

## School Accountability Report Card Reported Using Data from the 2018—19 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

 Principal, Oak Ridge High

### About Our School

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 104 certificated staff members serve its roughly 2460 students. Opened in 1980, Oak Ridge High School is the third oldest high school in the district. The students at Oak Ridge High School live and attend school in a safe and supportive community.

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. Oak Ridge High School offers both 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.

### Contact

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

Phone: 916-933-6980  
Email: [miller@eduhd.k12.ca.us](mailto:miller@eduhd.k12.ca.us)

## About This School

### Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) |  |
|--|--|
| <b>District Name</b>                               | El Dorado Union High   |
| <b>Phone Number</b>                                | (530) 622-5081   |
| <b>Superintendent</b>                              | Ron Carruth  |
| <b>Email Address</b>                               | <a href="mailto:rcarruth@eduhd.k12.ca.us">rcarruth@eduhd.k12.ca.us</a> |
| <b>Website</b>                                     | <a href="http://www.eduhd.k12.ca.us">www.eduhd.k12.ca.us</a>           |

| School Contact Information (School Year 2019—20) |   |
|--|---|
| <b>School Name</b>                               | Oak Ridge High  |
| <b>Street</b>                                    | 1120 Harvard Way  |
| <b>City, State, Zip</b>                          | El Dorado Hills, Ca, 95762-4324   |
| <b>Phone Number</b>                              | 916-933-6980  |
| <b>Principal</b>                                 | Aaron Palm, Principal   |
| <b>Email Address</b>                             | <a href="mailto:miller@eduhd.k12.ca.us">miller@eduhd.k12.ca.us</a>      |
| <b>Website</b>                                   | <a href="http://orhs.eduhd.k12.ca.us/">http://orhs.eduhd.k12.ca.us/</a> |
| <b>County-District-School (CDS) Code</b>         | 09618530930081  |

*Last updated: 1/23/2020*

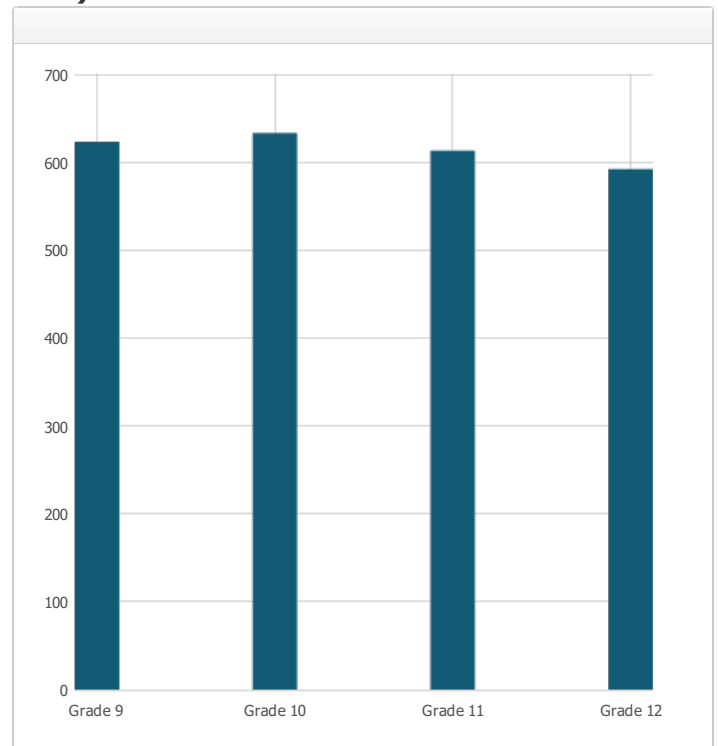
### School Description and Mission Statement (School Year 2019—20)

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: 1/23/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 9          | 623                |
| Grade 10         | 633                |
| Grade 11         | 613                |
| Grade 12         | 592                |
| Total Enrollment | 2461               |



Last updated: 1/23/2020

**Student Enrollment by Student Group (School Year 2018—19)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.30 %                      |
| American Indian or Alaska Native    | 0.10 %                      |
| Asian                               | 11.00 %                     |
| Filipino                            | 2.00 %                      |
| Hispanic or Latino                  | 12.60 %                     |
| Native Hawaiian or Pacific Islander | 0.30 %                      |
| White                               | 66.60 %                     |
| Two or More Races                   | 5.90 %                      |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 6.50 %                      |
| English Learners                    | 0.70 %                      |
| Students with Disabilities          | 8.60 %                      |
| Foster Youth                        | 0.10 %                      |
| Homeless                            | 0.10 %                      |

