

Oak Ridge High

School Accountability Report Card Reported Using Data from 2012–13 School Year *Published During 2013–14*

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. More information about SARC requirements is available on 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.

- 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. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP], 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 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013–14)

District Name	El Dorado Union High
Phone Number	(530) 622-5081
Web Site	www.eduhsd.k12.ca.us
Superintendent	Chris Hoffman
E-mail Address	storres@eduhsd.k12.ca.us

School Contact Information (School Year 2013–14)

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
County-District-School (CDS) Code	09618530930081

School Description and Mission Statement (School Year 2012-13)

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 2,309 students, as reported on the October 2012 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 2013, 63% meet University of California entrance requirements. 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 2013 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 section, regional, and state recognition. The athletic, music, and drama programs are a source of pride to the entire community. In addition to a 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, WATA, Skateboarding, Hexaflexagon and Food Culture Club.

Opportunities for Parental Involvement (School Year 2012-13)

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.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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%
Science	78%	83%	84%	72%	76%	75%	57%	60%	59%
History-Social Science	76%	78%	82%	65%	66%	66%	48%	49%	49%

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 by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	69%	45%	75%	66%
All Students at the School	79%	58%	84%	82%
Male	77%	62%	85%	84%
Female	82%	54%	83%	78%
Black or African American	75%	45%	73%	79%
American Indian or Alaska Native	no data	no data	no data	no data
Asian	89%	78%	100%	96%
Filipino	81%	55%	no data	85%
Hispanic or Latino	66%	43%	71%	63%
Native Hawaiian/ Pacific Islander	no data	no data	no data	no data
White	78%	57%	85%	82%
Two or More Races	87%	63%	83%	88%
Socioeconomically Disadvantaged	64%	44%	71%	70%
English Learners	no data	no data	no data	no data
Students with Disabilities	34%	31%	40%	33%
Students Receiving Migrant Education Services	no data	no data	no data	no data

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	88%	88%	85%	81%	76%	75%	59%	56%	57%
Mathematics	87%	91%	91%	78%	81%	79%	56%	58%	60%

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 High School Exit Examination Grade Ten Results by Student Group –
Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	25	27	48	22	45	34
All Students at the School	15	23	62	9	45	46
Male	21	25	54	10	42	49
Female	9	20	71	9	48	43
Black or African American	13	47	40	7	60	33
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	5	no data	95	3	18	79
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	31	31	39	23	52	25
Native Hawaiian/Pacific Islander	no data	no data	no data	no data	no data	no data
White	14	24	62	9	47	44
Two or More Races	8	19	72	8	39	53
Socioeconomically Disadvantaged	26	30	44	17	59	24
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	84	11	5	69	25	6
Migrant Education Services	no data	no data	no data	no data	no data	no data

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.3%	27.7%	55.7%

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	10	10	10
Similar Schools	4	5	5

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: "N/D" 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.

Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	1,683	892	4,937	835	4,655,989	790
Black or African American	30	873	56	810	296,463	708
American Indian or Alaska Native	6	no data	44	771	30,394	743
Asian	132	942	175	921	406,527	906
Filipino	21	915	32	881	121,054	867
Hispanic or Latino	147	837	611	767	2,438,951	744
Native Hawaiian/Pacific Islander	1	no data	19	690	25,351	774
White	1,065	893	3,593	840	1,200,127	853
Two or More Races	279	900	404	868	125,025	824
Socioeconomically Disadvantaged	131	825	1,120	749	2,774,640	743
English Learners	22	801	152	654	1,482,316	721
Students with Disabilities	99	655	429	570	527,476	615

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Note: Cells shaded in gray do not require data.

