

Oak Ridge High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Oak Ridge High School
Street	1120 Harvard Way
City, State, Zip	El Dorado Hills, Ca, 95762-4324
Phone Number	916-933-6980
Principal	Aaron Palm
E-mail Address	APalm@eduhd.net
Web Site	http://orhs.eduhd.k12.ca.us/
CDS Code	09618530930081

District Contact Information	
District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Stephen Wehr
E-mail Address	supt@eduhd.net
Web Site	www.eduhd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Mission Statement

The mission of Oak Ridge High School is to provide a purposeful teaching and learning environment, which challenges our students to achieve academic, artistic, personal and civic excellence.

School Description

We believe that the most promising strategy for achieving the mission of Oak Ridge High School is to function as a collaborative professional learning community. We envision a learning environment in which the school community:

- Demonstrates commitment to the academic success of all students.
- Demonstrates commitment to the well-being of all students.
- Strives to know all students as individuals.
- Provides students with a rigorous and relevant education.
- Engages technology to enhance learning.
- Demonstrates integrity, dignity and respect.
- Teaches students to become independent and critical thinkers.
- Guides students to become caring and responsible citizens who work for the common good.

Oak Ridge High School holds high academic expectations of its students and is committed to providing an environment in which every student has the opportunity to experience success. For the class of 2016, 63% met the UC/CSU entrance requirement. The school offers curriculum designed to meet the needs of all students, as well as learning opportunities for enrichment beyond the classroom. ORHS offers both honors and advanced classes that prepare students for university-level work. The Career Technical Education program includes a \$2.5 million state-of-the-art Manufacturing Engineering lab, an Architecture lab, a Computer Science lab, and a Foods/Culinary lab.

Oak Ridge High School, El Dorado Hills, CA, located in the picturesque, mountain foothills of the Sierras, serves as one of four comprehensive high schools educating students grades 9-12 as part of the El Dorado Union High School District. A total of 114 certificated staff members serve its roughly 2400 students. Opened in 1980, Oak Ridge High School (ORHS) is the third oldest high school in the district. The students at ORHS live and attend school in a safe, relatively affluent, well-educated community.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	612
Grade 10	607
Grade 11	622
Grade 12	559
Total Enrollment	2,400

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	9.5
Filipino	1.9
Hispanic or Latino	11.1
Native Hawaiian or Pacific Islander	0.1
White	70
Two or More Races	5.3
Socioeconomically Disadvantaged	5.8
English Learners	0.6
Students with Disabilities	8.2
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	96	98	97	303
Without Full Credential	3	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>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 (6/10/2014 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p>	Yes	0.0
Mathematics	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning, LLC/ Holt McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted)</p> <p>Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted) EDHS, ORHS, PHS, IHS, VA, VHS; Glencoe Algebra 2, Glencoe/McGraw -Hill, 2014, CC (5/13/2014 Board Adopted) UMHS</p> <p>Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted) Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted) Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted) Advanced Chemistry: Chemistry, Prentice Hall, 2005 (6/13/2006 Board Adopted) Physics: Physics, Holt Rinehart W inston, 2009 (6/23/2009 Board Adopted)	Yes	0.0
History-Social Science	World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted) U.S. History/Geography: History Alive! Pursuing American Ideals, Teachers' Curriculum Institute, 2007 (6/12/2007 Board Adopted) American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (6/23/15 Board Adopted) Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted) Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted) Psychology: Understanding Psychology, McGraw - Hill, 2014 (6/11/2013 Board Adopted)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted) AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted) German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted) German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted) French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted) Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted) Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)	Yes	0.0
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Oak Ridge High School resides on a 52 acre parcel. Its facilities are well-maintained and constantly utilized. Every effort is made to keep the facilities not only maintained and functional, but aesthetically pleasing. Maintenance staff is assigned to insure that classrooms and multi-use facilities are cleaned nightly. During student breaks, extra efforts are made to deep clean facilities including carpet cleaning and floor waxing. In addition to general facility maintenance, the Oak Ridge high school maintenance staff is ready and prepared for emergency situations, most recently, damage created by extreme weather conditions. Oak Ridge High School's dedicated maintenance department benefits the community ensuring a safe, reliable, and supportive learning environment.

