

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **TWAIN HIGH SCHOOL**

2022-23

37-68338-3730231

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Rebman, Michael

Contact Person: Rebman, Michael

Position: Principal

Telephone Number: 858/800-5300

Address: 6402 Linda Vista Rd, Twain High, San Diego, CA, 92111-7320

E-mail Address: mrebman@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *(Date to be inserted by Strategic Planning for Student Achievement Department)*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.



2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Twain High School PHONE: 858-800-5300 FAX: _____

SITE CONTACT PERSON: Mike Rebman E-MAIL ADDRESS: mrebman@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)
- CSI School
- ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 4/8/22 & 9/27/22
- Other (list): _____ Date of presentation: _____

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 5/4/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Mike Rebman
Type/Print Name of School Principal

Todd Lehr
Type/Print Name of SSC Chairperson

Carrie Bios
Type/Print Name of ELAC Representative

Erin Richison
Type/Print Name of Area Superintendent

[Signature] 10/7/22
Signature of School Principal / Date

[Signature] 10/5/22
Signature of SSC Chairperson / Date

C. Bios 10/5/22
Signature of ELAC Representative / Date

[Signature] 10.18.22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title 1 Schoolwide program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Cultivating inclusive, anti-racism and restorative schools, classrooms, and district.

LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All

LCAP Goal 4: Quality leadership, teaching and learning

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools.

ENGAGING EDUCATIONAL PARTNERS

At Mark Twain High School, stakeholders were involved in the 2022-2023 budget development process via multiple meetings and opportunities to dialogue and provide input. These include staff meetings, SGT, and SSC held throughout spring 2022.

January 10, 2022, and February 2, 2022 - SGT & ILT analyzed data and discuss budget priorities

February 9, 2022 - SSC analyzed data and discuss budget priorities

February 22, 2022 - SSC reviewed and approved the 21-22 budget

September 28, 2021 - ELAC meeting analyzed data, discussed student needs, and school goals. The ELAC delegated responsibility to the SSC for the 21-22 school year.

September 28, 2022 - SSC approved the Title I Parent & Family Engagement Policy and the Title I School Parent Compact. The SSC also analyzed Twain data, discussed student needs, and identified SPSA goals.

April 8, 2022 - SGT & ILT reviewed student data/needs and the 21-22 draft Twain SPSA goals.

May 4, 2022 - SSC reviewed SPSA goals. SSC discussed and approved the 21-22 Twain SPSA.

RESOURCE INEQUITIES

Twain's root cause analysis consisted of a review of FAST and DEMI data, Twain's community survey, student grades (D/F lists), site performance assessment data, student credit completion rates, and the 21-22 SPSA. Math and English proficiency rates continue to be an area of need. Based on the spring FAST data 83 of 128 or 64.8% of students that tested have some or high risk. On the DEMI, Twain's students demonstrated knowledge of mathematics, but struggled with applying that knowledge to new problems, and communicating their solutions and methods. 22% of Twain's students demonstrated incomplete evidence in knowledge (6% above SDUSD average), 63% demonstrated incomplete evidence in application (36% above SDUSD average), and 68% demonstrated incomplete evidence in communication (22% above SDUSD average). Data from the Twain Dashboard showed that Twain's focus on supporting students in 'on time credit attainment' with attendance interventions and small group instruction showed a positive impact on the rates of students attaining the Option 1 44 credit diploma for an on-time graduation.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Cassandra Daniel	Classroom Teacher
Jennifer Vinson	Classroom Teacher
Todd Lehr	Classroom Teacher
Mike Rebman	Principal
Marilyn Bradford	Community Member
Marlem Lopez de Leon	Parent
David Cardenas Lizarraga	Student
Leonardo Madueno	Student
Bryan Villalvazo	Student
Theresa Glasgow	Staff

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Twain is one of two continuation schools in San Diego Unified and serves as an intervention for diploma bound students who have fallen behind and are at-risk of not graduating. The staff supports students with varied needs and tailors learning to meet individual student needs. Over the last year, staff made significant efforts at engaging students and families on an individual basis using multiple forms of communication. This positively impacted Twain's overall graduation rate and reduced the percentage of students receiving failing grades at the quarter.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The most significant differences between Twain's 21-22 intended implementation and what occurred were the interruptions to instruction due to student and staff absences as a result of COVID. There were ongoing substitute teacher shortages which prevented teacher PLC work during the school day. Additionally, Mending Matters was not able to provide a therapist to Twain one day a week as planned.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No significant changes are planned for the 22-23 school year.

*Identified Need							
The MTHS SSC and staff analyzed the results of the Core SEL and student/community survey data and identified the area of school climate and culture as an area for improvement. Based on 2022 data, 16.1% of students responded that they do not feel a strong connection to the school. It is our hope that 100% of Twain students will be able to identify a caring adult on campus, thereby increasing their connection to the school.							
*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	11	Improve students feeling of connectedness to school as measured by the CA Healthy Kids Survey.	54%	70%	CAL-SCHLS (CHKS)	annual	
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	English Learner	Improve students feeling of connectedness to school as measured by the Core SEL.	70%	90%	Other (Describe in Objective)	Annual
June 2023	11	Students with Disabilities	Improve students feeling of connectedness to school as measured by the Core SEL.	66%	90%	Other (Describe in Objective)	Annual
June 2023	11	Black or African American	Improve students feeling of connectedness to school as measured by the Core SEL.	75%	90%	Other (Describe in Objective)	Annual
Supporting Black Youth - Additional Goals							

- ✓ Twain's Site Equity Team (Instructional Leadership Team) will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at Twain is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Twain's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, Twain will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ Twain will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ Twain's Site Equity Team (Instructional Leadership Team) will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ Twain will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ Twain will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students will benefit from schoolwide and site-based interventions and activities designed to promote connectedness with school, student engagement, and student well-being.

*Strategy/Activity - Description

- * Staff professional development around restorative practices, youth mental health first aid, anxiety in young people, and bullying prevention will be facilitated, and elements of these practices will be implemented in classrooms and across Twain sites.
- *All sites will use a Green Light document to facilitate conversations and intervention planning for students.
- *Implement restorative justice practices in the classroom by conducting community circles several times a month.
- *Utilize the student code of conduct and site safety plan to promote student digital responsibility and positively impact student safety on campus.
- *Implement restorative discipline schoolwide to address student behavior and promote a positive school climate.
- *Support student mental health by implementing classroom restorative practices, addressing topics like suicide awareness and red ribbon, participating in SDUSD/SDCOE mental health resources, and using SDUSD, community based and _____ for individual and group therapy.

*Proposed Expenditures for this Strategy/Activity

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03622V	Classroom PARAS Hrly		\$4,000.00	\$5,480.40	0362-30100-00-2151-1000-3200-01000-0000	Title I Basic Program	[no data]		para educator time to support small group instruction and student tutoring.
N03624K	Prof&Curriclm DevHrlyClstrmTchr		\$4,000.00	\$4,952.40	0362-09800-00-1170-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teacher hourly to support lesson development and student intervention planning.
N0362A8	Supplies		\$20,047.00	\$20,047.00	0362-09800-00-4301-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		instruction supplies to supplement core instruction in the classroom and facilitate student learning.

