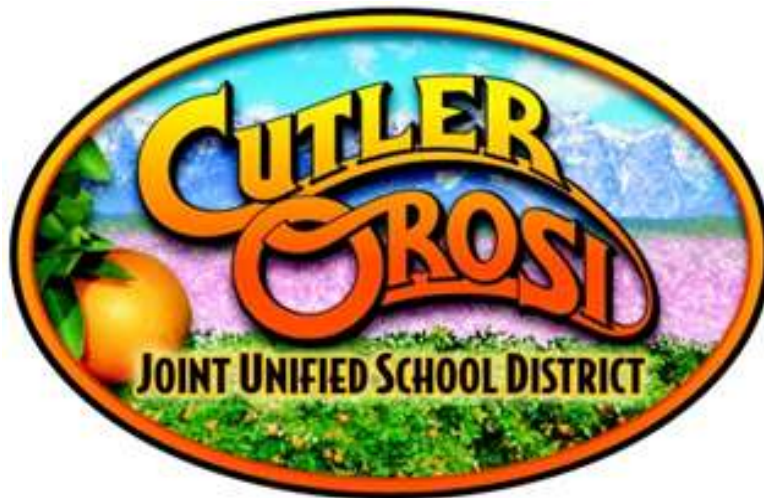


**District Program Evaluation Report  
2015-16**



**“Educating Minds, Inspiring Futures”**

**October 2016**

## INTRODUCTION

Each school district must engage parents, educators, employees and the community to establish their Local Control Accountability Plan (LCAP). The plan describes the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The plan also demonstrates how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

The LCAP must focus on eight areas identified as state priorities. The eight areas are grouped in three categories:

### CONDITIONS OF LEARNING

**Priority 1: Basic Services**

Compliance with *Williams* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair

**Priority 2: Implementation of State Standards**

Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.

**Priority 7: Course Access**

The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

### PUPIL OUTCOMES

**Priority 4: Pupil Achievement**

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

**Priority 8: Other Pupil Outcomes**

Pupil outcomes, if available, in the subject areas comprising a broad course of study.

### ENGAGEMENT

**Priority 3: Parent Involvement**

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

**Priority 5: Pupil Engagement**

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

**Priority 6: School Climate**

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

## METRICS - MEASURING OUR PROGRESS

Districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes and must collect and report data to support each of the state priorities.

### CONDITIONS OF LEARNING

#### **Priority 1: Basic Services**

Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

#### Required Data

- Rate of teacher misassignment
- Student access to standards aligned instructional materials
- Facilities in good repair

#### Examples of work in COJUSD:

- Provide a Beginning Teacher Support and Assessment (BTSA) Induction program to match new teachers with experienced teachers for ongoing support.
- Provide appropriate instructional materials.
- Monthly site inspection reports and upkeep of facilities.
- Upgraded technology infrastructure
- Facilitate Uniform Complaint Procedure process to ensure that all complaints are acknowledged and addressed within the required timelines.
- Construction of adequate and safe facilities

#### **Priority 2: Implementation of State Standards**

Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.

#### Required Data:

- Implementation of CCSS for all students, including English Learners

#### Examples of work in COJUSD:

- Developing and supporting new CCSS-aligned units of study which blend previously adopted instructional materials with the new standards.
- Purchased new CCSS aligned instructional materials for Math 1-3 at the high school level and grades 6-8.
- Developed a three-year implementation plan for the Next Generation Science Standards
- Purchased supplemental materials in ELA and mathematics K-8 to support CCSS.
- Purchased electronic devices (iPads, chromebooks, laptops, desktops) to support 21st century learning.
- Informing stakeholders through informational sessions and parent-conferences, parent brochures, and a CCSS section on the district website.

#### **Priority 7: Course Access**

The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

### Required Data

- Student access and enrollment in all required areas of study
  - Requirements for graduation and college admission

### Examples of work in COJUSD:

- COJUSD graduation requirements exceed the minimum recommendations by the State of California and are aligned with most all CSU and UC requirements
- All students have access to the A – G courses for entrance to college.
- OHS offers 10 Advanced Placement courses.
- COJUSD is a Linked Learning District and offers 3 Academies for students (engineering, health sciences, and agriculture).
- In addition to the Linked Learning Academies, there are 2 additional pathways (visual & performing arts and law & justice) and the AVID program.
- Director of College and Career Readiness oversees the development of the Linked Learning Academies, coordinates college visits and work-based learning activities.
- Co-curricular opportunities are provided to students through athletics, intramural sports, clubs and service projects, and academic competitions

## **PUPIL OUTCOMES**

### **Priority 4: Pupil Achievement**

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

### Required Data

- Performance on standardized tests (CAASPP)
- Performance on California High School Exit Exam (CAHSEE)
- The number of ELs that become English proficient
- EL reclassification rate
- The number of students that are college and career ready
- Number of students determined prepared for college by the Early Assessment Program (EAP)
- Number of the students that pass Advanced Placement exams with 3 or higher

### Additional measures in COJUSD:

- Grade level proficiency & student academic growth information on local assessments

### **Priority 8: Other Student Outcomes**

Pupil outcomes, if available, in the subject areas comprising a broad course of study.

### Required Data

- Other indicators of student performance in required areas of study. May include performance on other exams.

### Additional measures in COJUSD:

- Physical Fitness Testing: grades 5, 7, and 9
- Standardized testing results: ACT, SAT

## ENGAGEMENT

### **Priority 3: Parental Involvement**

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

#### Required Data

- Efforts to seek parent input
- Promotion of parental participation

#### Examples of work in COJUSD:

- Parent Education: Latino Family Literacy, Parents for Quality Education, Technology Training
- Padres Promotores de la Educación
- Parent Events at each school site: Report Card Night, Parent-Teacher Conferences, Parent Nights
- Various Advisory Committees: School Site Councils, English Learner Advisory Committees, District Advisory Committees

### **Priority 5: Student Engagement**

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

#### Required Data

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- High school graduation rates

#### Examples of work in COJUSD:

- Expanded Learning (For example: before school, afterschool, summer)
- Attendance/chronic absence support (Attendance officer, SARB/CARB)
- Responsibility Center - middle and high school
- Learning Directors, School Nurses, Health Aides
- Boy's, Junior, and Men's Alliance Program
- Community and Family Services Center
- Monthly Connect Meetings

### **Priority 6: School Climate**

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

#### Required Data

- Student suspension rates
- Student expulsion rates
- Other local measures (School Climate Index)

Examples of work in COJUSD:

- Comprehensive safety plans
- School climate data collection and analysis
- Positive Behavioral Interventions and Support (PBIS)
- Social Emotional Learning and behavioral support -Elementary, Middle, and High School Counselors
- School spirit and motivation activities

### DISTRICT ENROLLMENT 2015-16 (October 2015)

#### Enrollment By Grade Level and School

Grade	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza High	Community Day	Total
K	137	133	139	0	0	0	0	0	409
1	141	118	96	0	0	0	0	0	355
2	130	97	119	0	0	0	0	0	346
3	72	75	97	0	0	0	0	0	244
4	114	91	118	0	0	0	0	0	323
5	109	111	118	0	0	0	0	0	338
6	0	0	0	310	0	0	0	0	310
7	0	0	0	313	0	0	0	0	313
8	0	0	0	311	0	0	0	2	313
9	0	0	0	0	266	0	3	0	269
10	0	0	0	0	318	11	1	1	331
11	0	0	0	0	243	27	7	1	278
12	0	0	0	0	218	29	19	3	269
<b>Total</b>	<b>703</b>	<b>625</b>	<b>687</b>	<b>934</b>	<b>1045</b>	<b>67</b>	<b>30</b>	<b>7</b>	<b>4098</b>

