School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	Orangeview Junior High	District Name	Anaheim Union High
Street	3715 West Orange Ave.	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 92804-2814	Web Site	Auhsd.k12.ca.us
Phone Number	714-220-4205	Superintendent	Joseph Farley, Ed.D.
Principal	Kevin Astor	E-mail Address	Farley_j@auhsd.us
E-mail Address	Astor_k@auhsd.us	CDS Code	30664316058861

School Description and Mission Statement
This section provides information about the school's goals and programs.

Orangeview Junior High School is a community with high expectations that promote academic achievement and a safe, healthy learning environment. Our goal is to understand the needs of each of our students and create programs and services that allow all students to achieve at high levels – both academically and socially.

Opportunities for Parental Involvement
This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to attend school activities and events to support their students as they get a better look at the many different facets of Orangeview life. Our Parent, Teacher, Student Association (PTSA) is looking for parents to partner with the school for increased success of our students. Many of our programs such as Band, Choir, Athletics, ASB are looking for parents to help both inside and outside of the classroom. The most effective method for parents to be involved in the academic development of their student is to regular meet with their child and talk about both their agenda planner and any notes they have taken in class. All students have an agenda planner in which they are expected to record what they are learning in their classes and the assignments they need to complete. Also, all students use the same note taking format (Cornell Notes) and this can been easily reviewed to understand the key concepts of many classes.

Student Enrollment by Grade Level
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	569
Grade 8	620
Total Enrollment	1189

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4 %	White (not Hispanic)	16.65 %
American Indian or Alaska Native	%	Multiple or No Response	9.76 %
Asian	6.31 %	Socioeconomically Disadvantaged	59 %
Filipino	3 %	English Learners	34 %
Hispanic or Latino	58 %	Students with Disabilities	14 %
Pacific Islander	2.02 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05 Avg. Class Size	2004-05 Number of Classrooms 1-22	2004-05 Number of Classrooms 23-32	2004-05 Number of Classrooms 33+	2005-06 Avg. Class Size	2005-06 Number of Classrooms 1-22	2005-06 Number of Classrooms 23-32	2005-06 Number of Classrooms 33+	2006-07 Avg. Class Size	2006-07 Number of Classrooms 1-22	2006-07 Number of Classrooms 23-32	2006-07 Number of Classrooms 33+
English	28.7	10	14	19	29.5	11	35	27	25	26	40	10
Mathematics	34.5	10	12	28	29.2	7	26	17	26	15	29	10
Science	33.5	3	9	27	32.7	2	17	26	30	4	19	14
Social Science	32.7	6	10	26	30.5	3	15	13	30	2	17	12

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

School Safety plans are reviewed on an annual basis. Input is gathered from thje School Site Council, staff, and community resource groups in order to determine any needed changes. The Orangeview Junior High School Safety Plan was updated in January, 2005. The plan was discussed with school staff in September/October, 2005.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School 2004-05	School 2005-06	School 2006-07	District 2004-05	District 2005-06	District 2006-07
Suspensions	23.3	12.7	15.7	13.6	6.1	6
Expulsions	0.7	1	1.1	0.5	0.6	0.9

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Orangeview Junior High School opened in 1958. The 20.6 acre site included 33 regular classrooms plus a number of portable classrooms. There are 14 labs which are designed for specific programs (i.e. computer labs, science lab, choral music room, etc.) The site also includes a library, a cafeteria, a gym, and a variety of sports fields. A large portion of the buildings on site were modernized in 1994 with State School Building funding. The exterior of all buildings will be painted with a new color scheme during the summer of 2007. This will include extensive repairs and prep work to address the wear and tear on many buildings for almost 50 years. There are plans to add climate control for the small number of rooms not completed through the 1994 modernization.

