

# Orangeview Junior High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

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

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

### School Description and Mission Statement (School Year 2016-17)

#### 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 Advancement Via Individual Determination (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, a 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 81% participate in the free and reduced meal program, and 31% are English Learners. The demographic profile also indicates the following regarding student subgroups: 70% Hispanic; 10% Asian; 7% White, 5% Filipino; 4% African American; and, 2% Pacific Islander/ Native American, and 1% two or more races.

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 7	411
Grade 8	451
<b>Total Enrollment</b>	<b>862</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.4
Asian	10.4
Filipino	5.3
Hispanic or Latino	70.1
Native Hawaiian or Pacific Islander	0.7
White	6.7
Two or More Races	1
Socioeconomically Disadvantaged	83.4
English Learners	30.6
Students with Disabilities	13.7
Foster Youth	0.3

**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**

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	35	35	34	1250
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	59

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	2	0	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.0	2.0
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	97.0	3.0

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 2016-17)

Year and month in which data were collected: September 2016

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 September 2016.

Subject	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2015-16, 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
<b>Health</b>	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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. The exterior of all buildings were refurbished and painted with a new color scheme during the summer of 2007.

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 September 7, 2016.

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: September 7, 2016</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Room 38 has a hole in wall. Repair work is in progress.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 7, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Raised concrete at west side of cafeteria. Repair fence poles at field, west side of track.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 7, 2016				
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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	34	43	44	47	44	48
<b>Mathematics</b>	19	22	29	29	34	36

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 Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>7</b>	416	408	98.1	44.1
	<b>8</b>	462	457	98.9	41.6
<b>Male</b>	<b>7</b>	204	201	98.5	38.3
	<b>8</b>	241	238	98.8	34.5
<b>Female</b>	<b>7</b>	212	207	97.6	49.8
	<b>8</b>	221	219	99.1	49.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	7	14	14	100.0	28.6
	8	23	23	100.0	21.7
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	50	50	100.0	72.0
	8	41	40	97.6	62.5
Filipino	7	19	19	100.0	63.2
	8	28	28	100.0	53.6
Hispanic or Latino	7	296	290	98.0	36.9
	8	326	324	99.4	38.0
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	30	28	93.3	57.1
	8	28	26	92.9	50.0
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	352	344	97.7	41.0
	8	390	385	98.7	39.2
English Learners	7	98	94	95.9	9.6
	8	93	91	97.8	4.4
Students with Disabilities	7	53	52	98.1	11.5
	8	54	53	98.2	5.7
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	413	406	98.3	23.9
	8	461	456	98.9	19.5
Male	7	201	199	99.0	22.6
	8	240	237	98.8	18.1
Female	7	212	207	97.6	25.1
	8	221	219	99.1	21.0
Black or African American	7	14	14	100.0	14.3
	8	23	23	100.0	17.4
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	49	49	100.0	57.1
	8	41	40	97.6	45.0
Filipino	7	19	19	100.0	47.4
	8	28	28	100.0	28.6
Hispanic or Latino	7	294	289	98.3	15.2
	8	325	323	99.4	15.2
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	30	28	93.3	42.9
	8	28	26	92.9	19.2
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	350	343	98.0	21.9
	8	389	384	98.7	15.9
English Learners	7	96	93	96.9	4.3
	8	92	90	97.8	1.1
Students with Disabilities	7	53	52	98.1	11.5
	8	53	52	98.1	1.9
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	61	42	46	61	56	51	60	56	54

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	461	454	98.5	45.6
<b>Male</b>	240	236	98.3	46.6
<b>Female</b>	221	218	98.6	44.5
<b>Black or African American</b>	23	23	100.0	30.4
<b>Asian</b>	41	40	97.6	62.5
<b>Filipino</b>	28	28	100.0	71.4
<b>Hispanic or Latino</b>	325	321	98.8	40.8
<b>White</b>	28	26	92.9	61.5
<b>Socioeconomically Disadvantaged</b>	389	382	98.2	43.5
<b>English Learners</b>	92	89	96.7	13.5
<b>Students with Disabilities</b>	53	52	98.1	15.4

Note: 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.

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	19.2	27.6	28.8

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 (School Year 2016-17)

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 Superintendent's Parent Advisory Council. 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 students is to regularly meet with their child(ren) 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	13.9	9.2	9.6	5.4	5.4	5.6	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students and community resource groups along with the School Site Council in order to determine any needed changes. The Orangeview Junior High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. 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.

#### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2000-2001	2008-2009
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	13
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16					
	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	28	15	7	23	28	9	15	18	28	9	15	18		
Mathematics	27	10	14	11	27	5	21	8	27	5	21	8		
Science	31	6	3	21	30	6	3	21	30	6	3	21		
Social Science	32	4	4	21	32	4	3	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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	432
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.05	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,876	\$2,785	\$8,091	\$89,472
District	N/A	N/A	\$8,344	\$90,749
Percent Difference: School Site and District	N/A	N/A	-3.0	-1.4
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	42.5	15.0

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

### Types of Services Funded (Fiscal Year 2015-16)

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, and 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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,833	\$46,184
Mid-Range Teacher Salary	\$90,682	\$75,179
Highest Teacher Salary	\$104,163	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,509	\$124,243
Average Principal Salary (High)	\$138,901	\$137,939
Superintendent Salary	\$225,500	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
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 Junior High School 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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. 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.