#### Enrollment by Gender

Gender	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza High	Community Day	Total
Male	361	308	353	470	503	31	19	6	2051
Female	342	317	334	464	542	36	11	1	2047
<b>Total</b>	<b>703</b>	<b>625</b>	<b>687</b>	<b>934</b>	<b>1045</b>	<b>67</b>	<b>30</b>	<b>7</b>	<b>4098</b>

#### Enrollment by English Fluency

Language Fluency	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza High	Community Day	Total
English Only (EO)	194	175	189	203	207	15	9	3	995
Initially Fluent (I-FEP)	12	8	11	6	45	2	0	0	84
English Learner (EL)	430	374	393	381	287	34	15	4	1918
Reclassified Fluent (R-FEP)	67	68	94	344	506	16	6	0	1101
<b>Total</b>	<b>703</b>	<b>625</b>	<b>687</b>	<b>934</b>	<b>1045</b>	<b>67</b>	<b>30</b>	<b>7</b>	<b>4098</b>

## Special Services Enrollment by Disability

ID = Intellectual Disability, HH= Hard of Hearing, SLI = Speech or Language Impairment, VI = Visual Impairment, ED = Emotional Disturbance, OHI = Other Health Impaired, SLD = Specific learning Disability, AUT = Autism, TBI = Traumatic Brain Injury

Grade	210-ID	220-HH	240-SLI	250-VI	260-ED	280-OHI	290-SLD	320-AUT	330-TBI	Total
Preschool	5	0	15	0	0	4	0	2	0	26
Kindergarten	2	0	13	0	0	0	0	0	0	15
01 First grade	2	2	8	0	0	1	0	1	0	14
02 Second grade	1	1	3	0	0	3	0	3	0	11
03 Third grade	2	0	0	0	0	4	0	0	0	6
04 Fourth grade	1	0	1	0	0	1	7	0	0	10
05 Fifth grade	2	3	4	1	0	6	4	2	0	22
06 Sixth grade	1	0	0	0	0	6	7	1	0	15
07 Seventh grade	1	1	0	0	1	5	9	2	0	19
08 Eighth grade	0	0	0	0	0	1	8	0	0	9
09 Ninth grade	0	1	0	0	1	4	9	0	1	16
10 Tenth grade	1	0	0	0	0	1	15	0	0	17
11 Eleventh grade	0	0	0	1	0	1	8	0	1	11
12 Twelfth grade	1	1	1	0	0	1	10	1	1	16
<b>Total</b>	<b>19</b>	<b>9</b>	<b>45</b>	<b>2</b>	<b>2</b>	<b>38</b>	<b>77</b>	<b>12</b>	<b>3</b>	<b>207</b>

## Special Services Enrollment By Grade/Gender

Grade	Male	Female	Total
Preschool	16	10	26
Kindergarten	11	4	15
01 First grade	9	5	14
02 Second grade	10	1	11
03 Third grade	4	2	6
04 Fourth grade	7	3	10
05 Fifth grade	13	9	22
06 Sixth grade	11	4	15
07 Seventh grade	16	3	19
08 Eighth grade	7	2	9
09 Ninth grade	10	6	16
10 Tenth grade	13	4	17
11 Eleventh grade	7	4	11
12 Twelfth grade	10	6	16
<b>Total</b>	<b>144</b>	<b>63</b>	<b>207</b>

## Students with 504 Plans

GRADE	F	M	Total
2	1	3	4
4	1	4	5
5	4	8	12
6	1	5	6
7	1	5	6
8	0	4	4
Alternative Ed (Esperanza)			
11	2	3	5
12	0	2	2
OHS			
9	4	3	7
10	5	5	10
11	2	4	6
12	4	3	7
<b>Total</b>	<b>25</b>	<b>49</b>	<b>74</b>

## Preschool Enrollment

School	2014-15			2015-16		
	Female	Male	Total	Female	Male	Total
<b>Cutler</b>	32	59	91	37	40	77
<b>Golden Valley</b>	40	37	77	44	52	96
<b>Palm</b>	39	40	79	50	42	92
<b>Total</b>	<b>111</b>	<b>136</b>	<b>247</b>	<b>131</b>	<b>134</b>	<b>265</b>

# DATA



## CONDITIONS OF LEARNING

### Priority 1: Basic Services

Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

#### Required Data

1. Rate of teacher misassignment
2. Student access to standards aligned instructional materials
3. Facilities in good repair

### 1A. Teacher Assignments

Teacher Credentials	2013-14	2014-15	2015-16
With Full Credential	216	197	196
Without Full Credential	0	3	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

### 1B. Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	3	0
Total Teacher Misassignments*	0	3	4
Vacant Teacher Positions	0	0	2

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.

### 1C. \*\*Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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
All Schools in District	92.8	7.2
High-Poverty Schools in District	92.8	7.2
Low-Poverty Schools in District	NA	NA

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.

## 2. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

Year and month in which data were collected: August 2016

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	Yes	0
Mathematics	Yes	Yes	0
Science	Yes	Yes	0
History-Social Science	Yes	Yes	0
Foreign Language	Yes	Yes	0
Science Laboratory Equipment (grades 9-12)	Yes	Yes	0

## 3. School Facility Good Repair Status (School Year 2015-16) District

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## **Priority 2: Implementation of Common Core Standards**

Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.

### Required Data:

- Implementation of CCSS for all students, including EL

### Examples of work in COJUSD:

- Developing and supporting new CCSS-aligned units of study which blend previously adopted instructional materials with the new standards.
- Purchased new CCSS aligned instructional materials for Math 1 - 3 at the high school level, K-2, and 6-8
- Purchased supplemental materials in ELA and mathematics K-8 to support CCSS.
- Purchased electronic devices (iPads, Chromebooks, laptops, desktops) to support 21st century learning.
- Informing stakeholders through informational sessions and parent-conferences, parent brochures, and a CCSS section on the district website.
- Benchmark assessments are aligned to CCSS (see Pupil Achievement)

## **Professional Development for Teachers**

2013-14: 7 days of professional development for all teachers and administrators aligned to the Common Core with 2 PD days on Next Generation Science Standards for science teachers. Professional Development Calendar lists all additional days of training and collaboration for CC implementation. Lead teachers, administrators, and coaches participated in the June 2014 – Summer English Learner Institute.

2014-15: 7 days of professional development for all teachers aligned to the Common Core and Next Generation Science Standards (science teachers). Professional Development Calendar lists all additional days of training and collaboration for CC implementation and the revision of units to include new English Language Development standards.

2015-16: Ongoing support by the Tulare County Office of Education Consultants in ELA/ELD and Mathematics is provided to core teachers. 15 hours of professional learning to refine lessons and improve student outcomes is provided over the course of the year. Early Literacy, Math, and Technology Coaches support teachers in implementing best practice into daily instruction. Substitutes are provided for teachers to engage in Lesson Study, Instructional Rounds, and focused professional learning topics. The COJUSD Professional Learning Calendar lists all opportunities for professional development.

## **Common Core Aligned Units of Study**

Google Docs houses all K-12 Units of Study that have been aligned to Common Core in English, Mathematics, History/Social Science, and Science Units that have been aligned to the Next Generation Science Standards.

