

# Oak Ridge High

## School Accountability Report Card Reported Using Data from 2013–14 School Year *Published During 2014–15*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local education agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. For more information about the LCFF or LCAP, visit the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (\*) means that the size of the group was numerically insignificant.

### I. About This School

#### District Contact Information (Most Recent Year)

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

#### School Contact Information (Most Recent Year)

School Name	Oak Ridge High
Street	1120 Harvard Way
City, State, Zip	El Dorado Hills, CA 95762-4324
Phone Number	(916) 933-6980
Principal	Paul Burke, Principal
E-mail Address	pburke@eduhd.net
Web Site	<a href="http://www.orhsonline.com">http://www.orhsonline.com</a>
County-District-School (CDS) Code	09618530930081

## School Description and Mission Statement (Most Recent Year)

Oak Ridge High School, located in the suburban area of El Dorado Hills, California, is a grade nine through grade twelve comprehensive schools with a current enrollment of 2,389 students, as reported on the October 2014 California Basic Data System (CBEDS). The school opened in 1980 and has become an integral part of the local community that has experienced tremendous growth and as of late has begun to become a more diverse population.

Oak Ridge has high academic expectations of students and is committed to providing an environment in which every student has the opportunity to experience success. For the class of 2014, 64 % meet University of California entrance requirement. ORHS has earned an Academic Performance Index of 892, ranking it among the top 5% of high schools in California as measured by the state. Further, ORHS was recognized as a California Distinguished School in 2007 and a National Blue Ribbon School in 2008. The school offers a curriculum to meet the needs of all students, as well as learning opportunities for enrichment beyond the classroom. Advanced classes and seventeen AP programs are offered to provide students with the opportunity to reach their academic potential. Scholarships awarded in 2014 totaled \$2.25 million. The Career Technology program includes a \$2.5 million state-of-the-art Manufacturing Engineering lab.

The academic program is balanced with an extensive extracurricular program. The Oak Ridge Trojans compete in the Delta River Conference, Division I schools, and consistently competes in playoff competitions, winning sections, regional, and state recognition. The athletic, music, and drama programs are source of pride to the entire community. In addition to full program of boys' and girls' athletics, extracurricular activities include Interact Club, FHA Hero Club, National Honor Society, Gay-Straight Alliance, Renaissance Club, Speech and Debate, Pacific Asian Culture, French Club, Italian Club, Computer Science Club, Creative Writers Club, Rowing Club, Do Something Club, Book Club, Fashion Club, Slackline, Odyssey of the Mind, Red Cross, STEM, Mountain Bike Club, Spanish Club, Ultimate Frisbee Alliance, Uke Crazy Club, Women of Worth, Art Media, Anonymous, Truth Revealed, Drama Club, Christian Club, American Math Competition, Sand Volleyball, Student Newspaper, Hands 4 Hope, Grace Foundation, Gamers United, Film Club, Random Acts of Kindness, Skateboarding, Hexaflexagon and Food Culture Club.

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	638
Grade 10	586
Grade 11	580
Grade 12	541
Ungraded Secondary	0
Total Enrollment	2345

## Student Enrollment by Subgroup (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2%	White	65.6%
American Indian or Alaska Native	0.3%	Two or More Races	13.3%
Asian	8.1%	Socioeconomically Disadvantaged	5.9%
Filipino	1.3%	English Learners	0.3%
Hispanic or Latino	8.8%	Students with Disabilities	6.5%
Native Hawaiian/Pacific Islander	0%		

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupil they are teaching.
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	86	94	96	303
Without Full Credential	0	0	3	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes in Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (Most Recent Year)

