Orosi High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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.

2025-26 School Contact Information

School Name	Orosi High School
Street	41815 Road 128
City, State, Zip	Orosi
Phone Number	5595284731
Principal	Oscar Villasenor
Email Address	oscarvillasenor@cojusd.org
School Website	http://ohs.cojusd.org/
Grade Span	
County-District-School (CDS) Code	54718605433230

2025-26 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	cojusd.org

2025-26 School Description and Mission Statement

As the only comprehensive high school in the Cutler-Orosi Joint Unified School District, Orosi High School is dedicated to providing a rich and rigorous learning environment where every student has the opportunity to "Dream Big, Work Hard, and Give Back." Our academic program is robust, covering the full range of subjects necessary for student success, including a wealth of courses that meet the rigorous A-G requirements for admission to the California State University and University of California systems. We pride ourselves on preparing students for post-secondary education through advanced coursework such as Advanced Placement and Honors classes, as well as Dual Enrollment partnerships. Our status as an AVID (Advancement Via Individual Determination) National Demonstration School underscores our commitment to equipping all students with the skills for college, career, and community readiness. This foundation is further strengthened by competitive academic teams like Mock Trial and Academic Decathlon.

Orosi High School recognizes the importance of career preparedness and offers a comprehensive Career Technical Education (CTE) program that provides personalized support, work-based learning, and internship opportunities. We feature three established Career Pathway Academies: the Career Pathway Academy of Engineering and Green Technology, the Career Pathway Academy of Health Sciences, and the Career Pathway of Sustainable Agriculture. These are complemented by additional pathways in key industry sectors, including Administrative Law & Justice, Patient Care: Nursing, Business and Finance, Construction Trades, Public Safety, and Arts Media and Entertainment. Furthermore, through valuable partnerships with Valley Regional Occupational Programs (VROP) and Reedley Community College, students can enroll in advanced programs like Natural Resources – Wildland Firefighting, Engineering Technology, and Aviation and Flight Science. Beyond academics and CTE, students thrive through participation in robust sports programs for both male and female athletes, and they develop leadership skills in competitive organizations like Future Farmers of America (FFA), HOSA - Future Health Professionals, and SkillsUSA, ensuring they are prepared to compete in a global economy as leaders in their fields.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	312
Grade 10	326
Grade 11	271
Grade 12	199
Total Enrollment	1,108

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Asian	0.3
Black or African American	0.2
Filipino	3.2
Hispanic or Latino	95.4
Native Hawaiian or Pacific Islander	0.1
White	0.7
English Learners	28.7
Foster Youth	0.5
Homeless	3.4
Migrant	3.5
Socioeconomically Disadvantaged	97
Students with Disabilities	6.8

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.

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)	34.5	69.45	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	5.7	11.51	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.1	8.29	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.4	6.91	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	1.8	3.8	2.2	1.2	15831.9	5.67
Total Teaching Positions	49.7	100	187.7	100	279044.8	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.

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	68.81	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	5.8	10.63	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.1	5.77	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.57	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	7.2	13.16	12	6.25	14303.8	5.15
Total Teaching Positions	55.3	100	192.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	35.2	65.52	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	3.8	7.15	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.1	7.65	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.8	5.37	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	7.7	14.3	12.9	6.73	13705.8	4.91
Total Teaching Positions	53.8	100	191.8	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	0.90	0	2.9
Misassignments	3.10	3.1	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.10	3.1	4.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.80	0.8	0.8
Local Assignment Options	1.50	0	2
Total Out-of-Field Teachers	3.40	0.8	2.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.1	8.4	2.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.7	2.4	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 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	English 1: Expository Reading Writing Curriculum/2021 English 2: Expository Reading Writing Curriculum/2021 English 3: Expository Reading Writing Curriculum/2021	0
Mathematics	Math 1: Savvas enVision Integrated Mathematics 2020 Math 2: Savvas enVision Integrated Mathematics 2020 Math 3: Savvas enVision Integrated Mathematics 2020	0
Science	Integrated Science: Conceptual Physics: Pearson Biology: SAVVAS: California Miller & Levine Experience Biology Chemistry: Inspire Chemistry 2020 by McGraw Hill Physics: Pearson Physics	0
History-Social Science	World History/Geography: Standards Aligned Units of Study DBQ US History: United States History & Geography: McGraw Hill Econ: Economics Principals and Practices Civics: United States Government Democracy in Action; Remy	0
Foreign Language	Spanish 1: Senderos 1/Spanish for a Connected World by VHL Spanish 2: Senderos 2/Spanish for a Connected World by VHL Spanish 3: Senderos 3/Spanish for a Connected World by VHL AP Spanish: Temas: Vista Higher Learning	0
Health	Health Connected: Teen Talk and standards aligned units of study	0
Visual and Performing Arts	Standards aligned units of study	0
Science Laboratory Equipment (grades 9-12)	Curriculum based lab materials	0