## Priority 7: Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

### Required Data

1. Student access and enrollment in all required areas of study
  - 1A . Requirements for Graduation and College Admission
  - 1B. Enrollment in Mathematics Courses at Orosi High School
  - 1C. Enrollment in Science Courses at Orosi High School
  - 1D. Enrollment in Career-Technical Education Courses at Orosi High School
  - 1E. Enrollment in Visual and Performing Arts (Districtwide)
  - 1F Enrollment in AVID (6-12)

### Examples of work in COJUSD:

- COJUSD graduation requirements exceed the minimum recommendations by the State of California and are aligned with most all CSU and UC requirements
- All students have access to the A – G courses for entrance to college.
- OHS offers 10 Advanced Placement courses.
- COJUSD is a Linked Learning District and offers 3 Academies for students (Engineering, Health Sciences, Sustainable Agriculture).
- In addition to the Linked Learning Academies, there are 2 additional pathways (Law Enforcement and Visual/Performing Arts) and the AVID program.
- Director of College and Career Readiness oversees the development of the Linked Learning Academies, coordinates college visits and work-based learning activities.
- Co-curricular opportunities are provided to students through athletics, intramural sports, clubs and service projects, and academic competitions

## 1A. Requirements for Graduation and College Admission

Subject	Orosi High School Graduation Requirements	UC “a-g” Admission Eligibility (The minimum grade for UC Eligibility is C-)	CSU Eligibility Requirements
<b>B. English</b>	4 years <b>(40 credits)</b>	4 years	4 years
<b>C. Math</b>	3 years – must include one year of Algebra or Math 1 <b>(30 credits)</b>	3 years required (4 recommended)	3+ years
<b>D. Science</b>	2 years –one year of each Life Science and one year of Physical Science <b>(20 credits)</b>	2 years (3 recommended)– must be a laboratory science in at least two of three areas: Biology, Chemistry, or Physics	2+ years – must be a laboratory science including at least one year of physical and one year of biological science
<b>A. Social Science</b>	3 years: 10 <sup>th</sup> grade: World History 11 <sup>th</sup> grade: US History 12 <sup>th</sup> grade: Economics/ Civics <b>(30 credits)</b>	2 years	2 years

<b>E. Foreign Language</b>	One year Foreign Language <i>OR</i> Fine Art <b>(10 credits)</b>	2 years of same language (3 recommended)	2+ years of same language
<b>F. Fine Art</b>		1 year	1 year
<b>Physical Education</b>	<b>2 years (20 credits)</b>	n/a	n/a
<b>G. Electives</b>	<b>110 credits</b>	1 year from approved course list	1 year from approved course list
<b>Other requirements</b>	- Must pass the California High School Exit Exam (CAHSEE) in both Math and English (score of 350+) <b>-Total of 260 credits</b>	Tests: - PSAT: October, 11 <sup>th</sup> grade - SAT Reasoning plus SAT Subject Tests <i>OR</i> ACT plus SAT Subject Tests – 11 <sup>th</sup> grade Spring and 12 <sup>th</sup> grade Fall	Tests: - PSAT: (October, 11 <sup>th</sup> grade) - SAT <i>or</i> ACT – 11 <sup>th</sup> grade Spring and 12 <sup>th</sup> grade Fall

### 1B. 2015-16 Current Year Enrollment in Mathematics at Orosi High School

Students are required to complete 3 courses in Mathematics

#### Number of Students Taking Math 1

Subgroup	9th	10th	11th	12th	Total
<b>All Students</b>	<b>266</b>	<b>49</b>	<b>23</b>	<b>9</b>	<b>347</b>
Female	135	12	10	6	<b>163</b>
Male	131	37	13	3	<b>184</b>
Hispanic or Latino	244	44	23	9	<b>320</b>
Economically Disadvantaged	261	47	23	8	<b>339</b>
Students with Disabilities	13	9	3	5	<b>30</b>
English Only Students	56	11	1	0	<b>68</b>
English Learners	76	28	9	6	<b>119</b>

#### Number of Students Taking Math 2

Subgroup	9th	10th	11th	12th	Total
<b>All Students</b>	<b>0</b>	<b>241</b>	<b>89</b>	<b>19</b>	<b>349</b>
Female	0	129	39	9	<b>177</b>
Male	0	112	50	10	<b>172</b>
Hispanic or Latino	0	221	88	19	<b>328</b>
Economically Disadvantaged	0	240	87	19	<b>346</b>
Students with Disabilities	0	7	5	0	<b>12</b>
English Only Students	0	44	14	9	<b>61</b>
English Learners	0	80	33	7	<b>120</b>

### Number of Students Taking Math 3

Subgroup	9th	10th	11th	12th	Total
<b>All Students</b>	<b>0</b>	<b>27</b>	<b>109</b>	<b>32</b>	<b>168</b>
Female	0	18	69	20	<b>107</b>
Male	0	9	40	12	<b>61</b>
Hispanic or Latino	0	24	101	30	<b>155</b>
Economically Disadvantaged	0	27	109	32	<b>168</b>
Students with Disabilities	0	0	0	0	<b>0</b>
English Only Students	0	8	20	5	<b>33</b>
English Learners	0	0	11	12	<b>23</b>

### Number of Students Taking Advanced Math or Statistics

Subgroup	9th	10th	11th	12th	Total
<b>All Students</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>72</b>	<b>81</b>
Female	0	0	6	41	<b>47</b>
Male	0	0	3	31	<b>34</b>
Hispanic or Latino	0	0	8	63	<b>71</b>
Economically Disadvantaged	0	0	9	71	<b>80</b>
Students with Disabilities	0	0	0	0	<b>0</b>
English Only Students	0	0	3	20	<b>23</b>
English Learners	0	0	0	4	<b>4</b>

### Number of Students Taking Calculus and AP Calculus

Subgroup	9th	10th	11th	12th	Total
<b>All Students</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>19</b>	<b>32</b>
Female	0	0	7	8	<b>15</b>
Male	0	0	6	11	<b>17</b>
Hispanic or Latino	0	0	10	14	<b>24</b>
Economically Disadvantaged	0	0	13	17	<b>30</b>
Students with Disabilities	0	0	0	1	<b>1</b>
English Only Students	0	0	3	4	<b>7</b>
English Learners	0	0	0	3	<b>3</b>

**Note:** 55% of 11<sup>th</sup> and 12<sup>th</sup> grade students are enrolled in Math 3 or above compared to 42% of students in 2014-15.

### 1C. 2015-16 Current Year Enrollment in Science Courses at Orosi High School

Course	Total	Male	Female
Conceptual Physics	239	143	96
Biology	366	184	182
Chemistry	71	14	57
Physics	35	28	7
AP Biology	24	8	16
Forensic Science	22	5	17
Principals of Biomedical Science	52	6	46
Body Systems	65	8	57
<b>Total</b>	<b>874</b>	<b>396</b>	<b>478</b>

Note: Science enrollment up from 819 in 2014-15 due to new courses

### 1D. 2015-16 Current Year Enrollment in Career Technical Education Courses

Course	Total	Male	Female
<b>Agriculture</b>			
Ag Mechanics 1, 2, 3	105	104	1
Floriculture, Adv Floral	100	24	37
Intro to Ag Science	31	25	6
<b>Total Agriculture</b>	<b>236</b>	<b>164</b>	<b>72</b>
<b>Engineering &amp; Computer Science</b>			
Intro to Eng. Design	46	41	5
Digital Electronics	31	25	6
Comp. Science Engr.	83	71	12
Computer Applications	13	13	0
<b>Total Engr &amp; CS</b>	<b>173</b>	<b>150</b>	<b>23</b>
<b>Health Sciences</b>			
Principles Of Bioscience	52	6	46
Sports Medicine	64	31	33
Body Systems	65	8	57
Hospital Occupations	15	0	15
Nursing Assistant	15	0	15
<b>Total Health Sciences</b>	<b>211</b>	<b>45</b>	<b>166</b>
<b>Other CTE Courses</b>			
Introduction to Teaching	24	7	17
Firefighting	3	1	2
Criminal Justice	21	9	12
Photography/Video	20	11	9
<b>Total CTE Enrollment</b>	<b>688</b>	<b>387</b>	<b>301</b>

