

Tustin Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Tustin Ranch Elementary School
Street	12950 Robinson Drive
City, State, Zip	Tustin
Phone Number	714-730-7580
Principal	Kathi Denny
Email Address	kdenny@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us/tustin-ranch
County-District-School (CDS) Code	30-73643-6113054

Entity	Contact Information
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
Email Address	gfranklin@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

The mission statement at TRE sets the tone for high academic standards for student achievement in a 21st Century learning environment. As the district introduced the Common Core State Standards (CCSS), TRE staff turned into trailblazers as we identified the need to shift our teaching practices to meet the rigor and high expectations of the new standards. With the use of technology as an additional instructional tool, teachers provide strong instructional practices. Our staff strengthens their instructional practices through powerful professional development and learning in a culture where teachers utilize a growth mindset to seek current research-based best practices. Teachers collaborate weekly to develop interactive approaches to teaching that invite students in a technology-enhanced learning environment. Our core belief is that all students can and will succeed. Teachers and parents work together in a collaborative culture to provide enrichment opportunities to support academics. TRE staff provides differentiated instruction within a caring and supportive campus climate with flexible learning spaces and integrated technology.

TRE is proud to be named an OC Tech Alliance Innovation School, a two-time CA State Gold Standard PBIS school, and two-time CA Gold Ribbon School. The top curricular goals for TRE are:

1. Provide a rigorous and challenging curriculum in English Language Arts and Mathematics through engaging strategies and technology integration
2. Provide instruction and intervention for students in Wellness and Social Skills to maintain and refine a strong positive school culture.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	104
Grade 1	95
Grade 2	85
Grade 3	93
Grade 4	104
Grade 5	126
Total Enrollment	607

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.6
Asian	16.8
Filipino	3.3
Hispanic or Latino	38.2
White	25.5
Two or More Races	9.9
Socioeconomically Disadvantaged	35.9
English Learners	9.6
Students with Disabilities	8.9
Foster Youth	0.2
Homeless	0.3

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	22	913
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	48

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October 2019

On September 9, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks</p> <p>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</p> <p>Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks</p> <p>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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<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. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials 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>	Yes	0%
History-Social Science	<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>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	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. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.	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.

Tustin Ranch Elementary School was built in 1995. The school site accommodates over 680 students. The TUSD maintenance and grounds personnel maintain our facility and grounds with care. Our school library currently has over 10,000 books. There is an adjacent Sports Park, which provides additional areas for Physical Education, surrounds the playground and is utilized for other school-related events. Our award-winning facility is a model for technology with over 450 devices in classrooms, hallways, and in the STEAM lab. We are also very proud to have Smart Boards, voice amplification systems, and document cameras in every classroom throughout the school. We are proud of our state of the art facility.

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

Year and month of the most recent FIT report: 09/17/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	57	63	62	50	50
Mathematics (grades 3-8 and 11)	57	59	53	53	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	321	98.47	1.53	57.32
Male	165	161	97.58	2.42	52.80
Female	161	160	99.38	0.62	61.88
Black or African American	22	20	90.91	9.09	30.00
American Indian or Alaska Native					
Asian	60	59	98.33	1.67	79.66
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	117	116	99.15	0.85	50.86
Native Hawaiian or Pacific Islander					
White	81	80	98.77	1.23	57.50
Two or More Races	25	25	100.00	0.00	56.00
Socioeconomically Disadvantaged	127	124	97.64	2.36	41.94
English Learners	62	61	98.39	1.61	47.54
Students with Disabilities	40	37	92.50	7.50	24.32
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	321	98.47	1.53	58.75
Male	165	161	97.58	2.42	54.66
Female	161	160	99.38	0.62	62.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	22	20	90.91	9.09	30.00
American Indian or Alaska Native					
Asian	60	59	98.33	1.67	88.14
Filipino	12	12	100.00	0.00	91.67
Hispanic or Latino	117	116	99.15	0.85	50.00
Native Hawaiian or Pacific Islander					
White	81	80	98.77	1.23	55.00
Two or More Races	25	25	100.00	0.00	60.00
Socioeconomically Disadvantaged	127	124	97.64	2.36	45.16
English Learners	62	61	98.39	1.61	59.02
Students with Disabilities	40	37	92.50	7.50	27.03
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.4	18.1	61.4

Note: 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.

