

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Paul Marquardt
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Red Hill Lutheran School
(As it should appear in the official records)

School Mailing Address 13200 Red Hill Avenue
(If address is P.O. Box, also include street address.)

City Tustin State CA Zip Code+4 (9 digits total) 92780-3839

County Orange

Telephone (714) 544-3132 Fax _____

Web site/URL http://www.redhillschool.org E-mail pmarquardt@redhillschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Rachel Klitzing E-mail rachel.klitzing@psd-lcms.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pacific Southwest District - LCMS Tel. (949) 854-3232

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Mark Colon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	26	27	53
1	20	21	41
2	18	15	33
3	21	14	35
4	20	20	40
5	22	18	40
6	19	22	41
7	10	14	24
8	16	22	38
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	172	173	345

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 23 % Asian
 - 1 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 10 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2018	321
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 8 %

28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	95%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To develop, nurture, and equip students to positively impact their world for Jesus Christ through a Bible-based, well-balanced education.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Red Hill Lutheran School (RHLS) is an outreach ministry of Red Hill Lutheran Church founded in 1961. Located in Tustin, California, the school currently serves 345 students in Kindergarten through grade eight and has been educating students from Tustin and the surrounding areas including Irvine, Santa Ana and Orange, for over 59 years.

Red Hill Lutheran School's purpose is to "Equip Hearts and Minds for Christ." We do this through the desire to fulfill the following statements and philosophies:

MISSION STATEMENT To develop, nurture, and equip students to positively impact their world for Jesus Christ through a Bible-based, well-balanced education.

VISION STATEMENT Red Hill Lutheran School facilitates the recognition of each student's God-given gifts, so that, students acquire wisdom, knowledge, and a distinctly biblical worldview.

PHILOSOPHY OF EDUCATION All students are blessed with unique gifts, talents, and abilities. Red Hill Lutheran School seeks to influence students toward a personal relationship with Jesus Christ. Recognizing that all students learn differently and possess unique God-given greatness, the faculty and staff at Red Hill Lutheran School are committed to individualizing learning activities while also maintaining high standards and expectations.

Accredited through WASC (Western Association of Schools and Colleges) and NLSA (National Lutheran Schools Association), the elementary and middle school program offer a standards-based, biblically integrated curriculum in the content areas of Bible, history/social studies, science, language arts, and mathematics. Additionally, students attend specialty classes with dedicated teachers who instruct in the areas of music, Spanish, STEAM, performing arts, technology, and physical education. A resource program is offered to students who need additional academic support or enrichment (GATE) and is overseen by the school resource teacher. Middle school students attend elective classes in the subjects of art, Spanish, STEAM, Robotics, Computer Programming, 3D Printing, Praise Band, Concert Band, Handbells, Teacher's Aide, and/or Performing Arts. It also offers before and after school daycare, sports, and enrichment programs.

To support the school's mission, RHLS offers a standards-based curriculum, aligned with the California Common Core and Next Generation Science Standards. The curriculum is technology-integrated, and not only develops the whole child, but also prepares each student for the demands of the 21st century. There are three kindergarten classes averaging 18 students each. Grades 1 through 8 have two classes each with an average of less than twenty students per class.

Red Hill Lutheran School was recently honored by being voted "Best Faith-Based Elementary and Junior High School in Orange County California" (Parenting OC Magazine). Additionally several teachers have been awarded "Top 25 Teacher" in Orange County. 2018: Mr. Smith, Middle School Mathematics; Mrs. Tarkoff, Middle School Language Arts. 2019: Mr. Wakita, Middle School Science; Mrs. Hernandez, First Grade. 2020: Mr. Ben Hunter, Music.

Families who attend Red Hill Lutheran School have chosen the school for a variety of reasons. Foremost among these is the desire to provide their children with a high quality, Christian-based education, within a small class size environment. While the community has many highly rated schools in close proximity, parents still choose Red Hill Lutheran for all that it has to offer. Red Hill Lutheran School families are highly educated professionals who maintain high expectations for their children. As a result, the school is charged with providing a rigorous education that not only meets that of the public schools, but also exceeds it.

After attending RHLS, students demonstrate the following learning outcomes, or Expected Student Learning Results (ESLRs), which are represented by the acronym "SOAR".

