

Orange Cove High School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Orange Cove High School
Street	1700 Anchor Ave.
City, State, Zip	Orange Cove, CA 93646
Phone Number	(559) 626-5900
Principal	Amanda Lopez Doerksen
Email Address	doerksen-a@kcusd.com
School Website	https://ochs.kcusd.com/
Grade Span	9-12
County-District-School (CDS) Code	10622650108092

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

<p>School Description</p> <p>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.</p> <p>OCHS currently serves approximately 625 students in grades 9-12 and includes a staff of 36 teachers, 4 academic counselors, 1 CTE counselor, 1 Student Transition Director, 1 social worker, 1 psychologist and 3 administrators. Orange Cove High</p>
--

2024-25 School Description and Mission Statement

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 and relevance through learning tasks that focus on structured academic discourse, reading, and writing.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	186
Grade 10	162
Grade 11	173
Grade 12	110
Total Enrollment	631

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	50.9
Non-Binary	0.2
American Indian or Alaska Native	0.6
Black or African American	0.2
Hispanic or Latino	97.5
Two or More Races	0.2
White	1.3
English Learners	17.6
Foster Youth	0.3
Homeless	1.6
Migrant	4.6
Socioeconomically Disadvantaged	95.6
Students with Disabilities	8.7

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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/Incomplete/NA	0.60	2.55	23.30	5.68	18854.30	6.86
Total Teaching Positions	25.80	100.00	410.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.70	73.04	330.80	76.65	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	6.41	22.80	5.28	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.40	20.55	41.80	9.69	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	27.40	6.35	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	8.70	2.03	14303.80	5.15
Total Teaching Positions	31.10	100.00	431.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	2.2
Misassignments	2.20	3.50	4.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.20	3.50	6.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	0.10	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.60	11.6	10.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.10	0	1.6

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

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

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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage New York www.engageny.org https://www.engageny.org/common-core-curriculum 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 English 12 Expository Reading and Writing Course For all "Not College Ready" or "Conditionally College Ready"	Yes	0%

	12th graders not exempt for CSU based on grade 11 EAP		
Mathematics	<p>Math 1/Math 1E; Math 2/Math 2E; Math 3/Math 3E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-one-mathematics.html</p> <p>Statistics Pearson: STATS Modeling the World</p> <p>Calculus Wiley: Calculus: Single Variable 5E, 2009 edition</p>	Yes	0%
Science	<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 & 2</p> <p>Physical Science McGraw Hill: Inspire Physical Science with Earth Science</p>	Yes	0%
History-Social Science	<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 & Change</p> <p>AP U.S. History Bedford/St. Martin's: America's History for the AP Course</p> <p>Government McGraw Hill:</p>	Yes	0%

	CA IMPACT Grade 12 - Principles of American Democracy Economics McGraw Hill: CA IMPACT Grade 12 - Principles of Economics		
Foreign Language	Spanish 1 Vista Higher Learning: Descubre 1 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	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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

School Facility Conditions and Planned Improvements

buildings. In the fall of 2023, the KCUSD Community Learning Center was constructed and opened. In February 2024, the OCHS tennis courts were resurfaced. Currently, a new manufacturing shop is under construction at the end of the 300 wing.

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

10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary Room 405 AC not working. Maintenance to follow up.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Exemplary
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Toilet not working in the Community Learning Center. Maintenance to repair. Drinking fountain leak by tennis courts. Maintenance to repair.
Safety: Fire Safety, Hazardous Materials	X			Exemplary Fire Alarm panel has a couple of faults. Tech department to follow up.
Structural: Structural Damage, Roofs	X			Exemplary
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Exemplary Fence line by dumpster is bent. Maintenance to repair.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	69	73	49	51	46	47
Mathematics (grades 3-8 and 11)	35	25	36	38	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	153	98.71	1.29	73.03
Female	78	77	98.72	1.28	75.00
Male	77	76	98.70	1.30	71.05
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	149	148	99.33	0.67	72.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	24	96.00	4.00	12.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	142	98.61	1.39	73.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	13	92.86	7.14	53.85

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	154	99.35	0.65	24.68
Female	78	77	98.72	1.28	22.08
Male	77	77	100.00	0.00	27.27
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	149	148	99.33	0.67	24.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	143	99.31	0.69	24.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	13	92.86	7.14	46.15

