

Oak Ridge High

School Accountability Report Card Reported Using Data from 2010–11 School Year Published During 2011–12

The School Accountability Report Card (SARC), which is required by law to be published annually, 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.k12multiplemeasures.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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Oak Ridge High	District Name	El Dorado Union High
Street	1120 Harvard Way	Phone Number	(530) 622-5081
City, State, Zip	El Dorado Hills, CA, 95762-4324	Web Site	www.eduhsd.k12.ca.us
Phone Number	(916) 933-6980	Superintendent	Chris Hoffman
Principal	Stephen N. Wehr, Principal	E-mail Address	supt@eduhsd.net
E-mail Address	swehr@eduhsd.k12.ca.us	CDS Code	09618530930081

School Description and Mission Statement (School Year 2010-11)

Oak Ridge High School, a California Distinguished School and federal Blue Ribbon School, is one of seven high schools in the El Dorado Union High School District. Oak Ridge opened in 1980 with 222 students and currently has an enrollment of 2,215 in grades 9-12.

Oak Ridge High School staff is committed to providing outstanding curricular and co-curricular programs to challenge students. Active parent groups include the "Friends of Oak Ridge" (F.O.R.), "booster" clubs for athletics, music and drama, the Oak Ridge Community Foundation, and the School Site Council. Parents also organize annual end-of-year activities, such as "Grad Night." The ORHS website www.orhsonline.com contains information regarding student performance and school activities.

Oak Ridge High School is fully accredited by the Western Association of Schools and Colleges (WASC).

Opportunities for Parental Involvement (School Year 2010-11)

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 Website
- Teacher Websites linked to ORHS Website
- Principal's Message – on school 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 website)
- E-mail and telephone
- On-going parent surveys
- School Site Council (minutes on website)
- Parent Representation on District committees
- Digital Marquee
- Oak Ridge High School E-mail Newsletter
- Schoolnotes.com
- Emergency Broadcast Systems (Connect Ed)
- Celebrating Academic Excellence Newsletter
- Parent Power Night
- Vision Coalition

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

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	579
Grade 10	579
Grade 11	567
Grade 12	516
Ungraded Secondary	0
Total Enrollment	2241

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.2%	White	78.1%
American Indian or Alaska Native	0.3%	Two or More Races	2%
Asian	6.8%	Socioeconomically Disadvantaged	5.1%
Filipino	2%	English Learners	1.1%
Hispanic or Latino	7.2%	Students with Disabilities	6%
Native Hawaiian/Pacific Islander	0.4%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	26.4	23	10	19	no data	no data	no data	no data	31.1	2	27	32
Mathematics	28.3	16	32	20	no data	no data	no data	no data	32.4	2	17	42
Science	29.6	1	50	0	no data	no data	no data	no data	31.2	1	29	19
Social Science	32.8	0	19	30	no data	no data	no data	no data	33.1	1	12	37

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

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 have unfortunately 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 Ed 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 to the AP in charge of safety for a replacement.

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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	5%	4%	2%	17%	17%	14%
Expulsions	0.4%	0.2%	.08%	1.2%	0.9%	0.7%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

Oak Ridge High School has clean and adequate facilities to house the present student population of 2,215 students. A 9,000 square foot 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, 2009-2010 school year modernization and growth projects brought a multi-purpose room, a choir classroom, and a new two-story building adding additional science, business, and math classrooms to the campus. Thirty-nine classrooms, student and staff restrooms, administration offices were modernized, receiving new interior finishes, infrastructure and technology. The entire campus was painted and significant site improvements were completed in 2009, including a new quad area, covered outdoor areas and a new synthetic football field and resurfaced track. During the summer of 2012 new foundations were built for five relocatable classrooms, a small quad area was added, the public address system and locks were upgraded and the stairs in the main quad were modernized. Additionally, the outdoor Life Fitness black top was resurfaced.

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 but 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 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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 Rating	X				

Note: Cells shaded in gray do not require data.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	94	93	87	301
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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 2010-11)