Oak Ridge High School is in an ongoing state of improvement. During the winter break of 2016, new carpet was installed in the administrative offices. Improvements were made to the athletic office, creating a new space for the athletic director and a coaches meeting area. Security has been enhanced in the Engineering Lab; heavy duty lockable pipe gates and an iron security fence enclosed, as well as security cameras were installed to upgrade security for the lab. To increase conservation efforts, parking lot lighting has been updated to LED and waterless urinals have been added to the facilities. HVAC replacement is also scheduled to further help with efficiency.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No needed work at this time
Interior: Interior Surfaces	X			Surfaces are clean and neat
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			All in good shape
Electrical: Electrical	X			All is good
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			All working and clean
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	85	89	75	81	44	48
Mathematics	71	71	54	58	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	612	602	98.4	89.5
Male	11	315	310	98.4	85.4
Female	11	297	292	98.3	93.8
Black or African American	11	12	12	100.0	75.0
Asian	11	65	65	100.0	95.4
Hispanic or Latino	11	56	56	100.0	89.3
White	11	435	427	98.2	88.2
Two or More Races	11	33	31	93.9	96.8
Socioeconomically Disadvantaged	11	32	32	100.0	80.7
Students with Disabilities	11	45	42	93.3	54.8

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	612	599	97.9	70.8
Male	11	315	309	98.1	71.0
Female	11	297	290	97.6	70.5
Black or African American	11	12	12	100.0	25.0
Asian	11	65	65	100.0	93.8
Hispanic or Latino	11	56	56	100.0	57.1
White	11	435	424	97.5	69.8
Two or More Races	11	33	31	93.9	74.2
Socioeconomically Disadvantaged	11	32	32	100.0	31.3
Students with Disabilities	11	45	42	93.3	16.7

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83	81	77	77	75	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	596	557	93.5	77.4
Male	305	285	93.4	75.4
Female	291	272	93.5	79.4
Asian	46	42	91.3	76.2
Filipino	12	10	83.3	70.0
Hispanic or Latino	65	64	98.5	64.1
White	428	400	93.5	79.0
Two or More Races	38	35	92.1	88.6
Socioeconomically Disadvantaged	37	34	91.9	50.0
Students with Disabilities	58	52	89.7	32.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

Oak Ridge High School has a powerful Career Technology Education (CTE) program designed to provide students with the skills necessary to obtain high paying and high demand regional jobs. In addition, the CTE program prepares students to successfully achieve their collegiate goals. ORHS has a number of courses and pathways that provide its students with CTE opportunities. These courses include Digital Imaging, ICT Entrepreneurship, Child Development, and culinary courses.

Furthermore, Oak Ridge High School offers Engineering Design and Manufacturing and Design pathways, as well as a new Computer Science pathway. The Engineering Design and Manufacturing and Technology pathways include classes such as Engineering & Design, Architectural Design, ROP Architectural Design and Manufacturing, and Technology. These courses provide students exposure to a hands-on, industry-specific experience in which they design, manage, and build various projects. ORHS educators within these pathways work directly with industry leaders to ensure that students receive the most up-to-date and relevant instruction and experience possible.

Computer Science drives job growth and innovation throughout the world economy and society. More than half of projected jobs in Science Technology Engineering and Math (STEM) fields relate to computing occupations. Computer Science develops students' computational and critical thinking skills and shows them how to create, not simply use, new technologies. Information and Communication Technologies (ICT) have expanded the need for employees who can understand, manage, and support all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems. Fundamental knowledge in these areas is needed to prepare students for the 21st century, regardless of their ultimate field of study or occupation. As a result, Oak Ridge offers a Computer Science pathway to provide students this knowledge and experience. Courses in this pathway include Exploring Computer Science (ECS), which is designed to teach the fundamental concepts of and big ideas of computing and also satisfy the El Dorado Union High School District Computer Literacy graduation requirement; AP Computer Science Principles, intended to foster a wider appeal for the computer science discipline; AP Computer Science A as an equivalent to a first-semester, college-level course in computer science, and Database Design/SQL Programming for those students wanting to learn more about database implementation and mobile app development. Oak Ridge High School provides students the opportunity to gain hands-on experience in industry specific classes that fulfill the mission of Career Technological Education. As a result, students who participate in the Career Technological Education program leave Oak Ridge with the skills necessary to achieve their collegiate goals and or obtain regional jobs that are high paying and in high demand.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	680
% of pupils completing a CTE program and earning a high school diploma	33.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	38

