

Orchard Hills 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	Orchard Hills School
Street	11555 Culver Dr.
City, State, Zip	Irvine, CA 92602
Phone Number	(714) 430-2078
Principal	Cindy Agopian
E-mail Address	cagopian@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/orchard-hills
CDS Code	30-73643-0121152

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Vision: It is the collective responsibility that all students become effective communicators, creative thinkers, and productive citizens prepared to use their skills and talents to achieve extraordinary success in life!

Mission: At Orchard Hills School, we strive to be the pinnacle of academic excellence by ensuring that all students achieve the highest levels of learning and engaged in multiple opportunities to discover their Element!

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

Grade Level	Number of Students
Grade 5	286
Grade 6	325
Grade 7	372
Grade 8	339
Total Enrollment	1,322

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	0.1
Asian	50.8
Filipino	3.1
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0.5
White	27.5
Socioeconomically Disadvantaged	16.4
English Learners	6.4
Students with Disabilities	3.3
Foster Youth	0.0

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	42	35	37	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	2	3	2	53

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 *	2	3	2
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: October 2018

On October 22, 2018, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks - Grades K- 5 Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. For Grades K-5, the Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>State-Adopted Textbooks - Grades 6-8 Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the Grades 6-8. The Tustin Unified School District Board of Education approved these textbooks for adoption in 2003.</p> <p>Supplemental Textbooks and Materials for Grades K-5: Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Supplemental Textbooks and Materials for Grades 6-8: National Geographic Inside (2008) is used as a supplemental material with English Language Learners.</p>		
Mathematics	<p>State-Adopted Textbooks - Grades K-5 Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p> <p>State-Adopted Textbooks - Grades 6-8 Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. CPM Core Connections – Course 1, 2, and 3 (2013), Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6, and Course 2: Pre-Algebra (2008), McGraw Hill Glencoe Algebra 1 (2018), and McGraw Hill Glencoe Geometry (2018) are the adopted textbooks for middle school Mathematics.</p>	Yes	0%
Science	<p>State-Adopted Textbooks Grades K-5: Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p> <p>Grades 6-8: Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.</p>		
History-Social Science	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Holt, Rinehart and Winston World History – Ancient Civilizations (2006), World History – Medieval to Early Modern Times (2006), and U. S. History – Independence to 1914 (2006) are the District’s state adopted textbooks for grades 6-8.</p>	Yes	0%
Foreign Language	<p>State-Adopted Textbooks</p> <p>Textbooks for Spanish, French, and exploration foreign language instruction are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Adelante (1999) and En Camino (1999) are the state adopted Spanish textbooks for the District. Glencoe/McGraw Hill Bienvenue (1998) and Prentice Hall Bon Voyage (2001) are the state adopted French textbooks for the District.</p>	Yes	0%
Health	State-Adopted Textbooks	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District for Grades K-5. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Health curriculum materials are incorporated in the Science textbooks in middle school (Grades 6-8). Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.</p>		

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures 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 and that emergency repairs are given the highest priority.

The addition of a second full time day custodian this year ensures that the campus continues to operate at its peak, and that campus needs are tended to quickly and efficiently. Construction and completion of the solar shade structures in the front parking lot and back field was completed in December of 2017. The percent of systems in good repair is 100%. The overall school rating is: "exemplary."

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/28/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/28/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/28/19	
Overall Rating	Exemplary

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**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	84.0	85.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	79.0	78.0	52.0	53.0	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	1335	1305	97.75	84.52
Male	692	671	96.97	81.97
Female	643	634	98.60	87.22
Black or African American	37	36	97.30	75.00
American Indian or Alaska Native	--	--	--	--
Asian	687	670	97.53	91.34
Filipino	33	31	93.94	87.10
Hispanic or Latino	146	145	99.32	71.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	364	358	98.35	77.93
Two or More Races	48	45	93.75	82.22
Socioeconomically Disadvantaged	206	204	99.03	66.18
English Learners	213	192	90.14	72.92
Students with Disabilities	40	40	100.00	25.00

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	1,337	1,326	99.18	77.68
Male	693	686	98.99	78.28
Female	644	640	99.38	77.03
Black or African American	37	36	97.3	38.89
American Indian or Alaska Native	--	--	--	--
Asian	687	685	99.71	89.2
Filipino	33	32	96.97	68.75
Hispanic or Latino	147	145	98.64	55.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	365	361	98.9	68.42
Two or More Races	48	47	97.92	82.98
Socioeconomically Disadvantaged	206	204	99.03	53.43
English Learners	214	213	99.53	69.48
Students with Disabilities	42	40	95.24	20

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
Science (grades 5, 8, and 10)	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
5	14.6	26.4	48.8
7	9.4	21.8	62.5

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)

The Orchard Hills PTO works with the staff to provide an exemplary model of effective collaboration between parents and school. The purpose of the Orchard Hills PTO is:

‡To assist and support Orchard Hills School by providing programs, activities, materials, items, and financial support to further enrich and enhance the educational experience of the students.

‡To promote a closer and more effective relationship between students, parents, teachers, and the community.

‡To encourage involvement and volunteerism of parents, guardians and other family and community members who are interested in supporting the educational and/or social activities of Orchard Hills School.

‡To support the staff in our collective work towards the attainment of our agreed upon mission and vision.

