

Oak Ridge High
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address:	1120 Harvard Way El Dorado Hills, CA , 95762-4324	Principal:	Aaron Palm, Principal
Phone:	(916) 933-6980	Grade	8-12
		Span:	

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

About This School

Aaron Palm, Principal

📍 Principal, Oak Ridge High

Contact

Oak Ridge High
1120 Harvard Way
El Dorado Hills, CA 95762-4324

Phone: [\(916\) 933-6980](tel:(916)933-6980)

Email: apalm@eduhd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Kuhlman, Michael
Email Address	mkuhlman@eduhd.k12.ca.us
Website	www.eduhd.k12.ca.us

School Contact Information (School Year 2025–26)

School Name	Oak Ridge High
Street	1120 Harvard Way
City, State, Zip	El Dorado Hills, CA , 95762-4324
Phone Number	(916) 933-6980
Principal	Aaron Palm, Principal
Email Address	apalm@eduhd.net
Website	http://orhs.eduhd.k12.ca.us/
Grade Span	8-12
County-District-School (CDS) Code	09618530930081

School Description and Mission Statement (School Year 2025–26)

Oak Ridge High School, in El Dorado Hills, is located in the picturesque, mountain foothills of the Sierras. It serves as one of four comprehensive high schools educating students grades 9-12 as part of the El Dorado Union High School District. A total of 99 certificated staff members serve roughly 2400 students. Opened in 1980, Oak Ridge High School (ORHS) is the third oldest high school in the district with many proud traditions. The students at ORHS live and attend school in a safe, well-educated community.

Oak Ridge High School holds high academic expectations of its students and is committed to providing an environment in which every student has the opportunity to experience success. The school offers a curriculum designed to meet the needs of all students, as well as learning opportunities for enrichment beyond the classroom. ORHS offers both advanced and advanced placement classes that prepare students for university-level work. The Career Technical Education program includes a \$2.5 million state-of-the-art Manufacturing Engineering lab, Computer Science labs, and an industry standard Culinary lab.

Mission Statement

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

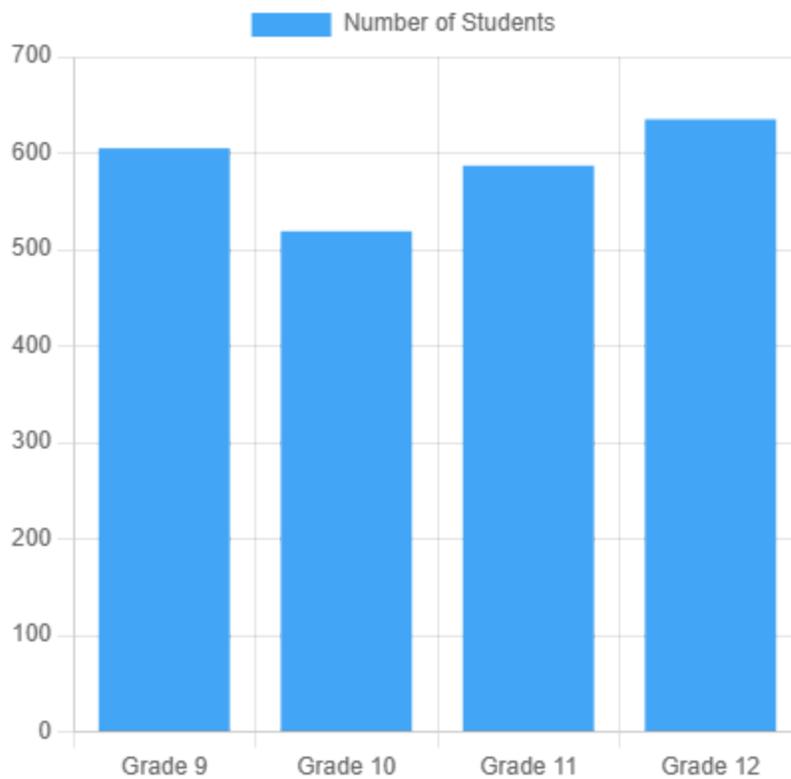
School Description

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

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	605
Grade 10	519
Grade 11	587
Grade 12	635
Total Enrollment	2346



