

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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.

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 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.

II. About This School

Contact Information (School Year 2012–13)

| School | | District | |
|-------------------------|-----------------------------|-----------------------|-------------------------------|
| School Name | El Dorado High | District Name | Placentia-Yorba Linda Unified |
| Street | 1301 East Orangethorpe Ave. | Phone Number | (714) 986-7000 |
| City, State, Zip | Placentia, CA, 92870-5302 | Web Site | www.pylusd.org |
| Phone Number | (714) 986-7580 | Superintendent | Doug Domene |
| Principal | Carey Cecil, Principal | E-mail Address | ddomene@pylusd.org |
| E-mail Address | ccecil@pylusd.org | CDS Code | 30666473031929 |

School Description and Mission Statement (School Year 2012–13)

El Dorado High School is one of four comprehensive high schools in the Placentia-Yorba Linda Unified School District, with a student population of about 2200 students. Established in 1966, El Dorado is located in Placentia, California on a forty-acre site in a residential neighborhood that offers no opportunity for expansion. The attendance area includes much of north Placentia and some of west Yorba Linda, but also covers small sections of the neighboring cities of Brea and Fullerton. The majority of the attendance area is comprised of middle to upper-middle class residential housing.

The community has shown its support of PYLUSD and El Dorado by approving two different bonds in the last 10 years. These funds have had a dramatic impact on El Dorado in terms of its facilities and the acquisition of technology, especially in this era of shrinking budgets and resources.

El Dorado also has an excellent working relationship with local post-secondary schools. Each year several students from these institutions come to El Dorado to observe classes and to fulfill their student teaching requirements. In the past three years, El Dorado has provided mentoring for students from Chapman University, Cal State Long Beach, Cal State Fullerton, Hope University, and National University. The math department has also worked closely with Cal State Fullerton to develop a bridge program for Calculus wherein students earn college credits their senior year by taking the El Dorado Honors Calculus course. The Digital Media Arts Academy has a partnership with Film Ed., a local business, which provides our Video and Broadcasting students with professional-quality equipment, summer training, technical expertise and support, and connections to other high school and collegiate film programs. DMAA students also visit several local community- and four-year colleges and broadcasting studios each year to tour their programs and gain insight into future academic and professional opportunities. Our Woodworking Academy is linked to a business partner named Albright Machinery. This company acts as a liaison to the local Woodworking Institute, which provides networking and possible job opportunities to students in the program.

Mission Statement

“Empowering Students for Success”

EDHS Expected School-wide Learning Results (ESLRs)

El Dorado High School will produce graduates who are...

Honorable
Academic Achievers
Well-Rounded
Knowledge-Seeking
Service-Oriented

State and National Recognition

El Dorado High School is a California Distinguished School and, in 2006, received the coveted honor of being named a National Blue Ribbon School, the highest honor a school can earn.

Opportunities for Parental Involvement (School Year 2012–13)

Parents are invited to and participate in the following informational nights/events: Back to School Night, PSAT Interpretation Night, Financial Aid Night, Pathways to College, AP/Honors Night, Distinguished Scholars, Eighth-Grade Parent Night, Senior Awards Night and, ultimately, graduation.

Parents are encouraged to participate in activities organized by the Associated Student Body (ASB) throughout the year. Some of the events include: Teacher Appreciation Week, school dances, Grad Night, Every 15 Minutes, Hawk Pride Campus Improvement Day, and community service projects.

Parents also have the opportunity to serve on various site- and District-level committees, such as School Site Council, WASC focus groups, the English Learner Advisory Committee (ELAC), and the Superintendent's Community Advisory Council.

Finally, the PTSA provides many volunteer opportunities for parents and community members. They organize donation efforts, provide treats to show appreciation, provide student snacks during standardized testing, and set up volunteer hours in the library. They also provide assistance with registration materials and around campus in classrooms.

