

**El Dorado High**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School**  
**Year**  
**California Department of Education**

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

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

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

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## About This School

### Ms. Elizabeth Sisson, Principal

📍 Principal, El Dorado High

#### Contact

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

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

Email: [esisson@eduhd.k12.ca.us](mailto:esisson@eduhd.k12.ca.us)

### Contact Information (School Year 2025–26)

#### District Contact Information (School Year 2025–26)

<b>District Name</b>	El Dorado Union High
<b>Phone Number</b>	(530) 622-5081
<b>Superintendent</b>	Kuhlman, Michael
<b>Email Address</b>	<a href="mailto:mkuhlman@eduhd.k12.ca.us">mkuhlman@eduhd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.eduhd.k12.ca.us">www.eduhd.k12.ca.us</a>

#### School Contact Information (School Year 2025–26)

<b>School Name</b>	El Dorado High
<b>Street</b>	561 Canal St.
<b>City, State, Zip</b>	Placerville, CA , 95667-4312
<b>Phone Number</b>	(530) 622-3634
<b>Principal</b>	Ms. Elizabeth Sisson, Principal
<b>Email Address</b>	<a href="mailto:esisson@eduhd.k12.ca.us">esisson@eduhd.k12.ca.us</a>
<b>Website</b>	<a href="http://cougar.eduhd.k12.ca.us">http://cougar.eduhd.k12.ca.us</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	09618530932756

### School Description and Mission Statement (School Year 2025–26)

EDHS is committed to providing all students with a safe, supportive, and inclusive while also ensuring all students have access to diverse educational opportunities that will prepare them for future success.

Vision Statement:

Empowering and equipping all students to achieve excellence through creative and diverse educational opportunities.

In-Depth Analysis: Integration of Mission and Vision into Programs

At El Dorado High School, the mission and vision statements are not just aspirational; they are guiding principles that shape every facet of the school’s programs, policies, and practices. The commitment to a safe, supportive, and inclusive school culture and the drive to provide diverse educational opportunities are evident in the structure and

outcomes of academic, extracurricular, and community-oriented initiatives.

### 1. School Culture: A Foundation of Inclusivity and Support

The six core values—Respect, Integrity, Responsibility, Kindness, Acceptance, and Spirit—are the cornerstone of EDHS’s mission to foster a safe and supportive environment for all students. These values influence student interactions, faculty-student relationships, and extracurricular programs, creating a culture where every individual feels valued.

#### Specific Initiatives:

- **Inclusion Club:** This club embodies the mission of inclusivity by creating events and opportunities that integrate differently-abled students into the broader school community. Activities such as collaborative projects and campus-wide celebrations promote acceptance and understanding.
- **Adult Transition Program (ATP):**  
ATP provides a tailored environment for students with disabilities to develop independent living skills while fostering community connections. The program aligns with the vision of preparing students for future success through hands-on learning and practical applications, such as operating CapABLE Creations and engaging in community service.
- **Supporting 9th Grade Success: Link Crew**  
A key initiative in fostering a supportive school culture is the Link Crew program, designed specifically to ease the transition for incoming 9th-grade students. At the start of the school year, upperclassmen mentors, known as Link Crew Leaders, work closely with freshmen to help them navigate the academic, social, and cultural aspects of high school. Through engaging activities during Freshman Orientation and ongoing mentorship throughout the year, Link Crew creates a welcoming environment where new students feel connected and confident. This program aligns with EDHS's mission of inclusivity and support by fostering relationships, encouraging positive peer interactions, and empowering students to thrive from their first day on campus.

### 2. Academic Excellence: Diverse Opportunities for Student Success

EDHS’s diverse academic offerings directly reflect its mission to ensure every student has access to educational opportunities that prepare them for the future. The school’s vision of empowering students to achieve excellence is integrated into a robust curriculum that includes traditional academics, advanced placement, CTE programs, and specialty pathways.

#### Core Academic Programs:

- **Advanced Placement (AP) and College-Readiness Programs:**  
The AP program and UC A-G course completions provide rigorous academic opportunities that prepare students for post-secondary success. Counselors actively support students in mapping out individualized academic plans to meet college readiness standards.
- **Career Technical Education (CTE):**  
EDHS offers industry-related classes such as Automotive Technology, Culinary Arts, and Natural Resources, which align with both the mission and vision by providing creative and diverse learning experiences.
  - **Medical Arts Pathway (MAP):** This pathway emphasizes practical, hands-on experiences, including internships that equip students with skills to excel in the medical field.
  - **Natural Resource Program:** With its satellite campus, this program integrates science, environmental stewardship, and agriculture, providing students with career certifications and real-world applications.

