

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### AT Thomas Page Academy TK-8

**49-73882-6060669**  
**CDS Code**

### TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

11/30/2021

12-14-2021

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 2020-21 we have an enrollment of 424 students. Our school demographics consist of 36.2% English Language Learners, 73.4% socioeconomically disadvantaged, 1% foster youth, and 43 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 night, STEAM club, and STEAM County Synopsis where the school competes with other schools in the county and performs well year after year in STEAM project categories.

### **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 (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- 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. 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 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 2020-21 SPSA Annual Review and Update**

School Site Council has met monthly since November of 2020 to evaluate the site plan. Input was gathered from ELAC on the evaluation of the plan. School Leadership Team has also been included in discussions around evaluating site goals and plans of action. School staff members provided input and discussed the plan at faculty meetings.

#### **Involvement Process for the 2021-22 SPSA and Update**

School Site Council has met regularly since October of 2021 to collaborate over this site plan. Input was gathered from ELAC on the plan prior to plan approval by SSC. School Leadership Team has also been included in discussions around site goals and plans of action, including feedback from their students and grade levels. Input was gathered from 6th-8th grade students and the leadership class. Parents and students responded to a student interest survey, which also contributed to the data. School staff members provided input and discussed the plan at faculty meetings.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

**Subject: English Language Arts**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

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 continued to implement Walk to Read, targeted reading instructional groups. We used easyCBM for ELA and reading progress monitoring of students. Due to COVID we were unable to finalize a full evaluation of effectiveness.

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 methodology for school allocation in 2019-2020 was in need of revisions, this has been corrected in 2020-21. During 2020-2021 distance learning due to COVID-19 and remaining safety protocols and COVID related factors in the 2021-2022 school year have served as a major difference between intended implementation and actual expenditures.

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: updated reading practice program, more robust ELA interventions, reading programs myON and Accelerated Reader, professional development for distance learning loss mitigation, and a focus team for ELA progress and interventions.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
easyCBM local benchmark assessment (reading)	50% of third graders scored 'high risk' on fall easyCBM reading assessment	We need to increase achievement in ELA through targeted academic intervention, professional development for teachers in ELA instruction, a reading program to promote and monitor reading progress and engagement, and equitable access to appropriately leveled books and classroom libraries.
easyCBM local benchmark assessment (letter sounds)	43% of first grade students scored 'high risk' on fall letter sounds reading assessment on easyCBM.	We need to increase achievement in ELA through targeted academic intervention, professional

		development for teachers in ELA instruction, a reading program to promote and monitor reading progress and engagement, and equitable access to appropriately leveled books and classroom libraries.
easyCBM local benchmark assessment (vocabulary)	31% of fourth grade students scored 'some' or 'high' risk on fall easyCBM vocabulary assessment	We need to increase achievement in ELA through targeted academic intervention, professional development for teachers in ELA instruction, a reading program to promote and monitor reading progress and engagement, and equitable access to appropriately leveled books and classroom libraries.
easyCBM local benchmark assessment (reading)	30% of fifth grade students scored 'some' or 'high' risk on fall easyCBM reading assessment	We need to increase achievement in ELA through targeted academic intervention, professional development for teachers in ELA instruction, a reading program to promote and monitor reading progress and engagement, and equitable access to appropriately leveled books and classroom libraries.

**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 by at least 5 percentage points (to 50% proficiency school wide) in all subgroups and schoowide and/or attaining green/blue status on California dashboard for CASSPP results.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 43.02%	Goal 50%
English Learners (EL)	Actual 9.59% at standard	Goal 15%
Students with Disabilities (SWD)	Actual 16.27%	Goal 20%
Other Student Groups Socioeconomically Disadvantaged	Actual 38.59%	Goal 45%



