

Oak Ridge High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Aaron Palm

 Principal, Oak Ridge High

About Our School

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 2018, 69.4% 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, advanced and advanced placement 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, Computer Science labs, and a Foods/Culinary lab.

Oak Ridge High School, in El Dorado Hills, CA, is located in the picturesque, mountain foothills of the Sierras. It 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 101 certificated staff members serve its roughly 2450 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.

Contact

*Oak Ridge High
1120 Harvard Way
El Dorado Hills, CA 95762-4324*

Phone: 916-933-6980
E-mail: rmiller@eduhd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
E-mail Address	rcarruth@eduhd.k12.ca.us
Web Site	www.eduhd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Oak Ridge High
Street	1120 Harvard Way
City, State, Zip	El Dorado Hills, Ca, 95762-4324
Phone Number	916-933-6980
Principal	Aaron Palm
E-mail Address	miller@eduhd.k12.ca.us
Web Site	http://orhs.eduhd.k12.ca.us/
County-District-School (CDS) Code	09618530930081

Last updated: 1/15/2019

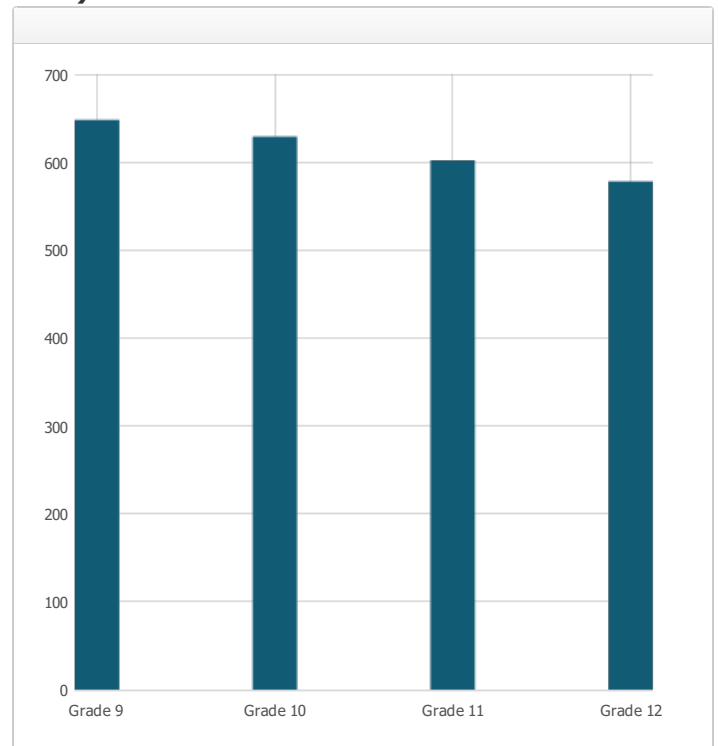
School Description and Mission Statement (School Year 2018—19)

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.

Last updated: 1/15/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	648
Grade 10	629
Grade 11	602
Grade 12	578
Total Enrollment	2457



Last updated: 1/15/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.1 %
Asian	10.1 %
Filipino	2.4 %
Hispanic or Latino	11.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	68.3 %
Two or More Races	5.7 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.9 %
English Learners	0.9 %
Students with Disabilities	8.4 %
Foster Youth	0.1 %