***Additional Supports for this Strategy/Activity**

Individual student, classroom based, and campus wide events will be planned online and in person on an ongoing basis to recognize student achievements and promote a sense of community at each Twain campus. These events are funded through site discretionary funding, grants from business partners (like the Downtown Lions Club), and through Twain's afterschool grant.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Twain is one of two continuation schools in San Diego Unified and serves as an intervention for diploma bound students who have fallen behind and are at-risk of not graduating. The staff supports students with varied needs and tailors learning to meet individual student needs. In reflecting upon our SPSA Goals from 2021-22, we determined that there could have been better implementation of the goals and strategies as a result of disruptions caused by staff absences and the transition from distance learning. Teachers collaboratively designed standards-based developed units, however obstacles presented by distance learning negatively impacted progress.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The most significant differences between Twain's 21-22 intended implementation and what occurred were the interruptions to instruction due to student and staff absences as a result of COVID. There were ongoing substitute teacher shortages which prevented teacher PLC work during the school day. Additionally, Mending Matters was not able to provide a therapist to Twain one day a week as planned.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No significant changes are planned for the 22-23 school year.

*Identified Need - English Language Arts

Based on 2022 spring FAST data, only 27.1% of students were identified as being advanced or having low risk.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Increase the percentage of students performing at meets or exceeds standards.	15%	40%	CAASPP ELA	Annual
June 2023	10-12	Increase the percentage of students who perform at the advanced or low risk level.	27.1%	55%	FAST aReading	semester

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	English Learner	Increase the percentage of students who perform at the advanced or low risk level.	8.3%	55%	FAST aReading	semester
June 2023	11	Students with Disabilities	Increase the percentage of students who perform at the advanced or low risk level.	21.4%	55%	FAST aReading	semester
June 2023	11	Black or African American	Increase the percentage of students who perform at the advanced or low risk level.	15.4%	55%	FAST aReading	semester
*Identified Need - Math							
Based on the spring 2022 DEMI math assessment, only 31% of students demonstrated proficiency in the ability to apply mathematics.							
*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	10-12	Improvement in proficiency on site assigned common tasks	no data	60%	Site Developed Common Assessments	semester	
June 2023	10-12	Improve percentage of student demonstrating evidence of proficiency in knowledge of mathematics	51%	60%	DEMI	semester	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	10-12	English Learner	Improve percentage of student demonstrating evidence of proficiency in knowledge of mathematics	28%	60%	DEMI	semester
June 2023	10-12	Students with Disabilities	Improve percentage of student demonstrating evidence of proficiency in knowledge of mathematics	31%	60%	DEMI	semester
June 2023	10-12	Black or African American	Improve percentage of student demonstrating evidence of proficiency in knowledge of mathematics	no data	60%	DEMI	semester

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need - English Learners

Based on 2022 spring FAST data, only 9.2% of students were identified as being advanced or having low risk. The majority of Twain's English Learners were in the some to high-risk categories.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	English Learner	Increased the percentage of student that score proficient on the CAASPP ELA.	0%	25%	CAASPP ELA	annual

*Identified Need - Graduation/Promotion Rate

The majority of the students that enroll at Twain are highly credit deficient and need academic and counseling support to develop a plan for graduation from high school.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	on time graduation	78%	80%	Graduation/Promotion	Annual

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	English Learner	on time graduation	81.4%	80%	Graduation/Promotion	annual
June 2023	12	Black or African American	on time graduation	76.1%	80%	Graduation/Promotion	annual
June 2023	12	Students with Disabilities	on time graduation	75.9%	80%	Graduation/Promotion	annual

Strategy 1: Improving Tier 1 in English Language Arts

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

- *Teachers have written grade level standards-based units of study with aligned end of unit performance tasks.
- *The English department is engaged in professional learning around assisting at-risk learners in accessing grade level complex texts.
- *Monthly department PLCs are focused on improving student reading/writing, implementing revising units of study, and analyzing student work.
- *Staff are attending district sponsored trainings focused on site ELA goals.
- *Writing assessment for all students across content areas using RACE responses.
- *Implement the use of critical concepts to ensure all courses address CCSS.
- *Utilize grade level proficiency scales in order to promote mastery of critical concepts.
- *Instructional aides push into core classrooms based on prioritized student needs to support instruction.
- *All Twain staff engaged in professional learning around support at-risk learners in accessing grade level non-fiction texts.
- *Collaborative planning time during PLCs for lesson design and reviewing student work.
- *Supplemental instructional materials to enhance teaching in the core subject areas.
- *After school in person and virtual tutoring offered to support individual and small group learning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03622I	Regular Teacher	0.04200	\$3,874.88	\$5,637.11	0362-30100-00-1107-1000-3200-01000-0000	Title I Basic Program	[no data]		Classroom teacher to supplement core instruction in ELA and reduce class size.
F03622J	Community Home Ed School Asst	0.45000	\$13,022.10	\$30,670.89	0362-30100-00-2231-2490-3200-01000-0000	Title I Basic Program	[no data]		para educator time to support student learning with tutorials, small group instruction and individual student support.
F03622L	Community Home Ed School Asst	0.23490	\$6,797.54	\$13,922.70	0362-30100-00-2231-2490-3200-01000-0000	Title I Basic Program	[no data]		para educator time to support student learning with tutorials, small group instruction and individual student support.
F03622K	Community Home Ed School Asst	0.33000	\$9,549.54	\$20,481.03	0362-30100-00-2231-2490-	Title I Basic Program	[no data]		para educator time to support student learning

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					3200-01000-0000				with tutorials, small group instruction and individual student support.
N0362I	Supplies		\$4,696.00	\$4,696.00	0362-30106-00-4301-1000-3200-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		instruction supplies to supplement core instruction in the classroom and facilitate student learning.
N036219	Interprogram Svcs/Paper		\$4,000.00	\$4,000.00	0362-09800-00-5733-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		paper to supplement core instruction in the classroom.
N03622Z	Conference Local		\$250.00	\$250.00	0362-09800-00-5209-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Conference registration fees to support teacher learning around supplementing core instruction to facilitate student learning.
N03623A	Equipment Non Capitalized		\$3,000.00	\$3,000.00	0362-09800-00-4491-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		computers and equipment to supplement student learning in classrooms.
N03629J	Prof&Curriclm DevHrlyClstrmTchr		\$16,000.00	\$19,809.60	0362-30106-00-1170-1000-3200-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Teacher hourly to support lesson development and student intervention planning.
N03629L	Equipment Non Capitalized		\$1,452.00	\$1,452.00	0362-30106-00-4491-1000-3200-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		computers and equipment to supplement student learning in classrooms.
N0362BZ	Prof&Curriclm Dev Vist Tchr		\$2,500.00	\$3,095.25	0362-30100-00-1192-1000-3200-01000-0000	Title I Basic Program	[no data]		Visiting teacher time to support teacher professional learning and student work analysis.
N0362C0	Equipment Non Capitalized		\$2,549.00	\$2,549.00	0362-30100-00-4491-1000-3200-01000-0000	Title I Basic Program	[no data]		computers and equipment to supplement student learning in classrooms.
	Classroom PARAS Hrly				0362-30100-00-2151-1000-3200-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N03622V	para educator time to support small group instruction and student tutoring.