Student Enrollment by Grade Level (School Year 2011–12)

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 0 |
| Grade 1 | 0 | Ungraded Elementary | 0 |
| Grade 2 | 0 | Grade 9 | 491 |
| Grade 3 | 0 | Grade 10 | 511 |
| Grade 4 | 0 | Grade 11 | 483 |
| Grade 5 | 0 | Grade 12 | 510 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 1,995 |

Student Enrollment by Student Group (School Year 2011-12)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.6% |
| American Indian or Alaska Native | 0.2% |
| Asian | 8.2% |
| Filipino | 0.9% |
| Hispanic or Latino | 25.3% |
| Native Hawaiian or Pacific Islander | 0.2% |
| White | 61.8% |
| Two or More Races | 0.9% |
| Socioeconomically Disadvantaged | 22.4% |
| English Learners | 8.8% |
| Students with Disabilities | 13.1% |

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | | Avg. Class Size | 2011–12 Number of Classes* | | |
|----------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 33.0 | 3 | 17 | 46 | 28.2 | 26 | 11 | 43 | 25.7 | 29 | 22 | 29 |
| Mathematics | 32.8 | 2 | 22 | 31 | 26.8 | 15 | 22 | 22 | 28.2 | 16 | 13 | 24 |
| Science | 33.4 | 2 | 11 | 43 | 32.0 | 6 | 6 | 33 | 31.9 | 5 | 6 | 30 |
| Social Science | 34.2 | 5 | 10 | 43 | 30.7 | 12 | 12 | 30 | 30.3 | 12 | 7 | 28 |

* 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 2012–13)

The Safe School Plan was reviewed and approved by the School Site Council on October 24, 2012. Listed below is an outline of the overarching goals and objectives for this year’s plan. In addition, the school’s emergency plan and lockdown procedures were reviewed with all staff in the fall semester.

Goal 1: To ensure that all students and staff members are provided with a safe, clean and secure school environment.

Objective 1: Develop a plan to improve campus cleanliness, safety, and security.

Objective 2: Develop and practice the appropriate procedures in case of an armed intruder or a natural disaster.

Goal 2: To further develop an organizational structure that creates a consistent, safe, proactive, and positive climate on our school campus.

Objective 1: Develop an anti-bullying campaign and other programs, policies, and procedures to promote a positive school culture.

Objective 2: Develop an anti-bullying campaign and other programs, policies, and procedures to promote a positive school culture.

Suspensions and Expulsions – This School

| | School 2009–10 | School 2010–11 | School 2011–12 |
|---------------------|-------------------|-------------------|-------------------|
| Suspensions | | 143 | 152 |
| Expulsions | | 4 | 6 |
| | | | |
| Suspensions Rate | | .07 | .08 |
| Expulsions Rate | | .002 | .003 |

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

Suspensions and Expulsions – Districtwide

| | District 2009–10 | District 2010–11 | District 2011–12 |
|-----------------------------|---------------------|---------------------|---------------------|
| Suspensions | | 1367 | 1234 |
| Expulsions | | 23 | 15 |
| Suspensions Rate | | .05 | .04 |
| Expulsions Rate | 0.1 | .00008 | .00005 |

* 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 2012–13)

El Dorado High School

Inspected August, 2012: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

School Facility Good Repair Status (School Year 2012–13)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | | |
| Interior: Interior Surfaces | | X | | | Replaced stained ceiling tiles. Work orders submitted and repairs made. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | | X | | | |
| Electrical: Electrical | | X | | | Repair light switch; replace light ballasts—work orders submitted and repairs made. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | | |
| Safety: Fire Safety, Hazardous Materials | | X | | | |
| Structural: Structural Damage, Roofs | | X | | | |
| External: Playground/School | | X | | | |

| | | | | | |
|---|------|---|--|--|--|
| Grounds, Windows/ Doors/Gates/Fences | | | | | |
| Overall Rating | GOOD | X | | | |

Note: Cells shaded in black do not require data.