#### Data-Driven Instruction:

The goal to improve state test performance by 3% reflects a commitment to academic excellence. Departments collaborate to implement Tier 2 instructional strategies and foster consistency across courses, ensuring equitable access to quality instruction for all students.

#### 3. Extracurricular Engagement: Enriching the Whole Student

EDHS recognizes that student engagement in extracurricular activities is a vital component of a supportive school culture. The wide array of clubs, athletics, and arts programs demonstrates a commitment to empowering students to achieve excellence through creative outlets.

#### Examples of Impactful Programs:

- **Athletics:**  
Nineteen athletic programs offer opportunities for physical development, teamwork, and school spirit, fostering a sense of belonging and leadership.
- **Performing Arts:**  
The award-winning drama and band programs provide creative platforms where students can showcase their talents and build confidence. The consistent recognition by organizations such as the Sacramento Regional Theatre Alliance underscores the school's emphasis on excellence.
- **Academic Teams:**  
Programs like Academic Decathlon and Speech and Debate support students in developing critical thinking, research, and public speaking skills, preparing them for future success in academia and beyond.

The target to increase student participation in extracurricular activities by 5% reflects EDHS's ongoing effort to engage all students and enhance their high school experience.

#### 4. Parental and Community Engagement: Collaborative Success

EDHS's mission to create a supportive school culture extends beyond the campus to include strong parental and community partnerships. Recognizing that education is a collaborative effort, the school actively involves parents in governance, events, and student support.

##### Key Initiatives:

- **Communication Platforms:**  
Tools like ParentSquare and Aeries ensure parents are informed about their students' academic progress and school events, reflecting the school's commitment to inclusivity through bilingual support.
- **School Site Council: Collaborative Decision-Making**  
The School Site Council (SSC) plays a vital role in shaping the direction and success of El Dorado High School. Comprising parents, students, teachers, and administrators, the SSC collaborates to review and approve the school's goals, programs, and budgets, ensuring alignment with EDHS's mission and vision. The council evaluates the effectiveness of school programs, provides input on resource allocation, and helps prioritize initiatives that support academic achievement, equity, and student well-being. By fostering collaboration among stakeholders, the SSC ensures that the school community's diverse voices are heard and that decisions are made transparently and inclusively. This collective effort strengthens the school's commitment to creating a safe, supportive, and inclusive culture for all students.
- **Parent Programs:**  
Programs such as PIQE and grade-level workshops educate parents on navigating the school system, fostering a shared responsibility for student success.
- **Advisory Boards and Boosters:**  
Parents are integral to committees like the School Site Council, ELAC, and booster clubs, demonstrating the school's commitment to leveraging community expertise to enhance student opportunities.

#### 5. Preparing for the Future: A Vision for Excellence

EDHS's vision of empowering and equipping students to achieve excellence is evident in the intentional design of programs aimed at preparing students for the future. Whether pursuing higher education, entering the workforce, or engaging in community leadership, EDHS students are supported every step of the way.

##### Highlights:

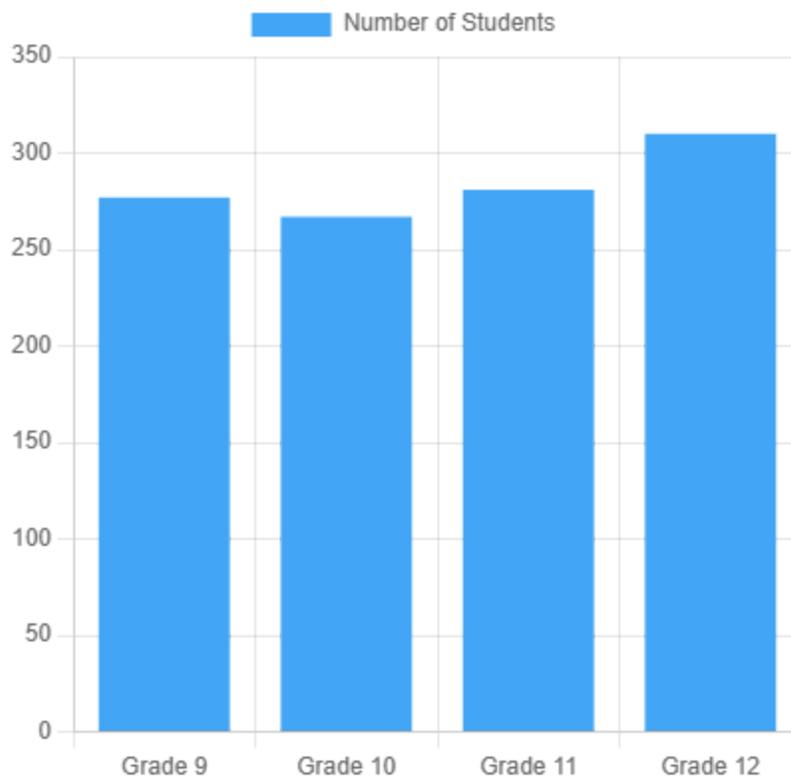
- **Counseling Department Workshops:**  
These sessions guide students and parents on A-G requirements, college readiness, and course registration, aligning with the vision of preparing students for success.
- **Embedded Career Skills:**  
Programs like ATP, CTE capstones, and internships in the MAP pathway provide students with the practical skills needed to transition seamlessly into adulthood.

