

Orange Cove High School

1700 Anchor Ave. • Orange Cove, CA 93646 • (559) 626-5900 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Joint Unified School District

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District Governing Board

Craig Cooper
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Connie Brooks

District Administration

John Campbell
Superintendent
Roberto Gutierrez
**Assistant Superintendent, Human
Resources**
Dr. John Quinto
**Assistant Superintendent, Business
Services**
Monica Benner
**Assistant Superintendent,
Curriculum and Instruction**
Sheila Wiebe
**Administrator, Educational
Programs**
Mary Ann Carousso
Administrator, Student Services

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 656 students and includes a staff of 36 teachers, 2 academic counselors, 1 Career Center Coordinator, 1 Student Transition Director, a part time social worker and 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 the SARC

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	173
Grade 10	167
Grade 11	173
Grade 12	135
Total Enrollment	648

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	1.2
Filipino	0.2
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	0.2
Socioeconomically Disadvantaged	96.9
English Learners	16.2
Students with Disabilities	9.1
Foster Youth	0.3

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.

Teacher Credentials			
Orange Cove High School	15-16	16-17	17-18
With Full Credential	33	33	32
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	423
Without Full Credential	♦	♦	23
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Orange Cove High School	15-16	16-17	17-18
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Math 1/Math 1E; Math 2/Math 2E; Math 3/Math 3E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-one-mathematics.html</p> <p>Pre-Calculus E Textbook: Precalculus with Trigonometry, Key Curriculum Press 2006 edition</p> <p>Pre-Calculus</p> <p>Precalculus, Holt Rinehart and Winston _2003 edition</p> <p>Staistics</p> <p>Calculus</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Textbook: Calculus Peoples Education Calculus: Single Variable 5E, 2009 edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Earth Science Textbook: High School Earth Science, Prentice Hall-California Earth Science, 2006 edition</p> <p>Environmental Science Pearson: Environmental Science 2012 edition</p> <p>Biology Textbooks: Holt, Rinehart and Winston: Modern Biology, 2002 edition</p> <p>Holt, Rinehart and Winston: Modern Biology, 2006 edition</p> <p>Holt, Rinehart and Winston: Biology, 2007 edition</p> <p>AP Biology Textbook: Campbell and Reece: Biology, 2005 edition</p> <p>Pearson: Biological Science, 2011 edition</p> <p>Sports Medicine Textbook: Delmar-Cengage Learning: Introduction to Sports Medicine and Athletic Training 2nd edition, 2011 edition</p> <p>Human Anatomy Textbook: High School Human Anatomy and Physiology, Shier, Butler and Lewis, 2007 edition</p> <p>Chemistry Textbook: Chemistry—Connections To Our World, Prentice Hall, 2000 edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>World Cultures 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>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<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> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
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> <p>Spanish Literature AP Pearson: Abriendo Pasos Lectura, 2007 edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe Health 9th Edition 2005</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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, and an administration building. The school was built in 2005.

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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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			(Library)Women's rest room 1 light out; men's ok; front desk large pain chip 2 in x 5in; workroom 1 light out; elect panel room sawdust on floor by pipes. (Bathroom outside of library) Men's 1 hand dryer doesn't work, handicap stall lock doesn't lock well. (water faucets outside) 1 of 2 doesn't work (cafeteria) 1 light doesn't work in storage area with desk. 1 light out kitchen area- several lights out office - ceiling tile stained. Puddle of water on floor by sink with white residue on floor- unknown leak. (office) work room lights out, offices 2 lights out. Boys locker room ceiling tile water stain - coaches office lights out; equip room lights out; broken lockers; restroom graffiti in 1st stall. Girls locker room baseboard missing due to water damage; elect sockets broken.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100 wing storage room torn floor tile at entrance. 300 wing boys restroom 1st and 2nd stall broken latch & missing; girls restroom stalls 1,2 & 4 no latches; custodian room light out. 400 wing boys restroom broken latch handicap stall; teachers room light out. Football Stadium pole vault runway tears in surface. perimeter fence no gate NE corner of playground; fence loose. Softball fields backstop broken boards; standing water pipe leak on east fence; varsity 3rd base dugout screen loose at base. Tennis courts water fountain leaking , no pressure. Baseball fields varsity baseball 4 broken boards in back stop.
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	60	71	45	47	48	48
Math	23	28	27	32	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	36	38	45	44	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19	29.8	20.7

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	183	177	96.7	37.9
Male	91	88	96.7	37.5
Female	92	89	96.7	38.2
Hispanic or Latino	181	176	97.2	37.5
Socioeconomically Disadvantaged	178	172	96.6	37.2
English Learners	37	37	100.0	13.5
Students with Disabilities	17	16	94.1	12.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	154	98.72	71.43
Male	73	71	97.26	64.79
Female	83	83	100	77.11
Asian	--	--	--	--
Hispanic or Latino	153	151	98.69	71.52
Socioeconomically Disadvantaged	150	148	98.67	72.3
English Learners	48	47	97.92	42.55
Students with Disabilities	15	14	93.33	35.71
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	155	99.36	28.39
Male	73	72	98.63	25
Female	83	83	100	31.33
Asian	--	--	--	--
Hispanic or Latino	153	152	99.35	28.29
Socioeconomically Disadvantaged	150	149	99.33	28.86
English Learners	48	47	97.92	8.51
Students with Disabilities	15	15	100	6.67
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 Institute for Quality Education (PIQE), Parent Literacy Nights, Cara y Corazon and The Adventist Health/Creation Health workshops.

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 Parent Teacher Committee (PTC), 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 School Messenger 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, Angel Durazo at (559) 626-5900.

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.

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, Transition Program Coordinator and 3 administrators. 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 April 24, 2017 and presented on August 11, 2017. 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.8	5.2	8.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
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		11
Percent of Schools Currently in Program Improvement		61.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.6
Social Worker	0.6
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	328

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	29	29	2	1	1	11	9	9	2	7	7
Mathematics	32	27	28	2	4	4	6	12	12	8	5	5
Science	33	31	31	1			3	6	7	8	4	5
Social Science	28	27	27	3	5	5	10	10	10	5	9	9

* 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 rather than grade level.

Professional Development provided for Teachers

Direct Instruction (DI) was the focus of professional development for the last 3 years with an emphasis on collaborative learning. 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.

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, Learning Directors, Instructional Coaches, teachers, instructional aides, and other support personnel may take part in these activities.

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,803.00	\$472.69	\$7,330.32	\$60,318.24
District	◆	◆	\$5,572	\$69,005
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			31.6	-12.6
Percent Difference: School Site/ State			11.5	-19.0

* Cells with ◆ do not require data.

Types of Services Funded

Title One
LCFF
State Lottery
Migrant

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Orange Cove High School	2013-14	2014-15	2015-16
Dropout Rate	0	0	0.7
Graduation Rate	100	100	97.92
Kings Canyon Joint Unified School	2013-14	2014-15	2015-16
Dropout Rate	4.8	0.8	2.1
Graduation Rate	90.32	93.86	93.74
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	316
% of pupils completing a CTE program and earning a high school diploma	41
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	100
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	53.19

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	2	♦
Social Science	2	♦
All courses	7	22.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	92.76	81.9	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	92.62	81.2	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	84.72	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	46.15	60	63.9
English Learners	62.5	50	55.44
Students with Disabilities	91.72	81.49	85.45
Foster Youth	100	100	68.19

Career Technical Education Programs

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.