

El Dorado High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	561 Canal St. Placerville, CA , 95667- 4312	Principal:	Elizabeth Sisson, Principal
Phone:	(530) 622-3634	Grade	9-12
		Span:	

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 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.

About This School

Elizabeth Sisson, Principal

📍 Principal, El Dorado High

About Our School

Contact

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

Phone: [\(530\) 622-3634](tel:(530)622-3634)

Email: esisson@eduhd.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

School Name	El Dorado High
Street	561 Canal St.
City, State, Zip	Placerville, CA , 95667-4312
Phone Number	(530) 622-3634
Principal	Elizabeth Sisson, Principal
Email Address	esisson@eduhd.k12.ca.us
Website	http://cougar.eduhd.k12.ca.us
County-District-School (CDS) Code	09618530932756

Last updated: 2/7/24

School Description and Mission Statement (School Year 2023–24)

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 1186 students, the current enrollment is a reduction of 29 from this time last school year. 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. EDHS 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. In addition, our Inclusion Club designed to support inclusivity at EDHS by incorporating events and activities that incorporate opportunities for our differently abled student population.

El Dorado High School is the home of an Adult Transition Program (ATP) that unites students from our district high schools to engage student in developing and fostering independent living skills. The ATP program also engages students in a variety of community initiatives, students read to preschoolers, deliver flowers, and are the operators of CapABLE Creations (a student-crafted store selling handmade items. Students also work in the cafeteria and collaborate with the maintenance departments to learn skills. ATP equips students with practical experiences for successful transition into adulthood.

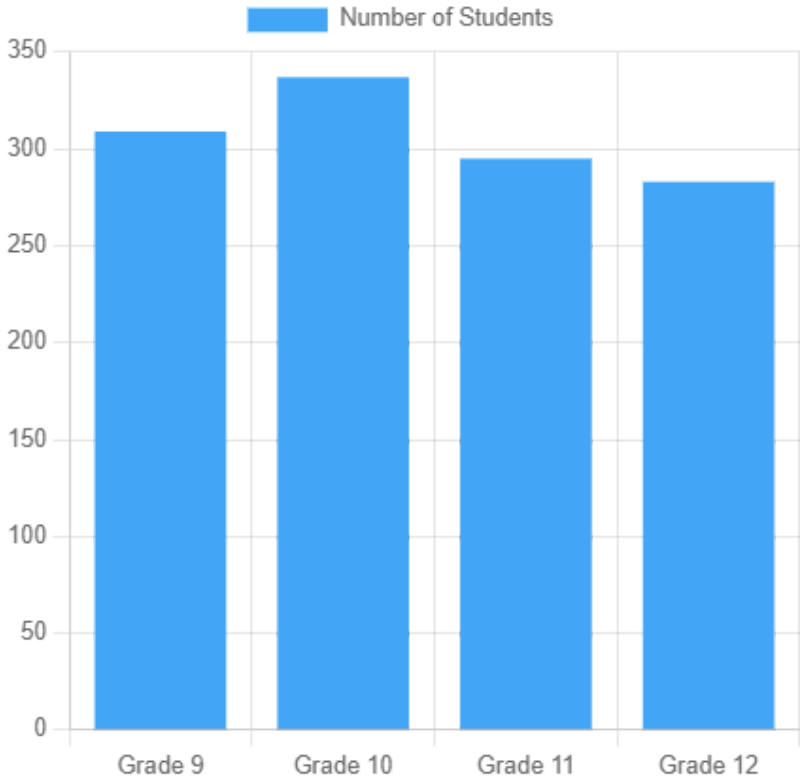
Educators, staff, parents, and other community members support each student's success. Parents are active members at El Dorado High School. Membership in the Band Booster Club, Athletic Boosters Club, Site Council, ELAC and parent volunteers provide EDHS with the support needed to succeed. Parents and community members are also regularly invited to campus for open conversations with the principal and other administrators. An active website is maintained for success by parents and the community at

<http://cougar.eduhsd.k12.ca.us> EDHS received a six year WASC Accreditation in 2019. EDHS completed the mid-cycle WASC review in March 2023 and received positive feedback about the changes that EDHSI was making toward PLC implementation, along with, embedded intervention.

Last updated: 2/7/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	309
Grade 10	337
Grade 11	295
Grade 12	283
Total Enrollment	1224



Last updated: 2/7/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.50%
Male	51.10%
Non-Binary	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.20%
Foster Youth	0.40%
Homeless	1.10%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.20%
Asian	2.00%
Black or African American	0.30%
Filipino	0.50%
Hispanic or Latino	25.80%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	6.10%
White	61.80%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	33.40%
Students with Disabilities	15.00%

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 Preparation and Placement (School Year 2020–21)

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/Incomplete/NA	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.

