

# Orange Cove High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

## 2023-24 School Contact Information

<b>School Name</b>	Orange Cove High School
<b>Street</b>	1700 Anchor Ave.
<b>City, State, Zip</b>	Orange Cove, CA 93646
<b>Phone Number</b>	(559) 626-5900
<b>Principal</b>	Amanda Lopez Doerksen
<b>Email Address</b>	doerksen-a@kcusd.com
<b>School Website</b>	<a href="https://ochs.kcusd.com/">https://ochs.kcusd.com/</a>
<b>County-District-School (CDS) Code</b>	10622650108092

## 2023-24 District Contact Information

<b>District Name</b>	Kings Canyon Joint Unified School District
<b>Phone Number</b>	559-305-7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	pack-r@kcusd.com
<b>District Website</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</a>

## 2023-24 School Description and Mission Statement

### School Description

Orange Cove High School opened its doors to students of Kings Canyon Unified School District in 2005-06. OCHS had its first graduating class in 2008.

OCHS currently serves approximately 625 students in grades nine through twelve and includes a staff of 36 teachers, 4 academic counselors, 1 CTE counselor, 1 Student Transition Director, 1 social worker, 1 psychologist and 4 administrators. Orange Cove High School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

### School Mission Statement

Orange Cove High School will provide students with the necessary skills and knowledge to become outstanding communicators, self-directed lifelong learners, and highly productive contributors to the community and our global society.

The Orange Cove High School staff is committed to developing self-disciplined critical thinkers and effective communicators. They do this by providing clarity through learning tasks that focus on structured academic discourse, reading, and writing.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	180
Grade 10	209

Grade 11	141
Grade 12	108
Total Enrollment	638

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.7%
American Indian or Alaska Native	0.3%
Black or African American	0.2%
Hispanic or Latino	97.3%
Two or More Races	0.2%
White	2%
English Learners	15.7%
Homeless	0.2%
Migrant	3.4%
Socioeconomically Disadvantaged	97.2%
Students with Disabilities	8.5%

### A. Conditions of Learning State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.70	80.30	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.72	17.30	4.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	8.73	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.62	15.10	3.68	12115.80	4.41
Unknown	0.60	2.55	23.30	5.68	18854.30	6.86

<b>Total Teaching Positions</b>	25.80	100.00	410.90	100.00	274759.10	100.00
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Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.30	82.97	348.80	80.05	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	18.00	4.14	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.50	11.46	31.60	7.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	26.60	6.10	11953.10	4.28
<b>Unknown</b>	1.60	5.54	10.60	2.44	15831.90	5.67
<b>Total Teaching Positions</b>	30.50	100.00	435.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	2.20	3.50
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	2.20	3.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.10	0.00
<b>Total Out-of-Field Teachers</b>	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.6	11.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At Orange Cove High School there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home. All textbooks and instructional materials are SBE approved, board adopted, standards-aligned and available to each student.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Engage New York www.engageny.org <a href="https://www.engageny.org/common-core-curriculum">https://www.engageny.org/common-core-curriculum</a> Common Core Curriculum  ELD 3 Course C, Volume 1 2014 Edition Issues Course C, Volume 1 2014 Edition Portfolio  ELD 2 National Geographic/Cengage Learning: Inside the USA Steck-Vaughn: Edge A, Intensive Intervention, Core Replacement, 2008 edition Steck-Vaughn: Edge B, Intensive Intervention, Core Replacement, 2008 edition  AP English Language McGraw Hill/Muller: Muller, Language & Composition: The Art of Voice	Yes	0%

	<p>English 12 Expository Reading and Writing Course For all “Not College Ready” or “Conditionally College Ready” 12th graders not exempt for CSU based on grade 11 EAP</p>		
<b>Mathematics</b>	<p>Math 1/Math 1E; Math 2/Math 2E; Math 3/Math 3E The Math Visions Project Secondary Math 1 <a href="http://www.mathematicsvisionproject.org/secondary-one-mathematics.html">http://www.mathematicsvisionproject.org/secondary-one-mathematics.html</a></p> <p>Statistics Pearson: STATS Modeling the World</p> <p>Calculus Wiley: Calculus: Single Variable 5E, 2009 edition</p>	Yes	0%
<b>Science</b>	<p>Biology Savvas: Mille Levine Biology: The Living Earth</p> <p>AP Biology Pearson: Biology in Focus, AP Edition</p> <p>Chemistry Savvas: Experience Chemistry (Worktext) Version 1 &amp; 2</p> <p>Physical Science McGraw Hill: Inspire Physical Science with Earth Science</p>	Yes	0%
<b>History-Social Science</b>	<p>Geography McGraw Hill: Geography: The Human and Physical World</p> <p>AP Human Geography Pearson: The Cultural Landscape: An Introduction to human Geography AP Edition</p> <p>World History McGraw Hill: CA IMPACT Grade 10 - World History and Geography: The Modern World</p> <p>AP World History Bedford/St. Martin's Ways of the World</p> <p>U.S. History McGraw Hill: CA IMPACT Grade 11 - United States History and Geography: Continuity &amp; Change</p> <p>AP U.S. History Bedford/St. Martin's: America's History for the AP Course</p>	Yes	0%