	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 purchase professional development for our supplemental ELA curriculum (Fountas and Pinnell/Renaissance) implementation support, as well as for ELA engagement and instructional strategies through Kagan. Teachers have implemented the guided reading, intervention, and benchmark curriculum this year. We will purchase professional development to support teachers in implementation.	Professional development will be scheduled on the calendar, evaluation and reflection of the professional development will be completed, Fountas & Pinnell progress monitoring materials will be purchased and utilized to measure success and achievement levels. We will also use easyCBM and PLC assessments to monitor ELA progress based on this professional development.	Supplemental ELA curriculum PD (contracts and services/hourly pay)	Title I C/O	4,029.08
			Kagan PD registration and subs	ESSER	2,200
			Kagan PD hourly pay	ESSER	1,000
			Professional development classified staff hourly pay	Title I	750
			Fountas & Pinnell ELA PD extra duty pay for certificated staff	Title I	1,200.31
			professional development book study for certificated faculty: The Book Whisperer	Title I C/O	400
	Hourly pay for ELA after school intervention and ELA initiatives/intervention team for ELA targeted, direct instruction based on academic progress and assessment results in order to increase student achievement levels in ELA.	Benchmark assessment results and progress will be monitored in ELA. (easyCBM, Core Phonics Screener, Fountas and Pinnell, unit assessments)	after school intervention certificated hourly pay for ELA Reading Initiatives and Intervention Faculty Team	Title I C/O	2,910
			After-school ELA intervention and initiatives team hourly pay	ESSER	1084.5
	We will purchase Fountas and Pinnell ELA	Benchmark assessment results and progress			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	supplemental instructional and intervention materials in order to increase literacy levels and student achievement in English Language Arts. Fountas and Pinnell systems being purchased: Book Club, Shared Reading, Interactive Read Aloud, Phonics/Word Study, and Readers Notebooks	will be monitored in ELA. (easyCBM, Core Phonics Screener, Fountas and Pinnell, unit assessments)	Fountas and Pinnell Classroom ELA systems through Heinemann	Title I C/O	42,217.07
	We will purchase literary fiction and nonfiction books and reading materials to expand classroom libraries and students' access to appropriate literature in order to increase student achievement levels in ELA and ELD. These books will also serve as Fountas and Pinnell Book Club literature. We will purchase a heritage library for grades 6-8.	We will monitor achievement levels in ELA through benchmark assessment results and progress will be monitored in ELA. (easyCBM, Core Phonics Screener, Fountas and Pinnell, unit assessments)	CCSS aligned and grade level appropriate literature (nonfiction and fiction) from: Book Source, Lectorum, Heinemann, Scholastic, Amazon, and other necessary vendors	ESSER	8,000
			CCSS aligned and grade level appropriate literature and heritage library (nonfiction and fiction) from: Book Source, Lectorum, Heinemann, Scholastic, Amazon, and other necessary vendors	Title I C/O	13,600
	Purchase ELA Renaissance programs Accelerated Reader and	Use reading progress data points within Accelerated Reader to			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>MyOn for 425 student licenses to motivate students to read and raise levels of ELA achievement in reading. Programs would encourage students to read, recommend appropriate leveled books, and track reading progress and comprehension, as well as achievement levels. MyOn provides online access to thousands of titles for all students and classes providing equity and access to CCSS aligned literature to all students.</p>	<p>track progress as well as Reading Comprehension EasyCBM benchmark assessments, Guided Reading Assessments, and Core Phonics Screener.</p>	Accelerated Reader through Renaissance	Title I	3,123.75
			MyOn through Renaissance	Title I	6,375
			Annual All Product Renaissance Platform	Title I C/O	750
English Learners (EL)	<p>TPA has ELD instruction items on faculty meeting and professional development agendas.</p> <p>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</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>ELPAC and easyCBM assessment results and progress are monitored</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Embedded and leveled designated ELD is offered in every grade level to every EL student.				
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, easyCBM 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	EasyCBM benchmarking to measure student progress, as well as Fountas and Pinnell ELA benchmarking and Core Phonics Screener.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	intervention offered to students who need the instruction and intervention to increase levels of achievement.				

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

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 continued to assess students using easyCBM and use data during PLC meetings to target direct instruction. When state testing resumes, we will compare this year's upcoming scores with our scores from 2018-2019. We use common assessments and daily exit tickets to analyze and measure student understanding on a daily basis. Discussion of student academic progress and effective teaching practices occur at every faculty meeting, PLC time and at other times.

