

El Dorado High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Elizabeth Sisson
Email Address	esisson@eduhd.k12.ca.us
School Website	https://cougar.eduhd.k12.ca.us/
County-District-School (CDS) Code	09 61853 0932756

2022-23 District Contact Information

District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
Email Address	sfuson@eduhd.net
District Website Address	www.eduhd.k12.ca.us

2022-23 School Overview

El Dorado High School is nestled in the Sierra Foothills and is one of four comprehensive high schools in the El Dorado Union High School District. El Dorado High School is over 100 years old and it is located in the town of Placerville, with approximately 1250 students. El Dorado High School endeavors to provide students the opportunity to become responsible members within the school and greater community. The staff and students adhere to the six Core Values: Respect, Integrity, Responsibility, Kindness, Acceptance, and Spirit. The six Core Values are the focal point of our school culture.

El Dorado High School has a very long tradition of outstanding extracurricular programs: athletics, drama, music, and Speech and Debate. El Dorado High School offers nineteen athletic programs over three sports seasons. The drama program annually earns multiple Elly nominations from the Sacramento Regional Theatre Alliance. The band has also won several field show competitions and has earned an incredible reputation and support within the Placerville community. The Speech and Debate, Academic Decathlon, and other academic clubs and teams have enjoyed great success often sending students to regional or national level competitions.

Educators, staff, parents, and other community members support each student's success. Parents are active members at El Dorado High School. Membership in the Band Booster 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. El Dorado High School received a six year WASC Accreditation in 2019.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	362
Grade 10	332
Grade 11	267
Grade 12	253
Total Enrollment	1,214

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.3
American Indian or Alaska Native	2.9
Asian	1.8
Black or African American	0.4
Filipino	0.5
Hispanic or Latino	25.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.4
White	63.6
English Learners	3.6
Foster Youth	0.6
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	34.3
Students with Disabilities	13.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.40	86.41	251.10	87.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.53	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	0.82	3.00	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	4.07	12.40	4.36	12115.80	4.41
Unknown	4.50	8.68	17.40	6.10	18854.30	6.86
Total Teaching Positions	52.50	100.00	285.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	
Local Assignment Options	1.80	
Total Out-of-Field Teachers	2.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<p>Reading/Language Arts</p>	<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>	<p>Yes</p>	<p>0.0</p>
<p>Mathematics</p>	<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, McGraw Hill, 2020, CC (5/17/2022 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>	<p>Yes</p>	<p>0.0</p>
<p>Science</p>	<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>AP Biology: Biology In Focus, 2020 (5/17/2022 Board Adopted)</p> <p>Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (5/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (5/09/2017 Board Adopted)</p>	<p>Yes</p>	<p>0.0</p>

	Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)		
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, Bedford, Freeman and Worth, 2020, (05/12/2020 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: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted)</p> <p>Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)</p>	Yes	0.0
Foreign Language	<p>Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)</p> <p>AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)</p> <p>German 1-3: Mosaik – Levels 1-3, Vista Higher Learning, 2018 (4/09/2019 Board Adopted)</p> <p>German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 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: Sentieri 3e, Vista Higher Learning, 2019 (10/27/2020 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)	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

September 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	244	93.49	6.51	47.13
Female	131	116	88.55	11.45	53.45
Male	130	128	98.46	1.54	41.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	59	55	93.22	6.78	32.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	64.71
White	170	159	93.53	6.47	49.06
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	84	79	94.05	5.95	36.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	27	100.00	0.00	14.81

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	244	93.49	6.51	27.46
Female	131	117	89.31	10.69	19.66
Male	130	127	97.69	2.31	34.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	59	55	93.22	6.78	16.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	47.06
White	170	160	94.12	5.88	27.50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	84	78	92.86	7.14	14.10
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	27	100.00	0.00	14.81

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	44.83	32.46	44.81	39.55	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	481	456	94.8	5.2	32.46
Female	243	223	91.77	8.23	27.8
Male	236	232	98.31	1.69	36.64
American Indian or Alaska Native	12	9	--	25	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	113	108	95.58	4.42	24.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	47.62
White	318	302	94.97	5.03	33.11
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	169	160	94.67	5.33	27.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	9.26

2021-22 Career Technical Education Programs

El Dorado High School (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 Care 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 CALC 1 and CALC 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 marked grade 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	595
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.10
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	37.15

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91	96	95	93	95

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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, 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. Back to School Night was altered to a virtual event the past two school years due to the COVID-19 Pandemic. 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 language 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 allow 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, this system of communication is a vital link between teachers

2022-23 Opportunities for Parental Involvement

and families.