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.28	23.75	24.28	24.87	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	270	99.63	0.37	24.44
Female	139	138	99.28	0.72	24.64
Male	131	131	100.00	0.00	23.66
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	262	261	99.62	0.38	24.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	253	252	99.60	0.40	24.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.65	4.35	18.18

2023-24 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

2023-24 Career Technical Education Programs

Medical Technology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Public Safety, and Transportation.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	407
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.84
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	80.58

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96%	96%	96%	96%	96%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent 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 may serve on advisory committees and leadership teams, including the English Learner Advisory Council (ELAC), School Site Council (SSC), as well as 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 the use of ParentSquare and PowerSchool. Parents can receive informational messages regarding school updates and events, as well as communicate directly with any teacher or staff member via direct messaging in ParentSquare. Parents can also remain informed about their student's attendance, grades, and assignments by utilizing PowerSchool. The OCHS website also provides information regarding events, the student/parent handbook, and information highlighting the school.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.0	0.0	1.9	1.4	2.0	3.4	7.8	8.2	8.9
Graduation Rate	95.1	96.2	96.3	89.1	88.2	89.4	87.0	86.2	86.4

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	107	103	96.3
Female	58	57	98.3
Male	48	45	93.8
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	105	101	96.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	14	13	92.9
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	105	101	96.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	675	659	59	9.0
Female	331	324	24	7.4
Male	343	334	35	10.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	650	636	54	8.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	133	124	15	12.1
Foster Youth	--	--	--	--
Homeless	14	13	3	23.1
Socioeconomically Disadvantaged	640	628	58	9.2
Students Receiving Migrant Education Services	29	29	4	13.8
Students with Disabilities	64	60	13	21.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.16	9.17	10.07	4.65	5.93	6.38	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.07	0.00
Female	7.25	0.00
Male	12.83	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	12.03	0.00
Foster Youth	0.00	0.00
Homeless	14.29	0.00
Socioeconomically Disadvantaged	10.31	0.00
Students Receiving Migrant Education Services	3.45	0.00
Students with Disabilities	18.75	0.00

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

2024-25 School Safety Plan

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 three administrators. All visitors must sign in at the main office and wear appropriate identification while on

2024-25 School Safety Plan

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 OCHS CSSP was approved by the governing board on February 13, 2024. 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, 2024 and discussed with staff on August 9, 2024. The 2024-2025 Safety Plan was also reviewed and approved by the School Site Council on November 4, 2024. An updated copy is available to the public at the school office.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	21	1
Mathematics	21	18	8	
Science	28	3	9	7
Social Science	28	4	10	5

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	158

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.9
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,842.66	\$3,202.68	\$10,639.97	\$87,095.92
District	N/A	N/A	\$9,523.70	\$86,647.15
Percent Difference - School Site and District	N/A	N/A	11.1	0.5
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-1.2	-8.4

Fiscal Year 2023-24 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
 English Learners
 Expanded Learning Program
 Parent Engagement
 PBIS
 Career Technical Education Incentive Grant (CTEIG)
 K-12 Strong Workforce Grant
 Puente Program

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,433	\$58,855
Mid-Range Teacher Salary	\$82,228	\$92,519
Highest Teacher Salary	\$120,050	\$114,665
Average Principal Salary (Elementary)	\$134,610	\$142,791
Average Principal Salary (Middle)	\$155,199	\$151,078
Average Principal Salary (High)	\$174,150	\$167,094
Superintendent Salary	\$283,649	\$281,086
Percent of Budget for Teacher Salaries	22.92	30.99
Percent of Budget for Administrative Salaries	5.33	5.37

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19
--	----

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

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	1
Social Science	3
Total AP Courses Offered 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, develop unit plans which include agreed-upon essential standards and targets, and aligned common assessments and rubrics. Teachers analyze student evidence based on assessment results, and plan for instruction. Teaching practices within the IAP are monitored through classroom walkthroughs, and this data is used to determine staff professional development.

Teachers have also had the opportunity to attend the AVID Summer Institute, Solution Tree PLC Institute, as well as other more specialized and content-specific trainings or conferences.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42