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.3	521
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	0.825	
Psychologist	1.0	
Social Worker	0	
Nurse	0.54	
Speech/Language/Hearing Specialist	County Provided	
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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	English 1: Literature , McDougal Littell, 2009 - 9 th Edition (6/23/2009) English 2: Elements of Literature , w/readings in World Literature – 4 th Course, Holt Rinehart Winston, 2000 (5/23/2000) English 3: The Language of Literature , McDougal Littell, 2002 (6/8/2004) English 4: Elements of Literature , British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003).	0
Mathematics	Algebra Foundations: CA Algebra Readiness: Concepts, Skills, & Problem Solving , Glencoe, 2008 (6/23/2009) Algebra 1: Algebra 1 , Prentice Hall Mathematics, 2004 (6/13/2006) Geometry: Geometry , McDougal Littell, 2001 - 1 st Edition (4/2000) Algebra 2: Algebra 2: Concepts, Skills, & Problem Solving , Glencoe, 2008 (6/23/2009) Advanced Algebra 2: Algebra 2 , Holt Rinehart Winston, 2001 (5/8/2001) Math Analysis: Pre-Calculus a Graphing Approach , Holt Rinehart Winston, 2002 (5/20/2003)	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Science	Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment , Glencoe/McGraw Hill, 2007 (6/12/2007). Biology: Biology, Visualizing Life – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); Modern Biology – ORHS, PHS, UMHS, Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: Chemistry , Prentice Hall, 2005 (6/13/2006) Physics: Physics , Holt Rinehart Winston, 2009 (6/23/2009)	0
History-Social Science	World History: The Modern World , Prentice Hall, 2007 (6/12/2007) U.S. History/Geography: Pursuing American Ideals , Teachers' Curriculum Institute, 2007 (6/12/2007) American Government: Magruder's American Government , Prentice Hall, 2006 – CA Edition (6/13/06) Economics: Economics, Principles and Practices , Glencoe, 2005, (6/13/2006) Sociology: Sociology and You , Glencoe, 2003 (6/14/2005) Psychology: Understanding Psychology , Glencoe, 2003 (6/14/2005)	0
Foreign Language	Spanish 1-3: Realidades – Books 1-3 , Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: Nuevas Vistas , Holt Rinehart Winston, 2005 (6/14/2005) German 1-4: Deutsch Aktuell – Levels 1-3 , EMC/Paradigm, 2004 (5/12/2009) French 1-4: Discovering French Nouveau, Levels 1-3 , McDougal Littell, 2004 (6/14/2005) Italian 1-4: Oggi in Italia , Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001)	0
Health	Health: Glencoe Health , Glencoe/McGraw Hill, 2009 (6/15/2008)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	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	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,855	\$1,564	\$5,291	\$69,077
District			\$7,845	\$68,392
Percent Difference: School Site and District			-33%	1%
State			\$5,455	\$70,570
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 2010-11)

Federal programs and supplemental educational services such as Title III LEP, Title III Immigrant and Transition to High School are funded through Categoricals. The Single Plan for Student Achievement is developed in part, to address these categoricals. 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 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,424	\$42,954
Mid-Range Teacher Salary	\$58,043	\$69,905
Highest Teacher Salary	\$84,216	\$89,464
Average Principal Salary (Elementary)	\$0	no data
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$138,434	\$128,348
Superintendent Salary	\$229,656	\$205,119
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	7%	5%

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

IX. 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	77%	78%	78%	68%	68%	68%	49%	52%	54%
Mathematics	55%	51%	56%	43%	42%	46%	46%	48%	50%
Science	71%	72%	78%	68%	68%	72%	50%	54%	57%
History-Social Science	75%	75%	76%	64%	63%	64%	41%	44%	48%

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	68%	46%	72%	64%
All Students at the School	78%	56%	78%	76%
Male	72%	58%	76%	77%
Female	84%	53%	80%	75%
Black or African American	74%	29%	69%	57%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	90%	74%	85%	85%
Filipino	73%	62%	93%	89%
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%
White	78%	56%	78%	76%
Two or More Races	73%	43%	67%	68%
Socioeconomically Disadvantaged	54%	28%	61%	48%
English Learners	no data	no data	no data	no data
Students with Disabilities	18%	14%	17%	24%
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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	85%	84%	88%	75%	72%	80%	52%	54%	59%
Mathematics	89%	89%	87%	79%	77%	77%	53%	54%	56%

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	20	29	51	23	42	35
All Students at the School	12	25	64	13	43	44
Male	17	27	56	14	38	48
Female	7	22	71	13	47	41
Black or African American	31	25	44	31	38	31
American Indian or Alaska Native	0	0	0	0	0	0
Asian	6	11	83	4	32	64
Filipino	7	29	64	29	36	36
Hispanic or Latino	10	30	60	10	57	32
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	11	26	63	12	43	45
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	31	38	31	41	45	14
English Learners	0	0	0	0	0	0
Students with Disabilities	81	14	5	71	18	12
Migrant Education Services	0	0	0	0	0	0

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 2010-11)

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/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.3%	25.7%	56.4%

X. 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	2008	2009	2010
Statewide	10	10	10
Similar Schools	7	6	4

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	1	4	10
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	-1	25	12
Filipino	no data	no data	no data
Hispanic or Latino	no data	-12	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	1	5	6
Two or More Races		no data	no data
Socioeconomically Disadvantaged	no data	no data	no data
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.

