

**Thomas Page Academy**  
**2021-2022 School Accountability Report Card**  
**(Published During the 2022-2023 School Year)**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

School Name	Thomas Page Academy
Street	1075 Madrone Avenue
City, State, Zip	Cotati, CA 94931
Phone Number	707.792.4860
Principal	Lynzie Brodhun
Email Address	<a href="mailto:Lynzie_Brodhun@crpusd.org">Lynzie_Brodhun@crpusd.org</a>
School Website	<a href="https://tpa.crpused.org/">https://tpa.crpused.org/</a>
County-District-School (CDS) Code	49-73882-6060669

## 2022-23 District Contact Information

<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	707.792.4722
<b>Superintendent</b>	Dr. Mayra Perez
<b>Email Address</b>	mayra_perez@crpusd.org
<b>District Website Address</b>	www.crpused.org

## 2022-23 School Overview

School Description: Thomas Page Academy is a transitional kindergarten through eighth grade school with a focus on 21st Century learning skills. Thomas Page Academy offers an extended elementary school experience for sixth through eighth grade students and those seeking an alternative to enrollment in a comprehensive middle school. Thomas Page Academy has approximately 425 students and is located on 10.5 acres in Cotati. Thomas Page Academy qualifies as Title 1. Thomas Page Academy offers a standards based curriculum, and all instruction is based on the Common Core Standards. Behavioral expectations are based on Life Skills and Positive Behavior Interventions and Supports (PBIS) programs, as well as the social emotional curriculum of Toolbox (K-5) and Second Step (6-8). Monthly assemblies recognize students who demonstrate positive student behavior. School wide procedures and expectations, as well as positive rewards and incentives, provide a safe and orderly learning environment, this along with family events and engagement opportunities cultivate a united and caring school culture and climate.

The mission of Thomas Page is to develop competent learners - ensuring that every student reaches a high level of academic achievement as determined by state and national standards. We accomplish this through a variety of learning opportunities, responding to ongoing local and state assessments, and through committing resources and support to ensure this outcome. Each year our goal is for our students to work and achieve while doing their personal best and to increase levels of achievement and proficiency on state and local assessments. Student academic success is measured through a variety of regular assessments. Assessment data is used to plan instruction that is targeted to all levels of student learning through the Professional Learning Community process (PLC). Thomas Page Academy supports learners through the Multi-Tiered Systems of Supports model based on students needs, performance data, and learning outcomes. ELA instruction is targeted to students' needs using strategic, targeted small learning groups for tiered instruction. Targeted instruction is provided through tiered supports in math, reading, and writing. Teachers work collaboratively to plan instruction within and across grade levels to build a cohesive instructional program. Teachers are supported in a variety of staff development opportunities. Student and staff safety is a high priority. Thomas Page Academy has a public address system and phone system allowing for instant messaging and communication to staff and parents. New technology has been integrated into the classrooms and through 1:1 distribution of computer devices. Every student and staff member is proficient in appropriate instructional technology and utilizes vast technological resources to make instruction more effective and accessible in the classroom and STEAM activities and curriculum is a focus at every grade level. Thomas Page Academy strives to nurture a connected community by bringing students, families, and the staff team closer to one another through shared experience and consistent communication. Student clubs and activities help students feel connected to school. Regular school/home communication helps to engage families, and school events allow all community members to come together in a positive, enjoyable manner.

Vision 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	45
Grade 2	40
Grade 3	44
Grade 4	39
Grade 5	53
Grade 6	54
Grade 7	45
Grade 8	57
Total Enrollment	421

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5
Male	47.5
American Indian or Alaska Native	3.3
Asian	1.7
Black or African American	2.4
Filipino	0.2
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.3
White	18.3
English Learners	36.8
Foster Youth	1.2
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	62.5
Students with Disabilities	10.5

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	94.41	230.90	80.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	2.80	7.70	2.70	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.80	15.30	5.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.30	4.31	12115.80	4.41
Unknown	0.00	0.00	19.30	6.76	18854.30	6.86
<b>Total Teaching Positions</b>	<b>17.80</b>	<b>100.00</b>	<b>285.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.50	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.60	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Educational Services Department.

