

# Comprehensive School Safety Plan 2023-2024 Thomas Page Academy CRPUSD

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## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Thomas Page Academy, 1075 Madrone, Cotati, CA, 94931.

## **Safety Plan Vision**

All students and staff of public primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses that are safe, secure, and peaceful.

California Constitution  
Article I, § 28 (c)

Board Policy 5142

“The governing board is responsible for ensuring that proper attention is paid to the safety of students. The governing board expects the superintendent to develop and implement regulations which will produce as safe an educational environment as possible for the students as well as for the certificated and classified staff.”

## Components of the Comprehensive School Safety Plan (EC 32281)

### Thomas Page Academy Safety Committee

#### Assessment of School Safety

- Office Referrals
- Attendance Rates/SARB
- Suspension/Expulsion Data
- YouthTruth Survey
- School Site Plan for Student Achievement
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

#### Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

- Restorative Practices professional development and implementation
- Regular Emergency Drills
- Counselor on campus at all times
- Conflict resolution management teams
- After-school sports programs
- After-school tutorial
- Law enforcement support
- Team Success
- SOS Counseling
- Administrative Panel reviews of serious discipline referrals
- School Student Study Teams
- Extra-curricular activities
- Red Ribbon Week activities
- Motivational speakers/assemblies
- SARB
- Positive Behavior Strategies
- Honor Roll Assemblies
- Student of the Month Assemblies
- Ongoing assessment of school safety issues
- Zero tolerance for weapons and drugs
- High expectations for students' behavior and achievement
- Fair, firm, and consistent enforcement of school standards
- Staff, student, and parent involvement in school decision-making
- Leadership class and leadership opportunities for students
- Kindness Week
- PBIS Implementation

#### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166) (BP 5141.4, AR 5141.4)

All school staff is trained in Child Abuse Reporting Procedures annually using the Vector online training module. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated, reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

### Reporting Procedures

1. Initial Telephone Report: Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Protective Services - Sonoma County  
4717 Copperhill Parkway  
Santa Rosa, CA 95403  
Tel: 707-565-4300  
FX: 707-565-4324

2. Written Report.: Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05.

3. Internal Reporting: The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee.

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or another person shall not be a substitute for making a mandated report to the appropriate agency.

### Training:

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

### Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

### Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

### Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

### Notifications:

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee.

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:



1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard for the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report.

## **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

### **Adaptations for Students with Disabilities**

#### **Disaster Plan (See Appendix C-F)**

(EC 32282(a)[2](B); GC 8607; GC 3100) (BP 5142, AR 5142, BP 6114, 6114.1, 6114.2, 6114.3, 6114.4, 6114.5)

CRPUSD maintains an Emergency Operations Plan (EOP) at each school site. Site-specific information is included and updated annually. Students are instructed in their classes each year about safety procedures. Student and Staff Drills Are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP). Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/District Superintendent.

#### Type of Drill

Fire, Earthquake, Evacuation

Elementary: Once a month  
Intermediate: Once a quarter  
Secondary: Once a semester

#### Lockdown/Student Release

Elementary: Once a year  
Intermediate: Once a year  
Secondary: Once a year

These protective measures are taken before, during, and following an earthquake.

#### Mitigation

- Assess existing or potential hazards on and off campus
- Identify nonstructural hazards on campus and develop a plan of action to address the hazards

#### Preparedness

- Establish and Train in NIMS/SEMS and ICS
- Conduct Drills for Students and Staff in Drop/Cover/Hold
- Conduct Evacuation Drills for Students and Staff
- Conduct Drills for Students, Staff and Families in the Student Release Procedures
- Coordinate, plan, and train with Law Enforcement and Fire
- Acquire emergency equipment and supplies
- Coordinate with SCOE S.O.S. Crisis Response Team

#### Response

- Evacuate buildings and the school campus if necessary

- Release students as needed
- Initiate search and rescue efforts as needed
- Handle triage, medical aid, and mental health emergencies as needed

#### Recovery and Reconstruction

- Assess building and campus safety and damage
- Identify contacts for support as needed
- Mobilize the Crisis Response team as needed
- Make plans to relocate classes and other academic business at an alternate site as needed
- Track costs to delineate expenditures
- Debrief
- Update the plan as needed

#### **Public Agency Use of School Buildings for Emergency Shelters**

The American Red Cross has an MOU with the City of Rohnert Park. As needed, the school building facilities would be used as overflow.

#### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

(EC 32282(a)[2](C) (BP 5144.1, AR 5144.1, AR 5144.2, BP 5131)

It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies, and district administrative regulations. School staff members adhere to the procedures set forth in the Student and Parent Handbook.

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with the law, the suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified in Administrative Regulation 5144.1. Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

**Decision Not to Enforce Expulsion Order:** On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

**Student Due Process:** The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

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The Board recognizes that students who are suspended from school often have no supervision or guidance during school hours when they are off campus. The Board believes that in many cases, it would be better to address the student's misconduct by keeping the student at school and providing him/her with supervision that is separated from the regular classroom. The Superintendent or designee may establish a supervised in-house suspension program that meets the requirements of the law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated. (Education Code 48900.5.) The Superintendent or designee may examine alternatives to off-campus suspension and may establish a suspension program that involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians, and students; detention; student study BP 5144.1 (b) teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspension.

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

(EC 32282(a)[2](D); EC 49079) (BP 4158 AR 4158)

In accordance with EC 49079, the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

CRPUSD utilizes a contracted service called "Behavior Alert" that sends every teacher a coded email if one of their students gets suspended for any 48900 offense.

#### **(E) Discrimination and Harassment Policies (EC 212.6 [b])**

(EC 32282(a)[2](E); EC 234.4) (BP 5145.3, BP 5145.7, BP 5131.2, BP 5144.1)

##### **DISCRIMINATION & HARASSMENT POLICY**

CRPUSD is committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

##### **Instruction/Information**

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

##### **Complaint Process**

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulations. The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulations. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

##### **Disciplinary Actions**

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

#### Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

(EC 32282(a)[2](F)) (BP 5132, AR 5132)

Students are expected to dress in a way that is safe, not distracting to themselves or others, and allows them to fully participate in their academic and physical education activities.

The Governing Board desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence, or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities. To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct are enforced consistently and that all students have access to counselors as needed.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help our students.

#### Prevention Education

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore gang violence prevention education in the third grade.

The California Legislature has declared that gang-related apparel is hazardous to the health and safety of the school environment. The Board recognizes that there is evidence of a gang presence in district schools that may disrupt or interfere with school activities. The Board has determined that the Superintendent or designee may establish reasonable dress code regulations prohibiting students from wearing gang-related apparel when necessary for the health and safety of the school environment.

### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

(EC 32282(a)[2](G)) (BP 5131)

CRPUSD annually defines procedures for the safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students, and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who [drive cars,] ride the bus, ride their bikes, and walk to and from school.

All schools in CRPUSD have a plan for safe ingress and egress, policies and procedures are reviewed with pupils and staff and shared with parents.

### **(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

The CRPUSD Leadership Team will be incorporating PLC’s at their individual sites to monitor and assess student progress and responsively support struggling students to enable all students to achieve grade-level standards.

**Element:**

By June of 2024, 100% of CRPUSD school sites will have PLC’s that meet once a month.

**Opportunity for Improvement:**

Baseline: PLC's are not occurring at every school site.