S - Spiritually Guided Students will develop a biblical worldview and impact their world for Jesus Christ. Students will proclaim Jesus Christ as their Savior and the only way to heaven. Students will reflect God's love to others. Students will apply Scriptural principles in everyday life. Students will demonstrate knowledge of the basic tenets of Christianity.

O - Outstanding Scholars Students will demonstrate academic excellence. Students will acquire core knowledge that is foundational to academic success. Students will become effective communicators. Students will develop critical thinking and problem solving skills. Students will apply tools and technology efficiently.

A - Able and Talented Students will use their unique God-given gifts, talents, and abilities to develop self-confidence and to glorify God. Students will pursue athletic and healthy lifestyles. Students will demonstrate friendly competition, teamwork, and sportsmanship. Students will develop creative talents in music, drama, creative movement, and art. Students will explore a variety of extracurricular activities.

R - Responsible Citizens Students will demonstrate integrity and responsibility as they work to become good citizens. Students will show courtesy and respect for the rights of others. Students will evaluate social and ethical issues biblically. Students will obey and respect authority. Students will be self-disciplined and capable of accepting responsibility. Students will identify and articulate thoughts and feelings. Students will live a lifestyle of character, leadership, service, stewardship, and worship.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Red Hill Lutheran School (RHLS) uses a variety of instructional resources to meet and exceed the California Common Core Standards. RHLS believes that students have a variety of gifts and talents, and that these should be developed and nurtured inside and outside the classroom. Teachers at RHLS work hard to provide a responsive curriculum to support students' individual needs.

The curriculum is designed to integrate reading, writing, speaking, and listening to support the growth and development of 21st Century Skills such as communication, collaboration, creativity, and critical thinking. Teachers are committed to growing professionally in order to provide current, researched-based strategies to support student learning. Lesson design engages students using multimodalities, including technology, cooperative learning, project-based learning, Whole Brain Teaching, and higher-level questioning techniques. All teachers have been trained on using strategies of Depth and Complexity, not only to meet the needs of gifted learners, but also to support students who perform at a variety of levels.

Teachers work in professional learning communities to plan and evaluate lessons to ensure best practices are in place. They work to develop cross-curricular units that enrich the student learning experience. Assessment is used to drive instructional decisions, as teachers use both formative and summative assessments throughout the year. Besides daily assessment practice, there are designated trimester assessment windows where teachers gather standardized and portfolio data for each student.

In support of social-emotional learning, Growth Mindset and character development are the basis of RHLS and its positive classroom climate. The school uses a Positive Behavior Interventions and Supports (PBIS) for positive classroom and playground management. With small class sizes, RHLS teachers, students, and parents can form strong relationships and a supportive environment to foster student growth and meet their individual needs.

1b. Reading/English language arts

The Reading/English language arts program at Red Hill Lutheran School is aligned with the California Common Core Standards, which provide a systematic, sequential framework in the areas of reading, writing, language, speaking, and listening. In order to provide students with deep, authentic learning experiences, these skills are woven throughout the various content areas. Student learning experiences are cross-curricular to help prepare students for the demands of 21st century college and careers. Units are developed so that students can read, write, speak, and listen, using paired nonfiction and fiction texts. The standards place a strong emphasis on students providing evidence to support their claims, both through speaking and writing. Students write in many genres including argument/opinion, narrative, and informational.

To provide student an integrated curriculum, RHLS teachers design and implement Project Based Learning experiences. These projects have reached to the outer community through philanthropy projects, as well as through RHLS teachers presenting their work to other area teachers, both public and private.

The core curriculum series for elementary is Pearson Reading Street for elementary and Prentice Hall Literature for middle school. Primary teachers use Foundations phonics for early reading support. There is school wide implementation of the writing curriculum, Step Up to Writing, across all grades and content areas, so that students gain a firm foundation in writing instruction. RHLS has a partnership with the University of California - Irvine (UCI) Writing Project which ensures that researched-based pedagogical strategies are consistently implemented.

Freckle, an online differentiation platform is utilized in core subjects to provide students with an individualized learning experience. Other tools for differentiation include teachers using assessments to

formulate small group instruction, such as guided reading groups. In addition to daily informal and formal assessments, teachers administer a variety of benchmark assessments each trimester including NWEA-MAP Growth Assessments, NWEA-MAP Reading Fluency, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and STAR. This, along with small class size, allow teachers to individually know each student's needs and provide a differentiated curriculum.

