Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Thomas Page Academy

49-73882-6060669
CDS Code

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
February 29, 2024	March 5, 2024

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:

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Section 1 School Mission Statement and Description

School Mission Statement:
The Thomas Page School Community supports the intellectual, physical and emotional development of our students. We will challenge ourselves to be a quality school that positively impacts student learning through changes and improvements in our educational design and delivery of services. Our school community believes in the potential of every student. We believe our unified effort will enable all students to learn and achieve in a manner that will prepare them to become caring and successful citizens of the 21st century.
Vision Statement:
The educational program will provide connections: to the environment; to the community; to engaged learning; to technology; and to self-development. Each year our goal is for more students to reach proficient levels of achievement on state and local assessments. TPA staff provide a safe, respectful and responsible community for students to reach their potential.

School Description:
Thomas Page Academy students will become confident, competent, responsible individuals who possess the skills, knowledge, and habits for lifetime success as educated citizens of the 21st Century.
Thomas Page is a TK-8th grade school. In 2023-2024 we have an enrollment of 445 students. Our school demographics consist of English Language Learners, socioeconomically disadvantaged, foster youth, and students with special education services.
Thomas Page Academy is set on 10.5 acres of land, all students have the opportunity to learn about ecology through working in the school garden. Hands-on learning activities are held at the school garden and connected to Common Core State Standards concepts in the classroom. Students enjoy participating in STEAM family night, STEAM club, and STEAM County Showcase where the school competes with other schools in the county and performs well year after year in STEAM project categories. Students are involved with after school activities at Thomas Page Academy including athletics, clubs, YMCA after school care, and STEAM Club.

COVID-19 Impact:
During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year.   For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan

> Not Title I
>
> X Schoolwide Program
>
> X Additional Targeted Support and Improvement
>
> The purpose of this plan, in addition to supporting all students, is to improve our instructional strategies in order to increase student achievement in English Language Arts and mathematics and to increase achievement levels and improve rate of suspension for students with disabilities and to strengthen parent engagement at the site.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

> The school SPSA is aligned to the LCAP. Goal 1 and 5 of the LCAP are aligned to Goals 1 and 2 of the SPSA, Goal 2 of the LCAP is aligned to Goals 3 and 4 of the SPSA. Goal 4 of the LCAP is aligned to Goal 5 of the SPSA. Progress towards meeting LCAP goals is measured by the CA dashboard and local measures.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

> The school is working with the district to do an analysis of resource needs and inequities. During differentiated assistance work with SCOE we identified that our two greatest needs are to improve instructional practices and create stronger partnerships with our families. To address these needs, Thomas Page Academy is in need of additional resources.

Section 3 Educational Partners Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the 2022-23 SPSA Annual Review and Update

School Site Council will collaborate over the development of the SPSA, based on student data indicators and input. ELAC will provide feedback on the plan. School Site Council then will vote to approve the SPSA.

Involvement Process for the 2023-24 SPSA and Update

School Site Council will collaborate over the development of the SPSA, based on student data indicators and input. ELAC will provide feedback on the plan. School Site Council then will vote to approve the SPSA. Multiple and varied data indicators were reviewed in the collaborative development of this plan.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We implemented all strategies and activities in the area of professional development, after-school intervention, intervention materials, and classroom libraries. We analyze SBAC results, Star local benchmark assessment data, Core Phonics Screener data, and PLC assessment data. We also analyze ELPAC data. Students met the goal as reflected by the local Star assessment and did not meet the goal as reflected by the SBAC assessment.

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

The difference between the intended expenditures and implementation is the literature for teacher professional development changed from The Book Whisperer to Pearson's SIOP Model Differentiating Instruction books for teachers. Also, the number of after-school intervention classes was less than intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will keep the goal and add some measures to help us meet the goal during the duration of the school year: more robust ELA interventions, focused PLC systems, and professional development for certificated and classified staff.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
SBAC State Assessment grades 3-8	37% of students performed at grade level standard or above on ELA SBAC assessment.	Students are in need of English Language Arts academic intervention, classroom libraries need expansion, and teachers need professional development in ELA instructional best practices and intervention programs. Teachers need support in running Professional Learning Teams.
SBAC ELA Results subgroup - socioeconomically disadvantaged	68% of socioeconomically disadvantaged students scored Standard Nearly Met or Standard	Professional Learning Communities and professional development need to be strengthened. Intervention and small group

	Not Met on ELA SBAC Assessment.	learning needs to happen during the school day.
ELPAC results	52% of multilingual learners scored minimally developed or somewhat developed on the 2023 ELPAC Assessment.	Students are in need of ELA academic intervention and expansion of high quality classroom heritage libraries.Students are in need of ELA academic intervention and expansion of high quality classroom heritage libraries. School faculty and staff are in need of professional development in the area of ELA instruction.