<b>Year and month in which the data were collected</b>	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5: Reading Curriculum: Heinemann Publishing/Fountas and Pinnell ELA curriculum Kindergarten: Learning Without Tears 1st-5th grade: California Medallions (consumables) by Houghton Mifflin 1st-8th: Scholastic News and Junior Scholastic 6th-8th: McDougal Littell, California, The Language of Literature. 6th-8th: Supplemental - McDougal Littell, Bridges to Literature	Yes	0%
<b>Mathematics</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th Grade: Eureka Math by Great Minds 6th - 8th Grade: Houghton Mifflin, GoMath	Yes	0%
<b>Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: Delta Education Publishers Foss (full option) 6th: McDougal Littell, Focus on Earth Science 7th: McDougal Littell, Focus on Life Science 8th: McDougal Littell, Focus on Physical Science	Yes	0%
<b>History-Social Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708. K-5th: Pearson Scott Foresman Social Science texts 6th: Glencoe/McGraw-Hill, Discovering Our Past, Ancient Civilizations 7th: Glencoe/McGraw-Hill, Discovering Our Past, Medieval and Early Modern Times 8th: Glencoe/McGraw-Hill, Discovering Our Past, The American Journey to WWI	Yes	0%
<b>Foreign Language</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
<b>Health</b>	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.	Yes	0%
<b>Visual and Performing Arts</b>	Contact Educational Services Department (707) 792-4708		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%



## School Facility Conditions and Planned Improvements

Built in 1969, Thomas Page is located on a 10-acre parcel in Cotati. It consists of five permanent buildings that house 24 classrooms. A YMCA program is housed on site. Thomas Page underwent modernization that included classrooms buildings, the computer lab, Administration office, and the MU, which the cafeteria occupies.

By means of Bond and Deferred maintenance projects, improvements have included door replacement, MU athletic court repair, roofing, site work, parking lot paving and floor replacement. The onsite custodial staff and the District Maintenance and Operations Dept. maintain these systems. The three-year asbestos re-inspection was completed in December 2011.

In the 15-16 school year, all portables were replaced with 2 new modular buildings consisting of 6 classrooms and a learning hallway in one, and 7 classrooms with a learning hallway in the other. The Kinder and first grade classrooms were modernized as well. New play structures were installed. All existing buildings received new carpet and roof material.

### Year and month of the most recent FIT report

July 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		FRP peeling in boys restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	38	N/A	41	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	20	N/A	24	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	306	298	97.39	2.61	38.38
<b>Female</b>	162	156	96.30	3.70	39.35
<b>Male</b>	144	142	98.61	1.39	37.32
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	189	184	97.35	2.65	34.97
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	32	100.00	0.00	37.50
<b>White</b>	63	60	95.24	4.76	50.00
<b>English Learners</b>	85	83	97.65	2.35	14.46
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	167	162	97.01	2.99	36.02
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	36	33	91.67	8.33	9.09

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	306	297	97.06	2.94	19.66
<b>Female</b>	162	155	95.68	4.32	14.94
<b>Male</b>	144	142	98.61	1.39	24.82
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	189	183	96.83	3.17	16.48
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	32	100.00	0.00	22.58
<b>White</b>	63	60	95.24	4.76	26.67
<b>English Learners</b>	85	83	97.65	2.35	3.61
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	167	161	96.41	3.59	16.25
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	36	33	91.67	8.33	6.25

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	21.43	--	23.09	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	114	112	98.25	1.75	21.43
<b>Female</b>	54	52	96.3	3.7	15.38
<b>Male</b>	60	60	100	0	26.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	64	63	98.44	1.56	11.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	30	96.77	3.23	40
<b>English Learners</b>	24	24	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	53	52	98.11	1.89	17.31
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	16	94.12	5.88	6.25



## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.45%	96.23%	100.00%	92.45%	100.00%
Grade 7	89.58%	94.53%	94.53%	93.80%	93.43%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Thomas Page Academy has an active parent group affiliated with the PTA. The group organizes fundraising activities to provide resources to support special school events and additional support services. Our School Site Council monitors the progress of our categorical programs and participates in projects that enhance the school environment, support the instructional programs, and gather staff and parent input regarding student progress. The ELAC committee meets to discuss general school and district related issues in a setting that fosters participation and input from the parents of our second language learners. There are designated periods scheduled during the year for all parents (transitional kindergarten through eighth grade) to participate in conferences with the instructional staff. The community is also encouraged to contact staff members when they have concerns or need assistance. The regular school newsletter, 'TPA Tiger Tales', provides information of interest to the Thomas Page Community. The community has the opportunity to share feedback in survey form at times throughout the school year. Parents and other family members of our students provide volunteer support in the classroom, on the playground and on field trips. Parents sign in at the office and wear volunteer badges. Throughout the school year, Thomas Page Academy hosts family events and meetings whether virtual or in-person: parent informational meetings, Title I meeting, STEAM and Literacy Night, Open House, Back to School Night, Parent-Teacher Conferences, Second Cup of Coffee and family fun events. Parents receive notice of such events through multiple means of communication and in the language they understand: emails, weekly newsletter, phone calls, video messages, and paper documents. Every message sent from the school to families is provided in English and Spanish.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	464	450	205	45.6
Female	243	236	105	44.5
Male	221	214	100	46.7
American Indian or Alaska Native	14	14	4	28.6
Asian	8	8	3	37.5
Black or African American	16	12	6	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	283	280	128	45.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	17	17	11	64.7
White	91	85	37	43.5
English Learners	176	175	75	42.9
Foster Youth	6	6	4	66.7
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	302	299	146	48.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	61	33	54.1

