

# El Dorado High

## School Accountability Report Card Reported Using Data from 2010–11 School Year Published During 2011–12

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.k12multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (\*) means that the size of the group was numerically insignificant.

### I. Data and Access

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

### II. About This School

#### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	El Dorado High	<b>District Name</b>	El Dorado Union High
<b>Street</b>	561 Canal St.	<b>Phone Number</b>	(530) 622-5081
<b>City, State, Zip</b>	Placerville, CA, 95667-4312	<b>Web Site</b>	www.eduhsd.k12.ca.us
<b>Phone Number</b>	(530) 622-3634	<b>Superintendent</b>	Chris Hoffman
<b>Principal</b>	Matt Barnes, Principal	<b>E-mail Address</b>	supt@eduhsd.net
<b>E-mail Address</b>	mbarnes@eduhsd.k12.ca.us	<b>CDS Code</b>	09618530932756

## **School Description and Mission Statement (School Year 2010-11)**

El Dorado High School is one of four comprehensive high schools in the El Dorado Union High School District. The enrollment for grades 9-12 is 1,366 students as of October 2010 CBEDS report. El Dorado strives to meet the educational needs of every student and maintains high standards for student achievement. El Dorado High school endeavors to provide students with the opportunity to become responsible members of the school community. Classes are offered to meet the diverse needs of all students. Special Day and Resource programs are available for special needs students. Advanced Placement (AP), College preparatory and career technical programs, and vocational education programs help us to provide a meaningful and challenging course of study for all students.

The mission of El Dorado High School is to create a learning community in which all members participate and enhance their ability to be lifelong learners and to live responsibly in our democratic, technology driven society.

Parents are active team members at El Dorado High School. Membership in the Band Boosters Club, Athletic Boosters Club, Site Council, and parent volunteers provide El Dorado High School with the support needed to succeed. Parents and community members are also regularly invited to campus for open conversations with the principal and other administrators. An active website is maintained for access by parents and the community at <cougar.eduhsd.k12.ca.us>.

The site received a six-year Accreditation during the 2006-07 school year, and the administration and staff is in the process of incorporating recommendations from the Western Association of Schools and Colleges (WASC) report as we continue to examine teaching and learning to meet the needs of all students. El Dorado's next WASC visit will be in the spring of 2013. The reflection and planning for this visit and the continued improvement plan for El Dorado provides opportunities for continued growth.

## **Opportunities for Parental Involvement (School Year 2010-11)**

Parents are important partners in the education of the students of El Dorado High School and as such, they are involved and encouraged to participate actively in their students' education. Parents serve on a wide variety of committees and community foundations. These include the Community Foundation for Educational Excellence, School Safety Committee, School Site Council, Band and Athletic Booster Clubs, Hearts and Minds Foundation, Health Academy Advisory Board, Sober Grad Night Committee, AVID, Natural Resource Program, Second Cup of Coffee and Parent, Teacher, Student Organization. In addition, many parents and community members volunteer to assist during academic and extracurricular activities such as Academic Decathlon and instructional trips.

Each year the school hosts Back-to-School Night and Spring Open House. Parents are also encouraged to attend school during the student day to participate in the daily experience of their students. Parents are invited to attend grade level evening meetings hosted annually by counseling. These meetings provide valuable information on academic planning as well as an opportunity to meet parents, counselors, and get questions answered in a friendly forum. To further enhance communication, El Dorado High School hosts a bi-monthly program called, "Second Cup of Coffee." Second Cup of Coffee invites El Dorado parents and other school stakeholders to school to discuss pertinent issue and concerns. On the off months from Second Cup of Coffee, El Dorado hosts a small award ceremony called the Pride Awards to recognize outstanding contributions by students. For these awards parents, students, teachers, and families are invited to recognize nominated students.

Parents are kept informed of current events through the use of the Connect Ed Phone Caller system that can share information in both English and Spanish. In addition the El Dorado High School Web Page offers extensive information and links to teacher information, homework and grades. Parents of EL students and teachers work collaboratively with our Bilingual aide who serves as a liaison. Both the Bilingual aide and Bilingual counselor meet with parents to ensure they are comfortable, informed and involved in the education of their children. Linked to the web site and sent via email is a bi-weekly newsletter crafted by the site principal.

