

Orosi High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 School Contact Information

School Name	Orosi High School
Street	41815 Road 128
City, State, Zip	Orosi
Phone Number	5595284731
Principal	Marlena Celaya
Email Address	macelaya@cojUSD.org
School Website	http://ohs.cojUSD.org/
Grade Span	9-12
County-District-School (CDS) Code	54718605433230

2024-25 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojUSD.org
District Website	www.cojUSD.org

2024-25 School Description and Mission Statement

Orosi High School is the only comprehensive high school in the Cutler-Orosi Joint Unified School District. Courses offered to students cover the full range of subjects, including courses that meet the A-G California State University and University of California requirements, college preparatory courses, Dual Enrollment, Advanced Placement, and Honors courses. Orosi High School offers three Career Pathway Academy options: Career Pathway Academy of Engineering and Green Technology, Career Pathway Academy of Health Sciences, and the Career Pathway of Sustainable Agriculture. In addition, several Career Pathway options in the following industry sectors are offered: Administrative Law & Justice, Education, Patient Care: Nursing and Sports Medicine, Business and Finance, Construction Trades, Public Safety: Urban-Rural Fire Fighting, Arts Media and

2024-25 School Description and Mission Statement

Entertainment with sub-pathways in Video Production, Photography and Art. Orosi High School has existing partnerships with Valley Regional Occupational Programs (VROP) and Reedley Community College, that provide students opportunities to also enroll in additional Career Pathways: Natural Resources – Wildland Firefighting (offered to 12th gr. students), Public Safety – Urban Rural Fire Fighting, Engineering Technology, Aviation and Flight Science. Orosi High School prides itself on being an Advancement Via Individual Determination (AVID) National Demonstration School. Our robust sports programs give both male and female students the opportunity to be involved in athletic competitions, including pep and cheer. Students may also participate and compete in leadership development programs such as Future Farmers of America (FFA), HOSA -Future Health Professionals, and Students, Teachers, and Industry United to Succeed in America (SkillsUSA); as well as compete in Academic Teams such as Mock Trial, Academic Decathlon, and Clubs such as NAMI, Art , Video Production, and math to pursue their additional interests. Orosi High School cultivates high expectations in a safe and supportive learning environment where every student has the opportunity to Dream Big, Work Hard, and Give Back to their community. We have a rich and rigorous range of academic, Career Technical Education as well as extra-curricular activities. We are proud of the opportunities our career pathways bring to students such as internships, work-based learning, and personalized support.

Mission Statement: Educating Minds, Inspiring Futures

Vision Statement: Every student will be college, career, community-ready, and prepared to compete in a global economy.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	329
Grade 10	306
Grade 11	211
Grade 12	238
Total Enrollment	1,084

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
Asian	0.3
Black or African American	0.2
Filipino	3
Hispanic or Latino	95.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	0.6
English Learners	28.3
Foster Youth	0.6
Homeless	4.2
Migrant	3
Socioeconomically Disadvantaged	97
Students with Disabilities	7.7

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.

2020-21 Teacher Preparation and Placement

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)	32.70	67.74	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	6.60	13.76	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	10.48	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	3.53	5.80	3.00	12115.80	4.41
Unknown/Incomplete/NA	2.10	4.46	5.50	2.87	18854.30	6.86
Total Teaching Positions	48.30	100.00	193.50	100.00	274759.10	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.

2021-22 Teacher Preparation and Placement

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)	34.50	69.45	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	5.70	11.51	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.10	8.29	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.40	6.91	7.80	4.18	11953.10	4.28
Unknown/Incomplete/NA	1.80	3.80	2.20	1.20	15831.90	5.67
Total Teaching Positions	49.70	100.00	187.70	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.