#### Conclusion:

El Dorado High School lives its mission and vision through its comprehensive approach to education. By fostering a culture of inclusivity, offering diverse academic and extracurricular opportunities, and collaborating with families and the community, EDHS equips students to thrive both in high school and beyond. The school's dedication to continual growth and improvement ensures it remains a place where all students can succeed.

### Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	277
Grade 10	267
Grade 11	281
Grade 12	310
Total Enrollment	1135



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	45.60%	English Learners	4.70%
Male	48.80%	Foster Youth	0.50%
Non-Binary	0.60%	Homeless	1.80%
American Indian or Alaska Native	1.10%	Migrant	0.00%
Asian	0.80%	Socioeconomically Disadvantaged	39.20%
Black or African American	0.30%	Students with Disabilities	15.20%
Filipino	0.80%		
Hispanic or Latino	25.60%		
Native Hawaiian or Pacific Islander	0.10%		
Two or More Races	6.40%		
White	59.60%		

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.30	92.20%	255.50	88.63%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.35%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.07%	5.40	1.90%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	3.17%	15.00	5.22%	11953.10	4.28%
Unknown/Incomplete/NA	1.80	3.57%	11.20	3.90%	15831.90	5.67%
Total Teaching Positions	52.40	100.00%	288.30	100.00%	279044.80	100.00%

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

### Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.80	90.37%	258.00	88.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	1.74%	2.70	0.96%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	0.57%	6.10	2.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	4.30%	14.60	5.02%	11746.90	4.23%
Unknown/Incomplete/NA	1.70	3.00%	9.20	3.17%	14303.80	5.15%
Total Teaching Positions	57.40	100.00%	290.90	100.00%	277698.00	100.00%

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

### Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.40	84.22%	242.50	84.93%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.50	1.07%	1.10	0.42%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	2.76%	8.90	3.13%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	4.64%	15.40	5.41%	12112.80	4.34%
Unknown/Incomplete/NA	4.00	7.26%	17.40	6.10%	13705.80	4.91%
Total Teaching Positions	55.10	100.00%	285.50	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.50	0.3	1.50
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.3	1.50

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.50
Local Assignment Options	1.60	2.4	2.00
Total Out-of-Field Teachers	1.60	2.4	2.50

### Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2%	1.7%	2.20%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5%	0%	1.40%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1/Adv. English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2/Adv. English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)</p> <p>English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (5/14/2013 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature –Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p> <p>AP Language &amp; Composition: The Language of Composition, Bedford, Freeman and Worth, 2023 (05/13/2025 Board Adopted)</p> <p>AP Literature &amp; Composition: Literature &amp; Composition: Reading, Writing, Thinking, Bedford/St. Martin’s Press (06/09/2015 Board Adopted)</p> <p>English Language Development 1: Lift Welcome and Lift Intro, National Geographic, 2023 (05/14/2024 Board Adopted)</p> <p>English Language Development 2 &amp; 3: Lift Fundamentals and Lift 1, National Geographic, 2023 (05/14/2024 Board Adopted)</p>	0
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Reveal Algebra 1, McGraw Hill, 2020 (4/11/2023 Board Adopted)</p> <p>Geometry: Geometry, McGraw Hill, 2022, (5/17/2022 Board Adopted)</p> <p>Algebra 2/Advanced Algebra 2: Reveal Algebra 2, McGraw Hill, 2020, CA Edition (5/14/2024 Board Adopted)</p> <p>Financial Analysis: Financial Algebra, Cengage, 2021 (06/10/2025 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p> <p>AP Calculus AB - Calculus, Graphical, Numerical, Algebraic, Prentice Hall, 2012 (05/08/2012 Board Adopted)</p> <p>AP Calculus BC: Brooks/Cole Cengage Learning, 2012 (05/08/2012 Board Adopted)</p> <p>Probability and Statistics: Elementary Statistics-Picturing the World, 2019, 7th Edition (5/8/2018 Board Adopted)</p> <p>AP Statistics: The Practice of Statistics, Bedford, Freeman &amp; Worth, 2020 (04/28/2019 Board Adopted)</p> <p>AP Computer Science: Java Software Solutions for APCS A, Addison Wesley, 2007 (06/23/2009 Board Adopted)</p>	
Science	<p>Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)</p> <p>Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)</p> <p>AP Biology: Biology In Focus, SAVVAS, 2020, 3rd Edition (05/17/2022 Board</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Adopted)</p> <p>AP Environmental Science: Exploring Environmental Science AP, Cengage, 2019 (05/07/2019 Board Adopted)</p> <p>Human Physiology: Holes' Essentials of Human Anatomy and Physiology, McGraw Hill, 2021 (Board Adopted 5/13/2025)</p> <p>Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted)</p> <p>Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)</p> <p>California Natural Resources 1: Introduction to Forestry and Natural Resources, Waveland Press, 2020 (05/14/2024 Board Adopted)</p> <p>Horticulture &amp; Environmental Botany: Horticulture: Principles &amp; Practices, Pearson/Prentice Hall, 2009 (06/09/2015 &amp; 01/26/2016 Board Adopted)</p>	
History-Social Science	<p>U.S. History/Geography: United States History, TCI, 2024, (5/13/2025 Board Adopted)</p> <p>AP World History: Ways of the World, Bedford, Freeman and Worth, 2020, (05/12/2020 Board Adopted)</p> <p>AP US History: AMSCO AP United States History, Perfection Learning, 2022, (05/09/2023)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>AP American Government: American Government: Stories of a Nation, Bedford, Freeman and Worth, 2021, (06/07/2022 Board Adopted)</p> <p>Economics: TCI Econ Alive! The Power to Choose, TCI, 2020, (5/14/2024 Board Adopted)</p> <p>Sociology: Sociology: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted)</p> <p>Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)</p> <p>AP Psychology - Myers' Psychology for the AP Course - Bedford, Freeman and Worth, 2024. (05/14/2024 Board Adopted)</p>	
Foreign Language	<p>Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)</p> <p>AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)</p> <p>Spanish for Heritage Learners 1 &amp; 2: Anecdotas, One Way Education, 2022 (06/13/2023 Board Adopted) EDHS</p> <p>German 1-3: Mosaik – Levels 1-3, Vista Higher Learning, 2018 (4/09/2019 Board Adopted) EDHS</p> <p>German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 Board Adopted) EDHS</p>	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Health	Health: Glencoe Health, McGraw Hill, 2022 (5/14/2024 Board Adopted)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

El Dorado High School received an overall "Good" rating on the California State Allocation Board's Facility Inspection Tool (FIT), with an average score of 92.90 percent across eight major facility categories. The inspection, conducted by the site's plant supervisors, evaluated more than 100 areas on campus, including systems, electrical components, safety measures, structural integrity, restrooms, and school grounds. The campus earned 100 percent ratings in several categories such as gas, HVAC, sewer, electrical, fire safety, hazardous materials, structural damage, and roofs, demonstrating strong maintenance and safety practices. While interior surfaces (61.17 percent) and external grounds (88.35 percent) showed some cosmetic wear, these deficiencies were not critical and are consistent with the age of the campus. The inspector noted that El Dorado High School is one of the oldest schools in El Dorado County, with some visible aging and cosmetic needs; however, many buildings have been modernized, and the school remains safe, functional, and well-maintained despite being nearly a century old.

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### School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: October 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Most of the interior surface deficiencies come from damaged walls and wallpaper from age. Stained or broken ceiling tiles or missing wall plates are ongoing repairs. Repairs will be made over summer and winter break.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: October 2025

Overall Rating	Good
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	58%	65%	65%	69%	47%	48%
Mathematics (grades 3-8 and 11)	33%	32%	45%	47%	35%	37%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	262	249	95.04%	4.96%	65.06%
Female	125	116	92.80%	7.20%	72.41%
Male	134	130	97.01%	2.99%	57.69%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	73	68	93.15%	6.85%	51.47%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	19	18	94.74%	5.26%	61.11%
White	166	159	95.78%	4.22%	71.07%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	12	92.31%	7.69%	75.00%
Socioeconomically Disadvantaged	103	98	95.15%	4.85%	52.04%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	29	100.00%	0.00%	37.93%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	262	251	95.80%	4.20%	32.27%
Female	125	118	94.40%	5.60%	27.97%
Male	134	130	97.01%	2.99%	36.15%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	73	69	94.52%	5.48%	23.19%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	19	19	100.00%	0.00%	21.05%
White	166	159	95.78%	4.22%	37.74%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Homeless	--	--	--	--	--
Military	13	12	92.31%	7.69%	41.67%
Socioeconomically Disadvantaged	103	98	95.15%	4.85%	22.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	28	96.55%	3.45%	17.86%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023–24</b>	<b>School 2024–25</b>	<b>District 2023–24</b>	<b>District 2024–25</b>	<b>State 2023–24</b>	<b>State 2024–25</b>
Science (grades 5, 8, and high school)	41.02%	44.22%	41.50%	48.66%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	564	544	96.45%	3.55%	44.49%
Female	273	259	94.87%	5.13%	42.86%
Male	287	281	97.91%	2.09%	45.91%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	155	148	95.48%	4.52%	27.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	38	38	100.00%	0.00%	39.47%
White	350	338	96.57%	3.43%	52.37%
English Learners	16	15	93.75%	6.25%	0.00%
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00%	0.00%	33.33%
Military	23	21	91.30%	8.70%	42.86%
Socioeconomically Disadvantaged	227	219	96.48%	3.52%	32.88%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	72	67	93.06%	6.94%	23.88%

