

# Thomas Page Academy

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

School Name	Thomas Page Academy
Street	1075 Madrone Avenue
City, State, Zip	Cotati, CA 94931
Phone Number	707-792-4860
Principal	Ana Castillo
Email Address	<a href="mailto:ana_castillo@crpusd.org">ana_castillo@crpusd.org</a>
School Website	<a href="https://tpa.crpusd.org/">https://tpa.crpusd.org/</a>
Grade Span	K-8
County-District-School (CDS) Code	49-73882-6060669

## 2025-26 District Contact Information

District Name	Cotati-Rohnert Park Unified School District
Phone Number	707-792-4722
Superintendent	Maité Iturri
Email Address	<a href="mailto:maite_iturri@crpusd.org">maite_iturri@crpusd.org</a>
District Website	<a href="http://www.crpusd.org">www.crpusd.org</a>

## 2025-26 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 411 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 Everyday Speech. 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

## 2025-26 School Description and Mission Statement

environment, this along with family events and engagement opportunities cultivate a united and caring school culture and climate.

Thomas Page Academy is a collaborative community of students, staff, and families that cultivates success through academic rigor, inclusivity, and social-emotional growth. 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 Support model (MTSS) 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 video surveillance and has a public address system and phone system allowing for instant messaging and communication to staff and parents. New technology has been integrated into the classrooms and through 1:1 distribution of computer devices. Every student and staff member is proficient in appropriate instructional technology and utilizes vast technological resources to make instruction more effective and accessible in the classroom and STEAM activities and curriculum is a focus at every grade level. Thomas Page Academy strives to nurture a connected community by bringing students, families, and the staff team closer to one another through shared experience and consistent communication. Student clubs and activities help students feel connected to school. Regular school/home communication helps to engage families, and school events allow all community members to come together in a positive, enjoyable manner.

**Vision Statement:** Thomas Page Academy is a community of diverse learners where staff, students and families work collaboratively to inspire lifelong learning and curiosity in the world around them. We create opportunities for students to take ownership of their learning, take risks and be confident in their strengths. TPA Tigers have the values and skills needed to contribute positively to society.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	37
Grade 2	38
Grade 3	41
Grade 4	52
Grade 5	41
Grade 6	56
Grade 7	51
Grade 8	57
<b>Total Enrollment</b>	<b>428</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3
Male	46.5
Non-Binary	0.2
American Indian or Alaska Native	3.5
Asian	3.3
Black or African American	4.9
Filipino	0.5
Hispanic or Latino	62.9
Two or More Races	4.2
White	18.2
English Learners	32.5
Foster Youth	0.7
Homeless	6.1
Migrant	0.5
Socioeconomically Disadvantaged	69.6
Students with Disabilities	16.1

### 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.

## 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>	17.7	92.06	247.6	83.35	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.2	1.1	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.5	2.6	10	3.37	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.8	4.47	16.6	5.6	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.1	0.83	19.5	6.58	15831.9	5.67
<b>Total Teaching Positions</b>	19.2	100	297.1	100	279044.8	100

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.

## 2022-23 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>	16.4	80.69	240.6	80.05	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.1	2.38	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.3	11.42	21.8	7.26	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.1	5.39	13.8	4.6	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	2.45	17.1	5.71	14303.8	5.15
<b>Total Teaching Positions</b>	20.4	100	300.5	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	17.1	85.52	252.9	81.19	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.6	3.29	1.3	0.44	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.5	7.47	19.8	6.36	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.7	3.73	11.7	3.78	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	25.6	8.22	13705.8	4.91
<b>Total Teaching Positions</b>	20	100	311.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	1
<b>Misassignments</b>	0.50	1.3	0.5
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	2.3	1.5

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.70	1.1	0.7
<b>Total Out-of-Field Teachers</b>	0.80	1.1	0.7

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.4	5	3.4
<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)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park Unified School District have sufficient instructional materials in all core subject areas.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th grade: Benchmark Advanced and Learning Without Tears 6th-8th: Amplify	0%
Mathematics	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	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-8th: Inspire Science by McGraw Hill	0%
History-Social Science	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 K-8: Studies Weekly	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language.	0%

	Contact Instructional Services Department (707) 792-4708.	
<b>Health</b>	Health standards are addressed in other district courses/classes i.e., Physical education, biology, etc.	0%
<b>Visual and Performing Arts</b>	Contact Educational Services Department (707) 792-4708	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0%

Note: Cells with N/A values do not require data.