Subject: English Language Arts

LEA/LCAP:

> LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
> LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
> LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #1 Increase student achievement levels in English Language Arts by raising percentage of students meeting or exceeding standard to 50% proficiency school wide on the SBAC assessment as reflected on the CDE dashboard.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 37%	Goal 50%
English Learners (EL)	Actual 13%	Goal 50%
Students with Disabilities (SWD)	Actual 14%	Goal 50%
Other Student Groups Socioeconomically Disadvantaged	Actual 33%	Goal 50%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	We will pay teachers and classified staff members the academic hourly rate to attend Fountas and Pinnell ELA intervention professional development, as well as professional development for English Language Arts intervention and instruction.	Students' performance on Star Benchmark local assessment, as well as students' academic progression on the Phonics Screener	Certificated hourly pay for intervention professional development	Title I	250
			Classified hourly pay for intervention and instructional professional development	Title I	250
	Hourly pay for ELA after school intervention and for ELA targeted, direct instruction based on academic progress and assessment results in order to increase student achievement levels in ELA. Funded through ELOP	Benchmark assessment results and progress will be monitored in ELA. (Star Assessment, SBAC, Core Phonics Screener, Fountas and Pinnell intervention assessments and progress)	After School ELA Intervention Certificated Hourly Pay	Other	
			After School ELA Intervention Classified Hourly Pay	Other	
	We will have grade level teacher/admin. meetings to plan strategic interventions for struggling students, based on learning data. At the meetings we will analyze learning data and plan interventions and extensions for students. In order to facilitate the meetings, we will need substitute teachers so teachers can leave their classes to attend the meetings.	We will monitor assessment data: Core phonics screener, Star assessments, and we will monitor D and F grades in 6-8 grades.	substitute teachers daily rate	Title I	1,200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	We will purchase literary fiction and nonfiction books, including heritage libraries. and reading materials to expand classroom libraries and students' access to appropriate literature in order to increase student achievement levels in ELA and ELD. Learning By Doing will be purchased for each Professional Learning Team to support in implementing the PLC process to increase student achievement.	We will monitor achievement levels in ELA through Star and Core Phonics Screener benchmark assessment results and progress will be monitored in ELA. (Star Assessment, Core Phonics Screener)	Fiction and nonfiction class sets for students. Learning By Doing, PLC Guide for professional development for teachers to increase academic achievement in ELA.	Title I	2,000
	Professional Development in ELA Intervention Curriculum Fountas and Pinnell.	Star Benchmark Assessment, Core Phonics Screener	certificated extra duty pay	Title I	500
			classified extra duty pay	Title I	500
English Learners (EL)	TPA has ELD instruction items on faculty meeting and professional development agendas. All Teachers are highly Qualified Thomas Page Teachers participated in Datawise in collaboration with SCOE and are continuing PLC systems and use of data protocols from DataWise Grade Level PLC meetings to provide format for grade level collaboration, examples include planning 4square math model as trained by SCOE teacher	ELPAC and Star assessment results and progress are monitored			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	leaders, or writing instruction, creating rubrics and assessments. Embedded and leveled designated ELD is offered in every grade level to every EL student. Multilingual Learner progress is being monitored as part of the PLC process. Integrated and Designated ELD is occurring in all classrooms.				
Students with Disabilities (SWD)	Implementation of Fountas and Pinnell LLI Literacy Intervention curriculum and kits and Fountas and Pinnell benchmarking kits.	Fountas and Pinnell benchmarking kits, progress on learning goals in IEPs, Star, benchmark assessment data			
Other Student Groups Socioeconomically Disadvantaged	Implementation of Fountas and Pinnell Guided Reading leveled ELA curriculum. EasyCBM benchmarking to measure student progress, as well as Fountas and Pinnell ELA benchmarking and Core Phonics Screener. ELA after school intervention offered to students who need the instruction and intervention to increase levels of achievement.	Star benchmarking to measure student progress, as well as Fountas and Pinnell ELA benchmarking and Core Phonics Screener.			