Note: CTE Enrollment down from 700 in 2014-15 – fewer Ag Mech students

### 1E. 2015-16 Current Year Enrollment in Visual and Performing Arts Courses

School/Course	Total	Male	Female
<b>Elementary Music</b>			
4 <sup>th</sup> grade music	322	169	153
5 <sup>th</sup> grade band	43	14	29
<b>Elementary Total</b>	<b>365</b>	<b>183</b>	<b>182</b>
<b>EI Monte MS</b>			
Choir	54	6	48
Guitar	54	40	14
Int. Band	37	22	15
Adv. Band	37	20	17
<b>EMS Total</b>	<b>142</b>	<b>83</b>	<b>59</b>

<b>Orosi High School</b>			
Art/3-D Design 1	167	76	91
Art 2, 3 and AP Art	102	39	63
3-D Design 2, 3 AP	74	28	46
Guitar	66	48	18
Symphonic Band	70	29	41
Concert Choir	34	5	29
<b>OHS Total</b>	<b>493</b>	<b>214</b>	<b>279</b>

Note: VAPA enrollment at OHS down from 651 in 2014-15 due to reduction in Art teaching staff

#### **1F. 2015-16 Current Year Enrollment in AVID**

<b>Grade</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>
7	77	15	62
8	49	8	41
9	98	40	58
10	67	26	41
11	36	10	26
12	28	12	16
<b>Total</b>	<b>355</b>	<b>111</b>	<b>244</b>

Note: AVID enrollment up from 314 in 2014-15

### **PUPIL OUTCOMES**

#### **Priority 4: Pupil Achievement**

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

#### **Required Data**

1. Performance on standardized tests (CAASPP)
  - 1A. California Assessment of Student Progress and Performance (CAASPP) Results
  - 1B. California Standards Tests – Science
2. Performance on CAHSEE
3. Number of ELs that become English proficient
4. EL reclassification rate
5. Students that are College and Career Ready
6. Number of students determined prepared for college by the Early Assessment Program
7. Number of the students that pass Advanced Placement exams with 3 or higher

#### **Additional measures in COJUSD:**

8. Grade level proficiency & student academic growth information on local assessments  
Benchmark Assessment System – Reading Level Assessment – grades K-5



**1A. CAASPP Test Results:** The CAASPP measures the achievement of the new California CCSS in English/Language Arts and Mathematics in grades 3-8 and 11. The 2014-15 results provide the baseline data for the district.

**English Language Arts Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Tested	316	336	319	314	309	244	263	2,101
<b>Standard Exceeded</b>	<b>7%</b>	<b>9%</b>	<b>5%</b>	<b>3%</b>	<b>2%</b>	<b>2%</b>	<b>10%</b>	<b>5%</b>
<b>Standard Met</b>	<b>15%</b>	<b>14%</b>	<b>18%</b>	<b>18%</b>	<b>14%</b>	<b>20%</b>	<b>26%</b>	<b>17%</b>
Standard Nearly Met	27%	19%	22%	29%	26%	32%	32%	26%
Standard Not Met	52%	58%	56%	49%	59%	47%	33%	51%

**ELA Achievement – English Learners**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Tested	153	157	152	130	116	80	70	858
Percent of Enrolled Students Tested	47.70%	45.10%	47.10%	40.90%	37.10%	29.20%	25.70%	39.60%
<b>Standard Exceeded</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Standard Met</b>	<b>5%</b>	<b>2%</b>	<b>3%</b>	<b>0%</b>	<b>2%</b>	<b>0%</b>	<b>3%</b>	<b>2%</b>
Standard Nearly Met	18%	14%	16%	18%	6%	15%	26%	16%
Standard Not Met	76%	83%	80%	82%	92%	85%	71%	82%

**Mathematics Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Tested	319	345	321	317	310	272	264	2,148
<b>Standard Exceeded</b>	<b>12%</b>	<b>4%</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>8%</b>	<b>1%</b>	<b>4%</b>
<b>Standard Met</b>	<b>22%</b>	<b>14%</b>	<b>10%</b>	<b>12%</b>	<b>5%</b>	<b>17%</b>	<b>11%</b>	<b>13%</b>
Standard Nearly Met	27%	32%	25%	26%	23%	25%	16%	25%
Standard Not Met	40%	49%	64%	61%	71%	50%	72%	58%

**Math Achievement - English Learners**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Tested	155	163	154	133	118	88	71	882
Percent of Enrolled Students Tested	48.30%	46.80%	47.70%	41.80%	37.70%	32.10%	26.10%	40.70%
<b>Standard Exceeded</b>	<b>3%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>
<b>Standard Met</b>	<b>15%</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	<b>6%</b>	<b>1%</b>	<b>4%</b>
Standard Nearly Met	25%	23%	12%	11%	5%	13%	7%	15%
Standard Not Met	57%	75%	86%	89%	95%	82%	92%	81%

**1B. California Standards Tests (CSTs):** The California Standards Tests (CSTs) measure the achievement of California content standards in Science for grades 5, 8, and 11

**Percentage of Students Scoring Proficient and Above by Grade Level in Science.**

Test	2013	2014	2015
<b>All Science Tests</b>	<b>40</b>	<b>41</b>	<b>41</b>
Grade 5	38	37	33
Grade 8	53	50	60
Grade 10	28	35	29

**Percentage of Students Scoring Proficient and Above by Subgroup in Science**

Subgroup	2013	2014	2015
<b>All Students</b>	<b>40</b>	<b>41</b>	<b>41</b>
Female	38	40	37
Male	42	42	44
English Only Students	47	51	51
English Learners	12	12	15

**2. CAHSEE**

**Percentage of 10th Grade Students Passing or Scoring Proficient and Above**

	2012-13		2013-14		2014-15	
	Passed	Proficient & Above	Passed	Proficient & Above	Passed	Proficient & Above
<b>ELA</b>	64	30	76	40	<b>76</b>	<b>39</b>
<b>Math</b>	68	35	79	47	<b>81</b>	<b>46</b>

**Percentage of 10th Grade Students Passing or Scoring Proficient and Above in ELA**

ELA Subgroup	2012-13		2013-14		2014-15	
	Passed	Proficient & Above	Passed	Proficient & Above	Passed	Proficient & Above
<b>All</b>	<b>64</b>	<b>30</b>	<b>76</b>	<b>40</b>	<b>76</b>	<b>39</b>
<b>Female</b>	67	37	80	43	77	41
<b>Male</b>	61	24	71	36	75	36
<b>Hispanic</b>	63	28	75	38	75	37
<b>English Only</b>	79	38	84	60	87	56
<b>English Learner</b>	63	8	41	3	34	1

**Percentage of 10th Grade Students Passing or Scoring Proficient and Above in Math**

Math Subgroup	2012-13		2013-14		2014-15	
	Passed	Proficient & Above	Passed	Proficient & Above	Passed	Proficient & Above
<b>All</b>	<b>68</b>	<b>35</b>	<b>79</b>	<b>47</b>	<b>80</b>	<b>46</b>
<b>Female</b>	70	39	80	50	80	44
<b>Male</b>	67	32	78	42	81	48
<b>Hispanic</b>	67	33	78	45	80	44
<b>English Only</b>	77	35	81	55	81	52
<b>English Learner</b>	48	15	55	16	60	16