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

**Career Technical Education (CTE) Programs (School Year 2024–25)**

El Dorado High School offers many industry-related classes, many of which have a Regional Occupation Program (ROP) capstone offering the opportunity for career certifications. Our CTE offerings include Automotive Technology, Woodworking and Carpentry, Finish Carpentry, Metals, Exploring Computer Science, and Culinary Arts. In addition, EDHS maintains three specialty programs in medical arts, natural resource management, and Advancement Via Individual Determination (AVID). The Natural Resource (NR) program prepares students for immediate entry into these fields or for ongoing education within these fields related to forestry, environmental science, and agricultural science. The program has applicable CTE capstone courses with career-related certificates. The Natural Resource program manages a forty-acre satellite campus in Camino. Students experience project-based learning in NR 1 and NR 2 classes, which include science experiments and student-designed senior projects, which give them practical experience in fieldwork.

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

El Dorado High School also runs an excellent food and nutrition program that feeds into the ROP Culinary Arts class that is hosted on the EDHS campus in the Foothill Grill. Many EDHS students have successfully completed this sequence of courses and are currently working in the local food industry. EDHS monitors and measures student performance through marked grade distribution in all courses and certificate completion in those that apply. Many of the students in all of the CTE programs find work in the local area or are prepared for further education or training due to their involvement in our CTE programs. The school and the district have successfully written proposals and received considerable support from various foundation agencies and state funding.

**Career Technical Education (CTE) Participation (School Year 2024–25)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	543
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.2%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3.6%

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	98.41%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	39.45%

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2024–25)  
Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	89%	93%	93%	93%	91%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2025–26)

Parents are essential partners in fulfilling El Dorado High School's mission to create a safe, supportive, and inclusive school culture while ensuring all students have access to diverse educational opportunities that prepare them for future success. EDHS actively engages families in achieving its campus goals by fostering collaboration through a wide range of committees, advisory boards, and volunteer opportunities. Parents contribute meaningfully through groups such as the School Site Council, Athletic Boosters Club, Band Boosters Club, Drama Boosters Club, the AVID program, the Natural Resources Advisory Board, the English Learner Advisory Committee (ELAC), and the newly formed Prop 28 Committee, which was created to gather parent and community input on Visual and Performing Arts (VAPA) spending. These partnerships help align the school's programs with its vision of empowering and equipping all students, integrating parent insight into decisions and program development.

Parental involvement also extends to academic and extracurricular support, including volunteering for field trips, Academic Decathlon, and schoolwide events. The Adult Transition Program (ATP) benefits from particularly strong family engagement, with parents contributing time, expertise, and resources to help prepare students for independent living and workforce readiness.

Throughout the year, EDHS offers several key events designed to welcome and inform families, including Back to School Night, Showcase Night, and Freshman Orientation. These events introduce parents to the school's programs, culture, and goals. Spanish-language translation services and parent programs such as PIQE ensure accessibility and promote meaningful involvement for Spanish-speaking families.

To strengthen communication, EDHS uses tools such as Parent Square and the Aeries app to keep families informed about student progress,

class updates, and campus activities in both English and Spanish. The school also encourages participation in counseling workshops covering topics such as college readiness, course registration, and A–G requirements. Programs like Link Crew and evening counseling workshops demonstrate EDHS’s commitment to supporting student transitions and long-term success—an essential component of its mission and campus goals.

By maintaining strong, ongoing partnerships with families, EDHS ensures that parents remain integral to creating a collaborative, supportive, and goal-oriented environment that advances the school’s academic, extracurricular, and cultural aspirations.