Returning in January 2022, the Second Cup of Coffee mornings have been brought back to informally invite parents to discuss all things pertaining to El Dorado High School.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.8	2		2.6	1.3		8.9	7.8
Graduation Rate		92.3	94		94.2	96.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	248	233	94.0
Female	125	120	96.0
Male	121	112	92.6
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	64	59	92.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	164	155	94.5
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	12	10	83.3
Socioeconomically Disadvantaged	131	120	91.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	39	30	76.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1283	1240	402	32.4
Female	632	609	209	34.3
Male	644	627	191	30.5
American Indian or Alaska Native	38	35	17	48.6
Asian	23	23	5	21.7
Black or African American	6	5	2	40.0
Filipino	6	6	2	33.3
Hispanic or Latino	329	316	96	30.4
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	54	54	18	33.3
White	810	784	256	32.7
English Learners	55	53	12	22.6
Foster Youth	9	7	4	57.1
Homeless	24	23	12	52.2
Socioeconomically Disadvantaged	523	501	197	39.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	196	182	84	46.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.48	5.05	2.45
Expulsions	0.66	0.14	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.38	7.87	1.91	5.39	0.20	3.17
Expulsions	0.00	0.23	0.04	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.87	0.23
Female	6.17	0.16
Male	9.63	0.31
American Indian or Alaska Native	18.42	2.63
Asian	4.35	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.78	0.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.11	0.00
White	7.78	0.12
English Learners	7.27	0.00
Foster Youth	0.00	0.00
Homeless	20.83	0.00
Socioeconomically Disadvantaged	10.71	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.84	0.51

2022-23 School Safety Plan

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.

Within the last couple of years, there has been a national increase in teen anxiety and suicidal ideation, the district and El Dorado High School have been working diligently to create a Suicide Response Manual that will assist the school in responding appropriately to threats, attempts or suicides, El Dorado Union High School District and Sierra Child and Family Services have partnered to host Wellness Centers on each campus as well. The Wellness Center at El Dorado High School is located next to the Counseling Office providing students with multiple levels of support through their four years of high school.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	15	16	18
Mathematics	25	11	25	7
Science	28	5	14	10
Social Science	27	8	15	12

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	96		
Mathematics	12	82	1	
Science	14	62		
Social Science	12	74		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	14	10	21
Mathematics	26	10	20	11
Science	27	7	16	9
Social Science	22	15	20	7

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	303.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,315	3,873	9,442	\$84,197
District	N/A	N/A	8,331	\$85,434
Percent Difference - School Site and District	N/A	N/A	12	-1
State	N/A	N/A	6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	30	-11

2021-22 Types of Services Funded

El Dorado High School provides ample opportunities and support to ensure student success. During the scope of the school year, El Dorado High School has several specifically designed support classes provided to students to address challenges in learning and helping students succeed.

El Dorado High School currently funds six classes with Title 1 Funds: Spanish Heritage, Reading Improvement, English Language Development, Freshman and Sophomore Link Classes, along with an additional class to support credit recovery. There are also two coordination periods paid for out of Title 1 funds that are dedicated to tracking data and supporting students, teachers, and programs. The classes that are funded with Title 1 funds are designed to give our low socioeconomic and second language students smaller classes to provide our students the skills and knowledge that will allow them the opportunity to experience success in higher level courses. El Dorado High School currently is funding one full time instructional specialist with Title 1 funds to support the growing EL population. Title 1 also funded 2 language support para-educators.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,118	\$55,947
Mid-Range Teacher Salary	\$71,968	\$90,080
Highest Teacher Salary	\$104,412	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$172,453	\$164,633
Superintendent Salary	\$256,179	\$261,984
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	17.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	2
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	31	32	35