**3. English Learner Results (California English Language Development Test)**

		2012-13	2013-14	2014-15
<b>AMAO 1</b> Percent of Students Making Annual Progress in Learning English	Number of Annual CELDT Takers	1576	1,666	1562
	Number / Percent with Required Prior CELDT Scores	1756 / 100.0%	1,666 / 100%	1562 / 100%
	Number in Cohort Meeting Annual Growth Target	949	865	881
	Target for AMAO 1	57.5%	59.0%	60.5%
	Percent Meeting AMAO 1 in LEA	54.0%	51.9%	56.4%
<b>Meet Target for AMAO 1</b>		<b>No</b>	<b>No</b>	<b>No</b>
<b>AMAO 2</b> Percent of Students Attaining English Proficiency on CELDT	Number of Annual CELDT Takers in Cohort (2A*, 2B**)	1197 / 822	1,176 / 774	1127 / 736
	Number in Cohort Attaining English Proficient Level	255 / 346	259 / 274	278 / 276
	Target for AMAO 2 (2A, 2B)	21.4% / 47.0%	22.8% / 49.0%	24.2% / 50.9%
	Percent Meeting AMAO 2 in LEA	21.3% / 42.1%	22.0% / 35.4%	24.7% / 37.5%
<b>Meet ALL Targets for AMAO 2</b>		<b>No</b>	<b>No</b>	<b>No</b>
<b>AMAO 3</b> Adequate Yearly Progress for English Learner Subgroup at the LEA Level	<b>English-Language Arts</b>			
	Met 95% Participation Rate for EL Subgroup	Yes	Yes	
	Target for Proficient or Advanced	89.0%	N/A	
	Met Percent Proficient or Advanced for EL Subgroup	28.7%	N/A	
	<b>Math</b>			
	Met 95% Participation Rate for EL Subgroup	Yes	Yes	
	Target for Proficient or Advanced	89.1%	N/A	
Met Percent Proficient or Advanced for EL Subgroup	43.6%	N/A		
<b>Meet ALL Targets for AMAO 3</b>		<b>No</b>	<b>No</b>	

\*2A = Cohort students in the US less than 5 years

\*\*2B = Cohort students in the US 5 or more years

#### 4. Number of English Learner Reclassified Students (By Grade and School Year)

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	n/a	n/a	n/a	78	12	35	10	20	13	6	9	13	2	198
2013-14	n/a	n/a	n/a	80	6	20	23	5	5	7	8	16	6	176
2014-15	n/a	n/a	n/a	77	23	17	11	14	30	1	7	13	33	226
2015-16	n/a	n/a	n/a	47	1	2	18	16	33	0	0	16	1	134

#### 5. Students That are College and Career Ready

Percentage of Graduates Completing UC/CSU Required Courses

Subgroup	2012-13	2013-14	2014-15
All Students	39.0	34.1	38.2
Female	50.0	42.2	50
Male	28.8	27.0	26.4
Hispanic or Latino	38.9	31.2	36.6

\* Data not available from CDE as of 11/2/15

**6. Early Assessment Program (EAP):** The Early Assessment Program (EAP) lets students know if they are ready for college-level work in English and mathematics at the end of your junior year of high school. The early signal gives students the opportunity to improve their skills during their senior year or the summer before attending a CSU or community college

#### Early Assessment of Readiness for College English

	2011		2012		2013		2014		2015	
	#	%	#	%	#	%	#	%	#	%
Students Tested	237	n/a	240	n/a	235	n/a	93	n/a	263	n/a
Exempt - Ready for College	14	6	15	6	16	7	24	26	26	10
Conditional - Ready for College	0	0	21	9	20	9	15	16	68	26
Non Exempt - Not Ready for College	223	94	202	85	199	85	54	58	169	64

#### Early Assessment of Readiness for College Mathematics

	2011		2012		2013		2014		2015	
	#	%	#	%	#	%	#	%	#	%
Students Tested	118	n/a	130	n/a	122	n/a	88	n/a	264	n/a
Exempt - Ready for College	6	5	2	2	0	0	2	2	3	1
Conditional - Ready for College	34	29	38	29	35	29	41	47	29	11
Non Exempt - Not Ready for College	78	66	90	69	87	71	45	51	50	88

## 7. Advanced Placement Exams:

The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. Rigorously developed by committees of college and AP high school faculty, the AP Exams test students' ability to perform at a college level. A score of "3" or better is considered college ready.

2015 Advanced Placement Results							
Exam/Score	1	2	3	4	5	Total Tests	3 or +
English Literature	4	15	4	3	0	26	27%
Psychology	30	2	2	1	1	36	11%
Biology	9	7	2	1	0	19	16%
Spanish Language	0	12	26	22	3	63	81%
Calculus	27	0	1	0	0	28	.4%
English Language	22	19	1	2	1	45	9%
US History	16	5	4	2	1	28	25%
Art	1	3	2	0	1	7	43%
<b>Total</b>	<b>109</b>	<b>63</b>	<b>42</b>	<b>31</b>	<b>7</b>	<b>252</b>	<b>32%</b>
	<b>43%</b>	<b>25%</b>	<b>17%</b>	<b>12%</b>	<b>3%</b>	<b>100%</b>	

2014 Advanced Placement Results							
Exam/Score	1	2	3	4	5	Total Tests	3 or +
English Literature	7	11	2	2	0	22	18%
US Govt	18	2	1	0	0	21	5%
Biology	3	13	2	0	0	18	11%
Spanish Language	0	1	13	12	3	29	97%
Calculus	13	0	0	0	0	13	0%
English Language	18	19	5	1	0	43	14%
US History	19	8	1	3	0	31	13%
Art	0	1	1	0	0	2	50%
<b>Total</b>	<b>78</b>	<b>55</b>	<b>25</b>	<b>18</b>	<b>3</b>	<b>179</b>	<b>26%</b>
<b>Percentage</b>	<b>44%</b>	<b>31%</b>	<b>14%</b>	<b>10%</b>	<b>2%</b>	<b>100%</b>	

2013 Advanced Placement Results							
Exam/Score	1	2	3	4	5	Total Tests	3 or +
English Literature	8	7	3	0	0	18	17%
US Govt	20	5	2	1	0	28	11%
Biology	5	10	0	0	0	15	0%
AP Psychology	11	2	2	0	0	15	13%
Spanish Language	7	7	5	7	6	32	56%
Calculus	6	0	0	0	0	6	0%
English Language	33	15	0	0	0	48	0%
US History	19	4	1	0	0	24	4%
<b>Total</b>	<b>109</b>	<b>50</b>	<b>13</b>	<b>8</b>	<b>6</b>	<b>186</b>	<b>15%</b>
<b>Percentage</b>	<b>59%</b>	<b>27%</b>	<b>7%</b>	<b>4%</b>	<b>3%</b>	<b>100%</b>	

## 8. Local Measures: Benchmark Reading Assessments

In Grades K-5, the District's Reading Assessment is the Fountas & Pinnell Benchmark Assessment System (BAS) The data below shows the number and percent of students reading on grade level.