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.80%
Male	50.90%
Non-Binary	0.10%
American Indian or Alaska Native	0.40%
Asian	12.70%
Black or African American	1.10%
Filipino	2.70%
Hispanic or Latino	13.60%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	6.10%
White	61.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.80%
Foster Youth	0.10%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	9.60%
Students with Disabilities	9.30%

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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	92.90	91.76%	255.50	88.63%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.35%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	1.69%	5.40	1.90%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	3.00%	15.00	5.22%	11953.10	4.28%
Unknown/Incomplete/NA	3.50	3.54%	11.20	3.90%	15831.90	5.67%
Total Teaching Positions	101.30	100.00%	288.30	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	92.80	92.51%	258.00	88.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.50	0.54%	2.70	0.96%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	1.73%	6.10	2.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	3.17%	14.60	5.02%	11746.90	4.23%
Unknown/Incomplete/NA	2.00	2.02%	9.20	3.17%	14303.80	5.15%
Total Teaching Positions	100.30	100.00%	290.90	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	89.50	91.73%	242.50	84.93%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.10	0.42%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	1.42%	8.90	3.13%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	3.75%	15.40	5.41%	12112.80	4.34%
Unknown/Incomplete/NA	3.00	3.07%	17.40	6.10%	13705.80	4.91%
Total Teaching Positions	97.60	100.00%	285.50	100.00%	278927.10	100.00%

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

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	1.70	1.7	1.30
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.70	1.7	1.30

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0.70
Local Assignment Options	3.00	2.1	2.90
Total Out-of-Field Teachers	3.00	3.1	3.60

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1%	1%	8.60%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.1%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1/Adv. English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2/Adv. 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 (5/14/2013 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature – , Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p> <p>AP Language & Composition: The Language of Composition, Bedford, Freeman and Worth, 2023 (05/13/2025 Board Adopted)</p> <p>AP Literature & Composition: Literature & Composition: Reading, Writing, Thinking, Bedford/St. Martin's Press (06/09/2015 Board Adopted)</p> <p>English Language Development 1: Lift Welcome and Lift Intro, National Geographic, 2023 (05/14/2024 Board Adopted)</p> <p>English Language Development 2 & 3: Lift Fundamentals and Lift 1, National Geographic, 2023 (05/14/2024 Board Adopted)</p>	0
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Reveal Algebra 1, McGraw Hill, 2020 (4/11/2023 Board Adopted)</p> <p>Geometry: Geometry, McGraw Hill, 2022, (5/17/2022 Board Adopted)</p> <p>Algebra 2/Advanced Algebra 2: Reveal Algebra 2, McGraw Hill, 2020, CA Edition (5/14/2024 Board Adopted)</p> <p>Financial Analysis: Financial Algebra, Cengage, 2021 (06/10/2025 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p> <p>Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted)</p> <p>AP Calculus AB - Calculus, Graphical, Numerical, Algebraic, Prentice Hall, 2012 (05/08/2012 Board Adopted)</p> <p>AP Calculus BC: Brooks/Cole Cengage Learning, 2012 (05/08/2012 Board Adopted)</p> <p>Probability and Statistics: Elementary Statistics-Picturing the World, 2019, 7th Edition (5/8/2018 Board Adopted)</p> <p>AP Statistics: The Practice of Statistics, Bedford, Freeman & Worth, 2020 (04/28/2019 Board Adopted)</p> <p>AP Computer Science: Java Software Solutions for APCS A, Addison Wesley, 2007 (06/23/2009 Board Adopted)</p>	
Science	Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>AP Biology: Biology In Focus, SAVVAS, 2020, 3rd Edition (05/17/2022 Board Adopted)</p> <p>Environmental Science: Environmental Science: Sustaining Your World, Cengage, 2017 (05/12/2020 Board Adopted)</p> <p>AP Environmental Science: Exploring Environmental Science AP, Cengage, 2019 (05/07/2019 Board Adopted)</p> <p>Human Physiology: Holes' Essentials of Human Anatomy and Physiology, McGraw Hill, 2021 (Board Adopted 5/13/2025)</p> <p>Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 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, 2023, (05/14/2024 Board Adopted)</p> <p>Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)</p>	0
History-Social Science	<p>World History: History Alive! World Connection, TCI, 2020, (5/13/2025 Board Adopted)</p> <p>U.S. History/Geography: United States History, TCI, 2024, (5/13/2025 Board Adopted)</p> <p>AP World History: Ways of the World, Bedford, Freeman and Worth, 2020, (05/12/2020 Board Adopted)</p> <p>AP US History: AMSCO AP United States History, Perfection Learning, 2022, (05/09/2023)</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p> <p>AP American Government: American Government: Stories of a Nation, Bedford, Freeman and Worth, 2021, (06/07/2022 Board Adopted)</p> <p>Economics: TCI Econ Alive! The Power to Choose, TCI, 2020, (5/14/2024 Board Adopted)</p> <p>AP Economics: Economics, Glencoe/McGraw Hill, 2012 (5/8/12 Board Adopted)</p> <p>Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)</p> <p>AP Psychology - Myers' Psychology for the AP Course - Bedford, Freeman and Worth, 2024. (05/14/2024 Board Adopted)</p> <p>AP Macroeconomics - Krugman's Macroeconomics, Bedford, Freeman & Worth, 2022 (05/14/2024 Board Adopted)</p> <p>AP Microeconomics - Krugman's Economics for the AP Course, Bedford, Freeman & Worth, 2023 (05/13/2025 Board Adopted)</p>	
Foreign Language	<p>Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)</p> <p>AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)</p> <p>French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Adopted) AP French, Discovering French Nouveau, McDougal Littell, 2004. (06/14/2005 Board Adopted) Japanese 1-4: Genki I and II, Japan Times, 2011 (5/09/2023 Board Adopted)	
Health	Glencoe Health, McGraw Hill, 2022 (5/14/2024 Board Adopted)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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