Using the most recent 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 Overall Rating (bottom row)

V. Teachers

Teacher Credentials

| Teachers | School 2009–10 | School 2010–11 | School 2011–12 | District 2011–12 |
|---|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 93 | 92 | 83 | 999 |
| Without Full Credential | 0 | 0 | 1 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 3 | 3 | 3 | 13 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2010–11 | 2011–12 | 2012–13 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 3 |
| Total Teacher Misassignments* | 0 | 0 | 3 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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 | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|---|---|---|
| This School | Data Pending From the State | |
| All Schools in District | | |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

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 2011–12)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|--|--|--|
| Academic Counselor | 3 | 615 |
| Counselor (Social/Behavioral or Career Development) | 0 | |
| Library Media Teacher (librarian) | 1 | |
| Library Media Services Staff (paraprofessional) | .5 | |
| Psychologist | 2 | |
| Social Worker | 0 | |
| Nurse | 0 | |
| Speech/Language/Hearing Specialist | 1 | |
| Resource Specialist (non-teaching) | 0 | |
| Other | 0 | |

Note: Cells shaded in black 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 2012–13)

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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

HIGH SCHOOL

| Core Curriculum Area | Textbooks and instructional materials/year of adoption | Board Approval Date | Percent students lacking own assigned copy |
|------------------------------|---|---|--|
| Reading/Language Arts | The Language of Literature 9 th The Language of Literature 10 th The Language of Literature 11 th The Language of Literature 12 th | 4/22/1997 7/14/1998 8/24/1999 7/11/2000 | 0 |
| Mathematics | Algebra 1: Concepts & Skills Geometry Algebra 2 Advanced Math: Pre-Calculus with Discrete Math & Data Analysis Calculus | 8/24/2004 8/23/2005 8/28/2008 8/28/2008 8/28/2008 | 0 |
| Science | Human Anatomy & Physiology | 5/24/2005 7/17/2007 | 0 |

| | | | |
|-------------------------------|---|---|---|
| | Biology Chemistry, Matter and Change Physics Conceptual Physics Environmental Science Earth Science Physical Science Life Science | 7/17/2007 6/24/2008 6/24/2008 6/24/2008 8/26/2008 6/24/2008 7/17/2001 | |
| History-Social Science | Modern World History: Patterns of Interaction Contemporary World Affairs The Americans, Reconstruction to the 21 st Century Human Geography: People, Places & Culture Magruder's American Government Economics: Principles & Practices Sociology Psychology: Concepts & Connections Living Religions | 7/17/2007 6/24/2008 7/15/2003 8/29/2006 6/20/2006 6/20/2006 5/28/2002 6/24/2008 8/7/2009 | 0 |
| Foreign Language | French 1 – Bien dit!, Level 1 French 2 – Allez, Viens, Level 2 French 3 – Allez, viens!, Level 3 French 4 – Tresors Dutemps Spanish 1 – Realidades 1 Spanish 2 – Ven | 6/24/2008 6/17/2003 8/29/2006 7/17/2007 6/24/2008 6/17/2003 8/28/2008 7/17/2007 5/24/2005 | 0 |

| | | | |
|--|--|---|---|
| | Conmigo Spanish 3 – Ven Comigo, Level 3 Spanish 4 - Continuemos Japanese 1 – Adventures in Japanese 1 Japanese 2 – Adventures in Japanese 2 Japanese 3 – Adventures in Japanese 3 Japanese 4 – Adventures in Japanese 4 German 1 – Genial A1 German 2 – Auf Deutsch German 3 – Geni@1A2 German 4 - Kaleidoskop | 5/24/2005 8/29/2006 7/17/2007 6/24/2008 6/17/2003 8/29/2006 7/17/2007 | |
| Health | Health: A Guide to Wellness | 7/17/2001 | 0 |
| Visual and Performing Arts | Art Talk Film Art, An Introduction Clothing: Fashion, Fabrics & Construction | 6/20/2006 7/15/2003 6/20/2006 | 0 |
| Science Laboratory Equipment (grades 9- 12) | | | 0 |

VIII. School Finances

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$8,489 | \$2,593 | \$5,896 | \$72,929 |
| District | | | \$5,383 | \$74,321 |
| Percent Difference – School Site and District | | | LEA Provided | LEA Provided |
| State | | | \$5,455 | \$68,835 |
| Percent Difference – School Site and State | | | 8.08% | LEA Provided |

Note: Cells shaded in black 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 2011–12)

