Orangeview Junior High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 principal or the district office.

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Orangeview Junior High School
Street	3715 West Orange Avenue
City, State, Zip	Anaheim, CA 92804-2814
Phone Number	(714) 220-4205
Principal	Roberto Saldivar
E-mail Address	saldivar_r@auhsd.us
Web Site	http://orangeview.auhsd.us/
Grades Served	7-8
CDS Code	30664316058861

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

School Vision Statement:
Orangeview Junior High School will ensure a safe environment, dedicated staff, and involved parents. It will challenge students with a rigorous standards-based curriculum and high expectations in an effort to prepare them for a successful future.

Highlights:
Orangeview Junior High School has developed programs to meet the diverse needs of students through course offerings. For example, we provide a full selection of honors courses for advanced students, literacy support and interventions for struggling students, and we fully integrate many of our special education students into collaboratively taught Math and English classes.

In addition to the specialized courses, our counseling department offers a comprehensive list of support services to assist students through the academic and social challenges of junior high school. We provide one-on-one meetings, group sessions for anger management, organizational skills, grief, and we partner with outside agencies to connect students and families with additional support.

At Orangeview Junior High School we are committed to:
• A coordinated instructional program in which teachers collaborate to ensure all students learn
• A systematic response to students' academic and social needs

So that all students can:
1. Collaborate
2. Communicate
3. Be Creative
4. Think Critically

We strive to equip students with 21st century skills that are needed for college and careers.

General Information:
Orangeview Junior High School offers the following courses which meet University of California A-G requirements: Spanish 1, Spanish Speakers 1, Spanish Speakers 2, and Japanese 1. Currently, 218 students are enrolled in these courses. We also offer AVID in which 27 students are enrolled for the 2015-16 year. Orangeview Junior High School offers honors classes in English language arts (ELA), mathematics, history and science. Seven hundred and forty-nine students are enrolled in Visual and Performing Arts (VAPA) classes, and 200 to 250 students are participating in intramural sports each quarter. Orangeview Junior High School has Career and Technical Education (CTE) course offerings that lead to pathways at the high school level, such as Wood Manufacturing, Exploring Technology, Business Technology, and Multimedia Production, in which 336 students are enrolled. Orangeview Junior High School also hosts the GATE Orchestra program for all students in the District. Orangeview Junior High School offers the following support programs to help close the achievement gap: ELA and English Language Development (ELD) support classes, inclusion classes for students in the Resource program, Multi-Tiered Systems of Support (MTSS) framework of interventions, Parent Partnership Nights, Parent Center, after school tutoring; individual and group counseling; Backpack Rescue, Positive Behavioral Intervention and Supports (PBIS), and a variety of clubs. Orangeview Junior High School has partnered with community programs such as Anaheim Achieves, Gang Reduction and Intervention Program (GRIP), Tiger Woods Learning Center, West Anaheim Youth Center, AmeriCorps, and Casa Youth Shelter to provide services for our students. Orangeview Junior High School has an extensive rewards system for all students, including Student of the Day, Student of the Month, Panther Pride Awards, PRIDE Bucks, Honor Roll and High Honor Roll, Growth Awards, Perfect Attendance, Panther success stickers and Student of the Year awards.

Demographic Information:

Orangeview Junior High School, located in Anaheim, California, serves 862 students, in which 84% participate in the free and reduced meal program, 31.6% are English Learners, and 12.8% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 70.3% Hispanic; 10.1% White; 7.5% Asian; 5% Filipino; 4% African American; and, 1.1% Pacific Islander, and 0.8% American Indian/Alaska Native.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	450
Grade 8	447
Total Enrollment	897

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	2.1
Asian	7.5
Filipino	5.1
Hispanic or Latino	73.4
Native Hawaiian or Pacific Islander	0.6
White	7
Two or More Races	0.9
Socioeconomically Disadvantaged	85.3
English Learners	30.9
Students with Disabilities	12.3
Foster Youth	0.7

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	33	35	35	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	2	2	0	27

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	2	2	0
Vacant Teacher Positions	0	0	0

Note: "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 (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.4	0.6
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

Note: 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)

Year and month in which data were collected: August 2015

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in October 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	University of California, Irvine Mathematics Project curriculum and instructional materials were adopted in 2014-15. Additionally, mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
Science Laboratory Equipment (grades 9-12)	NA		NA

School Facility Conditions and Planned Improvements (Most Recent Year)

Orangeview Junior High School opened in 1958. The 20.6 acre site included 42 regular 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, parent center, 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 were painted with a new color scheme during the summer of 2007. This included extensive repairs and prep work to address the wear and tear on many buildings for almost 50 years.

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's Board of Trustees 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. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on October 6, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 6, 2015				
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			Replace drinking fountain at restroom by room 18. Repairs made to toilets in girls' restrooms by room 18.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 6, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Replace raised sidewalk at east side of main office. Grind concrete at walkway at north side of library. Repair raised concrete at west side of cafeteria. Repairs made to fence poles at field, west side of track.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 6, 2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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], 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	34	44	44
Mathematics	19	28	33