## A. Conditions of Learning

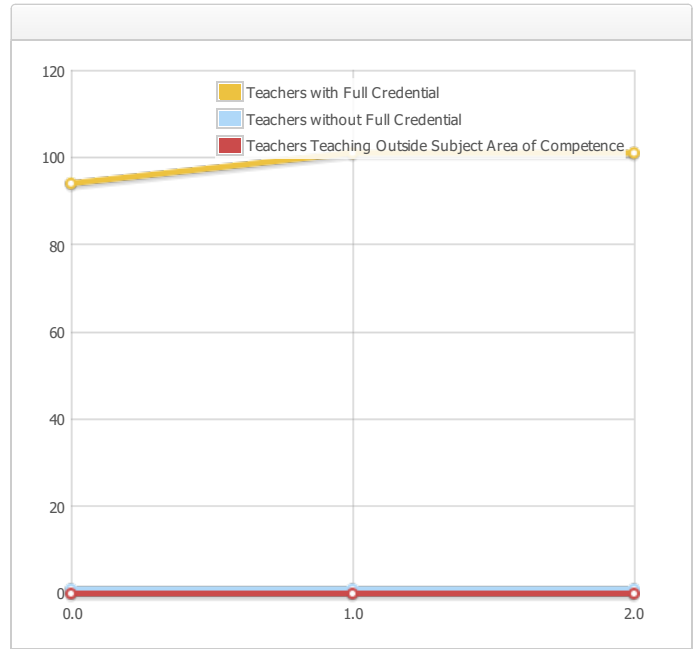
### State Priority: Basic

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

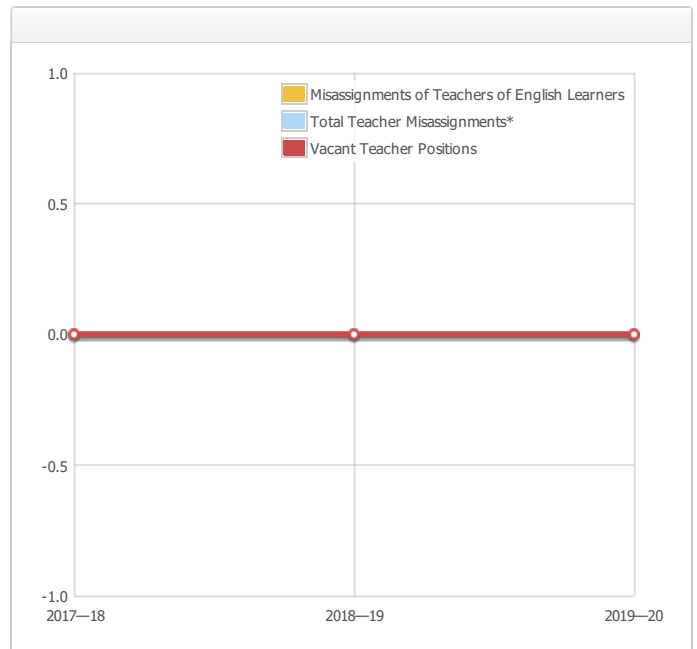
| Teachers  | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential  | 94             | 101            | 101            | 292              |
| Without Full Credential   | 1              | 1              | 1              | 5                |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 1                |



Last updated: 1/23/2020

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| 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: 1/23/2020

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: September 2019

| Subject                | Textbooks and Other 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                        | 0.00 %                                     |
| 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                        | 0.00 %                                     |
| 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                        | 0.00 %                                     |
| 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                        | 0.00 %                                     |
| 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 1-3: Mosaik – Levels 1-3, Vista Higher Learning, 2018 (4/09/2019 Board Adopted)</p> <p>German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 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> <p>Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)</p>   | Yes                        | 0.00 %                                     |

|                                 |   |     |        |
|---------------------------------|---|-----|--------|
| Health                          | Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted) | Yes | 0.00 % |
| 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: 1/29/2020*

## School Facility Conditions and Planned Improvements

Oak Ridge High School takes a comprehensive, proactive approach to school safety. Members of the District Safety Committee meet regularly to discuss potential hazards, safety concerns, and the most current practices to ensure a safe school campus. Oak Ridge High School 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 High School 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 High School Safety Plan. The El Dorado Union High School District has adopted the ParentSquare 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. Oak Ridge High School continues to utilize the StopIt App where parents, students, and community members are given the opportunity to alert administration to potential safety concerns 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.

