



# TUSTIN HIGH SCHOOL

1171 El Camino Real, Tustin, CA 92780 | Phone: (714)730-7414

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Dr. Jon Tuin  
Principal

Dr. Heather Bojorquez  
Assistant Principal

Thomas Giebe  
Assistant Principal

Richard McKinley  
Assistant Principal

## Title I Schoolwide Status

### Components of a Schoolwide Program Plan 2022-23 School Year

For the current school year, Tustin High School will continue to operate as a Schoolwide Title I program. As required by ESSA Section 1114(b)(1) for Schoolwide program plans, the following ten components are specifically addressed:

**Component 1:** A comprehensive needs assessment has been conducted and is contained within this plan.

**Component 2:** Schoolwide reform strategies currently in place provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in ESSA Section 1114(b)(3).

As part of our Tier I support, Tustin High School is committed to developing strategies and practices that target Thinking Critically, Effectively Communicating, Advancing Literacy and Managing Resources (TEAM). We are also developing our Tier II supports for both academics and SEL. In addition, AVID WICOR strategies are embedded in this commitment.

**Component 3:** ESSA requires a high quality of ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards. Tustin High School has implemented the following professional development opportunities:

Tustin High School will continue to implement weekly DOT starts (Delayed On-Time Starts). This provides us an opportunity to deliver weekly PD opportunities which include a rotation of the following: whole group team instruction, department learning, collaborative work, pod work to develop unit plans, and common assessments. This is all in the context of a dynamic district effort to grow teachers. This year, the emphasis is on supporting our EL students, maximizing our interventions, implementing restorative practices, and implementing the Rigorous Curriculum Design process for select Math, English, Science and Social Studies teachers.

**Component 4:** Parent involvement is a priority at Tustin High School. Strategies to increase parental involvement through means such as family literacy services in accordance with ESSA include:

We have individuals assigned to making sure that we communicate well with parents about our school and the opportunities that exist. Our PR person keeps our website up to date and helps to keep all the different THS social media sites connected and organized. Parents are kept current on weekly events and the spirit of our school and mission. Additionally, we offer multiple opportunities in a month for parents to come for guidance, instruction and feedback. From principal's coffee to college nights, parents have opportunities to be connected and informed. This year, we added a Community Specialists person to help coordinate and lead all the initiatives related to school and community connection.



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**Component 5:** Preschool transition is an important component at Tustin High School. Entering kindergarten students are provided transitional support through a variety of activities and/or programs. These activities and/or programs include: (*elementary schools only*)

Not applicable at Tustin High School.

**Component 6:** Teachers continually provide input into the decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. As teachers become more sophisticated in the use of data to help drive instruction, decisions regarding student needs have become more and more teacher-driven. Examples of this include:

We have a Leadership team of teachers that represent each department. This group offers input and feedback on how to best support and monitor progress of improvement initiatives. Professional Learning Groups are established to tackle school wide issues and solutions. Last year for example, there was a group focused on looking at our discipline process, and several changes were implemented mid-year as the result of teacher input.

**Component 7:** Student performance on statewide assessments is electronically available to teachers as soon as test scores are released by the state. Teachers have a web-based data management system that shows the state results for each student in their class. Teachers are able to quickly determine the students who need additional assistance in reaching proficiency. This helps teachers identify and provide effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by ESSA. Other examples of how teachers identify and provide assistance to students who experience difficulty in attaining the proficient or advanced levels of academic content standards include:

Typically, standardized test scores are released to teachers, and they play a role in their planning and instruction. This year, the Rigorous Curriculum Design process will be implemented in order to focus our work on priority standards assessed in state assessments. The RCD process will support teachers in developing specific success criteria based on the targeted standards. This will allow for more focused processing of standardized test scores.

**Component 8:** All federal, state, and local services and programs, including programs supported under ESSA Section 1114(b)(5), violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, comprehensive support or targeted support and improvement activities are coordinated and integrated at Tustin High School. Some examples of how programs are coordinated include:

Tustin High School is moving to a community-based model where intervention and support is more holistically accessed. We set aside 8 classrooms for housing a variety of services that benefit our students and families as well. The school's emphasis on building school culture includes efforts to get our parents and students more connected, benefitting from our growing resources which included interventionists, social workers and other classified staff.