

Oak Ridge High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Oak Ridge High School
Street	1120 Harvard Way
City, State, Zip	El Dorado Hills, Ca, 95762-4324
Phone Number	916-933-6980
Principal	Aaron Palm
Email Address	APalm@eduhd.net
School Website	https://orhs.eduhd.k12.ca.us/
County-District-School (CDS) Code	09618530930081

2022-23 District Contact Information

District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
Email Address	sfuson@eduhd.net
District Website Address	www.eduhd.k12.ca.us

2022-23 School Overview

Oak Ridge High School, in El Dorado Hills, 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 100 certificated staff members serve roughly 2526 students. Opened in 1980, Oak Ridge High School (ORHS) is the third oldest high school in the district with many proud traditions. The students at ORHS live and attend school in a safe, well-educated community.

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. The school offers a curriculum designed to meet the needs of all students, as well as learning opportunities for enrichment beyond the classroom. ORHS 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 an industry level Foods/Culinary lab.

Mission Statement

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

School Description

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

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

2022-23 School Overview

- Guides students to become caring and responsible citizens who work for the common good.

School Goals

1. Teachers will implement and refine instructional strategies in order to provide in-class interventions for underperforming students in order to close the achievement gap.
2. The school will improve the social-emotional health of their students as indicated in the California Healthy Kids Survey.
3. Staff will continue to expand the use of technology to enhance student learning.
4. Staff and administration will continue to make schoolwide decisions based on data to support the achievement of all students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	639
Grade 10	657
Grade 11	624
Grade 12	617
Total Enrollment	2,537

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.1
American Indian or Alaska Native	0.3
Asian	12.5
Black or African American	1.1
Filipino	2.1
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.1
White	64.6
English Learners	0.8
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	6.9
Students with Disabilities	9.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	91.10	91.94	251.10	87.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.53	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.10	3.00	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	3.29	12.40	4.36	12115.80	4.41
Unknown	4.60	4.66	17.40	6.10	18854.30	6.86
Total Teaching Positions	99.10	100.00	285.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.20	
Total Out-of-Field Teachers	3.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
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	0.0
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, McGraw Hill, 2020, CC (5/17/2022 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: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted)</p> <p>Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted)</p> <p>AP Biology: Biology In Focus, 2020 (5/17/2022 Board Adopted)</p> <p>Chemistry: Inspire Chemistry, McGraw Hill, 2012 (5/17/2022 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (5/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (5/09/2017 Board Adopted)</p>	Yes	0.0

	Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)		
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, Bedford, Freeman and Worth, 2020, (05/12/2020 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: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted)</p> <p>Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)</p>	Yes	0.0
Foreign Language	<p>Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)</p> <p>AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)</p> <p>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: Sentieri 3e, Vista Higher Learning, 2019 (10/27/2020 Board Adopted)</p> <p>Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)</p>	Yes	0.0
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Oak Ridge High School resides on a 52-acre site with approximately 93 classrooms, 5 conference rooms, a theater, wellness center, a library and lecture hall, as well as athletic facilities including a synthetic field and track, large and small gyms, wrestling room, weight room, and multipurpose room. Over the summer of 2019, Oak Ridge High School completed a new 1500 sq. ft. Culinary building. In 2020 we completed the installation of solar panels to increase energy efficiency.

Oak Ridge High School's dedicated maintenance department benefits the community by ensuring a safe, reliable, and supportive learning environment. 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.

Year and month of the most recent FIT report

September 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes 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).

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	67	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	56	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	622	570	91.64	8.36	66.55
Female	306	274	89.54	10.46	75.09
Male	313	294	93.93	6.07	58.70
American Indian or Alaska Native	--	--	--	--	--
Asian	81	77	95.06	4.94	77.92
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	89.47
Hispanic or Latino	72	65	90.28	9.72	67.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	30	90.91	9.09	58.62
White	404	367	90.84	9.16	63.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	53	49	92.45	7.55	63.27
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	39	79.59	20.41	33.33

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	622	582	93.57	6.43	55.69
Female	306	282	92.16	7.84	59.57
Male	313	298	95.21	4.79	52.03
American Indian or Alaska Native	--	--	--	--	--
Asian	81	76	93.83	6.17	77.63
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	68.42
Hispanic or Latino	72	67	93.06	6.94	49.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	31	93.94	6.06	43.33
White	404	377	93.32	6.68	53.72
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	53	49	92.45	7.55	51.02
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	41	83.67	16.33	12.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	55.19	41.77	44.81	39.55	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	599	553	92.32	7.68	41.77
Female	296	274	92.57	7.43	50.36
Male	303	279	92.08	7.92	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	72	69	95.83	4.17	68.12
Black or African American	--	--	--	--	--
Filipino	11	11	100	0	63.64
Hispanic or Latino	82	74	90.24	9.76	29.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	41	93.18	6.82	60.98
White	381	350	91.86	8.14	36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	50	86.21	13.79	32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	44	81.48	18.52	9.09

2021-22 Career Technical Education Programs

Oak Ridge High School has a robust 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. Oak Ridge students have access to all 11 CTE pathways offered in our district. However, on campus we offer Digital Imaging, Engineering and Manufacturing, Computer Science and Culinary courses.