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Prof&Curriclm DevHrlyClstrmTchr				0362-09800- 00-1170-1000- 3200-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N03624K	Teacher hourly to support lesson development and student intervention planning.
	Supplies				0362-09800- 00-4301-1000- 3200-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0362A8	instruction supplies to supplement core instruction in the classroom and facilitate student learning.

Strategy 2: Improving Tier 1 in Mathematics

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

- *Teachers have written grade level standards-based units of study with aligned end of unit performance tasks/common assessments.
- *The math department is engaged in professional learning around assisting at-risk learners in accessing grade level math content.
- *Monthly PLCs focused on implementing revising units of study and analyzing student performance tasks.
- *Staff are attending district sponsored trainings such as capacity builders.
- *Instructional aides push into core classrooms based on prioritized students' needs to support instruction.
- *Implement the use of critical concepts to ensure all courses address the CCSS.
- *Utilize grade level proficiency scales in order to promote mastery of critical concepts.
- *All classes incorporate standards for mathematical practices (as appropriate).
- *Integrate new technology, including physical classroom technology as well as digital applications that support learning.
- *Utilize supplemental instructional materials to enhance instruction and student learning in core subject areas.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Regular Teacher				0362-30100-00-1107-1000-3200-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F03622I	classroom teacher time to supplement core instruction, reduce class size and support student learning.
	Community Home Ed School Asst				0362-30100-00-2231-2490-3200-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F03622J	para educator time to support student learning with tutorials, small group instruction and individual student support.
	Community Home Ed School Asst				0362-30100-00-2231-2490-3200-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F03622K	para educator time to support student learning with tutorials, small group instruction and individual student support.

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Community Home Ed School Asst				0362-30100-00-2231-2490-3200-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F03622L	para educator time to support student learning with tutorials, small group instruction and individual student support.
Classroom PARAS Hrly				0362-30100-00-2151-1000-3200-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N03622V	para educator time to support small group instruction and student tutoring.
Conference Local				0362-09800-00-5209-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03622Z	Conference registration fees to support teacher learning around supplementing core instruction to facilitate student learning.
Equipment Non Capitalized				0362-09800-00-4491-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03623A	computers and equipment to supplement student learning in classrooms.
Equipment Non Capitalized				0362-30106-00-4491-1000-3200-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03629L	computers and equipment to supplement student learning in classrooms.
Equipment Non Capitalized				0362-30100-00-4491-1000-3200-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0362C0	computers and equipment to supplement student learning in classrooms.
Interprogram Svcs/Paper				0362-09800-00-5733-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N036219	paper to supplement core instruction in the classroom.
Prof&Curriclm Dev Vist Tchr				0362-30100-00-1192-1000-	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating	Visiting teacher time to support teacher professional

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

				3200-01000-0000			Student Learning with High Expectations for All Ref Id : N0362BZ	learning and student work analysis.
	Prof&Curriclm DevHrlyClsrmTchr			0362-09800-00-1170-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N03624K	Teacher hourly to support lesson development and student intervention planning.
	Prof&Curriclm DevHrlyClsrmTchr			0362-30106-00-1170-1000-3200-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03629J	Teacher hourly to support lesson development and student intervention planning.
	Supplies			0362-09800-00-4301-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0362A8	instruction supplies to supplement core instruction in the classroom and facilitate student learning.
	Supplies			0362-30106-00-4301-1000-3200-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0362I	instruction supplies to supplement core instruction in the classroom and facilitate student learning.

***Additional Supports for this Strategy/Activity**

Strategy 3: Improving Integrated ELD in Classrooms

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

- *All Twain staff engaged in professional learning around support at-risk learners through use of SDAIE and QTEL strategies.
- *Professional learning is taking place monthly both whole group and by content area.
- *Collaborative planning time is set aside for lesson design and reviewing student work.
- *Supplemental instructional materials to enhance teaching in the core subject areas.
- *Para-educators and tutors to support individual and small group instruction in classrooms.
- *Focused observations around ELD instruction.
- *Supplemental instructional materials to enhance student learning in core subject areas.
- *Demonstration lessons will be planned during the year to highlight effective instructional practices for supporting English Learners.

***Proposed Expenditures for this Strategy/Activity**

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Community Home Ed School Asst				0362-30100-00-2231-2490-3200-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F03622J	para educator time to support small group instruction and student tutoring.
	Community Home Ed School Asst				0362-30100-00-2231-2490-3200-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F03622K	para educator time to support small group instruction and student tutoring.
	Community Home Ed School Asst				0362-30100-00-2231-2490-3200-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F03622L	para educator time to support small group instruction and student tutoring.
	Prof&Curriclm DevHrlyClsrmTchr				0362-30106-00-1170-1000-3200-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03629J	Teacher hourly to support lesson development and student intervention planning.
	Supplies				0362-09800-00-4301-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0362A8	instruction supplies to supplement core instruction in the classroom and facilitate student learning.

***Additional Supports for this Strategy/Activity**

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Students with disabilities

***Strategy/Activity - Description**

*Coteaching strategies are being targeted to address areas of highest need at Twain - based on student numbers or needs.

*All Twain staff engaged in professional learning around support at-risk learners through use nonfiction text reading strategies.

*Professional learning is taking place monthly both whole group and by content area to increase staff awareness of diverse student needs and effective instructional strategies.

*Collaborative planning time is set aside for lesson design and reviewing student work.

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- *Participation in district level PD to support teaching and learning.
- *Identify struggling learners for targeted intervention using the Green Light document.
- *Supplemental instructional materials to enhance teaching in the core subject areas.
- *Para-educators and tutors to support individual and small group instruction in classrooms and after school tutoring.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Currielm DevHrlyClsrmTchr				0362-30106-00-1170-1000-3200-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03629J	Teacher hourly to support lesson development and student intervention planning.
	Supplies				0362-09800-00-4301-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0362A8	instruction supplies to supplement core instruction in the classroom and facilitate student learning such as professional books and reading materials.

***Additional Supports for this Strategy/Activity**

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Black or African American Students

***Strategy/Activity - Description**

- *Twain will develop a mentoring program focused on supporting Black Youth in effectively accessing the core curriculum, identifying academic/socio-emotional interventions when needed, exploring career and post-secondary interests, mentors, and programs, and accessing community-based resources.
- *Twain will develop a site equity team that meets throughout the school year to monitor student access to programs, learning, attendance, and data with a focus on Black youth.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Prof&Currielm DevHrlyClsrmTchr				0362-30106- 00-1170-1000- 3200-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03629J	Teacher hourly to support lesson development and student intervention planning.
Supplies				0362-09800- 00-4301-1000- 3200-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0362A8	instruction supplies to supplement core instruction in the classroom and facilitate student learning such as student notebooks and pencils.