Another communication tool that El Dorado High School has implemented is the Aeries Browser Interface (ABI) grade and attendance system. Parents with internet capabilities can access their students' grades and attendance on a regular basis. After several years of use this system of communication is a vital link between teachers and families.

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	371
Grade 10	353
Grade 11	357
Grade 12	285
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>1366</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5%	White	79.4%
American Indian or Alaska Native	1.4%	Two or More Races	3.5%
Asian	0.7%	Socioeconomically Disadvantaged	30.5%
Filipino	0.3%	English Learners	5.7%
Hispanic or Latino	13.8%	Students with Disabilities	11.1%
Native Hawaiian/Pacific Islander	0.3%		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	26.4	24	16	13	no data	no data	no data	no data	30.7	3	17	22
<b>Mathematics</b>	27.3	15	12	17	no data	no data	no data	no data	33.8	2	8	26
<b>Science</b>	29.5	3	28	3	no data	no data	no data	no data	30.8	1	16	16
<b>Social Science</b>	31	3	9	15	no data	no data	no data	no data	33.1	2	11	18

\* 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.

### III. School Climate

#### School Safety Plan (School Year 2010-11)

El Dorado High School maintains a safe school campus. The Emergency Plan is updated yearly 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 OES. Site Safety meetings are held at least twice a year.

To ensure a safe campus, El Dorado has three campus monitors, a School Resource Officer (City of Placerville), and a Probation Officer. In addition selected students and staff run a Safe School Ambassadors Program.

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.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	20%	18%	23%	17%	17%	14%
<b>Expulsions</b>	2%	1.3%	2%	1.2%	0.9%	0.7%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011-12)

El Dorado High School has clean and adequate facilities to house the present student population. Although the school is the oldest school in the District, many capital projects have been completed over the last ten years to modernize and improve the campus. These improvements include the removal of several portables and the addition of a 7,800 square foot special education and modern language two story building, and a new 1,920 square foot portable to house the ROP medical program in 2005. Also constructed in 2005 was a community funded project adding an amphitheater to the south side of the campus.

A state of the art Culinary Arts Educational Facility was constructed in 2009, along with the replacement of the grass football/soccer field and decomposed granite track with a synthetic field and all weather track, enhancing health and fitness activities.

In 2001, the majority of the campus permanent buildings underwent a comprehensive modernization consisting of classroom renovations, infrastructure improvements, and site improvements, including access for people with disabilities. In 2010, the library, forum, and the D science building were gutted and completely reconstructed.

The El Dorado East campus, which houses the ROP Fire Science program and the Natural Resources program, was modernized and a deteriorating portable four-plex was replaced with two research labs. A greenhouse and two outdoor covered working areas were added to the 30 acre campus to enhance the learning opportunities of the program.

Most recently, during summer recess of 2011 El Dorado High school underwent a modernization project in the large gym. This project was not limited to, but replaced the gym floor and other multipurpose flooring, replaced bleachers, improved the fire alarm system, and addressed ADA compliance. In conjunction with the gym updates, El Dorado also replace several roofs, improved walk-ways, updated the entire fire system, and created more usable storage space around campus.