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p><u>English 1: Collections-Grade 9</u>, Houghton Mifflin Harcourt, 2015, CC (6/10/2014)</p> <p><u>English 2: Holt McDougal Literature-10<sup>th</sup> Grade</u>, Holt McDougal, 2012, CC, 10<sup>th</sup> Edition - (5/8/2012)</p> <p><u>English 3: Collections-Grade 11</u>, Houghton Mifflin Harcourt, 2015, CC (6/10/2014)</p> <p><u>English 4: Elements of Literature</u>, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); <u>Literature and Language Arts</u> – UMHS, Holt Rinehart Winston, 2003 (5/20/2003)</p>	YES	0.0%
Mathematics	<p><u>Algebra Foundations: CA Algebra Readiness: Concepts, Skills, &amp; Problem Solving</u>, Glencoe/McGraw-Hill, 2008 (6/23/2009)</p> <p><u>Algebra 1: Algebra 1</u>, Pearson, 2015, CC, CA Edition (6/10/2014)</p> <p><u>Geometry: Geometry</u>, Pearson, 2012, CC (5/14/2013)</p> <p><u>Algebra 2: Algebra 2</u>, Pearson, 2015, CC, CA Edition (5/13/2014) EDHS, ORHS, PHS, IHS, VA, VHS <u>Glencoe Algebra 2</u>, Glencoe/McGraw-Hill, 2014, CC (5/13/2014) UMHS</p> <p><u>Advanced Algebra 2: Algebra 2</u>, Pearson, 2012, CC (5/8/2012)</p> <p><u>Pre-Calculus: Pre-Calculus</u>, Pearson, 2013, 6<sup>th</sup> Edition (5/14/2013)</p>	YES	0.0%
Science	<p><u>Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment</u>, Glencoe/McGraw Hill, 2007 (6/12/2007)</p> <p><u>Biology: Biology, Visualizing Life</u> – IHS, CDS, Holt Rinehart Winston, 1998 (5/8/2001); <u>Modern Biology</u> – EDHSD, VHS, ORHS, PHS, UMHS, MVHS, VA, Holt Rinehart Winston, 2002 (5/8/2001)</p> <p><u>Chemistry: Chemistry</u>, Prentice Hall, 2005 (6/13/2006)</p> <p><u>Physics: Physics</u>, Holt Rinehart Winston, 2009 (6/23/2009)</p>	YES	0.0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>History-Social Science</b>	<u>World History: <b>The Modern World</b></u> , Prentice Hall, 2007, CA Edition (6/12/2007) <u>U.S. History/Geography: <b>Pursuing American Ideals</b></u> , Teachers' Curriculum Institute, 2007 (6/12/2007) <u>American Government: <b>Magruder's American Government</b></u> , Prentice Hall, 2006, CA Edition (6/13/06) <u>Economics: <b>Economics, Principles and Practices</b></u> , Glencoe/McGraw Hill, 2005, (6/13/2006) <u>Sociology: <b>Sociology and You</b></u> , McGraw-Hill, 2014 (6/11/2013) <u>Psychology: <b>Understanding Psychology</b></u> , McGraw-Hill, 2014 (6/11/2013)	YES	0.0%
<b>Foreign Language</b>	<u>Spanish 1-4: <b>¡Avancemos! – Levels 1-4</b></u> , Holt McDougal, 2013, (6/11/2013) <u>AP Spanish: <b>TEMAS</b></u> , Vista Higher Learning, 2014 (6/11/2013) <u>German 1-2: <b>Deutsch Aktuell – Levels 1-2</b></u> , EMC/Paradigm, 2004 – 5 <sup>th</sup> Edition (5/12/2009) <u>German 3-4: <b>Deutsch Aktuell – Level 3</b></u> , EMC/Paradigm, 2005 – 5 <sup>th</sup> Edition (5/12/2009) <u>French 1-4: <b>T'es branché – Levels 1-3</b></u> , EMC Publishing, 2014 (5/13/2014) <u>Italian 1-4: <b>Oggi in Italia</b></u> , Houghton Mifflin, 1998 (5/8/2001) <u>Japanese 1-4: Supplemental materials</u> (5/8/2001)	YES	0.0%
<b>Health</b>	<u>Health: <b>Glencoe Health</b></u> , Glencoe/McGraw Hill, 2009 (6/10/2008)	YES	0.0%
<b>Visual and Performing Arts</b>	Miscellaneous Supplemental Instructional Materials	NA	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	NA	0.0%

## School Facility Conditions and Planned Improvements - Most Recent Year

Oak Ridge High School has clean and adequate facilities to house the present student population of 2,378 students. A 9,000 sq ft Music, Drama, and Lecture building was opened in 1993, and eleven classrooms, a cafeteria, expanded gymnasium, and office space were opened in September of 1995. An eight-classroom Foreign Language Complex opened in the fall of 2005. Further, the 2009-10 school year modernization and growth projects added a multipurpose room, a choir classroom, and a new two-story building housing additional science, business, and math classrooms to the campus. Thirty-nine classrooms, student and staff restrooms, and administration offices were modernized, receiving new interior finishes, infrastructure, and technology. The entire campus was painted, and significant site improvement was completed in 2009, including a new quad area, covered outdoor areas, and a new synthetic football field and resurfaced track. The Performing Arts Theater was completely renovated during the summer of 2011 complete with new seating, sound system, updated lighting system, and acoustics. A gym expansion was completed in January 2014, which increased the capacity to allow seating for the entire student population. The weight room and wrestling room will also be included in the expansion to update and enlarge the facilities, as well as new flooring in the small gym and cafeteria.

