

Orchard Hills School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/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 <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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Orchard Hills School
Street	11555 Culver Dr.
City, State, Zip	Irvine, CA 92602
Phone Number	(714) 430-2078
Principal	Mai Huynh
Email Address	mhuynh@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/orchard-hills
Grade Span	K-8
County-District-School (CDS) Code	30-73643-0121152

2025-26 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website	https://www.tustin.k12.ca.us/

2025-26 School Description and Mission Statement

Orchard Hills School has nearly 1500 Transitional Kindergarten (TK) through eighth grade students. Located in Irvine, California, we are one of two K-8 schools in Tustin Unified School District. At Orchard Hills School we value our diverse community, and are keenly focused on our strengths so that together, we soar to success! We aim to provide a safe and orderly learning environment, to cultivate academic and personal growth, to nurture a positive home-school partnership, and to maintain a supportive school culture. Orchard Hills is truly a special place because of our outstanding teachers, hardworking and respectful students, supportive parents, and an underlying belief that it is our collective goal to meet the individual needs of every child.

2025-26 School Description and Mission Statement

To attain this, we have partnered with Stanford University's Challenge Success and Irvine Youth Action Team (6-8) to provide training and resources to meet student, parent, and staff needs. As a PBIS school, we have committed to developing a common language, K-8, for social-emotional learning. Our counselors provide "Coffee with the Counselors" for our parents, support classrooms with lessons, and meet with students daily. We endeavor to strengthen our academic, behavioral and emotional multi-tiered supports to help all students reach their full potential.

It is our shared responsibility that all students become effective communicators, creative thinkers, and productive citizens prepared to use their skills and talents to positively impact the community. We offer a variety of academic, and creative leadership opportunities to spark enthusiasm for learning, growing, and self-discovery. We boast a world-renowned Robotics program, and in previous years, we were the VEX Middle School Robotics World Champions - in addition to many years of winning at the state level. In addition to our Robotics programs, Orchard Hills is also renowned for excellence in our robust electives, CTE pathways such a Video Production and Culinary Arts, performing arts such as Orchestra, Band and Choir, as well as strong athletics programs. Although we are a high performing school, we are always refining our programs to further enhance opportunities and learning for students. At Orchard Hills School, we provide a rigorous learning environment with opportunities for students to take academic risks, experience failure, and practice resilience.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	59
Grade 2	91
Grade 3	93
Grade 4	95
Grade 5	138
Grade 6	310
Grade 7	298
Grade 8	242
Total Enrollment	1,373

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.1
Asian	62.4
Black or African American	0.8
Filipino	2.6
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.2
White	15.1
English Learners	9.3
Homeless	0.5
Socioeconomically Disadvantaged	25.3
Students with Disabilities	7.3

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.

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)	35.6	74.58	705.9	84.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.7	1.51	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.34	14.7	1.75	11953.1	4.28
Unknown/Incomplete/NA	11.9	25.04	106.8	12.72	15831.9	5.67
Total Teaching Positions	47.7	100	840.2	100	279044.8	100

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.

2022-23 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)	39.4	84.31	735.3	87.93	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	0.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.34	19.9	2.39	11746.9	4.23
Unknown/Incomplete/NA	7.1	15.31	76.4	9.15	14303.8	5.15
Total Teaching Positions	46.7	100	836.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	42.5	88.7	706.2	85.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.1	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	0.69	13.6	1.65	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.04	15.9	1.92	12112.8	4.34
Unknown/Incomplete/NA	4.5	9.55	90.4	10.92	13705.8	4.91
Total Teaching Positions	47.9	100	828.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.5
Local Assignment Options	0.10	0.1	0
Total Out-of-Field Teachers	0.10	0.1	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0.7
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 29, 2025, 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.