### 4<sup>th</sup> Quarter 2014-15

District - ALL	TK1	TK2	K	1st	2nd	3rd	4th	5th
<b>At GL</b>	<b>42</b>	<b>68</b>	<b>142</b>	<b>214</b>	<b>152</b>	<b>178</b>	<b>152</b>	<b>75</b>
<b>Not GL</b>	<b>37</b>	<b>2</b>	<b>140</b>	<b>134</b>	<b>82</b>	<b>136</b>	<b>190</b>	<b>241</b>
Total Students	79	70	282	348	234	314	342	316
% GL	<b>53.2%</b>	<b>97.1%</b>	<b>50.4%</b>	<b>61.5%</b>	<b>65.0%</b>	<b>56.7%</b>	<b>44.4%</b>	<b>23.7%</b>
% Not GL	<b>46.8%</b>	<b>2.9%</b>	<b>49.6%</b>	<b>38.5%</b>	<b>35.0%</b>	<b>43.3%</b>	<b>55.6%</b>	<b>76.3%</b>

### 4<sup>th</sup> Quarter 2013-14

District - ALL	TK1	TK2	K	1st	2nd	3rd
<b>At Grade level (GL)</b>	<b>44</b>	<b>92</b>	<b>125</b>	<b>134</b>	<b>187</b>	<b>150</b>
<b>Not Grade level</b>	<b>34</b>	<b>11</b>	<b>127</b>	<b>114</b>	<b>146</b>	<b>189</b>
Total Students	78	103	252	248	333	339
% GL	<b>56.4%</b>	<b>89.3%</b>	<b>49.6%</b>	<b>54.0%</b>	<b>56.2%</b>	<b>44.2%</b>
% Not GL	<b>43.6%</b>	<b>10.7%</b>	<b>50.4%</b>	<b>46.0%</b>	<b>43.8%</b>	<b>55.8%</b>

### **Priority 8: Other Student Outcomes**

Pupil outcomes, if available, in the subject areas comprising a broad course of study.

#### Required Data

- Other indicators of student performance in required areas of study. May include performance on other exams.

Additional measures in COJUSD:

- 1A Physical Fitness Testing: grades 5, 7, and 9
- 1B Standardized testing results: SAT
- 1C Standardized testing results: ACT

## 1A. PHYSICAL FITNESS TESTING

### 2014-15 Results

<u>Physical Fitness Area</u>	Total Tested <sup>1</sup> in Grade 5	Number Grade 5 Students in HFZ <sup>2</sup>	% Grade 5 Students in HFZ	% Grade 5 Needs Improvement	% Grade 5 Needs Improv - Health Risk
Aerobic Capacity	309	158	<b>46.6</b>	41.7	11.7
Body Composition	309	153	<b>53.1</b>	23.0	23.9
<u>Physical Fitness Area</u>	Total Tested <sup>1</sup> in Grade 7	Number Grade 7 Students in HFZ <sup>2</sup>	% Grade 7 Students in HFZ	% Grade 7 Needs Improvement	% Grade 7 Needs Improv - Health Risk
Aerobic Capacity	310	169	<b>54.5</b>	29.4	16.1

Body Composition	310	152	<b>49.0</b>	23.9	27.1
<u>Physical Fitness Area</u>	Total Tested <sup>1</sup> in Grade 9	Number Grade 9 Students in HFZ <sup>2</sup>	% Grade 9 Students in HFZ	% Grade 9 Needs Improvement	% Grade 9 Needs Improv - Health Risk
Aerobic Capacity	318	154	<b>48.4</b>	35.8	15.8
Body Composition	318	161	<b>50.6</b>	23.0	26.4

### 2013-14 Results

<u>Physical Fitness Area</u>	Total Tested <sup>1</sup> in Grade 5	<u>Number Grade 5 Students in HFZ<sup>2</sup></u>	% Grade 5 Students in HFZ	% Grade 5 Needs Improvement	% Grade 5 Needs Improv - Health Risk
Aerobic Capacity	320	158	<b>49.4</b>	38.8	11.8
Body Composition	320	153	<b>47.8</b>	20.6	31.6
<u>Physical Fitness Area</u>	Total Tested <sup>1</sup> in Grade 7	Number Grade 7 Students in HFZ <sup>2</sup>	% Grade 7 Students in HFZ	% Grade 7 Needs Improvement	% Grade 7 Needs Improv - Health Risk
Aerobic Capacity	284	138	<b>48.6</b>	35.6	15.8
Body Composition	284	148	<b>52.1</b>	20.8	27.1
<u>Physical Fitness Area</u>	Total Tested <sup>1</sup> in Grade 9	Number Grade 9 Students in HFZ <sup>2</sup>	% Grade 9 Students in HFZ	% Grade 9 Needs Improvement	% Grade 9 Needs Improv - Health Risk
Aerobic Capacity	278	143	<b>51.4</b>	30.6	18
Body Composition	278	147	<b>52.9</b>	18.3	28.8

### 1B. SAT Report

#### 2013-14 Results

School	Grade 9-12 Enrollment	Number Tested	Average Reading Score	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
<b>Orosi High</b>	<b>978</b>	<b>163</b>	<b>410</b>	<b>414</b>	<b>413</b>	<b>22</b>	<b>13.50</b>
<b><u>District: (Cutler-Orosi J)</u></b>	<b>1131</b>	<b>163</b>	<b>410</b>	<b>414</b>	<b>413</b>	<b>22</b>	<b>13.50</b>
<b><u>County: (Tulare)</u></b>	<b>28,688</b>	<b>3,233</b>	<b>455</b>	<b>461</b>	<b>454</b>	<b>932</b>	<b>28.83</b>
<b><u>Statewide:</u></b>	<b>1,952,314</b>	<b>296,908</b>	<b>492</b>	<b>506</b>	<b>489</b>	<b>137,030</b>	<b>46.15</b>

#### 2012-13 Results

School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
<b>Orosi High</b>	<b>208</b>	<b>99</b>	<b>47.60</b>	<b>381</b>	<b>377</b>	<b>380</b>	<b>8</b>	<b>8.1</b>
<b><u>District: (Cutler-Orosi J)</u></b>	<b>300</b>	<b>99</b>	<b>33.00</b>	<b>381</b>	<b>377</b>	<b>380</b>	<b>8</b>	<b>8.08</b>

<b>County: (Tulare)</b>	<b>6,847</b>	<b>2,027</b>	<b>29.60</b>	<b>451</b>	<b>467</b>	<b>447</b>	<b>588</b>	<b>29.01</b>
<b>Statewide:</b>	<b>496,859</b>	<b>200,543</b>	<b>40.36</b>	<b>492</b>	<b>508</b>	<b>489</b>	<b>93,136</b>	<b>46.44</b>

## 1C. ACT Report

### 2013-14 Results

School	Grade 9-12 Enrollment	Number Tested	Average Reading Score	Average English Score	Average Math Score	Average Science Score	Score>=21 Number	Score>=21 Percent
5433230 Orosi High	978	47	17	16	18	17	9	19.15
<b>District: (Cutler-Orosi Joint Unified)</b>	1131	47	17	16	18	17	9	19.15
<b>County: (Tulare)</b>	28,688	1,132	20	19	20	19	450	39.75
<b>Statewide:</b>	1,952,314	97,607	22	21	23	21	55,211	56.56

### 2012-13 Results

School	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Percent
5433230 Orosi High	208	56	26.92	16.0	9	16.07
<b>District: (Cutler-Orosi Joint Unified)</b>	300	56	18.67	16.0	9	16.07
<b>County: (Tulare)</b>	6,847	1,135	16.58	19.53	432	38.06
<b>Statewide:</b>	496,859	90,986	18.31	21.87	51,821	56.95

## ENGAGEMENT

### **Priority 3: Parental Involvement**

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

#### Required Data

- Efforts to seek parent input
- Promotion of parental participation

#### Examples of work in COJUSD:

- Parent Education: Latino Family Literacy, Parents for Quality Education
- Padres Promotores de la Educación
- Parent Events at each school site: Report Card Night, Parent-Teacher Conferences, Parent Nights
- Various Advisory Committees: School Site Councils, English learning Advisory Committees, District Advisory Committees



**Parent Participation**

The chart below shows the number of parents who have attended either school events or parent education and training. A more detailed report is available from the Director of Categorical Programs.