Objectives	Action Steps	Resources	Lead Person	Evaluation
CRPUSD Leadership Team is attending PLC Training	Attend PLC Training	Training	CRPUSD Leadership Team	CRPUSD Leadership Team
CRPUSD Leadership Team will have one dedicated meeting a month to practice and utilize PLC’s to analyze site data	Schedule Monthly Meeting	Monthly Meeting	CRPUSD Leadership Team	CRPUSD Leadership Team
PLC’s will be utilized at sites	PLC Site Meetings	PLC Shared Drive	CRPUSD Leadership Team	CRPUSD Leadership Team
Action Plans will be created at each site to address the needs of students.	Identify Student Needs/Create Action Plan	Site Data	CRPUSD Leadership Team	CRPUSD Leadership Team

**Component:**

All CRPUSD school sites will have written procedures for the Fire Panel and how to turn off the water and electricity at each site.

**Element:**

By June of 2024, 100% of CRPUSD school sites will have Fire Panel Instructions, Water and Electricity Shutoff Procedures, and correct key in lockbox.

**Opportunity for Improvement:**

There are not written instructions for each school site and their Fire Panel. In addition, all site administrators are not aware of how to shut off water and electricity at their sites.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identify the type of fire panel at each site	Identify Fire Panel	Fire Panel Instructions	Josh Savage/Angela Scardina	CRPUSD Leadership Team
Identify the locations of the electricity and water shutoffs at each location	Identify	Locate on Map	Josh Savage/Angela Scardina	CRPUSD Leadership Team
Write instructions for each fire panel	Write Instructions/Post	Fire Panel Instructions	Josh Savage/Angela Scardina	CRPUSD Leadership Team
Create a map with instructions for the electricity and water shutoff and post next to the fire panel at each school site	Create Map	Current Map/Site Visits	Josh Savage/Angela Scardina	CRPUSD Leadership Team
Post instructions at each school site for the site's fire panel	Post at each school site	Updated Maps	Josh Savage/Angela Scardina	CRPUSD Leadership Team

**Component:**

**H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

(EC 32282(a)[2](H))

EC 32282 (b) It is the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

Safe Schools: A Planning Guide for Action is based on four principles: safe schools are caring schools, are built through cooperative efforts of all stakeholders, communicate high standards, and stress prevention. The guide recommends a seven-step planning process to guide the planning committee in addressing the components of the safe-school model.

This Comprehensive School Safety Plan has incorporated the Safe Schools: A Planning Guide for Action Steps 1-3 (identifying a planning committee, creating a vision of a Safe School, and gathering and analyzing data.

Section H describes Steps 4 and 5: setting an annual goal(s) for each of the two safe school components: The Social Environment (people and programs) and the Physical Environment (facilities). This section further identifies at least one goal with measurable objectives and activities for each of the two safe school components.

Steps 6 and 7 (communicating and evaluating the plan) are incorporated into the full Comprehensive School Safety Plan and are found in the Monitoring and Communication Section. This school also publishes the status of the school safety plan in its annual School Accountability Report Card.

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Thomas Page Academy Student Conduct Code**

(EC 32282(a)[2](I)) (BP 5131/5131.1, AR 5131.1, BP 5144, AR 5144)

In order to provide a positive and safe learning environment for students, CRPUSD Individual School sites have created school-wide expectations for behavior and discipline.

**Student Attendance / Student Conduct Policies and Regulations**

We encourage our parents and students to familiarize themselves with these important District policies and regulations regarding student attendance and conduct. These will be posted on our District website at [www.crpud.org](http://www.crpud.org). For a hard copy, please see your school's office manager.

Absences and Excuses BP 5113 / AR 5113

Chronic Absence and Truancy AR 5113.1

Alcohol and Other Drugs Alcohol y otras drogas BP 5131.6 / AR 5131.6

Bullying BP 5131.2

Conduct BP 5131

Discipline BP 5144 / AR 5144

Gangs BP 5136 / AR 5136

Nondiscrimination / Harassment BP 5145.3

Sexual Harassment BP 5145.7 / AR 5147.7

Suspension and Expulsion / Due Process BP 5144.1 / AR5144.1 and AR 5144.2

Use of Technology BP 6163.4 / AR 6163.4

### **(K) Hate Crime Reporting Procedures and Policies**

(EC 234.4) (BP 5131.2, BP 5144.1)

CRPUSD recognizes the harmful effects of bullying on student learning and school attendance and desires to provide learning environments that protect students from physical and emotional harm. XXX School has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of the district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for valid instructional or other school-related purposes. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time. Such devices shall be turned off in class and stored securely in the student's belongings, except when being used for valid instructional or other school-related purposes as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health.

(Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner and may either return it at the end of the class period or school day or keep it until the principal or designee has consulted with the student's parent/guardian.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with the law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

## **(J) Tactical Responses**

(EC 32282(a)[2](J)) (BP 0540)

TACTICAL RESPONSES (SEE EOP, ANNEX B)

CRPUSD in consultation with law enforcement officials has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown, and Evacuation, [and Run-Hide-Fight] are contained in Annex B of the Emergency Operations Plan.

Each school in CRPUSD has an Emergency Operation Plan that details the procedures in the event of an active shooter.

## **Procedures for Preventing Acts of Bullying and Cyber-bullying**

School behavior standards shall be coordinated district-wide, with particular attention to applying the standards for discrimination, intimidation, harassment, and bullying behavior fairly and consistently among schools at the same grade level. Schools will follow district guidelines and policies according to the Education Code and school rules pertaining to related matters such as discrimination, intimidation, harassment, bullying, suspension, and expulsion.

The district will not tolerate discrimination, intimidation, harassment, bullying, or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. This includes but is not limited to discrimination, intimidation, harassment, and bullying based on actual or perceived characteristics and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

Definitions:

"Bullying" is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils that constitutes sex harassment - 48900.2, hate violence - 48900.3, or harassment, threats or intimidation - 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:



Placing a reasonable pupil or pupils in fear of harm to that pupil or those pupils' person or property.  
Causing a reasonable pupil to experience a substantially detrimental effect on her or her physical or mental health.  
Causing a reasonable pupil to experience substantial interference with his or her academic performance.  
Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic act" is defined as the creation or transmission originating on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of a communication, including, but not limited to, any of the following:

A message, text, sound, video, or image.  
A post on a social network Internet Website, including but not limited to:  
Posting or creating a burn page.  
Creating a credible impersonation of another actual pupil.  
Creating a false profile.  
An act of cybersexual bullying.

"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.  
(Education Code 48900(r))

The school district has jurisdiction to respond to bullying behavior that is related to school activity or school attendance and that occurs at any time, including, but not limited to, while on school grounds, at a school-sponsored activity, while traveling to or from school, on a school bus, or during the lunch period whether on or off campus. (Education Code 48900(s))

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:  
Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

#### Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

Providing to students, through student handbooks and other age-appropriate means, information about the district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

#### Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students.

(Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs, and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individuals who believe that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted that alleges discriminatory harassment, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or another employee so

that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in Comprehensive School Safety Plan 18 of 27 11/27/22

accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or another school

support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thoughts or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited

to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Include the STOP IT app.

**Opioid Prevention and Life-Saving Response Procedures**

NarCan and CPR training is provided, as well as EpiPen and AED trainings.

**Response Procedures for Dangerous, Violent, or Unlawful Activities**

Immediate action is taken. Campus is secured. Law enforcement is contacted. Parents are contacted. Safety protocols are followed.

CA Education Code and Board Policy is followed.

## **Safety Plan Review, Evaluation and Amendment Procedures**

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement, and the local Fire Agency. The revised plan is placed on the October regular meeting of the Board of Trustees for the public hearing to allow public input before it is adopted. It is available for public inspection at the District Office and school site during regular business hours.

How was the previous plan monitored?

Were changes made to Section B: Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.

Were changes made to Section G: Ingress and Egress? If so, reference where these are found.

What progress was made on Section H: Component I (Social Environment)?