## School Facility Good Repair Status (School Year 2011-12)

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

Note: Cells shaded in gray do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	67	66	64	301
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	2	0	0
<b>Total Teacher Misassignments*</b>	2	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.5	388
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	1.0	
Social Worker	0	
Nurse	0.36	
Speech/Language/Hearing Specialist	County Provided	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in gray do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials School Board Approved Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	English 1: <b>Literature</b> , McDougal Littell, 2009 - 9 <sup>th</sup> Edition (6/23/2009) English 2: <b>Elements of Literature</b> , w/readings in World Literature – 4 <sup>th</sup> Course, Holt Rinehart Winston, 2000 (5/23/2000) English 3: <b>The Language of Literature</b> , McDougal Littell, 2002 (6/8/2004) English 4: <b>Elements of Literature</b> , British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); <b>Literature and Language Arts</b> – UMHS, Holt Rinehart Winston, 2003 (5/20/2003).	0
<b>Mathematics</b>	Algebra Foundations: <b>CA Algebra Readiness: Concepts, Skills, &amp; Problem Solving</b> , Glencoe, 2008 (6/23/2009) Algebra 1: <b>Algebra 1</b> , Prentice Hall Mathematics, 2004 (6/13/2006) Geometry: <b>Geometry</b> , McDougal Littell, 2001 - 1 <sup>st</sup> Edition (4/2000) Algebra 2: <b>Algebra 2: Concepts, Skills, &amp; Problem Solving</b> , Glencoe, 2008 (6/23/2009) Advanced Algebra 2: <b>Algebra 2</b> , Holt Rinehart Winston, 2001 (5/8/2001) Math Analysis: <b>Pre-Calculus a Graphing Approach</b> , Holt Rinehart Winston, 2002 (5/20/2003)	0
<b>Science</b>	Physical/Earth Science: <b>Glencoe Science: Earth Science, Geology, the Environment</b> , Glencoe/McGraw Hill, 2007 (6/12/2007). Biology: <b>Biology, Visualizing Life</b> – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); <b>Modern Biology</b> – ORHS, PHS, UMHS, Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: <b>Chemistry</b> , Prentice Hall, 2005 (6/13/2006) Physics: <b>Physics</b> , Holt Rinehart Winston, 2009 (6/23/2009)	0
<b>History-Social Science</b>	World History: <b>The Modern World</b> , Prentice Hall, 2007 (6/12/2007) U.S. History/Geography: <b>Pursuing American Ideals</b> , Teachers' Curriculum Institute, 2007 (6/12/2007) American Government: <b>Magruder's American Government</b> , Prentice Hall, 2006 – CA Edition (6/13/06) Economics: <b>Economics, Principles and Practices</b> , Glencoe, 2005, (6/13/2006) Sociology: <b>Sociology and You</b> , Glencoe, 2003 (6/14/2005) Psychology: <b>Understanding Psychology</b> , Glencoe, 2003 (6/14/2005)	0
<b>Foreign Language</b>	Spanish 1-3: <b>Realidades – Books 1-3</b> , Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: <b>Nuevas Vistas</b> , Holt Rinehart Winston, 2005 (6/14/2005) German 1-4: <b>Deutsch Aktuell – Levels 1-3</b> , EMC/Paradigm, 2004 (5/12/2009) French 1-4: <b>Discovering French Nouveau, Levels 1-3</b> , McDougal Littell, 2004 (6/14/2005) Italian 1-4: <b>Oggi in Italia</b> , Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001)	0
<b>Health</b>	Health: <b>Glencoe Health</b> , Glencoe/McGraw Hill, 2009 (6/15/2008)	0
<b>Visual and Performing Arts</b>	Miscellaneous Supplemental Instructional Materials	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,362	\$2,416	\$5,946	\$67,147
District			\$7,845	\$68,392
Percent Difference: School Site and District			-24%	-2%
State			\$5,455	\$70,570
Percent Difference: School Site and State			9%	-5%

Note: Cells shaded in gray do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

*El Dorado High School provides ample opportunities and support to ensure student success. During the scope of the regular school day, El Dorado has several specifically designed support classes provided to students to address challenges in learning and help students succeed. Additionally, El Dorado High School has a strong after-school program called the Blue Latte. The Blue Latte provides the umbrella services for the majority of our academic recovery, credit recovery and student support opportunities for students. El Dorado High School has several teachers working as support providers for students ensuring that students in need are aware of the support opportunities and work to get those students to those offerings. Finally, a late bus run has been added to the current school year to assist those students with transportation limitations.*

