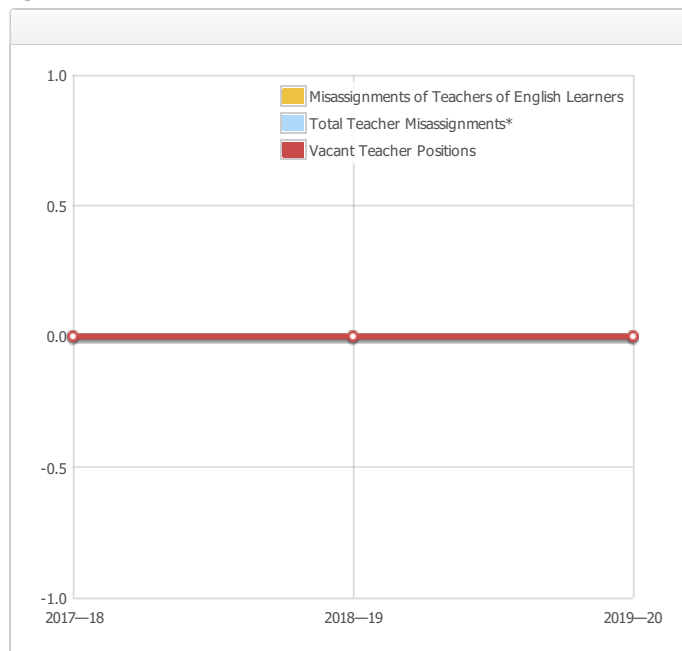
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	56	54	56	292
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	1



Last updated: 1/22/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/22/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other 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	0.00 %
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	0.00 %
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	0.00 %
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	0.00 %
Foreign Language	<p>Spanish 1-4: i 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>	Yes	0.00 %

German 1-3: Mosaik – Levels 1-3, Vista Higher Learning, 2018 (4/09/2019 Board Adopted)			
German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 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)			
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.00 %
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: 1/29/2020

School Facility Conditions and Planned Improvements

Based on the most recent Facility Inspection Tool (FIT) evaluation conducted in October of 2019, 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.

Last updated: 1/22/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Exemplary
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Last updated: 1/22/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	66.0%	68.0%	69.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	37.0%	39.0%	53.0%	55.0%	38.0%	39.0%

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: 1/22/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	244	95.31%	4.69%	65.98%
Male	123	118	95.93%	4.07%	55.08%
Female	133	126	94.74%	5.26%	76.19%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	52	51	98.08%	1.92%	39.22%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	184	175	95.11%	4.89%	76.57%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	99	95	95.96%	4.04%	50.53%
English Learners	18	17	94.44%	5.56%	17.65%
Students with Disabilities	34	31	91.18%	8.82%	16.13%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/22/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	241	94.14%	5.86%	39.00%
Male	123	118	95.93%	4.07%	34.75%
Female	133	123	92.48%	7.52%	43.09%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	52	51	98.08%	1.92%	19.61%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	184	173	94.02%	5.98%	45.66%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	99	93	93.94%	6.06%	25.81%
English Learners	18	17	94.44%	5.56%	0.00%
Students with Disabilities	34	30	88.24%	11.76%	3.33%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/22/2020

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/22/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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, Computer Science, and Culinary Arts. In addition El Dorado High School maintains two specialty programs: 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 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.

El Dorado High School also runs an excellent Culinary pathway 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 offers a full course of study in Auto Mechanics, Welding, and Engineering/Woodwork. Two of these offerings have an ROP capstone to culminate the learning experience. Many students have successfully transitioned to post-secondary training at local community colleges or private trade schools. El Dorado High School is proud of the articulation agreements that allow students to earn community college credit for approved CTE courses.

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..

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, CRANE, and other grant sources grants have provided the CTE programs with the ability to replace aging equipment and purchase state of the art equipment that gives our students industry level materials to work with.

Last updated: 1/29/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	631
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.30%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	8.10%

Last updated: 1/22/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.19%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	46.98%

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 2018—19)

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	10.70%	27.00%	50.20%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/22/2020

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 2019—20)

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 our current students and parents. Freshmen Orientation is hosted 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 ParentSquare 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 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. El Dorado High School administration also uses these tools to keep families informed of happenings around campus.