What progress was made on Section H: Component II (Physical Environment)?

Record the Dates of Drills or Staff Training in the Past 12 Months:

Fire - August 2022/March 2023

Earthquake -August 2022/October 2022/March 2023

Evacuation - August 2022/March 2023

Lockdown - October 2022

Student Release - March 2023

Staff Training - December 2022

**Safety Plan Appendices**

**Emergency Contact Numbers**

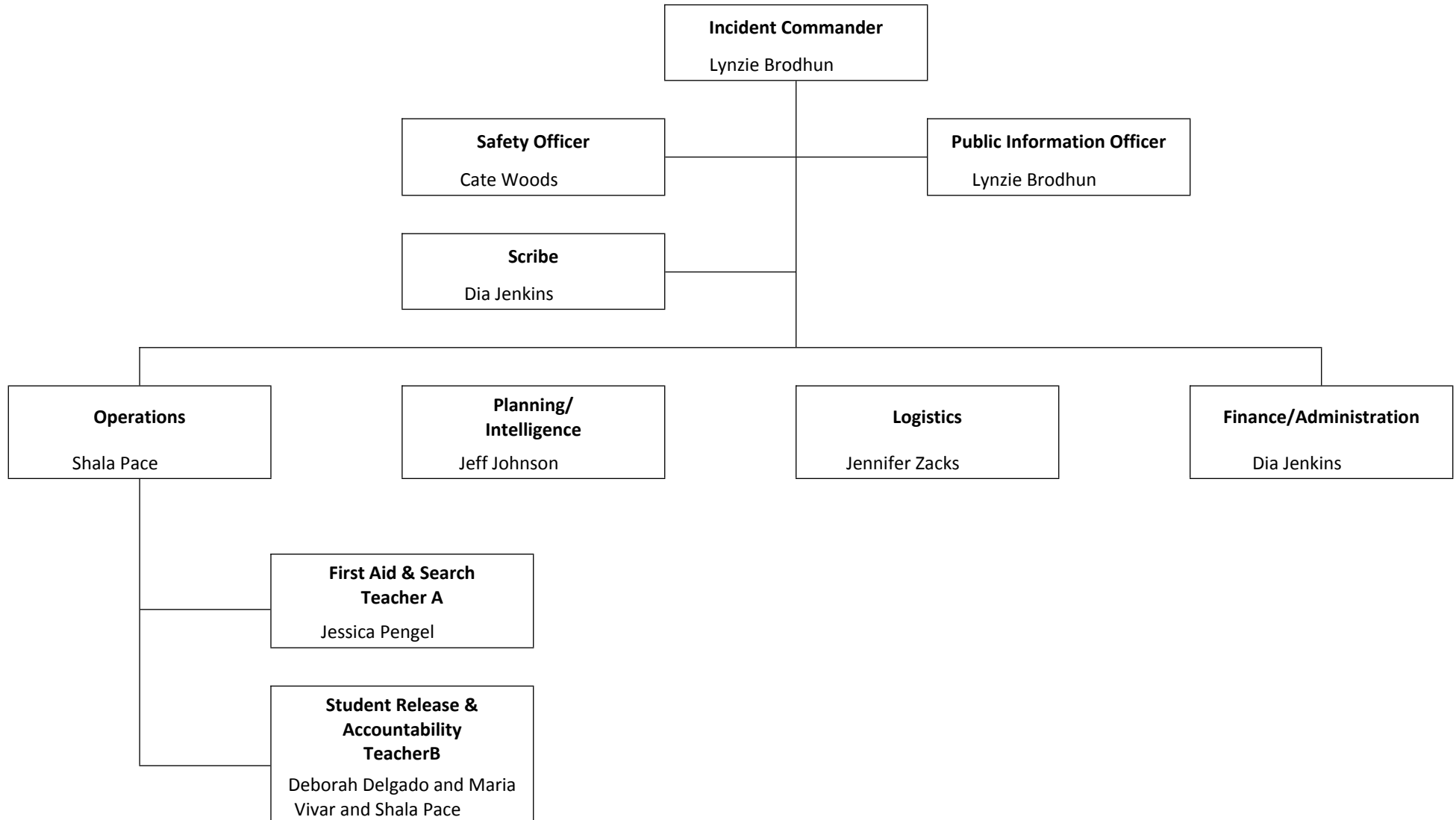
**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rohnert Park Safety Dispatch	707-528-5222	
Public Utilities	PG&E	579-6200 or 800-743-5002	Gas & Electricity
Local Hospitals	Kaiser Hospital ER	707-393-4800 / 707-571-4000	
City Services	Sonoma County Department of Emergency Services	707-565-1152	
School District	CPRUSD	707-792-4722 / 707-588-5656	
Emergency Services	Sutter Hospital	707-576-4701	
Radio Station	KSRO (AM -1350)	707-545-1000	
American National Red Cross	American Red Cross of North Bay	707-577-7600	
Law Enforcement/Fire/Paramedic	Cotati Police Department	(707) 792-4611	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Method for Communicating Plan and Notifying Public: EC 32288 The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: Local Mayor Representa	Ongoing	
The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: A representative of the local churches Local civic leaders Local business	Ongoing	
In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281	October 2023	
Review of Progress for Last Year	August 2023	
Law Enforcement/Fire/First Responder	August -December 2023	
Site Council Approval	February 29, 2024	
School Board Approval	March 2024	
Most Recent SARC (attached)	March 2024	2023 SARC plus Spanish Version (viewable in attachments)

**Thomas Page Academy Incident Command System**





## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

The principal of the school is responsible for all pre-disaster planning and preparedness for the school. In the event of an emergency, the principal or designee, will assume overall direction of disaster procedures for their school. The principal is Lynzie Brodhun.

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

**Step One: Identify the Type of Emergency**

**Step Two: Identify the Level of Emergency**

**Step Three: Determine the Immediate Response Action**

**Step Four: Communicate the Appropriate Response Action**

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

This information is on file in the Emergency Operations Plan for the school site.

### **Animal Disturbance**

This information is on file in the Emergency Operations Plan for the school site.

### **Armed Assault on Campus**

This information is on file in the Emergency Operations Plan for the school site.

### **Biological or Chemical Release**

This information is on file in the Emergency Operations Plan for the school site.

### **Bomb Threat/ Threat Of violence**

This information is on file in the Emergency Operations Plan for the school site.

### **Bus Disaster**

This information is on file in the Emergency Operations Plan for the school site.

### **Disorderly Conduct**

This information is on file in the Emergency Operations Plan for the school site.

### **Earthquake**

This information is on file in the Emergency Operations Plan for the school site.

### **Explosion or Risk Of Explosion**

This information is on file in the Emergency Operations Plan for the school site.

### **Fire in Surrounding Area**

This information is on file in the Emergency Operations Plan for the school site.

### **Fire on School Grounds**

This information is on file in the Emergency Operations Plan for the school site.

### **Flooding**

This information is on file in the Emergency Operations Plan for the school site.

### **Loss or Failure Of Utilities**

This information is on file in the Emergency Operations Plan for the school site.

### **Motor Vehicle Crash**

This information is on file in the Emergency Operations Plan for the school site.

### **Pandemic**

This information is on file in the Emergency Operations Plan for the school site.

### **Psychological Trauma**

This information is on file in the Emergency Operations Plan for the school site.

### **Suspected Contamination of Food or Water**

This information is on file in the Emergency Operations Plan for the school site.

### **Tactical Responses to Criminal Incidents**

This information is on file in the Emergency Operations Plan for the school site.

**Unlawful Demonstration or Walkout**

This information is on file in the Emergency Operations Plan for the school site under the "Civil Unrest" section.