A. Conditions of Learning

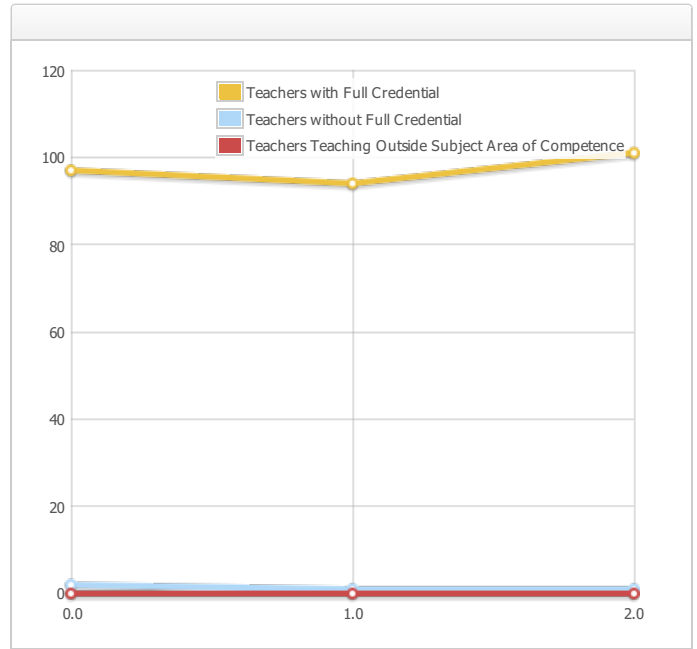
State Priority: Basic

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 Credentials

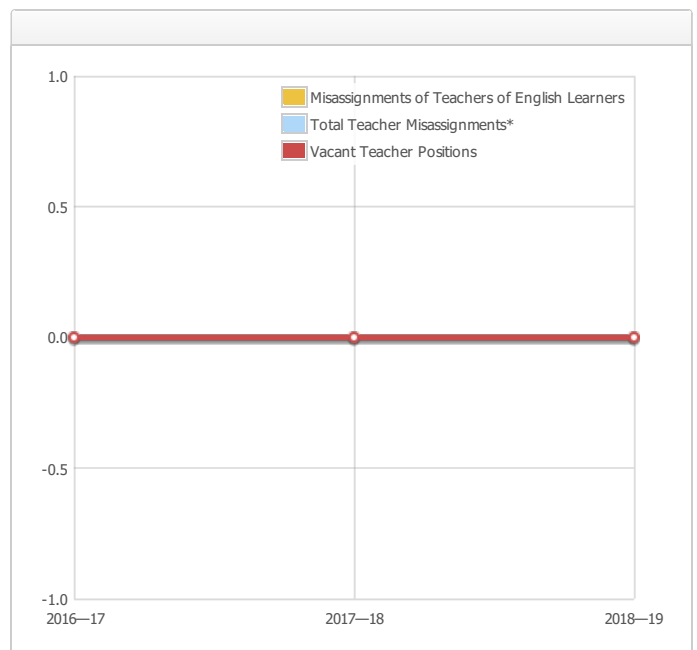
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	97	94	101	296
Without Full Credential	2	1	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/15/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/15/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 (5/20/2003 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/ 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)</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> <p>Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted)</p> <p>Probability and Statistics: Elementary Statistics-Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)</p>	Yes	0.0 %
Science	<p>Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)</p> <p>Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted)</p> <p>Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (05/09/2017 Board Adopted)</p> <p>Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)</p>	Yes	0.0 %
History-Social Science	<p>World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)</p> <p>U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted)</p> <p>AP World History: Ways of the World: A Global History, Bedford/St. Martins, 2016, (05/09/2017 Board Adopted)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p> <p>Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)</p> <p>Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted)</p> <p>Psychology: Understanding Psychology, McGraw -Hill, 2014 (6/11/2013 Board Adopted)</p>	Yes	0.0 %
Foreign Language	<p>Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted)</p> <p>AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted)</p> <p>German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted)</p> <p>German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted)</p> <p>French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)</p> <p>Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)</p>	Yes	0.0 %

Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)				
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 Lab Eqpmt (Grades 9-12)	N/A			N/A 0.0 %

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

Last updated: 1/15/2019

School Facility Conditions and Planned Improvements

Oak Ridge High School resides on a 52-acre site with approximately 92 classrooms, 5 conference rooms, a library and lecture hall, as well as an athletic facilities including a synthetic field and track, large and small gyms, weight room, and multipurpose room. Oak Ridge High School facilities and grounds are maintained on a rotating schedule to ensure that all areas are in working order and suitable for school and public use. In addition to regular daily maintenance, heating and air units are checked regularly, storm drains are monitored and grounds are kept covered in accordance with NOA specifications. During student breaks, inspections including Fire, El Dorado Irrigation, and all preventative maintenance duties including deep cleaning of classrooms, as well as specialized teacher requests including classroom upgrades are scheduled and completed.

