

Orosi High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Roberto C. Vaca

Principal, Orosi High

About Our School

I cannot think of a more exciting time to be a Cardinal! We are a part of a long and proud tradition dating back to 1909. We recently celebrated our 103rd commencement ceremony with the class of 2015! As a Cardinal, students have many opportunities to succeed and reach their full academic potential. Many of our graduates are attending top universities such as: Stanford, Cornell, UC Berkeley, UCLA, UC Santa Barbara, UD Davis, UC Irvine, UC Merced, Fresno State, and many community colleges like College of the Sequoias, Reedley College, Fresno City, and many more. Our school motto is "Dream big - work hard - give back."

I am happy to share with you that Orosi High School was named a 2015 California Gold Ribbon School. This means you will be attending a school on the move and a school doing all the right things for students. The staff has been working extremely hard to make learning rigorous, relevant and fun. Please understand you will be pushed to the best of your ability academically and in everything that you do at Orosi High School. You will be expected to demonstrate mastery of your own learning in every class. Our goal is to ensure that our students graduate Orosi High School college and career ready and able to compete and succeed in the 21st Century Global Economy.

The staff is committed to helping every student succeed in meeting the challenges of a rigorous academic program. In addition to academics, we offer competitive sports, clubs, student leadership, visual and performing arts, career-technical education, and many more opportunities for students to grow and develop into well-rounded individuals.

This fall parents will have an opportunity to participate in the Parent Institute for Quality Education (PIQE). It is a nine week parent involvement program in which classes take place once per week for 90 minutes. In this program parents will learn about the high school system to become equal partners with the school to ensure that their student is college and career ready. Last fall, we graduated 154 parents from phase 1. We look forward to engaging more parents in this wonderful program. We will be offering Phase 1 and 2 of the PIQE curriculum.

We look forward to serving students, parents, and the community in the 2015-16 school year. A big welcome to our first cohort of the Academy of Sustainable Agriculture - class of 2019! This is an exciting new opportunity at Orosi High School that will prepare students for careers in agriculture. We are also excited about welcoming our third cohort for the Academy of Engineering and Green Technology and our second cohort for the Academy of Health Sciences. In addition, our AVID program continues to grow as we welcome over 100 incoming AVID freshmen. Overall, we are thrilled about all incoming freshman and returning students. Let's make it a great year!

Please do not hesitate to contact me with concerns or to suggest ideas to improve our school. My door is always open.

Go Cardinals!

Roberto Vaca

Principal

Contact

*Orosi High
41815 Road 128
Orosi, CA 93647-2008*

*Phone: 559-528-4731
E-mail: rvaca@cojUSD.org*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Cutler-Orosi Joint Unified
Phone Number	(559) 528-4763
Superintendent	Yolanda Valdez
E-mail Address	yvaldez@cojUSD.org
Web Site	http://www.cojUSD.org

School Contact Information - Most Recent Year	
School Name	Orosi High
Street	41815 Road 128
City, State, Zip	Orosi, Ca, 93647-2008
Phone Number	559-528-4731
Principal	Roberto C. Vaca
E-mail Address	rvaca@cojUSD.org
Web Site	http://www.cojUSD.org/Domain/16
County-District-School (CDS) Code	54718605433230

Last updated: 1/28/2016

School Description and Mission Statement - Most Recent Year

Orosi High School is a comprehensive high school that serves the entire Cutler-Orosi Unified School District. It is located in the community of Orosi. Courses offered to students cover the full range of subjects, including the A-G University of California requirements, college preparatory courses, Advanced Placement and Honors Courses. Orosi High also offers a wide range of electives in visual and performing arts, health science and medical technology, business and information technology, agriculture and environmental science, and science-technology-engineering mathematics (STEM). OHS offers the college readiness program AVID and is an AVID national demonstration school. The sports program gives both male and female students the opportunity to be involved in an athletic competition or pep and cheer. Students also may participate in academic teams such as Mock Trial and Academic Decathlon. Many clubs and leadership opportunities contribute to developing well-rounded individuals. Students may participate in Leadership, Student Council, and clubs such as: FFA, HOSA, LEO, Art, Math, Chess, the ROCK, Pacific Islanders, Playwatch, Hiking and Video, to expand or pursue their interests.