Total Number of Parent Attendees		
School	13-14	14-15
<b>Cutler Elementary</b>		
Parent Trainings:	140	429
<b>Golden Valley Elementary</b>		
Parent Trainings:	163	573
<b>Palm Elementary</b>		
Parent Trainings:	98	309
<b>El Monte Middle School</b>		
Parent Trainings:	326	219
<b>Orosi High School</b>		
Parent Trainings:	257	2,392
<b>Alt. Ed</b>		
Parent Trainings:	14	99
<b>Totals:</b>	<b>998</b>	<b>4021</b>

Total Number of Opportunities		
School	13-14	14-15
<b>Cutler Elementary</b>		
Parent Trainings:	11	33
<b>Golden Valley Elementary</b>		
Parent Trainings:	17	22
<b>Palm Elementary</b>		
Parent Trainings:	5	21
<b>El Monte Middle School</b>		
Parent Trainings:	14	9
<b>Orosi High School</b>		
Parent Trainings:	7	40
<b>Alt. Ed</b>		
Parent Trainings:	7	12

**Events include:** Parent/Teacher Conferences, Report Card Night, Back to School, Registration

**Trainings include:** Grade level parent information nights/activities, Title 1 Meeting, Latino Literacy Family Project, PIQUE, School Site Council Meetings, and English Learners Advisory Council

**Priority 5: Student Engagement**

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

Required Data

1. School attendance rates
2. Chronic absenteeism rates
3. Middle school dropout rates
4. High school dropout rates
5. High school graduation rates

Examples of work in COJUSD:

- Expanded Learning (For example: before school, afterschool, summer)
- Attendance/chronic absence support (Attendance officer, SARB/CARB)
- Social Emotional Learning and behavioral support -Elementary, Middle, and High School Counselors
- Responsibility Center - middle and high school
- Community and Family Services Center
- Monthly Connect Meetings

### 1. School Attendance Rates by School

School	2011-12	2012-13	2013-14	2014-15
Cutler Elementary	97.15%	97.34%	97.32%	96.82%
Golden Valley Elementary	97.56%	97.12%	97.33%	96.91%
Palm Elementary	97.53%	97.73%	97.82%	96.56%
El Monte Middle School	96.66%	97.62%	97.78%	97.89%
Orosi High School	96.36%	97.02%	97.60%	97.78%
Lovell High School	85.49%	85.37%	86.58%	87.45%
Community Day School	82.58%	83.36%	75.35%	80.27%
Esperanza High School	65.87%	64.33%	64.01%	67.60%

### 2. Percent of Student Chronic Absenteeism by Grade Level

Grade	2012-13	2013-14	2014-15
<b>Grade K - 12</b>	<b>8</b>	<b>7.6</b>	<b>5.9</b>
K	6	5	6
1	2	1	3.8
2	2	2	.4
3	1	2	1.2
4	0	1	3.2
5	1	1	.9
6	2	4	.9
7	8	8	4.8
8	7	7	5.4
9	10	7	3.7
10	13	7	5
11	14	8	2.4
12	5	6	1.4
Alt Ed	84	91	90

### 3. Middle School Dropout rates: NONE

#### 4-5 High School Cohort Outcomes for Class of 2013-14 (Graduation and Dropouts - District)

Subgroup	Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate
Female	Hispanic or Latino of Any Race	106	93	87.7	7	6.6
Male	Hispanic or Latino of Any Race	126	96	76.2	18	14.3
English Learners		142	109	76.8	18	12.7
Female	All Students	115	102	88.7	7	6.1
Male	All Students	132	101	76.5	18	13.6
<b>All Students</b>	<b>All Students</b>	<b>247</b>	<b>203</b>	<b>82.2</b>	<b>25</b>	<b>10.1</b>

#### 4-5. High School Cohort Outcomes for Class of 2012-13 (Graduation and Dropouts)

Subgroup	Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate
Female	Hispanic or Latino of Any Race	124	101	81.5	17	13.7
Male	Hispanic or Latino of Any Race	143	105	73.4	24	16.8
English Learners		132	82	62.1	37	28
Female	All Students	127	102	80.3	18	14.2
Male	All Students	156	114	73.1	28	17.9
<b>All Students</b>	<b>All Students</b>	<b>283</b>	<b>216</b>	<b>76.3</b>	<b>46</b>	<b>16.3</b>

#### 4-5. High School Cohort Outcomes for Class of 2011-12 (Graduation and Dropouts)

Subgroup	Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate
Female	Hispanic or Latino of Any Race	109	94	86.2	*	9.2
Male	Hispanic or Latino of Any Race	127	92	72.4	19	15
English Learners		123	82	66.7	27	22
Female	All Students	129	110	85.3	13	10.1
Male	All Students	140	100	71.4	23	16.4
<b>All Students</b>	<b>All Students</b>	<b>269</b>	<b>210</b>	<b>78.1</b>	<b>36</b>	<b>13.4</b>

### **Priority 6: School Climate**

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

#### Required Data

1. Student suspension rates
2. Student expulsion rates
3. Other local measures (School Climate Index)

Examples of work in COJUSD:

- Comprehensive safety plans
- School climate data collection and analysis
- Positive Behavioral Interventions and Support (PBIS)
- Bullying prevention and peer mediation

### **1. Student Suspension Numbers by Grade**

<b>Grade</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Grade K - 12</b>	<b>1486</b>	<b>990</b>	<b>1051</b>	<b>635</b>
K	1	0	1	1
1	0	0	0	1
2	2	4	3	1
3	6	6	3	4
4	15	10	8	7
5	19	10	11	13
6	45	73	125	70
7	142	203	290	123
8	179	165	227	160
9	522	209	122	92
10	306	186	115	64
11	185	71	99	48
12	64	53	47	51

### **Student Suspension Rates by Subgroup**

<b>Subgroup</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>All Students</b>	<b>1486</b>	<b>990</b>	<b>1051</b>	<b>635</b>
Female	399	280	278	107
Male	1087	710	773	528
Hispanic or Latino	1445	956	1013	596
Asian	13	16	24	19
Black/African American	1	2	0	2
White	21	16	13	18
American Indian	0	0	1	0

## 2. Student Expulsion Rates by Grade

Grade	2011-12	2012-13	2013-14	2014-15
<b>Grade K - 12</b>	<b>15</b>	<b>4</b>	<b>8</b>	<b>3</b>
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	1	0
7	3	0	1	0
8	6	1	2	0
9	3	1	2	0
10	3	0	2	1
11	0	0	0	1
12	0	0	0	1

## Student Expulsion Rates by Subgroup

Subgroup	2011-12	2012-13	2013-14	2014-15
<b>All Students</b>	<b>15</b>	<b>4</b>	<b>8</b>	<b>3</b>
Female	0	0	5	0
Male	15	4	3	3
Hispanic or Latino	15	4	8	3

## 3. School Climate Index

The **School Climate Index (SCI)** provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on student CHKS data. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300. This report is updated every two years.

### School Climate Report Card—Spring 2014

District: Cutler-Orosi Joint Unified  
 School: Orosi High

Date Prepared: 22 Oct 2014

#### School Climate Index (SCI)

	2011	2014	Change
SCI Score	194	283	+89
SCI State Percentile	1	40	+39
SCI Similar Schools Percentile	3	68	+65

## Glossary of Terms

### STATE PRIORITY: BASIC SERVICES

**Teacher Misassignments** - The placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

**Student Access to Standards Aligned Instructional Materials** - Every school is required to provide sufficient textbooks, or other instructional materials, for all students in core subject areas. These instructional materials must be aligned to the content standards. Core subject areas include English language arts (including English Language Development), mathematics, history/social science and science. Students enrolled in a foreign language or health course must also be provided sufficient instructional materials and adequate science laboratory equipment must be available for science courses in grades 9-12.