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

School Facility Conditions and Planned Improvements

Orosi High School is deeply committed to upholding the highest standards of cleanliness and ensuring that our facilities provide a safe, welcoming, and supportive environment for all members of our community. Maintaining a consistently clean and orderly campus is a top priority, achieved through a rigorous system of regular inspections and strict maintenance protocols that apply to classrooms, restrooms, common areas, and outdoor spaces. Accountability is supported by weekly planning meetings between custodial leadership and administration to assess standards and prepare for upcoming events. Furthermore, quarterly meetings are held with all custodial staff to clearly communicate expectations, foster two-way communication, and identify systemic improvements, ensuring staff input is incorporated into enhancing service delivery. A formal feedback system is also in place, allowing students and staff to promptly report any cleanliness concerns for immediate resolution.

Our commitment to continuous improvement is evident in the exciting development projects currently underway, which reflect our dedication to meeting the evolving needs of our students. We are proud that the construction of our new, state-of-the-art aquatic complex is complete. This facility will significantly enhance our athletic programs, support student wellness through swim lessons, and provide a valuable resource for the broader community. Simultaneously, we have expanded our commitment to the arts with the addition of our performing arts building. Phase one of this project, which includes specialized classroom spaces, is already complete and being utilized for music and theater instruction. Phase two, now in development, will feature a fully equipped main stage, audience seating, rehearsal rooms, and cutting-edge lighting and sound systems, promising to dramatically enrich student experiences in drama, music, and performance. Through thoughtful planning, collaborative input, and continued investment, Orosi High School is shaping a campus that supports excellence in all facets of student life.

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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 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.

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)	60	57	41	45	47	48
Mathematics (grades 3-8 and 11)	15	16	25	29	35	37

2024-25 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	264	261	98.86	1.14	57.47
Female	118	117	99.15	0.85	56.41
Male	146	144	98.63	1.37	58.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	251	248	98.80	1.20	56.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	61	58	95.08	4.92	8.62
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	256	98.84	1.16	57.03
Students Receiving Migrant Education Services	13	11	84.62	15.38	36.36
Students with Disabilities	11	11	100.00	0.00	0.00

2024-25 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	264	263	99.62	0.38	16.35
Female	118	117	99.15	0.85	11.97
Male	146	146	100.00	0.00	19.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	251	250	99.60	0.40	16.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	61	61	100.00	0.00	3.28
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	258	99.61	0.39	16.28
Students Receiving Migrant Education Services	13	13	100.00	0.00	15.38
Students with Disabilities	11	11	100.00	0.00	9.09

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.85	22.77	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	472	470	99.58	0.42	22.77
Female	217	215	99.08	0.92	22.33
Male	255	255	100.00	0.00	23.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	31.58
Hispanic or Latino	444	442	99.55	0.45	22.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	103	103	100.00	0.00	1.94
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	4.35
Military	0	0	0	0	0
Socioeconomically Disadvantaged	459	457	99.56	0.44	22.76
Students Receiving Migrant Education Services	20	20	100.00	0.00	15.00
Students with Disabilities	24	24	100.00	0.00	0.00