## 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 March 2025.

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

June 2025

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			
<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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	34	35	41	42	47	48
Mathematics (grades 3-8 and 11)	20	18	25	29	35	37

### 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	304	295	97.04	2.96	34.58
Female	162	157	96.91	3.09	36.31
Male	142	138	97.18	2.82	32.61
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	12	10	83.33	16.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	191	187	97.91	2.09	31.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	16.67
White	61	60	98.36	1.64	53.33
English Learners	93	91	97.85	2.15	7.69
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	26.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	233	227	97.42	2.58	27.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	48	92.31	7.69	4.17

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	303	296	97.69	2.31	18.24
Female	161	157	97.52	2.48	14.01
Male	142	139	97.89	2.11	23.02
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	12	10	83.33	16.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	190	188	98.95	1.05	15.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	16.67
White	61	60	98.36	1.64	25.00
English Learners	93	93	100.00	0.00	5.38
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	13.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	232	228	98.28	1.72	13.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	49	94.23	5.77	2.04

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	17.48	17.71	26.78	28.8	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	101	96	95.05	4.95	17.71
<b>Female</b>	54	50	92.59	7.41	10.00
<b>Male</b>	47	46	97.87	2.13	26.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	63	62	98.41	1.59	14.52
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	22	20	90.91	9.09	40.00
<b>English Learners</b>	20	20	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	76	72	94.74	5.26	9.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	21	95.45	4.55	0.00

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	100.00%	100.00%	100.00%
Grade 7	98.11%	98.11%	98.11%	98.11%	98.11%

## 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.

#### 2025-26 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 monthly 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 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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	460	447	98	21.9
Female	243	239	54	22.6
Male	217	208	44	21.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	15	7	46.7
Asian	15	14	2	14.3
Black or African American	22	22	3	13.6
Filipino	--	--	--	--
Hispanic or Latino	291	284	58	20.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	5	26.3
White	83	79	21	26.6
English Learners	156	152	28	18.4
Foster Youth	--	--	--	--
Homeless	28	27	6	22.2
Socioeconomically Disadvantaged	358	352	89	25.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	84	24	28.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.53	6.37	5.43	5.06	4.91	3.82	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.2	0	0.07	0.1	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.43	0.00
Female	2.47	0.00
Male	8.76	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	13.33	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.53	0.00
White	6.02	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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. The Thomas Page Academy staff reviewed the School Safety Plan in the Fall of 2025 and the School Site Council approves the 2025-2026 Comprehensive Safety Plan annually.

## 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.

## 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

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	2	0	0
1	19	1	1	0
2	14	2	1	0
3	17	2	1	0
4	19	1	1	0
5	26	0	2	0
6	20	6	12	1
Other	2	1	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	2		
1	19	1	1	
2	19	1	1	
3	21	1	1	
4	17	2	1	
5	21	1	1	
6	22	6	12	

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.8

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,811	2,942	7,870	77,520
District	N/A	N/A	8,174	\$79,755
Percent Difference - School Site and District	N/A	N/A	-3.8	-2.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-34.5	-25.4

## Fiscal Year 2024-25 Types of Services Funded

Five education specialists in addition to eleven paraprofessionals support students with IEPs and 504s. 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 to teachers 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, 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 by faculty members and funded through ELOP funds. Title 1 funds are also used to help to employ an Assistant Principal. The teachers run tiered instructional groups within classrooms. After school STEAM club, intervention curriculum (Fountas and Pinnell, Blueprints and Do The Math), and intervention materials are funded through Title 1 for the

## Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$51,271	\$62,145
Mid-Range Teacher Salary	\$78,674	\$97,088
Highest Teacher Salary	\$102,805	\$120,436
Average Principal Salary (Elementary)	\$142,545	\$151,343
Average Principal Salary (Middle)	\$124,811	\$159,514
Average Principal Salary (High)	\$154,513	\$177,261
Superintendent Salary	\$230,000	\$294,805
Percent of Budget for Teacher Salaries	25.97%	29.95%
Percent of Budget for Administrative Salaries	6.79%	5.4%

## 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 training 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3