

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

October 3, 2024

February 11, 2025

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 2024-2025 we have an enrollment of 427 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

Schoolwide Program

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. Goals 1-4 are aligned to goals 1-4 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 2023-24 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. Multiple and varied data indicators were reviewed in the collaborative development of this plan.

Involvement Process for the 2024-25 SPSA and Update

Information gathered from these meetings and the data points collected is what directed the team to make the goals. When the team meets, there is a protocol in place for team members to address evidence they have seen or heard from the children and/or students that show how the goals are visible in every day life at TPA. Getting input, iterating our goals is part of our vision as a project-based learning school.

Section 4 Student Achievement

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: Student Achievement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
SBAC ELA Results State Assessment grades 3-8	34% students performed at grade level standard or above on ELA SBAC assessment.	Students are in need of English Language Arts academic intervention and teachers need professional development in ELA instructional best practices and intervention programs. Teachers need support in running Professional Learning Teams.
SBAC Math Results State Assessment grades 3-8	19.8% students performed at grade level standard or above on Math SBAC assessment.	Students are in need of Math academic intervention and teachers need professional development in Math instructional best practices and intervention programs. Teachers need support in running Professional Learning Teams.
SBAC ELA Results subgroup - socioeconomically disadvantaged	30% of socioeconomically disadvantaged students performed at grade level standard or above on ELA SBAC assessment.	Professional Learning Communities and professional development need to be strengthened. Intervention and small group learning needs to happen during the school day.
SBAC Math Results subgroup - socioeconomically disadvantaged	15.8% of socioeconomically disadvantaged students performed at grade level standard or above on Math SBAC assessment.	This highlights a critical need to strengthen math support and intervention strategies for our socioeconomically disadvantaged population. Focused efforts are essential to close the achievement gap and ensure that all students, regardless of socioeconomic status, have access to quality math instruction and resources that promote skill development and academic growth.

Subject: Student Achievement

LEA/LCAP: LCAP Goal 1: CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs.
LCAP Goal 4: CRPUSD will improve academic outcomes for Multilingual Learners.

Goal #1 Thomas Page Academy will increase student achievement levels in ELA/Math by raising the percentage of students at or above grade level standards by 3%.

Subject Area: English Language Arts

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 34%	Goal 37%
English Learners (EL)	Actual 5%	Goal 8%
Students with Disabilities (SWD)	Actual 4.6%	Goal 7.6%
Other Student Groups Socioeconomically Disadvantaged	Actual 30%	Goal 37%

Subject Area: Math

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 19.8%	Goal 41.8%
English Learners (EL)	Actual 4%	Goal 7%
Students with Disabilities (SWD)	Actual 2.3%	Goal 5.3%
Other Student Groups Socioeconomically Disadvantaged	Actual 15.8%	Goal 18.8%

	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)	Friday intervention for students who are struggling with behavior and academics. Program will explicitly teach life skills, social skills, and executive functioning skills to our at risk students. It will also certificated teacher to support students with their academics.	Star Benchmark Assessment and Educlimber data	After School intervention Certificated Hourly Pay	Title I	2,450.00
	Hourly pay for core academics after school intervention and for targeted, direct instruction based on academic progress and assessment results in order to increase student achievement levels in ELA and Math. Funded through ELOP	Benchmark assessment results and progress will be monitored in ELA. (Star Assessment, SBAC, Core Phonics Screener)	After School Intervention Certificated Hourly Pay	Other	
			After School Intervention Classified Hourly Pay	Other	
	Supporting Access to STEAM Lab	Monitoring attendance to ensure the maximum amount of students have access to the STEAM lab during and after school.	STEAM Lab supplies	Title I	1,000
	Intervention and leveled instructional groups implemented during the school day	Phonics screener, ELPAC assessment, Star Assessments, SBAC Assessment, PLT Common Assessment	Part time certificated intervention teacher	Title I	63,890.00
	Access to Curriculum	Office administrator will monitor and aid in purchasing curriculum and copy supplies.	Supplies and copy costs	Other	12,000
English Learners (EL)	TPA has ELD instruction items on faculty meeting and professional development agendas.	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
	<p>All Teachers are highly Qualified Thomas Page Teachers participated in Data wise in collaboration with SCOE and are continuing PLC systems and use of data protocols from DataWise</p> <p>Grade Level PLC meetings to provide format for grade level collaboration, examples include planning 4square math model as trained by SCOE teacher leaders, or writing instruction, creating rubrics and assessments.</p> <p>Embedded and leveled designated ELD is offered in every grade level to every EL student.</p> <p>Multilingual Learner progress is being monitored as part of the PLC process.</p> <p>Integrated and Designated ELD is occurring in all classrooms.</p>				
	Hourly pay for ELD after school intervention and for targeted, direct instruction based on ELD progress and assessment results in order to increase student reclassification rate.	ELPAC and Benchmark assessment results and progress will be monitored. (Star Assessment and LPAC practice tests)	After School ELD Intervention Certificated Hourly Pay	Other	
			After School ELD Intervention Classified Hourly Pay	Other	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Funded through ELOP				
Students with Disabilities (SWD)	Targeted small group instruction with a focus on student IEP goals.	Case Managers will monitor Progress on learning goals in IEPs, Star, benchmark assessment data			
Other Student Groups Socioeconomically Disadvantaged	To boost student achievement, our site will provide equitable access to free transportation, ensuring consistent attendance and engagement with academic resources.	Office staff will ensure that students needing transportation assistance are registered for support.			