In addition to school site budgets, our school also receives the following supplemental funding:

- **School and Library Improvement budget**
- **PTA gifts funds** - Used for a variety of programs beneficial to the students such as field trips, assemblies, after-school programs, technology resources, and other instructional supplies.
- **Title III Federal Funding** – For English Learners

Teacher and Administrative Salaries (Fiscal Year 2010–11)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,337 | \$41,455 |
| Mid-Range Teacher Salary | \$72,929 | \$66,043 |
| Highest Teacher Salary | \$91,493 | \$85,397 |
| Average Principal Salary (Elementary) | \$110,333 | \$106,714 |
| Average Principal Salary (Middle) | \$114,918 | \$111,101 |
| Average Principal Salary (High) | \$126,958 | \$121,754 |
| Superintendent Salary | \$274,381 | \$223,357 |
| Percent of Budget for Teacher Salaries | 40.00% | 39.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

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

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 | | |
| | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| English-Language Arts | 66% | 68% | 69% | 67% | 69% | 71% | 52% | 54% | 56% |
| Mathematics | 53% | 57% | 57% | 67% | 69% | 70% | 48% | 50% | 51% |
| Science | 67% | 67% | 70% | 70% | 75% | 74% | 54% | 57% | 60% |
| History-Social Science | 66% | 72% | 69% | 62% | 68% | 68% | 44% | 48% | 49% |

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 | 71% | 70% | 74% | 68% |
| All Students at the School | 69% | 57% | 70% | 69% |
| Male | 65% | 57% | 68% | 70% |
| Female | 74% | 56% | 72% | 67% |
| Black or African American | 64% | 41% | 0% | 65% |
| American Indian or Alaska Native | 0% | 0% | 0% | 0% |
| Asian | 82% | 70% | 88% | 83% |
| Filipino | 75% | 82% | 0% | 0% |
| Hispanic or Latino | 54% | 45% | 50% | 50% |
| Native Hawaiian or Pacific Islander | 0% | 0% | 0% | 0% |

| | | | | |
|---|-----|-----|-----|-----|
| White | 74% | 59% | 77% | 74% |
| Two or More Races | 71% | 79% | 0% | 0% |
| Socioeconomically Disadvantaged | 50% | 48% | 46% | 44% |
| English Learners | 6% | 32% | 0% | 3% |
| Students with Disabilities | 37% | 37% | 50% | 35% |
| Students Receiving Migrant Education Services | | | | |

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 | | |
| | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| English-Language Arts | 71% | 79% | 70% | 67% | 75% | 71% | 54% | 59% | 56% |
| Mathematics | 72% | 74% | 74% | 72% | 73% | 73% | 54% | 56% | 58% |

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 | 29% | 25% | 45% | 27% | 42% | 32% |

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| LEA | | | | | | |
| All Students at the School | 30% | 28% | 41% | 26% | 46% | 28% |
| Male | 37% | 30% | 33% | 26% | 44% | 30% |
| Female | 22% | 26% | 51% | 25% | 49% | 26% |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | 10% | 30% | 60% | 8% | 40% | 53% |
| Filipino | | | | | | |
| Hispanic or Latino | 45% | 32% | 23% | 44% | 40% | 15% |
| Native Hawaiian or Pacific Islander | | | | | | |
| White | 26% | 26% | 48% | 19% | 50% | 31% |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | 50% | 27% | 23% | 44% | 38% | 18% |
| English Learners | 96% | 4% | 0% | 92% | 4% | 4% |
| Students with Disabilities | 67% | 17% | 17% | 63% | 29% | 8% |
| Students Receiving Migrant Education Services | | | | | | |

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 2011–12)

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/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|--------------------|--|------------------------------|-----------------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 0.00% | 0.00% | 0.00% |
| 7 | 0.00% | 0.00% | 0.00% |
| 9 | 18.50% | 30.10% | 23.70% |

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.

