

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) ___ Elementary ___ Middle **X** High ___ K-12 ___ Charter

Name of Principal: **Mrs. Karen Wilkins**

Official School Name: **El Dorado High School**

School Mailing Address: **1651 N. Valencia Ave.**

Placentia

City

CA

State

92870-3030

Zip Code+4 (9 digits total)

County: **Orange**

State School Code Number*: **30-66647-3031929**

Telephone: **(714) 993-5350**

Fax: **(714) 527-2458**

Website/URL: **www.edhs.org**

E-mail: **kwilkins@pylusd.org**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: **Dr. Dennis Smith**

District Name: **Placentia-Yorba Linda USD**

Tel.: **(714) 996-2550**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 No Child Left Behind – Blue Ribbon Schools Award.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 22 Elementary schools
 5 Middle schools
 3 High schools
 3 Other
 33 TOTAL
2. District Per Pupil Expenditure: \$6770
 Average State Per Pupil Expenditure: \$6633

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 6 Number of years the principal has been in her/his position at this school.
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	301	299	600
2				10	353	317	670
3				11	266	302	568
4				12	274	274	548
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2386

6. Racial/ethnic composition of the students in the school:
- 79%--White
 - 2%--Black or African American
 - 12%--Hispanic or Latino
 - 7%--Asian/Pacific Islander
 - 0%--American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %
8. Limited English Proficient students in the school: 8 %
 62 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Korean, Russian

9. Students eligible for free/reduced-priced meals: 4 %
- Total number students who qualify: 100

10. Students receiving special education services: 13 %
 302 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> 17 </u> Autism	<u> 4 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 34 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u>194 </u> Specific Learning Disability
<u> 12 </u> Emotional Disturbance	<u> 23 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> 2 </u> Traumatic Brain Injury
<u> 11 </u> Mental Retardation	<u> 1 </u> Visual Impairment Including Blindness
<u> 3 </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>8</u>	<u>0</u>
Classroom teachers	<u>91</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>22</u>	<u>38</u>
Total number	<u>121</u>	<u>39</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 27:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	98%	99%	97%	99%
Daily teacher attendance	97%	97%	98%	97%	97%
Teacher turnover rate	1%	2%	0%	2%	2%
Student dropout rate (middle/high)	0%	0%	0%	0%	1%
Student drop-off rate (high school)	2%	4%	1%	3%	2%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	486
Enrolled in a 4-year college or university	40%
Enrolled in a community college	52%
Enrolled in vocational training	4%
Found employment	2%
Military service	2%
Other (travel, staying home, etc.)	0%
Unknown	0%
Total	100 %

PART III: SUMMARY

El Dorado High School (EDHS), home of the Golden Hawks, is a comprehensive high school serving approximately 2400 students. Established in 1966, it is located in suburban Placentia, California on a forty-acre site in a residential neighborhood. The attendance area includes much of north Placentia and west Yorba Linda, but also covers small sections of the neighboring cities of Brea and Fullerton. There is minimal industry and the surrounding area is primarily lower middle to upper-middle class residential housing.

El Dorado has developed and maintained a culture of being a student-focused school. We are proud to offer a rigorous and challenging curriculum in academics, the arts, technology, and athletics. Diligent effort to maximize instruction, optimize facilities, and direct resources are dedicated to fully empowering all students in becoming successful members of society while working within a safe and encouraging environment. School administration, teachers, parents, and support staff views the student as the primary focus in any decision-making process. El Dorado's mission statement reflects this belief and provides direction for all stakeholders: "*Empowering Students for Success.*" This mission statement is enhanced by the agreed upon core values of *respect, compassion, perseverance, integrity, and responsibility*. In addition, six goals we have for all El Dorado students guide our work and help us set priorities: *Comprehensive Curriculum, Engaging Instruction, Compassionate School Culture, Positive Connections, Secure Environment, and Unified Community*. Faithful to the guiding principals of "No Child Left Behind," every member of our El Dorado community is committed to the mission statement, values and goals.