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.63
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	65.8

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.1	18	67.8

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

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

ORHS enjoys the support of both parent and community organizations. The Athletic Boosters provide financial support for its athletic teams. Other active parent groups include Friends of Oak Ridge (equivalent of a PTA), Music and Theater Boosters, and the Oak Ridge High School Community Foundation. The ORHS Community Foundation has a long history of supporting capital improvement projects from athletic improvements through technological improvements. Parents also organize community fundraising events and annual year-end activities such as Safe and Sober Grad Night.

Parents also have the ability to volunteer for the school's Site Council. The Site Council provides parents an opportunity to be a part of the process for making school goals and aspects of the school budget. Parents also volunteer in a multitude of different ways on our campus. Parents can volunteer to do anything from helping with clerical needs to announcing sporting events.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.00	1.50	1.30	4.20	2.80	2.60	11.40	11.50	10.70
Graduation Rate	96.91	97.07	98.57	93.13	93.49	95.29	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	98	96	86
Black or African American	100	100	78
American Indian or Alaska Native	100	100	78
Asian	98	92	93
Filipino	100	100	93
Hispanic or Latino	95	98	83
Native Hawaiian/Pacific Islander	0	100	85
White	98	96	91
Two or More Races	97	97	89
Socioeconomically Disadvantaged	86	77	66
English Learners	100	33	54
Students with Disabilities	100	100	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.1	2.8	2.6	8.4	7.0	6.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Oak Ridge High School takes a comprehensive, proactive approach to school safety. Members of the Oak Ridge Safety Committee meet regularly discuss potential hazards, safety concerns, and the most current approach to ensure a safe school campus. Oak Ridge utilizes a complete set of emergency plans for crisis situations and has developed an extensive plan for monitoring student safety before, during, and after school. Emergency procedures are practiced by students and staff each semester. These plans include fire, earthquake, evacuation, and lockdown drills, as well as rattlesnake protocol. Emergency plans are assessed after each drill or false alarm to identify areas of success and remediation.

Oak Ridge High School collaborates regularly with law enforcement and county safety specialists. Oak Ridge officials attend periodic collaborations with law enforcement to ensure compliance with the county standard for school safety. Each year, law enforcement is invited to observe our drills to offer suggestions for improvement. The suggestions made by law enforcement are worked into our plan and drilled by our staff and students. Oak Ridge High School makes every effort to communicate with schools in the county who, unfortunately, have had to enact their emergency plans. The information taken from these meetings are adopted into our safety plan.

Communication is a key component of the Oak Ridge Safety Plan. The El Dorado Union High School district has adopted the Parent Square communication system. This system gives each school the ability to communicate with its entire community within minutes. The ability to give parents, teachers, and students status updates during an emergency is crucial. Oak Ridge High School holds one staff meeting per year committed solely to safety. Emergency plan are disseminated in great detail and teachers are provided an opportunity to offer suggestions to the safety plan. Oak Ridge High School takes every precaution to ensure the total safety of its campus, students, and staff. All appropriate drills are run each semester, and all available collaborations are attended. Each year the Oak Ridge Safety Plan is reviewed and approved by the El Dorado Union High School District School Board.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 4
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	24	31	40	29	12	31	41	30	NA	NA	NA
Mathematics	27	15	37	30	27	11	47	25	30	NA	NA	NA
Science	26	11	60	0	29	4	59	3	28	NA	NA	NA
Social Science	26	19	18	38	28	14	14	44	31	NA	NA	NA

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.4	444
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.7	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8233	1691	6542.0	74153.0
District	N/A	N/A	7746.0	\$76,036
Percent Difference: School Site and District	N/A	N/A	-15.5	-2.5
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	21.7	-0.6

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

Types of Services Funded (Fiscal Year 2015-16)

Oak Ridge High School has a variety of programs and services in place to support students academic needs. We have services that meet students individual needs to services that serve larger groups of students.