***Additional Supports for this Strategy/Activity**

Strategy 5: Targeted Intervention to Increase Graduation Rate

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

- *Quarter academic calendar allowing students to focus on four classes each term.
- *Twain counselors meet with each student at least once a quarter for individual student conferences to review students individual academic plan for graduation.
- *Twain counselors monitor students' academic plans and create student schedules for the following quarter based on current student needs.
- *Evaluation of student/family priorities when a student is unable to graduate on time to determine appropriate diploma options is made by Twain counselors. This intervention is ongoing based on individual student needs.
- *Midterm progress report with teacher and counseling interventions and family communication.
- *Individual staff communication with all Twain families to improve student achievement, access to school, and parent engagement. Twain staff (certificated and classified) communicate with families (in person conference, phone conference, text, or email) regarding attendance, late arrivals, missing assignments, academic needs, academic interventions, and schoolwide events 5-10 times per quarter.
- *Twain offers a hybrid after school tutoring center. Students can receive tutoring daily from 3-5pm in person at several sites and online using Twain's zoom link at all Twain sites. The tutoring center is staffed by teachers, classified staff, and college student tutors.
- *The Twain Green Light Document will be updated once a week by classroom teachers throughout the school year. The Green Light Document is used each week by certificated and classified staff to monitor student academic performance, communicate with families and identify interventions.
- *PowerSchool Gradebook is used by all classroom teachers to store assignments and grades. Non-classroom staff can communicate with families and support students during tutorials by identifying areas of need in each student's gradebook report.

***Proposed Expenditures for this Strategy/Activity**

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

In reflecting upon our SPSA goals from 21-22, we determined that many of Twain's family engagement practices were highly successful, while others received less family engagement. Twain families received individual communication via phone, text or email from staff (certificated and classified) on average between 5-10 times per month to discuss student attendance, student academic progress, school activities, and school-based interventions. Families report feeling connected to Twain because of the frequent individualized contact they received - 65% reported feeling very strongly that Twain provides parental support and encourages parental involvement on a 2021 parent survey; or an average of 4.5 out of 5 for total responses. Twain has historically had low attendance at schoolwide events (less than 10% of students represented), like the fall open house, even when aligned with an awards ceremony and free meals for families.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The most significant differences between Twain's 21-22 intended implementation and what occurred were the interruptions to instruction due to student and staff absences as a result of COVID. Additionally, Mending Matters was not able to provide a therapist to Twain one day a week as planned.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No significant changes are planned for the 22-23 school year.

*Identified Need					
Intentional parent/family engagement and communication to improve student achievement.					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent engagement - parents feeling welcome to participate at school	55%	75%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent engagement - accessing school resources to support student achievement	55%	75%	Attendance
Strategy 1: Improved Home/School Partnership					
*Families to be served by this Strategy/Activity					
All families					
*Strategy/Activity - Description					
<p>*Individual staff communication with all Twain families to improve student achievement, access to school, and parent engagement. Twain staff (certificated and classified) communicate with families (in person conference, phone conference, text, or email) regarding attendance, late arrivals, missing assignments, academic needs, academic interventions, and schoolwide events 5-10 times per quarter.</p> <p>*Create school events that are flexible and accommodate different family schedules like the virtual open house with recorded classroom videos (Screencastify) that can be accessed at any time of day.</p> <p>*Open house, back to school night, and award assemblies.</p> <p>*Keep Twain web site up to date to facilitate accessing of school resources and identify additional resources like virtual classroom tours.</p> <p>*Provide students and families updated and ongoing counseling information focused on graduation and post-secondary planning (vocational opportunities, CTE programs, internships, Promise Grant, FAFSA).</p> <p>*Individual student/family orientation, graduation conferences, status checks.</p> <p>*SSC and SGT open schoolwide community meetings held monthly.</p>					
*Proposed Expenditures for this Strategy/Activity					

Twain High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N036222	Supplies		\$1,522.00	\$1,522.00	0362-30103-00-4301-1000-3200-01000-0000	Title I Parent Involvement	[no data]		instructional supplies to support parent and family engagement

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A**BUDGET SUMMARY**

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Twain High	09800 LCFF Intervention Support	(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	4,000.00	0	\$4,000.00
Twain High			3000 Benefits			0	\$952.40
Twain High			4301 Supplies	Supplies	20,047.00	0	\$20,047.00
Twain High			4491 Equipment Non Capitalized	Equipment Non Capitalized	3,000.00	0	\$3,000.00
Twain High			5209 Conference Local	Conference Local	250	0	\$250.00
Twain High			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	4,000.00	0	\$4,000.00
Twain High		(blank) Total				0	\$32,249.40
Twain High	09800 LCFF Intervention Support Total					0	\$32,249.40
Twain High	30100 Title I Basic Program	Community Home Ed School Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	29,369.18	1.0149	\$29,369.18
Twain High			3000 Benefits			0	\$35,705.44
Twain High		Community Home Ed School Asst Total				1.0149	\$65,074.62
Twain High		Regular Teacher	1107 Classroom Teacher	Classroom Teacher	3,874.88	0.042	\$3,874.88
Twain High			3000 Benefits			0	\$1,762.23
Twain High		Regular Teacher Total				0.042	\$5,637.11
Twain High		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	2,500.00	0	\$2,500.00
Twain High			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	4,000.00	0	\$4,000.00
Twain High			3000 Benefits			0	\$2,075.65
Twain High			4491 Equipment Non Capitalized	Equipment Non Capitalized	2,549.00	0	\$2,549.00
Twain High		(blank) Total				0	\$11,124.65
Twain High	30100 Title I Basic Program Total					1.0569	\$81,836.38
Twain High	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	1,522.00	0	\$1,522.00
Twain High		(blank) Total				0	\$1,522.00
Twain High	30103 Title I Parent Involvement Total					0	\$1,522.00
Twain High	30106 Title I Supplmnt Prog Imprvmt	(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	16,000.00	0	\$16,000.00
Twain High			3000 Benefits			0	\$3,809.60
Twain High			4301 Supplies	Supplies	4,696.00	0	\$4,696.00
Twain High			4491 Equipment Non Capitalized	Equipment Non Capitalized	1,452.00	0	\$1,452.00
Twain High		(blank) Total				0	\$25,957.60
Twain High	30106 Title I Supplmnt Prog Imprvmt Total					0	\$25,957.60

Twain High Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 83,358
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 141,565

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 25,958
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 25,958

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 32,249
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 32,249

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 141,565

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Twain High School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23

2.0 With approval from the local governing board, Twain High School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) *School Site Council Parents, students, community members and staff review and update the Title 1 Parent and Family Engagement Plan on an annual basis. Once input has been established and approved by the School Site Council the “Plan” is forwarded to the Financial Planning, Monitoring and Accountability Department for SDUSD approval. The “Plan” is distributed to parents at the time of student orientation/enrollment and distributed at the first Parent Night Program each year and electronically through the School Messenger system.*

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Twain High School school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school’s participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Twain convenes an annual Title 1 meeting each October in the evening and invites all students and families. This meeting addresses Twain’s participation in Title 1 and the rights of parents to be involved. Invitations are distributed to students and via phone/email. This meeting will be held on October 5, 2022 for the 22-23 school year.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2]).