1c. Mathematics

Red Hill Lutheran School was an early adopter of the California Common Core State Standards for mathematical instruction. The State Standards, along with the eight core mathematical practices, have provided a clear and focused scope and sequence from Kindergarten through 8th grade, allowing students to learn math content across grade levels in a clear and coherent manner. We adopted these curricular guides because together, they provide us a framework to teach our students to think critically and precisely, to model and use appropriate tools, and to reason abstractly and qualitatively.

Red Hill Lutheran School's philosophy of education centers on the idea that all students are blessed with unique talents and abilities, and as such, all learn differently. Nowhere is this more apparent than in the math classroom. In an effort to best serve our diverse population of learners, teachers use several different instructional approaches. Teachers school wide use Whole Brain Teaching to engage students in the learning and aid in content acquisition. There is also an emphasis on bringing the math to life via project based learning, as evidenced by the annual probability carnival (hosted by Pre-Algebra students), the Barbie Bungee Jump (an exploration of correlation and predictive modeling), and the student-led designs that resulted in a modernized science room, STEAM lab, and Ga-Ga Pit!

Red Hill Lutheran School uses a wide variety of assessment data to improve school and student performance. Ultimately our goal as a school is to use assessment data to guide instruction and optimize progress towards student learning goals. That starts with teachers from K-8 using various formative assessments (examples include whiteboard responses, exit tickets, pair/share, fishbowl, independent practice, performance tasks, and choral response) to continually monitor student learning. Whereas formative assessment data can be formal or informal, teachers collect and employ formal summative assessment data to monitor and document student progress towards learning goals. Additionally, Red Hill has used the Iowa Test of Basic Skills and now uses the NWEA-MAP Assessment data to track student progress longitudinally across grade levels. We meet annually to analyze the data, identify areas of strength and opportunities for improvement, and to plan interventions on a whole-class level as well as on an individual student level.

1d. Science

Red Hill Lutheran School science instruction revolves around the Next Generation Science Standards (NGSS) model of inquiry-based instruction. Understanding Science and Engineering Practices starts in kindergarten where students journal patterns in weather and the seasons. Upper primary (grades 3 through 5) students perform hands on discovery to learn what makes up matter. In upper grades (grades 6 through 8), you may see students learning about forces and forces colliding as students analyze what happens when a watermelon hits the ground. STEM, STEAM, Robotics, and Computer Science classes give students opportunities for practical application of science. By integrating, engineering and Earth, Life, and Physical sciences across the grade-levels, students develop an increasing set of skills to understand the natural sciences and learn how to apply them.

Inquiry-based instruction combined with explicit instruction, kinesthetic instruction, outdoor education, and technology-based instruction reinforces both Disciplinary Core Ideas and Crosscutting Concepts. The use of the varied strategies also supports special needs students, English Language Learners, and both struggling and advanced students by providing differentiated pathways for understanding. Technology-based learning includes the use of computers, tablets, and virtual and augmented reality to support and engage students. Science showcases engage the community and reinforce science and home connections. Finally, ongoing improvements result in new and deeper learning strategies such as project-based learning which help students understand and address real-world engineering challenges.

Informal and formal (paper and computer) assessments give students the opportunity to demonstrate different levels of understanding from baseline acquisition (Do students understand scientific vocabulary?), to meaning (Explain your understanding of the phenomena.), to transfer (What general patterns can you see in this principle that can be applied elsewhere?). In addition, these assessments along with NWEA-MAP Science testing provide a snapshot of current understanding, highlight opportunities for student growth, and provide data to guide instruction.

1e. Social studies/history/civic learning and engagement

History curriculum is aligned with the State of California History-Social Sciences Content Standards. From kindergarten lessons on civic behavior to California History in 4th grade to U.S. history in 8th grade, teachers help students develop History and Social Science analysis skills with real life applications. Understanding of chronological and spatial thinking is developed through the use of and construction of timelines, map analysis and historical document review. Students learn how history is written and how it applies to our current lives. They experience how to analyze types of primary and secondary sources and how to distinguish different historical points of view coupled with the extensive use of technology and higher order thinking skills. Students develop an understanding of cause and effect, as well as, historical continuity. Various projects utilizing technology and historical research skills involving organizing, categorizing, distinguishing relevant from irrelevant facts, and drawing conclusions are additional aspects of learning that occurs during History class.

