

# Orangeview Junior High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)

| 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                  | Charles Hernandez   |
| E-mail Address             | hernandez_ch@auhsd.us   |
| Web Site                   | <a href="http://orangeview.auhsd.us/">http://orangeview.auhsd.us/</a> |
| CDS Code                   | 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 2018-19)**

#### **School Vision Statement:**

Orangeview will provide a safe, modern, and equitable learning environment built on positive relationships where staff, students, parents, and community collaborate to design innovative instruction that prepares students to be productive community members who are College and Career Ready.

#### **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, 211 students are enrolled in these courses. We also offer Advancement Via Individual Determination (AVID), in which 160 students are enrolled for the 2018-19 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 373 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: 68.1% Hispanic, 10.3% Asian, 8.3% White, 5% Filipino, 4% African American, and, 3.3% Pacific Islander/ Native American, and 1.1% two or more races.

**Student Enrollment by Grade Level (School Year 2017-18)**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 403                |
| Grade 8                 | 420                |
| <b>Total Enrollment</b> | <b>823</b>         |

**Student Enrollment by Group (School Year 2017-18)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.8                         |
| American Indian or Alaska Native    | 1.9                         |
| Asian                               | 7.4                         |
| Filipino                            | 5.2                         |
| Hispanic or Latino                  | 70.6                        |
| Native Hawaiian or Pacific Islander | 1.1                         |
| White                               | 4.6                         |
| Socioeconomically Disadvantaged     | 84.7                        |
| English Learners                    | 35.5                        |
| Students with Disabilities          | 14.1                        |
| Foster Youth                        | 0.9                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 34      | 35      | 36      | 1199     |
| Without Full Credential  | 0       | 0       | 1       | 18       |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 2       | 146      |

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 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.

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** July 2018

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.

| Subject               | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>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           | Mathematics textbooks, by Carnegie Learning, were adopted in 2018-19. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student. | Yes                              | 0   |
| Science               | Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19. There is one textbook available per student.          | Yes                              | 0   |

| Subject                           | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-----------------------------------|---|----------------------------------|---|
| <b>History-Social Science</b>     | History/Social science textbooks were adopted in 2018-19. There is one textbook available per student.  | Yes                              | 0   |
| <b>Foreign Language</b>           | Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2016-17, and supplemental books continue to be adopted each year. There is one textbook available per student. | Yes                              | 0   |
| <b>Health</b>                     | Health textbooks were adopted in 2016-17. There is one textbook available per student.  | Yes                              | 0   |
| <b>Visual and Performing Arts</b> | Visual and performing arts students have access to course appropriate textbooks and instructional materials.  | Yes                              | 0   |

#### **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. Large portions 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 October 9, 2018.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| <b>School Facility Good Repair Status (Most Recent Year)</b><br><b>Year and month of the most recent FIT report:</b> October 9, 2018 |                      |  |
|--|----------------------|--|
| <b>System Inspected</b>  | <b>Repair Status</b> | <b>Repair Needed and Action Taken or Planned</b> |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer  | Good                 |  |
| <b>Interior:</b> Interior Surfaces   | Good                 |  |

| <b>School Facility Good Repair Status (Most Recent Year)</b><br>Year and month of the most recent FIT report: October 9, 2018 |                      |  |
|---|----------------------|--|
| <b>System Inspected</b>   | <b>Repair Status</b> | <b>Repair Needed and Action Taken or Planned</b>   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation  | Good                 |  |
| <b>Electrical:</b> Electrical   | Good                 |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains  | Good                 |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials   | Good                 |  |
| <b>Structural:</b> Structural Damage, Roofs   | Poor                 | Roof leaks at various locations. Deficiencies are included in the ongoing District Project List. |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences   | Good                 |  |

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

| Year and month of the most recent FIT report: October 9, 2018 |             |
|---|-------------|
| <b>Overall Rating</b>   | <b>Good</b> |

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

Grades Three through Eight and Grade Eleven

| <b>Subject</b>  | <b>Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)</b> |                |                 |                |                |                |
|---|---|----------------|-----------------|----------------|----------------|----------------|
|   | <b>School</b>   |                | <b>District</b> |                | <b>State</b>   |                |
|   | <b>2016-17</b>  | <b>2017-18</b> | <b>2016-17</b>  | <b>2017-18</b> | <b>2016-17</b> | <b>2017-18</b> |
| <b>English Language Arts/Literacy (grades 3-8 and 11)</b> | 45.0  | 41.0           | 46.0            | 44.0           | 48.0           | 50.0           |
| <b>Mathematics (grades 3-8 and 11)</b>                    | 22.0  | 21.0           | 28.0            | 27.0           | 37.0           | 38.0           |

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.

