

Orange Cove High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Angel Durazo
Email Address	durazo-a@kcusd.com
School Website	https://ochs.kcusd.com/
County-District-School (CDS) Code	10622650108092

2021-22 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559.305.7010
Superintendent	John Campbell
Email Address	guzman-j@kcusd.com
District Website Address	https://www.kcusd.com/

2021-22 School Overview

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 is home to the PrEST Academy, the district's pre-engineering, science and technology magnet program.

OCHS currently serves 609 students and includes a staff of 36 teachers, 2 academic counselors, 1 Career Center Coordinator, 1 Student Transition Director, a social worker, a part time psychologist and 3 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

The mission of Orange Cove High School was revised at the end of the 2015-2016 school year. 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. Thus, Orange Cove High School will produce a well-rounded student that will discover success and contribute to our innovative, culturally and economically diverse society.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	201
Grade 10	182
Grade 11	149
Grade 12	128
Total Enrollment	660

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	97.6
White	1.8
English Learners	13.8
Socioeconomically Disadvantaged	96.8
Students with Disabilities	6.2

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

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

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)	20.7	80.3	303.2	73.8	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	7.7	17.3	4.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	8.7	51.9	12.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.6	15.1	3.7	12115.8	4.4
Unknown	0.6	2.5	23.3	5.7	18854.3	6.9
Total Teaching Positions	25.8	100.0	410.9	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.2

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.1
Total Out-of-Field Teachers	0.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.2

2021-22 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. OCHS has implemented Engage New York as the ELA adoption, a district approved curriculum. We adopted the Math Visions Project for mathematics. Our English Language Learner program uses English 3D, a district approved curriculum.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Engage New York www.engageny.org https://www.engageny.org/common-core-curriculum Common Core Curriculum</p> <p>English 3D</p> <p>Read 180</p> <p>English A Steck-Vaughn: Edge A ,Intensive Intervention, Core Replacement, 2008 edition</p> <p>English B Steck-Vaughn: Edge B ,Intensive Intervention, Core Replacement, 2008 edition</p> <p>AP English Language Bedford, Freeman and Worth: The Language of Composition, 2011 Edition</p> <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> <p>AP English Literature Bedford, Freeman and Worth: Literature and Composition, 2012 Edition</p>	Yes	0%
Mathematics	<p>Math 1/Math 1E; Math 2/Math 2E; Math 3/Math 3E The Math Visions Project Secondary Math 1</p>	Yes	0%

	http://www.mathematicsvisionproject.org/secondary-one-mathematics.html Pre-Calculus E Textbook: Precalculus with Trigonometry, Key Curriculum Press 2006 edition Pre-Calculus Precalculus, Holt Rinehart and Winston _2003 edition Staistics Calculus Textbook: Calculus Peoples Education Calculus: Single Variable 5E, 2009 edition		
Science	Earth Science Textbook: High School Earth Science, Prentice Hall-California Earth Science, 2006 edition Environmental Science Pearson: Environmental Science 2012 edition Biology Textbooks: Holt, Rinehart and Winston: Modern Biology, 2002 edition Holt, Rinehart and Winston: Modern Biology, 2006 edition Holt, Rinehart and Winston: Biology, 2007 edition AP Biology Textbook: Campbell and Reece: Biology, 2005 edition Pearson: Biological Science, 2011 edition Sports Medicine Textbook: Delmar-Cengage Learning: Introduction to Sports Medicine and Athletic Training 2nd edition, 2011 edition Human Anatomy Textbook: High School Human Anatomy and Physiology, Shier, Butler and Lewis, 2007 edition Chemistry Textbook: Chemistry—Connections To Our World, Prentice Hall, 2000 edition	Yes	0%