2022-23 Teacher Preparation and Placement

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)	38.00	68.81	149.60	77.80	231142.40	100.00
Intern Credential Holders Properly Assigned	5.80	10.63	14.80	7.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	5.77	13.30	6.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.57	2.40	1.26	11746.90	4.23
Unknown/Incomplete/NA	7.20	13.16	12.00	6.25	14303.80	5.15
Total Teaching Positions	55.30	100.00	192.30	100.00	277698	100

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	2020-21	2021-22	2022-23
Permits and Waivers	0.80	0.90	0
Misassignments	4.20	3.10	3.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	5.00	4.10	3.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.80	0.8
Local Assignment Options	1.70	1.50	0
Total Out-of-Field Teachers	1.70	3.40	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.40	10.1	8.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.60	5.7	2.4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading Writing Curriculum/2021	Yes	0
Mathematics	enVision Integrated Mathematics I, II, III (Online): Savvas Learning Company/2020	Yes	0
Science	SAVVAS: California Miller & Levine Experience Biology, Pearson by SAVVAS: AP Edition Biology 2016, Pearson by SAVVAS: Chemistry, 2007, Pearson: Physics, 2012, Pearson: Conceptual Physics, 2009	Yes	0
History-Social Science	World History 2014, US History 2018, and US Government 2011	Yes	0
Foreign Language	Vista Higher Learning: Senderos 2022	Yes	0
Health			0
Visual and Performing Arts			0

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

School Facility Conditions and Planned Improvements

Both the OHS and District maintenance staff work diligently to keep the school facility looking groomed, well-maintained, and meeting all safety requirements.

Year and month of the most recent FIT report		November 2024		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	60	60	40	41	46	47
Mathematics (grades 3-8 and 11)	20	15	25	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	210	209	99.52	0.48	59.81
Female	98	97	98.98	1.02	62.89
Male	112	112	100.00	0.00	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	196	195	99.49	0.51	57.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	46	46	100.00	0.00	15.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	204	203	99.51	0.49	59.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	15.38

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	208	99.52	0.48	14.90
Female	98	97	98.98	1.02	13.40
Male	111	111	100.00	0.00	16.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	194	99.49	0.51	14.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	45	100.00	0.00	2.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	203	202	99.51	0.49	13.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	21.07	22.85	16.45	18.55	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	443	442	99.77	0.23	22.85
Female	214	213	99.53	0.47	26.29
Male	229	229	100.00	0.00	19.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	419	418	99.76	0.24	21.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	98	98	100.00	0.00	1.02
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	387	386	99.74	0.26	23.06
Students Receiving Migrant Education Services	15	15	100.00	0.00	13.33
Students with Disabilities	33	33	100.00	0.00	0.00

2023-24 Career Technical Education Programs

Orosi High School offers an array of career pathways (2-year program of study) and academies (4-year program of study). We currently offer the following academies:

Academy of Engineering and Green Technology (AEGT)
 Academy of Health Sciences (AOHS)
 Academy of Sustainable Agriculture (AOSA)

Project-based learning and work-based learning is the driving force behind each academy and their corresponding pathways. The Academies are currently under the scope of the National Academy Foundation (NAF). Through this foundation, students who participate in a Career Pathway Academy can gain NAF Track Certification. The criteria to be NAF Track Certified include the following:

Successful completion of the pathway program of study
 Successful completion of 80+ internship hours + employer assessment
 Successful completion of local high school graduation requirements

All engagement partners have worked diligently to ensure that students meet all of the criteria of NAF Track Certification. The

2023-24 Career Technical Education Programs

efforts have proven successful as two academies; AEGT and AOHS currently have NAF Distinguished Model School status. These two academies were recognized at the NAF NEXT Conference. Additionally, all courses in the Academy of Sustainable Agriculture (AG Science 1, Plant Science and Agricultural Mechanics 2) are dually enrolled through Reedley Community College.

The AEGT and AOHS academies use the Project Lead the Way (PLTW) curriculum. Our teachers receive extensive training before their first year of teaching and are provided ongoing professional development and training. We also offer multiple pathways in the following areas:

Career Pathway of Arts, Media, and Entertainment: Advanced Video Production, Photography and Advanced Photography
 Career Pathway of Administrative Law and Justice (Intro to Criminology and Crime Scene Investigations)
 Career Pathway of Natural Resources and Public Safety (Urban Rural Fire and Wildland Fire)
 Career Pathway of Patient Care: Nursing and Sports Medicine and Advanced Sports Medicine
 Career Pathway of Business Finance
 Career Pathway of Education (Intro to Teaching)
 Career Pathway of Construction Trades
 Career Pathway of Aviation Technician

Orosi High School has existing partnerships with Valley Regional Occupational Programs (VROP) and Reedley Community College, that provide students opportunities to also enroll in additional Career Pathways: Natural Resources – Wildland Fire Fighting (Offered to 12th Gr. Students), Public Safety – Urban Rural Fire Fighting, Engineering Technology, Aviation and Flight Science. Orosi High School has a total of 21 CTE Advisory board members who meet monthly to discuss CTE courses and curriculum.