*Last updated: 1/30/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: November 2019

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

*Last updated: 1/23/2020*



## 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<br>2017–18 | School<br>2018–19 | District<br>2017–18 | District<br>2018–19 | State<br>2017–18 | State<br>2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 72.0%             | 75.0%             | 68.0%               | 69.0%               | 50.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      | 63.0%             | 68.0%             | 53.0%               | 55.0%               | 38.0%            | 39.0%            |

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: 1/23/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 590              | 551           | 93.39%         | 6.61%              | 75.45%                  |
| Male  | 315              | 299           | 94.92%         | 5.08%              | 71.48%                  |
| Female  | 275              | 252           | 91.64%         | 8.36%              | 80.16%                  |
| Black or African American                     | --               | --            | --             | --                 |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | 64               | 61            | 95.31%         | 4.69%              | 78.69%                  |
| Filipino                                      | --               | --            | --             | --                 |                         |
| Hispanic or Latino                            | 62               | 59            | 95.16%         | 4.84%              | 71.19%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 |                         |
| White   | 403              | 378           | 93.80%         | 6.20%              | 76.39%                  |
| Two or More Races                             | 45               | 39            | 86.67%         | 13.33%             | 74.36%                  |
| Socioeconomically Disadvantaged               | 40               | 39            | 97.50%         | 2.50%              | 58.97%                  |
| English Learners                              | --               | --            | --             | --                 |                         |
| Students with Disabilities                    | 47               | 36            | 76.60%         | 23.40%             | 22.86%                  |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      |                  |               |                |                    |                         |

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: 1/23/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 590              | 545           | 92.37%         | 7.63%              | 68.38%                  |
| Male  | 315              | 293           | 93.02%         | 6.98%              | 70.89%                  |
| Female  | 275              | 252           | 91.64%         | 8.36%              | 65.48%                  |
| Black or African American                     | --               | --            | --             | --                 |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | 64               | 58            | 90.63%         | 9.37%              | 86.21%                  |
| Filipino                                      | --               | --            | --             | --                 |                         |
| Hispanic or Latino                            | 62               | 58            | 93.55%         | 6.45%              | 60.34%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 |                         |
| White   | 403              | 379           | 94.04%         | 5.96%              | 67.72%                  |
| Two or More Races                             | 45               | 39            | 86.67%         | 13.33%             | 66.67%                  |
| Socioeconomically Disadvantaged               | 40               | 36            | 90.00%         | 10.00%             | 58.33%                  |
| English Learners                              | --               | --            | --             | --                 |                         |
| Students with Disabilities                    | 47               | 32            | 68.09%         | 31.91%             | 6.45%                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      |                  |               |                |                    |                         |

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: 1/23/2020*

## Career Technical Education (CTE) Programs (School Year 2018—19)

Career Technical Education (CTE) is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge providing students with a pathway to postsecondary education and careers. The primary focus of Oak Ridge High School's CTE program is to prepare students to successfully meet the ever-changing nature of today's workplace and obtain employment in high-demand careers. Oak Ridge High School offers students four CTE pathways: Advanced Manufacturing and Engineering, Software and System Development (Computer Science), Food Service and Hospitality (Culinary), and System Diagnostic, Service and Repair.

The Advanced Manufacturing and Engineering Technology pathway provides students with experiences in graphic design production, machine tooling and forming, engineering design, and product innovation and design. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation. This course emphasizes real world, occupationally relevant experiences of significant scope and depth in manufacturing. The knowledge and skills are acquired to integrate hands-on, project based, and work-based instruction. This course is designed to prepare students for entry into a career, postsecondary education, or advanced technical training. As the field of Manufacturing continues to evolve worldwide, students graduating with training in manufacturing, will be better prepared to compete for positions in the job market.