*textbooks may be digital or hard copy depending on the textbook and adoption cycle

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-5 Benchmark: Ready to Advance (2022) Benchmark: Listos y Adelante (2022) Benchmark: Advance - My Reading and Writing -10 units (2022) Benchmark: Express ELD - My Language Buddy -2 volumes (2022) Benchmark: Adelante - Mi Lectura y Escritura - 10 units (2022) Benchmark: Advance - Texts for Close Reading -10 units (2022) Benchmark: Express - My Language Companion - 2 volume (2022) Benchmark: Adelante - Textos Para la Lectura Atenta (2022) Students have access to classroom libraries containing both literature and non-fiction text. Grades 6-8	0%

	<p>Heineman: Units of Study in Reading: A Workshop Curriculum for Middle School Grades (2017) Heineman: Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades (2014)</p> <p>Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Issues (2017), Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Language & Writing Portfolio (2017) District Created Materials for ELD/ELDAS - Foundational Skills and Language Support Units of Study (2022)</p> <p>Students have access to classroom libraries containing both literature and non-fiction text.</p>	
Mathematics	<p>Grades TK-5 Tara West: PreK Math Curriculum Units (2022) Houghton Mifflin Harcourt: Math Expressions Common Core K-5 (2015) Houghton Mifflin Harcourt: Math Expressions Common Core K-5, Spanish Edition (2015)</p> <p>Grades 6-8 National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 6 (2022) National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 6 Advanced (2022) National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 7 (2022) National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 7 Advanced (2022) National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 8 (2022) Glencoe: Algebra 1 (eStudent Edition) (2018)</p>	0%
Science	<p>Grades TK-5: Twig Education Inc: Twig Science, K-5 (2020)</p> <p>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. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.</p> <p>District created Materials: Guided Language Acquisition Design (GLAD) (TK) (2022)</p> <p>Grades 6-8: Savvas: Elevate Science: Segments 1-4 (eText) California Edition (2020)</p>	0%
History-Social Science	<p>Grades TK-5 Committee for Children: Second Step Social Emotional Curriculum (TK) (2016) Savvas: myWorld Interactive, K-5 (2019) Savvas: myWorld Interactive, K-5, Spanish Edition (2019)</p> <p>Grades 6-8 TCI: History Alive! The Ancient World (eText) (2019),</p>	0%

	TCI: History Alive! The Medieval World and Beyond (eText) (2019), TCI: History Alive! The United States Through Industrialism (eText) (2019)	
Foreign Language	Grades 6-8 District Created Materials – World Languages Level 1 – Spanish Units of Study (2022) District Created Materials – World Languages Level 1 – French Units of Study (2022)	0%
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017).	0%
Visual and Performing Arts	Not applicable	N/A
Science Laboratory Equipment (grades 9-12)	Not applicable	N/A

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

School Facility Conditions and Planned Improvements

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.

Two full time day custodians and one night custodian ensures that the campus continues to operate at its peak, and that campus needs are tended to quickly and efficiently. In recent years, Advanced Art students painted a sensory walk on our elementary campus. Construction and completion of the solar shade structures in the front parking lot and backfield were completed December of 2017. Enhancements are regularly made to our campus. Most recently; a new Mac Computer Lab, new projectors and screens in the MPR and Gym, safety materials on the office and gym windows as well as a safety mesh were installed around the kinder area Fall of 2022.

Year and month of the most recent FIT report

July 2025

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:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	82	84	61	62	47	48
Mathematics (grades 3-8 and 11)	80	83	52	53	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1182	1155	97.72	2.28	84.07
Female	580	562	96.90	3.10	87.01
Male	602	593	98.50	1.50	81.28
American Indian or Alaska Native	--	--	--	--	--
Asian	719	696	96.80	3.20	90.09
Black or African American	12	11	91.67	8.33	18.18
Filipino	29	29	100.00	0.00	96.55
Hispanic or Latino	114	113	99.12	0.88	57.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	120	120	100.00	0.00	85.00

