

Title I Schoolwide Status

Components of a Schoolwide Program Plan 2025-2026 School Year Tustin Ranch Elementary

For the current school year, Tustin Ranch Elementary will continue to operate as a Schoolwide Title I program. As required by ESSA Section 1114(b)(1) for Schoolwide program plans, the following eight 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).

Tustin Ranch Elementary School is a leading-edge school, staffed by highly trained teachers.

Teachers use research-based instructional strategies, methods, and curricular materials that strengthen the core academic program at Tustin Ranch. Students receive additional instructional support through the MTSS support program with Orton-Gillingham phonics, the Benchmark ELA/ELD program, Common Core math instruction, English Language Development with both integrated and designated support, school counseling services, after-school enrichment program offerings, and more.

Tustin Ranch's focus is on strong first instruction, meaning that teachers utilize daily interactions with and data from students to help design the best instructional strategies. Benchmark ELA/ELD, based on the Science of Reading, is implemented in every classroom at Tustin Ranch to engage students working toward grade-level learning standards. Tustin Ranch teachers utilize the adopted curriculum along with the guiding principles of best teaching strategies in order to help all students succeed.

The staff addresses the needs of all children in the school, especially low-achieving subgroups, including English Language Learners and socioeconomically disadvantaged students. Students in need of more time and assistance in mastering grade-level skills are able to do so through Multi-Tiered Systems of Support (MTSS). Students participate in a variety of targeted and closely monitored reading and math interventions to systematically increase reading ability and math skills.

Grade-level teams of teachers, including Professional Learning Communities (PLCs), the Tustin Ranch Leadership team, the School Site Council, and the English Language Advisory Committee (ELAC) review the progress of all students on an ongoing basis to determine if students' academic needs are being met. Using the district data management system Illuminate, teachers have access to student results in both formative and summative assessments. Specific activities include mClass DIBELS, site assessment plans, math unit tests, STAR Reading and Math assessments, and CAASPP Interim Assessment Blocks (IAB).

The SPSA for Tustin Ranch is in alignment with the goals of the Local Educational Agency Plan (LEAP) and all state requirements.

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 Ranch Elementary has implemented the following professional development opportunities:

Partnership with OCDE to support TRE as a Math Lab school with professional learning centered around teaching of mathematics, aligned with Standards for Mathematical Practices, TUSD Learning Series, Data Analysis, Designated and Integrated ELD instruction, Orton-Gillingham Phonics, OCDE Induction, GATE, mClass DIBELS Reading Difficulty Screener, Educational Technology, Leadership Academy, conferences, weekly Professional Learning Communities, district ongoing professional learning opportunities, and integrated site-based monthly professional learning.

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

Research has shown that parent involvement in a child's education can greatly improve learning outcomes. As a result, parent and family involvement are highly important. The Parent Teacher Association (PTA), English Language Acquisition Committee (ELAC), and School Site Council (SSC) are all TRE groups that seek to involve parents and families in their students' education. Still, many of our families have needs that extend beyond the classroom. To that end, TRE focuses time and attention on connecting families to community resources through the support of our Community Specialist and Community Liaison. Our part-time on-site counselor and mental health specialist also work with students and families in need. Parent outreach at TRE includes weekly email newsletters, Friday folder communication, the TRE website, ParentSquare phone and email messages, and social media using Instagram and Facebook. Many TRE teachers also use digital tools such as Seesaw learning journal and Class Dojo to communicate directly with parents on student progress. Working with parents and families helps to ensure that every day students arrive at school, prepared to learn.

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

School parent/student tours are conducted annually and by request. Parent welcome and resource letters from the kindergarten team and principal are mailed home to all enrolled kindergarten students in June. TRE will also advertise the Tustin Public Schools Foundation Summer Academy "Fast Forward" academic summer camp. The principal will reach out to the site-based Catalyst Director to advertise Catalyst summer programs that will support our incoming kindergarten students. Additional programs that assist with transition include Morning Meetings, Social Emotional Learning (SEL) lessons and resources in classrooms, parent volunteer opportunities, weekly physical education and Library sessions, as well as many family involvement opportunities through the PTO.

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:

Tustin Ranch teachers and staff continually provide input into the decisions regarding the use of results from state and local assessments. This input and conversation occur in weekly Professional Learning Community (PLC) meetings, Leadership Team, Student Study Team meetings, Progress Monitoring assessments, EL groupings based on English proficiency levels, and data-driven flexible reading and math groupings and anecdotal assessments. Ongoing professional learning opportunities help to increase teacher proficiency in new assessments, programs and data analysis tools. Use of data tools within mClass DIBELS, STAR Reading, STAR Math, FIABs, and other academic programs help to assess student need and develop programmatic decisions for the site.

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:

Teachers will pre-assess and assess students to help determine their mastery of content and concepts. The data gathered in this process will help teachers to have an honest dialogue about student needs, placement, and learning plans. When students are struggling, this data-driven process will also help to identify needs and determine appropriate interventions.

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, and job training are coordinated and integrated at Tustin Ranch Elementary. Some examples of how programs are coordinated include:

The Tustin Ranch School Site Council (SSC) oversees the coordination of all school services and programs funded with federal, state, and local funds. Wellness activities at TRE include 100-Mile Club, a weekly certificated physical education coach, ongoing SEL and character instruction, and the Positive Behavior Intervention and Support (PBIS) program. Teachers also implement Morning Meetings and utilize the Zones of Regulation framework to provide ongoing common language through all grade levels. Title 1 and EL funding are coordinated with this plan. Additionally, the district-provided mental health specialist coordinates with our on-site counselor to best meet the needs of students and families.

Free breakfast and lunch are also available to all students daily.