Oak Ridge High School's dedicated maintenance department benefits the school by ensuring a safe, reliable, and supportive learning environment. Oak Ridge High School facilities and grounds are maintained on a rotating schedule to ensure that all areas are in working order and suitable for school and public use. In addition to regular daily maintenance, heating and air units are checked regularly, storm drains are monitored and grounds are kept covered in accordance with NOA specifications. During student breaks, inspections including Fire, El Dorado Irrigation, and all preventative maintenance duties including deep cleaning of classrooms, as well as specialized teacher requests including classroom upgrades are scheduled and completed.

In 2024-25 the schools main parking lot for pick up and drop off was rebuilt to maximize student and community safety. Traffic flow and egress was improved. Traffic flow was aligned with the County of Transportation and street lanes. A traffic signal was also added for pedestrian safety.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	The AC was not working at the time of inspection. The issue has now been fixed and is cooling as needed.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Fair
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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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	71%	78%	65%	69%	47%	48%
Mathematics (grades 3-8 and 11)	58%	65%	45%	47%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	587	558	95.06%	4.94%	77.60%
Female	277	262	94.58%	5.42%	82.06%
Male	309	295	95.47%	4.53%	73.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	56	55	98.21%	1.79%	81.82%
Black or African American	--	--	--	--	--
Filipino	19	19	100.00%	0.00%	84.21%
Hispanic or Latino	80	75	93.75%	6.25%	74.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	51	48	94.12%	5.88%	75.00%
White	374	356	95.19%	4.81%	77.53%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	15	15	100.00%	0.00%	80.00%
Socioeconomically Disadvantaged	53	50	94.34%	5.66%	64.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	51	43	84.31%	15.69%	30.23%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	587	558	95.06%	4.94%	64.87%
Female	277	260	93.86%	6.14%	62.69%
Male	309	297	96.12%	3.88%	66.67%
American Indian or Alaska Native	--	--	--	--	--
Asian	56	55	98.21%	1.79%	76.36%
Black or African American	--	--	--	--	--
Filipino	19	18	94.74%	5.26%	77.78%
Hispanic or Latino	80	75	93.75%	6.25%	61.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	51	47	92.16%	7.84%	61.70%
White	374	358	95.72%	4.28%	63.69%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	15	15	100.00%	0.00%	53.33%
Socioeconomically Disadvantaged	53	50	94.34%	5.66%	54.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	51	44	86.27%	13.73%	22.73%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	43.31%	56.12%	41.50%	48.66%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1213	1163	95.88%	4.12%	55.98%
Female	598	574	95.99%	4.01%	56.97%
Male	614	588	95.77%	4.23%	54.93%
American Indian or Alaska Native	--	--	--	--	--
Asian	145	145	100.00%	0.00%	68.97%
Black or African American	12	12	100.00%	0.00%	25.00%
Filipino	34	34	100.00%	0.00%	70.59%
Hispanic or Latino	171	160	93.57%	6.43%	49.38%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	84	79	94.05%	5.95%	63.29%
White	759	727	95.78%	4.22%	54.06%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	11	9	81.82%	18.18%	--
Military	32	31	96.88%	3.12%	54.84%
Socioeconomically Disadvantaged	126	116	92.06%	7.94%	43.10%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	100	81	81.00%	19.00%	17.28%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Oak Ridge High School has a robust Career Technology Education (CTE) program designed to prepare students to successfully meet the ever changing nature of today's technical workplace and the need to fill high demand jobs with highly skilled applicants. In addition, the CTE program prepares students to successfully achieve their collegiate goals. ORHS has a number of courses and pathways that provide its students with CTE opportunities. Oak Ridge students have access to all 11 CTE pathways offered in our district. However, on campus we offer Digital Imaging, Engineering and Manufacturing, Computer Science and Culinary courses.