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 methodology for school allocation in 2019-2020 was in need of revisions, this has been corrected in 2020-21. For the 2021-2022 school year the site has assembled a math/STEM initiatives team to look at math and STEM growth, programs and organize interventions (after and during school). Do the Math math intervention curriculum is being purchased to run effective, targeted interventions based on data. Due to COVID-19 after-school interventions were not able to be offered last school year and are being offered for 2021-2022. STEM learning, opportunities, and offerings to make math and sciences engaging and relatable for students is being expanded.

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.

The 2020-2021 goal will focus on increase achievement levels in student subgroups as well as schoolwide.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
easyCBM local benchmark assessment (basic math)	53% of students in kindergarten scored 'some risk' or 'high risk' on Basic Math easyCBM assessment	We need targeted intervention programs for students in math, as well as professional development for math/STEM instruction to effectively instruct students. We need to implement systematically STEM materials and units and professional development to increase student engagement and levels of achievement.

easyCBM local benchmark assessment (basic math)	43% of students in first grade scored 'some risk' or 'high risk' on Basic Math easyCBM assessment.	We need targeted intervention programs for students in math, as well as professional development for math/STEM instruction to effectively instruct students. We need to implement systematically STEM materials and units and professional development to increase student engagement and levels of achievement.
easyCBM local benchmark assessment (basic math)	63% of students in second grade scored 'some risk' or 'high risk' on Basic Math easyCBM assessment.	We need targeted intervention programs for students in math, as well as professional development for math/STEM instruction to effectively instruct students. We need to implement systematically STEM materials and units and professional development to increase student engagement and levels of achievement.
easyCBM local benchmark assessment (basic math)	49% of students in fifth grade scored 'some risk' or 'high risk' on Basic Math easyCBM assessment.	We need targeted intervention programs for students in math, as well as professional development for math/STEM instruction to effectively instruct students. We need to implement systematically STEM materials and units and professional development to increase student engagement and levels of achievement.

**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 RFEF students with equitable services.

**Goal #2** All students in significant subgroups, ELL, Foster Youth Services, Low socio-economic students, and students with disabilities will increase proficiency by at least 5 points (to 30% proficiency schoolwide) and/or meet or exceed green/blue status schoolwide.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 23.05% met or exceeded standard	Goal 30% meet or exceed standard
English Learners (EL)	Actual 5.56% met or exceeded standard	Goal 12% meet or exceed standard
Students with Disabilities (SWD)	Actual 9.52% met or exceeded standard	Goal 15% meet or exceed standard
Other Student Groups Socioeconomically Disadvantaged	Actual 19.78% met or exceeded standard	Goal 25% meet or exceed standard



	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)	Purchase STEM instructional materials and technology devices and items to supplement math curriculum and make it engaging and hands-on for students to increase academic achievement levels in math and to support in the academic re-engagement process necessary after distance learning due to COVID. STEM materials for STEM classes, after school program and STEM family nights to increase math engagement and achievement levels.	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.	academic STEM supplies and materials	ESSER	5,000
			3-D printer(s)	Title I C/O	6,000
			robotics kits	Title I C/O	5,000
			One Car engineering kits	Title I	800
			coding kits and program (Microbit)	Title I C/O	2,400
			coding kits and program (Microbit)	Title I	123.74
	Use academic assessment data to identify students below standard and provide targeted after-school instructional intervention, staffing for school-wide family activities to increase math achievement levels, staffing for math/STEM focus team school events and planning hourly pay, STEM after school class and staffing to increase math achievement levels.	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.	after-school math intervention staffing, STEM/math intervention planning and focus team hourly pay	Title I C/O	3,000
			After-school math intervention hourly pay	ESSER	1084.5
			math intervention curriculum from Heinemann called, Do The Math	Title I C/O	17,265.45