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,424	\$42,954
Mid-Range Teacher Salary	\$58,043	\$69,905
Highest Teacher Salary	\$84,216	\$89,464
Average Principal Salary (Elementary)	\$0	no data
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$138,434	\$128,348
Superintendent Salary	\$229,656	\$205,119
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	7%	5%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	62%	62%	60%	68%	68%	68%	49%	52%	54%
<b>Mathematics</b>	32%	30%	38%	43%	42%	46%	46%	48%	50%
<b>Science</b>	56%	63%	63%	68%	68%	72%	50%	54%	57%
<b>History-Social Science</b>	60%	54%	56%	64%	63%	64%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	68%	46%	72%	64%
All Students at the School	60%	38%	63%	56%
Male	56%	39%	59%	64%
Female	64%	37%	67%	48%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	60%	14%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	52%	29%	47%	56%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%
White	63%	40%	68%	58%
Two or More Races	45%	34%	40%	47%
Socioeconomically Disadvantaged	45%	28%	45%	45%
English Learners	0%	0%	0%	0%
Students with Disabilities	12%	15%	7%	26%
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	68%	67%	73%	75%	72%	80%	52%	54%	59%
Mathematics	69%	69%	71%	79%	77%	77%	53%	54%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	20	29	51	23	42	35
All Students at the School	27	27	46	29	41	30
Male	33	30	38	27	42	30
Female	21	24	55	31	40	29
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	46	27	27	44	44	13
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	24	26	50	26	39	34
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	45	25	30	45	36	19
English Learners	0	0	0	0	0	0
Students with Disabilities	85	12	3	78	22	0
Migrant Education Services	0	0	0	0	0	0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.7%	25.7%	59.5%

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	8	8
Similar Schools	8	6	5

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	0	7	-7
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	11	1	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	0	10	-9
Two or More Races		no data	no data
Socioeconomically Disadvantaged	-8	27	-4
English Learners	no data	no data	no data
Students with Disabilities	30	-38	-14

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Note: Cells shaded in gray do not require data.

## Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	1003	792	5055	834	4683676	778
Black or African American	6	no data	55	815	317856	696
American Indian or Alaska Native	15	756	57	803	33774	733
Asian	9	no data	170	918	398869	898
Filipino	1	no data	51	909	123245	859
Hispanic or Latino	55	801	126	816	2406749	729
Native Hawaiian/Pacific Islander	3	no data	22	750	26953	764
White	792	803	4068	839	1258831	845
Two or More Races	36	809	108	837	76766	836
Socioeconomically Disadvantaged	312	728	842	741	2731843	726
English Learners	2	no data	2	no data	1521844	707
Students with Disabilities	104	502	419	520	521815	595

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

## Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>	no data	2009-2010
<b>Year in Program Improvement</b>	no data	Year 3
<b>Number of Schools Currently in Program Improvement</b>		1
<b>Percent of Schools Currently in Program Improvement</b>		10

Note: Cells shaded in gray do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU* Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Dropout Rate (1-year)</b>	0.9%	0.8%	0.5%	1.4%	1.1%	1.4%	4.9%	5.7%	4.6%
<b>Graduation Rate</b>	no data	no data	97.75%	no data	no data	93.58%	80.21%	78.59%	80.44%

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	94%	94%	no data
Black or African American	100%	100%	no data
American Indian or Alaska Native	100%	96%	no data
Asian	100%	100%	no data
Filipino	100%	100%	no data
Hispanic or Latino	100%	95%	no data
Native Hawaiian/Pacific Islander	NA	100%	no data
White	99%	98%	no data
Socioeconomically Disadvantaged	98%	94%	no data
English Learners	100%	92%	no data
Students with Disabilities	97%	91%	no data

## Career Technical Education Programs (School Year 2010-11)

The California Department of Education defines Career Technical Education (CTE) as --“a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.” The Regional Occupational Program (ROP) is part of the public education system and an important component in the continuum of sequenced CTE classes. CTE coursework often leads to ROP courses, providing more focused, advanced capstone courses to prepare for entry-level jobs or to make a transition to postsecondary education, technical training, or apprenticeships. The purpose of ROP is to prepare students to (1) enter the workforce with the skills and competencies necessary to succeed, (2) pursue advanced training in higher educational institutions, and/or (3) upgrade existing skills and knowledge. The ROP delivery system is directly linked to business and industry through advisory committees and provides work-based learning opportunities for students.