Last updated: 2/7/24

Teacher Preparation and Placement (School Year 2021–22)

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)	48.30	92.20%	255.50	88.63%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.35%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.07%	5.40	1.90%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	3.17%	15.00	5.22%	11953.10	4.28%
Unknown/Incomplete/NA	1.80	3.57%	11.20	3.90%	15831.90	5.67%
Total Teaching Positions	52.40	100.00%	288.30	100.00%	279044.80	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.

Last updated: 2/7/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.40	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.50

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0.00
Local Assignment Options	1.80	1.60
Total Out-of-Field Teachers	2.10	1.60

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.90%	2.2%
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%	1.5%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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
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: Reveal Algebra 1, McGraw Hill, 2020</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>(4/11/2023 Board Adopted)</p> <p>Geometry: Geometry, McGraw Hill, 2022, (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>		
Science	<p>Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)</p> <p>Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)</p> <p>AP Biology: Biology In Focus, SAVVAS, 2020, 3rd Edition (05/17/2022 Board Adopted)</p> <p>Environmental Science: Environmental Science: Sustaining Your World,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Cengage, 2017 (05/12/2020 Board Adopted)</p> <p>AP Environmental Science: Exploring Environmental Science AP, Cengage, 2019 (05/07/2019 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, (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> <p>AP Physics 1 and 2: College Physics, Cengage, 2018, (06/13/2023 Board Adopted)</p>		
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>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>AP US History: AMSCO AP United States History, Perfection Learning, 2022, (05/09/2023)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p> <p>AP American Government: American Government: Stories of a Nation, Bedford, Freeman and Worth, 2021, (06/07/2022 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>		
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,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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: Sentieri 3e, Vista Higher Learning, 2019 (10/27/2020 Board Adopted) Japanese 1-4: Genki I and II, Japan Times, 2011 (5/09/2023 Board Adopted)		
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0
Visual and Performing Arts	VAPA: Miscellaneous Supplemental Instructional Materials	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 2/7/24

School Facility Conditions and Planned Improvements

El Dorado High School has had some significant improvements over the summer and throughout the start of the school year. On the mainside of campus, Tesla batteries have been installed to ensure the generator on the mainside can be activated during power outage. A new HVAC system is being installed during the fall term in the large gym, the new HVAC system will replace a Swamp Cooling System. These two upgrades will help make EDHS run more efficiently. Over the summer the carpet in the band room was replaced, as well as, the paint in the swimming pool. Coming in the summer of 2024, significant work will be done in the A and B wings to replace and repair and aging staircase and ceilings. Our school was inspected through a William's Act Audit using a Facility Inspection Tool (FIT), the evaluation came back good with the acknowledgement of ongoing repairs. Our site maintenance and grounds crews do a remarkable job responding to the campus needs as they arise.

Last updated: 2/7/24

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: October 2023

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 2023

Overall Rating	Good
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Last updated: 2/7/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	47%	57%	60%	67%	47%	46%
Mathematics (grades 3-8 and 11)	27%	30%	41%	42%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 2/7/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	280	96.89%	3.11%	57.14%
Female	131	128	97.71%	2.29%	60.16%
Male	158	152	96.20%	3.80%	54.61%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	78	75	96.15%	3.85%	50.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	18	100.00%	0.00%	72.22%
White	176	170	96.59%	3.41%	57.65%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	100	97.09%	2.91%	49.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	38	34	89.47%	10.53%	29.41%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 2/7/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	283	97.92%	2.08%	29.68%
Female	131	130	99.24%	0.76%	23.85%
Male	158	153	96.84%	3.16%	34.64%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	77	98.72%	1.28%	22.08%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	18	100.00%	0.00%	38.89%
White	176	171	97.16%	2.84%	30.41%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	102	99.03%	0.97%	20.59%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	38	35	92.11%	7.89%	8.57%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 2/7/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	32.46%	37.62%	39.55%	39.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 2/7/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	545	530	97.25%	2.75%	37.74%
Female	259	250	96.53%	3.47%	30.80%
Male	285	279	97.89%	2.11%	43.73%
American Indian or Alaska Native	11	10	--	9.09%	--
Asian	14	14	100.00%	0.00%	50.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	130	96.30%	3.70%	27.69%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00%	0.00%	47.22%
White	343	334	97.38%	2.62%	39.82%
English Learners	17	16	94.12%	5.88%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	168	97.11%	2.89%	29.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	65	61	93.85%	6.15%	16.39%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

Career Technical Education (CTE) Programs (School Year 2022–23)

El Dorado High School offers a host of industry related classes, many of which have a Regional Occupation Program (ROP) capstone offering with the opportunity for career certifications. Our CTE offerings include; Automotive Technology, Woodworking and Carpentry, Finish Carpentry, Metals, Exploring Computer Science, and Culinary Arts. In addition EDHS maintains three specialty programs in medical arts, natural resource management and Advancement Via Individual Determination (AVID). The Natural Resource (NR) program prepares students for immediate entry into these fields or for ongoing education within these specific fields related to forestry, environmental science and agricultural sciences. The 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 senior projects which give them practical experience in fieldwork.