## Emergency Evacuation Map

# Thomas Page Academy

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Thomas Page Academy
<b>Street</b>	1075 Madrone Avenue
<b>City, State, Zip</b>	Cotati, CA 94931
<b>Phone Number</b>	707-792-4860
<b>Principal</b>	Lynzie Brodhun
<b>Email Address</b>	Lynzie_Brodhun@crpusd.org
<b>School Website</b>	<a href="https://tpa.crpused.org/">https://tpa.crpused.org/</a>
<b>County-District-School (CDS) Code</b>	49-73882-6060669

## 2023-24 District Contact Information

<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	707-792-4722
<b>Superintendent</b>	Maité Iturri
<b>Email Address</b>	maite_iturri@crpusd.org
<b>District Website</b>	www.crpused.org

## 2023-24 School Description and Mission Statement

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.

## 2023-24 School Description and Mission Statement

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	48
Grade 2	47
Grade 3	39
Grade 4	49
Grade 5	42
Grade 6	63
Grade 7	56
Grade 8	48
<b>Total Enrollment</b>	<b>444</b>



## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8%
Male	48.2%
American Indian or Alaska Native	2%
Asian	1.6%
Black or African American	2.3%
Filipino	0.5%
Hispanic or Latino	65.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.2%
White	16.4%
English Learners	36.7%
Foster Youth	0.7%
Homeless	4.3%
Socioeconomically Disadvantaged	63.1%
Students with Disabilities	14.6%

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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.70	92.06	247.60	83.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.20	1.10	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.60	10.00	3.37	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	4.47	16.60	5.60	11953.10	4.28
<b>Unknown</b>	0.10	0.83	19.50	6.58	15831.90	5.67
<b>Total Teaching Positions</b>	19.20	100.00	297.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.50	0.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.70
<b>Total Out-of-Field Teachers</b>	0.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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)	4.6	5.4
<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)	2.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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.

**Year and month in which the data were collected** December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	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: Benchmark Advanced 6th-8th: Amplify	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: Illustrative Mathematics	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	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		

## B. Pupil Outcomes

### 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).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	37	41	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	20	24	26	33	34

## 2022-23 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>	302	295	97.68	2.32	36.61
<b>Female</b>	164	160	97.56	2.44	35.00
<b>Male</b>	138	135	97.83	2.17	38.52
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	193	191	98.96	1.04	32.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	15	88.24	11.76	20.00
<b>White</b>	71	68	95.77	4.23	54.41
<b>English Learners</b>	94	93	98.94	1.06	12.90
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	46.67
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	214	210	98.13	1.87	31.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	46	97.87	2.13	15.22

## 2022-23 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>	308	301	97.73	2.27	20.00
<b>Female</b>	166	162	97.59	2.41	11.18
<b>Male</b>	142	139	97.89	2.11	30.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	195	191	97.95	2.05	17.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	19	100.00	0.00	5.26
<b>White</b>	73	70	95.89	4.11	30.00
<b>English Learners</b>	94	93	98.94	1.06	7.61
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	33.33
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	215	213	99.07	0.93	17.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	46	97.87	2.13	13.04



## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	21.43	14.58	23.09	26.54	29.47	30.29

## 2022-23 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>	97	96	98.97	1.03	14.58
<b>Female</b>	57	56	98.25	1.75	8.93
<b>Male</b>	40	40	100.00	0.00	22.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	65	64	98.46	1.54	9.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	19	100.00	0.00	36.84
<b>English Learners</b>	27	27	100.00	0.00	3.70
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	68	67	98.53	1.47	11.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	13.33

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
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## 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.

#### 2023-24 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, Fall Festival, 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	474	145	30.6
Female	249	242	71	29.3
Male	239	232	74	31.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	12	10	3	30.0
Asian	9	9	1	11.1
Black or African American	14	12	5	41.7
Filipino	2	2	0	0.0
Hispanic or Latino	312	305	91	29.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	16	16	7	43.8
White	99	98	33	33.7
English Learners	180	176	52	29.5
Foster Youth	3	3	1	33.3
Homeless	24	23	8	34.8
Socioeconomically Disadvantaged	354	347	109	31.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	78	33	42.3

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.45	5.53	0.25	4.19	5.06	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.17	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.53	0
Female	2.81	0
Male	8.37	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.73	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.04	0
English Learners	5.56	0
Foster Youth	0	0
Homeless	4.17	0
Socioeconomically Disadvantaged	6.5	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.88	0

## 2023-24 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: September 6, 2023

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.

## 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	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	3	0	0
1	16	1	2	0
2	16	1	2	0
3	13	2	1	0
4	16	2	1	0
5	21	1	1	0
6	20	9	12	0
Other	9	1	0	0

## 2022-23 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
<b>Pupils to Academic Counselor</b>	0

## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	3
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.8

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	13480	5147	8333	65637
<b>District</b>	N/A	N/A	7186	\$71,452
<b>Percent Difference - School Site and District</b>	N/A	N/A	14.8	-4.2
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	23.3	-23.5

## Fiscal Year 2022-23 Types of Services Funded

Four education specialists in addition to ten paraprofessionals support students with IEPs. Thomas Page Academy has co-taught, full inclusion programs in transitional kindergarten and kindergarten, where students with comprehensive IEP services learn alongside general education peers in self-contained classrooms taught by both a general education teacher and an education specialist. 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 uses Expanded Learning Opportunities Program (ELOP) funding to fund after-school programs. After-school Education and Safety funds are a grant from the State of California. We partner with the YMCA, National Academy of Athletics, and other community organizations to provide those services at Thomas Page Academy. Students participate in a homework club, tutoring, STEAM Club, sport clubs, art courses, music courses, martial arts, games, general childcare through the YMCA and other activities after school. For ELD services, in addition to designated ELD support from credentialed teachers, the district provides two ELD assistants to help teachers differentiate and instruct students acquiring English. After-school targeted instructional intervention classes are offered faculty members and funded through Title 1. Title 1 funds are also used to help to employ an 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. The district funds sports teams for students in sixth through eighth grade including: cross country, flag football, basketball, and volleyball.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$46,309	\$54,190
<b>Mid-Range Teacher Salary</b>	\$71,061	\$85,111
<b>Highest Teacher Salary</b>	\$92,857	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$119,503	\$132,492
<b>Average Principal Salary (Middle)</b>	\$126,748	\$140,987
<b>Average Principal Salary (High)</b>	\$129,525	\$153,884
<b>Superintendent Salary</b>	\$234,600	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	26.96%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	6.64%	5.25%

## 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 implements Professional Learning Teams that review student learning progress data on a weekly basis. The Professional Learning Teams 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, Positive Behavior Incentives and Supports (PBIS), and Professional Learning Community protocols through participation in the California Principals Support Network (CAPS) a Solution Tree program aimed at improving Professional Learning Community practices and systems.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	4



# Academia Thomas Page

## Informe de Responsabilidad Escolar para 2022-2023 (Publicado Durante el Ciclo Escolar 2023-2024)



### Información General sobre el Informe de Responsabilidad Escolar (SARC)

#### Sobre el SARC



La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

#### DataQuest



*DataQuest* es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

#### Interfaz (Dashboard) Escolar de California



La Interfaz Escolar de California (*Dashboard*) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

## Acceso al Internet

Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.