White	185	183	98.92	1.08	78.69
English Learners	104	80	76.92	23.08	33.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	46	45	97.83	2.17	93.33
Socioeconomically Disadvantaged	170	164	96.47	3.53	68.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	46.05

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1182	1179	99.75	0.25	82.68
Female	580	577	99.48	0.52	82.81
Male	602	602	100.00	0.00	82.56
American Indian or Alaska Native	--	--	--	--	--
Asian	719	718	99.86	0.14	91.09
Black or African American	12	11	91.67	8.33	9.09
Filipino	29	29	100.00	0.00	93.10
Hispanic or Latino	114	114	100.00	0.00	50.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	120	120	100.00	0.00	81.67
White	185	184	99.46	0.54	72.83
English Learners	104	104	100.00	0.00	58.25
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	46	45	97.83	2.17	91.11

Socioeconomically Disadvantaged	170	167	98.24	1.76	65.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	48.68

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	68.13	78.16	47.17	47.64	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	382	380	99.48	0.52	78.16
Female	181	180	99.45	0.55	79.44
Male	201	200	99.50	0.50	77.00
American Indian or Alaska Native	0	0	0	0	0
Asian	228	226	99.12	0.88	86.73
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	100.00
Hispanic or Latino	35	35	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100.00	0.00	78.95
White	66	66	100.00	0.00	66.67
English Learners	27	26	96.30	3.70	26.92
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	24	23	95.83	4.17	95.65
Socioeconomically Disadvantaged	46	45	97.83	2.17	71.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	36.36

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 5	100%	100%	100%	100%	100%
Grade 7	99.3%	99.7%	99.7%	99.3%	99.7%

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.

2025-26 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success and one of our goals is to continuously increase parental involvement in our schools. In TUSD, parents receive regular emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher and/or counselor and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to English Learner families. Parents of ELs are able to provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

Parents at the school participate in activities such as Coffee with the Counselors, Back to School Night, Report Card Night, Open House, classroom volunteers, awards ceremonies and conferences. We are hosting highly relevant SSC and ELAC meetings as well as PTO-sponsored events like a webinar, "Parenting in the Digital World." Working with our wonderful PTO,

2025-26 Opportunities for Parental Involvement

we also offer family movie nights, STEAM Night, Bingo Nights, an International Fair, and Entrepreneur Fairs. Parents are welcome and valued at our school. A weekly e-newsletter keeps parents informed of ongoing activities. 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-curricular activities, Classroom Help/Tutoring, School Site Council, Program Committees, Fundraising, After School Programs, and Technology/Robotics team support.

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

For more information on how to become involved at the school, please contact our front office at (714) 430 - 2078.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1420	1410	65	4.6
Female	696	692	30	4.3
Male	724	718	35	4.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	888	880	20	2.3
Black or African American	13	13	7	53.8
Filipino	36	36	0	0.0
Hispanic or Latino	126	125	19	15.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	127	126	2	1.6
White	216	216	17	7.9
English Learners	171	170	12	7.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	378	377	45	11.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	114	113	11	9.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.46	0.71	1.41	2.33	1.74	1.67	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.07	0	0	0.01	0.02	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.41	0.00
Female	0.43	0.00
Male	2.35	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.34	0.00
Black or African American	30.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.57	0.00
White	2.78	0.00
English Learners	2.34	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.89	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 11/13/2025
 Date Updated and Approved by SSC: 11/13/2025
 Date Discussed by Staff: 08/08/2025

Our School Safety Plan includes comprehensive measures designed to promote a secure and orderly learning environment. Key components of the plan include child abuse reporting procedures; routine and emergency disaster procedures; suspension, expulsion, and mandatory expulsion recommendations; procedures for notifying teachers of dangerous pupils; discrimination and harassment policies; provisions for any school-wide dress code; procedures for safe ingress and egress; standards for maintaining a safe and orderly environment; school discipline rules and dress code expectations; hate crime reporting protocols; and clearly defined school safety goals and objectives, which include an Instructional Continuity Plan.