The Health Academy program previously known as (HCA) has been undergoing transition for the last two years. The HCA program has gone through a name change to Medical Arts Pathway (MAP). On ongoing change that has happened is, students now cap their experiences in field internships to learn about the medical field through hands-on training through ROP Medical instead of Medical Arts 3. Students in MAP will need to complete MA1 AND 2 before enrolling in ROP Medical for their internships.

El Dorado High School also runs an excellent foods and nutrition program that feeds into the ROP Culinary Arts class that is hosted on the EDHS campus in 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 through 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 agencies, and state funding.

Last updated: 2/7/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	583
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/7/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.61%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	99.10%

Last updated: 2/7/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	87%	88%	88%	88%	87%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

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

Opportunities for Parental Involvement (School Year 2023–24)

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 Site Council, band, drama and athletic boosters clubs, 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. With the creation of the Adult Transition Program (ATP), parents of our ATP students are also active partners and volunteer many hours to support activities within the program.

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 EDHS host a Showcase Night to introduce courses to the incoming freshmen and preview courses for our current students and parents. In August, EDHS host Freshmen Orientation in August, which introduces parents to the EDHS culture and to give them an opportunity to ask any questions before the start of the school year. EDHS offers translation for Spanish speaking families at all of these parent activities. EDHS also hosted PIQUE for the district's Spanish speaking parents, this program ran for 7 weeks during the fall semester. 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.

Parents can access their student(s) grades, assignments and attendance on a regular basis through the Aeries App. ParentSquare is another student information systems that 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 ParentSquare to keep families informed of happenings around campus. In addition to teacher web pages, ParentSquare system is a vital link between teachers and families.

At the start of the school year, the EDHS Counseling Department created a sequence of evening workshops for our community to engage and educate on College and Career Readiness, A-G, Course Registration, and 9th Grade Success. Link Crew was also added to help encourage positive high school integration during the 9th grade year. Starting in the spring 2024, the EDHS Counseling department will host registration nights at EDHS' feeder middle schools to ensure parents and students have complete clarity about registering for high school.

State Priority: Pupil Engagement

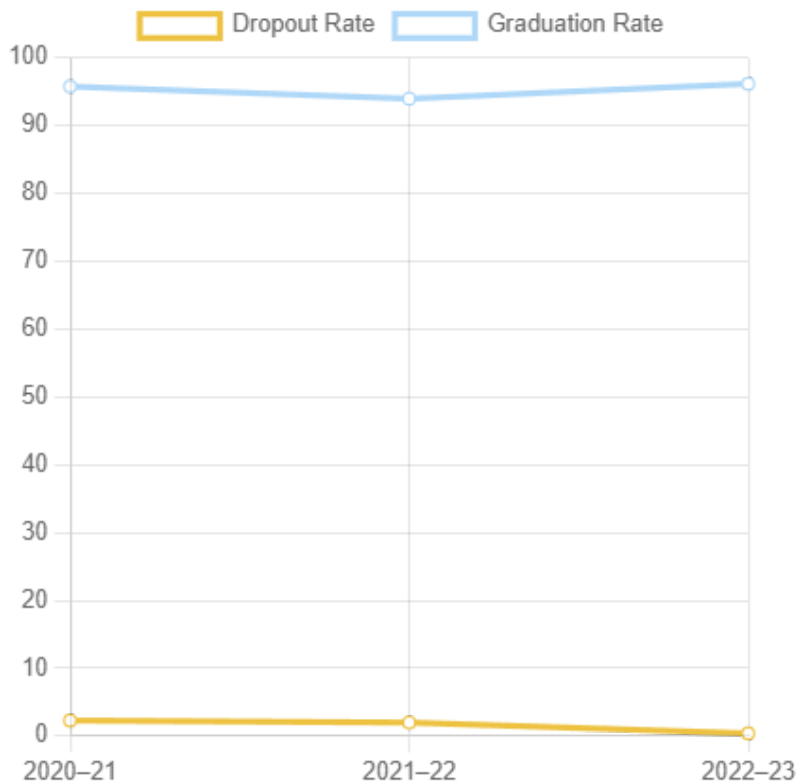
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	2.3%	2.0%	0.4%	1.2%	1.3%	1.8%	9.4%	7.8%	8.2%
Graduation Rate	95.8%	94.0%	96.2%	95.0%	96.1%	95.1%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 2/7/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	263	253	96.2%
Female	132	130	98.5%
Male	130	122	93.8%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	62	58	93.5%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	11	100.0%
White	168	163	97.0%
English Learners	13	10	76.9%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	113	109	96.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	28	24	85.7%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/7/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1278	1251	345	27.6%
Female	608	596	168	28.2%
Male	663	648	176	27.2%
Non-Binary	7	7	1	14.3%
American Indian or Alaska Native	28	26	9	34.6%
Asian	25	25	16	64.0%
Black or African American	7	6	2	33.3%
Filipino	6	6	2	33.3%
Hispanic or Latino	329	321	75	23.4%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	80	79	28	35.4%
White	789	774	213	27.5%
English Learners	55	53	13	24.5%
Foster Youth	11	9	5	55.6%
Homeless	27	25	12	48.0%
Socioeconomically Disadvantaged	465	453	163	36.0%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	204	195	73	37.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	2.38%	7.87%	7.28%	1.91%	5.39%	5.56%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.23%	0.47%	0.04%	0.14%	0.19%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.28%	0.47%
Female	5.92%	0.33%
Male	8.60%	0.60%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	7.14%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	6.99%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	5.00%	0.00%
White	7.86%	0.76%
English Learners	3.64%	0.00%
Foster Youth	27.27%	9.09%
Homeless	7.41%	0.00%
Socioeconomically Disadvantaged	8.60%	1.29%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	15.20%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/7/24