The staff of El Dorado includes 91 teachers, four administrators, four counselors, a librarian, a school psychologist, thirty-two classroom aides, and nine clerical employees. Other classified positions include custodians, campus security, and athletic managers. Impressively, El Dorado's teaching staff has an average of sixteen years of teaching, while thirteen are PYLUSD (Placentia-Yorba Linda USD) graduates. To maximize student success, teacher collaboration and professional development are priorities. Teachers attend monthly staff development meetings, comprised of workshops presented by peers on instructional strategies, to ensure ongoing attention to quality instruction and student learning.

Parents are essential to El Dorado's students' success. Many are involved in PTSA, Career Day, Back-to-School Night, Senior Project, Booster clubs for athletics, drama, band and vocal music, and ASB activities. They frequent after school activities and volunteer for school site committees. Further, they encourage our staff with their "Moms in Touch" program. Open and active communication between parents and staff is evidenced in emails, phone calls, and conferences.

Undoubtedly, El Dorado shines because of its Golden Hawk students. They challenge themselves with a rigorous six or seven period day and 97% participate in extra-curricular activities, such as our

marching band that performed in the 2005 Rose Bowl Parade, our Orange County championship Mock Trial and Academic Decathlon Teams, our state recognized ASB, and numerous athletic teams whose championship banners cover the walls of our gymnasium. On any given day, students can be seen glass blowing, egg dropping and boat racing in science classes, singing songs and performing skits in foreign language classes, competing in a mock stock market game in economics, Shakespearean role playing in language arts classes, creating web pages in Web Design class, and balancing a mock checkbook in business math.

El Dorado's academic focus, quality programs, parent support, student achievement, and supportive staff are a source of pride as a 2005 California Distinguished School. We maintain a commitment to provide each Golden Hawk the educational opportunity to reach his or her full potential as they become empowered to be successful throughout high school and beyond.

PART IV: INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

El Dorado uses a variety of assessment strategies to monitor student learning and determine proficiency. Two summative tests are specifically given annually to measure instructional strengths and weaknesses: the California Standards Test (CST), a criterion-referenced test, and the California High School Exit Exam (CAHSEE), proficiency tests in ELA and math.

El Dorado has embraced the high curricular expectations established by the California State Content Standards. The CST, a state mandated test for all ninth through eleventh grade students, is aligned to state content standards per grade level, and yields a percent score for each student. CST proficiency is reported in five categories: far below basic, below basic, basic, proficient, and advanced. A state criterion for mastering the standards requires that students score in proficient and advanced levels. Two significant student subgroups on our campus are Hispanic/Latino students and those students designated Economically Disadvantaged. The staff and students take pride in the results seen in CST data over the last three years. In 2004-2005, the state average for students scoring proficient or above in ELA for ninth grade was 43%, as compared to El Dorado's 71%. In ELA for tenth grade the state average was 36%, compared to our average of 64%, and in ELA for eleventh grade the state averaged 54%, compared to El Dorado's 58%. Further, El Dorado's Math scores reflect high performance as evidenced by 2004-2005 scores of High School Math at 67% compared to the state's average of 57%; Algebra II at 57% compared to the state's 44%; Algebra I at 36 % compared to the state's average of 27%; and General Mathematics at 33% compared to the state's 32 % average. Geometry has maintained the state average of 50% in 2004-2005.

Since the inception of the CAHSEE, El Dorado students have achieved at high levels. El Dorado pass rates exceed state, as well as district average. In 2002-2003 and 2003-2004, 92% of students passed the English/Language Arts portion of the test. In 2004-2005, 95% passed the ELA portion. Further, our Hispanic/Latino subgroup has displayed consistent growth in ELA as evidenced by 64% in 2002-2003, 79% in 2003-2004, and 88% in 2004-2005. Noteworthy also is ELA improvement in our Economically Disadvantaged subgroup as measured by 63% in 2002-2003, 71% in 2003-2004, and 82% in 2004-2005. In Mathematics, El Dorado students have passed at 93% in 2003-2004 and 2004-2005, an 11% improvement from 82% in 2002-2003. Our two existing subgroups show improvement in Math as well, as evidenced from 37% in 2002-2003 to 70% in 2004-2005 for Hispanic/Latino students and from 46 % in 2002-2003 to 56% in 2004-2005 for economically disadvantage students.