Section 4 Social Emotional

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Social Emotional

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Youth Truth Elementary School Data	19% answered positively to a sense of belonging questions	The data indicates a significant need to foster a more inclusive and supportive school environment where all students feel valued and connected.
Youth Truth Middle School Data	35% answered positively to a sense of belonging questions	The data indicates a significant need to foster a more inclusive and supportive school environment where all students feel valued and connected.
Chronic Absenteeism	28% of students were Chronically Absent	There is a pressing need to address attendance barriers and implement strategies to improve student engagement and consistent attendance at school.
Positive Attendance Rate	92.2% of students indicated a Positive Attendance rate	With 92.2% of students reporting a positive attendance rate, the majority of our students are regularly attending school, indicating effective engagement for most. However, efforts should still focus on supporting the smaller group with chronic absenteeism to ensure consistent attendance for all.

Subject: Social Emotional

LEA/LCAP: LCAP Goal 2: CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff.

Goal #2 Thomas Page Academy will Increase student attendance rate by 4%.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 92.2%	Goal 96.2%
English Learners (EL)	Actual 92.8%	Goal 94.8%
Students with Disabilities (SWD)	Actual 89.7%	Goal 91.7%
Other Student Groups	Actual 92%	Goal 96%

	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)	Increase the perception of positive school climate and connectedness through school activities outside of the school day.	EduClimber data, detention and suspension rates	Extracurriculars, Student events and parents engagement nights		
	Purchase of signage for PBIS rules and expectations to help promote the school wide rules and expectations for the school. Weekly and monthly celebration for our students who are positively following school wide expectations.	Weekly and Monthly nomination lists provided by teachers. Staff surveys, behavior data via Educlimber	Supplies & Incentives	Title I	10,146
			PBIS Incentives	Other	9,969.0
			PBIS Signage	Other	
			Professional Consulting Services and Operating Expenditures and Assemblies. Assemblies to teach proactive behaviors to help with current issues.	Title I	3,000
	Funding .5 FTE of Assistant Principal position to supplement .5 FTE provided by the district.	EduClimber data, detention and suspension rates, school climate	.5 FTE Assistant Principal	Title I	80,228
	Supporting access to elective classes (AVID and Movies & Literature)	Student attendance and engagement in course via work completion and grades	Curriculum supplies	Title I	1000
Supporting access to media program (Yearbook)	Student attendance and engagement in course via work completion and grades	Yearbook Curriculum and Supplies	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	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			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>a plan for meeting their needs. Principal and teachers work together to provide support; Learning Center Meetings and PLC meetings.</p> <p>c) Use assessment to inform instruction and provide summary data through PLC and data team meetings.</p> <p>d) STEAM and Literacy Night- a schoolwide event which has stations for students and families to explore science and literacy activities</p> <p>e) Use of technology- hardware and software support- to support teaching strategies; data mangement; programs in math and language arts</p>	<p>assessment data, as well as EL subgroup achievement levels to monitor progress.</p>			
	<p>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.</p>	<p>ELPAC assessment, Star Assessments, SBAC Assessment</p>			
<p>Students with Disabilities (SWD)</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Socioeconomically disadvantaged	<p>Teaching and Learning</p> <p>a) Develop year-long, standards based curricular plans, aligning curriculum with essential standards and benchmark assessments.</p> <p>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 PLCs.</p> <p>c) Use assessment to inform instruction and provide summary data. Monthly, teachers examine student work and assessment results and plan goals for improvement.</p> <p>d) Teachers use effective teaching strategies to improve student learning, for example: Engagement Strategies, Thinking Maps, Gradual Release of Responsibility model of teaching.</p> <p>e) Use of technology to support teaching strategies; data management; communication; student intervention</p>	<p>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 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.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	programs in math.				