**Facilities in Good Repair** – ‘Facilities in Good Repair’ is a rating on the Williams’ report. The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction. The Williams’ case states that all students equal access to instructional materials, quality teachers, and safe schools. School districts must assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

**Williams Act** - In 2000, several civil rights groups sued the state, arguing that California was denying thousands of students their fundamental right to an education by failing to provide them with the basic tools necessary for that education. Four years later, the suit was settled and new laws were established to ensure that: All students have textbooks and instructional materials; schools are clean, safe, and functional; and students have qualified teachers.

### STATE PRIORITY: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

**Common Core State Standards (CCSS)** - In 2010, California’s Board of Education adopted the Common Core State Standards for K-12 schools, joining 44 other states and the District of Columbia. The CCSS are learning goals in math and language arts for every grade level. These standards are aimed at ensuring that every student graduates from high school prepared for college and careers. They are generally more rigorous than the former California Content Standards and require more critical thinking, writing and problem-solving.

### STATE PRIORITY: COURSE ACCESS

Course Access - Student enrollment in a broad course of study that includes, if applicable:

Grades 1-6: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies as prescribed by governing board.

Grades 7-12: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education, Automobile Driver Education, and other studies as prescribed by governing board.

### STATE PRIORITY: STUDENT ACHIEVEMENT

**CAASPP** – California Assessment of Student Performance and Progress is the new name for California’s assessment system (formerly known as CSTs). All students in grades 3 through 8 and 11 participate in the Smarter Balanced tests, which include both ELA and mathematics content areas. These tests are administered online.

**CAHSEE** - In their sophomore year, all high schools in the state take the California High School Exit Exams in math and language arts. Students must score a 350 or above to pass and 380 to score Proficient; passing the CAHSEE was a graduation requirement. THE CAHSEE was suspended effective January 1, 2016. Students are no longer required to take or pass the exams.

**ACT** - The American College Test is a standardized college admissions instrument. An achievement test, the ACT consists of Math, Science, English, Reading and an optional Writing section. It also includes a career planning tool. The ACT is used in the college admissions process at many colleges and universities.

**SAT** –is a standardized college admissions instrument. The SAT was originally called the Scholastic Aptitude Test, then the Scholastic Achievement Test, then simply the SAT (or SAT I), and is now called the SAT Reasoning Test. The 3-hour and 45 minute College Board exam includes Math, Critical Reading and Writing sections. SAT performance is a major factor used in the college admissions process at many colleges and universities. OHS students are encouraged to take the SAT (and/or ACT) at least twice between the spring of their junior year and fall of their senior year.

**UC/CSU Required Courses** – The UC/CSU Required Courses or “A-G” Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work.

**Career & Technical Education (CTE)** – CTE is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

**English Learners** – English learners are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey AND who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

**CELDT** - The California English Language Development Test (CELDT) is the California state exam of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to monitor the progress of EI students identified previously. The CELDT test assesses Listening, Speaking, Reading and Writing skills using performance-based and multiple choice formats. Grade levels tested: K-12.

**English Learner Reclassification** – Once an English learner reaches full proficiency in English and attains grade-level academic performance he/she exits the English Learner Program successfully and is identified as a reclassified Fluent English Proficient (R-FEP) student. WCCUSD has developed student reclassification policy and procedures based on criteria set forth by California Department of Education guidelines.

**Advanced Placement Exams** - AP Exams are rigorous, multiple-component tests that are administered at high schools each May. Students can choose from 34 different exams in English, Math, Science, Social Studies, Foreign Language, and Fine Arts. AP Exam scores are reported on a 5-point scale as follows: 5 (Extremely Well Qualified), 4 (Well Qualified), 3 (Qualified), 2 (Possibly Qualified), and 1 (No Recommendation). Students scoring 3 or above is considered ‘passing.’ Grade levels tested: 9-12.

**Early Assessment Program (EAP)** - The Early Assessment Program is a project of the California State University system designed to gauge college-readiness among high school students. In their junior year, high school students have the opportunity to take the Early Assessment Program tests in math and language arts. High scores allow students to skip CSU placement testing. English scores are based on the 15 EAP multiple-choice questions, selected questions from the grade 11 CST test, and the EAP Essay. Math scores are based on the 15 EAP multiple-choice questions, plus selected questions from the Algebra 2 or Summative High School Math CST. Grade level tested: 11.

## STATE PRIORITY: OTHER STUDENT OUTCOMES

**Physical Fitness Test** - The Physical Fitness Test (PFT) for students in California schools is the FITNESSGRAM. The test has six fitness areas including: 1) Aerobic Capacity, 2) Abdominal Strength and Endurance, 3) Upper Body Strength and Endurance, 4) Body Composition, 5) Trunk Extensor Strength and Flexibility, and 6) Flexibility. The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. Grade levels tested: 5, 7, 9.

## STATE PRIORITY: PARENT INVOLVEMENT

**Efforts to Seek Parent Input** - Include families as participants in school and district decisions, governance, and advocacy through ongoing training and meetings that will develop the skills and knowledge parents need to engage with decision-making processes focused on understanding the educational system, tools and skills to organize their actions and planning when participating in district and school advisory and governance committees.

**Promotion of Parent Participation** – To ensure student success, parents and schools need to work together, to establish asset-based relationships between the home and school. This is critical. Some of our strategies to increase two-way communication to enhance relationships between the home and school include:

- Using technology tools such as smartphone capabilities (texting, e-mail, tablet and mobile friendly district websites) to keep parents informed of student progress, attendance and support ongoing classroom-home communication.
- Developing welcoming school environments that communicate to all parents they are welcomed and recognized as an asset.
- Providing parent education in order to strengthen the ability of families to support learning at home by understanding how the educational system works, increase awareness of what the grade level expectations are, and what grade level student work should look-like.

**Parent Advisory Committees** – The following lists district parent committees:

**District English Learner Advisory Councils (DELAC):** a committee made up of representatives from site ELACs to advise the district on how to best support the needs of English learners.

**School Site Councils (SSC):** A committee made up of parents, classroom teachers, school staff, and the principal that develops, implements and monitors the Single Plan for Student Achievement (SPSA also known as School Plan).

**English Learner Advisory Councils (ELAC):** a committee made up of parents of English learners that advises the SSC on how to best support the needs of English learners.

## STATE PRIORITY: STUDENT ENGAGEMENT

**Annual Student Attendance Rates** – Total days attended / Total days of membership within student group categories using ADA rules (if a student is not marked absent one period, they are considered present for the day).

**Chronic Absenteeism** – A chronically absent student is defined as one who misses 10% or more of the school year using ADA rules (if a student is not marked absent one period, they are considered present for the day).



**Middle School Dropout** – A student who was enrolled in grades 7 or 8 at some time during the previous school year AND left school prior to completing the school year AND has not returned to school as of Information Day OR student who did not begin attending the next grade (7, 8) in the school to which they were assigned or in which they had pre-registered or were expected to attend by Information Day.

**Cohort Graduation Rate** - The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

## **STATE PRIORITY: SCHOOL CLIMATE**

**Suspensions and Expulsions** – Suspension and expulsion data is obtained from CALPADS, which started collecting discipline data in 2011-12. The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.

**The School Climate Index (SCI)** provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on student CHKS data. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.