Oak Ridge High School's dedicated maintenance department benefits the community by ensuring a safe, reliable, and supportive learning environment. Several changes have been made to our Maintenance department staff including the hiring of a new Maintenance Supervisor, athletic maintenance worker, and groundskeeper. Oak Ridge High School is in a constant state of renovation. As the school ages and our population increases, the maintenance staff continually upgrades the facilities to meet our growing demands. Over the summer of 2018, Oak Ridge High School added a new portable and began plans for a new 1500 sqft Culinary building. Athletic facility improvements included; painting and restriping the track, repairing the track drainage system, and installing a new football field as well as improving the drainage system for our softball fields. Currently, Oak Ridge High School has updated all its exterior lighting to LED and continues to make improvements to the public announcement (PA) system.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
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Last updated: 1/15/2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	83.0%	72.0%	76.0%	68.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	67.0%	63.0%	55.0%	53.0%	37.0%	38.0%

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	592	561	94.76%	72.37%
Male	299	286	95.65%	64.69%
Female	293	275	93.86%	80.36%
Black or African American	11	--	90.91%	40.00%
American Indian or Alaska Native	--	--	--	
Asian	68	66	97.06%	90.91%
Filipino	14	14	100.00%	78.57%
Hispanic or Latino	78	73	93.59%	63.01%
Native Hawaiian or Pacific Islander	--	--	--	
White	395	375	94.94%	70.93%
Two or More Races	24	21	87.50%	80.95%
Socioeconomically Disadvantaged	50	49	98.00%	46.94%
English Learners	11	11	100.00%	36.36%
Students with Disabilities	37	29	78.38%	37.93%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: 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.

Last updated: 1/15/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	593	555	93.59%	62.52%
Male	300	285	95.00%	59.65%
Female	293	270	92.15%	65.56%
Black or African American	11	--	90.91%	40.00%
American Indian or Alaska Native	--	--	--	
Asian	68	66	97.06%	81.82%
Filipino	14	14	100.00%	50.00%
Hispanic or Latino	78	72	92.31%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	396	370	93.43%	61.08%
Two or More Races	24	21	87.50%	85.71%
Socioeconomically Disadvantaged	50	48	96.00%	37.50%
English Learners	11	11	100.00%	36.36%
Students with Disabilities	38	27	71.05%	29.63%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: 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.

Last updated: 1/15/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Oak Ridge High School has a powerful Career Technology Education (CTE) program designed to prepare students to successfully meet the ever changing nature of today's technical workplace and the need to fill high demand jobs with highly skilled applicants. 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, and Culinary courses.

Furthermore, Oak Ridge High School offers Engineering Design and Manufacturing pathways, as well as a Computer Science pathway. The Engineering Design and Manufacturing and Technology pathways include classes such as Engineering & Design, Manufacturing, and Engineering 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. Curriculum and instructional strategies that foster critical thinking, problem solving, and leadership are consistently taught to ensure workplace skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Oak Ridge High School's Career Center provides a variety of career-related resources to students. Oak Ridge High School counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities.

All CTE courses are open to all students and provide elective credits. Speakers from the community, job shadowing and work experiences, use of technology, career-related research projects, and community service projects are made available to heighten student awareness of options for education, training, and employment beyond high school.