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.91
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	38.33

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	81%	69%	68%	80%	70%

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.

2024-25 Opportunities for Parental Involvement

Parent input and participation is a critical component for the success of students at Orosi High School. The staff at OHS makes contact with parents to inform them of student academic progress and attendance, upcoming activities and events, and provide information and resources regarding high school graduation requirements and college preparation.

We have dedicated two full-time Parent Student Advocates to ensure Orosi High School:

1. Provide parents with knowledge of techniques designed to assist students in learning at home.
2. Provide access to and coordinate community and support services for students and families.
3. Promote clear, two-way communication between the school and the family as to school programs and student progress.
4. Involve parents, after appropriate training, in instructional and support roles at the school.
5. Support parents as decision-makers and develop their leadership in governance and advisory roles.
6. Help parents develop parenting skills and foster conditions at home that support students' learning.

Parents are encouraged to get involved by joining the School Site Council and the English Learners Advisory Committee. Additionally, Orosi High School has partnered up with the Parent Institute for Quality Education (PIQE) and Parenting Partners as well as "Calm and Kind". The College and Career Center offers several workshops for parents throughout the year. Parents may also contact the office if they wish to volunteer with sports, clubs, and on campus.

Orosi High School has also hired a Community Schools Program Coordinator to provide additional services to parents such as:

1. Assist in planning, coordinating, and facilitating community school activities for the designated site, including customized programs, parent outreach, and engagement events, evidenced-based parenting programs, Health Fairs, support groups, and mobile services in collaboration with site administration and the Family Education Center.
2. Collaborate with site administrators to support wrap-around services for learners utilizing partnerships with community-based organizations to support education, developmental, family, health, and other comprehensive services.
3. Work with students and families and develop programs to enhance the social, emotional, and academic well-being of students, provide counsel and make home visits as necessary, develop service-based plans, monitor student progress in program-related activities, and follow-up and re-evaluate appropriately.

2024-25 Opportunities for Parental Involvement

4. Communicate with students, families, school site administrators, district personnel, and outside agencies to exchange information, coordinate activities, and resolve issues or concerns; maintain confidentiality of sensitive and privileged information.
5. Directly transport and/or arrange transportation for targeted families and students on an as-needed basis.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.4	2.1	2.9	4.9	4.4	3.0	7.8	8.2	8.9
Graduation Rate	96.8	95.5	95.9	93.3	92.9	94.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	244	234	95.9
Female	122	115	94.3
Male	122	119	97.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	234	224	95.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	76	68	89.5
Foster Youth	--	--	--
Homeless	21	19	90.5
Socioeconomically Disadvantaged	239	229	95.8
Students Receiving Migrant Education Services	13	9	69.2
Students with Disabilities	19	18	94.7

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1152	1130	130	11.5
Female	546	535	59	11.0
Male	606	595	71	11.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	34	34	2	5.9
Hispanic or Latino	1102	1080	127	11.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	347	337	60	17.8
Foster Youth	--	--	--	--
Homeless	58	53	9	17.0
Socioeconomically Disadvantaged	1114	1093	125	11.4
Students Receiving Migrant Education Services	46	44	6	13.6
Students with Disabilities	88	86	21	24.4

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: 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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.88	7.87	6.16	4.57	4.93	4.04	3.17	3.6	3.28
Expulsions	0	0.64	0.52	0.15	0.37	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.16	0.52
Female	3.48	0.00
Male	8.58	0.99
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.44	0.54
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	7.49	0.86
Foster Youth	0.00	0.00
Homeless	3.45	1.72
Socioeconomically Disadvantaged	6.28	0.54
Students Receiving Migrant Education Services	4.35	0.00
Students with Disabilities	12.50	0.00

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.