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	585
Grade 10	601
Grade 11	557
Grade 12	561
Ungraded Secondary	0
Total Enrollment	2,305

Student Enrollment by Subgroup (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2%	White	66.1%
American Indian or Alaska Native	0.3%	Two or More Races	12.6%
Asian	8.1%	Socioeconomically Disadvantaged	6.2%
Filipino	1.5%	English Learners	1.2%
Hispanic or Latino	8.3%	Students with Disabilities	5.9%
Native Hawaiian/Pacific Islander	0.2%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	31.1	2	27	32	32	2	24	33	23	29	26	43
Mathematics	31.1	2	27	32	31.9	3	25	32	25	22	31	35
Science	31.1	2	27	32	30.2	1	47	1	25	17	39	18
Social Science	31.1	2	27	32	32.3	1	22	29	24	25	16	39

* 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.

School Safety Plan (School Year 2012-13)

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.

Suspensions and Expulsions

This report provides an unduplicated count of students involved in one or more incidents¹ during the academic year who were subsequently suspended or expelled from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories. This report also provides a count of students who were reported as being truant at least one time during the academic year.

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.3%	4.9%	5.2%	14%	12.2%	10%
Expulsions	0.08%	0%	0.0%	0.7%	0.1%	0.1%

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Oak Ridge High School has clean and adequate facilities to house the present student population of 2,309 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 is planned to begin in August of 2013, which will increase 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 (School Year 2013–14)

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
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 Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
	X			

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	87	86.6	86	291
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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

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 25 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.4	524
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	0.8125	
Psychologist	1.0	
Social Worker	0	
Nurse	0.6	
Speech/Language/Hearing Specialist	-	
Resource Specialist (non-teaching)	-	
Other	-	

Note: Cells shaded in gray do not require data.

** 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 24, 2013

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: Literature</u>, McDougal Littell, 2009 - 9th Edition (6/23/2009)</p> <p><u>English 2: Holt McDougal Literature</u>, Common Core-10th Grade, Holt McDougal, 2012 (5/8/2012)</p> <p><u>English 3: The Language of Literature</u>, McDougal Littell, 2002 (6/8/2004)</p> <p><u>English 4: Elements of Literature</u>, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003)</p>	Yes	0
Mathematics	<p><u>Algebra Foundations: CA Algebra Readiness: Concepts, Skills, & Problem Solving</u>, Glencoe, 2008 (6/23/2009)</p> <p><u>Algebra 1: Algebra 1</u>, Prentice Hall, 2004 (6/13/2006)</p> <p><u>Geometry: Geometry</u> Common Core, Pearson, 2012 (5/14/2013)</p> <p><u>Algebra 2: Algebra 2: Concepts, Skills, & Problem Solving</u>, Glencoe/McGraw Hill, 2008 (6/23/2009)</p> <p><u>Advanced Algebra 2: Algebra 2</u> Common Core, Pearson, 2012 (5/8/2012)</p> <p><u>Pre-Calculus: Pre-Calculus</u>, Pearson, 2013 – 6th Edition (5/14/2003)</p>	Yes	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> – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); Modern Biology – ORHS, PHS, UMHS, 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	
History-Social Science	<p><u>World History: The Modern World</u>, Prentice Hall, 2007 – CA Edition (6/12/2007)</p> <p><u>U.S. History/Geography: Pursuing American Ideals</u>, Teachers' Curriculum Institute, 2007 (6/12/2007)</p> <p><u>American Government: Magruder's American Government</u>, Prentice Hall, 2006 – CA Edition (6/13/06)</p> <p><u>Economics: Economics, Principles and Practices</u>, Glencoe/McGraw Hill, 2005, (6/13/2006)</p> <p><u>Sociology: Sociology and You</u>, McGraw-Hill, 2014 (6/11/2013)</p> <p><u>Psychology: Understanding Psychology</u>, McGraw-Hill, 2014 (6/11/2013)</p>	Yes	0