Oak Ridge High School offers an extensive Advanced Placement (AP) Program that has increased in offerings and enrollment over the past four years. Advanced Placement courses are those developed by the College Board, which allow high school students to undertake college-level academic learning in AP courses, and prepares them to take the AP examinations. Students may receive credit from many colleges and universities. Students enrolled in AP courses are strongly encouraged and expected to take the AP exam. Grades for AP classes in grades 11-12 are weighted to reflect the rigorous nature of these courses in accordance with Board Policy and Administrative Regulations. The current AP course offerings at ORHS include:

AP American Government
AP Economics
AP Psychology
AP English Literature
AP Language and Composition
AP World History
AP Calculus BC
AP Calculus AB

AP Environmental Science
AP French Language
AP Physics 1
AP Spanish Language
AP US History
AP Statistics
AP Biology

AP teachers regularly attend professional development and modify their course descriptions and curriculum to meet the needs of the ORHS students and the Advanced Placement program.

To serve the unique needs of each student and in accordance with California Department of Education guidelines, at the start of the 2011-2012 school year Oak Ridge High School began offering an Independent Study Program (ISP) on the ORHS campus. Under the ISP, select students may complete certain courses through the APEX online programs as approved by the Board of Trustees. The program limits enrollment to students who cannot feasibly attend courses on campus on a full-time basis due to medical or other compelling reasons. Only those students approved by the ORHS Guidance Team may participate in the ISP. The ISP strives to prepare students for graduation and success in post high school pursuits. Students in the ISP must meet with their assigned teachers for a minimum of one hour per week. They are assigned between 20-30 hours of schoolwork, which they must complete by their next week's appointment. As a voluntary program, a student's eligibility for continued ISP enrollment is based upon their successful completion of their assigned work.

Summer school and adult education were once a part of the Oak Ridge High School pyramid of intervention. However, due to funding and, more importantly, the desire to intervene before final grades, the El Dorado Union High School Board and the District Office provided each site the funding it needed to run an academic recovery/intersession program. To help with this program the District Office purchased the APEX online learning program for all the sites. These two pieces of support allowed administration to go to Social Science, English, Math and Science departments and ask them to design a program to recover credits for the students in their subject area who were struggling academically. After much discussion the departments came up with two models; Academic Recovery and Intersession.

Academic Recovery is a program designed to help students that are failing and/or in danger of failing to demonstrate learning objectives. At various progress reporting periods throughout the school year, teachers identify students who are struggling and/or in danger of failing. Teachers refer these students to a once a week, one hour and a half, after school Academic Recovery Program. In the program, students receive tutoring, direct instruction, tests and quizzes make-up opportunities, and may prepare for tests and quizzes, make-up homework, and utilize internet-based learning programs.

Intersession, a one-week program for three hours a day held at the end of each academic semester, offers an additional opportunity to demonstrate learning competencies at standard. At the end of the Fall 2009 semester, OR found that a significant number of students failed courses. Work with Academic Recovery and other pieces of the Pyramid of Intervention helped many students succeed, but not all. We decided, as a school, that students from certain subject areas (world history, U.S. history, government, English 1-4, physical Earth science, biology, Algebra 1 and geometry) who had a grade between 50-59% would be given an opportunity during an added third week of Winter Recess and during the week immediately following the end of the year to revisit areas of need and to demonstrate at standard learning competencies.

A Course Recovery class is a digital online curriculum that is aligned with the Content Standards and Frameworks of California. If a student has failed course work in a core class, guidance counselors may refer the student to the Course Recovery class to complete course work and recover credits for that subject. The Course Recovery class is a self-motivated and self-paced program that can reduce anxiety for some struggling students. Once students complete their coursework and pass the required tests, they are exited from the Course Recovery class.

