

Orangeview Junior High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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	Bindi Crawford
Email Address	crawford_b@auhsd.us
School Website	https://orangeview.auhsd.us
County-District-School (CDS) Code	30664316058861

2023-24 District Contact Information

District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website	https://www.auhsd.us

2023-24 School Description and Mission Statement

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 provide innovative instruction to prepare students to be productive citizens 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, English, Science, and History 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, 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
5. Build Character and Compassion

We strive to equip students with 21st-century skills that are needed for college, career, and life.

2023-24 School Description and Mission Statement

General Information:

Orangeview Junior High School offers the following courses, which meet University of California A-G requirements: Spanish 1, Spanish Speakers 1, Spanish Conversation & Culture, and Japanese 1 (166 students). We also offer Advancement Via Individual Determination (AVID), in which 116 students are enrolled for the 2023-2024 year. Orangeview Junior High School offers honors classes in English language arts (ELA), mathematics, history, and science. Four hundred and forty students are enrolled in Visual and Performing Arts (VAPA) classes, and 200-to-250 students participated 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 Computer Science Discoveries, Advanced Computer Science Discoveries, Entrepreneurship/Robotics, Digital Animation, Digital Multimedia and TV Studio, in which 388 students are enrolled. 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 through the Educational Monitoring Team (EMT) process. Parent Partnership Nights, a parent center, after-school tutoring, individual and group counseling, Positive Behavioral Intervention and Supports (PBIS), and a variety of clubs. Orangeview Junior High School has partnered with community programs such as Anaheim Achieves, Tiger Woods Learning Center, West Anaheim Youth Center, and Project SAY to provide services for our students. Orangeview Junior High School has an extensive rewards system for all students, including Student of the Month, Panther Pride Awards, PRIDE Points using 5 Star student management system, Honor Roll and High Honor Roll, Growth Awards, Perfect Attendance, Panther success stickers/badges, and Student of the Year awards.

Demographic Information:

Orangeview Junior High School, located in Anaheim, California, serves 649 students. Approximately 87% of our students are socioeconomically disadvantaged. Our student population is 31.1% English Learners. The demographic profile also indicates the following regarding student subgroups: 79.7% Hispanic, 7.2% Asian, 6.2% White, 2.4% Filipino, 1.5% African American, and, 0.4% Pacific Islander/ Native American, and 1.9% two or more races.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	296
Grade 8	385
Total Enrollment	681

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2%
Male	51.8%
American Indian or Alaska Native	0.7%
Asian	6.6%
Black or African American	1.9%
Filipino	1.6%
Hispanic or Latino	80.3%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	1.8%
White	6.2%
English Learners	27.8%
Foster Youth	1%
Homeless	6.5%
Socioeconomically Disadvantaged	88.7%
Students with Disabilities	15%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.40	74.14	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	4.94	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	7.70	20.90	226.00	18.73	18854.30	6.86
Total Teaching Positions	37.00	100.00	1206.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.80	89.51	1094.60	83.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.21	8.50	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	4.22	73.20	5.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	32.80	2.50	11953.10	4.28
Unknown	2.50	6.01	106.80	8.11	15831.90	5.67
Total Teaching Positions	42.20	100.00	1316.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.80	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.80	1.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.9	4.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at
<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	September 13, 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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	Mathematics textbooks, by Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student.	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)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

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, a 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 18, 2023.

Year and month of the most recent FIT report	October, 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			Several holes and missing or sunken asphalt. Planned Action to be Taken: Promptly address holes and asphalt issues.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	29	43	42	47	46
Mathematics (grades 3-8 and 11)	16	16	23	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	687	667	97.09	2.91	29.13
Female	332	318	95.78	4.22	30.60
Male	355	349	98.31	1.69	27.79
American Indian or Alaska Native	--	--	--	--	--
Asian	45	44	97.78	2.22	52.27
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	16.67
Hispanic or Latino	555	539	97.12	2.88	27.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	16.67
White	42	40	95.24	4.76	40.00
English Learners	158	148	93.67	6.33	4.73
Foster Youth	--	--	--	--	--
Homeless	45	43	95.56	4.44	20.93
Military	31	31	100.00	0.00	12.90
Socioeconomically Disadvantaged	603	587	97.35	2.65	27.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	108	98.18	1.82	12.04

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	687	674	98.11	1.89	15.58
Female	332	323	97.29	2.71	13.31
Male	355	351	98.87	1.13	17.66
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	35.56
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	25.00
Hispanic or Latino	555	544	98.02	1.98	12.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	25.00
White	42	42	100.00	0.00	23.81
English Learners	158	153	96.84	3.16	1.31
Foster Youth	--	--	--	--	--
Homeless	45	44	97.78	2.22	13.64
Military	31	31	100.00	0.00	6.45
Socioeconomically Disadvantaged	603	591	98.01	1.99	14.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	109	99.09	0.91	4.59