Teachers demonstrate instructional excellence through cross-curricular instructional approaches. These instructional techniques developing skills in oral and written language for effective communication, encourage collaboration with fellow students, and foster creativity by incorporating STEAM in history projects. The thematic, interdisciplinary approach includes explicit/direct instruction, Socratic methods, differentiated instruction, and project-based learning. These active, student-centered, cooperative strategies are used by teachers to involve students in learning while also integrating Biblical truths and principles. Differentiated instruction occurs regularly to meet needs of all learners in classroom. Recognizing the importance of technology, students at each grade level access various types of technology, including iPads and Chromebooks. Instruction also incorporates the use of technology through Promethean Boards, Apple TVs, and a variety of educational resources such as Google Classroom, BrainPOP/BrainPOP Jr. and Discovery Education.

Informal and formal assessments include written exit tickets, visual kinesthetic response, quick check for understanding using online applications designed for the classroom, quizzes, tests, projects and student portfolios to monitor student learning and guide instructions. In addition, standardized tests such as STAR, DIBELS, NWEA-MAP are given to students 3 times per school year. The results from these assessments are analyzed by teachers at each grade level as this data drives instruction. Teachers are also able to differentiate and determine additional support needed including support from the campus Resource Program.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Students participate in a wide variety of specialty classes. Instrumental Music is experienced by all students in kindergarten through fifth grade as they progress through an instrumental survey. K-1 students meet once a week for thirty minutes and play Orff Instruments, bells, Boomwhackers, and assorted hand percussion as they study rhythmic notation versus steady beat. Second grade students meet once a week for thirty minutes, as well as focus on the recorder and begin to learn notated music on the treble clef. Third grade students have instrumental music twice a week for thirty-minute sessions as they study chords and learn the ukulele. Fourth grade students meet twice a week for forty minutes and choose either violin or cello to form a beginning string ensemble. Fifth grade students end the K-5 instrumental survey by choosing and pursuing a band instrument. These students meet twice a week for fifty-minute sessions as they progress

with the flute, clarinet, alto saxophone, trumpet, or trombone. The goal of the instrumental music survey is to help students learn about music while also trying different instruments to better know what they would like to take to the next level when entering middle school.

Apart from Instrumental Music, elementary students also attend Choral Music classes once a week for fifty-minute sessions. These sessions combine all classes at each grade level to form grade level choirs that sing in the school's Christmas and Spring shows as well as at chapel services and vocal festivals. Multiple part harmony is addressed as students progress in age.

Elementary students also receive one Performing Arts and Drama class each week for a forty-minute session. The students learn stage presence as well as public speaking skills. Students perform both plays and musicals throughout the year. Schoolwide presentations occur throughout the year at Thanksgiving, Christmas, Grandparents Day, Easter, and through the Pacific Symphony Class Act partnership's Bravo Assembly.

The Visual Art program occurs five times in the school year. Each project is based on the work of a famous artist. Students start by learning about the artist's life and work and then create something based on their work. Each class is an hour long and each class is taught individually. The choice of artists is based on an attempt to have the students be able to use a variety of media throughout the year as well have a breadth of art history knowledge. The goal too is that students will be able to participate in the art program for many years without repeating an artist.

Physical education is offered to all elementary and middle school students. Elementary students meet twice a week for thirty-minute sessions while middle school students meet two to three times a week for forty-minute sessions. Students learn about different sports discussing proper technique and rules. Students learn what it means to be physically fit and are given tools to do so. Each spring students participate in a nutrition unit where they journal their meals and discuss healthy living. Multiple sports including football, basketball, volleyball, track and more, are offered after school for students that want to take their learning further and join a sports team.

Elementary students have Spanish twice a week for thirty-minute sessions as they study both the language and the culture. Students sing songs in Spanish, write assignments in Spanish, and host Cinco de Mayo and Dia de los Muertos parties.

Elementary classes all have computers, either Chromebooks or iPads at a one to one ratio allowing current technology to be integrated into all curricular areas. Homeroom teachers teach basic digital citizenship as well as basic typing. Middle school students each bring their own iPad to use in all of their classes. The school has also invested in several 3D printers and a digital program to be used by all K-8 students. Each classroom is also equipped with a library for student reading opportunities.