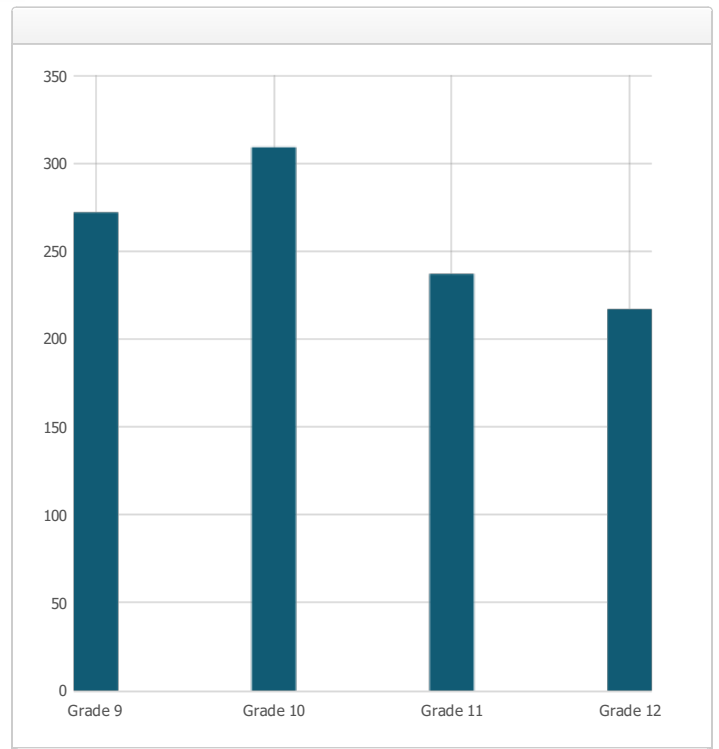
Orosi High School cultivates high expectations in a safe and supportive learning environment where every student has the opportunity to dream big, work hard, and give back to their community!

Mission Statement: Educating Minds, Inspiring Futures.

Last updated: 1/28/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	272
Grade 10	309
Grade 11	237
Grade 12	217
Total Enrollment	1035

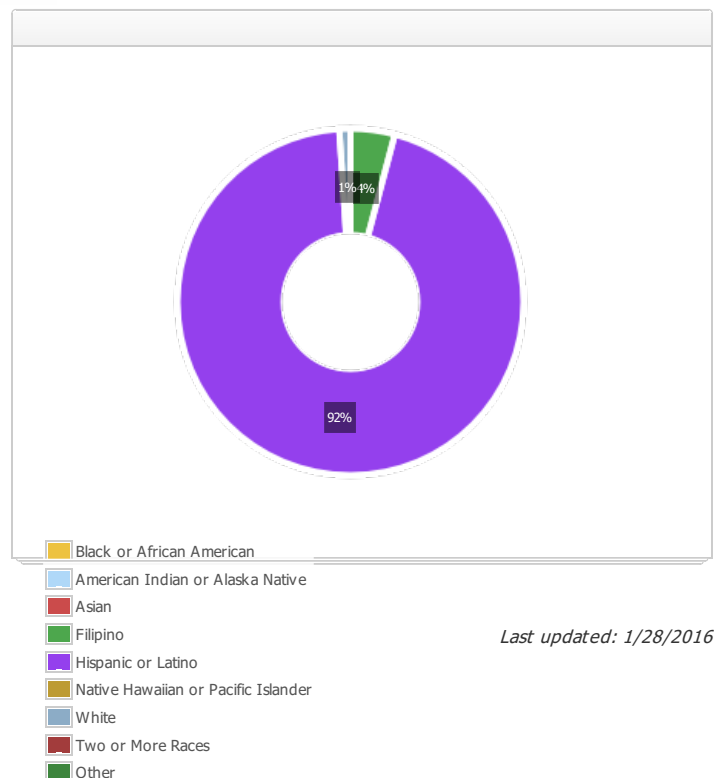


Last updated: 1/28/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.8 %
Filipino	4.0 %
Hispanic or Latino	92.9 %
Native Hawaiian or Pacific Islander	0.1 %
White	1.9 %
Two or More Races	0.3 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.8 %
English Learners	31.4 %
Students with Disabilities	4.3 %
Foster Youth	0.3 %



