Orange Cove High School

1700 Anchor Ave. • Orange Cove, CA 93646 • (559) 626-5900 • Grades 9-12
Roberto Gutierrez, Principal
gutierrez-r@kcusd.com

2011-12 School Accountability Report Card
Published During the 2012-13 School Year

Kings Canyon Joint Unified School District

675 W. Manning Avenue
Reedley, CA 93654
559.305.7010

Floyd Smith

Robin Tyler

Manuel Ferreira

Noel Remick

Sarah Rola

Sylvia Chavez

Timothy Heinrichs

What is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC is an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2011-12 school year or the two preceding years (2010-11 or 2009-10). Single year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines. Additional copies of this SARC may be obtained from the school office or from the district's web site at: www.kcusd.com

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (559) 626-5900.

District Profile

Located in Fresno County, Kings Canyon Unified School District (KCUSD) serves a geographical area covering more than 600 square miles. This region includes three population centers: the mountain area of Squaw Valley, Dunlap, and Miramonte; Orange Cove; and Reedley. Parts of Kings Canyon National Park also reside within the boundaries of the district. KCUSD is comprised of 8 elementary schools, 4 K-8 schools, 3 middle schools, 2 comprehensive high schools, 1 continuation high school, 1 online Charter High School, Reedley High School Middle College, and 1 adult school.

District Mission

KCUSD maintains high expectations and standards for the academic and social development of all students. The KCUSD Mission focuses on high student achievement, excellence in teaching, leadership and accountability, financial stability, and public confidence.

Juan Garza, Superintendent

School Description

Orange Cove High School opened its doors to students of Kings Canyon Unified School District in 2005-06, bringing the total number of high schools in the district to two. OCHS is home to the PrEST Academy, the district's pre-engineering, science and technology magnet program.

OCHS had its first graduating class in 2008 and it currently serves 600 students. 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 is to develop students with the relevant knowledge and skills they need to become successful life long learners, problem solvers, and contributors to our technologically advanced and diverse society. All students will be provided with nurturing educational opportunities and experiences guided by a well-defined curriculum which incorporates clear learning objectives and outcomes that address the individual needs of each student by utilizing a variety of instructional programs, strategies, and techniques. 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.

Opportunities for Parental Involvement

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

There are numerous and varied opportunities for parent involvement. Parents attend school functions and parent visitation days, 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.

Home and school communication is enhanced through parent-teacher conferences, the student/parent handbook, the school website, student report cards, and the Orange Cove newspaper. The school also utilizes ED-Connect for attendance notification 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, Roger Trujillo at (559) 626-5900.

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	165
Gr. 10	157
Gr. 11	148
Gr. 12	128
Total	598

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	0.2
Hispanic or Latino	96.3
Native Hawaiian/Pacific Islander	0.2
White	1.2
Two or More Races	0.2
Socioeconomically Disadvantaged	100
English Learners	60.7
Students with Disabilities	8.4

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	29.7	23.9	25.7	4	14	7	5	10	10	10	7	10
Math	33.7	28	27.2	1	6	8	4	5	7	11	8	6
Science	33.9	31.5	31.2	1	2	0	3	7	12	14	10	5
SS	28.8	28.8	30.2	2	2	1	12	8	10	2	6	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	17.14	20.71	15.1
Expulsions Rate	0.15	0	0
District	09-10	10-11	11-12
Suspensions Rate	14.38	13.98	14.8
Expulsions Rate	0.03	0.05	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 six campus supervisors. All visitors must sign in at the 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 and reviewed on August 14, 2012. 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.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 4, 2012

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 was opened in the fall of 2005 and is a new school campus.

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 principals 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.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Hand dryer in snack bar at football field not working, maintenance to fix.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[X]	[ ]	[ ]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	25	27	25
Without Full Credential	2	0	0
Teaching Outside Subject Area	2	1	2
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	409
Without Full Credential	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Explicit Direct Instruction (EDI) was the focus of professional development for the year. The professional development was provided by the district and additional days allocated by each school site. The professional development included the creation of lesson plans and the implementation of EDI strategies. Teachers were able to receive real time coaching from Dataworks consultants and were able to observe their colleagues as they taught lessons.

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, teachers, instructional aides, and other support personnel may take part in these activities.