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	5.92	4.31	2.45
<b>Expulsions</b>	0.00	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	3.45	0.25	4.19	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.17	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.45	0.00
<b>Female</b>	1.23	0.00
<b>Male</b>	5.88	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	6.25	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	2.83	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	5.88	0.00
<b>White</b>	3.30	0.00
<b>English Learners</b>	3.98	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	3.31	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	6.56	0.00

## 2022-23 School Safety Plan

Thomas Page Academy complies with existing laws related to school safety. These include: Disaster Procedures, District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment, and Procedures for Safe Ingress and Egress of pupils, parents and staff To and From School, and Safe and Orderly Environment conducive to Learning. These policies and procedures are regularly reviewed and posted. Each year the Thomas Page School Comprehensive School Safety Plan is reviewed, evaluated and amended if needed by the School Site Council. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year. Finally, staff and students participate in regular practice of safety drills to better prepare themselves to handle emergencies.

Staff review of school safety plan: December 6, 2022

School Site Council review and approval of safety plan: December 7, 2022

Board Approval: January 17, 2023

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	18	2		
2	20	1	1	
3	21	1	1	
4	22	1	1	
5	20	2		
6	21	4	11	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		1	
1	20	1	1	
2	20	1	1	
3	21	1	1	
4	15	2	1	
5	22	1	1	
6	18	11		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	1	
1	15	2	1	
2	20	1	1	
3	15	2	1	
4	20	1	1	
5	18	1	2	
6	16	12	12	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13480	5147	8333	65637
District	N/A	N/A	7186	\$68,438
Percent Difference - School Site and District	N/A	N/A	14.8	-4.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	23.3	-23.5

## 2021-22 Types of Services Funded

One full time and one half-time Educational Specialists in addition to four paraprofessionals support students with IEPs, 504, and other intervention needs. Our PTA provides financial support for many items such as field trip expenses, instructional supplies, paper supplies, school assemblies, family events, materials and library expenses. Thomas Page Academy receives funding for an after-school program at our site. After-school Education and Safety funds are a grant from the State of California. We partner with the YMCA to provide those services at Thomas Page Academy. Students participate in a homework club, art, games, and other physical activities supervised by the YMCA personnel. For ELD services, in addition to designated ELD support from credentialed teachers, the district provides a full-time ELD assistant from LCAP funds. After-school targeted instructional intervention classes are offered faculty members and funded through Title 1. Title 1 funds are also used to employ a .5 FTE assistant principal and .5 intervention teacher. The intervention teacher runs tiered instructional groups within classrooms. After school STEAM club, intervention curriculum (Fountas and Pinnell and Do The Math), and intervention materials are funded through Title 1 for the purpose of improvement in English Language Arts and math performance.



## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$43,650	\$52,478
<b>Mid-Range Teacher Salary</b>	\$66,981	\$80,810
<b>Highest Teacher Salary</b>	\$87,526	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$119,349	\$127,080
<b>Average Principal Salary (Middle)</b>	\$121,685	\$134,264
<b>Average Principal Salary (High)</b>	\$127,186	\$147,200
<b>Superintendent Salary</b>	\$229,999	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	28%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. The site is implementing Professional Learning Communities that review student progress data. The Professional Learning Communities support teacher and student growth and allow teachers time to discuss differentiating their lessons and how to provide multiple opportunities for students to demonstrate their learning and growth.

The site has focused upon improving instructional practices and student relationships. This school year professional development has focused upon engaging English Language Development instruction, Universal Design, and Professional Learning Community protocols.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	4