Last updated: 1/28/2016

A. Conditions of Learning

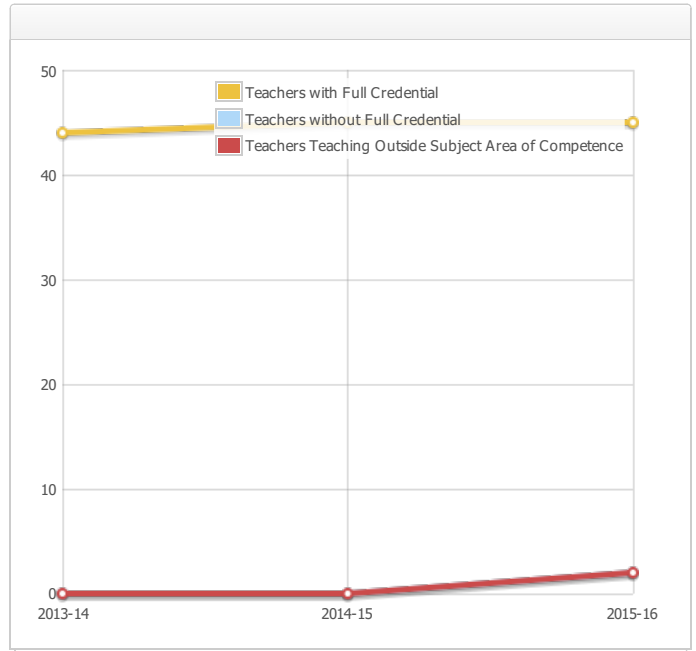
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

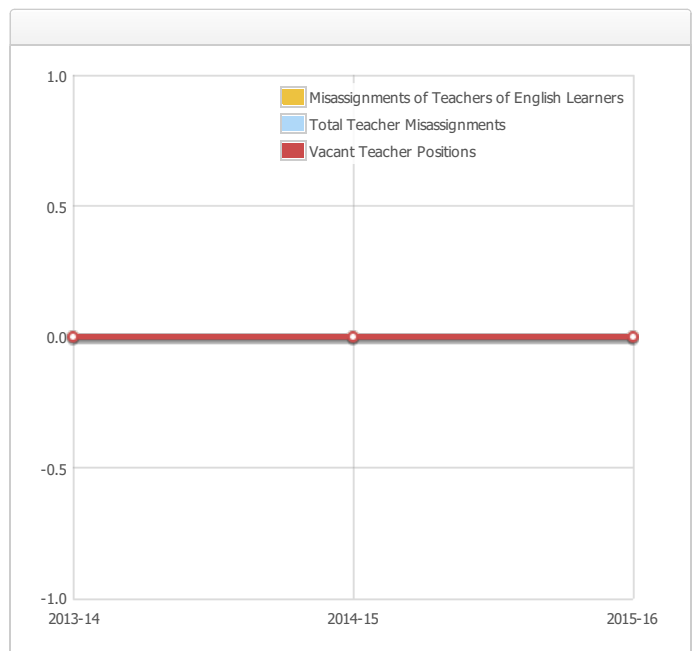
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	44	45	45	197
Without Full Credential	0	0	2	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	8