The plant is in good condition, but is in need of constant attention. Facility floors are thoroughly cleaned every other night with major spills/dirt attended to daily. During summer, floors are shampooed or stripped/waxed. Our goal is to remove graffiti and other marks first thing in the morning to prevent exacerbation. More water heaters are needed, however, the plumbing system generally is in good condition and maintained monthly. The infrastructure system has been expanded to accommodate technology. Oak Ridge High School is fortunate to have a dedicated maintenance department.

## School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓			No needed work at this time
<b>Interior:</b> Interior Surfaces	✓			Surfaces are clean and neat
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	✓			All in good shape
<b>Electrical:</b> Electrical	✓			All is good
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	✓			All working and clean
<b>Safety:</b> Fire Safety, Hazardous Materials	✓			Completing wire inspection
<b>Structural:</b> Structural Damage, Roofs	✓			None
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	✓			Good

## Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		✓		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide Assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science(Grades 5, 8, and 10)</b>	83%	84%	84%	76%	75%	78%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMS), and California Alternate Performance Assessment (CAPA).

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

## California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	78%
All Students at the School	84%
Male	83%
Female	85%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	84%
Filipino	no data
Hispanic or Latino	75%
Native Hawaiian/Pacific Islander	no data
White	84%
Two or More Races	86%
Socioeconomically Disadvantaged	66%
English Learners	no data
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data

Note: Science assessments include (CSTs), (CMS), and (CAPA) in grades 5, 8, and 10

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



## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	78%	80%	79%	68%	68%	69%	54%	56%	55%
Mathematics	56%	58%	58%	46%	48%	45%	49%	50%	50%
History-Social Science	76%	78%	82%	65%	66%	66%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

## Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	5	5	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

## Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	10	9	3
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	13	-9	6
Filipino	no data	no data	no data
Hispanic or Latino	30	-3	-20
Native Hawaiian/Pacific Islander	no data	no data	no data
White	6	8	6
Two or More Races		no data	no data
Socioeconomically Disadvantaged	no data	no data	33
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. :C: means the school had significant demographic changes and there is no Growth or target information.

## **Career Technical Education Programs (School Year 2013-14)**

Oak Ridge High School has a powerful Career Technology Education program that has been designed to provide students the skills necessary to obtain regional jobs that are high paying and in high demand. In addition, the Oak Ridge High School Career Technology Education program prepares students to successfully achieve their collegiate goals. The California Department of Education defines Career Technical Education (CTE) as “a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.” Oak Ridge High School has a number of courses and pathways that provide our students with Career Technical Educational opportunities. These courses include Digital Imaging, ICT Entrepreneurship, Child Development and several culinary courses. In addition, Oak Ridge High School has existing Engineering Design and Manufacturing and Design pathways, as well as a new Computer Science pathway.

Our Engineering Design and Manufacturing and Technology pathways include classes such as Engineering and Design, Architectural Design, ROP Architectural Design and Manufacturing and Technology. These courses are designed to provide students hands-on, industry specific experience in which they design, manage and build various projects. Our teachers within these pathways work very closely with industry leaders to ensure that our students are receiving the most up to date and relevant instruction and experience possible.

Computer science is driving job growth and innovation throughout our economy and society. More than half of projected jobs in Science Technology Engineering and Math (STEM) fields are in computing occupations. Computer science develops students’ computational and critical thinking skills and shows them how to create, not simply use, new technologies. Information and Communication Technologies (ICT) have expanded the need for employees who can understand, manage, and support all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems.

Fundamental knowledge in these areas is needed to prepare students for the 21st century, regardless of their ultimate field of study or occupation. As a result, Oak Ridge offers a Computer Science pathway to provide students this knowledge and experience. Courses in this pathway include Exploring Computer Science (ECS), which is designed to teach the fundamental concepts of and big ideas of computing and also satisfy the El Dorado Union High School District Computer Literacy graduation requirement.; AP Computer Science Principles, intended to foster a wider appeal for the computer science discipline; AP Computer Science A as an equivalent to a first-semester, college-level course in computer science and Database Design/SQL Programming for those students wanting to learn more about database implementation and mobile app development.

Oak Ridge High School provides students the opportunity to gain hands-on experience in industry specific classes that fulfill the mission of Career Technological Education. As a result, students who participate in our Career Technological Education program leave Oak Ridge with the skills necessary to achieve their collegiate goals and or obtain regional jobs that are high paying and in high demand.