The Software and System Development pathway provides students the opportunity to enroll in four different computer science courses: Exploring Computer Science, AP Computer Science Principles, AP Computer Science A, and CSROP Database Design and SQL. The pathway introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. Students design and implement innovative solutions using an iterative process to bring ideas to life. The courses include rigorous computer science content and skills that can be built on to complete postsecondary science, technology, engineering, mathematics and computing studies degrees or certificates.

The Food Service and Hospitality pathway provides students with the opportunity to enroll in three different courses: Culinary 1, Culinary 2, and CSROP Culinary

Arts. The new state of the art culinary facility at Oak Ridge High School prepares students for either immediate employment upon graduation or acceptance in elite postsecondary culinary institutions. In addition to access to professional training kitchens, students may join local FCCLA chapter. This student led organization is part of a national organization that promotes student engagement in the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

The System Diagnostic, Service and Repair pathway is designed to prepare students' foundational training for skilled labor positions. Students complete the introductory training in the shop facility at Oak Ridge High School and then continue their training at CSROP Metals, CSROP Diesel Engine, or CSROP Automotive.

In addition, Oak Ridge High School students may enroll in any of the ten Central Sierra Regional Occupation Program (CSROP). CSROP provides Oak Ridge High School with career training without tuition costs and no fees.

The ten CSROP courses of study are as follows:

- Animal Health
- Auto Engine
- Cosmetology
- Culinary Arts
- Database Design and SQL
- Dental Careers
- Diesel Engine
- Fire Control Technician
- Health Careers
- Law Enforcement

CSROP prepares students for high skill, high demand, and high wage careers needed in the competitive, rapidly regional and global economy.

*Last updated: 1/30/2020*

### Career Technical Education (CTE) Participation (School Year 2018—19)

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 636                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 69.20%                    |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 17.60%                    |

*Last updated: 1/23/2020*

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 99.43%  |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | 69.70%  |

# 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 2018—19)

| 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           | 15.20%   | 23.30%   | 53.10%  |

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/23/2020

## 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 2019—20)

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

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

The school also holds open forums called Coffee and Conversations. The school shares the latest information on the school and listens to parents' questions and concerns in these forums.

### State Priority: Pupil Engagement

*Last updated: 1/30/2020*

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

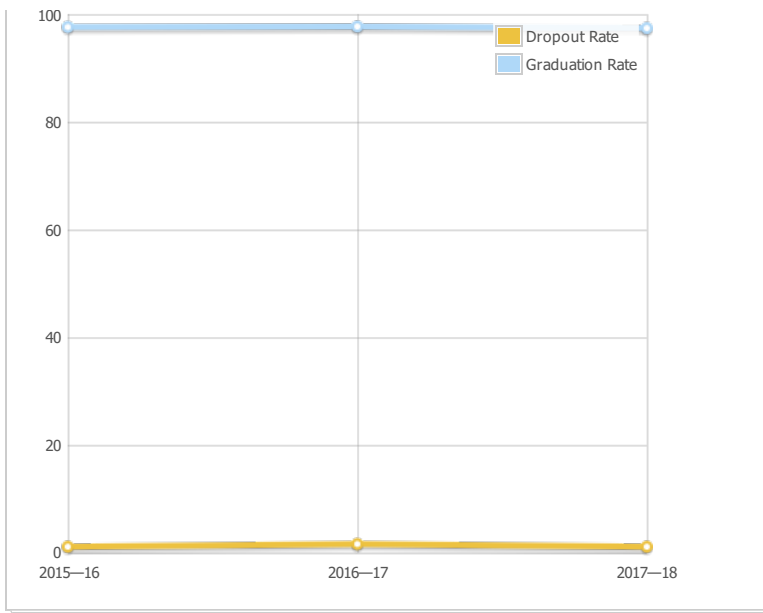
- High school dropout rates; and
- High school graduation rates

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

| Indicator       | School<br>2015—16 | District<br>2015—16 | State<br>2015—16 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate    | 1.10%             | 2.20%               | 9.70%            |
| Graduation Rate | 97.60%            | 94.30%              | 83.80%           |

| Indicator       | School<br>2016—17 | School<br>2017—18 | District<br>2016—17 | District<br>2017—18 | State<br>2016—17 | State<br>2017—18 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate    | 1.60%             | 1.10%             | 2.30%               | 2.10%               | 9.10%            | 9.60%            |
| Graduation Rate | 97.70%            | 97.40%            | 94.70%              | 94.20%              | 82.70%           | 83.00%           |