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

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 818              | 805           | 98.41          | 41.37                   |
| Male                                | 431              | 424           | 98.38          | 33.49                   |
| Female                              | 387              | 381           | 98.45          | 50.13                   |
| Black or African American           | 25               | 25            | 100.00         | 40.00                   |
| American Indian or Alaska Native    | 14               | 14            | 100.00         | 35.71                   |
| Asian                               | 60               | 58            | 96.67          | 67.24                   |
| Filipino                            | 43               | 43            | 100.00         | 65.12                   |
| Hispanic or Latino                  | 574              | 566           | 98.61          | 35.87                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 32               | 32            | 100.00         | 50.00                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 714              | 701           | 98.18          | 39.23                   |
| English Learners                    | 471              | 464           | 98.51          | 29.09                   |
| Students with Disabilities          | 99               | 98            | 98.99          | 7.14                    |
| Foster Youth                        | --               | --            | --             | --                      |

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 819              | 813           | 99.27          | 21.01                   |
| Male                                | 432              | 429           | 99.31          | 17.65                   |
| Female                              | 387              | 384           | 99.22          | 24.74                   |
| Black or African American           | 25               | 25            | 100            | 12.5                    |
| American Indian or Alaska Native    | 14               | 14            | 100            | 7.14                    |
| Asian                               | 60               | 60            | 100            | 52.54                   |
| Filipino                            | 43               | 43            | 100            | 39.53                   |
| Hispanic or Latino                  | 575              | 570           | 99.13          | 16.9                    |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 32               | 32            | 100            | 15.63                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 715              | 709           | 99.16          | 18.72                   |
| English Learners                    | 472              | 470           | 99.58          | 13.46                   |

| Student Group                     | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------|------------------|---------------|----------------|-------------------------|
| <b>Students with Disabilities</b> | 99               | 98            | 98.99          | 2.06                    |
| <b>Foster Youth</b>               | --               | --            | --             | --                      |

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

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

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

#### CAASPP Test Results in Science for All Students

##### Grades Five, Eight, and Ten

| Subject                              | Percentage of Students Meeting or Exceeding the State Standard |         |          |         |         |         |
|--------------------------------------|--|---------|----------|---------|---------|---------|
|                                      | School   |         | District |         | State   |         |
|                                      | 2016-17  | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>Science (grades 5, 8, and 10)</b> | N/A  | N/A     | N/A      | N/A     | N/A     | N/A     |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

#### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 7           | 16.7  | 27.1                  | 25.1                 |

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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, AVID, Puente, 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 children and talk about both their agenda planner and any notes they have taken in class. Parents may also visit our Parent Center in order to participate in our Parent Leadership Academies and regular parent learning walks. We have parent nights and coffee with the principal once each 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. In addition, 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. Regular announcements are made by the site Family and Community Engagement Specialist to parents via phone and e-mail to inform parents of additional involvement opportunities.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 9.6     | 5.8     | 4.7     | 5.6      | 5.8     | 4.8     | 3.7     | 3.7     | 3.5     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

#### School Safety Plan (School Year 2018-19)

School Safety Plans are reviewed, discussed, 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 Anaheim 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.

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

| Subject        | 2015-16         |                      |       | 2016-17         |                      |       | 2017-18         |                      |       |
|----------------|-----------------|----------------------|-------|-----------------|----------------------|-------|-----------------|----------------------|-------|
|                | Avg. Class Size | Number of Classrooms |       | Avg. Class Size | Number of Classrooms |       | Avg. Class Size | Number of Classrooms |       |
|                |                 | 1-22                 | 23-32 |                 | 1-22                 | 23-32 |                 | 1-22                 | 23-32 |
| English        | 27.0            | 11                   | 13    | 17              | 25.0                 | 12    | 15              | 13                   | 25.0  |
| Mathematics    | 30.0            | 5                    | 7     | 17              | 28.0                 | 9     | 21              | 29.0                 | 6     |
| Science        | 30.0            | 5                    | 5     | 19              | 31.0                 | 6     | 1               | 20                   | 28.0  |
| Social Science | 29.0            | 4                    | 12    | 13              | 31.0                 | 4     | 6               | 17                   | 29.0  |

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 2017-18)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 2                                | 431   |
| 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   | 0.17                             | N/A   |
| Speech/Language/Hearing Specialist                  | 0.3                              | N/A   |
| Resource Specialist (non-teaching)                  | 0                                | N/A   |
| Other   | 2                                | 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 2016-17)

| Level  | Expenditures Per Pupil |                             |                        | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
|  | Total                  | Supplemental/<br>Restricted | Basic/<br>Unrestricted |                        |
| School Site                                  | \$12,097               | \$3,122                     | \$8,975                | \$93,606               |
| District                                     | N/A                    | N/A                         | \$8,163                | \$94,805               |
| Percent Difference: School Site and District | N/A                    | N/A                         | 9.5                    | 0.5                    |
| State  | N/A                    | N/A                         | \$7,125                | \$85,815               |
| Percent Difference: School Site and State    | N/A                    | N/A                         | 30.9                   | 12.3                   |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

Through funding from state and federal categorical programs, such as Title I and LCFF, Orangeview Junior High School offers several 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. Orangeview also funds portions of Puente and AVID/AVID EXCEL in order to ensure the success of all students in being both college and career ready. The position of Family and Community Engagement Specialist is used to increase knowledge of parental involvement opportunities and form partnerships with the local community. In addition, we fund one additional teacher to serve students in English Language Arts/Reading.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$51,328        | \$50,747                                     |
| Mid-Range Teacher Salary                      | \$93,402        | \$86,127                                     |
| Highest Teacher Salary                        | \$110,430       | \$106,915                                    |
| Average Principal Salary (Elementary)         | \$0             |  |
| Average Principal Salary (Middle)             | \$137,581       | \$136,636                                    |
| Average Principal Salary (High)               | \$152,510       | \$150,286                                    |
| Superintendent Salary                         | \$260,000       | \$238,058                                    |
| Percent of Budget for Teacher Salaries        | 36.0            | 34.0   |
| Percent of Budget for Administrative Salaries | 4.0             | 5.0  |

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)**

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.