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We monitor 2023 SBAC scores as well as Star Assessment data. We also use common assessments to analyze and measure student learning. Discussion of student academic progress and effective teaching practices occur at every faculty meeting, PLC time, and at other times. We implemented all areas of the intended plan from 2022-2023. Math goal in the 2022-2023 SPSA was not met. The activities and strategies of the plan were implemented.

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

Do the Math math intervention curriculum was purchased to run effective, targeted interventions based on student learning data. After school math interventions were offered, though fewer than intended. STEM learning opportunities and offerings to make math and sciences engaging and relatable for students was expanded. Teachers continued consistent professional development in the area of Professional Learning Community processes. The goal was not met.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As the goal was not met, the goal will stay the same for 2023-2024. We will look at Math SBAC Assessment as the metric for the SPSA goals. Activities and strategies will change in the area of math intervention. Math intervention programs scheduled during the school day will be a larger focus of the 2022-2023 site plan for student achievement. Teachers will be closely trained in PLC practices to increase student achievement levels in math.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
School wide SBAC state test data (grades 3-8) - math	20% of students are meeting or exceeding standard	Students are in need of math intervention programs and teachers are in need of continued professional development.
Star Math assessment school wide	35% of students are meeting standards on local math assessment at Beginning of Year 2023	Students are in need of after school intervention programs, technical exposure to and instruction of online assessments and other technological tools. Teachers are in

		need of professional development in the area of math and STEM instruction.
SBAC state test subgroup English Learners - math	24% of English Learners are nearly meeting standard or meeting standard on SBAC math assessment	Students are in need of intervention programs, and faculty and staff members are in need of professional development in the areas of math and integrated ELD instruction.

Subject: Math

LEA/LCAP: LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #2 Increase student achievement levels in Math by raising percentage of students meeting or exceeding standard to 50% proficiency school wide on California dashboard for CASSPP results.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 20%	Goal 50%
English Learners (EL)	Actual 8%	Goal 50%
Students with Disabilities (SWD)	Actual 10%	Goal 50%
Other Student Groups Socioeconomically Disadvantaged	Actual 18%	Goal 50%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Intervention and leveled instructional groups implemented during the school day	ELPAC assessment, Star Assessments, SBAC Assessment, PLT Common Asssessments	Intervention Teacher	Title I: FTE	
	Professional Development in Intervention Program: Do The Math	ELPAC assessment, Star Assessments, SBAC Assessment, PLT Common Assessments	Certificated Extra Duty	Title I	500
			Classified Extra Duty	Title I	500
	We will have grade level teacher/admin. meetings to plan strategic interventions for struggling students, based on learning data. At the meetings we will analyze learning data and plan interventions and extensions for students. In order to facilitate the meetings, we will need substitute teachers so teachers can leave their classes to attend the meetings.	We will monitor assessment data: Star assessments, and we will monitor D and F grades in 6-8 grades.	substitute teachers daily rate	Title I	500
English Learners (EL)	Teaching and Learning a) Develop year long, standards based curricular plans, aligning curriculum with essential standards and benchmark assessments b) Identify students who are not yet proficient and develop a plan for meeting their needs. Principal and teachers work together to provide support; Learning Center Meetings and PLC meetings. c) Use assessment to inform instruction and provide summary data through PLC and data team meetings.	Star benchmark assessment data, SBAC assessment results in math and science, and Eureka math assessments and exit tickets will all be monitored regularly and analyzed at PLC meetings. Monitor local and state assessment data, as well as EL subgroup achievement levels to monitor progress.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	d) STEAM and Literacy Night- a schoolwide event which has stations for students and families to explore science and literacy activities e) Use of technology- hardware and software support- to support teaching strategies; data mangement; programs in math and language arts				
	Academic Intervention focused on English Learners - Use academic assessment data to identify students below standard and provide targeted after-school instructional math intervention in order to increase student achievement in math. Teachers of math intervention courses will be paid the academic hourly rate.	ELPAC assessment, Star Assessments, SBAC Assessment			
Students with Disabilities (SWD)					
Other Student Groups Foster / Homeless (ATSI)	Teaching and Learning a) Develop year-long, standards based curricular plans, aligning curriculum with essential standards and benchmark assessments. b) Identify students who are not yet proficient and develop	easyCBM benchmark assessment data, SBAC assessment results in math and science, and Eureka math assessments and exit tickets will all be monitored regularly and analyzed at PLC meetings. Monitor local and state assessment data, as			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	a plan for meeting their needs. Principal and teachers work together to provide support; Learning Center Meetings, and PLCs. c) Use assessment to inform instruction and provide summary data. Monthly, teachers examine student work and assessment results and plan goals for improvement. d) Teachers use effective teaching strategies to improve student learning, for example: Engagement Strategies, Thinking Maps, Gradual Release of Responsibility model of teaching. e) Use of technology to support teaching strategies; data management; communication; student intervention programs in math.	well as students with disabilities subgroup achievement levels to monitor progress. Monitor IEP progress reports and progress on goals and PLC with Education Specialists and teachers regarding student progress in achievement.			