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/23/2020*

# State Priority: School Climate

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

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

## Suspensions and Expulsions

| Rate        | School<br>2016—17 | School<br>2017—18 | School<br>2018—19 | District<br>2016—17 | District<br>2017—18 | District<br>2018—19 | State<br>2016—17 | State<br>2017—18 | State<br>2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 2.30%             | 3.00%             | 3.70%             | 7.10%               | 6.50%               | 7.10%               | 3.60%            | 3.50%            | 3.50%            |
| Expulsions  | 0.20%             | 0.40%             | 0.00%             | 0.30%               | 0.50%               | 0.30%               | 0.10%            | 0.10%            | 0.10%            |

*Last updated: 1/23/2020*

## School Safety Plan (School Year 2019—20)

Oak Ridge High School takes a comprehensive, proactive approach to school safety. Members of the District Safety Committee meet regularly to discuss potential hazards, safety concerns, and the most current practices to ensure a safe school campus. Oak Ridge High School 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 High School 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 information taken from these meetings are adopted into our safety plan.

Communication is a key component of the Oak Ridge High School Safety Plan. The El Dorado Union High School district has adopted the ParentSquare 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. Oak Ridge High School continues to utilize the StopIt App where parents, students, and community members are given the opportunity to alert administration to potential safety concerns 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 High School Safety Plan is reviewed and approved by the El Dorado Union High School District School Board.

*Last updated: 1/30/2020*



## **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 2016—17)**

| Subject        | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 28.00              | 12                          | 44                           | 32                         |
| Mathematics    | 27.00              | 13                          | 44                           | 28                         |
| Science        | 28.00              | 8                           | 65                           | 1                          |
| Social Science | 29.00              | 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 *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 29.00              | 11                          | 35                           | 40                         |
| Mathematics    | 28.00              | 17                          | 41                           | 28                         |
| Science        | 29.00              | 4                           | 67                           |                            |
| Social Science | 28.00              | 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

| Subject        | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 29.00              | 12                          | 33                           | 41                         |
| Mathematics    | 28.00              | 11                          | 52                           | 22                         |
| Science        | 29.00              | 6                           | 62                           | 1                          |
| Social Science | 29.00              | 8                           | 33                           | 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.

*Last updated: 1/23/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

| Title       | Ratio** |
|-------------|---------|
| Counselors* | 455.70  |

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/23/2020*

**Student Support Services Staff (School Year 2018—19)**

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5.40                              |
| Library Media Teacher (Librarian)                             | 1.00                              |
| Library Media Services Staff (Paraprofessional)               | 0.80                              |
| Psychologist  | 1.00                              |
| Social Worker   |                                   |
| Nurse   | 1.00                              |
| Speech/Language/Hearing Specialist                            |                                   |
| Resource Specialist (non-teaching)                            | 1.60                              |
| Other   | 0.20                              |

\*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: 1/27/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$9997.00                    | \$2210.00                           | \$7787.00                             | \$80707.00             |
| District                                      | N/A                          | N/A                                 | \$8830.00                             | \$82102.00             |
| Percent Difference – School Site and District | N/A                          | N/A                                 | -12.00%                               | -2.00%                 |
| State   | N/A                          | N/A                                 | \$7506.64                             | \$88538.00             |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | 4.00%                                 | -9.00%                 |

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

Last updated: 1/23/2020

**Types of Services Funded (Fiscal Year 2018—19)**

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 and the collective needs of 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 that 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 Oak Ridge High School 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 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 Oak Ridge High School 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.

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.

Oak Ridge High School's ELD program supports English Learners in a comprehensive academic program. 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 High School since 2011. The Connections Coordinator is a certificated teacher who works with students who have been identified by the middle schools and at Oak Ridge High School 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 High School 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 cocurricular and extracurricular activities offered at Oak Ridge High School.

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 High School is working towards integrating AVID curriculum campus-wide. AVID students participate in lessons that teach organizational skills, socratic seminars, and tutorials. Oak Ridge High School is working closely with the community middle schools to identify students who fit the AVID model.

Oak Ridge High School has also implemented a variety of support classes for students. Oak Ridge High School 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.