2024-25 Career Technical Education Programs

Orosi High School offers a comprehensive and deeply engaging Career Technical Education (CTE) program, structured around both two-year pathways and specialized four-year Academies. The three established Academies are the Academy of Engineering and Green Technology (AEGT), the Academy of Health Sciences (AOHS), and the Academy of Sustainable Agriculture (AOSA). Project-based and work-based learning is the driving force within each of these programs, ensuring students gain practical, real-world experience. The Academies operate under the scope of the National Academy Foundation (NAF), which allows participating students to pursue NAF Track Certification. To achieve this certification, students must successfully complete the full pathway program of study, fulfill local high school graduation requirements, and complete over 80 hours of internships culminating in a positive employer assessment. This rigorous approach has been highly successful: both the AEGT and AOHS have earned the prestigious NAF Distinguished Model School status, a testament to the quality and effectiveness of the programs. Furthermore, all core courses within the Academy of Sustainable Agriculture (AG Science 1, Plant Science, and Agricultural Mechanics 2) are offered as dually enrolled courses through Reedley Community College.

To ensure program quality and industry relevance, the AEGT and AOHS academies utilize the Project Lead the Way (PLTW) curriculum, supported by extensive initial and ongoing professional development for instructors. Beyond the three core Academies, Orosi High School offers multiple standalone career pathways to meet diverse student interests and workforce demands. These pathways include Advanced Video Production, Photography, and Advanced Photography within the Arts, Media, and Entertainment sector; Administrative Law and Justice (Intro to Criminology and Crime Scene Investigations); Natural Resources and Public Safety (Urban Rural Fire and Wildland Fire); Patient Care: Nursing and Sports Medicine;

2024-25 Career Technical Education Programs

Business Finance; Education (Intro to Teaching); Construction Trades; and Aviation Technician. The school further expands student opportunities through existing partnerships with the Valley Regional Occupational Programs (VROP) and Reedley Community College, which provide enrollment access to additional specialized CTE pathways such as Wildland Fire Fighting (available to 12th graders), Engineering Technology, and Aviation and Flight Science. A dedicated CTE Advisory board, comprised of 21 industry members, meets monthly to ensure all courses and curriculum remain current and aligned with industry standards.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	907
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.91
Graduates Who Completed All Courses Required for UC/CSU Admission	42.42

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	90%	94%	96%	97%	100%

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.

2025-26 Opportunities for Parental Involvement

Parent input and participation are recognized as critical components for student success at Orosi High School. The OHS counseling team and support staff maintains regular communication with families to keep them fully informed about student academic progress and attendance, upcoming school activities and events, and essential resources, including high school graduation requirements and college preparation pathways. Parents are actively encouraged to engage in the school's governance and decision-making processes by joining the School Site Council and the English Learners Advisory Committee (ELAC). To further empower our families, OHS has partnered with the Parent Institute for Quality Education (PIQE) and Parenting Partners to provide targeted training. Additionally, the College and Career Center hosts several informative workshops for parents throughout the year, and parents are always welcome to contact the main office to volunteer with various sports, clubs, and on-campus activities.

To provide comprehensive support and bolster family engagement, Orosi High School has strategically hired a Community Schools Program Coordinator. This coordinator is instrumental in planning, coordinating, and facilitating extensive community school activities, which include customized programs, focused parent outreach events, evidence-based parenting programs, Health Fairs, and mobile services, all in collaboration with site administration and the Family Education Center. A core function of this role is to collaborate with site administrators and utilize community-based organization partnerships to offer wrap-around services that support the educational, developmental, family, and health needs of our learners. The coordinator works directly with students and families to develop programs that enhance social, emotional, and academic well-being, providing counsel, making necessary home visits, developing service-based plans, and arranging transportation for targeted families and students as needed to ensure continuity of support and student progress.

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 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
Dropout Rate	2.1	2.9	0.5	4.4	3	4.7	8.2	8.9	8
Graduation Rate	95.5	95.9	99.5	92.9	94.9	94.4	86.2	86.4	87.5

2024-25 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	200	199	99.5
Female	94	94	100.0
Male	106	105	99.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	186	185	99.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	50	49	98.0
Foster Youth	--	--	--
Homeless	24	24	100.0
Socioeconomically Disadvantaged	196	196	100.0
Students Receiving Migrant Education Services	11	11	100.0
Students with Disabilities	--	--	--

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 selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1146	1132	144	12.7
Female	545	538	75	13.9
Male	601	594	69	11.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	36	36	0	0.0
Hispanic or Latino	1094	1081	143	13.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	342	333	56	16.8
Foster Youth	--	--	--	--
Homeless	53	51	7	13.7
Socioeconomically Disadvantaged	1117	1103	143	13.0
Students Receiving Migrant Education Services	50	48	6	12.5
Students with Disabilities	84	80	23	28.8

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 data.