Oak Ridge High School offers an Engineering Design and Manufacturing pathway, as well as a Computer Science pathway. The Engineering Design and Manufacturing and Technology pathways include classes such as Introduction to Manufacturing and Engineering, Manufacturing and Engineering Technology, Advanced Manufacturing and Engineering. These courses provide students exposure to a hands-on, industry-specific experience in which they design, manage, and build various projects. ORHS educators within these pathways work directly with industry leaders to ensure that students receive the most up-to-date and relevant instruction and experience possible.

Computer Science drives job growth and innovation throughout the world economy and society. More than half of projected jobs in Science Technology Engineering and Math (STEM) fields relate to computing occupations. Computer Science develops students' computational and critical thinking skills and shows them how to create, not simply use, new technologies. Information and Communication Technologies (ICT) have expanded the need for employees who can understand, manage, and support all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems. Fundamental knowledge in these areas is needed to prepare students for the 21st century, regardless of their ultimate field of study or occupation. As a result, Oak Ridge offers a Computer Science pathway to provide students this knowledge and experience. Courses in this pathway include Exploring Computer Science (ECS), which is designed to teach the fundamental concepts of computing and also satisfy the El Dorado Union High School District Computer Literacy graduation requirement; AP Computer Science Principles, intended to foster a wider appeal for the computer science discipline; AP Computer Science A as an equivalent to a first-semester, college-level course in computer science, 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 Technical Education program leave Oak Ridge with the skills necessary to achieve their collegiate goals and or obtain regional jobs that are high paying and in high demand. Curriculum and instructional strategies that foster critical thinking, problem solving, and leadership are consistently taught to ensure workplace skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Oak Ridge High School's College and Career Center provides a variety of career-related resources to students. Oak Ridge

High School counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities.

All CTE courses are open to all students and provide elective credits. Oak Ridge provides Computer Science, Culinary, Digital Imaging, and Manufacturing and Engineering CTE courses on our campus.

CTE Courses Offered and Program Lead:

- Introduction to Manufacturing and Engineering
- Advanced Manufacturing and Engineering Technology
- Manufacturing and Engineering Technology
- Introduction to Service and Repair
- Automotive Technology I
- Culinary I
- Culinary II
- Exploring Computer Science
- AP Computer Science Principles
- AP Computer Science A
- Database Design/SQL Programming

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	658
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	8.7%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.87%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	73.47%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	91%	93%	95%	94%	94%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Oak Ridge High School enjoys the support of both parent and community organizations. The Athletic Boosters provide financial support for our athletic teams. Other active parent groups include Music and Theater Boosters, and the Oak Ridge High School Foundation. The ORHS Foundation has a long history of supporting capital improvement and academic projects at Oak Ridge. Parents also organize community fundraising events and annual year-end activities such as Safe and Sober Grad Night.