### **State Priority: Pupil Engagement**

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

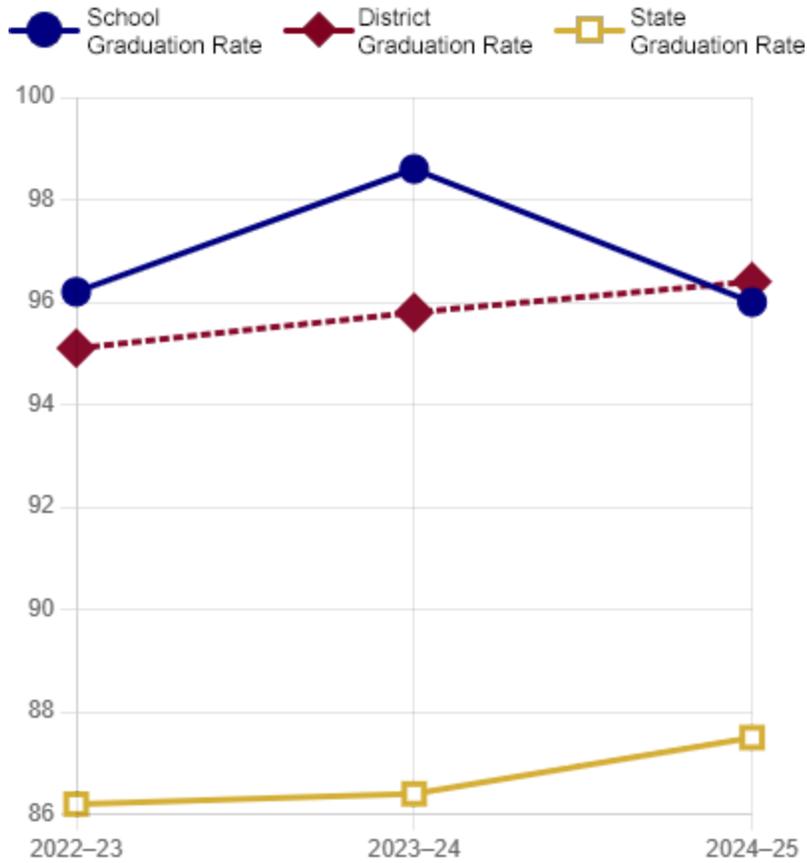
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

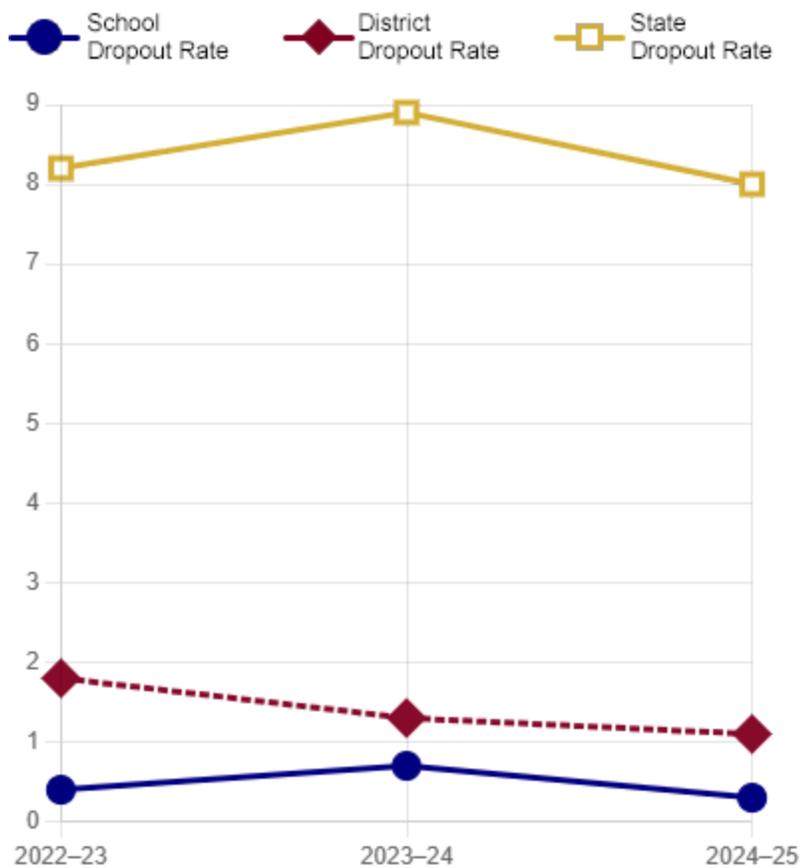
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	96.2%	98.6%	96.0%	95.1%	95.8%	96.4%	86.2%	86.4%	87.5%
Dropout Rate	0.4%	0.7%	0.3%	1.8%	1.3%	1.1%	8.2%	8.9%	8.0%

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

Graduation Rates



### Dropout Rates



### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	301	289	96.0%
Female	151	144	95.4%
Male	149	144	96.6%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	85	81	95.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	19	16	84.2%
White	178	174	97.8%
English Learners	27	25	92.6%
Foster Youth	--	--	--
Homeless	12	10	83.3%
Socioeconomically Disadvantaged	162	153	94.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	46	38	82.6%