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	656
Percent of pupils completing a CTE program and earning a high school diploma	34%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	38%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	76.94%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	62.52%

### State Priority: Other Pupil Outcomes

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

Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>English-Language Arts</b>	88%	85%	86%	76%	75%	54%	56%	57%	56%
<b>Mathematics</b>	91%	91%	90%	81%	79%	58%	58%	60%	62%

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.

## California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	26	26	48	20	42	38
All Students at the School	14	24	62	10	38	52
Male	17	24	59	10	33	56
Female	10	24	65	10	43	47
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	16	23	61	9	25	66
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	20	32	48	18	47	35
Native Hawaiian/Pacific Islander	no data	no data	no data	no data	no data	no data
White	12	24	64	8	37	55
Two or More Races	14	22	64	10	41	49
Socioeconomically Disadvantaged	27	45	27	21	45	33
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	70	24	5	64	31	6
Migrant Education Services	no data	no data	no data	no data	no data	no data

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.

## California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.3%	26.5%	63.8%

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

## C. Engagement

### State Priority: Parental Involvement

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

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

## Opportunities for Parental Involvement (Most Recent Year)

The faculty, staff and administration believe that parent involvement is a key relationship that fosters student learning. Notification of activities, programs, student academic progress, and extracurricular events are provided to parents through the following written, verbal and electronic means:

- Progress and Grade Reports
- ABI, Aeries Gradebook
- Parent Conferences
- Friends of Oak Ridge
- Oak Ridge High School Web Site
- Teacher Web Sites Linked To ORHS Website
- Sports Newsletter from Sports Boosters
- Music Boosters
- Theater Boosters
- Community Foundation Letters and Bulletins
- Counseling and Career Center Notifications
- Back To School and Open House events
- New Parent Orientation
- Parent/Student Handbooks (provided on web site)
- E-mail and telephone
- On-going parent surveys
- School Site Council (minutes on website)
- Parent Representation on District committees
- Oak Ridge High School Email Newsletter
- Schoolnotes.com
- Emergency Broadcast System (Connect Ed)
- Parent Power Night
- Community Culture Task Force
- Coffee and Conversation
- AP Parent Night

The Principal has an open door policy and encourages parent participation in decision making on campus through the School Site Council.

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Dropout Rate</b>	0.4%	0.5%	2%	3.9%	2.4%	4.2%	14.7%	13.1%	11.4%
<b>Graduation Rate</b>	95.46%	98.24%	97.62%	91.64%	93.26%	94.87%	74.77%	76.26%	78.73%

## Completion of High School Graduation Requirements – Graduating Class of 2013

Group	Graduating Class of 2013		
	School	District	State
All Students	97.50	94.74	84.56
Black or African American	107.14	104.76	75.90
American Indian or Alaska Native	200.00	106.25	77.82
Asian	96.23	97.22	92.94
Filipino	78.57	92.59	92.20
Hispanic or Latino	105.13	90.17	80.83
Native Hawaiian/Pacific Islander	100.00	87.50	84.06
Two or More Races			
White	96.98	94.86	90.15
Socioeconomically Disadvantaged	143.33	116.84	82.58
English Learners	66.67	45.45	53.68
Students with Disabilities	77.14	69.03	60.31

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.9%	5.2%	3.1%	12.2%	10%	8.3%	5.7%	5.1%	4.4%
Expulsions	0.0%	0.0%	0.0%	0.7%	0.3%	0.3%	0.1%	0.1%	0.1%

## School Safety Plan - (Most Recent Year)

Oak Ridge High School takes a comprehensive approach to safety on its campus. Proper safety starts with proactive measures to prevent safety concerns from rising. Oak Ridge has developed a complete plan for monitoring student safety before, during, and after school. Areas that cannot be monitored by adults are off limits to students. The Oak Ridge Safety Committee meets twice a year to discuss potential hazards and safety concerns around campus. Examples of reported hazards have been uneven sidewalks and gates that were not working properly.

Oak Ridge also has a complete set of emergency plans in place in case of the worst case scenario. Each semester we practice all of our emergency plans. These plans include fire, earthquake, evacuation, and lockdown drills. Each year, law enforcement is invited to observe one of our drills and offer suggestions for improvement. Each of these plans is developed with a great deal of care and buy-in. Oak Ridge attends annual collaborations with law enforcement officials to ensure that we are complying with the county standard in safety. Each year the changes made by law enforcement are worked into our plan and drilled by our students. The Safety Committee also reviews all protocols once a year to assess if any changes need to be made. Of course, the safety plan is also assessed after each set of drills and false alarms. Oak Ridge also makes every effort to collaborate and review with schools in the county who, unfortunately, have had to enact their emergency plans. The learnings taken from these meetings are adopted into our safety plan.