## Información de Contacto Escolar para 2023-24

<b>Nombre de la Escuela</b>	Academia Thomas Page
<b>Dirección</b>	1075 Madrone Avenue
<b>Ciudad, Estado, Código Postal</b>	Cotati, CA 94931
<b>Número Telefónico</b>	707-792-4860
<b>Director/a</b>	Lynzie Brodhun
<b>Dirección de Correo Electrónico</b>	Lynzie_Brodhun@crpusd.org
<b>Sitio Web Escolar</b>	<a href="https://tpa.crpused.org/">https://tpa.crpused.org/</a>
<b>Código del Condado-Distrito-Escuela (CDS)</b>	49-73882-6060669

## Información de Contacto Distrital para 2023-24

<b>Nombre del Distrito</b>	Distrito Escolar Unificado de Cotati-Rohnert Park
<b>Número Telefónico</b>	707-792-4722
<b>Superintendente</b>	Maité Iturri
<b>Dirección de Correo Electrónico</b>	maite_iturri@crpusd.org
<b>Dirección del Sitio Web Distrital</b>	www.crpused.org

## Descripción Escolar y Declaración de la Misión para 2023-24

Descripción de la Escuela: La Academia Thomas Page es una escuela de kínder de Transición (TK, por sus siglas en inglés) a octavo grado con un enfoque en las habilidades de aprendizaje del siglo XXI. La Academia Thomas Page ofrece una experiencia de escuela primaria extendida para alumnos de sexto a octavo grado y para aquellos que buscan una alternativa a la matrícula en una escuela secundaria integral. La Academia Thomas Page tiene aproximadamente 425 alumnos y está ubicada en 10.5 acres en Cotati. La Academia Thomas Page califica como Título 1. La Academia Thomas Page ofrece un currículo basado en estándares, y toda la instrucción se basa en las Normas Básicas Comunes (Common Core). Las expectativas de comportamiento se basan en los programas Habilidades para la Vida e Intervenciones y Apoyos para el Comportamiento Positivo [Programa "Positive Behavior Intervention and Support" (Apoyo e Intervención para la Conducta Positiva) (PBIS, por sus siglas en inglés)], así como en el currículo socioemocional de Toolbox (Kínder – 5to grado) y Second Step (6to – 8vo grado). Las asambleas mensuales reconocen a los alumnos que demuestran un comportamiento estudiantil positivo. Los procedimientos y expectativas a nivel escolar, así como las recompensas e incentivos positivos, brindan un ambiente de aprendizaje seguro y ordenado, esto junto con los eventos familiares y las oportunidades de participación cultivan una cultura y un entorno escolar solidario y unido.

La misión de Thomas Page es desarrollar aprendices competentes, asegurando que cada alumno alcance un alto nivel de rendimiento académico según lo determinen los estándares estatales y nacionales. Logramos esto a través de una variedad de oportunidades de aprendizaje, respondiendo a las evaluaciones locales y estatales en curso, y comprometiendo recursos y apoyo para garantizar este resultado. Cada año, nuestra meta es que nuestros alumnos trabajen y obtengan logros mientras

## Descripción Escolar y Declaración de la Misión para 2023-24

dan lo mejor de sí mismos y aumentan los niveles de logro y competencia en las evaluaciones estatales y locales. El éxito académico de los alumnos se mide a través de una variedad de evaluaciones periódicas. Los datos de evaluación se utilizan para planificar la instrucción dirigida a todos los niveles de aprendizaje de los alumnos a través del proceso de la Comunidad de Aprendizaje Profesional (PLC, por sus siglas en inglés). La Academia Thomas Page apoya a los alumnos a través del modelo de Sistemas de Apoyo de Múltiples Niveles basado en las necesidades de los alumnos, los datos de rendimiento y los resultados del aprendizaje. La instrucción de las Artes Lingüísticas en Inglés (ELA, por sus siglas en inglés) está dirigida a las necesidades de los alumnos utilizando pequeños grupos de aprendizaje estratégicos y específicos para la instrucción escalonada. La instrucción específica se proporciona a través de apoyos escalonados en Matemáticas, Lectura y Escritura. Los maestros trabajan en colaboración para planificar la instrucción dentro y entre los niveles de grado para construir un programa de instrucción cohesivo. Los maestros son apoyados en una variedad de oportunidades de formación del personal. La seguridad de los alumnos y el personal es una alta prioridad. La Academia Thomas Page tiene un sistema de megafonía y un sistema telefónico que permite la mensajería instantánea y la comunicación con el personal y los padres. La nueva tecnología se ha integrado en las aulas y mediante la distribución 1:1 de dispositivos informáticos. Cada alumno y miembro del personal domina la tecnología educativa apropiada y utiliza vastos recursos tecnológicos para hacer que la instrucción sea más efectiva y accesible en el aulas, las actividades del Programa "Ciencia, Tecnología, Ingeniería, Arte y Matemáticas" (STEAM, por sus siglas en inglés) y el currículo es un enfoque en cada nivel de grado. La Academia Thomas Page se esfuerza por fomentar una comunidad conectada al acercar a los alumnos, las familias y el equipo de personal a través de la experiencia compartida y la comunicación constante. Los clubes y actividades estudiantiles ayudan a los alumnos a sentirse conectados con la escuela. La comunicación regular entre la escuela y el hogar ayuda a involucrar a las familias, y los eventos escolares permiten que todos los miembros de la comunidad se reúnan de una manera positiva y agradable.

Declaración de la Visión: La comunidad escolar de Thomas Page apoya el desarrollo intelectual, físico y emocional de nuestros alumnos. Nos desafiaremos a nosotros mismos para ser una escuela de calidad que tenga un impacto positivo en el aprendizaje de los alumnos a través de cambios y mejoras en nuestro diseño educativo y la prestación de servicios. Nuestra comunidad escolar cree en el potencial de cada alumno. Creemos que nuestro esfuerzo unificado permitirá que todos los alumnos aprendan y logren logros de una manera que los preparará para convertirse en ciudadanos solidarios y exitosos del siglo XXI.

## Sobre esta Escuela

### Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
Kínder	52
1° Grado	48
2° Grado	47
3° Grado	39
4° Grado	49
5° Grado	42
6° Grado	63
7° Grado	56
8° Grado	48
Inscripción Total	444

## Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	51.8%
Masculino	48.2%
Nativo Americano o Nativo de Alaska	2%
Asiático	1.6%
Afroamericano	2.3%
Filipino	0.5%
Hispano o Latino	65.1%
Nativo de Hawái o Isleño del Pacífico	0.2%
Dos o Más Orígenes Étnicos	3.2%
Blanco	16.4%
Estudiantes del Inglés	36.7%
Jóvenes de Crianza Temporal	0.7%
Indigentes	4.3%
De Escasos Recursos Económicos	63.1%
Alumnos con Discapacidades	14.6%

### A. Condiciones de Aprendizaje

#### Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

## Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
<b>Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)</b>	16.80	94.41	230.90	80.84	228366.10	83.12
<b>Practicantes Contando con Acreditación Correctamente Asignados</b>	0.50	2.80	7.70	2.70	4205.90	1.53
<b>Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)</b>	0.50	2.80	15.30	5.38	11216.70	4.08
<b>Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)</b>	0.00	0.00	12.30	4.31	12115.80	4.41
<b>Desconocido</b>	0.00	0.00	19.30	6.76	18854.30	6.86
<b>Cantidad Total de Cargos Docentes</b>	17.80	100.00	285.60	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

## Preparación y Colocación Docente para 2021-22

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
<b>Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)</b>	17.70	92.06	247.60	83.35	234405.20	84.00
<b>Practicantes Contando con Acreditación Correctamente Asignados</b>	0.00	0.00	3.20	1.10	4853.00	1.74
<b>Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)</b>	0.50	2.60	10.00	3.37	12001.50	4.30
<b>Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)</b>	0.80	4.47	16.60	5.60	11953.10	4.28
<b>Desconocido</b>	0.10	0.83	19.50	6.58	15831.90	5.67
<b>Cantidad Total de Cargos Docentes</b>	19.20	100.00	297.10	100.00	279044.80	100.00

El CDE publicó el primer año de datos disponibles sobre maestros para el SARC de 2020-21 en junio de 2022 y el CDE publicó el segundo año de datos para el SARC de 2021-22 en junio de 2023. La Sección EC 33126(b)(5) requiere que los tres años más recientes de datos sobre maestros se peticionen en el SARC, según estén disponibles los datos. Los datos sobre maestros para el SARC de 2022-23 no estarán disponibles antes del 1 de febrero de 2024 y por lo tanto no son incluidos en la plantilla.

