

Oak Ridge High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

Mission Statement

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

School Description

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

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

Oak Ridge High School holds high academic expectations of its students and is committed to providing an environment in which every student has the opportunity to experience success. For the class of 2017 70% 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 honors and advanced classes that prepare students for university-level work. The Career Technical Education program includes a \$2.5 million state-of-the-art manufacturing engineering lab, computer science labs, and a foods/culinary lab.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	624
Grade 10	613
Grade 11	576
Grade 12	616
Total Enrollment	2,429

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	9.6
Filipino	1.8
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.2
White	69.7
Two or More Races	5.8
Socioeconomically Disadvantaged	5
English Learners	0.4
Students with Disabilities	8.3
Foster Youth	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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	98	97	97	293
Without Full Credential	1	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: November 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)</p> <p>English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p>	Yes	0.0
Mathematics	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning, LLC/ Holt McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted)</p> <p>Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted)</p> <p>Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p>	Yes	0.0
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>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>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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: 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, (6/23/15 Board Adopted)</p> <p>Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)</p> <p>Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted)</p> <p>Psychology: Understanding Psychology, McGraw - Hill, 2014 (6/11/2013 Board Adopted)</p>	Yes	0.0
World Language	<p>Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted)</p> <p>AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted)</p> <p>German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted)</p> <p>German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted)</p> <p>French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)</p> <p>Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)</p> <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)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Oak Ridge High School resides on a 52 acre site with approximately 91 classrooms, 5 conference rooms, a library and lecture hall, as well as an athletic facilities including a synthetic field and track, large and small gyms, weight room, and multipurpose room. Oak Ridge High School facilities and grounds are maintained on a rotating schedule to ensure that all areas are in working order and suitable for school and public use. In addition to regular daily maintenance, heating and air units are checked regularly, storm drains are monitored and grounds are kept covered in accordance with NOA specifications. During student breaks, inspections including Fire, El Dorado Irrigation, and all preventative maintenance duties including deep cleaning of classrooms, as well as specialized teacher requests including classroom upgrades are scheduled and completed. Oak Ridge High School's dedicated maintenance department benefits the community by ensuring a safe, reliable, and supportive learning environment.

Oak Ridge High School is in a constant state of renovation. As the school ages and our population increases, the maintenance staff continually upgrades the facilities to meet our growing demands. Over the summer of 2017, Oak Ridge High School added two new staff restrooms to the C building, increasing access to both faculty and out students with special needs. Athletic facility improvements included; installing a refurbished score board while improving the electrical and internet connections to the stadium, adding a new scoreboard to the varsity baseball facility, and installing a new Large Gym floor. Currently, Oak Ridge High School is updating all its exterior lighting to LED and plans are in the works to add a 1,500 square foot culinary arts room.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	89	83	81	76	48	48
Mathematics (grades 3-8 and 11)	71	67	58	55	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	572	545	95.28	83.3
Male	292	276	94.52	76.81
Female	280	269	96.07	89.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100	82.22
Filipino	--	--	--	--
Hispanic or Latino	61	59	96.72	74.58
White	407	388	95.33	84.02
Two or More Races	41	35	85.37	88.57
Socioeconomically Disadvantaged	38	35	92.11	65.71
English Learners	--	--	--	--
Students with Disabilities	61	55	90.16	29.09

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	572	543	94.93	67.4
Male	292	276	94.52	64.49
Female	280	267	95.36	70.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100	77.78
Filipino	--	--	--	--
Hispanic or Latino	61	58	95.08	55.17
White	407	389	95.58	68.12
Two or More Races	41	34	82.93	67.65
Socioeconomically Disadvantaged	38	35	92.11	42.86
English Learners	--	--	--	--
Students with Disabilities	61	54	88.52	12.96

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	81	77	75	70	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Oak Ridge High School has a powerful Career Technology Education (CTE) program designed to prepare students to successfully meet the ever changing nature of today's technical workplace and the need to fill high demand jobs with highly skilled applicants. In addition, the CTE program prepares students to successfully achieve their collegiate goals. Oak Ridge High School has a number of courses and pathways that provide its students with CTE opportunities. These courses include Digital Imaging, and Culinary courses.