Note: Cells shaded in gray do not require data.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

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

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	1653	879	5055	834	4683676	778
Black or African American	33	841	55	815	317856	696
American Indian or Alaska Native	5	no data	57	803	33774	733
Asian	117	942	170	918	398869	898
Filipino	26	922	51	909	123245	859
Hispanic or Latino	5	no data	126	816	2406749	729
Native Hawaiian/Pacific Islander	9	no data	22	750	26953	764
White	1317	877	4068	839	1258831	845
Two or More Races	28	869	108	837	76766	836
Socioeconomically Disadvantaged	73	785	842	741	2731843	726
English Learners	0	no data	2	no data	1521844	707
Students with Disabilities	90	524	419	520	521815	595

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 2010-11)

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

Federal Intervention Program (School Year 2011-12)

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		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		10

Note: Cells shaded in gray do not require data.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.4%	0.3%	0.3%	1.4%	1.1%	1.4%	4.9%	5.7%	4.6%
Graduation Rate	no data	no data	97.08%	no data	no data	93.58%	80.21%	78.59%	80.44%

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	99%	94%	no data
Black or African American	100%	100%	no data
American Indian or Alaska Native	100%	96%	no data
Asian	100%	100%	no data
Filipino	100%	100%	no data
Hispanic or Latino	100%	95%	no data
Native Hawaiian/Pacific Islander	100%	100%	no data
White	100%	98%	no data
Socioeconomically Disadvantaged	100%	94%	no data
English Learners	67%	92%	no data
Students with Disabilities	100%	91%	no data

Career Technical Education Programs (School Year 2010-11)

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.

To ensure that the skills taught and the context covered better match industry expectations and standards, industry input is required prior to Board approval of any CTE course revision and adoption process. CTE course curriculum are reviewed and approved by the El Dorado Union High School District's (EDUHSD) Standards and Instructional Leadership Team (SILT) committee, and the EDUHSD CTE Advisory Board. Some ROP courses are articulated with local California community college districts. ROP provides high-quality CTE programs and contributes to students' academic and career educational achievement, allowing them a smooth entry into the workforce or postsecondary education. Students receive a competency based certificate upon successful completion of the ROP program. Depending on the course, students may also receive industry certification that is recognized regionally, statewide, or nationally.

In 2010-11, seventy-eight percent of 12th grade CTE concentrators met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Seventy-nine percent met the proficient or advanced level on the mathematics portion of the CAHSEE. Students identified from special populations are provided with resources appropriate to their specific need. Instructional technicians, interpreters, and financial assistance referrals are among services provided to students from special populations. The percentage of CTE participants from underrepresented gender groups increased in the 2010-11 school year to over 29%. Nearly 34% of CTE concentrators from this group enrolled in a capstone CTE course that led to employment in a nontraditional field, and received a received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

District CTE teachers held a minimum of two industry specific advisory committee meetings during the 2010-11 school-year. Each committee consists of a minimum of five members from industry, one student member, and one faculty member who generally serves as secretary to the committee. During fall and/or spring, course curriculum, outlines, and projects were reviewed to ensure current industry standards are incorporated in student performance learning. The District also has a CTE Advisory Board which consists of a local business representative from each of the individual industry sector advisory committees; students; local community college, and university administrators; a representative from the CA State Employment Development Department; and district CTE faculty and administrators.

Several CTE teachers participated in the SB70 funded 2011 Summer Institute offered by the El Dorado County Career Technical Partnership. The teacher industry-based externship program increased teacher knowledge and their ability to apply core academic and career technical education content standards into their curriculum. A team of two teachers and one agency representative worked together to create contextual lessons/modules that relate to their industry. The teachers worked as “externs” with a local agency or business and learned first-hand the skills and qualities necessary to secure and keep jobs with local employers. Upon completion of the 40-hour externship, the team of three collaborators used the externship experience and the partner's in-depth knowledge of the business or industry to create contextual lessons or modules that the teachers delivered in their classrooms.

The end of the school year assessment is two-fold comprised of 1) CTE teachers self-assessment based on California teaching standards and the eleven (11) elements of a highly effective CTE program, and; 2) a student survey identifying attainment of student career goals. These survey results are reviewed by the district CTE advisory committee board, administrators, instructors, and the school Board of Trustees.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	352
Percent of pupils completing a CTE program and earning a high school diploma	44%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	6%

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	78%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	67.7%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	
English	13	
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	5	
Science	7	
Social Science	5	
All courses	34	8.1%

Note: Cells shaded in gray do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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 “trainer of trainers” and these teachers serve as resources across the district. All math and science teachers participated in SMART Board training during the past two 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.

As resources for professional development have decreased the past few years, EDUHSD has maintained a commitment to the continued professional development of our staff members.

This SARC report was compiled on 01/27/2012 with version 12.0.4e by

Multiple Measures, LLC

www.k12multiplemeasures.com