History-Social Science	<p>World History Textbook: Modern World History; Patterns of Interaction; McDougal Littell, 2006 edition</p> <p>Textbook: World History: Connections to Today; The Modern Era, Prentice Hall 2005 edition</p> <p>AP World History: Bedford/St. Martin's Ways of the World 2010 edition 2011 edition</p> <p>Government Textbook: Pearson: Magruder's American Government, 2011 edition</p> <p>Economics Textbook: McDougal Littell: Economics Concepts and Choices, 2011 edition</p> <p>U.S. History Textbook: The Americans, McDougall Littell, 2003 edition</p> <p>AP U.S. History Textbook: American Pageant, Houghton Mifflin, 2010 edition</p> <p>AP Government Textbook: Government in America, AP Edition, Prentice Hall 12 edition 2003</p> <p>AP Economics Textbook: Economics, 6th edition, McDougall Littell 2005 edition</p>	Yes	0%
Foreign Language	<p>Spanish 1 Glencoe/McGraw Hill: Buen Viaje! Level 1, 2005/2008 edition</p> <p>Spanish 2 Glencoe/McGraw Hill : Buen Viaje! Level 1, 2005/2008 edition</p> <p>Spanish 3 Glencoe/McGraw Hill: Asi se dice Level 3, 2009/2012 edition</p> <p>Spanish Language AP Pearson: Abriendo Pasos Gramatica, 2007 edition</p>	Yes	0%

	Spanish Literature AP Pearson: Abriendo Pasos Lectura, 2007 edition		
Health	Glencoe Health 9th Edition 2005	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Student equipment: Aprons, brass masses, capillary tubes, lamp holders, conductivity meters, crucible tongs, glass stir rods, latex gloves, magnetic stirrer, test tube clamps, tote trays, weigh boats, agar plates, cell slides, cork samples, dialysis tubing, dissection kits, dissection pans, gas generation bottle, cheesecloth, glass beads, glass funnels, glass vials, tongue depressors, stereo-microscopes, test tubes, thermometers, etc.	Yes	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 will provide electricity for OCHS, Citrus Middle School and Sheridan Elementary. In addition, we installed an outdoor learning pavilion, two new modular classrooms for our Mountain View Alternative High School, and renovated the weight rooms under the stadium and next to the gym with extensive new free weights, barbells, lifting machines, and treadmills.

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. & nbsp;

Year and month of the most recent FIT report

08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			<p>Administration Offices & Nurses #7 Light switch RR does not work in nurses office.</p> <p>Rooms 100-106 #7 Rm 100 Missing high lense cover - 2 lights out in workroom and 1 bulb out in R/R staff.</p> <p>Rooms 201-206 #7 Rm 202 (2) Lights Rm 203 (3) Lights Rm 204 (1) Light Rm 205 (2) Lights out.</p> <p>Rooms 301-306 #7 Rm 304 (1) Light Rm 305 (1) Light Staff Work Rm & Offices (1) Light - Girl RR (1) Light</p> <p>Rooms 401-406 # 7 Rm 402 (3) Lights Rm 401 3 Lights Rm 404 8 Lights - Staff Wrkrm 6 Lights - Girls RR 2 Lights</p> <p>Rooms 501-506 #7 Rm 503 1 - Light Rm 505 5 Lights Rm 506 - 1 Light Out</p> <p>Gym - Wrestling Rm Weight Rm #7 Wrestling 4 Lights - Weight Rm 22 Lights Gym 3 Lights</p> <p>Girls Locker Rm #7 3 Lights out</p> <p>Boys Locker Rm #7 3 Lights out</p> <p>Band Room #7 Bandrm 2 Lights Choir Rm 8 Lights</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			400 Wing Boys RR 1 stall door jam shut
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	115	114	99.13	0.87	67.54
Female	67	66	98.51	1.49	71.21
Male	48	48	100	0	62.5
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	111	99.11	0.89	67.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	15	15	100	0	26.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	109	99.09	0.91	66.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	115	113	98.26	1.74	23.01
Female	67	65	97.01	2.99	21.54
Male	48	48	100.00	0.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	110	98.21	1.79	20.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	108	98.18	1.82	23.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	NT	NT	NT	NT
Female	130	NT	NT	NT	NT
Male	96	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	220	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	NT	NT	NT	NT
Students Receiving Migrant Education Services	17	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Orange Cove High School offers career preparation courses, such as Criminal Justice, Crime Scene Investigation, Graphic Design, Advanced Graphic Design, Video Production, Advanced Video Production, Robotics and Advanced Robotics, Culinary Arts I & II, Intro to Manufacturing and Engineering, Manufacturing Drafting, Automotive Services/Power Mechanics, Certified Nursing Assistant, Aviation Mechanics, Wildland and Urban Fire Science, Child Development, and Medical Terminology. All courses are available to all students.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	315
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	81.8

