

# Orchard Hills School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Orchard Hills School
<b>Street</b>	11555 Culver Dr.
<b>City, State, Zip</b>	Irvine, CA 92602
<b>Phone Number</b>	(714) 430-2078
<b>Principal</b>	Cindy Agopian
<b>E-mail Address</b>	cagopian@tustin.k12.ca.us
<b>Web Site</b>	<a href="http://www.tustin.k12.ca.us/orchard-hills">http://www.tustin.k12.ca.us/orchard-hills</a>
<b>CDS Code</b>	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 2017-18)

#### 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 2016-17)

Grade Level	Number of Students
Grade 5	239
Grade 6	349
Grade 7	341
Grade 8	304
<b>Total Enrollment</b>	<b>1,233</b>

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.1
Asian	50.4
Filipino	2.7
Hispanic or Latino	11.1
Native Hawaiian or Pacific Islander	0.3
White	29.2
Two or More Races	2.9
Socioeconomically Disadvantaged	12.3
English Learners	7.5
Students with Disabilities	4.1
Foster Youth	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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	40	42	35	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	2	3	52

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	2	3
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 2017-18)**

**Year and month in which data were collected:** October 9, 2017

On October 9, 2017, 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
<b>Reading/Language Arts</b>	<p>State-Adopted Textbooks - Grade 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 Grade 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 Grade 5: Students have access to classroom libraries containing both literature and non-fiction text.</p> <p>Supplemental Textbooks and Materials for Grades 6-8: National Geographic Inside (2008) is used as a supplemental material with English Language Learners.</p>	Yes	0%
<b>Mathematics</b>	<p>State-Adopted Textbooks - Grade 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</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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. Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6 and Course 2: Pre-Algebra (2008), Pearson/Prentice Hall California Algebra I (2009), and McDougall Littell Geometry (2007) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2009.</p>		
<b>Science</b>	<p>State-Adopted Textbooks Grade 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>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> <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</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>engineering practices and disciplinary core ideas. 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>		
<b>History-Social Science</b>	<p>State-Adopted Textbooks 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%
<b>Foreign Language</b>	<p>State-Adopted Textbooks 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%
<b>Health</b>	<p>State-Adopted Textbooks 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</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.		

### 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: 11/06/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/06/17				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	83	84	62	62	48	48
Mathematics (grades 3-8 and 11)	78	79	52	52	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,251	1,224	97.84	83.99
Male	646	634	98.14	82.02
Female	605	590	97.52	86.1
Black or African American	32	32	100	62.5
American Indian or Alaska Native	--	--	--	--
Asian	630	611	96.98	91.16
Filipino	27	27	100	81.48
Hispanic or Latino	145	143	98.62	65.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	363	357	98.35	80.67
Two or More Races	41	41	100	85.37
Socioeconomically Disadvantaged	160	156	97.5	64.74
English Learners	190	166	87.37	63.86
Students with Disabilities	45	43	95.56	23.26

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,251	1,247	99.68	78.51
Male	646	645	99.85	78.91
Female	605	602	99.5	78.07
Black or African American	32	32	100	43.75
American Indian or Alaska Native	--	--	--	--
Asian	630	630	100	89.05
Filipino	27	27	100	77.78
Hispanic or Latino	145	144	99.31	60.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	363	360	99.17	70
Two or More Races	41	41	100	80.49
Socioeconomically Disadvantaged	160	160	100	53.13
English Learners	190	189	99.47	63.49
Students with Disabilities	45	43	95.56	20.93

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	90	87	73	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.



## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.8	23.1	56.6
7	5	21.7	67.7

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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 Assistants
- School Site Council
- Program Committees
- Fundraising
- After School Programs
- Technology
- Interventions

## 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	3.0	2.0	2.3	2.8	2.5	2.8	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Date Last Reviewed by School Site Council (SSC): Pending review 2/8/18

Date Updated and Approved by SSC: Pending approval 2/8/18

Date Discussed with Staff: 8/18/17

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 18, 2017. 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.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	9
<b>Percent of Schools Currently in Program Improvement</b>	N/A	69.2

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

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

Subject	2014-15			2015-16			2016-17					
	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	29	4	11	9	27	8	9	6	29	5	6	13
Mathematics	27	5	10	8	30	4	6	11	29	5	4	14
Science	33		14	11	33		13	11	34		6	13
Social Science	30	2	10	9	28	6	9	6	31	3	5	13

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 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	881
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.04	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	.2	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,394	\$770	\$4,624	\$80,478
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	-14.6	-2.6
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-29.7	1.6

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

## Types of Services Funded (Fiscal Year 2016-17)

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 (CUE, 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, etc.)

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development (Most Recent Three Years)

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 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 it was Building Relationships, and this year is supporting student social emotional learning.