Section 4 College & Career Readiness / Equity Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The intention of this goal area is to make advances in equitable support so that all students and subgroups can increase achievement levels and access to grade level content and understanding. The strategies and activities of Paper Tutoring and the AVID program and professional development were implemented. The goal was not met.

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

The articulated expenditures and strategies were implemented for the 2022-2023 school year, the strategies are continuing into the 2023-20234 school year. We are expanding our capacity around AVID programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will increase implemented strategies and activities in this goal area in order to increase student achievement. The implementation of new technologies, STEM education after school, and the AVID program can help the school reach its goal in the areas of college and career readiness and equity.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
English Learner Progress	24% of multilingual students scored at or above grade level in math	We need to increase multilingual learner progress in math and ELA on SBAC Assessment through teaching best practices for learners through AVID professional development and courses.
3rd-8th grade Math SBAC scores	20% students scored at or above grade level standard on SBAC math assessment.	Students need access to AVID strategies and curriculum to increase student achievement. Technological, engaging instructional tools like PearDeck can also increase interest in student learning, increasing student achievement.

3rd-8th grade SBAC scores within socioeconomically disadvantaged subgroup in Math and ELA	17% of socioeconomically disadvantaged students scored at or above grade level standard on SBAC math assessment.	Students need more opportunities to participate in math and ELA initiatives. STEAM Club promotes math and STEM skills, as well as ELA skills as students study the areas of STEM and write and share written and oral presentations. Expanding STEAM Club will involve more students and increase student achievement. When students learn more about future opportunities, like university, on things like university field trips, they feel more ownership toward their future and education and more connected to school, increasing student achievement and college and career readiness.
parent survey	37% of parents who responded to the survey reported TPA could offer more or needs to offer more enriching activities for students.	The school needs to create more opportunities for students to be involved with structured activities and opportunities during lunch and after school. The school also needs to provide field trip opportunities that engage students in their learning and their futures.

Subject: College & Career Readiness / Equity

LEA/LCAP: LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Goal #3 Increase achievement levels of all students, including subgroup of English Learners, by 11 percentage points in Math, and to 50% school wide.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 20	Goal 50
English Learners (EL)	Actual 25	Goal 50
Students with Disabilities (SWD)	Actual 15	Goal 50
Other Student Groups Socioeconomically Disadvantaged	Actual 44	Goal 50
Graduation Rate (GR)	Actual NA	Goal NA

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Advanced Via Individual Determination (AVID) implementation school wide. AVID class is implemented in grades 6-8. The AVID Site Leadership Team will meet on a monthly basis, outside of the contract work day, to plan whole staff professional development for AVID strategies and to expand and monitor the implementation of AVID strategies in order to increase student achievement in AVID's WICOR strategies and in college and career readiness by providing equitable access to all students and increased academic achievement for all students.	Enrollment in AVID classes will be monitored, faculty attendance at AVID Site Leadership meetings will be monitored, Faculty meeting agendas with professional development for AVID strategies will be monitored. Implementation of AVID instructional strategies will be monitored. Student academic achievement, including subgroups, will be monitored on ELPAC, SBAC, and Star Assessment.	Certificated hourly pay - AVID Site Leadership Team - professional development	Title I	1000
	StepUp Day Field Trip bus transportation for all 8th Grade students to see high school programs and learn about college and career readiness.	Star Assessment data, school attendance on A2A	Step Up Field Trip Transportation	Title I	400