Furthermore, Oak Ridge High School offers Engineering Design and Manufacturing and Design pathways, as well as a Computer Science pathway. The Engineering Design and Manufacturing and Technology pathways include classes such as Engineering & Design, Manufacturing, and Engineering Technology. These courses provide students exposure to a hands-on, industry-specific experience in which they design, manage, and build various projects. Oak Ridge High School 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 High School offers a Computer Science pathway to provide students this knowledge and experience. Courses in this pathway include Exploring Computer Science (ECS), which is designed to teach the fundamental concepts of and big ideas of computing and also satisfy the El Dorado Union High School District Computer Literacy graduation requirement; AP Computer Science Principles, intended to foster a wider appeal for the computer science discipline; AP Computer Science A as an equivalent to a first-semester, college-level course in computer science, and Database Design/SQL Programming for those students wanting to learn more about database implementation and mobile app development. Oak Ridge High School provides students the opportunity to gain hands-on experience in industry specific classes that fulfill the mission of Career Technological Education. As a result, students who participate in the Career Technological Education program leave Oak Ridge High School with the skills necessary to achieve their collegiate goals and or obtain regional jobs that are high paying and in high demand. Curriculum and instructional strategies that foster critical thinking, problem solving, and leadership are consistently taught to ensure workplace skills.

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

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

CTE courses offered include:

- Accounting
- 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

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	704
% of pupils completing a CTE program and earning a high school diploma	36%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	46%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.55
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	63.27

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.1	33.3	52.1

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

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 Friends of Oak Ridge (equivalent of a PTA), 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 projects from athletic improvements through technological improvements. Parents also organize community fundraising events and annual year-end activities such as Safe and Sober Grad Night.

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

This year, an ELAC committee has been formed to allow students and parents involved in the EL program to become more involved at Oak Ridge High School. Parents were asked to provide feedback regarding the EL program and offer suggestions for program improvement.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.5	1.3	1.1	2.8	2.6	2.2	11.5	10.7	9.7
Graduation Rate	97.07	98.57	97.64	93.49	95.29	94.33	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	96.42	94.47	87.11
Black or African American	90	90	79.19
American Indian or Alaska Native	100	100	80.17
Asian	98.11	92.96	94.42
Filipino	100	100	93.76
Hispanic or Latino	95.16	92.68	84.58
Native Hawaiian/Pacific Islander	100	85.71	86.57
White	96.16	94.72	90.99
Two or More Races	96.15	95.95	90.59
Socioeconomically Disadvantaged	79.07	65.38	63.9
English Learners	100	75	55.44
Students with Disabilities	87.5	99.38	85.45
Foster Youth	0	83.33	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.79	2.57	2.34	6.99	6.88	7.05	3.79	3.65	3.65
Expulsions	0	0.04	0.24	0.23	0.2	0.3	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

Oak Ridge High School takes a comprehensive, proactive approach to school safety. Members of the Oak Ridge Safety Committee meet regularly to discuss potential hazards, safety concerns, and the most current approach 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 lock-down drills, as well as rattlesnake and suicide protocol. Emergency plans are assessed after each drill or false alarm to identify areas of success and remediation.

Oak Ridge High School collaborates regularly with law enforcement and county safety specialists. Oak Ridge 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.