Elementary and Middle Schools students attend STEAM (Science, Technology, Engineering, Arts, and Mathematics) class which is a holistic combination of different silos of education through project-based learning. K-1 students attend STEAM once a week for a thirty-minute session, while 2nd grade through 5th grade attends once a week for a forty-minute session. Middle School has STEAM class two to three times a week as block schedule for eighty-minute sessions.

RHLS partners with the Discovery Science Center of Orange County (Discover Science Cube) which provides a full-time on site instructor and materials for developmental and hands-on instructional classes once per week.

All K-8 students undergo character development with weekly Bible classes within their classroom. Middle School has a dedicated Bible teacher that teaches all students two to three times a week for forty-minute sessions. ASB is also offered as an elective for students to practice leadership throughout the school. ASB students are elected to office by the student body, raise money throughout the year, use raised funds for charity work, speak every week in chapel and plan and run three pep rallies a year for the entire school.

Middle School students also get to choose two electives each year. Electives are block schedule classes that meet twice a week for seventy-minute class sessions. Current electives include Concert Band, Handbells, Home Economics, Praise Band, Robotics 1, Robotics 2, Spanish, Drama, Praise and Movement Dance Team, Computer Coding, 3D Printing, ASB, and Teacher's Aide. Before and after school classes are also offered for varying grade levels and include String Orchestra, Choir, Trombone Ensemble, Violin Class, Chess Club, Performing Arts Musical Production, K-1 Spirit Squad, Sign Language, Martial Arts, Calligraphy, Spanish Club, Dance Team, Gymnastics, Cooking, Basketball Team, Football Team, Volleyball, Track and Field, and soccer.

3. Academic Supports:

3a. Students performing below grade level

Students who are performing below grade level get individualized assistance through flexible grouping, one-on-one instruction, and guided reading and math groups. Elementary classrooms have aides who are available to work with the teacher as he or she does small group instruction. The resource teacher does pull-outs for students who need extra attention. Some students receive after school tutoring, if they need instructional intervention and support.

Communication between parents and teachers occurs early and often. Assessments are frequent, so student learning needs are quickly addressed. The online grade communication system alerts parents to student performance. Each fall, teachers communicate benchmark assessment results with parents and work with them to develop goals for student learning.

If concerns are more serious, the school may initiate a student study team to determine if there is a need for the student to be formally assessed for learning issues.

3b. Students performing above grade level

Students who are performing above grade level have their needs met in a variety of ways. In kindergarten, first, and second grade, students will work in differentiated groups during guided reading/math activities. While not formally identified as GATE (Gifted and Talented), teachers may use strategies of Depth and Complexity with these students. Additionally, they may be given enrichment and/or higher leveled learning activities. Depending on the needs of the students, small groups may work with the resource teacher on more challenging content.

Teachers differentiate instruction in a similar manner for students in grades 3-5; however, some students may have been formally identified as GATE. Those students attend math and literature pull-outs in the resource room 2-5 times each week, where they work on material designed for gifted students. Each grade level has a teacher certified in gifted education.

In the middle school program, teachers utilize GATE strategies. Students have differentiated menu options based on learning styles and abilities. Teachers lead them through project-based learning activities. Enrichment opportunities are provided. For advanced math students, grade acceleration may occur.

3c. Special education

Students who are formally identified with an Individualized Learning Plan (ILP) receive modifications and accommodations in the classroom based on this plan. Students may be identified through the local school district or testing from an educational psychologist.

The resource teacher meets with classroom teachers to ensure that the plan is thoroughly implemented. Student plans are reviewed and updated each year. Modifications and accommodations may be made by the classroom teacher and may include things like preferential seating, modified tests, extra time on assignments, and/or shorter assignments. Students may also work one-on-one with the resource teacher in

the resource room to meet their specific needs, such as tests being read aloud, quiet testing room, or assignment support.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is a high priority at RHLS, where teachers continually work to foster attention, curiosity, interest, and passion in our students in order to motivate them to learn and grow.

One way the school engages students is through Whole Brain Teaching, which is a brain-based neuroscientific way to activate students' brains visually, auditorily, and kinesthetically. Besides Whole Brain Teaching, teachers deliver content through multisensory lessons, using cooperative learning, technology, music, drama, movement, games, Project-Based Learning, and inquiry learning.

The STEAM program allows students to develop 21st century learning skills while collaborating and communicating, working creatively, and using critical thinking skills. They connect content learning to hands-on projects in an engaging manner.