- *Twain schedules SSC meetings at times and dates that are determined to meet the needs of parents' schedules to the greatest extent possible.*
- *Twain School Site Council (SSC) meetings are held on the third Wednesday of each month at 3:10p.m. in room 6. Meetings are also synchronously available on Zoom.*

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- *Parents are invited to all SSC meetings; elected members lead discussions on all Title 1 programs, requirements and document approval.*

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Mark Twain High School provides parents with timely information by:

- *Parent Bulletin Board in front office.*
- *Counselors and administrators discuss Title 1 program information during student/parent conferences.*
- *Electronic school-messenger calls.*
- *Google Classroom Announcements*
- *Twain Website advisories and notices including meeting times, minutes and agendas.*
- *Flyers and announcements handed out during meetings, intakes/registration, open house and awards ceremonies.*

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Mark Twain High School provides information for Title 1, Part A parents by:

- *Curriculum and assessment are discussed during parent/student conferences with counselors, teachers, special education department, case managers and administrators*
- *Back to School Night and awards assemblies allow parents to discuss any and all aspects of their child's education with teachers, counselors, administration and support staff.*
- *PowerSchool assignments, assessments and grades are available to parents at all times. Parents are encouraged to access this platform frequently.*
- *Parents are informed about curriculum and assessment during intake/registration and are given instructions for accessing PowerSchool Gradebook.*

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Mark Twain High School provides ongoing opportunities for parents to participate in decisions related to the education of their child by:

- *Discussion with their child's counselor or administrator during intake/registration as well as ongoing communication as needed.*
- *Access to teachers, counselors, administrators and support staff through school email, school telephone, Google Voice, and Google Classroom.*
- *Parents have access to student assignments and assessments through PowerSchool.*
- *Encourage parents to attend and participate in School Site Council and Site Governance Team meetings.*

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Mark Twain High School encourages comment and discussion during SSC and SGT meetings. Parent comments are noted and included in minutes. Discussion and action based on parent input is deemed high priority with a focus on consensus building to resolve concerns. Parent comments on the SWP are provided to the district when the plan is made available.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- *Mark Twain High School students and parents are provided progress reports online and grade reports through US Mail.*
- *Parents are advised of state academic assessments through school messenger in order to prepare students.*
- *State and local academic standards are discussed during Back to School Night and as needed during awards ceremonies and other conferences.*
- *Parents are encouraged and assisted in monitoring their child's progress through the PowerSchool grading and assignment platform. In addition, parents can monitor assignment completion and classroom learning in Google Classroom.*

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

During Back to School Night, awards ceremonies, parent teacher/counselor conferences and flyers, Mark Twain parents are updated on strategies to improve their child's academic achievement. These include, but are not limited to, accessing student grades and assignments in PowerSchool, encouraging ongoing communication between teachers, school staff and parents and obtaining parent support for student attendance in tutorials and after school tutoring as needed.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Mark Twain parents are encouraged to attend the SSC and SGT meetings and are frequently asked to participate in discussions concerning how we can best partner ourselves for the benefit of the students. Participation in these bodies is not limited to voting members and all parent/student voices are encouraged. All parent concerns and contributions are noted and help to shape further discussion and policy.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

The Mark Twain SSC incorporates ideas, suggestions and discussion from the Mark Twain Site Governance Team (in which a parent/student component is present), the School Site Safety Plan and other documents to garner parent input on all aspects relating to the academic, social and emotional well-being of all students and the school itself.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Mark Twain High School distributes information to parents in a variety of ways:

- *SchoolMessenger, accessed through PowerSchool, is used to send voice, email and text messages to parents in the requested home language.*
- *Many teachers use Google Voice to send and receive text messages from parents.*
- *Google Classroom is used for announcements to students and can also be used to communicate information to parents who are connected to particular classes.*
- *Mark Twain High School keeps its website updated with important information for families, including information about programs, meetings and activities.*
- *Flyers distributed during meetings, conferences, intakes/registration,*

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Mark Twain High School provides for multiple avenues of communication as listed above. Additionally, careful attention is given to parent schedules and meeting times and events are planned to meet those needs. Zoom access to meetings are provided for those not able to attend in person.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Mark Twain High School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- *Information for parent access to the California State Report card is provided during SSC meetings in English and Spanish. Translation services are provided verbally and the State Report Card is translated from English into Spanish.*
- *Twain staff actively work to engage all families so that they can participate in the school program, including counseling meetings, in person and Zoom conferences, Back to School Nights, Intakes/Registration, SGT and SSC meetings, communications through PowerSchool, Google Classroom, PowerSchool Messenger, flyers, telephone conversations.*
- *Meetings are provided in person and on Zoom.*

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-23
Twain High School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- *Invitations to participate in their child's classroom activities, School Site Council meetings and School Site Governance meetings are made during intake and registration, during regular face to face contacts, phone conversations, school messenger service and open house events. Additionally, School Site Council and Governance meeting information is posted on the school website.*
- *Mark Twain High School will provide a guaranteed and viable curriculum for all students in a learning environment suited to meet the needs of all students while specifically addressing the needs of children served under Title I, Part A through smaller class sizes, clear academic goals posted daily, assignments posted in Google Classroom and PowerSchool for students and parents to view.*
- *During intake/registration, parents will be provided information on how to support their children's learning by visiting the school website, accessing assignments and grades in Google Classroom and PowerSchool and encouraging their students to participate in after school tutoring and monthly tutorials.*

•

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- *Regular contact by the school to include, but not limited to, school staff, counselors, teachers, school administrators, and support staff to apprise families of curriculum, instructional techniques and student performance. This includes contacting parents through the school messenger system, phone calls, district email, Google Classroom, Twain Website and flyers sent home and text messages via Google Voice.*
- *Back to School night in the fall and awards ceremonies in the spring.*

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- *Parents are provided with quarterly grade reports and progress reports at mid quarter for a combined total of 8 reports throughout the year.*
- *Teachers update PowerSchool Gradebook frequently to provide parents with up to date information on student progress. Parents have access to this information through parent and/or student login.*
- *Teachers maintain a "Green Light Document" to identify students in danger of failing and place them in monthly tutorials. This information is communicated with parents via telephone conference.*

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- *Parents have access to observe in classrooms upon request.*
- *Access to staff is provided through district email, phone and text services, including Google Voice, as well as in person and Zoom conferences.*

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- *Communication is facilitated through all means mentioned above and usually translated, when necessary by staff.*
- *School Messenger calls are automatically translated into home languages.*
- *SDUSD provides translation services.*