CTE courses offered include:

- Advanced Manufacturing and Engineering Technology
- Manufacturing and Engineering Technology
- Engineering and Design Architecture
- Automotive Technology
- Culinary I
- Culinary II
- Exploring Computer Science
- AP Computer Science Principles
- AP Computer Science A
- Database Design/SQL Programming

Last updated: 1/15/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	652
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	14.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	42.0%

Last updated: 1/15/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	71.1%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	9.7%	22.7%	63.3%

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.

Last updated: 1/16/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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 and academic projects at Oak Ridge. 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.

Oak Ridge has an ELAC committee to allow students and parents involved in the EL program to become more involved at Oak Ridge High School. These parents are asked to provide feedback regarding the EL program and offer suggestions for program improvement.

The school also holds quarterly open forums called Coffee and Conversations in the morning before school starts. The school shares the latest information on the school and listens to parents questions and concerns.

State Priority: Pupil Engagement

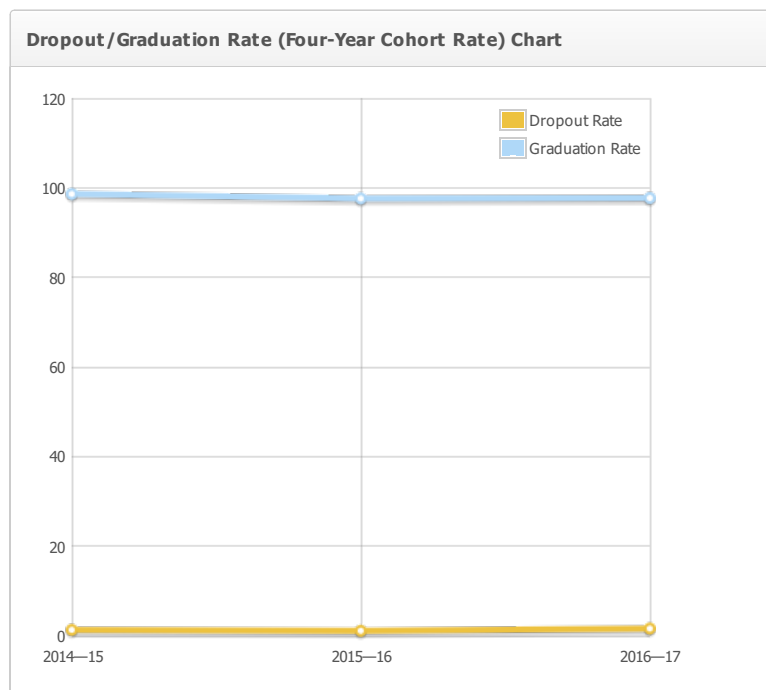
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	1.3%	1.1%	2.6%	2.2%	10.7%	9.7%
Graduation Rate	98.6%	97.6%	95.3%	94.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.6%	2.3%	9.1%
Graduation Rate	97.7%	94.7%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/15/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	97.2%	94.3%	88.7%
Black or African American	100.0%	81.8%	82.2%
American Indian or Alaska Native	100.0%	85.7%	82.8%
Asian	96.9%	95.1%	94.9%
Filipino	100.0%	94.1%	93.5%
Hispanic or Latino	96.3%	92.1%	86.5%
Native Hawaiian or Pacific Islander	100.0%	85.7%	88.6%
White	97.1%	94.8%	92.1%
Two or More Races	100.0%	96.5%	91.2%
Socioeconomically Disadvantaged	100.0%	95.3%	88.6%
English Learners	33.3%	42.9%	56.7%
Students with Disabilities	90.9%	71.0%	67.1%
Foster Youth	0.0%	60.0%	74.1%