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	AVID university field trips for all students, including subgroups. We will provide our students with equitable access and information regarding college and university. We will take all 6-8 grade students to a university to learn about college. This will promote engagement in academics at school and some focus on the implications for students' futures. We want all students, regardless of background and subgroup, to be able to learn about navigating the college acceptance system and begin to envision their lives after high school and as lifelong learners. The field trips may require payment to universities and will require transportation costs.	Student achievement data in math and ELA , including subgroups of EL and economically disadvantaged. Star, ELPAC, and SBAC data will be used and monitored.	college field trip costs, including buses	Title I	1,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Advanced Via Individual Determination Summer Institute Professional Development for teachers to learn about AVID strategies and bring them to the students of Thomas Page Academy in order to further ensure high school, college, and career readiness. This PD will help us build a stronger AVID program.	Student course grades in PowerSchool, academic progress in ELA and Math on Star Assessment	AVID Summer Institute: tuition, hotel, transportation, meals	Title I	16,025.44
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups Foster / Homeless (ATSI)	After school interventions in math and ELA will be offered. STEM program after school will be offered to students for support and engagement. Site will participate in Peer Academic Tutoring for after school support, as well as purchase Paper Education for students in 6th-8th grade to be supported on every math and ELA assignment, including writing support.	Progress will be monitored through easyCBM benchmark data, state testing data, PLC common assessment and exit ticket data, and grades and scores analysis on report cards, including rate of engagement and work completion.			
Graduation Rate (GR)					

Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

<u>ANALYSIS</u>
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented restorative practices, PBIS, SART meetings, attendance check-in meetings to build partnerships with parents. We found this to be very helpful in increasing engagement and will develop a quantitative method to measure these outcomes. Our rate of attendance was 91% in the 2022-2023 school year.

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

The strategies and activities were implemented. The expenditures were implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will focus on raising achievement in the areas of engagement, attendance, and student conduct in subgroups, as well as schoolwide. We will continue to add and develop programs that engage students at school in order to increase attendance. We will expand Student Leadership and PBIS systems to create a safe and positive school climate and culture. We will implement Challenge Day to deepen students' connections to school and with one another. We will implement daily SEL practices in all classes. We will implement weekly attendance rewards per class.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CDE School Dashboard 2022-2023	The CDE school dashboard classifies the school's chronic absenteeism rate as yellow for the 2022-2023 school year.	The school needs to expand and increase opportunities for students to be involved and engaged at school. Programs during unstructured time like recess and after school help students find ways to be connected and involved at school, promoting school attendance. Student Leadership class and overseeing teacher need professional development and instruction around school climate and culture programs and leadership qualities that will promote a positive and connected school climate and culture, creating a safe school culture where students want to attend on a daily basis. Challenge Day can deepen students' connections to each other and to school.
CDE School Dashboard 2022-2023	The rate of suspension for all students at Thomas Page Academy is 5.3%	Student Leadership program needs professional development and curriculum to promote leadership qualities within student leaders and teacher of the program. Students need positive opportunities with which to engage during recess and after school. PBIS initiatives are needed to decrease the number of referrals through schoolwide initiatives and professional development. Students struggling with behaviors are in need of mentoring programs during unstructured time.
CDE School Dashboard 2022-2023	The rate of attendance for all subgroups is either yellow or orange.	Peer leaders are a powerful way to promote positive behaviors in students. Student Leadership program needs professional development and curriculum to promote leadership qualities within student leaders and teacher of the program. Students need positive opportunities with which to engage during recess and after school. PBIS initiatives are needed to decrease the number of referrals through schoolwide initiatives and professional development.

		Students struggling with behaviors are in need of mentoring programs during unstructured time. Students need positive role models and options for participating at school. When students feel connected to a positive school community with clear expectations (developed by PBIS Team) they will make safe and respectful choices at school.
CDE School Dashboard 2022-2023	The CDE school dashboard classifies the school's suspension rate as "High" for the 2022-2023 school year.	Peer leaders are a powerful way to promote positive behaviors in students. Student Leadership program needs professional development and curriculum to promote leadership qualities within student leaders and teacher of the program. Students need positive opportunities with which to engage during recess and after school. PBIS initiatives are needed to decrease the number of referrals through schoolwide initiatives and professional development. Students struggling with behaviors are in need of mentoring programs during unstructured time. Students need positive role models and options for participating at school. When students feel connected to a positive school community with clear expectations (developed by PBIS Team) they will make safe and respectful choices at school.
parent survey 2023-2024	56% of parents who responded to the parent survey reported that they feel the school could provide more opportunities for students to be involved at school during recess or after school.	The school needs to create more opportunities for students to be involved with structured activities and opportunities during lunch and after school.

Subject: Attendance/PBIS

LEA/LCAP: LCAP Goal 3: Create and maintain optimum learning and working environments for students and staff.