Section 4 Educational Partner Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Educational Partner Involvement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
English Language Acquisition Committee Attendance Data	4 Parents attended in 2023	With only four parents attending ELAC committee meetings in 2023, there is a clear need to increase family engagement among our English learner community. Expanding outreach and creating accessible opportunities for involvement can help boost participation and strengthen the home-school connection for these families.
Parent Teacher Association Attendance Data	11 Parents attended in 2023	With 11 parents attending PTA meetings in 2023, there is an opportunity to grow parental involvement in our school community. Increasing outreach efforts and offering varied meeting formats may help encourage greater participation and engagement.
Youth Truth Elementary School Data	73% of Elementary families responded positively in the category of engagement.	With 73% of elementary families responding positively in the engagement category, a majority of families feel connected and involved with the school. However, there remains room to enhance engagement efforts to reach and support the remaining families for a more inclusive school community.
Youth Truth Middle School Data	57% Middle School families responded positively in the category of engagement.	With only 57% of middle school families responding positively in the engagement category, there is a need to strengthen connections and involvement opportunities at the middle school level. Targeted strategies to improve communication and foster partnerships with these families could enhance their engagement and support student success.

Subject: Educational Partner Involvement

LEA/LCAP:

LCAP Goal 3: CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

Goal #3 Thomas Page Academy will increase parent and family engagement by 5% in school events and parent education workshops by the end of the 2024-2025 school year.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 4%	Goal 9%
English Learners (EL)	Actual 4%	Goal 9%
Students with Disabilities (SWD)	Actual 4%	Goal 9%
Other Student Groups	Actual 4%	Goal 9%

	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)	Improve communication methods through use of ParentSquare.	ParentSquare data and analytics			
	Parent Engagement nights. STEAM and Literacy night for students and parents. Have a fun night where students and parents can do hands-on activities. This will encourage both students and parents to get excited about academics. This will be dedicated to hands-on activities for those students who do not have access to hands-on activities at home. The main focus will be to build a love of learning!	Star Assessment data, school attendance on A2A	Operating expenditures	Title I: Parent Involvement	2,978.00
	Increase the perception of positive school climate and connectedness through school activities outside of the school day.	EduClimber data, detention and suspension rates,			
	Tiger Pride to celebrate the students who follow the school expectations. This is a monthly celebration for our students. They are nominated each month by their teachers and given an award for being students who follow the PBIS rules.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Student agenda provide the parent and student with an organizer including school policies and procedures.	Progress will be monitored through STAR, 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.	Student planner	Title I: Parent Involvement	529.00
English Learners (EL)	Offering bilingual resources and culturally responsive workshops that empower families to support student success.	Attendance logs			
	Translators to help with communication for parent conferences, STEAM night, and Literacy night, and written communication that will go to the home.	Attendance logs, ParentSquare,			
	After School interventions in math and ELA will be offered to students for support and engagement. Site will participate in Peer Academic Tutoring for after school support,	Progress will be monitored through STAR, 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.			
Students with Disabilities (SWD)					
Other Student Groups Socioeconomically disadvantaged	After school interventions in math and ELA will be offered. STEAM program after school will be offered to students for support and engagement. Site will participate in	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			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	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.	engagement and work completion.			
Graduation Rate (GR)					

Section 4 Multilingual Learner

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Multilingual Learner

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
ELPAC Data	20.6% of EL students scored proficient	With just 20.6% of English Learner (EL) students achieving proficiency, there is a critical need for enhanced language support and instructional strategies tailored to meet the needs of EL students. Strengthening academic interventions and language development programs will be essential to improve proficiency rates and support these students' academic success.
LTEL Data	17% of EL who are Long Term English Learners	With 17% of English Learners identified as Long Term English Learners (LTELs), there is a significant need to provide targeted interventions and support strategies to help these students progress toward language proficiency. Addressing the specific challenges LTELs face can improve their academic outcomes and language acquisition.
EL Attendance Rate	92.8% positive attendance rate	A 92.8% positive attendance rate reflects strong attendance overall, yet there remains a need to support the remaining students to achieve consistent attendance. Efforts to address the factors contributing to absenteeism will help ensure that all students benefit from regular school participation.
SBAC ELA Data	5% students performed at grade level standard or above on ELA SBAC assessment.	With only 5% of students performing at or above grade-level standards on the ELA SBAC assessment, there is an urgent need for focused literacy interventions and instructional support. Strengthening reading and language arts programs will be

		essential to raise proficiency levels and support student achievement in English Language Arts.
SBAC Math Data	4% students performed at grade level standard or above on Math SBAC assessment.	With just 4% of students meeting or exceeding grade-level standards on the Math SBAC assessment, there is an urgent need for intensive math support and targeted interventions. Strengthening math instruction and resources will be critical to improve proficiency rates and support students in achieving academic success in mathematics.