Last updated: 1/29/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/29/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe Literature Course 4 Glencoe Literature Course 5 Glencoe Literature American Literature Glencoe Literature British Literature	Yes	0.0 %
Mathematics	Carnegie Learning, Integrated Math 1 Carnegie Learning, Integrated Math 2 Addison Wesley Precalculus w/ Trig Scott Foresman Calculus, Graphical, Numerical, Algebraic	Yes	0.0 %
Science	Pearson Earth Science CA Edition Pearson Biology CA Edition Pearson AP Edition Biology Pearson Chemistry CA Edition Pearson Physics	Yes	0.0 %
History-Social Science	Glencoe Economics Principles and Practices Glencoe The American Vision: Modern Times Glencoe U.S. Government Democracy in Action Pearson America Past and Present World History: The Modern Era	Yes	0.0 %
Foreign Language	McDougal Littell Dime I & II Mcdougal Littell Dime! pasaporte el Mundo 21 McDougal Littell Abriendo Puertas Tomo I/Tomo II Sendas Literaries Level 1 & Level 2 Tu Mundo Temas	Yes	0.0 %
Health		Yes	0.0 %

Health Teacher: Teaching Health Concepts and Skills

Visual and Performing Arts	Glencoe Art in Focus Barron's Press The Complete Potter Glencoe Art Talk	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	Not Applicable		0.0 %

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Both the OHS and District maintenance staff work diligently to keep the school facility looking groomed, well-maintained, and meet all safety requirements. In August 2015, Tulare County Office of Education inspected the facility using the State of California Facility Inspection Tool and gave OHS an overall rating of Exemplary.

Last updated: 1/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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 - Most Recent Year

Year and month in which data were collected: August 2015

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/29/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	23.0%	44.0%
Mathematics (grades 3-8 and 11)	14.0%	17.0%	33.0%

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

Last updated: 1/28/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	228	224	98.2%	25.0%	33.0%	29.0%	11.0%
Male	228	103	45.2%	26.0%	36.0%	24.0%	13.0%
Female	228	121	53.1%	24.0%	31.0%	34.0%	10.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	228	2	0.9%	--	--	--	--
Filipino	228	13	5.7%	15.0%	23.0%	31.0%	31.0%
Hispanic or Latino	228	204	89.5%	25.0%	34.0%	30.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	228	5	2.2%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	228	211	92.5%	26.0%	33.0%	30.0%	10.0%
English Learners	228	54	23.7%	63.0%	31.0%	4.0%	0.0%
Students with Disabilities	228	15	6.6%	73.0%	27.0%	0.0%	0.0%
Students Receiving Migrant Education Services	228	7	3.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	228	224	98.2%	67.0%	19.0%	13.0%	1.0%
Male	228	103	45.2%	66.0%	18.0%	13.0%	3.0%
Female	228	121	53.1%	68.0%	19.0%	13.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	228	2	0.9%	--	--	--	--
Filipino	228	13	5.7%	46.0%	23.0%	23.0%	8.0%
Hispanic or Latino	228	204	89.5%	69.0%	18.0%	13.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	228	5	2.2%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	228	211	92.5%	67.0%	18.0%	13.0%	1.0%
English Learners	228	54	23.7%	89.0%	9.0%	2.0%	0.0%
Students with Disabilities	228	15	6.6%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	228	7	3.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	30.0%	36.0%	32.0%	40.0%	40.0%	40.0%	59.0%	60.0%	56.0%

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

Last updated: 1/26/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	40.0%
All Students at the School	32.0%
Male	39.0%
Female	26.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	31.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	31.0%
English Learners	7.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Last updated: 1/26/2016

Career Technical Education Programs (School Year 2014-15)

Orosi High School offers courses in three academies and two pathways and evaluates the programs each year; adding new courses or revising existing courses to meet both career and college readiness.