Goal #4 Increase student attendance to less than 20% chronically absent by implementing programs that ensure safety and increase student connection to school and peers.

	Increase student attendance rate by 0.5% or to 98%.	Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard

	2022-23 Final Data	**2023-24 Data Goal**	**2022-23 Final Data / District Preliminary Data**	**2023-24 Data Goal**
Schoolwide (SW)	Actual 91.17%	Goal 95%	Actual 30%	Goal 20%
English Learners (EL)	Actual 91%	Goal 95%	Actual 29.5%	Goal 20%
Students with Disabilities (SWD)	Actual 88.8%	Goal 95%	Actual 42.3%	Goal 20%
Other Student Groups Foster and Homeless Youth	Actual NA%	Goal NA%	Actual 34%	Goal 20%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2022-23 Final Data / District Preliminary Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 5.5%	Goal 3%
English Learners (EL)	Actual 6%	Goal 3%
Students with Disabilities (SWD)	Actual 10%	Goal 6%
Other Student Groups Foster and Homeless Youth	Actual Homeless - 4% Foster 33%	Goal 3%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	PBIS Team Certificated Hourly Pay - Planning and presenting professional development and behavioral interventions in order to decrease behavioral incidents and suspensions. The team will look at data to identify challenges, implement solutions, and hold professional development sessions for all staff addressing systems, routines, and responses for positive school climate and culture.	SWIS behavior data and state reported suspension data	PBIS Team certificated hourly pay for professional development	Title I	500
	Restorative Time behavior mentorship, reflection, and counseling with an adult on campus. This allows students to reflect on behaviors with a trusted adult.	SWIS behavioral data suspension data	PBIS Restorative Time certificated hourly pay - behavioral intervention and mentoring	Title I	500
	Challenge Day - social emotional, motivational, and school culture experience to connect 100 seventh and eighth grade students and twenty-five adults through a one day, in-depth experience to greatly improve relationships and connection to school.	SWIS behavioral data, attendance data, and suspension data	Challenge Day	Title I	5,000
			Challenge Day subs	Title I	4000
			Lunch and snacks and supplies	Title I	1000
			Certificated extra duty pay for Challenge Day planning	Title I	500
			Classified extra duty pay for Challenge Day planning	Title I	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	PBIS CADA Membership and Conference - Professional Development for Student Leadership Teacher to make leadership instruction and planning more effective in training student leaders and impacting positive school culture and climate.	SWIS behavioral data, attendance data, and suspension data	CADA conference admission, flights, and hotel	Title I	2,050
			CADA Membership	Title I	450

	Incentives Supplies for Attendance and Behavioral Interventions - Yard Signs for class attendance prizes, prizes for classes that win attendance competition (pizza party). Purchase supplies and materials for PBIS initiatives - PBIS Recess and after school sports Activities, GSA, prosocial and academic clubs, materials for lunch clubs and activities.Also, after-school sports activities materials and supplies. Purchase materials for Classroom Calm Corners so every teacher can have a Calm Corner in their classroom for student use and emotional regulation, promoting safety and prosocial behaviors. PBIS rewards and materials are needed to purchase for our Check-in Check-out and PBIS program. Purchase spirit wear for all members of the TPA community from students, to staff, to families in order to promote a positive and connected school culture and climate. When students are engaged in positive activities during unstructured time at school, there is a decrease in disciplinary incidents. Also - Safe School	SWIS behavioral data, attendance data, and suspension data	Attendance Incentives, PBIS and COST rewards and supplies and recess supplies for positive student engagement. Supplies for Safe School Ambassadors.	Title I	2,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Ambassadors supplies.				
English Learners (EL)	We will implement progress check-ins for English Learner students and increase the amount of parent engagement opportunities for parents of EL students in order to increase EL engagement and attendance.	We will analyze attendance data in A2A and PowerSchools as well as document attendance and engagement interventions, as well as monitor ELPAC scores.			
	Implemented expanded ELD program in grades 6-8.	We will monitor ELPAC scores.			
	Awards and recognition for students progressing in acquiring English.	Star Assessment and ELPAC progress			
	Weekly attendance recognition and rewards for strong attendance per class.	PowerSchool and A2A			
	Increased counseling supports to 1.0 FTE	SWIS			
Students with Disabilities (SWD)	PBIS and restorative practices are implemented as preventive measures to mitigate discipline incidents. Social emotional curricula: Toolbox and Second Step are utilized in every classroom to help mitigate discipline incidents and provide students with tools for coping with emotions and adverse traumatic experiences. When discipline incidents occur alternatives to suspensions are implemented to support students in	We will monitor the YouthTruth Survey responses, as well as disciplinary incidents and categories and subgroup data, attendance/engagement data as well as parent survey input. We will also monitor SWIS behavior data (PBIS discipline incident tracking program).			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	learning about positive behaviors. A counselor is on site to meet with students who need counseling support. Tier 1 PBIS behavioral interventions like positive rewards, 5:1 recognition, tickets, raffles, explicit teaching of expectations are in place. Check-in and Check-out system is in place to support students who need tier 3 behavior support and connection with adults on staff.