Subject: Multilingual Learner

LEA/LCAP: LCAP Goal 1: CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs.
 LCAP Goal 4: CRPUSD will improve academic outcomes for Multilingual Learners.

Goal #4 Thomas Page Academy will increase the reclassification rate of Multilingual Learners by 5% by the end of the 2024-2025 school year.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 11%	Goal 16%
English Learners (EL)	Actual 11%	Goal 16%
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups	Actual	Goal

	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)					
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	We will analyze attendance data in A2A and PowerSchools as well as document attendance and engagement interventions, as well as monitor ELPAC scores.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	attendance.				
	Implemented expanded ELD program in grades 6-8.	We will monitor ELPAC scores.	ELD Curriculum	Title I	1000
	Awards and recognition for students progressing in acquiring English.	Star Assessment and ELPAC progress	Awards, supplies and incentives	Title I	500
	Weekly attendance recognition and rewards for strong attendance per class.	PowerSchool and A2A			
	Intervention and leveled instructional groups implemented during the school day	ELPAC assessment, Star Assessments, SBAC Assessment, PLT Common Assessment	Certificated hourly pay		
			Certificated hourly pay		
Students with Disabilities (SWD)					
	Weekly attendance recognition and rewards for strong attendance per class	PowerSchool and A2A			
Other Student Groups Socioeconomically Disadvantaged	Weekly attendance recognition and rewards for strong attendance per class	PowerSchool and A2A			

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
<p>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.</p>	<p>Assistant Principal (.5)</p>	<p>Title I: FTE</p>	<p>80,207.00</p>	<p>ELA, Math, Parent Engagement, Equity, Attendance and PBIS goals.</p>
<p>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.</p>	<p>Certificated Teacher (.5)</p>	<p>Title I: FTE</p>	<p>64,839.00</p>	<p>ELA, Math, and Equity goals</p>

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I: FTE	145,046.00	0.00
Title I: Parent Involvement	3,507.00	0.00
Other	21969.00	0.00
Title I	163,714.00	0.00

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).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$167,221
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$167,221
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	\$334,236.00

Other Federal, State, and Local Funds

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

2024 - 2025
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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Eveta Jackson Term: 2024-2026 XParent Community Member	1. Name: Ana Castillo Principal
2. Name: Jeremiah Wood Term: 2024-2026 XParent Community Member	2. Name: Suzie Williams Term: 2024-2025 Teacher
3. Name: Tiffany Fogg Term: 2024-2026 XParent Community Member	3. Name: Megan Carvajal Term: 2024-2025 Teacher
4. Name: Riley Fogg Term: 2024-2025 Student	4. Name: Jeff Johnson Term: 2024-2025 Teacher
5. Name: Hector Bonilla Term: 2024-2025 Student	5. Name: Term: Teacher
6. Name: Samantha Hewitt Term: 2024-2025 Student	6. Name: Dia Jenkins Term: 2024-2025 Other School Staff

Section 8 School Site Council Membership

2024 - 2025
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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Eveta Jackson Term: 2024-2026 XParent Community Member	1. Name: Ana Castillo Principal
2. Name: Jeremiah Wood Term: 2024-2026 XParent Community Member	2. Name: Suzie Williams Term: 2024-2025 Teacher
3. Name: Tiffany Fogg Term: 2024-2026 XParent Community Member	3. Name: Megan Carvajal Term: 2024-2025 Teacher
4. Name: Riley Fogg Term: 2024-2025 Parent XCommunity Member	4. Name: Jeff Johnson Term: 2024-2025 Teacher
5. Name: Hector Bonilla Term: 2024-2025 Parent Community Member	5. Name: Term: Teacher
6. Name: Samantha Hewitt Term: 2024-2025 Parent Community Member	6. Name: Dia Jenkins Term: 2024-2025 Other School Staff