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost									
	Teachers will attend professional development around math, engineering, science, and technology in order to increase student achievement levels and engagement levels in math. They will also receive extra pay for participating on the math planning/task force team to create site achievement goals and plans.	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.	<table border="1"> <tr> <td data-bbox="860 373 1081 485">Math/STEM Professional Development</td> <td data-bbox="1084 373 1300 485">Title I C/O</td> <td data-bbox="1304 373 1524 485">4,029.4</td> </tr> <tr> <td data-bbox="860 489 1081 743">Extra pay for certificated staff to attend STEM and math intervention professional development</td> <td data-bbox="1084 489 1300 743">Title I</td> <td data-bbox="1304 489 1524 743">800</td> </tr> <tr> <td data-bbox="860 747 1081 1037">Extra pay for classified staff members to attend STEM and math professional development hourly pay</td> <td data-bbox="1084 747 1300 1037">Title I</td> <td data-bbox="1304 747 1524 1037">404.07</td> </tr> </table>	Math/STEM Professional Development	Title I C/O	4,029.4	Extra pay for certificated staff to attend STEM and math intervention professional development	Title I	800	Extra pay for classified staff members to attend STEM and math professional development hourly pay	Title I	404.07		
Math/STEM Professional Development	Title I C/O	4,029.4												
Extra pay for certificated staff to attend STEM and math intervention professional development	Title I	800												
Extra pay for classified staff members to attend STEM and math professional development hourly pay	Title I	404.07												
English Learners (EL)	<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 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</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 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
	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				
Students with Disabilities (SWD)					
Other Student Groups Foster / Homeless (ATSI)	Teaching and Learning a) Develop year-long, standards based curricular plans, aligning curriculum with	easyCBM benchmark assessment data, SBAC assessment results in math and science, and Eureka math assessments and exit			

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

## Section 4 College & Career Readiness / Equity Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

**Subject: College & Career Readiness / Equity**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

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.

This is a new goal area for this school year, 2021-2022. 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.

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

This is a new goal area for this school year, 2021-2022.

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.

This is a new goal area for the 2021-2022 school year.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
6th-8th grade English Learners	35 students in 6th-8th grade have not reclassified as English proficient and are in English Development class because they have not yet passed ELPAC and/or earned passing grades in English Language Arts.	Our students need academic and language support that continues even after the school day to promote language acquisition and academic support and achievement.
6th-8th grade students SBAC scores - overall math (2018-2019)	41.42% of 6th-8th grade students scored level 1 'Standard Not Met' on 2018-2019 SBAC state assessment in math.	Students need intervention and support outside of regular school hours to help master grade level standards and achieve at standard levels.
all students SBAC writing scores (2018-2019)	30.51% of students scored below standard on the writing portion of ELA SBAC state assessment.	Students need support in writing outside of school hours to ensure

		writing assignments are completed and mastery is achieved.

**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 subgroups, in math, English Language Arts, science, and social science to green or blue status in all areas on the CDE dashboard. Significantly decrease the percentage of long-term English Learners and English Learner classified students.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual yellow - 20 points below standard in ELA increased schoolwide by 6.4 points and yellow in math achievement schoolwide increased by 4.6 points	Goal Green or Blue in all performance areas
English Learners (EL)	Actual yellow increased by 8.2 points in ELA and yellow in math increased by 7.6 points	Goal Green or blue in all performance areas
Students with Disabilities (SWD)	Actual orange in ELA increased by 7.4 points orange in math increased by 3.5 points	Goal Green or blue in all performance areas
Other Student Groups Socioeconomically Disadvantaged	Actual yellow in ELA increased by 10.3 points and yellow increased by 10.9 points in math	Goal Green or blue in all performance areas
Graduation Rate (GR)	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)	Purchase Paper Education 24 hour online accessible tutoring program for all 6th-8th grade students to have access to academic support 24 hours a day in all core content subject areas.	We will monitor assessment data in math, ELA, science, and social science: course grades, easyCBM assessments, class unit assessments, SBAC scores, ELPAC scores, progress toward learning goals	Paper Education licenses for 125 students in grades 6-8	Title I	4,593.75
English Learners (EL)					
Students with Disabilities (SWD)					

	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 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)					

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

## Section 4 Climate & Culture

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 4

#### Subject: Climate & Culture

#### SPSA Annual Review

SPSA Year Reviewed: 2020-21

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 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.

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 methodology for school allocation in 2019-2020 was in need of revisions, this has been corrected in 2020-21. For the 2020-2021 school year we were unable to implement everything we have identified because of distance learning and COVID-19 protocols. Many protocols remain in place for 2021-2022 school year.