Communication to families has increased. Partnerships with families are made priority. Students are offered support meetings, including parent/teacher conferences annually and additionally as needed. | | | | |
| | Weekly attendance recognition and rewards for strong attendance per class | PowerSchool and A2A | | | |
| | Increased counseling supports to 1.0 FTE | SWIS | | | |
| Other Student Groups Foster and Homeless Youth | a) School Community Events: Back to School Night; Fall Festival, STEAM Night, Crafts Nights, and more
b) Life Skills assemblies and PBIS awards
c) Communication with parent community through flyers, newsletters, annual | We will monitor the YouthTruth Survey responses, as well as disciplinary incidents and categories and subgroup data, attendance/engagement data as well as parent survey input. | | | |

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	calendar of events, progress reports, website, facebook d) Annual Site Council analysis of student data- participation in Site Plan e)Testing results and curriculum shared with parents; i.e. PTA, ELAC mtgs, Title 1 informational evening f) PBIS full implementation g) SOS counseling for students who need social emotional support f) ToolBox, Everyday Speech, and Second Step social emotional curriculum is fully implemented. g) Teachers provided with social emotional learning professional development. f) Kindergarten teachers participate in District Kindergarten Fair g) Open house/Back to School Night h) School tours i) ELAC meetings for parents of English Learners j) Translation of Meetings and school communications				
	Increased counseling supports to 1.0 FTE	SWIS			
	Weekly attendance recognition and rewards for strong attendance per class	PowerSchool and A2A			

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The strategies of parent informational events were effective, as parents attended and had questions answered. Increasing parent access to resources and increasing engagement opportunities and communication had a positive impact on learning and attendance. Parental engagement increased signficicantly over the year.

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

COVID-19 safety protocols and distance learning during 2020-2021 have impacted our parent outreach traditions and capabilities. We have attempted to offer many virtual opportunities for parent engagement and support our families in learning about and using technology for school engagement. Some of the planned strategies were unable to be implemented for part of the year due to COVID protocols and policies. The second half of the school year, all strategies were implemented and parent engagement was increased.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school. In order to achieve this school goal, a focus team of faculty members who will plan family engagement events and analyze family engagement will be implemented. There will be three team members to lead family engagement initiatives.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Parent survey 2023-2024	58% of parents who responded to the survey reported they would like to have more opportunities to be involved at Thomas Page.	Parents would like more ways to be involved at school and to learn. Parents cited parenting classes in mental health, parent/child relationships, high school/college readiness, and language acquisition as areas of interest for parent activities, classes, and involvement opportunities. The school needs a Family Engagement Committee to focus on family involvement and create opportunities for family