Communication is a key component of the Oak Ridge High School Safety Plan. The El Dorado Union High School district has adopted the Parent Square communication system. This system gives each school the ability to communicate with its entire community within minutes. The ability to give parents, teachers, and students status updates during an emergency is crucial. Oak Ridge High School holds one staff meeting per year committed solely to safety. Emergency plan are disseminated in great detail and teachers are provided an opportunity to offer suggestions to the safety plan. This year, Oak Ridge High School has added the StopIt App. Parents, students, and community members are given the opportunity to alert administration to potential safety situations on campus. The app has provided useful information and is another step the 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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	12	31	41	28	15	27	43	28	12	44	32
Mathematics	27	11	47	25	27	15	41	24	27	13	44	28
Science	29	4	59	3	27	6	59		28	8	65	1
Social Science	28	14	14	44	29	11	23	32	29	8	32	31

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.4	450
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.7	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,165	\$1,876	\$7,289	\$78,899
District	N/A	N/A	\$8,386	\$79,144
Percent Difference: School Site and District	N/A	N/A	-13.1	-0.3
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	10.9	-4.7

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

Types of Services Funded (Fiscal Year 2016-17)

Oak Ridge High School has a variety of programs and services in place to support students' academic and individual needs.

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

- AP American Government
- AP Economics
- AP Psychology
- AP English Literature
- AP Language and Composition
- AP World History
- AP Calculus BC
- AP Calculus AB
- AP Environmental Science
- AP French Language
- AP Chemistry
- AP Physics 1
- AP Physics C
- AP Spanish Language
- AP US History
- AP Statistics
- AP Biology
- AP Exploring Computer Science
- AP Computer Science A

AP teachers regularly attend professional development 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 the APEX online programs as approved by the Board of Trustees. The program limits enrollment to students who cannot feasibly attend courses on campus on a full-time basis due to medical or other compelling reasons. Only those students approved by the Oak Ridge High School Guidance Team may participate in the ISP. The ISP strives to prepare students for graduation and success in post high school pursuits. Students in the ISP must meet with their assigned teachers for a minimum of one hour per week. They are assigned between 20-30 hours of schoolwork, which they must complete by their next week's appointment. As a voluntary program, a student's eligibility for continued ISP enrollment is based upon their successful completion of their assigned work.

Academic Recovery is a program designed to help students that are failing and/or in danger of failing to demonstrate learning objectives. At various progress reporting periods throughout the school year, teachers identify students who are struggling and/or in danger of failing. Teachers refer these students to an after school Academic Recovery Program.

Intersession is a one-week program held at the end of each academic semester. It offers an additional opportunity to demonstrate learning competencies in order to enhance a student's 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 Course Recovery class is a digital online curriculum that is aligned with the Content Standards and Frameworks of California. If a student has failed course work in a core class, guidance counselors may refer the student to the Course Recovery class to complete course work and recover credits for that subject. The Course Recovery class is a self-motivated and self-paced program that can reduce anxiety for some struggling students. Once students complete their coursework and pass the required tests, they no longer attend the Course Recovery class.

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. Oak Ridge High School has provided them with a library of books targeted at their reading levels but of interest to their age group.

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

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. Student tutors offer curricular support. The Coordinator also works to find ways to connect these students to the services that Oak Ridge provides. The Coordinator works closely with teachers to ensure student participation in all classes. The Coordinator also works to find a way to connect students to the co and extracurricular activities offered at Oak Ridge High School.

AVID is in its second year at Oak Ridge High School. Several teachers, including the teachers who deliver the AVID curriculum, have attended AVID training. 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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,407	\$50,221
Mid-Range Teacher Salary	\$69,511	\$83,072
Highest Teacher Salary	\$100,848	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$165,381	\$146,114
Superintendent Salary	\$215,250	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	5	N/A
All courses	19	27.4

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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

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

The ongoing focus of our professional development (supported by our goals) is refining instructional strategies in order to provide in-class interventions for underperforming students in order to close the achievement gap. We are also focusing on how to enhance student success with the use of technology in our classrooms and improving the social emotional health of our students.

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

Refining instructional strategies in order to provide in-class interventions to under-performing students will be achieved with training from the Assessment Training Institute (ATI.) ATI provides teachers with all of the tools and strategies they need in order to provide in class assistance to struggling students. By the end of this year Oak Ridge High School will have 34 (one third of the staff) teachers trained in ATI.

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

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