

**School Accountability Report Card
School Year 2008-09**

Published with data from 2007-08 except where noted

Dataquest: DataQuest is an online resource that contains additional information about this school and comparisons to other schools in the district and state. DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. The website for DataQuest is <http://dq.cde.ca.gov/dataquest/>

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El Dorado High School

1651 N. Valencia
Placentia, CA 92870
714-986-7580

Principal: Karen Wilkins
Website: edhs.org

District Information

Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Avenue, Placentia, CA 92870
Superintendent Dennis Smith, Ed.D.
(714) 996-2550 * www.pylusd.org

Grades: 9-12
School Mascot: Golden Hawks
School Colors: Black and Gold

School Description Comprehensive, Suburban High School

School Mission Empowering Students for Success

Opportunities for Parent Involvement:

Parents are a welcomed resource for our school. Parents can be involved through our PTSA, booster groups. Please contact the school for names and numbers for the various groups

School Safety Plan:

School Plan was last updated in Oct. of 2008 and reviewed with students, staff and parents.

I. Students

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	743
Grade 10	704
Grade 11	562
Grade 12	609
Ungraded Secondary	0
Total Enrollment	2618

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	1.49 %
American Indian or Alaska Native	0.04 %
Asian	7.72 %
Filipino	0.69 %
Hispanic or Latino	16.54 %
Pacific Islander	0.15 %
White (not Hispanic)	72.84 %
Multiple or No Response	0.53 %
Socioeconomically Disadvantaged	11 %
English Learners	5 %
Students with Disabilities	10 %

Average Class Size and Distribution

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	33.2	7	7	55	33.7	1	17	53	33.1	8	8	60
Mathematics	32.9	3	18	36	33.4	3	17	38	33.5	3	17	40
Science	31.8	4	19	32	32.6	5	14	40	33.6	4	6	50

Social Science	33.5	5	10	47	32.7	5	14	48	33.8	6	11	51
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II. Staff

Staff Development Days (Last Three Years By Year):

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	91	95	94	1109
Without Full Credential	0	1	3	31
Teaching Outside Subject Area of Competence	6	5	6	N/A

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	36	36	8
Total Teacher Misassignments	36	36	8
Vacant Teacher Positions	0	0	0

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.7	2.3
All Schools in District	97.4	2.6
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	97.6	2.4

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	523
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	N/A

III. Curriculum and Instructional Materials

Quality, Currency and Availability of Textbooks

Every student in the Placentia-Yorba Linda Unified School District is provided with a textbook and required instructional materials in each of the core curricular subjects.

Core Curriculum Areas	Percent of Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%

History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Date of certification of instructional materials: September 16, 2008

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100% of students have standards-aligned, State adopted textbooks and instructional materials in Reading and Language Arts.	0%
Mathematics	100% of students have standards-aligned, State adopted textbooks and instructional materials in Mathematics.	0%
Science	100% of students have standards-aligned, State adopted textbooks and instructional materials in Science.	0%
History-Social Science	100% of students have standards-aligned, State adopted textbooks and instructional materials in History/Social Science.	0%
Foreign Language	100% of students have standards-aligned instructional materials in Foreign Language.	0%
Health	100% of students have standards-aligned, instructional materials in Health.	0%
Visual and Performing Arts	100% of students have access to standards-aligned instructional materials in Visual and Performing Arts.	0%
Science Laboratory Equipment (grades 9-12)	100% of students have access to hands-on, standards-aligned equipment for science.	0%

IV. Test Scores – Student Performance and Accountability
California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	67	62	62	59	60	62	42	43	46
Mathematics	52	48	45	61	60	62	40	40	43
Science	64	56	55	53	56	63	35	38	46
History-Social Science	61	55	55	52	50	52	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	55	35	13	37
American Indian or Alaska Native	*	*		
Asian	72	54	68	70
Filipino	53	38	*	67
Hispanic or Latino	41	33	41	44
Pacific Islander	*	*	*	*
White (not Hispanic)	66	47	58	56
Male	58	45	56	60
Female	66	45	54	51
Economically Disadvantaged	35	31	33	
English Learners	12	20	17	24
Students with Disabilities	15	17	12	
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and

mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	76.9	69.9	75.2	69.1	65.7	70.1	51.1	48.6	52.9
Mathematics	71.5	73.9	75.7	66.8	70.8	72.7	46.8	49.9	51.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	24.8	58.2	17.1	24.3	51.6	24.1
Male	29.9	56.4	13.7	21.7	55.3	23.0
Female	19.6	60.1	20.2	26.5	48.0	25.5
African American	46.7	53.3	0.0	28.6	64.3	7.1
American Indian or Alaska Native	*	*	*	*	*	*
Asian	15.0	62.5	22.5	15.0	40.0	45.0
Filipino	*	*	*	*	*	*
Hispanic or Latino	45.2	45.2	9.6	33.6	54.0	12.4
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	20.1	60.7	19.2	22.9	51.4	25.7
English Learners	53.5	44.2	2.3	50.0	40.5	9.5
Socioeconomically Disadvantaged	51.2	46.3	2.4	40.5	46.4	13.1
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	64.7	33.3	2.0	72.2	25.9	1.9