Oak Ridge High School offers a Engineering Design and Manufacturing pathway, as well as a Computer Science pathway. The Engineering Design and Manufacturing and Technology pathways include classes such as Introduction to Manufacturing and Engineering, Manufacturing and Engineering Technology, Advanced 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 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. Database Design/SQL Programming is 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 Technology 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 College and 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. Oak Ridge provides Computer Science, Culinary, Digital Imaging, and Manufacturing and Engineering CTE courses on our campus.

CTE courses offered include:

- Introduction to Manufacturing and Engineering
- 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
- Digital Imaging

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	664
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.72
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	63.56

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98	98	98	96	99

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 Foundation. The ORHS 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.

2022-23 Opportunities for Parental Involvement

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 a parent representative on the district 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 for parents to ask questions about the school.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.7	0.8		2.6	1.3		8.9	7.8
Graduation Rate		96.6	97.9		94.2	96.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	615	602	97.9
Female	306	300	98.0
Male	309	302	97.7
American Indian or Alaska Native	0	0	0.0
Asian	74	72	97.3
Black or African American	--	--	--
Filipino	12	11	91.7
Hispanic or Latino	86	83	96.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	45	45	100.0
White	389	382	98.2
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	84	83	98.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	62	58	93.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2598	2565	377	14.7
Female	1286	1268	188	14.8
Male	1307	1292	188	14.6
American Indian or Alaska Native	7	7	1	14.3
Asian	323	319	27	8.5
Black or African American	30	30	4	13.3
Filipino	56	56	5	8.9
Hispanic or Latino	335	332	59	17.8
Native Hawaiian or Pacific Islander	15	15	4	26.7
Two or More Races	159	158	25	15.8
White	1671	1647	252	15.3
English Learners	25	24	2	8.3
Foster Youth	2	1	0	0.0
Homeless	3	2	2	100.0
Socioeconomically Disadvantaged	261	255	62	24.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	241	233	59	25.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.79	5.05	2.45
Expulsions	0.04	0.14	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.69	2.58	1.91	5.39	0.20	3.17
Expulsions	0.00	0.04	0.04	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.58	0.04
Female	1.09	0.00
Male	4.06	0.08
American Indian or Alaska Native	0.00	0.00
Asian	1.86	0.00
Black or African American	13.33	0.00
Filipino	1.79	0.00
Hispanic or Latino	3.58	0.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.77	0.00
White	2.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.22	0.00

2022-23 School Safety Plan

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 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 instantaneously. The ability to give parents, teachers, and students status updates during an emergency is crucial. Oak Ridge High School holds a minimum of one staff meeting per year committed solely to safety. Emergency plans are disseminated to the staff. Our site also has a safety committee that considers new safety proposals. Oak Ridge 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 anonymously. 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	15	31	43
Mathematics	26	19	57	19
Science	28	7	63	1
Social Science	26	19	36	27

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	162	1	
Mathematics	14	175	1	
Science	15	136		
Social Science	14	148	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	29	22	49
Mathematics	25	30	23	43
Science	27	10	56	8
Social Science	22	35	20	40

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	704.72

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.6
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,657	2,071	7,586	\$74,325
District	N/A	N/A	8,331	\$85,434
Percent Difference - School Site and District	N/A	N/A	-9	-13
State	N/A	N/A	6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	15	-21

2021-22 Types of Services Funded

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 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 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 program 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. The ISP program strives to prepare students for graduation and success in post high school pursuits. Students in 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 needed to run an intersession 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 student's learning and therefore grade. Student's with a grade between 50-59% in core subject areas are given an opportunity following the end of the year to revisit areas of need and to demonstrate at standard learning competencies.

Oak Ridge has a flex time four days a week for 30 minutes each day. This time allows teachers to pull struggling students into a smaller environment to remediate them. Other students utilize the time for advancement.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,118	\$55,947
Mid-Range Teacher Salary	\$71,968	\$90,080
Highest Teacher Salary	\$104,412	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$172,453	\$164,633
Superintendent Salary	\$256,179	\$261,984
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	29.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	13
Fine and Performing Arts	1
Foreign Language	4
Mathematics	9
Science	8
Social Science	25
Total AP Courses Offered Where there are student course enrollments of at least one student.	60

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2