Maintenance and repair: Site and district maintenance staff ensure 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. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors, and painting takes place during times when students are not in class. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on March 1, 2008

School Facility Good Repair Status
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	Reglaze classroom window from inside. Work order issued.
Interior Surfaces (walls, floors, and ceilings)	[ ]	[ ]	[X]	Missing baseboards and damaged ceiling tiles in various classrooms. Plaster damage in restroom and classroom. Broken tile in boy's locker room. Paint peeling inside gym and in girl's restroom. Work orders issued.
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	Outside drinking fountain graffitied and low water pressure. Broken tile around drinking fountain inside gym. Work orders issued.
Restrooms	[X]	[ ]	[ ]	Door damaged in one restroom. Work order issued.
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status
This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

IV. Teachers

Professional Development
This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Beginning Teacher Support and Assessment (BTSA) program, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students. Classified staff members also have opportunities to participate in trainings designed to enhance their effectiveness with students. All district staff members are supported in their efforts to be considered highly qualified under NCLB.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	46	53	53	1281
Without Full Credential	5	2	1	57
Teaching Outside Subject Area of Competence	4	0	2	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners		0	1
Total Teacher Misassignments		2	3
Vacant Teacher Positions		0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	87 %	13 %
Low-Poverty Schools in District	99.1 %	0.9 %

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	396
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

This information was collected in October 2007.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Per the California Department of Education schedule, all textbooks are replaced every seven years. Reading/Language Arts materials were adopted in 2002-03. There is one textbook available per student	0
Mathematics	Mathematics textbooks were adopted in 2001-02. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2007-08.	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	0
Science Laboratory Equipment (grades 9-12)	NA	NA

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$8,620	$3,429	$5,190	$65,490
District	---	---	$5,135	$70,578
Percent Difference – School Site and District	---	---	1.1%	-6.3%
State	---	---	$4,943	$62,833
Percent Difference – School Site and State	---	---	5.0%	4.1%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Through various funding sources, Orangeview Junior High School offers different support services for our students. Some of these include, but are not limited to: After school Homework Lab; Saturday Academic Academies in Math, English, and EL; Parent Conferences; Anaheim Achieves After School Program; After School Tutoring; Summer Enrichment Classes

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,035	$39,456
Mid-Range Teacher Salary	$78,309	$66,091
Highest Teacher Salary	$89,952	$82,529
Average Principal Salary (Middle)	$111,812	$104,975
Average Principal Salary (High)	$122,889	$116,464
Superintendent Salary	$216,000	$171,138
Percent of Budget for Teacher Salaries	39.5 %	37.4 %
Percent of Budget for Administrative Salaries	4.1 %	5.2 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	29	32	33	38	39	41	40	42	43
Mathematics	30	34	31	34	36	32	38	40	40
Science		36	46	41	39	42	27	35	38
History-Social Science	28	32	34	34	36	36	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	24	21	45	36
American Indian or Alaska Native	*	*	*	*
Asian	44	64	72	69
Filipino	53	49	64	57
Hispanic or Latino	27	27	39	27
Pacific Islander	38	28	40	53
White (not Hispanic)	46	29	60	38
Male	30	34	53	36
Female	37	28	38	32
Economically Disadvantaged	29	29	45	30
English Learners	10	22	25	16
Students with Disabilities	6	10	19	15
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	34	37	36	41	41	40	41	42	42
Mathematics	49	50	47	48	48	48	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	36	45
American Indian or Alaska Native	*	*
Asian	51	71
Filipino	40	60
Hispanic or Latino	31	40
Pacific Islander	35	47
White (not Hispanic)	46	54
Male	34	49
Female	38	44
Economically Disadvantaged	30	41
English Learners	21	30
Students with Disabilities	6	6
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
7	29

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

API Rank	2004-05	2005-06	2006-07
Statewide	5	4	5
Similar Schools	10	4	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	1	19	1	705
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	5	30	-5	674
Pacific Islander				
White (not Hispanic)	-16	25	10	741
Socioeconomically Disadvantaged	3	26	0	688
English Learners	N/A	18	-9	665
Students with Disabilities	N/A	33	10	574

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2000-2001	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	23.8