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

Oak Ridge also has parents on a variety of district committees. Oak Ridge High School parents are on the district SILT committee that approves instructional materials. We also have parents on the district budget committee.

State Priority: Pupil Engagement

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

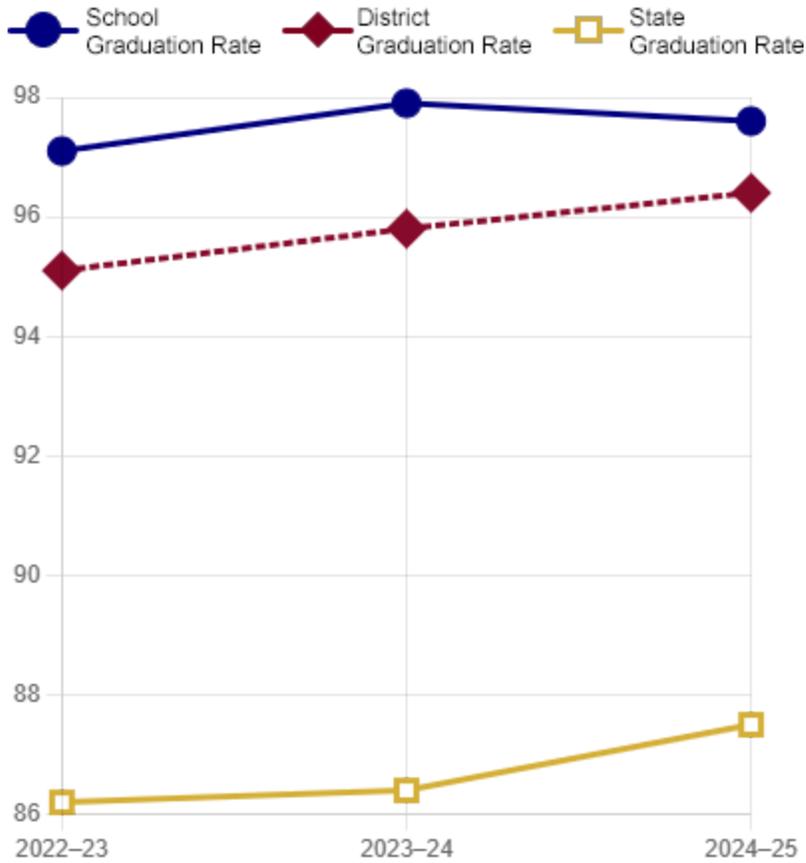
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