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0
7	0
9	21.60

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be

found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	10	10	9
Similar Schools	9	8	5

- "N/A"** means a number is not applicable or not available due to missing data.
- "**"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** 3031929
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	4	-17	9	811
African American				
American Indian or Alaska Native				
Asian	35	-18	-31	853
Filipino				
Hispanic or Latino	11	-20	30	759
Pacific Islander				
White (not Hispanic)	0	-15	11	818
Socioeconomically Disadvantaged	11	-9	32	717
English Learners				
Students with Disabilities	66	-46	-7	579

- "N/A"** means a number is not applicable or not available due to missing data.
- "**"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 English-language arts (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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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. Detailed information about PI identification can be found at the [AYP](#) Web page.

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	N/A	3
Percent of Schools Currently in Program Improvement	N/A	9.4

School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [California State University](http://www.calstate.edu) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](http://dataquest.org) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.2	0.7	0.5	0.3	0.4	1.1	3.1	3.5	4.4
Graduation Rate	99.0	98.1	98.1	96.4	96.9	96.4	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](http://cahsee.org) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	LEA Provided	LEA Provided	N/A
African American	LEA Provided	LEA Provided	N/A
American Indian or Alaska Native	LEA Provided	LEA Provided	N/A
Asian	LEA Provided	LEA Provided	N/A
Filipino	LEA Provided	LEA Provided	N/A
Hispanic or Latino	LEA Provided	LEA Provided	N/A
Pacific Islander	LEA Provided	LEA Provided	N/A
White (not Hispanic)	LEA Provided	LEA Provided	N/A
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/A
English Learners	LEA Provided	LEA Provided	N/A
Students with Disabilities	LEA Provided	LEA Provided	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Narrative LEA Provided

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	LEA Provided
Percent of the school's pupils completing a CTE program and earning a high school diploma	LEA Provided
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	LEA Provided

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	74.6
Graduates Who Completed All Courses Required for UC/CSU Admission	41.4

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	3	N/A
All courses	14	3.5

V. Other Data

Suspensions and Expulsions – Most Recent Three Years

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	9.3	5.7	8.2	9.8	6.6	7.0
Expulsions	0.2	0.4	0.2	0.2	0.1	0.1

Teacher and Administrative Salaries

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39077	\$40721
Mid-Range Teacher Salary	\$72447	\$65190
Highest Teacher Salary	\$90887	\$84151
Average Principal Salary (Elementary)	\$108621	\$104476

Average Principal Salary (Middle)	\$115763	\$108527
Average Principal Salary (High)	\$129061	\$119210
Superintendent Salary	\$223215	\$210769
Percent of Budget for Teacher Salaries	42.4 %	39.9 %
Percent of Budget for Administrative Salaries	5.0 %	5.5 %

School Finances

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$71936
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded:

List a brief description of the programs and supplemental services that are provided at the school through categorical or other sources

El Dorado receives a small amount of categorical money in GATE and ELA to better serve those student populations

School Facilities

Description of the safety, cleanliness and adequacy of the school facility
Description of any planned or recently completed facility improvements

El Dorado maintains a clean safe and orderly campus. All buildings were modernized five years ago. Every classroom will be made “smart classroom ready, infrastructure, distributive sound, mounted LCD projector, and DVD system in the summer of 2009. We are in the final planning stages for an additional gym, a new performing arts building as well as an upgrade in our Digital Media Arts wing. El Dorado will be constructing a new cabinet making facility in the summer of 2009.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

Date of Inspection: December 30, 2008

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			Panic Bar sticks
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			Ballasts out
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Summary of Most Recent Site Inspection

The inspection on 12/30/08 reported a panic bar to a door sticks, light switch needing repair and ballasts needing replacement.

Repairs Needed

A light switch and two ballasts needed repair or replacement and the panic bar on a classroom door would stick and needed repair.

Corrective Actions Taken or Planned

Work orders were submitted and repairs were made.