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.95	21.88	28.29	28.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	393	388	98.73	1.27	21.65
Female	195	190	97.44	2.56	16.84
Male	198	198	100.00	0.00	26.26
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	34.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	316	311	98.42	1.58	19.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	41.67
English Learners	88	86	97.73	2.27	2.33
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	27.27
Military	22	22	100.00	0.00	18.18
Socioeconomically Disadvantaged	346	342	98.84	1.16	20.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	60	100.00	0.00	10.00

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	99	99	99	99

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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. All parents are invited to attend the parent orientation at the beginning of the year. Invitations to all meetings are made in advance through Parent Square and the Family and Community Engagement Specialist communication. The school website and marquee are also updated regularly. Student planners and eKadence are used for parent/student/teacher communication. Aeries Parent Portal is available to provide current attendance and grade information. Parents may sign up for weekly Aeries updates.

Parents may also visit/contact our Parent Center in order to participate in various activities such as parent learning walks, Parent Leadership Academy, Counselor Advisory Committee, and Ready, Set, Go are held within the school day or immediately after school. Parent Nights, ELAC, technology workshops and Coffee with the Principal are held in conjunction with Western High School and fluctuate between campuses in order to be more accessible to parents. Each school year parents are involved in the evaluation and revision of the policy and the SPSA. Suggestions are noted and revisions are made based on funding availability and practicality.

All students have an agenda planner to record what they are learning in their classes and the assignments they need to complete. 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 Parent Square to inform parents of additional involvement opportunities.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	731	717	213	29.7
Female	355	346	104	30.1
Male	376	371	109	29.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	6	2	33.3
Asian	47	47	5	10.6
Black or African American	16	15	11	73.3
Filipino	12	12	0	0.0
Hispanic or Latino	585	574	170	29.6
Native Hawaiian or Pacific Islander	5	5	4	80.0
Two or More Races	12	12	1	8.3
White	46	45	20	44.4
English Learners	206	201	61	30.3
Foster Youth	13	11	3	27.3
Homeless	48	48	15	31.3
Socioeconomically Disadvantaged	654	645	202	31.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	118	118	46	39.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.47	7.80	0.00	2.75	3.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.8	0
Female	8.45	0
Male	7.18	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.13	0
Black or African American	31.25	0
Filipino	8.33	0
Hispanic or Latino	6.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	15.22	0
English Learners	8.25	0
Foster Youth	15.38	0
Homeless	0	0
Socioeconomically Disadvantaged	7.65	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.47	0

2023-24 School Safety Plan

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 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.

A safety committee was approved by School Site Council on 10/18/23 to update the Safety Plan for the 2023-2024 school year. It is annually reviewed by the School Safety Team which meets monthly. Staff PD time is utilized to review the plan and new changes that have occurred during the first quarter. The California Shakeout and evacuation drill took place on October 19, 2023. All students receive evacuation and lock down safety procedures in their homeroom period. Each classroom is equipped emergency evacuation backpacks, lockdown buckets, and folders with class rosters.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	13	6	18
Mathematics	34	6	6	18
Science	41	4	4	20
Social Science	30	4	6	18

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	19	23	2
Mathematics	21	11	26	
Science	23	10	25	
Social Science	23	11	23	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	15	22	0
Mathematics	22	11	20	0
Science	26	6	13	7
Social Science	27	4	16	5

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	227

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,027	\$6,364	\$10,663	\$92,409
District	N/A	N/A	10,543	\$102,980
Percent Difference - School Site and District	N/A	N/A	1.1	-6.4
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	47.2	7.4

Fiscal Year 2022-23 Types of Services Funded

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 Academy, 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 half the salary of a 5 Cs Coach to support professional development of staff and implementation of instructional strategies, and a bilingual instructional aid to support our beginning English language learners. Additional technology is purchased to continue & support 1:1 devices and enhance students' educational opportunities to access curriculum. Community School funding is a five year grant to support stronger relationships within our community by providing a TOSA (released 3 periods) and a coordinator to help meet the needs of the program.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,124	\$57,234
Mid-Range Teacher Salary	\$97,960	\$95,467
Highest Teacher Salary	\$125,357	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$153,476
Average Principal Salary (High)	\$161,969	\$173,198
Superintendent Salary	\$284,644	\$277,572
Percent of Budget for Teacher Salaries	32.4%	31.17%
Percent of Budget for Administrative Salaries	3.7%	4.46%

Professional Development

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 four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction 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, Orangeview Junior High School has weekly professional development opportunities on Thursday's late start days. The School Leadership Team plans professional development, which includes the planning, delivery, and collection of the Capstone artifacts and reflections. Departments also have common conference. Time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	