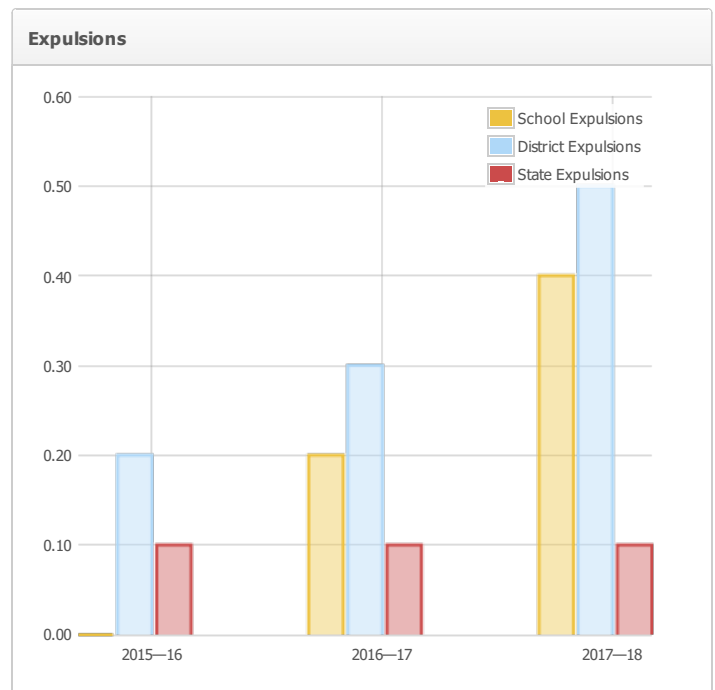
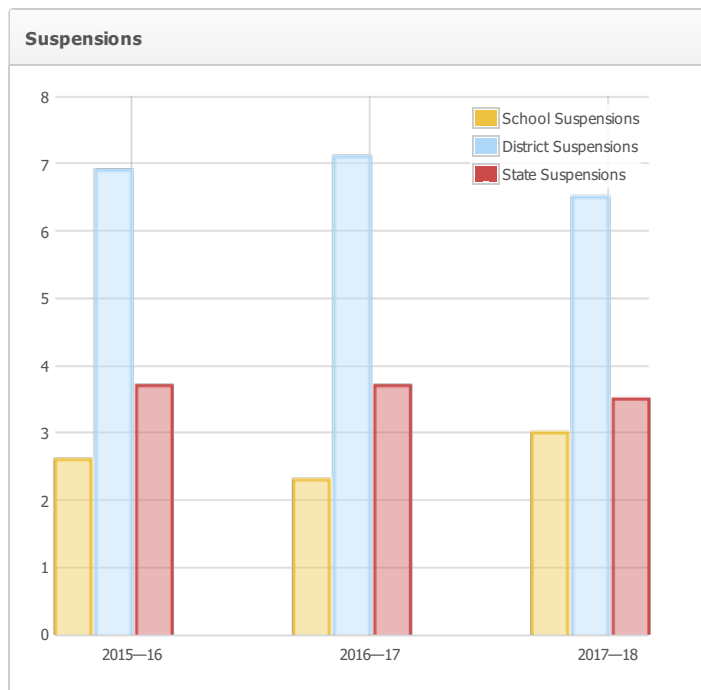
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.6%	2.3%	3.0%	6.9%	7.1%	6.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.4%	0.2%	0.3%	0.5%	0.1%	0.1%	0.1%



Last updated: 1/15/2019

School Safety Plan (School Year 2018—19)

Oak Ridge High School takes a comprehensive, proactive approach to school safety. Members of the Oak Ridge Safety Committee meet regularly to discuss potential hazards, safety concerns, and the most current practices 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 and suicide protocols. 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 plans are disseminated in great detail and teachers are provided an opportunity to offer suggestions to the safety plan. In addition, Oak Ridge has added the StopIt App. Parents, students, and community members are given the opportunity to alert administration to potential safety situations on campus. The app has provided useful information and is another step to help make our campus safer. 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	15	27	43
Mathematics	27.0	15	41	24
Science	27.0	6	59	
Social Science	29.0	11	23	32

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	12	44	32
Mathematics	27.0	13	44	28
Science	28.0	8	65	1
Social Science	29.0	8	32	31

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	11	35	40
Mathematics	28.0	17	41	28
Science	29.0	4	67	
Social Science	28.0	9	40	25

* 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.