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.55
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	85.71

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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. Parents participate in various workshops/trainings such as The Parent Academy, Parent Literacy Nights, Cara y Corazon, The Corazon Circle, and The Adventist Health/Creation Health workshops and #OCrealtalk parent night.

There are numerous and varied opportunities for parent involvement. Parents attend school functions and parent visitation days, Back to School Night, participate in parent-teacher conferences, volunteer in classrooms, assist as coaches, and chaperone field trips. Parents may also serve on advisory committees and leadership teams, including the English Learners Advisory Council (ELAC), School Site Council (SSC), and various booster clubs. This year we are back to in person parent involvement meetings which include ELAC, SSC, Cara y Corazon, and Corazon Circle. In addition, we will strive to offer The Adventist Health/Creation Health workshops during the 2nd semester.

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 event flyer access and Parent Square for attendance notifications and important announcements to students and families. Additionally, parents have access to up to date information regarding student progress using the Powerschool website. Parents who would like more information on how to become involved may contact Principal, Angel Durazo 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.6	0.8	0.9	2.7	1.6	2.2	9.0	8.9	9.4
Graduation Rate	94.9	98.4	97.4	83.8	89.4	81.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	117	114	97.4
Female	64	63	98.4
Male	53	51	96.2
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	113	110	97.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	16	15	93.8
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	114	111	97.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	689	669	11	1.6
Female	350	341	5	1.5
Male	338	327	6	1.8
American Indian or Alaska Native	2	2	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	2	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	668	651	8	1.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	16	13	1	7.7
English Learners	102	95	1	1.1
Foster Youth	0	0	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	665	646	11	1.7
Students Receiving Migrant Education Services	54	52	0	0.0
Students with Disabilities	43	43	4	9.3

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.05	1.02	3.08	0.53	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.73	2.38	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.00
Female	0.29	0.00
Male	1.78	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	1.05	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	1.96	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.33	0.00

2021-22 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 supervisors, 2 academic counselors, 1 Career Center Coordinator, a social worker, a Transition Program Coordinator and 3 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 weekly staff meeting. The plan was last updated, reviewed, and board approved on February 23, 2021 and presented on August 6, 2021. Furthermore, every room has the emergency procedures posted near their exits.

The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	28	7	12	8
Mathematics	25	10	14	6
Science	30	4	5	9
Social Science	28	4	10	7

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	28	6	16	7
Mathematics	31	3	11	12
Science	29	6	3	11
Social Science	31	4	6	9

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

2020-21 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	287

2020-21 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
Counselor (Academic, Social/Behavioral or Career Development)	2.3
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$8,522.74	\$1,254.51	\$7,268.23	\$73,453.65
District	N/A	N/A	\$7,477.39	\$75,311
Percent Difference - School Site and District	N/A	N/A	-2.8	-2.5
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-15.0	-9.8

2020-21 Types of Services Funded

Title I School Wide Program
 LCFF (LCAP)
 State Lottery
 Migrant
 Carl Perkins
 CTE funds
 Special Education
 English Learners
 After School Program
 Parent Engagement
 PBIS
 CTEIG
 Puente Program