RHLS participated in a book study on Teach Like a Pirate, with the premise of teachers creating innovative, captivating lessons that increase student engagement. Teachers at RHLS transform their classrooms into Jurassic Worlds, Surgical Operating Rooms, Escape Rooms, Physics Pumpkin Drops, and Barbie Bungie Jumps.

The specialty program engages students in various multiple intelligences, allowing them to express themselves creatively through instrumental music, choir, drama, physical education, and Spanish. The school's enrichment program provides many after school classes where students can explore their talents and interests.

Students' social-emotional health is promoted through Growth Mindset thinking, where they are positively encouraged to set and work towards goals. Character development is a huge part of RHLS, with each month being devoted to a specific trait. Students work towards achieving character awards each month. They also support local and global philanthropies in order to establish a purpose outside of themselves, to learn to help others.

Discipline at its root means "to teach," and teachers at RHLS maintain positive interactions with students, as they work to model and support positive behavior in the classroom through PBIS (Positive Behavior Interventions and Supports).

2. Engaging Families and Community:

Besides engaging students, RHLS works to engage the family and the community as well. The school has a close, family atmosphere with a high level of parent support and teacher-parent partnership. RHLS participates in the annual Tustin Tiller Days Parade each year, and has won first place with their parade float the last two years (2018 & 2019). The community parade, held annually during the first Saturday in October, features RHLS families, Praise Band, Singspiration group, and a 53 foot semi-trailer truck flatbed that is decorated with the school year theme. The entire Tustin community enjoys this festive event and the RHLS participation.

RHLS families also serve the community through monthly philanthropy activities. Local philanthropies are identified and then hands-on activities are designed for family participation. One example is the support provided for the Orange County Rescue Mission for the homeless, as well as the support to raise funds for Hope4Kids local adoption agency.

RHLS truly supports the local community through sponsorship of a Boy Scout Troop (Troop 235), National Charity League programs and meetings, as well as partnering with the local public schools in sharing facilities for concerts and events (Foothill High School [Tustin] concerts).

RHLS is proud to be one of 32 select schools in Orange County to be a 'Class Act' school with the Pacific Symphony. The Frieda Belinfante Class Act partnership connects Pacific Symphony to Orange County elementary schools each year. Schools are invited to participate in this unique partnership program through a competitive application process that RHLS has enjoyed for the past 3 years. Each year, students form a relationship with a new Symphony musician who serves as a "Class Act teaching artist," through activities including classroom lessons, ensemble performances, assemblies and a Youth Concert at Renée and Henry Segerstrom Concert Hall. All activities feature the music of the Class Act Composer of the Year.

RHLS families begin and end each school year with a community carnival that features carnival games and rides for children of all ages. Summer programs provide outreach support for all community children and families as well; allowing parents an opportunity to provide enrichment classes and non-traditional programs for their children in a safe and caring environment.

3. Creating Professional Culture:

Red Hill Lutheran School is committed to teacher professional growth and development in order to prepare our students' hearts and minds to positively impact the world.

In order for Red Hill Lutheran teachers to be equipped to guide students in this mission, the school has made a firm commitment to providing teachers with the most current, researched-based professional development opportunities. We believe Proverbs 18:15, which says, "An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge." Teachers at RHLS enthusiastically embrace professional growth and development, because they know that we all are designed to continually grow and learn. This growth mindset is something that is modeled to students in the hope to encourage a lifelong love of learning.

RHLS teachers have participated in numerous training sessions both on and off campus this year. Not only did they participate in school sponsored training opportunities, but many teachers dedicated their own time to attend conferences and view webinars, all in the effort to improve their teaching practice to impact student learning.

Administration supports teachers' professional development endeavors 100%. Through this encouragement, RHLS teachers are currently pursuing advanced training in clear credential programs, Masters degrees, Gifted and Talented Education Certification, and National Board Teacher Certification.

To support teachers in their professional practice, the observation and evaluation process subscribes to the growth mindset philosophy. Part of this process includes teachers formulating personal goals based on research-based professional teaching standards. Teachers present lessons that are observed by both peers and administration and data is recorded through a rubric. After the lesson, they complete self-reflections on areas of success and need for modifications. With this learning/teaching cycle, teachers focus on professional growth and personal accountability, with the ultimate goal of increased student achievement.