For the 2011-12 school year, KCUSD emphasized collaborative team building, 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. Furthermore, Orange Cove High School is part of the Pivot Network, which included yearlong professional development of English Language Learners.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.43	10.57
Districtwide		
All Schools	89.89	10.11
High-Poverty Schools	90.17	9.83
Low-Poverty Schools	82.05	17.95

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.4
Social Worker	0.4
Nurse	0.4
Speech/Language/Hearing Specialist	0.2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	320

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$2,992	$596	$2,395	$54,715
District	♦	♦	$2,807	$63,382
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District			-14.7%	-13.7%
Percent Difference: School Site/ State			-4.6%	-19%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,672	$40,656
Mid-Range Teacher Salary	$58,321	$64,181
Highest Teacher Salary	$82,268	$82,486
Average Principal Salary (ES)	$99,540	$102,165
Average Principal Salary (MS)	$97,077	$108,480
Average Principal Salary (HS)	$110,900	$117,845
Superintendent Salary	$173,046	$181,081
Percent of District Budget		
Teacher Salaries	35%	40%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

State Resources

- **General State of California:** Funding supports overall student services
- **State Lottery:** funds used to provide materials, supplies and programs for all students
- **CA (CSR) Class Size Reduction:** helps local educational agencies reduce class sizes in grades K-2
- **Economic Impact Aide (EIA):** supports supplemental services and programs for English Learners and Economically Disadvantaged Youth
- **School Library and Improvement:** promotes improvement of programs in schools grades K-12
- **Gifted and Talented Education (GATE):** provides supplemental programs for students who are identified as meeting the GATE criteria
- **School Safety and Violence Prevention Act:** provides programs and services to promote a safe school climate and anti-violence
- **Peer Assistance and Review (PAR):** coaching support for teachers
- **Teacher and Administrative Training:** training for teacher and administrators to meet highly qualified requirements in core areas of English Language Arts and Math
- **Instructional Materials Fund (IMFRP):** funds provided to purchase core state adopted materials and textbooks
- **Cal-Safe:** programs and services for pregnant and parenting minors
- **State Pre-School:** provides eligible students a developmental program for Kindergarten Readiness
- **Ag-Voc. Ed.:** vocational program in agricultural sciences
- **Quality Education Investment Act:** Funds received by one elementary and one middle school in the district for the purposes of class size reduction and professional development
- **CAHSEE Intervention:** programs for students who are in danger of or have not passed the California High School Exit Exam prior to the intended graduation date
- **After School Education and Safety Grant (ASES):** provides after school programs for students until 6:00PM everyday that school is in session
- **Adult Education:** educational programs for adults and out of school youth
- **State Fiscal Stabilization Funds (SFSF):** one time money to provide programs for students and save jobs

Federal Resources

- **Title I Part A:** Provides supplemental programs and services in English Language Arts, Mathematics and English Language Development for students who are academically at risk, professional development for staff and parent involvement activities
- **Title II Part A:** Professional Development funds for teachers
- **Title III, Limited English Proficient and Immigrant:** services and support for identified immigrants and English Language Learners
- **Career Technical Education (Carl Perkins):** funds career technical programs at the high school level
- **Migrant Education:** programs and services for identified Migrant Families and youth
- **IDEA, Special Education:** services for students who meet the required criteria

Other Resources

- **Save The Children:** supports implementation of literacy strategies during after school programs and physical health.

This site is supported by the following funding resources:

- Economic Impact Aid
- Economic Impact Aid-LEP
- General Fund
- Perkins - Career Tech Education
- State Lottery

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 25, 2012

All textbooks and instructional materials are SBE approved, board adopted, standards-aligned and available to each student. OCHS has implemented Pearson as the ELA adoption, a district approved curriculum . We adopted the Holt, Rinehart & Winston curriculum for Algebra 1. In addition, we utilize Standards Plus and the San Diego program for our CAHSEE intervention classes. Our English language learner program uses EDGE, a district approved curriculum.

The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English 9 Pearson: California Pearson Literature & Language Central R/ELA & English Language Development, 2010 edition English A Steck-Vaughn: Edge A ,Intensive Intervention, Core Replacement, 2008 edition Literature: Of Mice and Men Romeo and Juliet Stranger With My Face A Raisin in the Sun Farewell to Manzanar Great Expectations Children of the River English 10 Pearson: California Pearson Literature & Language Central R/ELA & English Language Development, 2010 edition English B Steck-Vaughn: Edge B ,Intensive Intervention, Core Replacement, 2008 edition Literature: Lord of the Flies Twelve Angry Men Night Julius Cesar Farenheit 451 English 11 American Lit Pearson: California Pearson American Experience, 2010 edition English F Steck-Vaughn: Edge Foundations, Intensive Intervention, Core Replacement, 2008 edition Literature: Light in the Forest To Kill a Mockingbird AP English Language Bedford, Freeman and Worth: The Language of Composition, 2011 Edition 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

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
	AP English Literature Bedford, Freeman and Worth: Literature and Composition, 2012 Edition
Mathematics	Algebra 1 Textbook: California Algebra 1, Holt, Rinehart and Winston: 2008 edition Geometry Textbook: Geometry, Prentice Hall, 2004 edition Geometry E Textbook: Discovering Geometry, Key Curriculum Press, 2004 edition Integrated Math 1 Textbook: Math Matters 3 – An integrated Program, Glenco McGraw Hill Addison Wesley, 2009 edition Algebra 2 Textbook: Algebra 2, Holt, Rinehart and Winston, 2004 edition Algebra 2E Textbook: Discovering Advanced Algebra, Key Curriculum Press 2004 Pre-Calculus E Textbook: Precalculus with Trigonometry, Key Curriculum Press 2006 edition Pre-Calculus Precalculus, Holt Rinehart and Winston _2003 edition 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 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