Last updated: 1/15/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.4	455.0
Counselor (Social/Behavioral or Career Development)		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		N/A
Nurse	0.7	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/15/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9647.0	\$2141.0	\$7506.0	\$78451.0
District	N/A	N/A	\$8556.0	\$81042.0
Percent Difference – School Site and District	N/A	N/A	-12.0%	-3.0%
State	N/A	N/A	\$6574.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	35.0%	-9.0%

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

Last updated: 1/15/2019

Types of Services Funded (Fiscal Year 2017—18)

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 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 for these classes. Students enrolled in AP courses are strongly encouraged to take the AP exam. Grades for AP classes in grades 10-12 are weighted to reflect the rigorous nature of these courses in accordance with Board Policy and Administrative Regulations.

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

Oak Ridge High School offers several programs to meet the unique learning styles and needs of the students it serves. The Independent Study Program (ISP) allows select students to complete certain courses through the APEX online programs as approved by the Board of Trustees. The program limits enrollment to students who cannot possibly 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 ISP. The ISP program 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 the successful completion of their assigned work.

The El Dorado Union High School Board and the District Office provided each site the funding it needs 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 allow 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 are 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 an after school Academic Recovery Program.

Intersession is a one-week program held at the end of each academic semester. It offers an additional opportunity to demonstrate learning competencies in order to enhance a students grade. Student's with a grade between 50-59% in core subject areas are 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 Credit 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 Credit Recovery class to complete course work and recover credits for that subject. The Credit 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 no longer attend the Credit Recovery class.

In an effort to address the growing population of English Learners, Oak Ridge High School has incorporated an EL Class/Cohort. 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. We also have provided them with a library of books targeted at their reading levels but of interest to their age group.

The Connections Program/Study Skills class has been offered at Oak Ridge since 2011. The Connections Coordinator is a certificated teacher who is paid to work with students who have been identified by the middle schools and at Oak Ridge as students who require extra support. The Coordinator runs a daily tutoring session for these students. Student tutors offer curricular support. The Coordinator also works to find ways to connect these students to the services that Oak Ridge provides. The Coordinator works closely with teachers to ensure student participation in all classes. The Coordinator also works to find a way to connect students to the co and extracurricular activities offered at Oak Ridge.

Oak Ridge High School is also an AVID school. Several teachers, including the teachers who deliver the AVID curriculum, have attended AVID trainings. Oak Ridge is working towards integrating AVID curriculum campus-wide. AVID students participate in lessons that teach organizational skills, socratic seminars, and tutorials. Oak Ridge is working closely with the community middle schools to identify students who fit the AVID model.

Oak Ridge has also implemented a variety of support classes for students. Oak Ridge has created a pathway to Algebra 2 for struggling math students. These students are identified by their middle schools. These students enter a math pathway their Freshman year that assists them in attaining Algebra 2. We also offer a Reading Improvement class for Freshman identified by the their middle school as needing such support.

The services provided on the Oak Ridge campus are designed to assist all students. Oak Ridge offers broad range of curriculum including the opportunities listed above, honors classes and Advanced Placement classes for our students pursuing greater academic rigor.