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

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

**Chronic Absenteeism by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	1182	1153	190	16.5%
Female	565	552	89	16.1%
Male	610	594	99	16.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	2	16.7%
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	321	316	60	19.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	82	80	17	21.3%
White	735	715	102	14.3%
English Learners	63	61	12	19.7%
Foster Youth	--	--	--	--
Homeless	40	38	17	44.7%
Socioeconomically Disadvantaged	544	528	128	24.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	203	194	64	33.0%

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

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	7.28%	0.00%	6.43%	5.56%	0.00%	4.78%	3.60%	3.28%	2.94%
Expulsions	0.47%	0.47%	0.34%	0.19%	0.18%	0.18%	0.08%	0.07%	0.06%

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

**Suspensions and Expulsions by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	6.43%	0.34%
Female	4.78%	0.00%
Male	8.03%	0.66%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	8.10%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.88%	0.00%
White	5.99%	0.54%
English Learners	17.46%	0.00%
Foster Youth	0.00%	0.00%
Homeless	12.50%	0.00%
Socioeconomically Disadvantaged	9.74%	0.37%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	13.79%	0.49%

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

**School Safety Plan (School Year 2025–26)**

El Dorado High School maintains a safe school campus. EDHS annually updates the School Safety Handbook, The REDI Action Guide, and the Emergency Operations Plan, which are filed with the El Dorado High School District and El Dorado County Office of Education. Quarterly District Safety meetings are held, including representatives from fire, police, and the Office of Emergency Services. Site Safety meetings are held at least twice a year, and several fire and lockdown drills are conducted throughout the year. We have had one lockdown drill this year and numerous fire alarm drills. El Dorado Union High School District is also in the first year of CATAPULT EMS implementation to help manage safety situations between the campus, district office, and local law enforcement.

To ensure a safe campus, El Dorado has three campus monitors and a School Resource Officer from the Placerville Police Department. EDHS administration provides reminders on safety and student health at faculty meetings. The EDHS' Safety Plan was reviewed and approved by the school site council on November 19, 2025. These ongoing reminders help keep the response plans fresh while providing any new information reflected in the school safety plan. Within the Emergency Operations Plan, there are detailed responses to guide the Incident Management Team in addressing anticipated emergencies. The Emergency Operations Plan also outlines how to determine threat levels and the types of communication that should occur for each level.

The El Dorado County Office of Education has developed a comprehensive Threat Assessment Manual and Process to address and manage threats to schools or individuals effectively. This resource was created in partnership with local school districts, including El Dorado High School, and law enforcement agencies, ensuring a unified, strategic approach to maintaining safety across the county. The manual provides detailed guidelines for identifying, assessing, and responding to threats at various levels, emphasizing prevention and de-escalation. By fostering collaboration among educators, law enforcement, and mental health professionals, the process ensures a coordinated response that prioritizes the safety and well-being of students, staff, and the broader school community. This proactive tool complements El Dorado High School's Emergency

Operations Plan, reinforcing the school’s commitment to a safe and secure campus environment.

El Dorado Union High School District and Sierra Child and Family Services have partnered to host Wellness Centers on each campus as well. The Wellness Center at El Dorado High School is located next to the Counseling Office, providing students with multiple levels of support through their four years of high school.

### D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

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

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	23.00	16	23	9
Mathematics	24.00	12	20	10
Science	26.00	5	24	4
Social Science	22.00	16	12	16

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	24.00	14	16	14
Mathematics	25.00	10	20	11
Science	25.00	6	18	6
Social Science	20.00	19	12	13

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	398.33

\* 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.

**Student Support Services Staff (School Year 2024–25)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.70
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other**	5.40

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

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$17480.00	\$5025.00	\$12455.00	\$104272.00
District	N/A	N/A	\$16222.00	\$99463.00
Percent Difference – School Site and District	N/A	N/A	8.00%	5.00%
State	N/A	N/A	\$11146.18	\$113595.00
Percent Difference – School Site and State	N/A	N/A	11.74%	-16.00%