When 2003-2004 Academic Performance Index (API) results for all high schools in Orange County were released, results from 2004-2005 data revealed an API of 812, and a 25-point gain, placing us in the top 10% of all CA high schools. These increases marked the third straight year of positive growth in API for El Dorado. Not only did the school meet its target growth the last three years, but also all subgroups within the school population met growth expectations. An inspection of API performance of El Dorado's subgroups revealed a 53-point increase for the school's Hispanic students. This outcome reflects, and directly results from, a focused, school-wide effort by Golden Hawk staff and students over

the last three years to raise performance in all subject areas in accordance with a standards-based curriculum. State assessment system information is available at www.cde.ca.gov.

2. USING ASSESSMENT RESULTS

El Dorado supports the value that assessment data has in improving student and school performance. Significant effort has been made to ensure that our staff is knowledgeable about the CAHSEE and CST, their respective content standards, and the impact of assessments in instructional planning. Further, all staff members received training on how to analyze assessment data and how to develop improved classroom assessment tools.

Prior to the school year, school leadership and Department Chair teams review statewide and national assessment results. This comprehensive array of assessments (STAR, CAHSEE, AP, CST, SAT, etc.) reveals the well-established quality of our program. Test results from the previous spring are compared longitudinally to scores from the past three years and to test results from schools throughout the district and state. Every fall, staff members and departments as a whole review BTSA 100 and 200 reports, consisting of CST scores for every student, to evaluate student performance trends. Departments identify and compare test results for all students in a given subject area, as well as develop common assessments to assure that standards are covered in classroom teaching on a timely basis. Language Arts and Mathematics teachers track student results for one year to the next as students proceed from one class level to another. Class grades are compared to assessment results also. Each aspect of the analysis of assessment results is used in developing teacher/learning strategies. Assessment data is used to identify students scoring below or far below basic in Mathematics and Language Arts. These students are provided a seven-week after-school tutoring session and teachers use the data they have analyzed to work with students in classrooms. For extra student support, El Dorado implemented a Reading course, resulting from careful review of students scoring below or far below basic on standardized-test assessments.

3. COMMUNICATING ASSESSMENT RESULTS

The El Dorado community (teachers, staff, students, parents, district personnel, and businesses) is continually apprised of efforts to maximize student learning and results of those efforts. The School Accountability Report Card is available on El Dorado's website and individual teachers post class-specific information on their own web pages within the school website. The Principal shares assessment results with staff through weekly newsletters and monthly staff meeting, and with parents through School Site Council and newsletters that are sent home quarterly through the PTSA with specific references to testing results.

Consequently, families routinely receive information about the extent to which their students are meeting school and statewide standards. Each summer families receive notification of student performance on statewide and national assessment instruments (STAR, AP, etc.), along with information on how to evaluate the scores. Further, local newspapers annually report a summary of these scores and a comparison of El Dorado's students' scores to district and state averages.

Early each fall, El Dorado hosts a back-to-school night where communication of state standards is provided to parents and copies of the standards are distributed. School report cards are sent home eight times each year, indicating not only cumulative academic achievements of each student, but also attendance, level of effort, attitude and behavior. These are significant factors in every student's success. For those wishing more frequent evaluation, El Dorado provides weekly grade checks to all interested parents and students. These accommodate notifying parents and students of various achievement aspects, such as performance on tests, other class assignments, and class participation. Also, students in our Special Education Program receive monthly performance evaluations from classroom teachers, and this information is shared with case carriers and parents. Lastly, families of English learner's attend four meetings each year to confer with school staff.

4. SHARING SUCCESS

El Dorado welcomes visitors from within our district, other districts, local universities, and parents and community members to observe our successful and innovative programs. Most recently, teachers from other districts have visited our successful SERVE program for at-risk students.