Examples of learnings are communication. The El Dorado Union High School district has adopted the Blackboard Connect communication system. This system gives each school the ability to communicate with its entire community within minutes. The ability to give parents, teachers, and even students status updates when in the midst of an emergency is a key goal of the Oak Ridge plan.

Oak Ridge also holds one staff meeting a year committed solely to safety. Each emergency plan is gone through in great detail. Teachers are allowed to ask questions and make suggestions at these meetings. Teachers are also reminded to assess all of their emergency supplies at this meeting and report any missing pieces for a replacement to the AP in charge of safety.

Oak Ridge High School takes every precaution to ensure the total safety of its campus, students, and staff. All appropriate drills are run each semester, and all available collaborations are attended. Each year the Oak Ridge Safety Plan is reviewed and approved by the El Dorado Union High School District School Board.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Met AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Graduation Rate	Yes	Yes

## Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	no data	In PI
First Year of Program Improvement	no data	2009-2010
Year in Program Improvement	no data	Year 3
Number of Schools Currently in Program Improvement		no data
Percent of Schools Currently in Program Improvement		66.7

Note: Cells shaded in black do not require data.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32	2	24	33	24	29	26	43	26	24	31	40
Mathematics	32	2	24	33	25	22	31	35	27	15	37	30
Science	32	2	24	33	25	17	39	18	26	11	60	no data
Social Science	32	2	24	33	24	25	16	39	26	19	18	38

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.4	533
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1	
Library Media Services Staff (paraprofessional)	0.8125	
Psychologist	1	
Social Worker	0	
Nurse	0.64	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in gray do not require data.

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



## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,099	\$1,384	\$5,715	\$70,492
District			\$6,387	\$71,601
Percent Difference: School Site and District			-11%	-2%
State			\$5,537	\$71,584
Percent Difference: School Site and State			3%	-2%

Note: Cells shaded in gray do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Types of Services Funded (Fiscal Year 2013-14)

Federal programs and supplemental educational services, such as Title III LEP, Title III Immigrant and Transition to High School, are funded through Categorical funding. The Single Plan for Student Achievement is developed, in part, to address these categorical. The Single Plan for Student Achievement is approved through the Oak Ridge High School Site Council, and final approval is completed by the EDUHSD Board of Trustees.

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,030	\$42,957
Mid-Range Teacher Salary	\$58,917	\$69,613
Highest Teacher Salary	\$85,479	\$89,407
Average Principal Salary (Elementary)	\$0	no data
Average Principal Salary (Middle)	\$0	\$120,526
Average Principal Salary (High)	\$140,511	\$129,506
Superintendent Salary	\$215,174	\$207,044
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

## Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	
English	15	
Fine and Performing Arts	no data	
Foreign Language	3	
Mathematics	7	
Science	8	
Social Science	5	
All courses	40	22.3%

Note: Cells shaded in black do not require data.

\*Where there are student course enrollments.

## Professional Development – Most Recent Three Years

During the past three years, the district, through direction of the Board of Trustees, implemented “categorical flexibility” with regard to the professional development days beyond teacher contracted days. In doing so, the district has not implemented “buy back” professional development days as in past years.

In spite of the reduction of the traditional professional development days, the district has supported professional development opportunities in a variety of other ways. Each of the past three years, the district has supported teachers in the acquiring the authorization to educate English Learners. This support has included reimbursement of fees related to coursework and testing as well as working with other agencies in organizing and facilitating teacher trainings. The district has also provided professional development related to the district’s technology role out, specifically SMART Board training. A core group of teachers were trained as a “trainer of trainers,” and these teachers serve as resources across the district. All Math, English, Social Studies, and Science teachers participated in SMART board training during the past three years. Beyond the district-level training, each site is allocated funds to support staff development opportunities at the site levels. Principals work with a site committee to identify appropriate trainings and the group approves individual and group requests. Topics of such trainings vary by site but have included topics such as support of English Learners, implementation of Common Core Standards, literacy skills, including writing across content areas and training for teachers of Advanced Placement courses.

The El Dorado Unified School District maintains a commitment to the continued professional development of our staff members.

This SARC report was compiled on 02/05/2015 with version 15.0.2e by

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