El Dorado High School was happy to welcome the Parents Institute for Quality Education (PIQE) back to campus this year. PIQE offers course to parents on how to best support thier students transition into on-going education. This course is designed both for families new to the college experience and those needing a refresher as the process beyond high school is radically different for many of them.

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

Last updated: 1/29/2020

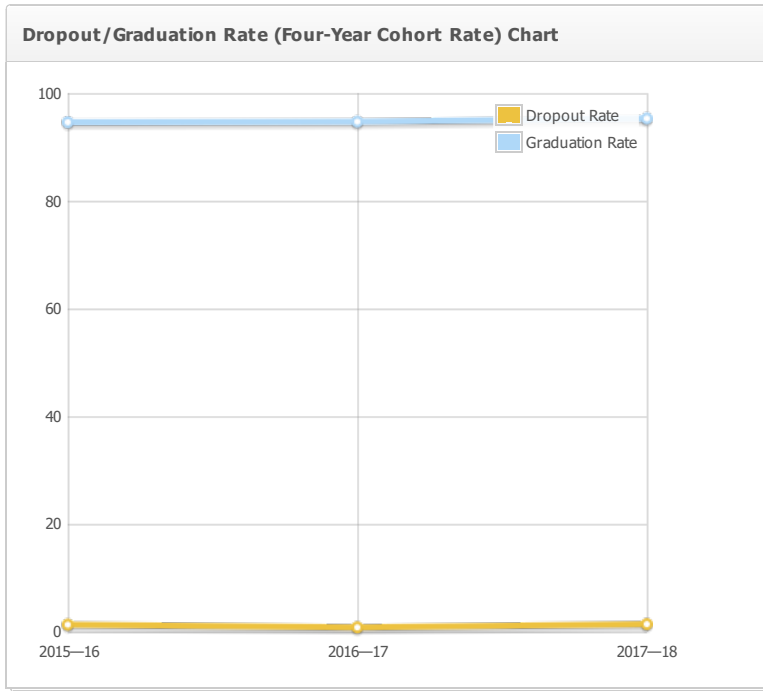
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	1.30%	2.20%	9.70%
Graduation Rate	94.60%	94.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.80%	1.40%	2.30%	2.10%	9.10%	9.60%
Graduation Rate	94.70%	95.30%	94.70%	94.20%	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/22/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	8.80%	8.90%	9.30%	7.10%	6.50%	7.10%	3.60%	3.50%	3.50%
Expulsions	0.30%	0.50%	0.30%	0.30%	0.50%	0.30%	0.10%	0.10%	0.10%

Last updated: 1/22/2020

School Safety Plan (School Year 2019—20)

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 Committee 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 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.

With the national increase in teen anxiety and suicidal ideation, the district and El Dorado High have been working diligently, with strong community partnerships, to provide a wellness center on campus. El Dorado High School happily hosts the wellness center counselors and utilizes this service for as many students as possible.

Last updated: 1/29/2020

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	11	24	12
Mathematics	26.00	11	21	11
Science	27.00	5	22	7
Social Science	26.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	12	24	11
Mathematics	27.00	10	18	13
Science	25.00	9	18	7
Social Science	27.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	17	20	13
Mathematics	25.00	8	30	4
Science	26.00	6	21	5
Social Science	26.00	9	18	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: 1/22/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	304.20

*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.

**Average Number of Pupils per Counselor

Last updated: 1/22/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.55
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.92
Social Worker	
Nurse	0.92
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.10
Other	0.40

*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: 1/27/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13116.00	\$3082.00	\$10034.00	\$78868.00
District	N/A	N/A	\$8830.00	\$82102.00
Percent Difference – School Site and District	N/A	N/A	14.00%	-4.00%
State	N/A	N/A	\$7506.64	\$88538.00
Percent Difference – School Site and State	N/A	N/A	34.00%	-11.00%

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

Last updated: 1/22/2020

Types of Services Funded (Fiscal Year 2018—19)

El Dorado High School provides ample opportunities and support to ensure student success. During the scope of the regular school day, El Dorado High School has several specifically designed support classes provided to students to address challenges in learning and help students succeed. 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 the following sections via Title I; two Spanish Heritage classes, English Language Development, Reading Improvement, Academic Support Classes, Freshman Link and three release periods to provided coordination services for student served by Title I. 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.