Note: 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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	7	458	453	98.9	32	29	29	9
	8	456	444	97.4	34	36	26	5
Male	7		229	50.0	37	29	27	6
	8		211	46.3	38	37	18	6
Female	7		224	48.9	28	30	30	12
	8		233	51.1	29	36	32	3
Black or African American	7		20	4.4	55	30	15	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		12	2.6	58	33	8	0
American Indian or Alaska Native	7		14	3.1	43	14	29	14
	8		9	2.0	--	--	--	--
Asian	7		30	6.6	13	17	40	30
	8		39	8.6	15	23	38	23
Filipino	7		33	7.2	12	42	30	12
	8		16	3.5	19	19	56	6
Hispanic or Latino	7		322	70.3	36	30	28	6
	8		324	71.1	38	39	22	2
Native Hawaiian or Pacific Islander	7		3	0.7	--	--	--	--
	8		2	0.4	--	--	--	--
White	7		26	5.7	23	27	35	15
	8		40	8.8	18	43	38	3
Two or More Races	7		5	1.1	--	--	--	--
	8		2	0.4	--	--	--	--
Socioeconomically Disadvantaged	7		382	83.4	35	30	27	7
	8		374	82.0	36	39	21	4
English Learners	7		106	23.1	70	23	5	2
	8		117	25.7	66	29	5	0
Students with Disabilities	7		54	11.8	83	9	2	2
	8		52	11.4	77	15	8	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 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.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	458	452	98.7	42	36	14	8
	8	456	445	97.6	59	25	11	4
Male	7		229	50.0	45	35	12	7
	8		213	46.7	56	25	11	8
Female	7		223	48.7	39	36	17	9

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		232	50.9	62	25	11	2
Black or African American	7		19	4.1	63	32	0	5
	8		12	2.6	75	25	0	0
American Indian or Alaska Native	7		14	3.1	57	14	21	7
	8		9	2.0	--	--	--	--
Asian	7		30	6.6	13	33	17	37
	8		39	8.6	36	15	15	33
Filipino	7		33	7.2	42	27	24	6
	8		16	3.5	31	25	44	0
Hispanic or Latino	7		322	70.3	44	37	13	6
	8		324	71.1	65	24	8	2
Native Hawaiian or Pacific Islander	7		3	0.7	--	--	--	--
	8		2	0.4	--	--	--	--
White	7		26	5.7	27	42	19	12
	8		40	8.8	45	33	20	3
Two or More Races	7		5	1.1	--	--	--	--
	8		3	0.7	--	--	--	--
Socioeconomically Disadvantaged	7		381	83.2	46	35	13	6
	8		374	82.0	62	25	9	3
English Learners	7		107	23.4	79	16	2	3
	8		119	26.1	87	13	1	0
Students with Disabilities	7		53	11.6	89	8	4	0
	8		52	11.4	88	8	2	2
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 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.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	62	61	42	61	61	56	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	42
Male	46
Female	40
Black or African American	25
American Indian or Alaska Native	--
Asian	81
Filipino	66
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	--
White	65
Two or More Races	--
Socioeconomically Disadvantaged	23
English Learners	10
Students with Disabilities	40
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.00	24.10	20.80

Note: 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.

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 (Most Recent Year)

There are many opportunities for parents to become involved in school activities. Our Parent Teacher Student Association (PTSA) was established so that parents may partner with the school to sponsor activities. Parents may also partner with the school by participating in the School Site Council (SSC), the English Learner Advisory Committee (ELAC) and the District advisory Council (DAC) in which the Superintendent is a member. Many of our programs, such as band, choir, athletics, and ASB encourage parents to volunteer inside and outside of the classroom. The most effective method for parents to be involved in the academic development of their student is to regularly meet with their child and talk about both their agenda planner and any notes they have taken in class. We have parent nights and coffee with the principal once a month where we share how parents may monitor their child's academic progress and discuss other topics of interest. All students have an agenda planner 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), which can easily be reviewed to understand the key concepts of many classes. Parents may review the planner to see what activities their child has completed during school each day.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	14.12	13.93	9.17	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.38	0.00	0.00	0.20	0.13	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School Safety plans are reviewed on an annual basis. Input is gathered from the School Site Council, the Discipline and Safety Committee, staff, and community resource groups in order to determine any needed changes. The Orangeview Junior High School Safety Plan was updated in the fall of 2013. The safety plan provides an overview of how Orangeview staff will handle emergency situations on and off of the campus as well as the protocol for interventions to ensure the health and well being of students and staff.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	12	28	11	28	15	7	23	28	9	15	18
Mathematics	25	10	18	11	27	10	14	11	27	5	21	8
Science	29	8		25	31	6	3	21	30	6	3	21
Social Science	30	5	6	21	32	4	4	21	32	4	3	21

Note: 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 (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	465
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,488	$2,368	$7,120	$86,305
District	N/A	N/A	$7,743	$88,375
Percent Difference: School Site and District	N/A	N/A	-8.0	-2.3
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	33.1	15.2

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

Types of Services Funded (Fiscal Year 2014-15)

Through funding from state and federal categorical programs, such as Title I and LCFF, Orangeview Junior High School offers support services for our students. Some of these include, but are not limited to: after school homework assistance; Saturday academic academies; parent conferences; Anaheim Achieves after-school program. In addition, we fund one additional teacher to serve students in English language arts/reading. *Qualifying Orangeview Junior High School students also participate in Supplemental Educational Services (SES) through the Title I program.

*SES is also referred to as free Title I after-school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,618	$44,363
Mid-Range Teacher Salary	$88,470	$71,768
Highest Teacher Salary	$101,623	$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$126,979	$121,276
Average Principal Salary (High)	$133,651	$133,673
Superintendent Salary	$245,000	$210,998
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

The teachers at Orangeview attend a variety of District in-services, professional development workshops, and conferences to enhance their content knowledge and instructional skills. The in-services, conferences, and professional development opportunities give teachers time to collaborate and share the latest instructional strategies. Teachers learn to use students' assessment results and data from these assessments to meet the individual needs of students. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. This program provides a mentor teacher for the new teacher so that the latest instructional strategies are shared with the new teacher. Classified staff members also have many opportunities to participate in training designed to enhance their effectiveness with students. They also attend district in-services and professional development workshops. All District staff members are supported in their efforts to deliver highly-effective lessons.