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

## Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos “*ineffective*” bajo ESSA)

Autorización/Asignación	2020-21	2021-22
Permisos y Exenciones	0.00	0.00
Asignaciones Incorrectas	0.50	0.50
Puestos con Vacante	0.00	0.00
<b>Cantidad Total de Maestros sin Acreditación y Asignaciones Incorrectas</b>	<b>0.50</b>	<b>0.50</b>

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

## Maestros Acreditados Asignados No En Su Rama (considerados no en su rama “*out-of-field*” bajo ESSA)

Indicador	2020-21	2021-22
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.00
Opciones de Asignación Local	0.00	0.70
<b>Cantidad Total de Maestros No En Su Rama</b>	<b>0.00</b>	<b>0.80</b>

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

## Asignaciones de Clases

Indicador	2020-21	2021-22
<b>Asignaciones para Estudiantes del Inglés</b> (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	4.6	5.4
<b>Sin acreditación, permiso o autorización para enseñar</b> (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	2.2	0

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions*) en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2023-24

Año y mes en los cuales se recopilaron los datos		Diciembre de 2023	
Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son	Porcentaje de alumnos a quienes no se

		de la adopción más reciente?	les asignaron sus propios libros de texto
<b>Lectura/Artes Lingüísticas</b>	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficiente material de instrucción en todas las materias básicas, incluyendo el idioma extranjero. K-5: Programa de lectura: Heinemann Publishing/Fountas and Pinnell ELA curriculum Kinder: Learning Without Tears De 1° a 5° grado: Benchmark Advanced 6°-8°: Amplify	Sí	0%
<b>Matemáticas</b>	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficiente material de instrucción en todas las materias básicas, incluyendo el idioma extranjero. Kinder a 5° grado: Eureka Math de Great Minds 6° a 8° grado: Illustrative Mathematics	Sí	0%
<b>Ciencias</b>	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficiente material de instrucción en todas las materias básicas, incluyendo el idioma extranjero. K-5°: Delta Education Publishers Foss (opción completa) 6°: McDougal Littell, Focus on Earth Science 7°: McDougal Littell, Focus on Life Science 8°: McDougal Littell, Focus on Physical Science	Sí	0%
<b>Historia-Ciencias Sociales</b>	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficiente material de instrucción en todas las materias básicas, incluyendo el idioma extranjero. Contacto con el Departamento de Servicios de Instrucción (707) 792-4708. K-5°: Textos de Ciencias Sociales Pearson Scott Foresman 6°: Glencoe/McGraw-Hill, Discovering Our Past, Ancient Civilizations 7°: Glencoe/McGraw-Hill, Discovering Our Past, Medieval and Early Modern Times 8°: Glencoe/McGraw-Hill, Discovering Our Past, The American Journey to WWI	Sí	0%
<b>Idioma Extranjero</b>	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficiente material de instrucción en todas las materias básicas, incluyendo el idioma extranjero. Contacto con el Departamento de Servicios de Instrucción (707) 792-4708.	Sí	0%
<b>Salud</b>	Los criterios académicos de Salud se tratan en otros cursos/clases del distrito, por ejemplo, Educación Física, Biología, etc.	Sí	0%
<b>Artes Visuales y Escénicas</b>	Contacto con el Departamento de Servicios educativos al (707) 792-4708.		0%
<b>Equipo para Laboratorio de Ciencias</b>	No procede		0%



## Condiciones de Instalación Escolar y Mejoradas Planeadas

Construida en 1969, Thomas Page está en una parcela de 10 acres en Cotati. Consta de cinco edificios permanentes que albergan 24 salones de clases. Un programa de la YMCA se encuentra en el sitio. Thomas Page se sometió a una modernización que incluyó los edificios de salones de clases, el laboratorio de informática, la oficina de Administración y MU, que ocupa la cafetería.

Mediante proyectos de bonos y de mantenimiento diferido, las mejoras han incluido la sustitución de puertas, la reparación de la pista de atletismo de MU, el techado, las obras, la pavimentación del estacionamiento y la sustitución del suelo. El personal de custodia en el sitio y el Departamento de Mantenimiento y Operaciones del Distrito mantiene estos sistemas. La reinspección de amianto de tres años se completó en diciembre de 2011.

En el año escolar 2015-16, todos los portátiles fueron reemplazados por 2 nuevos edificios modulares que consisten en 6 salones de clases y un pasillo de aprendizaje en uno, y 7 salones de clases con un pasillo de aprendizaje en el otro. También se modernizaron los salones de clases de Kinder y primer grado. Se instalaron nuevas estructuras de juego. Todos los edificios existentes han recibido una nueva alfombra y material para el techo.

Año y mes del más reciente informe FIT

Julio de 2023

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
<b>Sistemas:</b> Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			
<b>Interior:</b> Superficies Interiores	X			
<b>Limpieza:</b> Limpieza General, Invasión de Insectos/Plagas	X			
<b>Eléctrico</b>	X			
<b>Baños/Bebedores:</b> Baños, Lavamanos/Bebedores	X			
<b>Seguridad:</b> Seguridad Contra Incendios, Materiales Peligrosos	X			
<b>Estructural:</b> Daños Estructurales, Techos	X			
<b>Exterior:</b> Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			

## Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
	X		



## B. Resultados Estudiantiles

### Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

#### Evaluaciones a Nivel Estatal

(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

#### Preparación Universitaria y Vocacional

El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

### Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2021-22	Escuela 2022-23	Distrito 2021-22	Distrito 2022-23	Estado 2021-22	Estado 2022-23
<b>Artes Lingüísticas del Inglés/Lectoescritura</b> (3º-8º y 11º grado)	38	37	41	41	47	46
<b>Matemáticas</b> (3º-8º y 11º grado)	20	20	24	26	33	34

## Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
<b>Todos los Alumnos</b>	302	295	97.68	2.32	36.61
<b>Femeninas</b>	164	160	97.56	2.44	35.00
<b>Masculinos</b>	138	135	97.83	2.17	38.52
<b>Nativos Americanos o Nativos de Alaska</b>	--	--	--	--	--
<b>Asiáticos</b>	--	--	--	--	--
<b>Afroamericanos</b>	--	--	--	--	--
<b>Filipinos</b>	--	--	--	--	--
<b>Hispanos o Latinos</b>	193	191	98.96	1.04	32.46
<b>Nativos de Hawái o Isleños del Pacífico</b>	--	--	--	--	--
<b>Dos o Más Orígenes Étnicos</b>	17	15	88.24	11.76	20.00
<b>Blancos</b>	71	68	95.77	4.23	54.41
<b>Estudiantes del Inglés</b>	94	93	98.94	1.06	12.90
<b>Jóvenes de Crianza Temporal</b>	--	--	--	--	--
<b>Indigentes</b>	15	15	100.00	0.00	46.67
<b>Militares</b>	0	0	0	0	0
<b>De Escasos Recursos Económicos</b>	214	210	98.13	1.87	31.90
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	0	0	0	0	0
<b>Alumnos con Discapacidades</b>	47	46	97.87	2.13	15.22

## Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
<b>Todos los Alumnos</b>	308	301	97.73	2.27	20.00
<b>Femeninas</b>	166	162	97.59	2.41	11.18
<b>Masculinos</b>	142	139	97.89	2.11	30.22
<b>Nativos Americanos o Nativos de Alaska</b>	--	--	--	--	--
<b>Asiáticos</b>	--	--	--	--	--
<b>Afroamericanos</b>	--	--	--	--	--
<b>Filipinos</b>	--	--	--	--	--
<b>Hispanos o Latinos</b>	195	191	97.95	2.05	17.37
<b>Nativos de Hawái o Isleños del Pacífico</b>	--	--	--	--	--
<b>Dos o Más Orígenes Étnicos</b>	19	19	100.00	0.00	5.26
<b>Blancos</b>	73	70	95.89	4.11	30.00
<b>Estudiantes del Inglés</b>	94	93	98.94	1.06	7.61
<b>Jóvenes de Crianza Temporal</b>	--	--	--	--	--
<b>Indigentes</b>	15	15	100.00	0.00	33.33
<b>Militares</b>	0	0	0	0	0
<b>De Escasos Recursos Económicos</b>	215	213	99.07	0.93	17.45
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	0	0	0	0	0
<b>Alumnos con Discapacidades</b>	47	46	97.87	2.13	13.04

## Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2021-22	Escuela 2022-23	Distrito 2021-22	Distrito 2022-23	Estado 2021-22	Estado 2022-23
<b>Ciencia</b> (5° y 8° grado y escuela preparatoria)	21.43	14.58	23.09	26.54	29.47	30.29

## Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
<b>Todos los Alumnos</b>	97	96	98.97	1.03	14.58
<b>Femeninas</b>	57	56	98.25	1.75	8.93
<b>Masculinos</b>	40	40	100.00	0.00	22.50
<b>Nativos Americanos o Nativos de Alaska</b>	--	--	--	--	--
<b>Asiáticos</b>	0	0	0	0	0
<b>Afroamericanos</b>	--	--	--	--	--
<b>Filipinos</b>	0	0	0	0	0
<b>Hispanos o Latinos</b>	65	64	98.46	1.54	9.38
<b>Nativos de Hawái o Isleños del Pacífico</b>	--	--	--	--	--
<b>Dos o Más Orígenes Étnicos</b>	--	--	--	--	--
<b>Blancos</b>	19	19	100.00	0.00	36.84
<b>Estudiantes del Inglés</b>	27	27	100.00	0.00	3.70
<b>Jóvenes de Crianza Temporal</b>	--	--	--	--	--
<b>Indigentes</b>	--	--	--	--	--
<b>Militares</b>	0	0	0	0	0
<b>De Escasos Recursos Económicos</b>	68	67	98.53	1.47	11.94
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	0	0	0	0	0
<b>Alumnos con Discapacidades</b>	15	15	100.00	0.00	13.33

## B. Resultados Estudiantiles

### Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

#### Resultados de la Prueba de Condición Física de California para 2022-23

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) durante los ciclos escolares 2021-22 y 2022-23, solo resultados de participación son requeridos para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torsó y Flexibilidad	Componente 4: Fuerza del Torsó y Resistencia	Componente 5: Flexibilidad
5º Grado	42	43	43	43	43
7º Grado	56	56	56	56	56

## C. Participación

### Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

#### Oportunidades para Participación Parental del 2023-24

La Academia Thomas Page tiene un grupo de padres activo afiliado a la Asociación de Padres y Maestros (PTA, por sus siglas en inglés). El grupo organiza actividades de recaudación de fondos para proporcionar recursos para apoyar eventos escolares especiales y servicios de apoyo adicionales. Nuestro Consejo del Sitio Escolar supervisa el progreso de nuestros programas categóricos y participa en proyectos que mejoran el entorno escolar, apoyan los programas de instrucción y recopilan información del personal y de los padres sobre el progreso estudiantil. El Consejo Asesor para Estudiantes del Inglés (ELAC, por sus siglas en inglés) se reúne para discutir asuntos relacionados con la escuela y el distrito en general en un entorno que fomenta la participación y el aporte de los padres de nuestros estudiantes de un segundo idioma. Hay períodos designados programados durante el año para que todos los padres (de kínder de Transición a octavo grado) participen en conferencias con el personal docente. También se alienta a la comunidad a comunicarse con los miembros del personal cuando tengan inquietudes o necesiten ayuda. El boletín regular de la escuela, 'TPA Tiger Tales', brinda información de interés para la comunidad de Thomas Page. La comunidad tiene la oportunidad de compartir comentarios en forma de encuesta a veces durante el ciclo escolar. Los padres y otros miembros de la familia de nuestros alumnos brindan apoyo voluntario en el aulas, en el patio de recreo y en las excursiones escolares. Los padres se registran en la oficina y usan insignias de voluntarios. A lo largo del ciclo escolar, la Academia Thomas Page organiza eventos y reuniones familiares, ya sean virtuales o en persona: reuniones informativas para padres, reunión de Título I, Programa "Ciencia, Tecnología, Ingeniería, Arte y Matemáticas" (STEAM, por sus siglas en inglés) y Noche de Lectoescritura, Festival de Otoño, jornada de Visita Escolar, Noche de Regreso a Clases, Conferencias de Padres y Maestros, Segunda Taza de Café y eventos de diversión familiar. Los padres reciben avisos de tales eventos a través de múltiples medios de comunicación y en el idioma que entienden: correos electrónicos, boletines semanales, llamadas telefónicas, mensajes de video y documentos en papel. Todos los mensajes enviados desde la escuela a las familias se proporcionan en inglés y español.

## Ausentismo Crónico por Grupo Estudiantil para 2022-23

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	488	474	145	30.6
Femeninas	249	242	71	29.3
Masculinos	239	232	74	31.9
Nativos Americanos o Nativos de Alaska	12	10	3	30.0
Asiáticos	9	9	1	11.1
Afroamericanos	14	12	5	41.7
Filipinos	2	2	0	0.0
Hispanos o Latinos	312	305	91	29.8
Nativos de Hawái o Isleños del Pacífico	1	1	0	0.0
Dos o Más Orígenes Étnicos	16	16	7	43.8
Blancos	99	98	33	33.7
Estudiantes del Inglés	180	176	52	29.5
Jóvenes de Crianza Temporal	3	3	1	33.3
Indigentes	24	23	8	34.8
De Escasos Recursos Económicos	354	347	109	31.4
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0.0
Alumnos con Discapacidades	81	78	33	42.3

## C. Participación

### Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

## Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tema	Escuela 2020-21	Escuela 2021-22	Escuela 2022-23	Distrito 2020-21	Distrito 2021-22	Distrito 2022-23	Estado 2020-21	Estado 2021-22	Estado 2022-23
Suspensiones	0.00	3.45	5.53	0.25	4.19	5.06	0.20	3.17	3.60
Expulsiones	0.00	0.00	0.00	0.00	0.17	0.07	0.00	0.07	0.08

## Suspensiones y Expulsiones por Grupo Estudiantil para 2022-23

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	5.53	0
Femeninas	2.81	0
Masculinos	8.37	0
No Binarios		
Nativos Americanos o Nativos de Alaska	0	0
Asiáticos	0	0
Afroamericanos	0	0
Filipinos	0	0
Hispanos o Latinos	6.73	0
Nativos de Hawái o Isleños del Pacífico	0	0
Dos o Más Orígenes Étnicos	0	0
Blancos	4.04	0
Estudiantes del Inglés	5.56	0
Jóvenes de Crianza Temporal	0	0
Indigentes	4.17	0
De Escasos Recursos Económicos	6.5	0
Alumnos Recibiendo Servicios de Educación Migrante	0	0
Alumnos con Discapacidades	9.88	0

## Plan de Seguridad Escolar para 2023-24

La Academia Thomas Page cumple con las leyes existentes relacionadas con la seguridad escolar. Estos incluyen: procedimientos ante desastre, políticas de suspensión y expulsión de la escuela del distrito, procedimientos para notificar a los maestros sobre alumnos peligrosos, acoso sexual y procedimientos para la entrada y salida segura de alumnos, movilización de padres y personal hacia y desde la escuela, y un entorno seguro y ordenado propicio para el aprendizaje. Estas políticas y procedimientos se revisan y publican regularmente. Cada año, el Plan Integral de Seguridad Escolar de la Escuela Thomas Page es revisado, evaluado y modificado si es necesario por el Consejo del Sitio Escolar. Además, nuestro personal continúa abordando la seguridad escolar de manera continua al identificar y abordar los problemas a medida que ocurren durante el año. Finalmente, el personal y los alumnos participan en la práctica regular de simulacros de seguridad para prepararse mejor para manejar emergencias.