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

**Types of Services Funded (Fiscal Year 2024–25)**

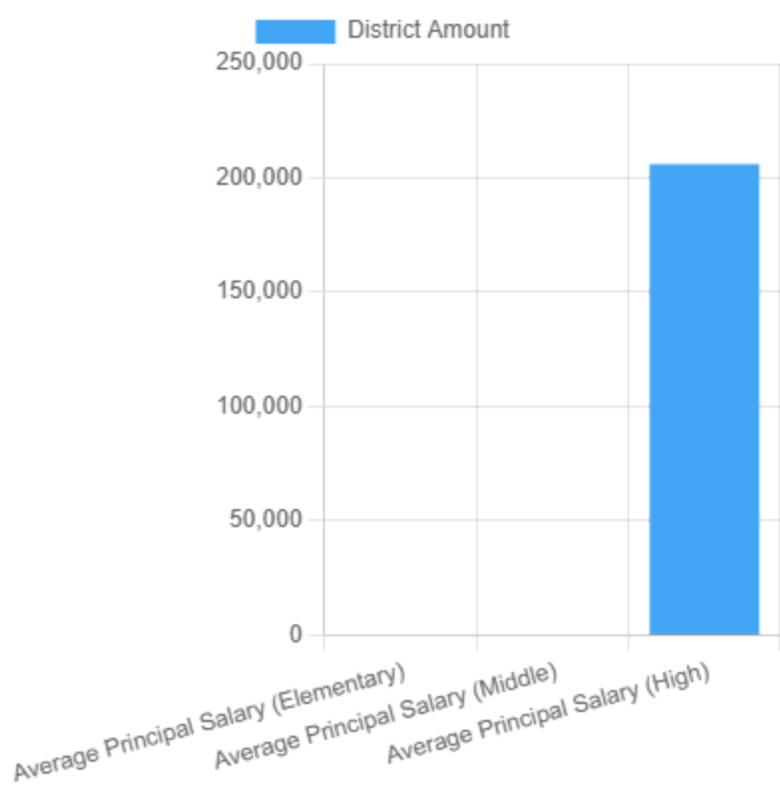
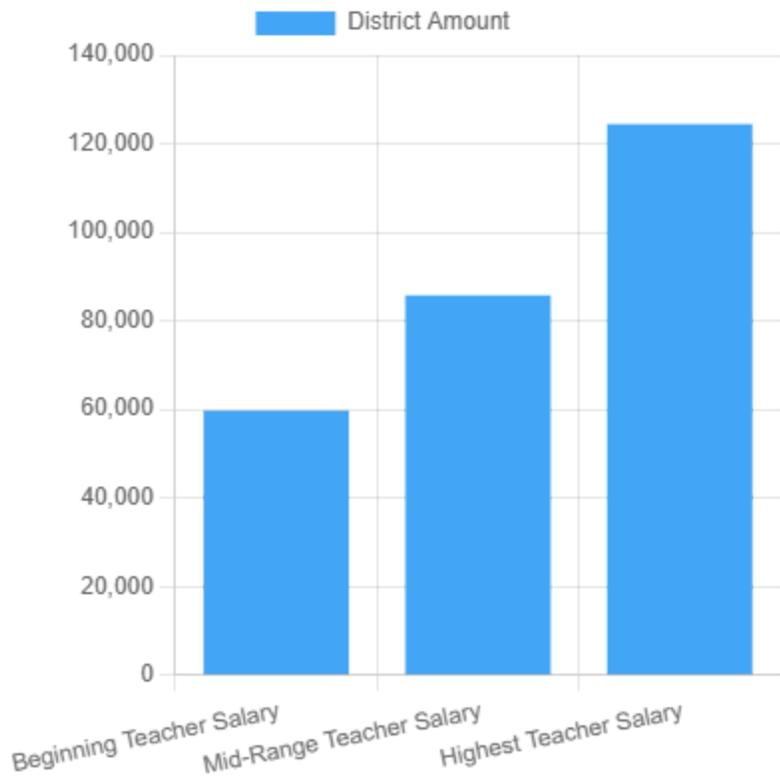
El Dorado High School provides ample opportunities and support to ensure student success. During the scope of any school year, EDHS has several specifically designed support classes provided to students to address challenges in learning and help students succeed.

El Dorado High School currently funds four sections with Title 1 Funds: Spanish Heritage Course, Credit Recovery, ASC ELD support, EL Development, an EL Coordinator section, and a para-educator dedicated to helping EDHS’ EL students. The goal for EDHS is to ensure that all students have access to grade-level courses to help increase academic success throughout high school. The classes that are funded with Title 1 funds are designed to give our low socioeconomic and second language students academic support to provide them with skills and knowledge that will allow them the opportunity to experience success in higher-level courses. EDHS receives financial support from the district office to support one section of an intervention support teacher to help organize, promote, and address the use of embedded interventions on campus.

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$59731.00	\$67237.98
Mid-Range Teacher Salary	\$85772.00	\$106841.05
Highest Teacher Salary	\$124439.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$206051.00	\$193950.22
Superintendent Salary	\$330447.00	\$314303.88
Percent of Budget for Teacher Salaries	28.17%	29.51%
Percent of Budget for Administrative Salaries	5.61%	4.87%

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



**Advanced Placement (AP) Courses (School Year 2024–25)****Percent of Students in AP Courses** 20.6 %

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	3
Mathematics	4
Science	2
Social Science	5
Total AP Courses Offered*	28

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

**Professional Development**

<b>Measure</b>	<b>2023– 24</b>	<b>2024– 25</b>	<b>2025– 26</b>
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	35