



Orange Cove High School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Kings Canyon Joint Unified School District

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District Governing Board

Floyd Smith
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Connie Brooks

District Administration

Juan Garza
Superintendent
John Campbell
**Deputy 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, bringing the total number of high schools in the district to three. 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 630 students and includes a staff of 36 teachers, 2 academic counselors, 1 Career Center Coordinator, 1 Student Transition Director, 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 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.

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 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 at (559) 626-5900 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	191
Grade 10	164
Grade 11	172
Grade 12	121
Total Enrollment	648

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Asian	0.3
Filipino	0.2
Hispanic or Latino	97.4
White	1.4
Two or More Races	0.2
Socioeconomically Disadvantaged	97.2
English Learners	23
Students with Disabilities	8.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
With Full Credential	29	32	33
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	376
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Orange Cove High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	2	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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	100.0	0.0
Districtwide		
All Schools	84.6	15.4
High-Poverty Schools	84.6	15.4
Low-Poverty Schools	0.0	0.0

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<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>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	<p>Math 1/Math 1 E 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 Precalculus, Holt Rinehart and Winston _2003 edition</p> <p>Calculus 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>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Science</p>	<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>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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> <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>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe Health 9th Edition 2005 Percent of students lacking their own assigned textbook: 0%
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. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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 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 (Most Recent Year)
Year and month in which data were collected: 8/28/15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			gas storage to be moved to ventilated blue "c" train (grounds man notified) Nelson & Angel Ramirez
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Campus clean
Electrical: Electrical	X			Elevator in stadium is working electrical panels in gym to be locked
Restrooms/Fountains: Restrooms, Sinks/ Fountains				Boys Restroom Rms 300-306 2 soap dispensers missing, 1 empty Girls " " " 1 soap dispenser missing Boys Locker Room Gym several showers tuned off; handicap shower Nozzle gone Girls locker Room Gym " " " & handicap shower off
Safety: Fire Safety, Hazardous Materials	X			EXT EAST WALL RMS 401,403,405,407 paint chipping underhang EXT. WEST WALLS RMS 402-408 paint chipping underhang EXT EAST WALL 501-508 " " " EXT WEST WALL RMS 301-306 " " "
Structural: Structural Damage, Roofs				South side of band room - 2 metal phalanges missing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			EXT WEST WALL Dirt Holes - Rm 408 EXT WEST Wall RM 203- Dirt eroded Hole - Needs Dirt water shut off to irrigate play fields
Overall Rating	Exemplary	Good	Fair	Poor

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	65	37	44
Math	24	22	33

* 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	39	45	36	55	51	45	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.70	28.00	44.00

* 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.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	36
Male	47
Female	23
Asian	--
Filipino	--
Hispanic or Latino	36
White	--
English Learners	12
Students with Disabilities	36
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	154	152	98.7	13	22	36	29
Male	11	154	75	48.7	19	24	37	20
Female	11	154	77	50.0	8	19	35	38
Hispanic or Latino	11	154	148	96.1	13	22	36	28
White	11	154	3	1.9	--	--	--	--
Socioeconomically Disadvantaged	11	154	145	94.2	14	21	37	28
Students with Disabilities	11	154	12	7.8	67	17	17	0
Students Receiving Migrant Education Services	11	154	10	6.5	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	154	151	98.1	42	34	17	7
Male	11	154	75	48.7	49	32	15	4
Female	11	154	76	49.4	34	37	20	9

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	11	154	147	95.5	42	34	17	7
White	11	154	3	1.9	--	--	--	--
Socioeconomically Disadvantaged	11	154	144	93.5	43	34	16	7
Students with Disabilities	11	154	12	7.8	83	17	0	0
Students Receiving Migrant Education Services	11	154	10	6.5	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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 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 School Climate State Priority (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 May 19, 2015 and presented on August 12, 2015. 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	2012-13	2013-14	2014-15
Suspensions Rate	5.05	10.50	5.77
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.94	5.37	4.22
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 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		64.7

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	28	26	7	5	3	13	10	12	7	9	3
Math	31	26	32	5	7	2	5	9	6	12	7	10
Science	33	32	33	2		1	6	8	3	10	7	8
SS	32	33	28	1	1	3	5	5	10	8	9	5

* 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.

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	0.4
Social Worker	0.4
Nurse	0.4
Speech/Language/Hearing Specialist	0.2
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	315

* 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.

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, 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 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,026	\$42,315
Mid-Range Teacher Salary	\$60,363	\$66,451
Highest Teacher Salary	\$85,147	\$85,603
Average Principal Salary (ES)	\$102,484	\$105,079
Average Principal Salary (MS)	\$104,924	\$111,005
Average Principal Salary (HS)	\$118,662	\$121,310
Superintendent Salary	\$189,093	\$189,899
Percent of District Budget		
Teacher Salaries	32%	39%
Administrative Salaries	5%	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

Title One
General Fund
State Lottery
Migrant

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,992	\$596	\$2,395	\$58,055
District	♦	♦	\$2,774	\$64,663
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-13.7	-12.2
Percent Difference: School Site/ State			-56.7	-18.5

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	30	22	44	42	14
All Students at the School	61	28	11	48	40	12
Male	65	25	10	48	37	16
Female	55	32	13	48	45	7
Hispanic or Latino	61	29	11	48	40	12
Socioeconomically Disadvantaged	60	28	12	48	41	12
English Learners	100			86	12	2
Students with Disabilities	100			94	6	
Students Receiving Migrant Education Services				55	45	

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Orange Cove High School	2012-13	2013-14	2014-15
English-Language Arts	49	48	39
Mathematics	59	65	52
Kings Canyon Joint Unified School	2012-13	2013-14	2014-15
English-Language Arts	53	50	52
Mathematics	53	60	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Orange Cove High School	2011-12	2012-13	2013-14
Dropout Rate	3.20	0.00	0.00
Graduation Rate	96.80	99.21	100.00
Kings Canyon Joint Unified School	2011-12	2012-13	2013-14
Dropout Rate	4.90	2.70	4.80
Graduation Rate	87.42	89.95	90.32
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	221
% of pupils completing a CTE program and earning a high school diploma	72
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	45

Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	94.57	75.22	84.6
Black or African American		66.67	76
American Indian or Alaska Native		50	78.07
Asian		84.62	92.62
Filipino		150	96.49
Hispanic or Latino	94.53	73.76	81.28
Native Hawaiian/Pacific Islander			83.58
White		87.21	89.93
Two or More Races		60	82.8
Socioeconomically Disadvantaged	25	52.94	61.28
English Learners	90	35.96	50.76
Students with Disabilities	95.08	72.26	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	93.37
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	22.13

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	1	♦

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	3	♦
Social Science	2	♦
All courses	8	1.2

* Where there are student course enrollments.

Career Technical Education Programs

Orange Cove High School offers career preparation courses, such as Criminal Justice, Crime Scene Investigation, Art Animation, Graphic Arts, Robotics, Principles of Engineering, Engineer Design and Development and Wildland 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, the county, and the state. 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.