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,010	\$51,029
Mid-Range Teacher Salary	\$69,956	\$78,583
Highest Teacher Salary	\$102,133	\$99,506
Average Principal Salary (Elementary)	\$123,232	\$124,576
Average Principal Salary (Middle)	\$132,992	\$131,395
Average Principal Salary (High)	\$147,623	\$144,697
Superintendent Salary	\$223,065	\$240,194
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20.6
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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
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	2
Social Science	3
Total AP Courses Offered	9

Professional Development

OCHS has shifted the focus of professional development to address the Common Core State Standards. Professional development was provided by the district and additional days allocated by each school site. The professional development included the creation of CCSS lesson plans and the implementation of strategies to address this new shift. Teachers were able to receive real time training through various providers such as Tulare County Office of Education, CALL, Kagan, Kinsella, MVP, Read 180, English 3D, Achieve 3000, and others. In response to the COVID-19 pandemic, it was necessary to train our staff on various online platforms such as Zoom, Pear Deck, Screen Castify, Edpuzzle, Flipgrid, and ParentSquare. While Orange Cove High School is back to in person instruction, this training has continued to support students and staff.

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 trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, Assistant Principal, Learning Director, Instructional Coaches, teachers, instructional aides, and other support personnel may take part in these activities. Our Instructional Focus for the 2021-2022 school year is to "Elaborate on thoughts orally and in writing." We will also provide staff development opportunities during our Wednesday collaboration meetings on the identified high leverage teaching practices; 1. Structured Student Interaction(Discourse) 2. Writing/Reading Structures 3. Questioning Strategies(HOT) 4. Setting up the Learning Task(Clarity).

KCUSD emphasized collaborative team building, building collective efficacy, assessment and data collection, and effective teaching strategies in its professional development program, with emphasis on instructing English Language Learners and Special Education students.

Weekly staff meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops. Buy-back and early release days provide time for quality professional development. In addition, teachers are given extra time to collaborate with colleagues and create common assessments and plan curriculum. We have an Instructional Leadership Team (ILT) that is our guiding coalition that focuses on instruction and high leverage teaching practices. Our current Instructional focus is "Elaborate on thoughts orally and in writing."

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

Subject	2019-20	2020-21	2021-22
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Kings Canyon Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559.305.7010
Superintendent	John Campbell
Email Address	guzman-j@kcusd.com
District Website Address	https://www.kcusd.com/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5121	4993	97.50	2.50	41.96
Female	2481	2426	97.78	2.22	47.03
Male	2640	2567	97.23	2.77	37.16
American Indian or Alaska Native	23	20	86.96	13.04	20.00
Asian	27	26	96.30	3.70	57.69
Black or African American	14	14	100.00	0.00	57.14
Filipino	15	13	86.67	13.33	69.23
Hispanic or Latino	4567	4471	97.90	2.10	40.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	55	91.67	8.33	45.45
White	412	391	94.90	5.10	55.75
English Learners	1328	1286	96.84	3.16	8.94
Foster Youth	39	37	94.87	5.13	29.73
Homeless	38	30	78.95	21.05	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4490	4390	97.77	2.23	39.27
Students Receiving Migrant Education Services	254	250	98.43	1.57	31.60
Students with Disabilities	400	368	92.00	8.00	11.41

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5122	5003	97.68	2.32	25.42
Female	2481	2432	98.02	1.98	25.25
Male	2641	2571	97.35	2.65	25.59
American Indian or Alaska Native	23	20	86.96	13.04	10.00
Asian	27	27	100.00	0.00	44.44
Black or African American	15	14	93.33	6.67	42.86
Filipino	15	13	86.67	13.33	38.46
Hispanic or Latino	4567	4478	98.05	1.95	23.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	56	93.33	6.67	35.71
White	412	392	95.15		42.09
English Learners	1328	1298	97.74	2.26	6.01
Foster Youth	39	38	97.44	2.56	18.42
Homeless	38	32	84.21	15.79	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4491	4399	97.95	2.05	22.64
Students Receiving Migrant Education Services	254	253	99.61	0.39	15.42
Students with Disabilities	401	368	91.77	8.23	7.07

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.