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 2019-20)

There are many opportunities in the district for parental involvement through participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Parents at the school participate in activities. There are many opportunities for our parents to become involved in the school. The staff is eager for this support and collaboration because parent involvement supports student academic success. Each year, parents attend Back to School Night, two annual parent conferences, and Open House in the spring. Parents are encouraged to support their child at home academically. Additionally, we are fortunate to have many parents who provide support in the classrooms, working with students individually or in small group settings. Parents are encouraged to join in the school's "Paws for the Cause", our Parent Teacher Association (PTA) which works in close partnership with the school staff. The PTA also sponsors Family Nights throughout the school year, such as Family Reading, Family SEL, Family Math and Family STEAM nights to promote a very positive home-school partnership. Our School Site Council is composed of both community and staff members and meets regularly to monitor the School Improvement Plan and student achievement.

For more information on how to become involved at the school, please contact Principal Kathi Denny at (714) 730-7580.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.5	0.0	2.8	2.7	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date Last Reviewed by School Site Council (SSC): 12/4/18 (pending 01/09/20)

Date Updated and Approved by SSC: 12/4/18 (pending 01/09/20)

Date Discussed with Staff: 8/9/19

Our School 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; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	14	6			15	8	1		13	8		
1	24		3		24		3		25		3	
2	24		4		23		3		26		4	
3	31		3	1	28		4		31		3	
4	33		2	2	34			3	35			3
5	32		2	2	34			4	32		3	1
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,968	\$2,471	\$7,497	\$90,569
District	N/A	N/A	\$7,934	\$86,495.00
Percent Difference - School Site and District	N/A	N/A	-5.7	8.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-12.4	14.7

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 2018-19)

In addition to base funding, Tustin Ranch Elementary receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's 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 Supports. The base and supplemental funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Tustin Ranch Elementary School's School Plan for Student Achievement (SPSA) identifies student need and addresses specifically how these categorical funds will support student learning. The majority of these funds are used for staff development, instructional program support for our English Language Learners which includes materials, supplies, and technology to further meet the needs of all students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,636	\$48,612
Mid-Range Teacher Salary	\$83,297	\$74,676
Highest Teacher Salary	\$110,872	\$99,791
Average Principal Salary (Elementary)	\$139,850	\$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$158,854	\$131,167
Average Principal Salary (High)	\$162,561	\$144,822
Superintendent Salary	\$329,796	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

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. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

2016-17: The teachers of Tustin Ranch implemented researched based teaching practices based on their on-going study of best practices for reading and writing strategies. Teachers worked to refine the implementation of writing strategies in all classrooms, providing a thorough writing curriculum that builds on student's writing skills and the TC Units of Study. Our teachers vigorously pursued professional development through study groups in other cognitively based practices such as Cognitive Guided Instruction in mathematics and Writer's Workshop again this year. Study group meeting sessions, as well as professional development staff meetings, were planned throughout the school year focused specifically on the utilization of TC Units of Study for Reading and the integration of Technology. This year Tustin Ranch partnered with Ladera and Nelson Elementary Schools in TUSD for EdCamp style professional development around self selected topics focused on writing. 95% of teachers attended the district summer institute. A District Connect Coach worked with grade level teams and 2 teachers chose one on one coaching to improve classroom instruction in writing.

2018-19: The teachers of Tustin Ranch are implementing researched-based teaching practices based on their on-going study of Cognitively Guided Instruction (CGI) in math. Teachers are working to refine their knowledge and implementation of reading and writing workshop strategies, providing a thorough writing curriculum that builds on student's reading and writing skills each year. Our teachers are actively engaged in professional development through study groups in research-based best practices such as Cognitive Guided Instruction in mathematics and Writer's Workshop. Our dedicated teachers engage in collaborative planning weekly with the support of an Instructional Coach. Study group meeting sessions, as well as principal led professional development staff meetings, are planned throughout the school year focused specifically on the utilization of Cognitively Guided Instruction (CGI) in math with the integration of technology. Many of our teachers attended the district summer institute to build on their knowledge of these practices. A District Instructional Coach and the Principal work side by side with grade level teams to review student data and plan curriculum to meet the needs of our learners. They also support 22 teachers one on one to improve classroom instruction.

2019-20: The teachers of Tustin Ranch have continued to refine their teaching practices based on Teachers College Units of Study for Readers and Writers Workshop as well as Cognitively Guided Instruction. Our dedicated teachers engaged in collaborative planning weekly. The principal provides staff development meetings that focus on Social-Emotional Learning, Reading and Writing Workshop, Cognitively Guided Instruction, Digital Storytelling, and differentiated instruction. We continued to meet weekly in Professional Learning Communities to plan and target instructional practices and spiral reviews, discuss technology and coding curriculum and integration, as well as student behavior supports. Teachers participated in professional development with our Instructional Coaches in-person and on-line throughout the school year. Many of our teachers attended district-led summer classes to build on their knowledge of these practices. The school leadership team meets monthly to discuss school-wide timelines, data, and systems to support student learning and positive behavior support systems.