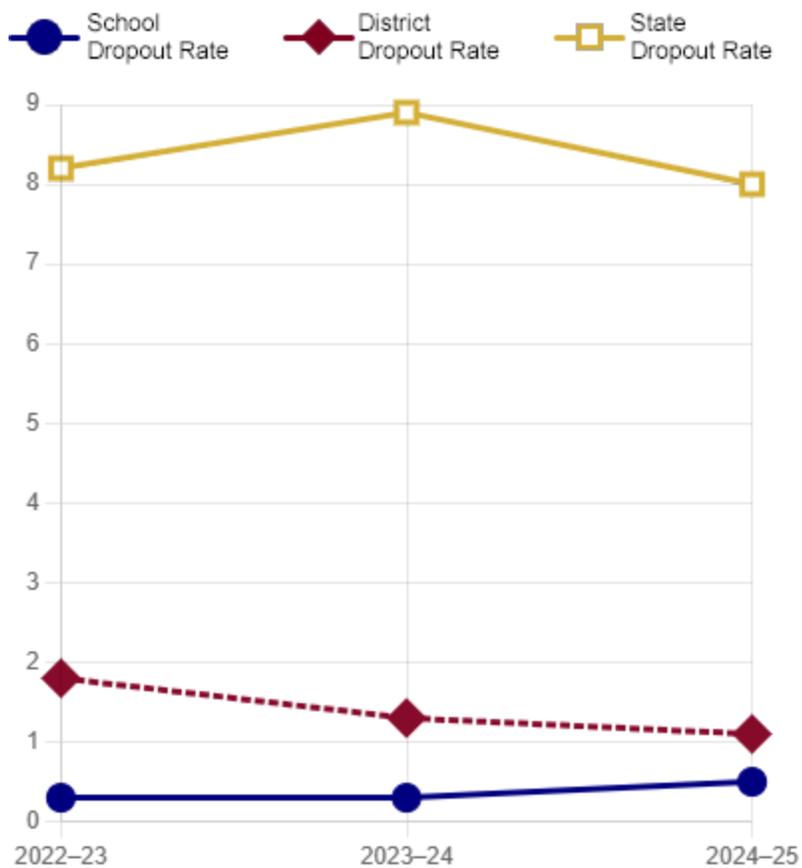
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	97.1%	97.9%	97.6%	95.1%	95.8%	96.4%	86.2%	86.4%	87.5%
Dropout Rate	0.3%	0.3%	0.5%	1.8%	1.3%	1.1%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	631	616	97.6%
Female	324	321	99.1%
Male	307	295	96.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	87	86	98.9%
Black or African American	--	--	--
Filipino	15	15	100.0%
Hispanic or Latino	94	90	95.7%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	31	31	100.0%
White	388	378	97.4%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	114	108	94.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	53	47	88.7%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2382	2357	235	10.0%
Female	1149	1139	120	10.5%
Male	1231	1216	115	9.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	304	302	25	8.3%
Black or African American	28	27	4	14.8%
Filipino	63	62	1	1.6%
Hispanic or Latino	331	329	47	14.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	148	146	16	11.0%
White	1488	1471	136	9.2%
English Learners	28	28	11	39.3%
Foster Youth	--	--	--	--
Homeless	23	22	11	50.0%
Socioeconomically Disadvantaged	278	270	60	22.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	235	228	48	21.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	2.85%	0.00%	2.18%	5.56%	0.00%	4.78%	3.60%	3.28%	2.94%
Expulsions	0.04%	0.08%	0.08%	0.19%	0.18%	0.18%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.18%	0.08%
Female	0.87%	0.09%
Male	3.41%	0.08%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.32%	0.00%
Black or African American	3.57%	0.00%
Filipino	1.59%	0.00%
Hispanic or Latino	3.02%	0.60%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.03%	0.00%
White	2.22%	0.00%
English Learners	3.57%	0.00%
Foster Youth	0.00%	0.00%
Homeless	8.70%	4.35%
Socioeconomically Disadvantaged	6.83%	0.72%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.09%	0.43%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Oak Ridge High School takes a comprehensive, proactive approach to school safety. Members of the District Safety Committee meet regularly to discuss potential hazards, safety concerns, and the most current practices to ensure a safe school campus. Oak Ridge utilizes a complete set of emergency plans for crisis situations and has developed an extensive plan for monitoring student safety before, during, and after school. Emergency procedures are practiced by students and staff each semester. These plans include fire, earthquake, evacuation, and lockdown drills, as well as rattlesnake and suicide protocols. Emergency plans are assessed after each drill or false alarm to identify areas of success and remediation.

Oak Ridge High School collaborates regularly with law enforcement and county safety specialists. Oak Ridge officials attend periodic collaborations with law enforcement to ensure compliance with the county standard for school safety. Each year, law enforcement is invited to observe our drills to offer suggestions for improvement. The suggestions made by law enforcement are worked into our plan and drilled by our staff and students. Oak Ridge High School makes every effort to communicate with schools in the county who, unfortunately, have had to enact their emergency plans. The information taken from these meetings are adopted into our safety plan.

Communication is a key component of the Oak Ridge Safety Plan. The El Dorado Union High School district has adopted the Parent Square communication system. This system gives each school the ability to communicate with its entire community instantaneously. The ability to give parents status updates during an emergency is crucial. Our district also utilizes the catapult system to manage communication, student check in, and crisis management on campus during an emergency. This system allows communication and the flow of safety related information among district employees in the event of an emergency.