In transitioning from middle school to high school, teachers and students provide orientation and visitation to incoming ninth graders and their parents. Further, articulation meetings occur during the year with middle school teachers to discuss curriculum and teaching strategies. This provides a seamless continuum for our incoming ninth graders to transition successfully into El Dorado's community. On a post-secondary level, our foreign language department chair serves as a "fellow" for UC Irvine's Project COACH. Also, several El Dorado teachers have taught at local community colleges. In science, teachers collaborate with professors from Fullerton College and often borrow equipment to assist in lesson implementation.

Veteran teachers have participated as mentors for beginning teachers on campus and at other district schools through the BTSA program. Through our strong partnership with CSUF and other local colleges and universities, El Dorado continues to welcome student teachers. This benefits the teacher, students and student teacher in an environment of reciprocal teaching. To date, thirteen El Dorado teachers completed their student teaching here. Also, many El Dorado teachers volunteer as presenters for staff development academies in the district in such areas as curriculum planning and standards implementation. In the Math Department, new teachers are assigned a "buddy" to assist with a new teaching assignment.

The community also supports El Dorado through recognition and scholarships that are awarded on a yearly basis. At the yearly Senior Awards Night, over 50 scholarships from different community members and organizations are awarded to students in acknowledgement of their academic success and in support of further educational pursuit.

PART V: CURRICULUM AND INSTRUCTION

1. CURRICULUM

El Dorado students experience rigorous and challenging courses aligned to state standards and our school goals through diverse and meaningful learning experiences.

Core curriculum in Language Arts consists of Language Arts 1–4, offered in college preparatory, Honors and AP. Life and Physical Sciences comprise Core Science. College preparatory classes are available in Biology, Chemistry, Physics and Physiology with most offered in Honors or AP. Core Mathematics consists of Algebra and Geometry, with most students continuing on to Trigonometry and Calculus. Many students receive college credit for Calculus through the California University at Fullerton. Further, electives are available in Business Math and Record Keeping. Core Social Science consists of World History, U.S. History, Government and Economics offered in Honors or AP. Electives in Psychology and Sociology are also available. Our Foreign Language Department offers Spanish, German, French and Japanese with beginning through advanced levels. Core Physical Education consists of PE 9 and PE 10 with Athletic teams in Football, Baseball, Volleyball, Soccer, Softball, Water Polo, Swimming, Golf, Tennis, Track and Cross Country, Basketball and Wrestling.

Graduation requirements include 230 cumulative credits, CAHSEE proficiency, 40 hours of community service, and completion of a "Senior Project" presentation. At least 150 credits are requisite in four years of language arts, three years of social science, two years of math (10 credits of Algebra I are required), two years of science (life and physical science), two years of physical education/wellness, one year of fine arts or foreign language, one semester of Health, and one semester of Academic Studies/Career Planning which includes career exploration and job shadowing. Remaining credits may be earned in electives. Most El Dorado students opt for classes that meet UC and CSU system requirements (i.e. 3 years of math, including Geometry and Algebra II and two years of laboratory sciences). Many also participate in our award-winning Fine Arts Department. Our Visual Arts Program offers eleven different classes including Ceramics, 3D Arts, Art Fundamentals, AP Art History, Photography and Animation with many in beginning through advanced levels. Performing Arts classes consist of 15 performance groups

including Choir, Vocal Ensemble, Theatre, and the Golden Hawk Band and Color Guard, the first Orange County Band participating in the Rose Parade in 20 years. Our twenty-five AP or Honors are available to advanced learners who meet district admission criteria. These courses coupled with enrichment activities improve achievement of gifted students. Classes without district criteria are open to all students such as AP Computer Science, allowing students, not normally in AP and Honors, to take this class.

Industrial Arts offers elective vocational classes in Woods Manufacturing, Automotive Technology and Pre-engineering Technology. Additionally, five ROP (Regional Occupational Program) classes are offered with others available in the county.