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Twain
Grade 11

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	77	11.7	144	20.1	109	22.9	166	15.1	192	14.6	2.9	-0.5	79	1.3	144	3.5	105	1.9	167	2.4	181	1.1	-0.2	-1.3
Female	31	16.1	56	17.9	38	36.8	69	20.3	78	21.8	5.7	1.5	32	3.1	56	5.4	37	2.7	68	1.5	74	0.0	-3.1	-1.5
Male	46	8.7	88	21.6	71	15.5	97	11.3	114	9.6	0.9	-1.7	47	0.0	88	2.3	68	1.5	99	3.0	107	1.9	1.9	-1.1
African American	13	15.4	13	15.4	14	7.1	17	11.8	14	0.0	-15.4	-11.8	14	0.0	13	0.0	14	0.0	17	0.0	13	0.0	0.0	0.0
Asian	0	-	2	-	2	-	11	18.2	10	30.0	-	11.8	0	-	2	-	2	-	11	9.1	10	10.0	-	0.9
Filipino	1	-	5	-	1	-	2	-	5	-	-	-	1	-	5	-	1	-	2	-	5	-	-	-
Hispanic	47	6.4	90	15.6	67	13.4	119	12.6	140	11.4	5.0	-1.2	48	2.1	90	1.1	63	0.0	120	2.5	132	0.0	-2.1	-2.5
Native American	1	-	1	-	0	-	1	-	1	-	-	-	1	-	1	-	0	-	1	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
White	6	-	13	61.5	14	71.4	12	25.0	10	40.0	-	15.0	6	-	13	7.7	14	7.1	12	0.0	9	-	-	-
Multiracial	5	-	17	5.9	7	-	4	-	10	30.0	-	-	5	-	17	5.9	7	-	4	-	9	-	-	-
English Learner	11	0.0	34	2.9	23	0.0	37	2.7	49	0.0	0.0	-2.7	11	0.0	34	0.0	22	0.0	38	0.0	47	0.0	0.0	0.0
English-Speaking	66	13.6	109	25.7	86	29.1	129	18.6	143	19.6	6.0	1.0	68	1.5	109	4.6	83	2.4	129	3.1	134	1.5	0.0	-1.6
Reclassified†	32	3.1	32	12.5	39	20.5	64	12.5	80	21.3	18.2	8.8	33	0.0	32	0.0	37	0.0	65	3.1	74	1.4	1.4	-1.7
Initially Eng. Speaking	34	23.5	77	31.2	47	36.2	65	24.6	63	17.5	-6.0	-7.1	35	2.9	77	6.5	46	4.3	64	3.1	60	1.7	-1.2	-1.4
Econ. Disadv.*	64	10.9	116	14.7	90	21.1	132	11.4	159	12.6	1.7	1.2	66	1.5	116	1.7	88	2.3	133	0.8	148	0.7	-0.8	-0.1
Non-Econ. Disadv.	13	15.4	28	42.9	19	31.6	34	29.4	33	24.2	8.8	-5.2	13	0.0	28	10.7	17	0.0	34	8.8	33	3.0	3.0	-5.8
Gifted	10	20.0	16	18.8	13	76.9	19	31.6	28	28.6	8.6	-3.0	9	-	16	12.5	13	0.0	19	10.5	25	4.0	-	-6.5
Not Gifted	67	10.4	128	20.3	96	15.6	147	12.9	164	12.2	1.8	-0.7	70	1.4	128	2.3	92	2.2	148	1.4	156	0.6	-0.8	-0.8
With Disabilities	0	-	28	7.1	21	0.0	26	3.8	33	3.0	-	-0.8	9	-	28	3.6	20	0.0	27	0.0	34	0.0	-	0.0
WO Disabilities	69	13.0	116	23.3	88	28.4	140	17.1	159	17.0	4.0	-0.1	70	1.4	116	3.4	85	2.4	140	2.9	147	1.4	0.0	-1.5
Homeless	20	15.0	31	16.1	6	-	18	5.6	31	3.2	-11.8	-2.4	21	0.0	31	0.0	5	-	17	0.0	18	0.0	0.0	0.0
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	4	-	1	-	4	-	7	-	-	-	4	-	4	-	1	-	4	-	5	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: TWAIN HIGH

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

- * Staff professional development around restorative practices, youth mental health first aid, anxiety in young people, and bullying prevention will be facilitated and elements of these practices will be implemented both virtually and when returning to campus, in classrooms and at satellite campuses.
- *All sites will use a Green Light document to facilitate conversations and intervention planning for students.
- *Implement restorative justice practices in the classroom by conducting community circles several times a month.
- *Utilize the student code of conduct and site safety plan to promote student digital responsibility and positively impact student safety on campus.
- *Implement restorative discipline schoolwide to address student behavior and promote a positive school climate.
- *Support student mental health by implementing classroom restorative practices, addressing topics like suicide awareness and red ribbon, participating in SDUSD/SDCOE mental health resources, and using SDUSD, community based and Mending Matters for individual and group therapy.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Contracted Svcs > \$25K		\$25,000.00	30100-5100	Student mental health support provided by a Mending Matters therapist.	Student mental health support and therapy was identified as essential during distance learning and as students are returning to campus. SSC identified this as a high priority for 21-22	Mending matters was unable to provide Twain a therapist during the 21-22 school year. SDUSD offered additional therapeutic time.	Discontinued due to lack of service provider.
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	Hourly to pay teachers for attending PD and curriculum writing outside of school hours.	Provided time for teachers to collaboratively plan, analyze student work, review and group CCSS outside of work hours and during weekends/summer. Highly effective based on staff survey data and professional research.	No needs identified	No modifications for 22-23
Supplies	--	--	30100-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on	No needs identified	No modifications for 22-23

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					student and staff feedback. Essential for strengthening student engagement.		

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

- *Teachers have written grade level standards based units of study with aligned end of unit performance tasks.
- *The English department is engaged in professional learning around assisting at-risk learners in accessing grade level complex texts.
- *Monthly department PLCs are focused on improving student reading/writing, implementing revising units of study, and analyzing student work.
- *Staff are attending district sponsored trainings focused on site ELA goals.
- *Writing assessment for all students across content areas using RACE responses.
- *Implement the use of critical concepts to ensure all courses address CCSS.
- *Utilize grade level proficiency scales in order to promote mastery of critical concepts.
- *Instructional aides push into core classrooms based in prioritized student needs to support instruction.
- *All Twain staff engaged in professional learning around support at-risk learners in accessing grade level non-fiction texts.
- *Collaborative planning time during PLCs for lesson design and reviewing student work.
- *Supplemental instructional materials to enhance teaching in the core subject areas.
- *After school in person and virtual tutoring offered to support individual and small group learning.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Community Home Ed School Asst	0.33000	\$25,207.94	30100-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.
Community Home Ed School Asst	0.23490	\$13,384.79	30100-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.
Community Home Ed School Asst	0.10000	\$6,580.20	30100-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.
Community Home Ed School Asst	0.35000	\$23,030.75	30106-2231	individual and small group	Highly effective interventions for supporting	No concerns identified.	Increase FTE as budget allows.

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				academic support and intervention	individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.		
Prof&Curriclm DevHrlyClstrmTchr		\$7,188.60	30106-1170	Hourly to pay teachers for attending PD and curriculum writing outside of school hours.	Provided time for teachers to collaboratively plan, analyze student work, review and group CCSS outside of work hours and during weekends/summer. Highly effective based on staff survey data and professional research.	No needs identified	No modifications for 22-23
Supplies		\$1,582.25	30106-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23
Prof&Curriclm Dev Vist Tchr		\$4,792.40	30106-1192	Sub time to facilitate teacher professional development and	Highly effective support that allows staff to attend professional	Underutilized in 21-22 due to covid, sub shortages and increased costs.	Not budgeted in 22-23 due to staffing shortages

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				collaboration around student learning.	learning around student needs	Transferred most of budget to other SPSA interventions	and cost/benefit ratio.
Supplies		\$4,798.47	30100-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23
Classroom PARAS Hrly		\$5,323.60	30100-2151	additional para time to support student learning outside of regular work day.	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase hours available as budget allows.