Academy of Engineering and Green Technology - Intro to Engineering Design, Principles of Engineering, Computer Science Engineering, Digital Electronics

Academy of Health Sciences - Principles of Biomedical Sciences, Human Body Systems, Sports Medicine, Health Occupations and Nursing Pre-Certifications

Academy of Sustainable Agriculture - Ag Science I, Ag Science II, Ag Mechanics I, Ag Mechanics II, Ag Mechanics III/IV

Pathway of Arts, Media and Entertainment - Mass Media Journalism I, Digital Media and Video Production and Advanced Media Production

Pathway of Administrative Law and Justice - Principles of Law: Public Safety, Corrections, and Security, Criminal Justice, Forensics, Administrative Justice and AP Psychology

The school has implemented an Academy structure beginning in 2013-2014. Project Lead The Way (PLTW) curriculum is utilized for several courses and is affiliated with the National Academy Foundation (NAF).

Last updated: 1/29/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	524
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	12.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.0%

Last updated: 1/29/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	40.2%

State Priority: Other Pupil Outcomes

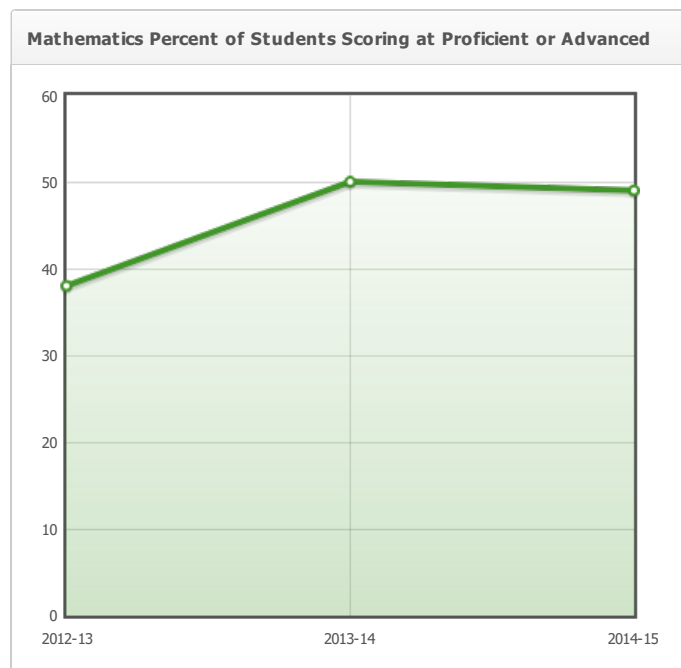
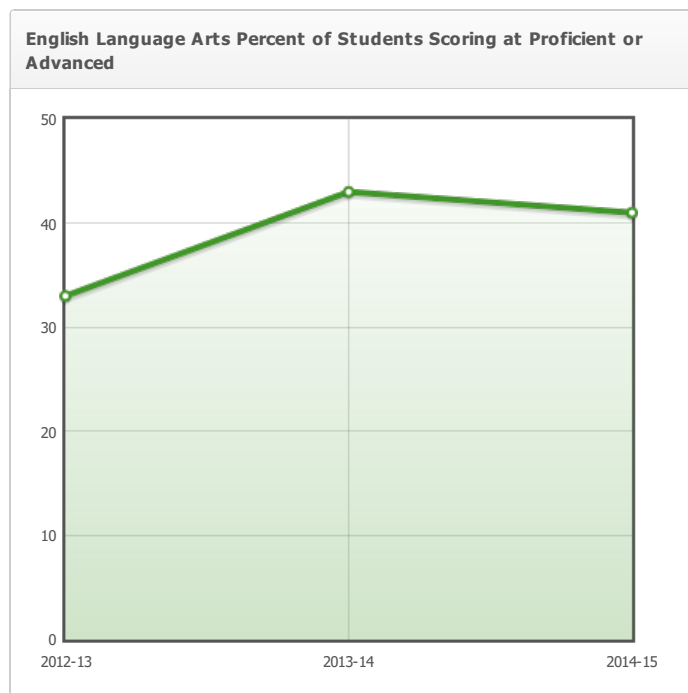
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	33.0%	43.0%	41.0%	30.0%	40.0%	38.0%	57.0%	56.0%	58.0%
Mathematics	38.0%	50.0%	49.0%	35.0%	47.0%	46.0%	60.0%	62.0%	59.0%