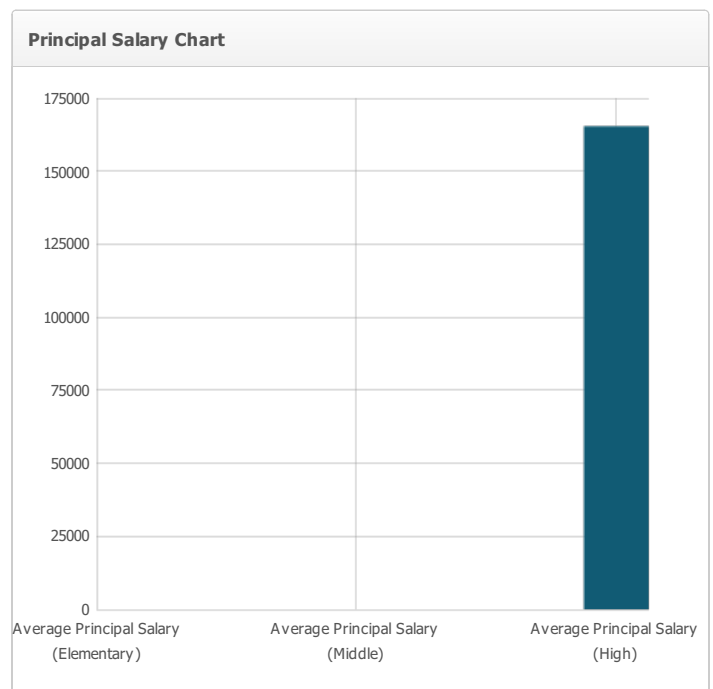
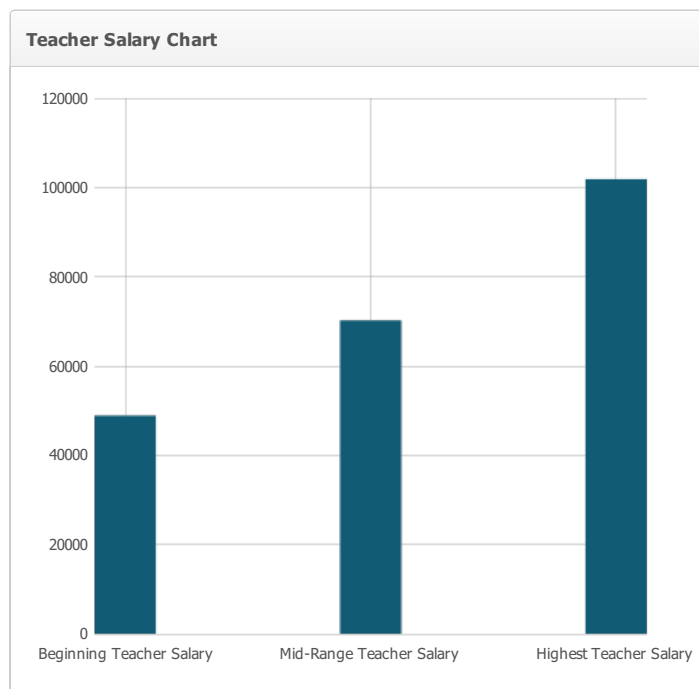
The services provided on the Oak Ridge High School campus are designed to assist all students. Oak Ridge High School offers broad range of curriculum including the opportunities listed above, honors classes and Advanced Placement classes for our students pursuing greater academic rigor.

*Last updated: 1/30/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$48,891        | \$52,466                                     |
| Mid-Range Teacher Salary                      | \$70,206        | \$87,373                                     |
| Highest Teacher Salary                        | \$101,856       | \$109,803                                    |
| Average Principal Salary (Elementary)         | \$              | --   |
| Average Principal Salary (Middle)             | \$              | \$142,025                                    |
| Average Principal Salary (High)               | \$165,381       | \$153,904                                    |
| Superintendent Salary                         | \$243,246       | \$241,221                                    |
| Percent of Budget for Teacher Salaries        | 33.00%          | 33.00%                                       |
| Percent of Budget for Administrative Salaries | 5.00%           | 5.00%  |

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



Last updated: 1/23/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

| 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         | 2                             | N/A                               |
| Mathematics              | 3                             | N/A                               |
| Science                  | 4                             | N/A                               |
| Social Science           | 5                             | N/A                               |
| All Courses              | 19                            | 28.00%                            |

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

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

*Last updated: 1/29/2020*

**Professional Development**

| Measure   | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 1       | 2       | 2       |