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

- *Teachers have written grade level standards based units of study with aligned end of unit performance tasks/common assessments.
- *The math department is engaged in professional learning around assisting at-risk learners in accessing grade level math content.
- *Monthly PLCs focused on implementing revising units of study and analyzing student performance tasks.
- *Staff are attending district sponsored trainings such as capacity builders.
- *Instructional aides push into core classrooms based in prioritized student needs to support instruction.
- *Implement the use of critical concepts to ensure all courses address the CCSS.
- *Utilize grade level proficiency scales in order to promote mastery of critical concepts.
- *All classes incorporate standards for mathematical practices (as appropriate).
- *Integrate new technology, including physical classroom technology as well as digital applications that support learning.
- *utilize supplemental instructional materials to enhance instruction and student learning in core subject areas.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Community Home Ed School Asst	--	--	30100-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.
Community Home Ed School Asst	--	--	30106-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.
Community Home Ed School Asst	--	--	30100-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.
Community Home Ed School Asst	--	--	30100-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					group student support. Identified as essential by classroom teachers for supporting struggling learners.		
Classroom PARAS Hrly	--	--	30100-2151	additional para time to support student learning outside of regular work day.	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase hours available as budget allows.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Sub time to facilitate teacher professional development and collaboration around student learning.	Highly effective support that allows staff to attend professional learning around student needs	Underutilized in 21-22 due to covid, sub shortages and increased costs. Transferred most of budget to other SPSA interventions	Not budgeted in 22-23 due to staffing shortages and cost/benefit ratio.
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	Hourly to pay teachers for attending PD and curriculum writing outside of school hours.	Provided time for teachers to collaboratively plan, analyze student work, review and group CCSS outside of work hours and during weekends/summer. Highly effective based on staff survey data and	No needs identified	No modifications for 22-23

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					professional research.		
Supplies	--	--	30106-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23
Supplies	--	--	30100-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

- *All Twain staff engaged in professional learning around support at-risk learners through use of SDAIE and QTEL strategies.
- *Professional learning is taking place monthly both whole group and by content area.
- *Collaborative planning time is set aside for lesson design and reviewing student work.
- *Supplemental instructional materials to enhance teaching in the core subject areas.
- *Para-educators and tutors to support individual and small group instruction in classrooms.
- *Focused observations around ELD instruction.
- *Supplemental instructional materials to enhance student learning in core subject areas.
- *Demonstration lessons will be planned during the year to highlight effective instructional practices for supporting English Learners.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom PARAS Hrly	--	--	30100-2151	additional para time to support student learning outside of regular work day.	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase hours available as budget allows.
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Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

- *Individual staff communication with all Twain families to improve student achievement, access to school, and parent engagement. Twain staff (certificated and classified) communicate with families (in person conference, phone conference, text, or email) regarding attendance, late arrivals, missing assignments, academic needs, academic interventions, and schoolwide events 5-10 times per quarter.
- *Create school events that are flexible and accommodate different family schedules like the virtual open house with recorded classroom videos (Screencastify) that can be accessed at any time of day.
- *Open house, back to school night, and award assemblies.
- *Keep Twain web site up to date to facilitate accessing of school resources and identify additional resources like virtual classroom tours.
- *Provide students and families updated and ongoing counseling information focused on graduation and post secondary planning (vocational opportunities, CTE programs, internships, Promise Grant, FAFSA).
- *Individual student/family orientation, graduation conferences, status checks.
- *SSC and SGT open schoolwide community meetings held monthly.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies		\$1,511.00	30103-4301	supplemental instructional supplies to support parent engagement.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

- *Quarter academic calendar allowing students to focus on four classes each term.
- *Twain counselors meet with each student at least once a quarter for individual student conferences to review students individual academic plan for graduation.
- *Twain counselors monitor students academic plans and create student schedules for the following quarter based on current student needs.
- *Evaluation of student/family priorities when a student is unable to graduate on time to determine appropriate diploma options is made by Twain counselors. This intervention is ongoing based on individual student needs.
- *Mid term progress report with teacher and counseling interventions and family communication.
- *Individual staff communication with all Twain families to improve student achievement, access to school, and parent engagement. Twain staff (certificated and classified) communicate with families (in person conference, phone conference, text, or email) regarding attendance, late arrivals, missing assignments, academic needs, academic interventions, and schoolwide events 5-10 times per quarter.
- *Twain offers a hybrid after school tutoring center. Students can receive tutoring daily from 3-5pm in person at several sites and online using Twain's zoom link at all Twain sites. The tutoring center is staffed by teachers, classified staff, and college student tutors.
- *The Twain Green Light Document will be updated once a week by classroom teachers throughout the school year. The Green Light Document is used each week by certificated and classified staff to monitor student academic performance, communicate with families and identify interventions.
- *PowerSchool Gradebook is used by all classroom teachers to store assignments and grades. Non-classroom staff can communicate with families and support students during tutorials by identifying areas of need in each student's gradebook report.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Community Home Ed School Asst	--	--	30100-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.
Community Home Ed School Asst	--	--	30106-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.
Community Home Ed School Asst	--	--	30100-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers	No concerns identified.	Increase FTE as budget allows.

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					for supporting struggling learners.		
Community Home Ed School Asst	--	--	30100-2231	individual and small group academic support and intervention	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase FTE as budget allows.
Classroom PARAS Hrly	--	--	30100-2151	additional para time to support student learning outside of regular work day.	Highly effective interventions for supporting individual and small group student support. Identified as essential by classroom teachers for supporting struggling learners.	No concerns identified.	Increase hours available as budget allows.
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	Hourly to pay teachers for attending PD and curriculum writing outside of school hours.	Provided time for teachers to collaboratively plan, analyze student work, review and group CCSS outside of work hours and during weekends/summer. Highly effective based on staff survey data and professional research.	No needs identified	No modifications for 22-23

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30100-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23
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Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

*Twain will develop a mentoring program focused on supporting Black Youth in effectively accessing the core curriculum, identifying academic/socio-emotional interventions when needed, exploring career and post-secondary interests, mentors, and programs, and accessing community based resources.
*Twain will develop a site equity team taht meets throughout the school year to monitor student access to programs, learning, attendance, and data with a focus on Black youth.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTch r	--	--	30106-1170	Hourly to pay teachers for attending PD and curriculum writing	Provided time for teachers to collaboratively plan, analyze student work, review and	No needs identified	No modifications for 22-23

Twain High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				outside of school hours.	group CCSS outside of work hours and during weekends/summer. Highly effective based on staff survey data and professional research.		
Supplies	--	--	30106-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23

What are my leadership strategies in service of the goals?