	Government McGraw Hill: CA IMPACT Grade 12 - Principles of American Democracy		
	Economics McGraw Hill: CA IMPACT Grade 12 - Principles of Economics		
<b>Foreign Language</b>	Spanish 1 Vista Higher Learning: Descubre 1	Yes	0%
	Spanish 2 Vista Higher Learning: Descubre 2		
	Spanish 3 Vista Higher Learning: Descubre 3		
	Spanish 1NS Carnegie Learning: En voz alta 1		
	Spanish 2NS Carnegie Learning: En voz alta 2		
	Spanish Language AP Vista Higher Learning: Temas Pearson: Abriendo Pasos Gramatica, 2007 edition Abriendo Pasos Lectura, 2007 edition		
	Spanish Literature AP Reflexiones Introduccion a La Literatura Hispanica		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

### School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Orange Cove High School has 33 classrooms, a cafeteria, a library, a gymnasium, a band/choir building and an administration building. The school was built in 2005. In 2018, athletic fields were improved and lighting was added to the facility. In 2019, solar was installed in both the staff and student parking lots. These solar panels provide electricity for OCHS, Citrus Middle School and Sheridan Elementary. In addition, an outdoor learning pavilion was installed, two modular classrooms for Mountain View Alternative School were installed, and the weight rooms under the stadium and next to the gym were renovated with extensive new free weights, barbells, lifting machines, and treadmills. In the spring of 2023 a snack bar and restrooms were built to accommodate the softball and baseball fields and restrooms were installed at the Mountain View Alternative School buildings. In the fall of 2023, the KCUSD Community Learning Center was constructed and opened.

## School Facility Conditions and Planned Improvements

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Director of Maintenance, Custodial Supervisor, and the site principal work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Ants in the 300 building. Pest control to follow up.
<b>Electrical</b>	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

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	81	69	47	49	47	46
<b>Mathematics</b> (grades 3-8 and 11)	29	35	34	36	33	34

### 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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
<b>All Students</b>	115	113	98.26	1.74	69.03
<b>Female</b>	61	59	96.72	3.28	81.36
<b>Male</b>	53	53	100.00	0.00	54.72
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	113	111	98.23	1.77	69.37
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	14	12	85.71	14.29	8.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	110	108	98.18	1.82	69.44
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	115	100.00	0.00	34.78
Female	61	61	100.00	0.00	31.15
Male	53	53	100.00	0.00	39.62
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	113	113	100.00	0.00	34.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	110	100.00	0.00	33.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.50	19.28	22.54	24.28	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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<b>All Students</b>	225	225	100.00	0.00	19.56
<b>Female</b>	120	120	100.00	0.00	14.17
<b>Male</b>	104	104	100.00	0.00	25.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	220	220	100.00	0.00	20.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	24	24	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	218	218	100.00	0.00	18.35
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	11	11	100.00	0.00	9.09

## 2022-23 Career Technical Education Programs

Orange Cove High School offers the following Career Technical Education (CTE) courses: Criminal Justice, Crime Scene Investigation, Graphic Design, Advanced Graphic Design, Photography, Advanced Photography, Robotics, Advanced Robotics, Culinary Arts I & II, Intro to Manufacturing and Engineering, Manufacturing Drafting, Automotive Service and Maintenance, Certified Nursing Assistant, Aviation Maintenance Technology, Wildland Firefighting, Urban/Rural Firefighting, and Child Development I & II.

The following programs have a sequence of courses that provide students the opportunity to become pathway completers: Graphic Design, Multimedia Production, Robotics, Culinary Arts, Child Development, Product Innovation and Design, and Public Safety.

The following programs are regional courses provided by Valley Regional Occupational Program (VROP) that provide students the opportunity to become pathway completers: Wildland Firefighting, Engineering Technician, Urban/Rural Firefighting, Aviation Mechanic, Regional Automotive and Maintenance, and Certified Nursing Assistant.

The primary representatives of the district's CTE advisory committee are Veronica Lopez, Assistant Principal at Orange Cove High School, and Amber Hunt, Assistant Principal at Reedley High School. The district's CTE advisory committee is represented by the following industries: Agriculture & Natural Resources, Arts Media and Entertainment, Building and Construction Trades, Education, Child Development & Family Services, Engineering and Architecture, Health Science and Medical Technology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Public Safety, and Transportation.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	429

Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	80.61

## 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	100%	100%	100%	100%	94.4%

## 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.

## 2023-24 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Orange Cove High School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, participate in parent-teacher conferences, assist as coaches, and chaperone field trips. Parents may also serve on advisory committees and

## 2023-24 Opportunities for Parental Involvement

leadership teams, including the English Learner Advisory Council (ELAC), School Site Council (SSC), and various booster clubs. Parents participate in various opportunities such as Parent Workshops, #OCrealtalk parent night, Dia de los Muertos, as well as other annual events.