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



Last updated: 1/26/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	62.0%	22.0%	16.0%	54.0%	36.0%	9.0%
All Students at the School	59.0%	24.0%	17.0%	51.0%	39.0%	10.0%
Male	62.0%	23.0%	15.0%	49.0%	37.0%	14.0%
Female	56.0%	24.0%	19.0%	52.0%	40.0%	7.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	61.0%	23.0%	16.0%	53.0%	38.0%	9.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	60.0%	23.0%	18.0%	52.0%	38.0%	10.0%
English Learners	99.0%	0.0%	1.0%	82.0%	17.0%	1.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Last updated: 1/26/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.0%	18.4%	32.7%

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

Last updated: 1/26/2016

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parents are critical partners in the successful education of students. The staff at OHS makes numerous contacts to parents to inform them of upcoming activities and events, to provide information and resources for high school success and preparation for college. Orosi High School strives to:

1. Provide parents with knowledge of techniques designed to assist children in learning at home.
2. Provide access to and coordinate community and support services for children 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 children's learning.

Parents are encouraged to get involved by joining the School Site Council, the English Learners Advisory Committee, or our Padres Promotores de la Educacion. Additionally, Orosi High School has partnered up with the Parent Institute for Quality Education (PIQE). A total of 154 parents graduated from this nine week parent involvement program during the fall 2014 and 130 parent graduates in fall 2015. 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.

State Priority: Pupil Engagement

Last updated: 1/29/2016

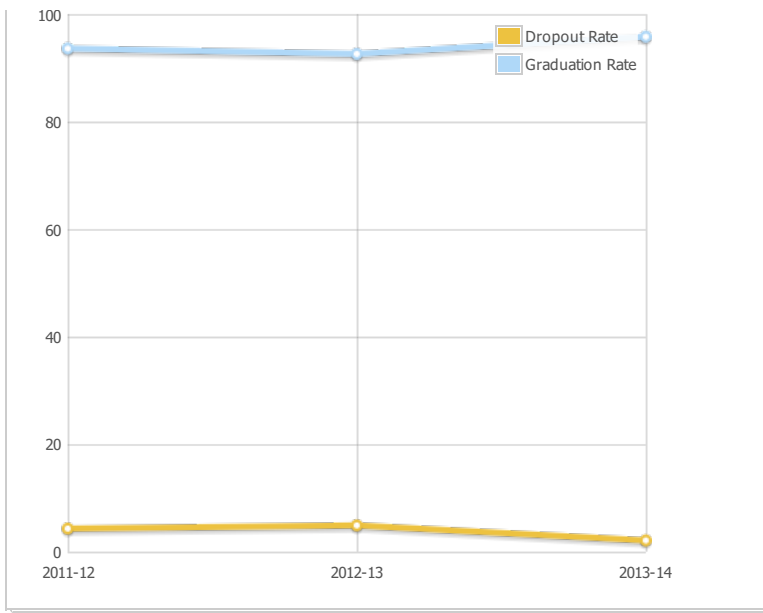
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.3%	4.9%	2.1%	13.4%	16.3%	10.1%	13.1%	11.4%	11.5%
Graduation Rate	93.60	92.60	95.80	78.10	76.30	82.20	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/26/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	189	77	84
Black or African American	0	0	76
American Indian or Alaska Native	--	0	78
Asian	0	0	92
Filipino	12	92	96
Hispanic or Latino	176	77	81
Native Hawaiian or Pacific Islander	--	0	83
White	1	75	89
Two or More Races	0	0	82
Socioeconomically Disadvantaged	0	77	81
English Learners	0	63	50
Students with Disabilities	--	88	61
Foster Youth	--	--	--