2024-25 School Safety Plan

Our top priority is to maintain a school environment that is safe, clean, and orderly. Administration and staff members (certificated and classified) provide student supervision on the grounds before school, during breaks, during lunch, and after school. Freshmen and sophomore students are not allowed to go off campus at any time. Juniors and Seniors must demonstrate school eligibility and behavior expectations for off-campus privileges. Students who do not follow school rules receive the consequences according to the California Education Codes and policies adopted by the School Board. We implement Positive Behavior Intervention Support (PBIS) at our school. Through our Cards C.A.R.E. framework, students are

2024-25 School Safety Plan

provided with clear expectations regarding their behavior on and off campus. We emphasize positive reinforcement and celebrate good behavior. A school safety plan has been developed, approved, and explained to all staff and implemented across campus. It is updated annually and was most recently updated and reviewed by the staff in August of 2024. OHS also employs five part-time security guards and has a resource officer from the Tulare County Sheriff's Department to ensure safety. Regular drills are conducted to ensure that all students and staff know how to respond in the event of an emergency. OHS is a part of the ActVNet school safety plan. This innovative program serves as a powerful platform, fostering collaboration and coordination between schools and first responders during critical moments. ActVnet is a web-based solution that can be used from any web-enabled device and is intended to improve emergency response processes as well as school safety and security. Schools may use the platform to share crucial site information like shut-off valve locations, school emergency procedures, and personnel details. ActVnet also gives law enforcement real-time access to live camera feeds from school sites, allowing them to immediately gain situational awareness in the case of an emergency. Making real-time communication and coordination between first responders and schools feasible ActVnet's web-based architecture makes it a useful and adaptable solution that can be utilized on a range of devices, making it a great asset for any department.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	33	2
Mathematics	21	25	20	
Science	25	8	24	
Social Science	30	1	24	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	33	1
Mathematics	23	19	23	1
Science	27	5	23	2
Social Science	26	5	24	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	32	3
Mathematics	26	9	31	
Science	26	5	18	
Social Science	22	18	16	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	216.8

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.7

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,613.13	\$ 4,537.65	\$ 6,824.96	\$ 79,132
District	N/A	N/A	\$4,250.52	\$86,675
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2023-24 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

1. Categorical
2. Supplemental instructional programs (after-school tutorials, instructional aides, SpEd aides, Acellus, AVID program)
3. Supplemental books and reference materials
4. Supplemental services (Wifi services, program licenses)
5. Professional Learning (Instructional Coaches, travel and conference, professional services)
6. Supplemental materials and supplies
7. Non-Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds are comprised of LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,443	\$54,930
Mid-Range Teacher Salary	\$85,453	\$85,386
Highest Teacher Salary	\$111,736	\$111,172
Average Principal Salary (Elementary)	\$143,816	\$136,564
Average Principal Salary (Middle)	\$139,247	\$141,339
Average Principal Salary (High)	\$167,737	\$153,241
Superintendent Salary	\$249,756	\$224,537
Percent of Budget for Teacher Salaries	23%	29%
Percent of Budget for Administrative Salaries	4%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	12.6
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

Professional Development is provided for the staff using a variety of opportunities for gaining new knowledge and sharing practice. Every Wednesday, there is a late start for students, giving staff approximately 90 minutes for collaboration in Professional Learning Communities where they analyze student work and data, create common formative and summative assessments, and collaborate on best practice. This time is critical as we analyze student academic progress in order to plan for instructional next steps. Extended Professional Development days are built into the teacher contracts and add an additional 10 hours of learning based on the specific needs of students and input from teachers. Training is offered during the summer on District initiatives and Orosi High School's Problem of Practice. This past year, departments have worked on identifying essential standards, utilizing the PLC process and aligning all common formative and summative assessments to standards. Teachers also have the opportunity to participate in training during the school year. A team of teachers and administrators attend AVID, Project Aware, Student Voice, CVNIC and PBIS workshops during the summer and the school year. Individual teachers may also request specific workshops to enhance their practice, and often attend Tulare County workshops. Teachers may also visit each other's classrooms to gain ideas and insights into teaching practices, with administration hosting new teacher walk throughs where new teachers have an opportunity to walk classrooms. The Instructional Rounds process is also highly implemented on campus and helps monitor and implement school-wide signature practices. Instructional coaches provide regular opportunities for teachers to participate in Coaching Cycles, Lesson Studies, and daily collaboration, providing input from outside collaborators. This gives all teachers an opportunity to go observe other teachers and work on implementing instructional strategies centered around an area of focus and use data from pre and post assessments to measure the effectiveness of the instructional strategies. Orosi High School is strongly committed to providing the necessary support to help teachers increase their effectiveness in getting more students to proficiency, meeting state standards, and be college and career ready.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4