		engagement. For the family engagement events, materials and supplies will need to be purchased in large quantities and refreshments need to be provided so that families are able to easily attend during the afternoon/dinner hours.
Parent survey 2023-2024	4% of parents who responded to the parent survey reported they do not feel welcomed to be involved at their child's school.	It is very important the the school do more to engage parents and help them feel welcomed and involved. The Family Engagement Team will plan ways for parents to be involved in their students' learning.
Parent survey 2023-2024	97% of respondents said they would like to be offered and involved with parent meetings and parent committees on campus.	Needs: Opportunities for parents to be involved and engaged with their students' school and learning, i.e. STEAM family events, parent information meetings, family literacy events, etc., as well as thorough communication around these events, using Smore, which can also translate to several different languages for families.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Goal #5 LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	We will plan family engagement nights, including hands-on engaging learning activities for families to participate. The events, like family STEAM and Literacy Night will require the purchasing of materials and supplies in order to provide engaging learning activities for families. Family events at school promote connections to school which increases student academic achievement.	attendance data in A2A and attendance at family events, Star assessment data, Core Phonics Screener data	materials & supplies	Title I: Parent Involvement	2057
	Extra duty pay is needed for staff members to plan and attend events for families in order to build connections between families and school and increase student achievement.	attendance data from A2A and family events, Star assessment data, Core Phonics Screener	certificated extra duty pay for family engagement events and planning	Title I: Parent Involvement	2200
	Smore: School/Home communication program - purchase this program to facilitate clear, consistent, accessible communication to families and the greater school community.	Parent surveys, attendance data from A2A and PowerSchools, parent attendance at events, academic achievement data from Star assessment and PowerSchools.	Smore school/home communication program	Title I: Parent Involvement	200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	We will purchase refreshments for family nights, meetings, and events at school. Refreshments help to make attending school events easier and more feasible for families. When families attend school events, students become more connected to their academics and this promotes academic achievement.	attendance data from A2A and family events, Star assessment data, Core Phonics Screener	refreshments for family engagement room and family events	Title I: Parent Involvement	500
English Learners (EL)	Increase attendance at ELAC meetings.	Meeting sign-in sheets and minutes.			
	Increase bilingual positions on campus.	Bilingual Community Liaison position			
	Send all communication in English and Spanish.	events attendance, academic performance on assessments, and communications are recorded in both languages.			
Students with Disabilities (SWD)					
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
The position will aide in progress toward all goals in the areas of ELA, Math, PBIS, Attendance, Equity, and Parent Engagement through fostering partnerships with students, parents, and the greater community, designing academic interventions, providing support and professional development to improve instructional strategies, and leading the faculty and school community in PBIS as the site PBIS facilitator.	Assistant Principal (.5)	Title I: FTE	88,934	ELA, Math, Parent Engagement, Equity, Attendance and PBIS goals.
This position will provide targeted academic support in ELA and math to students who need intervention. This teacher organizes assessment data and attends PLCs to partner with classroom teachers around designing leveled instruction and intervention. This position also pushes into classrooms during scheduled tiered ELA instruction time daily to help facilitate tiered learning in small groups of students. Hiring for this position will take place in January. The position will begin late January or early February.	Certificated Teacher (.7)	Title I: FTE	36,430	ELA, Math, and Equity goals

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	125,195.39	84,069.95
Title I: Parent Involvement	3,183.82	-1,773.18
Title I: FTE		

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

<u>Budget Summary</u>

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	$128,379.22
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	$40,162.22
Total Funds Provided to the School Through the Consolidated Application	$168,541.44
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	$171,446.44

<u>Other Federal, State, and Local Funds</u>

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: $

Total of State and local programs that the school is including in the schoolwide program: $

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Thomas Page Academy

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

Parents/Community Members	**Staff**
1. Name: Liz Livingston Term: 2022-2024 XParent Community Member	1. Name: Lynzie Brodhun **Principal**
2. Name: Vanessa Pita Term: 2023-2025 XParent Community Member	2. Name: Kiyoko Nakano Term: 2021-2023 **Teacher**
3. Name: Rosa Snell Term: 2023-2025 XParent Community Member	3. Name: Quinn Riggins Term: 2023-2025 **Teacher**
4. Name: Pierre Lirakis Term: 2022-2024 **Student**	4. Name: Jeff Johnson Term: 2023-2025 **Teacher**
5. Name: Lindsey Goodwin Term: 2023-2025 **Student**	5. Name: Term: **Teacher**
6. Name: Term: **Student**	6. Name: Dia Jenkins Term: 2022-2024 **Other School Staff**

Section 8 School Site Council Membership

2023 - 2024 **SCHOOL SITE COUNCIL (SSC) MEMBERSHIP** **Elementary (TK-5th)** **SCHOOL: Thomas Page Academy**

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

Parents/Community Members	**Staff**
1. Name: Liz Livingston Term: 2022-2024 XParent Community Member	1. Name: Lynzie Brodhun **Principal**
2. Name: Vanessa Pita Term: 2023-2025 XParent Community Member	2. Name: Kiyoko Nakano Term: 2021-2023 **Teacher**
3. Name: Rosa Snell Term: 2023-2025 XParent Community Member	3. Name: Quinn Riggins Term: 2023-2025 **Teacher**
4. Name: Pierre Lirakis Term: 2022-2024 XParent Community Member	4. Name: Jeff Johnson Term: 2023-2025 **Teacher**
5. Name: Lindsey Goodwin Term: 2023-2025 XParent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Dia Jenkins Term: 2022-2024 **Other School Staff**