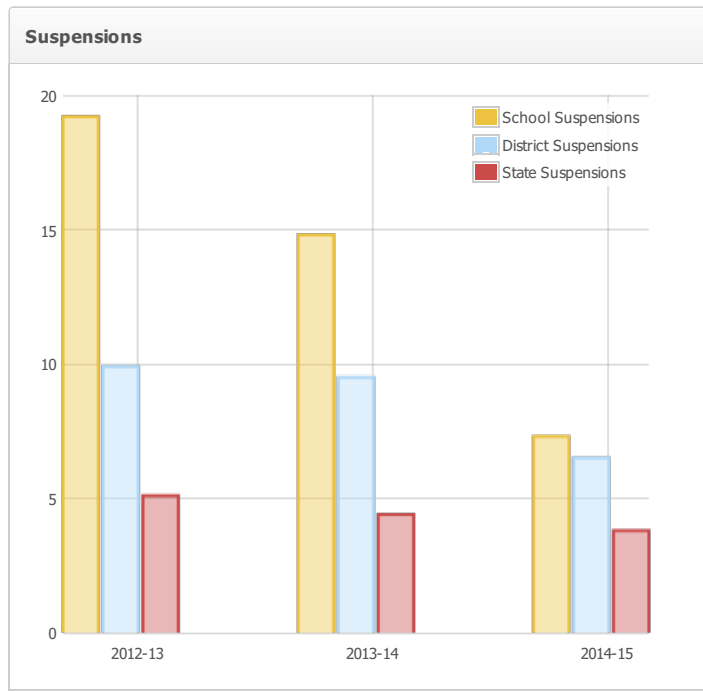
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	19.2	14.8	7.3	9.9	9.5	6.5	5.1	4.4	3.8
Expulsions	0.1	0.3	0.3	0.1	0.2	0.1	0.1	0.1	0.1



Last updated: 1/26/2016

School Safety Plan - Most Recent Year

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 abide by school 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 PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices. A school safety plan has been developed, approved, and put into operation. It is updated annually and was most recently updated and reviewed by the staff on 8/12/15. OHS also employs three 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 case of an emergency.

Last updated: 1/29/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	No	
Met Percent Proficient - Mathematics	N/A	No	
Met Attendance Rate		Yes	
Met Graduation Rate	Yes	Yes	

Last updated: 1/29/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1997-1998	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/29/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	20	60	4	25.0	9	35	1	24.0	13	26	9
Mathematics	27.0	7	27	5	27.0	5	30	2	26.0	4	5	2
Science	27.0	4	27		26.0	7	25		27.0	3	22	6
Social Science	28.0	4	19	3	31.0		16	9	32.0		12	12

* 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.

Last updated: 1/29/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	330.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 1/29/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6297.4	\$772.7	\$5524.7	\$58641.0
District	N/A	N/A	\$5100.1	\$62457.0
Percent Difference – School Site and District	N/A	N/A	8.3%	-6.1%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	3.3%	-19.6%

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

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

The following programs and supplemental services are provided through the categorical sources:

Personnel: 1 FTE Intervention teacher, 1 bilingual classroom aide, 1 computer technician, and AVID tutors.

Supplemental Instructional Materials: Materials are provided for English, history/social science, science and mathematics to supplement the regular materials provided by the school site.

Instructional equipment: Equipment to improve the instructional delivery of teachers and to aid student participation, including computers, projectors, and software.

Professional development: Conferences and workshops to improve the effectiveness of teaching strategies used.

Summer School: Both credit recovery and Advanced Placement preparation programs are funded during the summer through Title 1 funding.

Parent education: A series of parent education sessions to allow parents to become more familiar with what they can do to advocate for their student.