To ensure that the skills taught and the context covered better match industry expectations and standards, industry input is required prior to Board approval of any CTE course revision and adoption process. CTE course curriculum are reviewed and approved by the El Dorado Union High School District's (EDUHSD) Standards and Instructional Leadership Team (SILT) committee, and the EDUHSD CTE Advisory Board. Some ROP courses are articulated with local California community college districts. ROP provides high-quality CTE programs and contributes to students' academic and career educational achievement, allowing them a smooth entry into the workforce or postsecondary education. Students receive a competency based certificate upon successful completion of the ROP program. Depending on the course, students may also receive industry certification that is recognized regionally, statewide, or nationally.

In 2010-11, seventy-eight percent of 12<sup>th</sup> grade CTE concentrators met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Seventy-nine percent met the proficient or advanced level on the mathematics portion of the CAHSEE. Students identified from special populations are provided with resources appropriate to their specific need. Instructional technicians, interpreters, and financial assistance referrals are among services provided to students from special populations. The percentage of CTE participants from underrepresented gender groups increased in the 2010-11 school year to over 29%. Nearly 34% of CTE concentrators from this group enrolled in a capstone CTE course that led to employment in a nontraditional field, and received a received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

District CTE teachers held a minimum of two industry specific advisory committee meetings during the 2010-11 school-year. Each committee consists of a minimum of five members from industry, one student member, and one faculty member who generally serves as secretary to the committee. During fall and/or spring, course curriculum, outlines, and projects were reviewed to ensure current industry standards are incorporated in student performance learning. The District also has a CTE Advisory Board which consists of a local business representative from each of the individual industry sector advisory committees; students; local community college, and university administrators; a representative from the CA State Employment Development Department; and district CTE faculty and administrators.

Several CTE teachers participated in the SB70 funded 2011 Summer Institute offered by the El Dorado County Career Technical Partnership. The teacher industry-based externship program increased teacher knowledge and their ability to apply core academic and career technical education content standards into their curriculum. A team of two teachers and one agency representative worked together to create contextual lessons/modules that relate to their industry. The teachers worked as “externs” with a local agency or business and learned first-hand the skills and qualities necessary to secure and keep jobs with local employers. Upon completion of the 40-hour externship, the team of three collaborators used the externship experience and the partner's in-depth knowledge of the business or industry to create contextual lessons or modules that the teachers delivered in their classrooms.

The end of the school year assessment is two-fold comprised of 1) CTE teachers self-assessment based on California teaching standards and the eleven (11) elements of a highly effective CTE program, and; 2) a student survey identifying attainment of student career goals. These survey results are reviewed by the district CTE advisory committee board, administrators, instructors, and the school Board of Trustees.

## Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	312
Percent of pupils completing a CTE program and earning a high school diploma	34%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	6%

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	75.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	42.9%

## Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	0	
Foreign Language	1	
Mathematics	2	
Science	3	
Social Science	2	
All courses	10	3.4%

Note: Cells shaded in gray do not require data.

\*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

The El Dorado Union High School District and specific site of El Dorado High School has supported professional development opportunities in a variety of other ways. Each of the past several years, the district has supported teachers in acquiring the authorization to educate English Learners. This support has included reimbursement of fees related to coursework and testing as well as working with other agencies in organizing and facilitating teacher trainings. The district has also provided professional development related to the district's technology role out, specifically SMART Board training. A core group of teachers were trained as "trainer of trainers" and these teachers serve as resources across the district. All math, science, social studies, and English teachers participated in SMART Board training during the past two years.

Beyond the district level training, each site is allocated funds to support staff development opportunities at the site levels. Principals work with a site committee to identify appropriate trainings and the group approves individual and group requests. Topics of such trainings vary by site but have included topics such as support of English Learners, implementation of Common Core Standards, literacy skills including writing across content areas, training for teachers of Advanced Placement courses, effective use of assessment, and other best practice areas.

This SARC report was compiled on 01/27/2012 with version 12.0.4e by

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