

# Red Hill Elementary 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Red Hill Elementary School
<b>Street</b>	11911 Red Hill Ave.
<b>City, State, Zip</b>	Santa Ana, CA 92705
<b>Phone Number</b>	(714) 730-7543
<b>Principal</b>	Tracy Barquer
<b>E-mail Address</b>	tbarquer@tustin.k12.ca.us
<b>Web Site</b>	<a href="http://www.tustin.k12.ca.us/red-hill">http://www.tustin.k12.ca.us/red-hill</a>
<b>CDS Code</b>	30-73643-6030662

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

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

Built in 2001, our award-winning school was designed to provide students with a facility to succeed in the 21st century while keeping the heritage of the original 1960's site. The school is surrounded by trees and "red hill," which is connected to the strong community history of Tustin.

The mission of Red Hill Elementary School is being committed to providing an engaging and challenging instructional program for all students. We provide a safe and nurturing environment which promotes character-building and establishes a foundation for life-long learning and achievement. We are a dedicated community of students, staff and parents who work collaboratively for the success of all Red Hill students.

Our focus is student success! High standards, quality instruction, strong collaboration, and a strong sense of community are what guide Red Hill in achieving our mission.

Our strength comes in the dedication all members of the Red Hill community have to providing an outstanding educational experience through strong programs for our students. The curriculum is both rigorous and comprehensive. Differentiated instruction is essential to meeting each student individually. Our instruction is designed to engage students as we prepare them to be the leaders of tomorrow. Our practices are in Balanced Literacy and Cognitively Guided Instruction (CGI). We want to build independent readers and writers who analyze their learning. We also want mathematicians who are able to reason and problem solve in various math experiences. Coding and robotics are additional components to our school curriculum.

Parents are an integral partner in the success of our school. Countless hours of volunteering in the classrooms throughout the years have built a strong relationship with teachers to support our students. Continuous PTA support through volunteering and fundraising provide enriching learning opportunities and materials such as educational assemblies, Art Masters, the Red Hill Garden, and upgraded technology throughout the campus.

As our community moves forward in reaching our mission of learning, our Red Hill Rockets will soar!

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	88
<b>Grade 1</b>	106
<b>Grade 2</b>	94
<b>Grade 3</b>	105
<b>Grade 4</b>	85
<b>Grade 5</b>	78
<b>Total Enrollment</b>	556

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

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.0
Asian	6.3
Filipino	2.0
Hispanic or Latino	23.4
Native Hawaiian or Pacific Islander	0.0
White	61.3
Socioeconomically Disadvantaged	14.9
English Learners	3.4
Students with Disabilities	9.0
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	23	22	22	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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 *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

**Year and month in which data were collected:** 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
<b>Reading/Language Arts</b>	<p>State-Adopted Textbooks 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. 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>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
<b>Mathematics</b>	<p>State-Adopted Textbooks 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>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<p><b>State-Adopted Textbooks</b> 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><b>Supplemental Textbooks and Materials</b> 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. 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>	Yes	0%
<b>History-Social Science</b>	<p><b>State-Adopted Textbooks</b> 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><b>Supplemental Textbooks and Materials</b></p>	Yes	0%
<b>Health</b>	<p><b>State-Adopted Textbooks</b> 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. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p>	Yes	0%

**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.

Red Hill is a newer facility, built in 2001, and is maintained in excellent condition. Two additional shade structures in the lunch area were added in October 2008 to provide more comprehensive protection from the sun.

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

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 11/16/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

<b>Year and month of the most recent FIT report: 11/16/18</b>	
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)	66.0	72.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	63.0	63.0	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	267	263	98.50	72.24
Male	139	138	99.28	67.39
Female	128	125	97.66	77.60
Black or African American	--	--	--	--
Asian	11	11	100.00	90.91
Filipino	--	--	--	--
Hispanic or Latino	53	52	98.11	63.46
White	178	175	98.31	73.14
Two or More Races	15	15	100.00	80.00
Socioeconomically Disadvantaged	43	42	97.67	42.86
English Learners	20	20	100.00	60.00
Students with Disabilities	23	22	95.65	31.82