Home and school communication is enhanced through parent-teacher conferences, the student/parent handbook, the school website, and student report cards. The school also utilizes Peachjar for outside event flyers, Parent Square for announcements and direct messaging to students and families, and PowerSchool for real-time grade and attendance information.

Parents who would like more information on how to become involved may contact the Principal, Amanda Lopez Doerksen, at (559) 626-5900.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.9	0	0	2.2	1.4	2	9.4	7.8	8.2
Graduation Rate	97.4	95.1	96.2	81.3	89.1	88.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	106	102	96.2
Female	56	54	96.4
Male	50	48	96.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	104	100	96.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00

White	--	--	--
English Learners	12	10	83.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	106	102	96.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	676	656	81	12.3
Female	338	329	41	12.5
Male	337	326	40	12.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	657	638	78	12.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	14	13	1	7.7
English Learners	111	104	16	15.4
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	656	638	79	12.4
Students Receiving Migrant Education Services	24	23	3	13.0
Students with Disabilities	61	59	23	39.0

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	1.02	10.16	9.17	0.53	4.65	5.93	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	9.17	0
<b>Female</b>	4.14	0
<b>Male</b>	14.24	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	8.98	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	7.14	0
<b>English Learners</b>	17.12	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	9.15	0
<b>Students Receiving Migrant Education Services</b>	8.33	0
<b>Students with Disabilities</b>	18.03	0

## 2023-24 School Safety Plan

Safety of students and staff is a primary concern for Orange Cove High School. Before, during, and after school, the campus is monitored by two campus assistants, four academic counselors, one CTE Counselor, one social worker, a Transition Program Coordinator and four administrators. All visitors must sign in at the main office and wear appropriate identification while on campus.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The school safety plan is updated every year and reviewed with staff during a staff meeting. The plan was last reviewed/updated on August 1, 2023 and discussed with staff on August 11, 2023. The 2023-2024 Safety Plan was



## 2023-24 School Safety Plan

also reviewed and approved by the School Site Council on November 7, 2023. An updated copy is available to the public at the school office.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	31	4	10	12
Mathematics	24	15	10	6
Science	30	4	3	8
Social Science	30	1	11	5

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	18	2
Mathematics	24	8	20	2
Science	28	5	8	6
Social Science	28	4	9	7

## 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	12	14	4
Mathematics	21	18	12	1
Science	29	4	9	6
Social Science	30	4	3	12

## 2022-23 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
<b>Pupils to Academic Counselor</b>	638

## 2022-23 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	.9
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	2
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$11,410.14	\$1,818.60	\$9,591.55	\$80,087.15
<b>District</b>	N/A	N/A	\$8,947.10	\$79,295
<b>Percent Difference - School Site and District</b>	N/A	N/A	7.0	4.1
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	37.0	-3.7

## Fiscal Year 2022-23 Types of Services Funded

Title I School Wide Program  
 Local Control Federal Funding (LCFF)  
 State Lottery  
 Migrant  
 Carl Perkins CTE funds  
 Valley Regional Occupational Program (VROP)  
 Special Education

## Fiscal Year 2022-23 Types of Services Funded

English Learners  
 Expanded Learning Program  
 Parent Engagement  
 PBIS  
 Career Technical Education Incentive Grant (CTEIG)  
 K-12 Strong Workforce Grant  
 Puente Program

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$51,419	\$54,190
<b>Mid-Range Teacher Salary</b>	\$74,924	\$85,111
<b>Highest Teacher Salary</b>	\$109,387	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$130,031	\$132,492
<b>Average Principal Salary (Middle)</b>	\$142,159	\$140,987
<b>Average Principal Salary (High)</b>	\$159,671	\$153,884
<b>Superintendent Salary</b>	\$253,382	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	23.07%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	5.02%	5.25%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	15.2
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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
<b>Computer Science</b>	0
<b>English</b>	1
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	2
<b>Mathematics</b>	1
<b>Science</b>	1
<b>Social Science</b>	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	8

## Professional Development

Professional development at Orange Cove High School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of training, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. The principal, administrators, Instructional Coaches, teachers, instructional aides, and other support personnel may take part in these activities. KCUSD emphasizes collaborative team building, building collective efficacy, assessment and data collection, and effective teaching strategies in its professional development program, with a focus on English Language Learners and Special Education students. Weekly staff professional development and collaboration also provide regular opportunities for professional learning and collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops. Buyback and early release days provide time for quality professional development.

Orange Cove High School utilizes its Instructional Leadership Team, consisting of teachers, instructional coach, and administrators, to help monitor and guide the work of its Instructional Action Plan (IAP). The instructional focus of Orange Cove High School is for students to be able to demonstrate critical thinking and effective communication skills through academic reading, writing, and discourse. Teachers' skills are developed to provide clarity in their learning tasks that ensure the use of academic discourse, reading and writing structures on a daily basis. Teachers are given designated time each week to collaborate with colleagues, create common assessments and rubrics, analyze student evidence based on assessment results, and plan for instruction. Teaching practices within the IAP are monitored through classroom walkthrough and instructional round data and this data is used to determine staff professional development.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	42	42	42