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 implement social emotional curriculum and professional development for staff and training for parents in social emotional areas.

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
CDE School Dashboard	12.8% of students are chronically absent.	Build systems and routines to engage and partner with families around attendance and student engagement. Daily communication systems need to be implemented in a form and language that families can access. A family engagement liaison is a need to assist with communication systems and fostering family partnerships.
CDE School Dashboard	Students with disabilities have a higher rate of suspension than all students and other subgroups.	Professional development in restorative practices and PBIS, as well as social emotional learning, need to be implemented to lower rates of suspension in all subgroups, including students with disabilities. Parent and staff trainings are needed to assist with restorative practices implementation.
parent survey	50% of parents responding to parent survey reported TPA does not offer enough enriching learning experiences and prosocial options after school.	Parent survey indicated that the site needs to offer more enriching learning and prosocial experiences outside of the school day.
SWIS behavior data	45% of disciplinary incidents are for emotional dis-regulated behaviors: disruption and physical aggression	Students need tools and instruction to be able to access and learn how to calm strong emotions of discontent like frustration, anger, anxiety, and upset.

**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 levels to meet green/blue status in student engagement/attendance. Implement PBIS and restorative practices to lower suspension rate to meet green/blue status in the area of suspension levels.

	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	
	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>	<b>2018-19 Final Data / District Preliminary Data</b>	<b>2021-22 Data Goal</b>

Schoolwide (SW)	Actual 95.2%	Goal 96%	Actual 12.8%	Goal to be at 7% or lower%
English Learners (EL)	Actual 7.3%	Goal 5%%	Actual 7.3%	Goal to be at 5% or lower%
Students with Disabilities (SWD)	Actual 19.6%%	Goal 15%%	Actual 19.6%	Goal to be at 15% or lower%
Other Student Groups Foster and Homeless Youth	Actual this data is not available on CDE%	Goal 96% rate of attendance%	Actual 25%	Goal to be at 20% or lower%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	<b>2018-19 Final Data / District Preliminary Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 5.1%	Goal 4%
English Learners (EL)	Actual 5.6%	Goal 4%
Students with Disabilities (SWD)	Actual 25%	Goal 15%
Other Student Groups Foster and Homeless Youth:	Actual N/A%	Goal 4%

	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)	Toolbox social emotional learning curriculum professional development hourly pay.	We will monitor the Healthy Kids' Survey responses, as well as disciplinary incidents and categories.	Toolbox PD for classified staff hourly pay	Title I	159.38
	Purchase supplies and materials for social emotional calming toolboxes for students to access and utilize in order to implement calming strategies and return to emotional baseline so students can be able to learn and access grade level curriculum. Our PBIS team will create the calming toolboxes for all students to access as needed and to teach students about healthy ways to cope with frustration, sadness, anger and other powerful emotions.	We will monitor SWIS behavior data reporting incidents of emotional dis-regulation and disruption.	supplies and materials for calming toolboxes	ESSER	1,240
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.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Implemented expanded ELD program in grades 6-8.	We will monitor ELPAC scores.			
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 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	We will monitor the Healthy Kids' 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
	<p>3 behavior support and connection with adults on staff.</p> <p>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.</p>				
<p>Other Student Groups Foster and Homeless Youth</p>	<p>a) School Community Events: Back to School Night; Fall Festival (car parade) STEAM Night' Crafts Nights (virtual), and more</p> <p>b) Life Skills assemblies and PBIS awards</p> <p>c) Communication with parent community through flyers, newsletters, annual calendar of events, progress reports, website, facebook</p> <p>d) Annual Site Council analysis of student data- participation in Site Plan</p> <p>e) Testing results and</p>	<p>We will monitor the Healthy Kids' Survey responses, as well as disciplinary incidents and categories and subgroup data, attendance/engagement data as well as parent survey input.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>curriculum shared with parents; i.e. PTA, ELAC mtgs, Title 1 informational evening</p> <p>f) PBIS full implementation</p> <p>g) SOS counseling for students who need social emotional support</p> <p>f) ToolBox and Second Step social emotional curriculum is fully implemented.</p> <p>g) Teachers provided with social emotional learning professional development.</p> <p>f) Kindergarten teachers participate in District Kindergarten Fair</p> <p>g) Open house/Back to School Night</p> <p>h) School tours</p> <p>i) ELAC meetings for parents of English Learners</p> <p>j) Translation of Meetings and school communications</p>				

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 5

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

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.