These supplemental resources are provided through the following categorical sources:

Title I

Economic Impact Aid-SCE

Economic Impact Aid-LEP

Title III

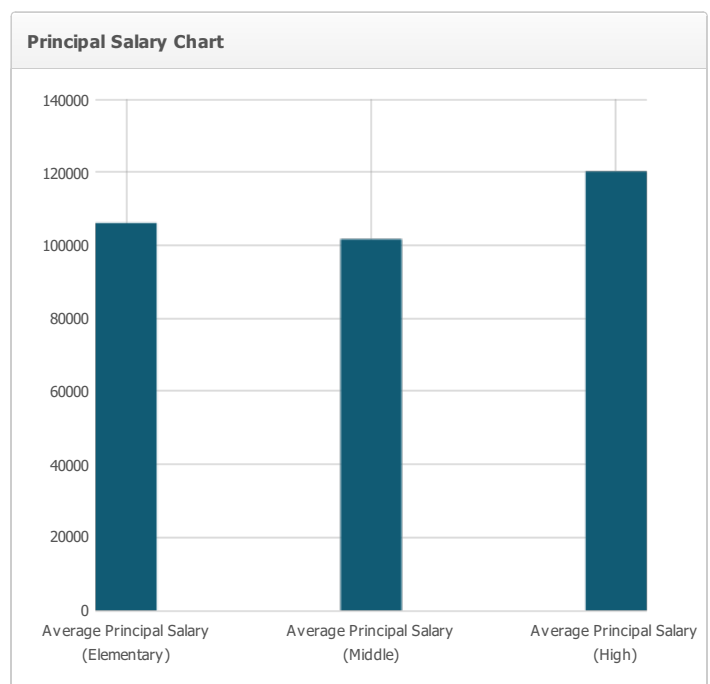
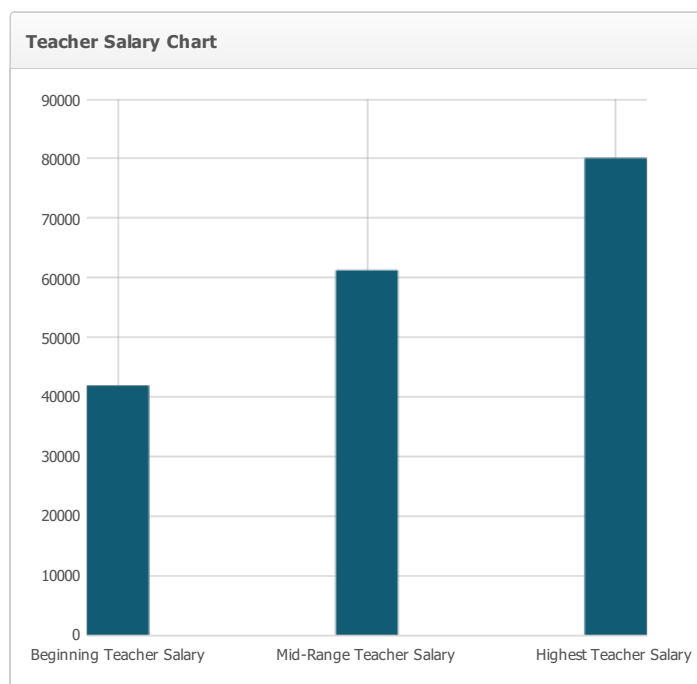
Title III, Immigrant

Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,894	\$40,379
Mid-Range Teacher Salary	\$61,256	\$62,323
Highest Teacher Salary	\$80,096	\$81,127
Average Principal Salary (Elementary)	\$106,092	\$99,192
Average Principal Salary (Middle)	\$101,669	\$91,287
Average Principal Salary (High)	\$120,238	\$112,088
Superintendent Salary	\$31,000	\$159,821
Percent of Budget for Teacher Salaries	35.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	9	0.6%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/29/2016

Professional Development – Most Recent Three Years

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 80 minutes for analyzing student work and data, professional study, and collaborating on best practice. Training is offered during the summer on district initiatives. The past two years, staff has participated in developing Units of Study aligned with the Common Core State Standards. Teachers also have the opportunity to participate in training during the school year. A team of teachers and administrators attend AVID workshops both during the summer and the school year. Individual teachers may also request specific workshops to enhance their practice. Teachers may also visit each other's classrooms to gain ideas and insights into teaching practices. The Instructional Rounds process is also highly implemented on campus. This gives all teachers an opportunity to go observe other teachers. 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.

Last updated: 1/29/2016