Oak Ridge High School holds a minimum of one staff meeting per year committed solely to safety. Emergency plans are disseminated to the staff. Our site also has a safety committee that considers new safety proposals. Oak Ridge continues to utilize the StopIt App where parents, students, and community members are given the opportunity to alert administration to potential safety concerns on campus anonymously. The app has provided useful information and is another step to help make our campus safer. Oak Ridge High School takes every precaution to ensure the total safety of its campus, students, and staff. All appropriate drills are run each semester, and all available collaborations are attended. Each year the Oak Ridge Safety Plan is reviewed and approved by the El Dorado Union High School District School Board.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	22	25	47
Mathematics	25.00	21	41	28
Science	27.00	11	67	0
Social Science	22.00	32	35	29

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	28	33	35
Mathematics	23.00	31	30	35
Science	26.00	11	65	
Social Science	22.00	33	29	31

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	27	15	49
Mathematics	24.00	31	21	44
Science	28.00	8	41	13
Social Science	24.00	26	21	35

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	439.81

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.40
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other**	4.40

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14949.00	\$4039.00	\$10910.00	\$103858.00
District	N/A	N/A	\$16222.00	\$99463.00
Percent Difference – School Site and District	N/A	N/A	-8.00%	4.00%
State	N/A	N/A	\$11146.18	\$113595.00
Percent Difference – School Site and State	N/A	N/A	-2.12%	-17.00%

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

Types of Services Funded (Fiscal Year 2024–25)

Oak Ridge High School has a variety of programs and services in place to support students' academic needs. We have services that meet students' individual needs to services that serve larger groups of students.

Oak Ridge High School offers an extensive Advanced Placement (AP) Program that has increased in offerings and enrollment over the years. Advanced Placement courses are those developed by the College Board, which allow high school students to undertake college-level academic learning that prepares them to take the AP examinations. Students may receive credit from colleges and universities for these classes. Students enrolled in AP courses are strongly encouraged to take the AP exam. Grades for AP classes in grades 10-12 are weighted to reflect the rigorous nature of these courses in accordance with Board Policy and Administrative Regulations.

AP teachers regularly attend AP professional development opportunities and modify their course descriptions and curriculum to meet the needs of the ORHS students and the Advanced Placement program.

Oak Ridge High School offers several programs to meet the unique learning styles and needs of the students it serves. The Independent Study Program (ISP) allows select students to complete certain courses through the APEX online program as approved by the Board of Trustees. The program limits enrollment to students who cannot possibly attend courses on campus on a full-time basis due to medical or other compelling reasons. The ISP program strives to prepare students for

graduation and success in post high school pursuits. Students in ISP must meet with their assigned teachers for a minimum of one hour per week. They are assigned between 20-30 hours of schoolwork, which they must complete by their next week's appointment. As a voluntary program, a student's eligibility for continued ISP enrollment is based upon the successful completion of their assigned work.

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

A Credit 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 Credit Recovery class to complete coursework and recover credits for that subject. The Credit 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 Credit 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. These students are also supplied with a variety of supplemental resources such as online programs, etc.

The Connections Program/Study Skills class has been offered at Oak Ridge since 2011. The Connections Coordinator is a certificated teacher who works with students who have been identified by the middle schools 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.