School Safety Plan (School Year 2023–24)

El Dorado High School maintains a safe school campus. EDHS updates the School Safety Handbook, The REDI Action Guide, and the Emergency Operations Plan 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 and lockdown drills 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 and one lockdown drill so far this year. El Dorado Union High School district is also in the first year of CATAPULT EMS implementation to help manage safety situations between the campus, district office, and local law enforcement.

To ensure a safe campus, El Dorado has three campus monitors, a Probation Officer and a School Resource Officer from the Placerville Police Department. EDHS administration does reminders of safety and student health issues at faculty meetings. These ongoing reminders help keep the response plans fresh while providing any new information that is reflected in the school safety plan. Within the Emergency Operations Plan there are detailed responses to guide the Incident Management Team to address anticipated emergencies. The Emergency Operations Plan also details how to determine the level of threats and they type of communication that should occur in relation to each level of threats.

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. Inside the School Safety Handbook that is given to staff, there is a detailed list on how to staff should respond to students deal with suicide Ideation and Threats. 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.

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 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	96		
Mathematics	12.00	82	1	
Science	14.00	62		
Social Science	12.00	74		

* 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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	14	10	21
Mathematics	26.00	10	20	11
Science	27.00	7	16	9
Social Science	22.00	15	20	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 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	17	13	19
Mathematics	22.00	18	19	10
Science	24.00	7	25	4
Social Science	18.00	27	11	15

* 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: 2/7/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	395

* 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: 2/7/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.20
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.20
Social Worker	
Nurse	1.00

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	3.40

* 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: 2/7/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15859.00	\$4686.00	\$11173.00	\$90440.00
District	N/A	N/A	\$9735.00	\$87474.00
Percent Difference – School Site and District	N/A	N/A	13.00%	3.00%
State	N/A	N/A	\$7606.62	\$97850.00
Percent Difference – School Site and State	N/A	N/A	32.00%	8.00%

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

Last updated: 2/7/24

Types of Services Funded (Fiscal Year 2022–23)

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

El Dorado High School currently funds four sections with Title 1 Funds: Spanish Heritage Course, Credit Recovery, two 9th grade Fresh Link Courses, Reading Improvement, ASC ELD Support, EL Development, an EL Coordinator section, and a para-educator dedicated to helping EDHS' EL students. The goal for EDHS is to ensure that all students have access to grade-level courses to help increase academic success throughout high school. 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. EDHS receives financial support from the district office to support one section of an intervention support teacher to help organize, promote, and address the use of embedded interventions on campus. EDHS used the intervention specialist to help carve a path to a new bell schedule to include embedded intervention as a Tier 1 and Tier 2 intervention.