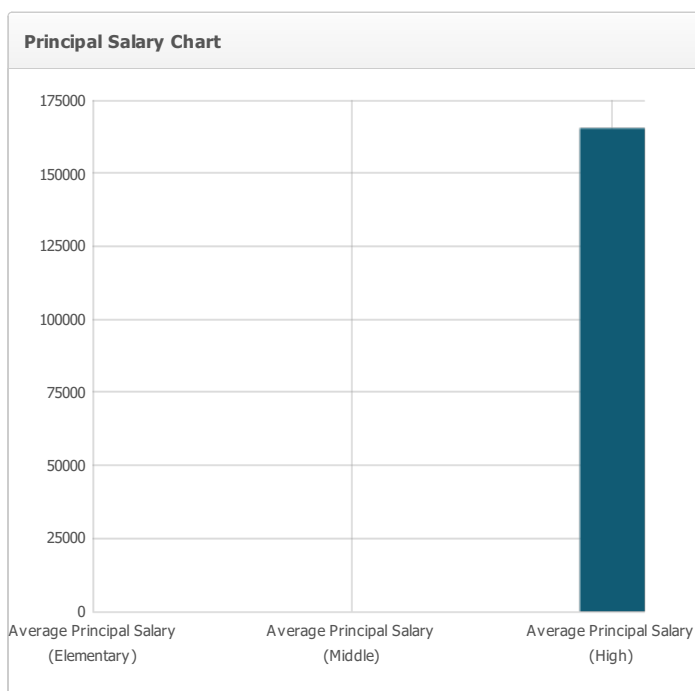
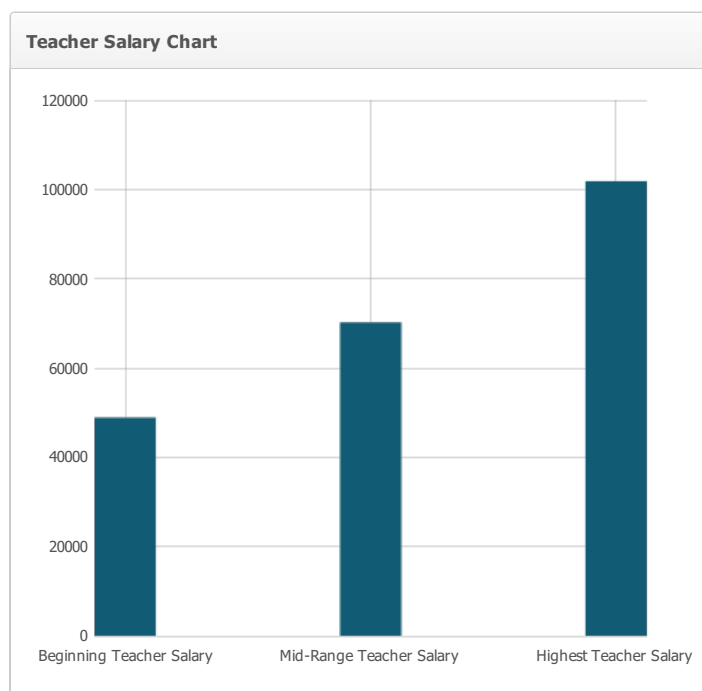
In the spring of 2017, El Dorado High School introduced a pilot program called Brief Intervention Program (BIP). BIP is designed to provide counseling for students who have been suspended for alcohol or drug offenses. We have contracted with a counseling firm and PreventionWORKS, to provide counseling 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 High School is contracting with PreventionWORKS to provide a counselor to assist students who are in need of immediate support. This is funded partially by Title I 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: 1/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,891	\$52,466
Mid-Range Teacher Salary	\$70,206	\$87,373
Highest Teacher Salary	\$101,856	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,025
Average Principal Salary (High)	\$165,381	\$153,904
Superintendent Salary	\$243,246	\$241,221
Percent of Budget for Teacher Salaries	33.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/29/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	11	14.70%

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

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

Last updated: 1/29/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	12

Last updated: 1/22/2020