Revisión del plan de seguridad escolar por parte del personal: 6 de septiembre de 2023

Revisión y aprobación del plan de seguridad por parte del Consejo del Sitio Escolar: 7 de diciembre de 2022

Aprobación de la Junta: 17 de enero de 2023

## D. Otra Información del SARC Información Requerida en el SARC

La información en esta sección es requerida ser parte del SARC pero no es incluida en las prioridades estatales para LCFF.



## Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2020-21

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	29		1	
1° Grado	20	1	1	
2° Grado	20	1	1	
3° Grado	21	1	1	
4° Grado	15	2	1	
5° Grado	22	1	1	
6° Grado	18	11		

## Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2021-22. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	15	2	1	
1° Grado	15	2	1	
2° Grado	20	1	1	
3° Grado	15	2	1	
4° Grado	20	1	1	
5° Grado	18	1	2	
6° Grado	16	12	12	

## Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	17	3	0	0
1° Grado	16	1	2	0
2° Grado	16	1	2	0
3° Grado	13	2	1	0
4° Grado	16	2	1	0
5° Grado	21	1	1	0
6° Grado	20	9	12	0
Otro	9	1	0	0

## Tasa de Alumnos por Orientador Académico para 2022-23

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	0

## Personal de Servicios de Apoyo Estudiantil para 2022-23

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	
Maestro/a de Medios Bibliotecarios (Bibliotecario)	3
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	0.8

## Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2021-22

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2021-22. Celdas con valores "N/A" no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
<b>Sitio Escolar</b>	13480	5147	8333	65637
<b>Distrito</b>	N/A	N/A	7186	\$68,438
<b>Porcentaje de Diferencia – Sitio Escolar y Distrito</b>	N/A	N/A	14.8	-4.2
<b>Porcentaje de Diferencia – Sitio Escolar y Estado</b>	N/A	N/A	\$6,594	\$83,102

## Tipo de Servicios Financiados para Año Fiscal 2022-23

Cuatro especialistas de educación además de diez auxiliares instructivos apoyan a los alumnos con los planes de educación individuales (IEPs, por sus siglas en inglés). La Academia Thomas Page ha enseñado en conjunto, programas de inclusión completa en kínder de transición y kínder, donde los alumnos con servicios integrales de IEP aprenden junto con compañeros de educación general en salones autónomos enseñados por un maestro de educación general y un especialista de educación. Nuestra Asociación de Padres y Maestros (PTA, por sus siglas en inglés) proporciona apoyo financiero para muchos artículos tal como gastos de excursión, suministros instructivos, suministros de papel, asambleas escolares, eventos familiares, materiales y gastos para la biblioteca. La Academia Thomas Page usa financiamiento del Programa de Oportunidades de Aprendizaje Ampliado (ELOP, por sus siglas en inglés) para financiar programas extracurriculares. Los fondos de Educación y Seguridad Extracurricular son una subvención del Estado de California. Nos asociamos con el YMCA, Academia Nacional de Deportes, y otras organizaciones comunitarias para proporcionar esos servicios en la Academia Thomas Page. Los alumnos participan en un club de tareas, instrucción adicional, Club del Programa "Ciencia, Tecnología, Ingeniería, Artes y Matemáticas" (STEAM, por sus siglas en inglés), clubs deportivos, cursos de arte, cursos de música, artes marciales, juegos, cuidado infantil general a través del YMCA y otras actividades extracurriculares. Para servicios del desarrollo del idioma inglés (ELD, por sus siglas en inglés), además de apoyo de ELD designado de maestros certificados, el distrito proporciona dos auxiliares de ELD para ayudar a los maestros a diferenciar e instruir a alumnos adquiriendo inglés. Se ofrecen clases extracurriculares de intervención instructiva específica a miembros del personal docente y son financiadas a través del Título 1. Los fondos del Título 1 también son usados para ayudar a contratar un subdirector y .5 maestro de intervención. El maestro de intervención dirige grupos instructivos nivelados dentro de los salones. El club STEAM extracurricular, currículo de intervención (Fountas and Pinnell y Do The Math), y materiales de intervención son financiados a través del Título 1 para el propósito de mejora en desempeño de artes lingüísticas en inglés y matemáticas. El distrito financia equipos deportivos para alumnos en sexto a octavo año incluyendo: carreras a campo traviesa, fútbol de banderitas, basquetbol, y voleibol.

## Sueldos Docentes y Administrativos para 2021-22

Esta tabla exhibe los sueldos Docentes y Administrativos para 2021-22. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en <http://www.cde.ca.gov/ds/fd/cs/>.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	\$46,309	\$54,190
Sueldo de Maestro en el Nivel Intermedio	\$71,061	\$85,111
Sueldo de Maestro en el Nivel Superior	\$92,857	\$104,999
Sueldo Promedio de Director (Primaria)	\$119,503	\$132,492
Sueldo Promedio de Director (Secundaria)	\$126,748	\$140,987
Sueldo Promedio de Director (Preparatoria)	\$129,525	\$153,884
Sueldo del Superintendente	\$234,600	\$255,503
Porcentaje del Presupuesto para Sueldo de Maestros	26.96%	32.09%
Porcentaje del Presupuesto para Sueldos Administrativos	6.64%	5.25%

## Formación Profesional

La formación profesional en los Distritos Escolares Unificados de Cotati-Rohnert Park se centra en las mejores prácticas probadas por la investigación. Además de los tres días de formación que se imparten fuera del año lectivo, los profesores tienen numerosas oportunidades de desarrollarse como profesionales a través de formaciones patrocinadas por el distrito que se ofrecen en tiempo libre y en fechas de formación profesional programadas regularmente. Las escuelas primarias tienen dos tardes al mes para formación profesional. El sitio escolar implementa Equipos de Aprendizaje Profesional que repasan los datos de progreso de aprendizaje estudiantil semanalmente. Los Equipos de Aprendizaje Profesional apoyan el crecimiento de los profesores y de los alumnos, y les permiten debatir sobre la diferenciación de sus lecciones y sobre cómo ofrecer múltiples oportunidades a los alumnos para que demuestren su aprendizaje y su crecimiento.

El sitio se ha enfocado en mejorar las prácticas instructivas y relaciones estudiantiles. Este ciclo escolar, la formación profesional se ha enfocado en involucrar instrucción de desarrollo del idioma inglés, apoyos e incentivos para la conducta positiva (PBIS, por sus siglas en inglés), y protocolos de Comunidad de Aprendizaje Profesional a través de participación en la Red de Apoyo para Directores de California (CAPS, por sus siglas en inglés) un programa de Solution Tree dirigido a mejorar las prácticas y sistemas de la Comunidad de Aprendizaje Profesional.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2021-22	2022-23	2023-24
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	3	4	4