Many opportunities are available to make a positive difference in the lives of our students. These include, but are not limited to:

- Support Programs
- Sports
- Extra-curriculars
- Classroom Help
- School Site Council
- Program Committees
- Fundraising
- After School Programs
- Technology

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	2.0	2.3	2.2	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 2/8/18 (Pending review February 14, 2019)
 Date Updated and Approved by SSC: 2/8/18 (Pending approval February 14, 2019)
 Date Discussed with Staff: 8/17/18

Our School Safety Plan is a comprehensive document that outlines necessary precautions and considerations to ensure that all students, staff and faculty members are safe and secure while on our campus. The staff of Orchard Hills will engage in ongoing emergency preparedness training throughout the 2017-2018 school year. The key elements of the plan are the formation of teams (made up of staff members) that have been put in place to respond to an emergency. The teams are as follows: (1) Command Center, (2) Search and Rescue, (3) Site Security, (4) First-Aid, (5) Supervision and Assembly of Students and (6) Student Release. We reviewed our site's Safety Plan and protocol at our first staff meeting on August 17, 2018. Additionally, staff have been trained by the Irvine Police Department on protocol in a lockdown or intruder scenario.

Our plan includes the following elements: child abuse reporting procedures, disaster procedures; routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion requirements; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of school wide dress code; procedures for safe ingress and egress; policy and explanation of school wide discipline system (PBIS); rules and procedures on school discipline and dress code; school safety goals.

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	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	8	9	6	29.0	5	6	13	28.0	6	10	11
Mathematics	30.0	4	6	11	29.0	5	4	14	30.0	2	11	10
Science	33.0		13	11	34.0		6	13	32.0		11	11
Social Science	28.0	6	9	6	31.0	3	5	13	30.0	3	10	11

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	1.35	979
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.49375	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,765	\$547	\$5,219	\$83,197
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	-17.5	-3.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-30.9	3.0

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)

1. To provide effective, timely assistance during RSP and support instructional time, a highly qualified paraeducator will work with at-risk students using intervention curricula, instructional methods, and strategies.
2. We purchase supplemental materials for classroom instruction, RSP to improve achievement of EL and at-risk learners.
3. Provide high-quality and ongoing professional development for teachers and administration (GATE, ELD, Constructive Meaning, Haiku, Aeries, Illuminate, etc.)
4. Purchase and use instructional technology to deliver world-class, instructional methods to improve the achievement of all students.
5. Provide collaboration time within the school day for grade-level specific classroom teachers to analyze data, create common assessments, and improve strategies for school-wide reform.
6. Improve the delivery of information to our parent community through both print and technology-based communications (Blackboard Connect, Schoolwires, Haiku, school newsletters, Eblasts, etc.)
7. English Learners and LCFF supplemental funds were used to help EL students. A multi-funded part-time counselor helps support EL students in goal setting, instructional strategies and redesignation.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$47,903
Mid-Range Teacher Salary	\$83,297	\$74,481
Highest Teacher Salary	\$110,872	\$98,269
Average Principal Salary (Elementary)	\$140,065	\$123,495
Average Principal Salary (Middle)	\$158,854	\$129,482
Average Principal Salary (High)	\$159,484	\$142,414
Superintendent Salary	\$329,796	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	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)

All Orchard Hills teachers are fully credentialed and are CLAD certified. All teachers have training in lesson design strategies, multiple learning styles and effective use of technology to support student learning.

The Tustin Unified School District has a comprehensive long-term plan for professional development that is aligned with state content standards and frameworks. The plan is based on current research, driven by the analysis of data from CAASPP and local assessments and needs identified by administrators, teachers and staff. The plan is reflective of the California Standards for the Teaching Profession. District goals focus on student achievement, planning for facilities, fiscal responsibility, ensuring the highest level of quality of all employees and parent/community partnerships.

The district continues to focus on the language proficiency of English Learners. Teachers may attend workshops and conferences for professional development specifically to help improve the English proficiency levels for these students. The effective use of technology to improve student achievement is another area of focus. Teachers also have the opportunity to attend various trainings to improve their delivery of instruction through technology (i.e. use of the Smartboards/Polyvision boards, document cameras, illuminate software, webpage design, etc.). All teachers are using Power Learning (Haiku), an online Learning Management System, that allows students and staff to interact online. In addition, teachers use iPads in the learning environment to enhance lesson preparation, improve data collection, and assess instructional delivery. All teachers have been trained in the implementation of graphic organizers to improve note-taking, comprehension and retention of learned material.

Through the Professional Learning Community process, Orchard Hills teachers regularly share teaching ideas, best practices that are leading to student learning, materials and other helpful information among departments, and with grade level counterparts. The Banking Minutes program allows teachers extra time and the opportunity to meet a minimum of twice per month to collaborate. Cross-curricular collaboration is a focus, but school-wide collaboration happens informally on a daily basis. Because collaboration is a key component of the school's vision, evidence of this is found in teacher's use of essential standards, common assessments, and use of benchmark data across the curriculum.

An additional school-wide focus this year is for teachers to learn about Social Emotional Learning, and the importance of recognizing the impact that grit, growth mindset, and building relationships has on student achievement at school. Teachers have been active in participating in professional development on mindfulness and implementing techniques in the classroom to help students de-stress and focus.

The Orchard Hills professional development focus in 2015-16 was TUSD Writers, in 2016-17 was Building Relationships and TUSD Writers, and 2017-18 supporting student Social Emotional Learning, Building Relationships, and TUSD Writers. 2018-19 Professional Development focuses on Collaborative Structures for K-8, Workshop Instructional Model for Core Classes, Cognitively Guided Instruction for K-5, and continued Social Emotional Learning and Building Relationships for K-8.