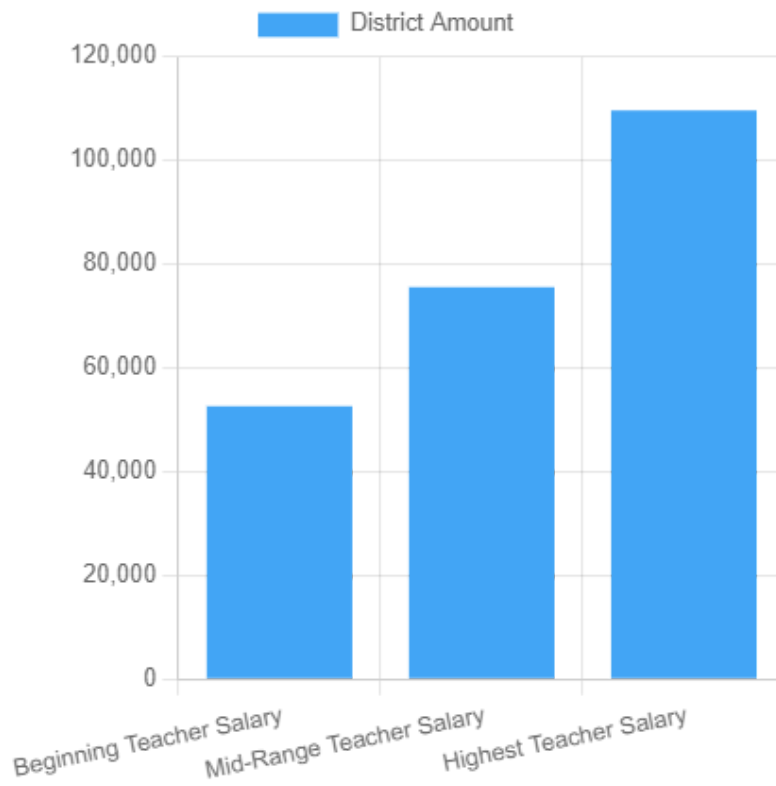
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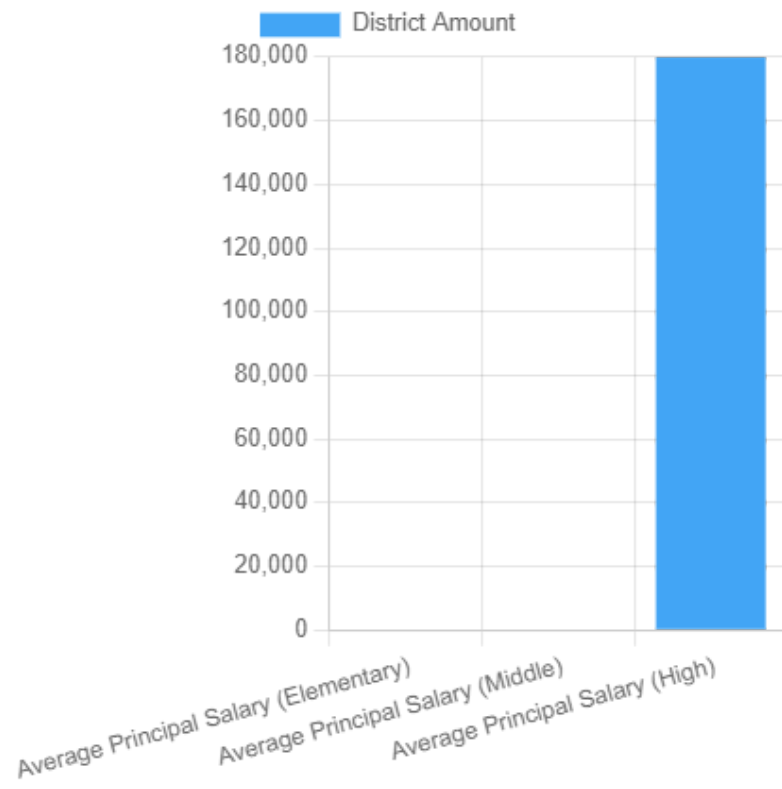
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52659.00	\$57234.44
Mid-Range Teacher Salary	\$75617.00	\$95466.60
Highest Teacher Salary	\$109706.00	\$122669.10
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$153476.29
Average Principal Salary (High)	\$179914.00	\$173197.59

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$273099.00	\$277571.94
Percent of Budget for Teacher Salaries	28.04%	31.17%
Percent of Budget for Administrative Salaries	4.73%	4.46%

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





Last updated: 2/7/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 19.3 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	4
Science	2
Social Science	4
Total AP Courses Offered*	16

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

Last updated: 2/7/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	32	35	32

Last updated: 2/7/24