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 methodology for school allocation in 2019-2020 was in need of revisions, this has been corrected in 2020-21. 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.

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.

This is a new goal for 2020-2021: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
Parent survey	45% of parents 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.
Parent survey	45% of parents reported they feel the school needs to offer more enriching learning opportunities and options for students to extend and enhance their learning.	Parents cite STEAM, drama, music, and Spanish enrichment, as well as field trips, as areas of student need. Another need is communication program that allows for clear communication for families

		to be aware of offerings and engagement opportunities.
Parent survey	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.

**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)	Family Resource and Engagement Room: This room will be a welcoming and comfortable hub for parents at the school site including vital parent resources, events to promote engagement, connections, and communication, and serve as a room likely to bring families to campus, promoting involvement, which promotes student achievement.	Parent surveys, attendance data from A2A and PowerSchools, parent attendance at events, academic achievement data from easyCBM and PowerSchools.	Materials & Supplies	Title I: Parent Involvement	650
	We will offer parent trainings, resources, and events on topics that parents have shared are needs, like: mental health, college prep, language acquisition, PIQUE, etc. in order to grow and be able to support our students together in ways that will increase achievement levels. We will offer family events to enhance learning and home and school connections. Families reported in parent survey desiring more opportunities for parent and family	Parent surveys, attendance data from A2A and PowerSchools, parent attendance at events, academic achievement data from easyCBM and PowerSchools.	Materials & Supplies	Title I: Parent Involvement	650

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	involvement, as well as additional learning experiences outside the school day.				
	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 easyCBM and PowerSchools.	Smore school/home communication program	ESSER	160
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.			
	SOS support staff cultivates partnerships with families and assist students with academic support.	school event attendance will be monitored and academic data through easyCBM and state assessments.			
Students with Disabilities (SWD)					

	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					

## 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>3 hours per day communicating with families, providing two-way communication, interpreting and providing bilingual communication and connections, partnering with families around student engagement, school events, academic progress, and provision and information on resources for families. (Proposed Position)</p>	Family Engagement Liaison	Title I: FTE	756.31	<p>Parent Engagement Goal PBIS and Attendance Goal</p>
<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>	Assistant Principal (.3)	Title I: FTE	36,649.57	<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</p>	Certificated Teacher (.5)	Title I: FTE	42,469.12	<p>ELA, Math, and Equity goals</p>



Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
learning in small groups of students.				

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	18,330	0.00
Title I C/O	101,601	0.00
Title I: Parent Involvement	1,300	0.00
Title I: FTE	79,875	0.00
ESSER	19,769	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	\$107,982
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$110,239
Total Funds Provided to the School Through the Consolidated Application	\$218,221
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$220,875.00

### 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: \$21,942

Total of State and local programs that the school is including in the schoolwide program: \$240,942

## Section 8 School Site Council Membership

**2021 - 2022**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (TK-5th)**  
**SCHOOL: Thomas Page Academy TK-8**

**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).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Amber Griffith Term: 2020-2022 XParent Community Member	1. Name: Lynzie Brodhun <b>Principal</b>
2. Name: Molly Wandrey Term: 2020-2022 XParent Community Member	2. Name: Simone Johnson Term: 2021-2023 <b>Teacher</b>
3. Name: Mikaela Glass (replacing Reina Taveras) Term: 2020-2022 XParent Community Member	3. Name: Kiyoko Nakano Term: 2021-2023 <b>Teacher</b>
4. Name: Thomas Schoneman Term: 2020-2022 XParent Community Member	4. Name: Janae Dedekam Term: 2020-2022 <b>Teacher</b>
5. Name: Laura Cortes Term: 2020-2022 XParent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Gail Cummings Term: 2020-2022 <b>Other School Staff</b>