The Special Education department provides classes for all students with physical or learning disabilities in core curriculum and elective classes. Its three programs, Learning Center, RSP (Resource Specialist Program) and SDC (Special Day Class), are designed to meet students needs based on level or type of disability. Further, students with special needs are offered universal access to content standards through a variety of research-based strategies.

Non-departmental classes are offered in Computer Science (from beginning to AP), Health, Academic/Career Planning and SERVE (the at-risk support class). In addition, several EL classes are offered in Language Arts (1-4), Social Science and Academic/Career Planning. El Dorado also provides a Student Parent Program for teen parents, providing classes and child care for students who are pregnant or who have had a child.

2b. ENGLISH

The English Language Department ensures access to a balanced, comprehensive standards-based curriculum for every student. Our curriculum builds upon the standard domains of reading comprehension, writing, written and oral English-language conventions, listening and speaking. Ninth and tenth grade emphasizes analyzing literature in greater depth, analyzing career-related and other information discourse, completing complex writing assignments, interviewing techniques and oral presentations. Eleventh and twelfth grade classes are sophisticated extensions of our prior two grade levels whereby students experience interrelationships among different domains. Students experience thinking, reading, writing and communication skills at all grade levels whether in college preparatory or honors- AP courses. Teachers meet monthly in grade-alike groups to share methodology and activities for differentiating instruction and learning modalities. Class discussions, PowerPoint presentations, dramatic presentations, research papers and other forms of composition, group and individual activities and assignments challenge students. Research assignments are experienced at every grade, ranging from Greek and Roman Gods in ninth grade to a career-based Senior Project presentation in twelfth grade. Students are encouraged creatively to express knowledge through projects that incorporate art, music and technology.

Every teacher reviews BTSA 100 and 200 reports to improve instruction and provide optimum-learning opportunities for every student currently enrolled. Teachers implement standards-based rubrics and performance assessments at entry level and monitor progress. Further, students develop writing portfolios that follow them all four years of English with eighth grade portfolios for our entering freshmen.

Reading is fundamental to the success of our program. Through our Sustained Silent Reading Program, all English classes provide independent daily reading for the first ten to fifteen minutes with teacher modeling. Further, a Reading course is provided for students who have scored far below or below on the CST's. These practices ensure teachers address the curriculum as a whole and meet the needs of individual students.

3. SOCIAL SCIENCE

El Dorado's Social Science Department exemplifies our mission of "Empowering Students for Success." It provides a comprehensive standards-based curriculum that has resulted in outstanding test results in AP and CST's. This is provided through college preparatory and AP courses with electives offered in Psychology, Sociology and Mock Trial.

Writing continues to be a strong focus with students experiencing this domain through essays, written responses for reading comprehension and the creation of magazines and newspapers. Oral communication

skills are enriched in lively debates, such as Truman's decision to bomb Hiroshima, and mock trials based on teacher provided facts and research gleaned by students.

El Dorado's Social Science teachers assess students' needs through the BTSA 100 and 200 reports at the beginning of the year. This monitoring for student need and success is reinforced through monthly department meetings. Most significantly, department members talk on a daily basis about student progress. The department use standards-based questions for benchmark assessments to help teachers monitor and adjust their instructional program to further enhance students' success. Engaging instruction occurs through extensive use of technology as evidenced by student made commercials in government and student made magazines in World and US History classes. Further, power point is used and activities like the simulated stock market game prepare students with real life situations.

El Dorado's Social Science Department is successful because of the positive connections they make with students. Monthly, they announce student winners in each subject area, who are recognized through individual certificates, the reading of their names in the school's daily announcements and the displaying of their names on El Dorado's marquee. Further, department members are actively involved with students in extra-curricular activities. Several participate as coaches in our award winning mock trial team, boys' athletic teams and girls' athletic teams.