At Orchard Hills, we also maintain a School Safety Committee that annually reviews and updates the School Safety Plan and coordinates annual safety drills for all students and staff. The committee includes administrators, certificated and classified staff, and may also include parent or student representatives. During the 2023–24 school year, all TUSD schools participated in Stop the Bleed training, which prepares school sites to respond to a bleeding emergency before professional help arrives. In the 2025-26 school year, we conducted a review of Stop the Bleed procedures and completed annual health and safety trainings. Staff also received Narcan training, which teaches participants to recognize the signs of an opioid overdose and administer the reversal medication Narcan.

In the spring of 2025, Orchard Hills installed the Verkada security system at our main entrance to the Administration building; this is a security monitoring system that our office staff manages during the school day. Once school starts, office doors are locked; any visitors to campus must ring the doorbell and wait to be buzzed into the office.

2025-26 School Safety Plan

Additionally, in collaboration with our Student Services Department, we continuously practice emergency response procedures for fire, earthquake, lockdown, and shelter-in-place scenarios. These drills ensure that district-wide expectations for school safety are being met and safety teams are familiar with their roles and responsibilities and with the location and use of emergency supplies and equipment.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	0	2	0
1	25	0	2	0
2	23	0	3	0
3	30	0	3	0
4	32	0	1	0
5	32	0	2	0
6	27	16	19	27
Other	27	0	4	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	2	0
1	24	0	3	0
2	25	0	3	0
3	29	0	3	0
4	32	0	3	0
5	34	0	0	2
6	31	11	18	30
Other	24	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	25		2	
2	26		3	
3	31		3	
4	32		3	
5	35			4
6	29	16	19	36
Other	23		1	

2024-25 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	548.4

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,017	\$5,310	\$9,707	\$112,448
District	N/A	N/A	\$10,691	\$111,861
Percent Difference - School Site and District	N/A	N/A	-9.6	0.5
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-13.8	11.4

Fiscal Year 2024-25 Types of Services Funded

In addition to base per pupil funding, our school receives supplemental one time and ongoing funds to support all students and student groups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also support the school with donations and financial contributions throughout the year to support school-wide programs and events for students.

The School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Support. The allocated funds are used to provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Students are assessed with local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions which target their specific performance level, focusing on ELA or Math standards. In addition, using ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Some of these district and school-wide programs include Lexia, Freckle, Lexia English, Listenwise, Freckle ELA, and Diffit (text leveling).

Please refer to our district LCAP or School Plan for Student Achievement for a more detailed list of goals and actions that the school currently funds.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,965	\$60,863
Mid-Range Teacher Salary	\$101,573	\$93,575
Highest Teacher Salary	\$135,199	\$125,548
Average Principal Salary (Elementary)	\$167,692	\$157,645
Average Principal Salary (Middle)	\$177,563	\$165,341
Average Principal Salary (High)	\$196,379	\$182,580
Superintendent Salary	\$402,443	\$357,064
Percent of Budget for Teacher Salaries	32.36%	30.36%
Percent of Budget for Administrative Salaries	4.8%	4.88%

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction. The Orchard Hills professional development focus for elementary is in Orton Gillingham Phonics, Morphology, ST Math, CGI Math practices, and supporting student Social Emotional Learning: building relationships, self-regulation and engagement. In middle school, teachers have received additional training in Writer's Workshop, Data Analysis, CPM Math, Technology Strategies, SEL Support, and training for new science and social studies adoptions. All teachers (K-8) are trained in Achievement Teams to use student data to increase learning outcomes.

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

In past years, the Professional Learning Community process and release time was provided during PE for elementary and a prep period for middle school. 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. Middle school teachers engage in Tier I instruction development with site and district colleagues, designing subject specific lessons and common assessments. 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 the teacher's use of essential standards, common assessments, and use of benchmark data across the curriculum.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	11	11