4. School Leadership:

The overall leadership philosophy is empowerment revolving around trust and support. A leadership style that is a combination of a transformational and democratic leadership style. A collaborative approach is used and modeled by the Principal, which allows each level of leadership to appreciate and understand various perspective on topics; while still empowering decision making to be streamlined and efficient. Teachers are empowered to take risks in trying new pedagogy. The Assistant Principal conducts formal and informal teaching observations that help guide and direct professional development programs. Teacher's openly share and build upon each other's strengths. This is encouraged and fostered by providing time to meet as Professional Learning Communities each week. Additionally, the sharing and use of student achievement testing (NWEA-MAP) to drive grade level curricular planning and implementation is expected and supported for all teachers by the Principal and Assistant Principal.

Parent stakeholders in the Parent Teacher Fellowship (PTF) participate and support the overall school program formally through involvement in the PTF, as well as informally within each teacher's classroom.

The Principal models and promotes direct and timely communication between parents and classroom teachers. Parents and teachers form a partnership that shares common goals for each student. Fall student goal setting meetings include direct written input from parents. Teachers seek parental agreement and support when setting student academic and social goals which are periodically reviewed together as a team.

The Principal provides opportunities for all staff members to share professionally and socially which builds a common feeling of family and team. The Principal empowers and directs the office manager to support teachers through full utilization of new technology that off loads clerical tasks from teachers, but at the same time working to increase a personal connection to parents and students.

Each person in the RHLS Leadership team assists in setting the tone for collaborative teamwork with the shared vision of meeting each student where they are at and developing and growing their individual skills. The Principal believes that each person is uniquely gifted by God and how they develop and use those gifts is their gift back to God and the greater community; thus working together to achieve the school's purpose of developing, nurturing, and equipping students to positively impact their world for Jesus Christ through a Bible based, well-balanced education.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that is most instrumental to Red Hill Lutheran School's (RHLS) success is its commitment to its educational philosophy: "That all students are blessed with unique gifts, talents, and abilities, learning differently and possessing unique God-given greatness."

Just as each student is uniquely made; each member of the school family serves a unique role: Parents, Administration and Support staff, Teachers, and Students. It is the people who make RHLS a success.

Parents

Without school families, there would not be a school. RHLS parents provide their children a Christ-centered, well-rounded education, at personal expense and sacrifice, in an area where public schools are highly rated. They believe that belonging to RHLS is being part of a family. They are highly supportive through donations of time, energy, and financial support. The Parent Teacher Fellowship (PTF) is devoted to nurturing this family atmosphere through fellowship activities.

Administration and Staff

The talents and abilities of the office and custodial staff set the tone for the family atmosphere on campus. From the clean, well-maintained campus to the friendly greeting from the front office; the supportive pastors who conduct chapel each week to the youth directors who encourage spiritual growth, each person on staff contributes to a positive experience for families. The church and school administration work in partnership to promote a work environment that is well-supported and encouraging to staff. Resources are well managed and programs are well funded. Administration fosters a growth mindset knowing that everyone can learn, grow, and evolve.

Teachers

Research shows that the single most important component of student achievement is quality teachers. It would be difficult to find any campus that has teachers as dedicated as RHLS, where they consider their position their vocation, called by God for the purpose of having a deep and lasting impact on students' lives. They are committed to researched-based professional development in order to become the best teachers they can be for their class. Small class sizes at RHLS and the family atmosphere allows teachers to really know each student's unique needs, so that instruction can be differentiated and individualized. RHLS also has many specialty teachers devoted to the development of the whole child through elective and enrichment programs.

Students

RHLS students are enthusiastic, engaged learners who strive for excellence. Years at the school allow them grow and flourish, not only academically, but also as good citizens. They are motivated to develop a growth mindset by teachers who directly foster this and through personal example. Students become critical thinkers, able to communicate and collaborate with others with confidence. RHLS students move on to high school with leadership skills, entering advanced placement and honors classes. They are dedicated to philanthropy and community service, working to transform the world.

If there is one thing that sets RHLS apart, it's the people who comprise the school community. Each is an important piece of the large puzzle. Each has unique gifts and qualities that work in synergy to make RHLS the school it is.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Lutheran

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What is the educational cost per student? \$8350
(School budget divided by enrollment)
4. What is the average financial aid per student? \$105
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 65%