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
	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
History-Social Science	World Cultures Textbook: Modern World History; Patterns of Interaction; McDougal Littell, 2006 edition Textbook: World History: Connections to Today; The Modern Era, Prentice Hall 2005 edition Government Textbook: Pearson: Magruder's American Government, 2011 edition Economics Textbook: McDougal Littell: Economics Concepts and Choices, 2011 edition U.S. History Textbook: The Americans, McDougall Littell, 2003 edition AP U.S. History Textbook: American Pageant, Houghton Mifflin, 2010 edition AP Government Textbook: Government in America, AP Edition, Prentice Hall 12 edition 2003 AP Economics Textbook: Economics, 6th edition, McDougall Littell 2005 edition
Foreign Language	Spanish 1 Glencoe/McGraw Hill: Buen Viaje! Level 1, 2005/2008 edition Spanish 2 Glencoe/McGraw Hill : Buen Viaje! Level 1, 2005/2008 edition Spanish 3 Glencoe/McGraw Hill: Asi se dice Level 3, 2009/2012 edition Spanish Language AP Pearson: Abriendo Pasos Gramatica, 2007 edition Spanish Literature AP Pearson: Abriendo Pasos Lectura, 2007 edition
Health	Glencoe Health 9th Edition 2005
Science Laboratory Equipment	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.

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:
- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	35	34	41	46	48	52	52	54	56
Math	8	12	18	42	46	48	48	50	51
Science	39	39	33	48	49	53	54	57	60
H-SS	31	42	36	33	37	37	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	48	53	37
All Student at the School	41	18	33	36
Male	37	16	29	34
Female	45	20	35	37
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	41	17	33	35
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	41	18	33	36
English Learners	11	6	7	12
Students with Disabilities	23	20		5
Students Receiving Migrant Education Services	35	19	27	29

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.8	28.3	40.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	09-10	**10-11**	**11-12**
All Students at the School	18	23	26
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	25	26
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	18	24	24
English Learners	15	-35	50
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2009**	**2010**	**2011**
Statewide	3	3	3
Similar Schools	9	9	8

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		9
Percent of Schools Currently in Program Improvement		45

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	430	6,747	4,664,265
	API-G	717	782	788
Black or African American	Students	2	26	313,217
	API-G		782	710
American Indian or Alaska Native	Students	1	34	31,619
	API-G		761	742
Asian	Students	4	94	404,682
	API-G		860	905
Filipino	Students	1	39	124,840
	API-G		822	869
Hispanic or Latino	Students	416	5,729	2,423,493
	API-G	716	770	740
Native Hawaiian/ Pacific Islander	Students	1	2	26,566
	API-G			775
White	Students	3	768	1,222,181
	API-G		853	853
Two or More Races	Students	0	35	88,438
	API-G		854	849
Socioeconomically Disadvantaged	Students	430	6,250	2,779,679
	API-G	715	774	737
English Learners	Students	268	3,932	1,530,298
	API-G	667	755	716
Students with Disabilities	Students	31	586	530,935
	API-G	485	645	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (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 webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• 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 webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements
This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	121	492	---
Black or African American	0	.6	---
American Indian or Alaska Native	0	.2	---
Asian	0	1.2	---
Filipino	0	.6	---
Hispanic or Latino	93	81	---
Native Hawaiian/Pacific Islander	0	0	---
White	2	15	---
Two or More Races			---
Socioeconomically Disadvantaged	100	96	---
English Learners	85	61	---
Students with Disabilities	2	4	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)		3.5	0.8
Graduation Rate	95.41	93.92	98.46
District			
Dropout Rate (1-year)		6.8	3.7
Graduation Rate	83.44	87.89	84.06
Dropout Rate (1-year)		16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	30	47	39
Mathematics	37	43	44
District			
English-Language Arts	45	49	49
Mathematics	41	41	46
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011–12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	1	---
Science	1	---
Social Science	1	---
All courses	4	2.2

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
	English-Language Arts			**Mathematics**		
Group	**Not Proficient**	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	51	24	25	54	35	11
All Students at the School	61	21	18	56	31	14
Male	69	21	10	60	34	6
Female	54	20	25	52	28	20
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	60	21	19	56	30	14
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	61	21	18	56	31	14
English Learners	93	7	0	89	9	2
Students with Disabilities	92	8	0	100	0	0
Students Receiving Migrant Education Services	42	33	25	42	25	33

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	207
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	2

Courses for University of California and/or California State University	
UC/CSU Course Measure	**Percent**
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	53.9
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Orange Cove High School offers career preparation courses, such as Criminal Justice, Crime Scene Investigation, Art Animation, Graphic Arts, Robotics, Principles of Engineering and Engineer Design and Development. All courses are available to all students.