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	267	263	98.5	62.74
Male	139	138	99.28	64.49
Female	128	125	97.66	60.8
Black or African American	--	--	--	--
Asian	11	11	100	81.82
Filipino	--	--	--	--
Hispanic or Latino	53	52	98.11	42.31
White	178	175	98.31	68
Two or More Races	15	15	100	73.33
Socioeconomically Disadvantaged	43	42	97.67	38.1
English Learners	20	20	100	55
Students with Disabilities	23	22	95.65	27.27

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	21.5	21.5	40.5

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)

Parents are our partners and we welcome their involvement. With more than 40 different committees available, our dedicated parents volunteer more than 12,000 hours each year to benefit our students and community. There are multiple ways to be involved and include serving as a classroom volunteer, library assistant, noon duty supervisor, garden helper, Art Masters, room parent, after school sports coach, and a leader for small group instruction. Parents and community members are encouraged to contact the classroom teacher, principal or PTA president. Please call the school office for contact information is needed at (714) 730-7543.

### 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	0.0	0.4	0.5	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): 10/15/18

Date Updated and Approved by SSC: 10/16/17 (pending approval 01/14/19)

Date Discussed with Staff: 8/16/18 and 11/14/18

Red Hill develops a comprehensive Safety Plan each year. Goals are established after reviewing data on classroom and playground behavior by the School Behavior Team and School Site Council. The goals focus on continuing the use of the Red Hill's School-wide Positive Behavior Plan ensure that all students have the same expectations placed upon them, at every grade level, and in every classroom. The plan is reviewed throughout the year in the classrooms as well as during Monday Flag Salutes. This serves to keep our classrooms and playgrounds as safe as possible as the expectations are Be Respectful, Be Responsible and Build Relationships. School-wide drills are planned each month and include fire, earthquake, and lock-down. Each fall and spring we re-enact a large-scale earthquake drill and each staff member reports to their assigned response team including Command Center, Search and Rescue, First Aid, Security, and Student Release. Committee leaders meet to debrief afterward to identify areas that need improvement. A large storage shed located on the edge of campus houses stretchers, water, first aid supplies, radios, and flashlights, while each classroom is equipped with a backpack filled with short-term emergency equipment. Other elements of our Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any schoolwide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives.

**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.

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

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	9			14	7			18	3	2	
1	30		3		24		3		26		4	
2	29		3		23		5		25		3	
3	30		3		32		2		25	1	4	
4	27	1		3	34		1	2	34			2
5	29		3		28	1		3	32		3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.49375	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	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	\$7,202	\$998	\$6,203	\$89,201
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	-0.2	3.8
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-13.8	9.9

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)**

Red Hill Elementary School receives funding for instructional and academic program improvement through the Local Control Formula Funding (LCFF) Supplemental. Funding supports professional development, equipment, instructional materials, technology, books, and media that support our academic achievement efforts. Red Hill staff members actively pursue outside grant opportunities to fund classroom programs. Additionally, our Red Hill PTA raises funds to support enrichment programs, purchase technology, and fund classroom aides to further reduce the student to teacher/staff ratio.

**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)

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Red Hill teachers are committed to providing an engaging and challenging instructional program for all students. This commitment leads to teachers continually developing as professionals and pursuing opportunities to maintain life-long learning. Teachers can participate in Professional Development through district offerings, as well as through the school site. Summer institutes are in place so teachers can sign up to attend trainings of their choice. The trainings focus on the areas of Dyslexia, Cognitively Guided Instruction for Mathematics, Digital Storytelling, Social-Emotional Learning, and Technology. Additional professional development opportunities throughout the school year are determined by teacher surveys in conjunction with assessment data. On selected Wednesdays each month, time is allotted for teachers to participate in these learning opportunities to promote professional growth.

Red Hill teachers are also given regular release time and grade-level planning days to work together on school-wide accountability for state and district academic standards. In grade-level teams, teachers conduct ongoing analyses of student performance data and adjust curriculum and long-range lesson plans accordingly. Grade level teams continue to map out strategies to meet standards and compare results of assessments to plan for additional staff development. By sharing strategies, teachers are able to pool understanding and organization of subject matter and develop meaningful data from assessments, as defined by the California State standards for teaching and learning. Teachers have also received professional development in the area of Cognitively Guided Instruction through a lab/teaching experience model for 7 days. Teachers go into a classroom to see an element of the Workshop modeled and then reflect on the lesson with the District Connect Coach. From there, teachers plan their next steps for delivery of instruction. The coaching model has also been used to support teacher professional development in ELD, technology, Balanced Literacy and Math Reasoning.