Suspensions								
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
7.87	6.16	3.32	4.93	4.04	3.27	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0.64	0.52	0.17	0.37	0.2	0.15	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.32	0.17
Female	2.57	0.00
Male	3.99	0.33
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	3.47	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.43	0.29
Foster Youth	0.00	0.00
Homeless	13.21	1.89
Socioeconomically Disadvantaged	3.22	0.18
Students Receiving Migrant Education Services	6.00	0.00
Students with Disabilities	7.14	1.19

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.

2025-26 School Safety Plan

Maintaining a safe, clean, and orderly environment is Orosi High School's top priority. The school ensures comprehensive supervision throughout the day, with administration and both certificated and classified staff members actively monitoring all grounds before school, during breaks, at lunch, and after school hours. To ensure a focused learning environment, freshmen and sophomore students are required to remain on campus at all times, while juniors and seniors must demonstrate satisfactory school eligibility and behavior to earn off-campus privileges. Student conduct is governed by the California Education Codes and policies adopted by the School Board, with consequences applied consistently for non-compliance. Our proactive approach to student conduct is rooted in the Positive Behavior Intervention Support (PBIS) framework, utilizing the Cards CARE (Committed, Accountable, Respectful, Empathetic) acronym to provide clear behavioral expectations both on and off campus, emphasizing positive reinforcement and the celebration of good choices.

Our commitment to safety is supported by both personnel and technology. OHS employs six part-time security guards and benefits from a dedicated resource officer from the Tulare County Sheriff's Department. A Comprehensive School Safety Plan (CSSP) has been developed, thoroughly explained to all staff, and fully implemented across campus, with annual updates and staff review most recently completed in August of 2025. Furthermore, OHS is an active participant in the innovative ActVNet school safety platform, a web-based solution designed to improve emergency response and school security by fostering seamless communication and coordination between schools and first responders during critical moments. This powerful platform allows the school to share crucial site information, such as emergency procedures and shut-off valve locations, and grants law enforcement real-time access to live camera feeds, enabling immediate situational awareness and effective, real-time coordination during an emergency. Regular drills are also conducted throughout the year to ensure all students and staff are fully prepared to respond effectively in any emergency scenario.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	32	1
Mathematics	25	9	33	
Science	28	2	24	1
Social Science	28	4	31	

2024-25 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

2024-25 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	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	11.7

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	2
Mathematics	0
Science	0
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

Orosi High School maintains a strong commitment to continuous staff improvement by providing diverse professional development opportunities focused on increasing teacher effectiveness and student proficiency. A cornerstone of this commitment is the dedicated 90 minutes of collaboration time provided every Wednesday during the student late start, enabling staff to participate in Professional Learning Communities (PLCs). During this critical time, teachers analyze student work and academic data, collaboratively design common formative and summative assessments, and share best instructional practices, which directly informs instructional next steps. The school further invests in staff growth through extended Professional Development days built into teacher contracts, providing an additional 7.5 hours of learning tailored to specific student needs and teacher input.

Throughout the year, training is strategically offered on key District initiatives and Orosi High School's identified Problem of Practice. This past year, departments focused intensely on identifying effective engagement strategies, deepening their use of the PLC process, and rigorously aligning all common assessments to these standards. Teachers are consistently offered opportunities to attend training throughout the school year, including specialized workshops like AVID, CVNIC, and PBIS, attended by both teachers and administrators. To support instructional growth, the school actively promotes peer learning; teachers are encouraged to observe one another's classrooms, and the administration facilitates new teacher walk-throughs. The Instructional Rounds process is highly implemented across campus, which helps to monitor and refine the school's signature instructional practices. Furthermore, instructional coaches facilitate regular Coaching Cycles and Lesson Studies, allowing teachers to focus on implementing specific instructional strategies, observe colleagues, and use pre- and post-assessment data to measure the effectiveness of their efforts, ensuring that all students are provided the opportunity to meet state standards and are truly college and career ready.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3