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 | 2009 | 2010 | 2011 |
|-----------------|------|------|------|
| Statewide | 9 | 9 | 9 |
| Similar Schools | 6 | 7 | 7 |

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

| Group | Actual API Change 2009–10 | Actual API Change 2010–11 | Actual API Change 2011–12 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School | 13 | -3 | 6 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 25 | 11 | 1 |
| Filipino | | | |
| Hispanic or Latino | 9 | -17 | 27 |
| Native Hawaiian or Pacific Islander | | | |
| White | 16 | 11 | 0 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 12 | -14 | 41 |

| | | | |
|-----------------------------------|-----|----|----|
| English Learners | -14 | 6 | 16 |
| Students with Disabilities | -23 | 30 | 23 |

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.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

| Group | 2012 Growth API | | | | | |
|--|--------------------|--------|--------------------|-----|--------------------|-------|
| | Number of Students | School | Number of Students | LEA | Number of Students | State |
| All Students at the School | 1,366 | 836 | 19,152 | 867 | 4,664,264 | 788 |
| Black or African American | 36 | 755 | 328 | 832 | 313,201 | 710 |
| American Indian or Alaska Native | 3 | | 25 | 880 | 31,606 | 742 |
| Asian | 104 | 918 | 2,308 | 959 | 404,670 | 905 |
| Filipino | 12 | 896 | 346 | 913 | 124,824 | 869 |
| Hispanic or Latino | 354 | 761 | 7,086 | 794 | 2,425,230 | 740 |
| Native Hawaiian or Pacific Islander | 3 | | 44 | 881 | 26,563 | 775 |
| White | 840 | 858 | 8,581 | 899 | 1,221,860 | 853 |
| Two or More Races | 12 | 891 | 286 | 919 | 88,428 | 849 |
| Socioeconomically Disadvantaged | 298 | 740 | 6,251 | 778 | 2,779,680 | 737 |
| English Learners | 123 | 646 | 3,629 | 748 | 1,530,297 | 716 |
| Students with Disabilities | 168 | 593 | 1,905 | 665 | 530,935 | 607 |

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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 |
|---|--------|-----------|
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 7 |
| Percent of Schools Currently in Program Improvement | | 20.6% |

Note: Cells shaded in black 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 | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| Dropout Rate | | 3.2 | 2.1 | | 5.9 | 4.7 | | 16.6 | 14.4 |
| Graduation Rate | | 95.02 | 96.49 | | 90.56 | 92.01 | | 74.72 | 76.26 |

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 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 2012 | | |
|-------------------------------------|--------------------------|--------------|-------|
| | School | District | State |
| All Students | DATA NOT AVAILABLE | LEA Provided | N/D |
| Black or African American | | LEA Provided | N/D |
| American Indian or Alaska Native | | LEA Provided | N/D |
| Asian | | LEA Provided | N/D |
| Filipino | | LEA Provided | N/D |
| Hispanic or Latino | | LEA Provided | N/D |
| Native Hawaiian or Pacific Islander | | LEA Provided | N/D |
| White | | LEA Provided | N/D |
| Two or More Races | | LEA Provided | N/D |
| Socioeconomically Disadvantaged | | LEA Provided | N/D |
| English Learners | | LEA Provided | N/D |
| Students with Disabilities | | LEA Provided | N/D |

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2012–13)

El Dorado offers several CTE courses including Woodworking, Animation, Photography, Video Production. In addition to the ROP courses of Law Enforcement and Forensic Science, EDHS students can choose from a plethora of ROP courses offered at several campuses throughout the district and county.

Career Technical Education Participation (School Year 2011–12)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 525 |
| Percent of pupils completing a CTE program and earning a high school diploma | <1% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0% |

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

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2011-12 Students Enrolled in Courses Required for UC/CSU Admission | 72.0% |
| 2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission | 49.0% |

Advanced Placement Courses (School Year 2011–12)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|--------------------------------------|--|
| Computer Science | 0 | |
| English | 2 | |
| Fine and Performing Arts | 3 | |
| Foreign Language | 4 | |
| Mathematics | 2 | |
| Science | 3 | |
| Social Science | 4 | |
| All courses | 18 | 2% |

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Preservice Days in 10/11 = 0 days

Preservice Days in 11/12 = 0 days

Preservice Days in 12/13 = 0 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.