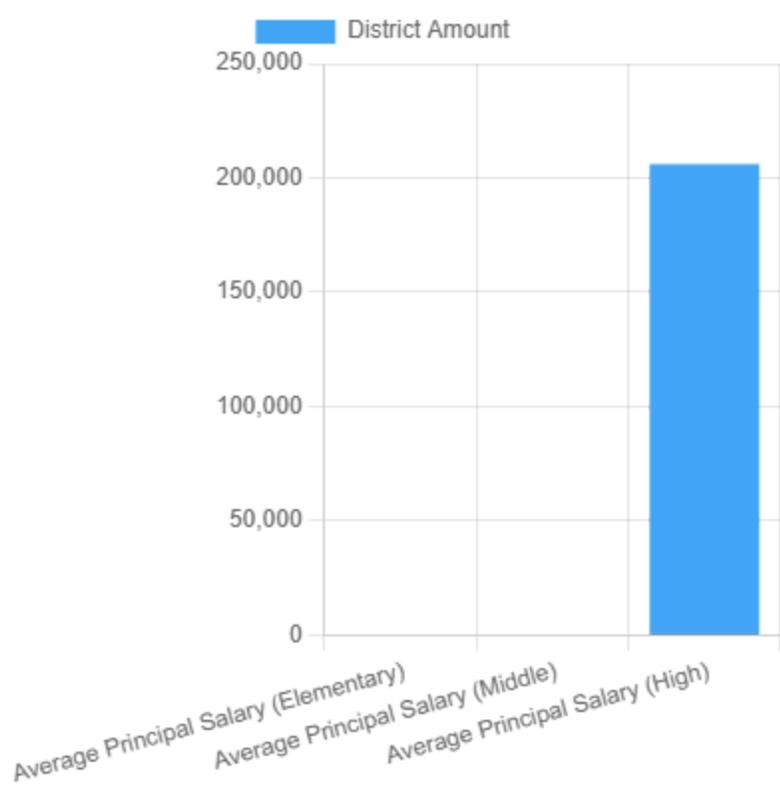
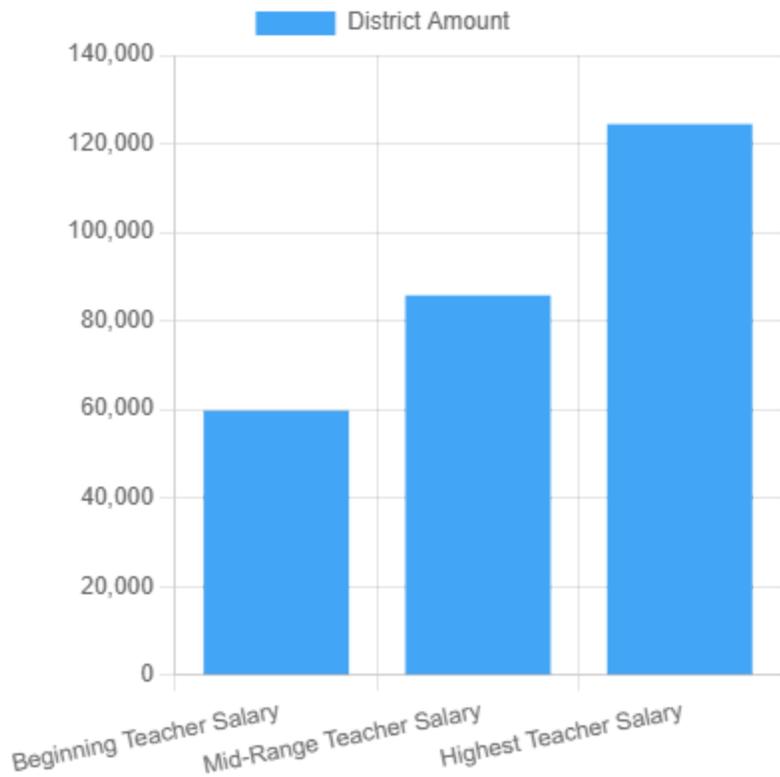
Oak Ridge High School and the El Dorado Union High School District offer summer school. Summer School is used for remediation. Students who fail a class needed for graduation can make it up in summer school.

The services provided on the Oak Ridge campus are designed to assist all students. Oak Ridge offers a broad range of curriculum opportunities including, honors classes, advanced classes and Advanced Placement classes for our students pursuing greater academic rigor.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59731.00	\$67237.98
Mid-Range Teacher Salary	\$85772.00	\$106841.05
Highest Teacher Salary	\$124439.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$206051.00	\$193950.22
Superintendent Salary	\$330447.00	\$314303.88
Percent of Budget for Teacher Salaries	28.17%	29.51%
Percent of Budget for Administrative Salaries	5.61%	4.87%

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



Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses** 35.3 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	9
Fine and Performing Arts	1
Foreign Language	1
Mathematics	7
Science	14
Social Science	21
Total AP Courses Offered*	90

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3