In an effort to address the growing population of English Learners, Oak Ridge High School began offering an EL course during the 2011-2012 school year. Oak Ridge High School offers English Learners in grades nine through twelve a comprehensive academic program to build English language proficiency and academic content knowledge. English Learners develop English proficiency while learning the general curriculum. Instruction also recognizes that language modalities (speaking, listening, reading, and writing) develop interdependently and, therefore, should be integrated to promote skill development. English Learners at Oak Ridge High School participate in one or more program models that support English language and content knowledge development. Students' English language proficiency is assessed and academic background reviewed in order to recommend an appropriate placement. EL students are also provided with one on one tutoring once a week for their core academic classes. The students reflect that this is of great benefit to them. We also have provided them with a library of books targeted at their reading levels but of interest to their age group.

College Connections is a college readiness program that keeps students involved throughout their entire senior year. Two-hour workshops are offered once a month for 9 months to get high school seniors ready for college and specifically prepare them to attend FLC or any of the Los Rios District community colleges. Students learn valuable skills necessary to succeed at any community college or university. Specifically, the program helps students with college and career planning, time management skills, identifying learning styles, assistance with the application and the registration process.

Oak Ridge also has a Connections Coordinator on our site. The Connections Coordinator is a certificated teacher who is paid to work with our students who have been identified by the middle schools as struggling students. The Connections Coordinator has many tools at their disposal for assisting these students. The Coordinator runs a daily tutoring session before school for these students. There are student tutors available for the students. The students in this class are enrolled in an elective and getting class credit for being in the class. The Coordinator also works to find ways to connect these students to the services that we have. This person takes purposeful steps to ensure that each student is getting every service that they are eligible for at Oak Ridge. The Coordinator also forms relationships with their teachers and works with them to help the students pass the classes. The Coordinator also works to find a way to connect the students to our school outside of the classroom. The students are encouraged to play sports, join a club, etc.

AVID is being introduced to our campus this year. AVID is designed to serve the student in the "middle." To oversimplify, the program is to find students who want to go to college but need a little extra help to get there. Every year we will add another freshmen AVID class to our campus. In three years we will have a four year program implemented on our campus.

The services provided on the Oak Ridge campus are designed to all struggling students. We have services and programs such as Intersession and Academic Recovery for our students who struggle the most. We have AVID for our students who reside in the "academic middle." We also have a broad range of Advanced Placement classes for our students pursuing greater academic rigor.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,667	\$46,184
Mid-Range Teacher Salary	\$65,576	\$75,179
Highest Teacher Salary	\$95,140	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$156,020	\$137,939
Superintendent Salary	\$200,000	\$217,637
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
All courses	18	26

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Professional development is designed around our schools identified goals for growth. The faculty and community (through the School Site Council) analyze student success data and determine growth points for the school. Those growth points are turned into goals for the school. The necessary professional development that is needed for each goal is written into the school plan.

The school has a healthy professional development fund in order to make these planned trainings a reality. Staff can attend off-site trainings pertaining to the goals of the school and the plan put forward. The school also has an average of 10 staff development meetings every year on Mondays.

The ongoing focus of our professional development (supported by our goals) is refining instructional strategies in order to provide in-class interventions for underperforming students in order to close the achievement gap. We are also focusing on how to enhance student success with the use of technology in our classrooms. The majority of this work is being done by departments. Each department is broken down into course alike Professional Learning Communities.

Over the last two years the school has maintained focus on struggling students and enhancing student achievement with technology. Part of the school's technology goal also includes providing students with access to the Naviance system to increase their ability to plan for college and career. The implementation of Naviance has been a success at our school. The focus of the goal will now be on increasing student achievement.

Over the last two years the faculty has identified areas of growth within the school by the use of the Future Ready Schools survey. The site Technology Committee's task is then to send people to trainings on these topics. These individuals are then to train the faculty in these tools and skills.

Refining instructional strategies in order to provide in-class interventions to underperforming students will be achieved through the PLC process. Course alike PLC's will analyze their weakness and improve upon them. The administration will also be responsible for bringing MTSS training and procedures to our staff. MTSS strategies make school curriculum accessible to all within the classroom. The MTSS school wide model for intervention will be developed by the school administration. Members of the administrative team will be attending an MTSS training in order to execute this plan.

Individual teachers are supported by their course alike Professional Learning Communities and their Department Chairs. Teachers are also evaluated and supported by the school administration.