SCHOOL NAME: TWAIN HIGH

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

- *Teachers have written grade level standards based units of study with aligned end of unit performance tasks.
- *The English department is engaged in professional learning around assisting at-risk learners in accessing grade level complex texts.
- *Monthly department PLCs are focused on improving student reading/writing, implementing revising units of study, and analyzing student work.
- *Staff are attending district sponsored trainings focused on site ELA goals.
- *Writing assessment for all students across content areas using RACE responses.
- *Implement the use of critical concepts to ensure all courses address CCSS.
- *Utilize grade level proficiency scales in order to promote mastery of critical concepts.
- *Instructional aides push into core classrooms based in prioritized student needs to support instruction.
- *All Twain staff engaged in professional learning around support at-risk learners in accessing grade level non-fiction texts.
- *Collaborative planning time during PLCs for lesson design and reviewing student work.
- *Supplemental instructional materials to enhance teaching in the core subject areas.
- *After school in person and virtual tutoring offered to support individual and small group learning.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$10,042.70	09800-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23
Prof&Curriclm Dev Vist Tchr		\$7,188.60	09800-1192	Sub time to facilitate teacher professional development and collaboration around student learning.	Highly effective support that allows staff to attend professional learning around student needs	Underutilized in 21-22 due to covid, sub shortages and increased costs. Transferred most of budget to other SPSA interventions	Not budgeted in 22-23 due to staffing shortages and cost/benefit ratio.
Interprogram Svcs/Field Trip		\$2,500.00	09800-5735	field trips to support student learning.	Supplemental educational experiences to support core instruction.	Identified as essential however not utilized due to covid.	Carry over to 22-23
Prof&Curriclm DevHrlyClstrmTchr		\$11,981.00	09800-1170	Hourly to pay teachers for attending PD and curriculum writing	Provided time for teachers to collaboratively plan, analyze student work, review and	No needs identified	No modifications for 22-23

Twain High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				outside of school hours.	group CCSS outside of work hours and during weekends/summer. Highly effective based on staff survey data and professional research.		
Postage Expense		\$1,000.00	09800-5920	postage to facilitate home/school communication.	Essential for promoting home/school communication and engagement as identified by SSC	No needs identified. Discussed struggles with getting families to utilize PS parent portal.	No modifications for 22-23.
Conference Local		\$1,000.00	09800-5209	Registration fees at local conferences to support educator professional learning.	Staff identify this as extremely important for continuing professional learning.	Not utilized much in 21-22 due to covid and sub shortages.	Carry over intervention into 22-23.
Interprogram Svcs/Paper		\$2,000.00	09800-5733	paper to facilitate student learning.	Supports core instruction in the classroom. Students can write/highlight documents as needed	No needs identified	N/A
Equipment Non Capitalized		\$4,455.00	09800-4491	Supplemental equipment to facilitate student learning.	Equipment was essential during distance learning and allowed all Twain staff to monitor and support student achievement	No negative aspects identified	Reduced need for 22-23

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

- *Teachers have written grade level standards based units of study with aligned end of unit performance tasks/common assessments.
- *The math department is engaged in professional learning around assisting at-risk learners in accessing grade level math content.
- *Monthly PLCs focused on implementing revising units of study and analyzing student performance tasks.
- *Staff are attending district sponsored trainings such as capacity builders.
- *Instructional aides push into core classrooms based in prioritized student needs to support instruction.
- *Implement the use of critical concepts to ensure all courses address the CCSS.
- *Utilize grade level proficiency scales in order to promote mastery of critical concepts.
- *All classes incorporate standards for mathematical practices (as appropriate).
- *Integrate new technology, including physical classroom technology as well as digital applications that support learning.
- *utilize supplemental instructional materials to enhance instruction and student learning in core subject areas.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Conference Local	--	--	09800-5209	Registration fees at local conferences to support educator professional learning.	Staff identify this as extremely important for continuing professional learning.	Not utilized much in 21-22 due to covid and sub shortages.	Carry over intervention into 22-23.
Equipment Non Capitalized	--	--	09800-4491	Supplemental equipment to facilitate student learning.	Equipment was essential during distance learning and allowed all Twain staff to monitor and support student achievement	No negative aspects identified	Reduced need for 22-23
Interprogram Svcs/Field Trip	--	--	09800-5735	field trips to support student learning.	Supplemental educational experiences to support core instruction.	Identified as essential however not utilized due to covid.	Carry over to 22-23
Interprogram Svcs/Paper	--	--	09800-5733	paper to facilitate student learning.	Supports core instruction in the classroom. Students can write/highlight documents as needed	No needs identified	N/A
Postage Expense	--	--	09800-5920	postage to facilitate home/school communication.	Essential for promoting home/school communication and engagement as identified by SSC	No needs identified. Discussed struggles with getting families to utilize PS parent portal.	No modifications for 22-23.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Sub time to facilitate teacher professional	Highly effective support that allows staff to attend	Underutilized in 21-22 due to covid, sub shortages and	Not budgeted in 22-23 due to staffing shortages

Twain High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				development and collaboration around student learning.	professional learning around student needs	increased costs. Transferred most of budget to other SPSA interventions	and cost/benefit ratio.
Prof&Curriclm DevHrlyClsrmTch r	--	--	09800-1170	Hourly to pay teachers for attending PD and curriculum writing outside of school hours.	Provided time for teachers to collaboratively plan, analyze student work, review and group CCSS outside of work hours and during weekends/summer. Highly effective based on staff survey data and professional research.	No needs identified	No modifications for 22-23
Supplies	--	--	09800-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

- *All Twain staff engaged in professional learning around support at-risk learners through use of SDAIE and QTEL strategies.
- *Professional learning is taking place monthly both whole group and by content area.
- *Collaborative planning time is set aside for lesson design and reviewing student work.
- *Supplemental instructional materials to enhance teaching in the core subject areas.
- *Para-educators and tutors to support individual and small group instruction in classrooms.
- *Focused observations around ELD instruction.
- *Supplemental instructional materials to enhance student learning in core subject areas.
- *Demonstration lessons will be planned during the year to highlight effective instructional practices for supporting English Learners.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm DevHrlyClstrmTch r	--	--	09800-1170	Hourly to pay teachers for attending PD and curriculum writing outside of school hours.	Provided time for teachers to collaboratively plan, analyze student work, review and group CCSS outside of work hours and during weekends/summer. Highly effective based on staff survey data and professional research.	No needs identified	No modifications for 22-23
Supplies	--	--	09800-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

- *Coteaching strategies are being targeted to address areas of highest need at Twain - based on student numbers or needs.
- *All Twain staff engaged in professional learning around support at-risk learners through use nonfiction text reading strategies.
- *Professional learning is taking place monthly both whole group and by content area to increase staff awareness of diverse student needs and effective instructional strategies.
- *Collaborative planning time is set aside for lesson design and reviewing student work.
- *Participation in district level PD to support teaching and learning.
- *Identify struggling learners for targeted intervention using the Green Light document.
- *Supplemental instructional materials to enhance teaching in the core subject areas.
- *Para-educators and tutors to support individual and small group instruction in classrooms and after school tutoring.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Twain High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm DevHrlyClstrmTch r	--	--	09800-1170	Hourly to pay teachers for attending PD and curriculum writing outside of school hours.	Provided time for teachers to collaboratively plan, analyze student work, review and group CCSS outside of work hours and during weekends/summer. Highly effective based on staff survey data and professional research.	No needs identified	No modifications for 22-23
Supplies	--	--	09800-4301	Supplemental instructional materials to facilitate student learning.	Provided supplies for supplemental learning opportunities in classrooms. Highly effective based on student and staff feedback. Essential for strengthening student engagement.	No needs identified	No modifications for 22-23

What are my leadership strategies in service of the goals?