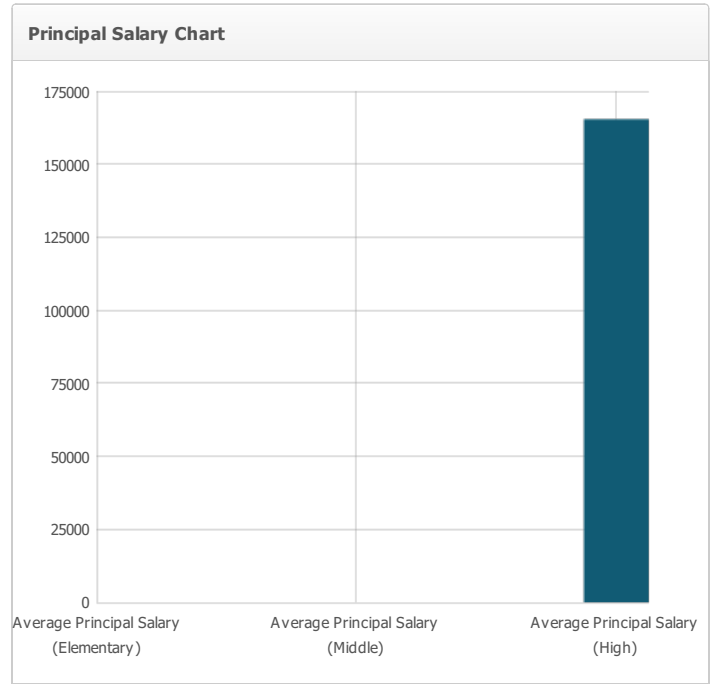
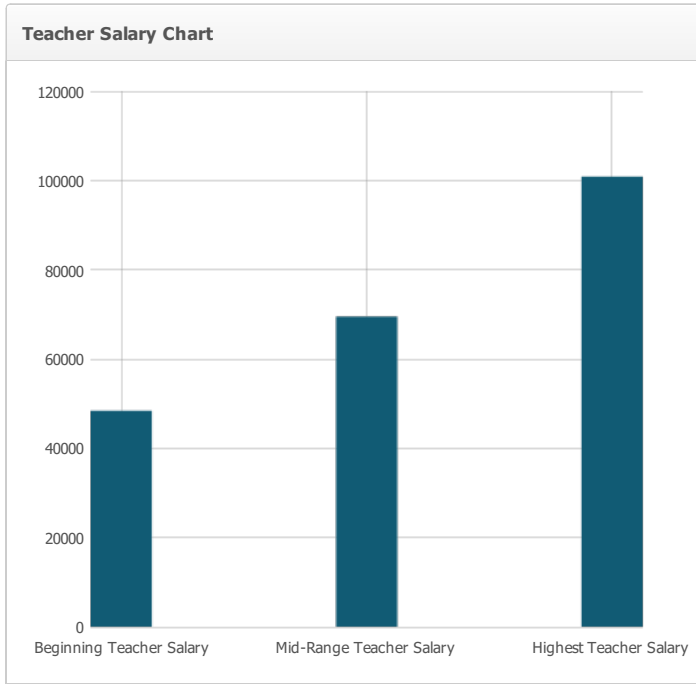
Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,407	\$50,747

Mid-Range Teacher Salary	\$69,511	\$86,127
Highest Teacher Salary	\$100,848	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$165,381	\$150,286
Superintendent Salary	\$231,663	\$238,058
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/15/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All Courses	18	26.1%

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

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

Last updated: 1/16/2019

Professional Development

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 and improving the social emotional health of our students.

Refining instructional strategies in order to provide in-class interventions to underperforming students will be achieved with training from the Assessment Training Institute (ATI.) ATI provides teachers with all of the tools and strategies they need in order to provide in class assistance to struggling students. At this time 61 of 101 teachers have taken part in this training.

To improve the social emotional health of our students the Challenge Success program is being embraced. The Challenge Success program challenges schools to analyze their school and determine the Challenge Success strategies that need to be implemented at their school site. A Challenge Success team has been established for our school. By the end of the 2018-19 school year the Challenge Success program will be fully implemented at Oak Ridge.

Technology training is also a WASC goal and an imbedded part of our professional development. For this year our technology professional development is focusing mostly on implementation of GradeCam. But we are also sharing technology based assessment tools as well.

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.

Last updated: 1/15/2019