4. INSTRUCTIONAL STRATEGIES

The El Dorado staff is committed to ensuring that all classroom curriculums are aligned to state standards and that all students will meet or exceed academic standards through consistent focus on our mission statement, values and goals. At the start of each school year, every teacher receives a Beginning Teacher Support and Assessment (BTSA) 100 report identifying their current students' statewide assessment results and a BTSA 200 report identifying the scores for students from the previous year. Departmentally, teachers review and analyze this data to evaluate curriculum, lesson planning, and assessment and to discuss strengths and weaknesses in existing programs. From these meetings, changes are made to department curriculum and individual teaching instruction to ensure that all instruction aligns to state standards and that students' needs are being met. For instance, in language arts and social science, content standards have been outlined for each grade level, providing teachers with clear distinctions of standards placement and constant reinforcement for improving student achievement. Science teachers created several new labs as a result of student weaknesses identified from their analysis of assessment data.

Results from these efforts are evidenced positively in our Academic Performance Index (API) growth of 25 from 2004 to 2005. Further, quarterly common assessments are being developed to provide teachers with more frequent indicators of student progress toward mastery of academic standards in core content areas.

In 2005, sixty-six teachers participated in 125 observations of various classrooms on our campus. Through this experience, teachers were reaffirmed of our efforts to reach students in a variety of ways and inspired to try new and effective teaching techniques. El Dorado teachers aspire to this spirit of collaboration in improving our students' learning through sharing ideas, resources and successful teaching techniques as we pursue the ongoing professional development aspect of our learning community.

5. PROFESSIONAL DEVELOPMENT

All El Dorado teachers participate in meaningful training programs. The District Professional Development Academy offers over 85 courses, ranging from curriculum content alignment to incorporating technology and professional teaching standards. Further, professional development is provided to administrators, counselors, school resource officers, and classified staff. Administrators participate in the CA School Leadership Academy, discussing leadership and instructional strategies. Counselors attend workshops offered by the College Board, UC and CSU systems. Our resource officer attends a summer institute for training in drug-awareness, laws relating to minors, and intervention techniques. Our library media teacher attends professional development seminars regarding research and library innovation. The Health Clerk, a licensed RN, participates in professional development in order to maintain her license.

The primary goals of El Dorado's professional development are to ensure that all teachers align their curriculum with CA content standards and frameworks and to help teachers implement CA Standards for the Teaching Profession. A professional development committee, comprised of teachers, administrators, and counselors, meets regularly to implement these goals. This committee plans our late-start days, which have been instrumental in providing significant opportunities to plan and revise curriculum, articulate with middle schools, review student performance, model lessons and learn strategies to better meet the needs of a diverse population. The entire staff has been trained in motivating reluctant learners and using standards-based assessment to adjust curriculum. As a result, the percentage of students passing the CAHSEE has grown from 82% to 93% in math since 2002-2003 and from 92% to 95% in ELA. Furthermore, in ELA two existing subgroups have shown 34% and 10% increases since 2002-2003. "What we teach, how we teach it, how we know when students have learned, and what we need to do to keep increasing that learning" is the driving impetus for El Dorado's professional development program.

PART VII - ASSESSMENT RESULTS

Subject: ELA/English Grade: 10

Test: California High School Exit Exam

School Year	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES*			
% At or Above Meets State Standards*	95%	92%	92%
Number of students tested	573	569	514
Percent of total students tested	97%	100%	86%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Hispanic/Latino			
% At or Above Meets State Standards	88%	79%	64%
Number of students tested	65	73	67
2. Economically disadvantaged			
% At or Above Meets State Standards	82%	71%	63%
Number of students tested	33	48	30

Subject: Math Grade: 10

Test: California High School Exit Exam

School Year	2004- 2005	2003- 2004	2002- 2003
Testing month	March	March	March
SCHOOL SCORES*			
% At or Above Meets State Standards	93%	93%	82%
Number of students tested	574	568	526
Percent of total students tested	97%	100%	81%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Hispanic/Latino			
% At or Above Meets State Standards	70%	81%	37%
Number of students tested	88	73	83
2. Economically disadvantaged			
% At or Above Meets State Standards	56%	74%	46%
Number of students tested	55	47	35