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Foreign Language	<u>Spanish 1-4: ¡Avancemos! – Levels 1-4</u> , Holt McDougal, 2013, (6/11/2013) <u>AP Spanish: TEMAS</u> , Vista Higher Learning, 2014 (6/11/2013) <u>German 1-2: Deutsch Aktuell – Levels 1-2</u> , EMC/Paradigm, 2004 – 5 th Edition (5/12/2009) <u>German 3-4: Deutsch Aktuell – Level 3</u> , EMC/Paradigm, 2005 – 5 th Edition (5/12/2009) <u>French 1-4: Discovering French Nouveau, Levels 1-3</u> , McDougal Littell, 2004 (6/14/2005) <u>Italian 1-4: Oggi in Italia</u> , Houghton Mifflin, 1998 (5/8/2001) <u>Japanese 1-4: Supplemental materials</u> (5/8/2001)	Yes	0
Health	Health: Glencoe Health , Glencoe/McGraw Hill, 2009 (6/10/2008)	Yes	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	N/A	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	N/A	0

Note: Schools are not required to present SARC information in a tabular format. This template is only a guide. Schools can provide a narrative or other format, as long as it includes all the information requested below:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, & history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the SBE or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For K-8, include any supplemental curriculum adopted by local governing board

*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,897	\$1,538	\$5,359	\$72,252
District			\$6,069	\$71,601
Percent Difference: School Site and District			-12%	1%
State			\$5,537	\$71,584
Percent Difference: School Site and State			-3%	1%

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 2012-13)

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 done by the EDUHSD Board of Trustees.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,030	\$42,864
Mid-Range Teacher Salary	\$58,917	\$69,483
Highest Teacher Salary	\$85,479	\$89,290
Average Principal Salary (Elementary)	\$0	no data
Average Principal Salary (Middle)	\$0	\$119,946
Average Principal Salary (High)	\$140,511	\$128,378
Superintendent Salary	\$206,898	\$202,664
Percent of Budget for Teacher Salaries	38.03%	36.79%
Percent of Budget for Administrative Salaries	6.01%	4.94%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside Source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)	2.5%	0.4%	0.5%	5.4%	3.9%	2.4%	16.6%	14.7%	13.1%
Graduation Rate	97.55%	97.08%	98.24%	95.06%	93.58%	93.26%	78.59%	80.44%	76.26%

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2013		
	School	District	State
All Students	532	1,691	418,598
Black or African American	3	13	28,078
American Indian or Alaska Native	2	23	3,123
Asian	36	55	41,700
Filipino	4	11	12,745
Hispanic or Latino	35	171	193,516
Native Hawaiian/Pacific Islander	3	6	2,585
White	439	1,364	127,801
Socioeconomically Disadvantaged	25	118	31,683
English Learners	2	27	93,297
Students with Disabilities	25	335	217,915

Note: Cells shaded in gray do not require data.

Career Technical Education Programs (School Year 2012-13)

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.”

The Regional Occupational Program (ROP) is part of the public education system and an important component in the continuum of sequenced CTE classes. CTE coursework often leads to ROP courses, providing more focused, advanced capstone courses to prepare for entry-level jobs or to make a transition to postsecondary education, technical training, or apprenticeships.

The purpose of ROP is to prepare students to (1) enter the workforce with the skills and competencies necessary to succeed, (2) pursue advanced training in higher educational institutions, and/or (3) upgrade existing skills and knowledge. The ROP delivery system is directly linked to business and industry through advisory committees and provides work-based learning opportunities for students.

Some ROP courses are articulated with a local California community college district. ROPs provide high-quality CTE programs and contribute to students' academic and career educational achievement, allowing them a smooth entry into the workforce or postsecondary education. ROP course curricula are state-certified, and students who complete the training receive certificates typically indicating the competencies each student has mastered. Depending on the course, students may also receive industry certification that is recognized regionally, statewide, or nationally.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	500
Percent of pupils completing a CTE program and earning a high school diploma	33%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	77.85%
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	68.8%

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	
English	2	
Fine and Performing Arts	1	
Foreign Language	4	
Mathematics	4	
Science	4	
Social Science	2	
All courses	20	52%

Note: Cells shaded in gray do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 12/16/2013 with version 14.0.5 by

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