Thomas Page Academy
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Thomas Page Academy
Street	1075 Madrone Avenue
City, State, Zip	Cotati, CA 94931
Phone Number	(707) 792-4860
Principal	Teresa Peterson
E-mail Address	teresa_peterson@crpusd.org
Web Site	crpusd.org
CDS Code	49-73882-6060669

District Contact Information	
District Name	Cotati-Rohnert Park Unified School District
Phone Number	707.792.4722
Superintendent	Dr. Robert A. Haley
E-mail Address	robert_haley@crpusd.org
Web Site	www.crpusd.org

School Description and Mission Statement (School Year 2017-18)

Thomas Page is a K-8 school with a focus on environmental studies, technology, and 21st Century skills. Thomas Page Academy offers an extended elementary school experience for sixth through eighth grade students seeking an alternative to enrollment in a comprehensive middle school. Thomas Page has approximately 420 students and is located on 10 1/2 acres in Cotati. Thomas Page School offers a standards based curriculum. All instruction is based on Common Core Standards. Behavioral expectations are based on the Lifeskills. Monthly assemblies recognize students who demonstrate positive student behavior. School wide procedures and expectations provide a safe and ordered learning environment. 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 will accomplish this through a variety of learning opportunities and on-going purposeful assessments, committing resources and support to assure this outcome. Each year our goal is for our students to work and achieve while doing their personal best. By doing this, our goal is for more of our students to meet proficient levels of achievement on state and local assessments.Student academic success is supported through a variety of regular assessments and this data is used to plan instruction targeted to all levels of student learning. Thomas Page supports learners through the Response to Intervention model. ELA instruction is targeted to student's needs using Walk to Read groups. Extra targeted instruction is provided with learning center supports in math and writing. Teachers work collaboratively together 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 has a new public address system and phone system allowing for instant messaging and communication to staff and parents. New technology has been integrated into the classrooms. The above supports are in place to support TPA's mission of developing competent learners-ensuring that EVERY student reaches a high level of academic achievement as determined by state and national standards. We will accomplish this through a variety of learning opportunities and on-going purposeful assessments, committing resources and support to assure this outcome. Each year our goal is for our students to work and achieve while doing their personal best. Our goal is for more of our students to meet proficient levels of achievement on state and local assessments and to make a positive contribution to society.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	47
Grade 1	40
Grade 2	33
Grade 3	51
Grade 4	48
Grade 5	60
Grade 6	54
Grade 7	47
Grade 8	41
Total Enrollment	421

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	1.2
Asian	2.9
Filipino	0.2
Hispanic or Latino	60.6
Native Hawaiian or Pacific Islander	0.2
White	28.3
Two or More Races	3.1
Socioeconomically Disadvantaged	62.7
English Learners	41.8
Students with Disabilities	9.3
Foster Youth	0.7

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.

Teacher Credentials

Teachers	School			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	22	22		313
Without Full Credential	0	0	1	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 1, 2013

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 Instructional Services Department.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Mathematics	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%
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. .	Yes	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.	Yes	0%
Foreign Language	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%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.	Yes	
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708		
Science Laboratory Equipment (grades 9-12)	Contact Instructional Services Department (707) 792-4708		

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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 as well. All existing buildings received new carpet and roof material.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2017				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	36	38	43	45	48	48
Mathematics (grades 3-8 and 11)	23	22	29	31	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	298	296	99.33	37.84
Male	140	139	99.29	30.94
Female	158	157	99.37	43.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	191	190	99.48	34.74
White	83	82	98.8	39.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	188	98.95	32.98
English Learners	173	172	99.42	31.98
Students with Disabilities	39	39	100	7.69
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	298	296	99.33	21.62
Male	140	139	99.29	23.02
Female	158	157	99.37	20.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	191	190	99.48	20
White	83	82	98.8	20.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	188	98.95	17.55
English Learners	173	172	99.42	18.6
Students with Disabilities	39	39	100	5.13
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	48	45	53	55	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.7	25.4	15.3
7	10.3	15.4	46.2

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Thomas Page Academy has an active parent group affiliated with the PTA. It organizes fund raising 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 parents 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 newsletter provides information of interest to the Thomas Page Community. Parents and other family members of our students provide volunteer support in the classroom, on the playground and on fieldtrips. They sign in at the office and wear volunteer badges. Last year these important volunteers donated over 3,000 hours of support to our school. We appreciate their support and help! They are a valuable part of our school and exemplify our strong home/school connection.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.5	6.4	4.9	5.5	5.2	5.5	3.8	3.7	3.6
Expulsions	0.2	0.2	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2			10	5			12	3	1	
1	25		2		16	2			13	3		
2	26		2		24		2		17	1	1	
3	26		2		24		2		26		2	
4	25		3		32		2		24		2	
5	30		2		22	2	2		30		2	
6	23		12		20	3	9		20	6	9	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.60	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.80	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	as needed	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,525	$783	$5,742	$55,083
District	N/A	N/A	$5,766	$59,289
Percent Difference: School Site and District	N/A	N/A	-0.4	-7.4
State	N/A	N/A	$5,677	$71,517
Percent Difference: School Site and State	N/A	N/A	1.1	-26.0

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

Types of Services Funded (Fiscal Year 2016-17)

Two full time Educational Specialists in addition to instructional aids support students with IEPs, 504, and other intervention needs. Our PTA provides a lot of financial support for many items such as field trip expenses, instructional supplies, paper supplies, materials and Library expenses. Thomas Page also receives funding for an after-school program at our site. After school Education and Safety funds are a grant from the State of California. We partner with the YMCA to provide those services at Thomas Page. Students participate in a Homework Club, Art, games, and other physical activities supervised by the YMCA personnel. For ELD services, the district provides a full-time ELD assistant from EIA/EL funds. Thomas Page receives ELAP funds which pay for on-site translation of parent-teacher conferences, phone calls or parent questions that need to be translated.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,968	$46,511
Mid-Range Teacher Salary	$59,796	$73,293
Highest Teacher Salary	$78,137	$92,082
Average Principal Salary (Elementary)	$103,121	$113,263
Average Principal Salary (Middle)	$104,433	$120,172
Average Principal Salary (High)	$113,244	$131,203
Superintendent Salary	$183,750	$213,732
Percent of Budget for Teacher Salaries	30%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

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 district is in the process of transitioning to the Common Core State Standards so these professional development days support this transition. One day each month targets English language arts and one day targets mathematics. At the secondary level, a similar structure is in place for professional development in English language arts and mathematics and department teams taking leadership for implementing training in other content areas. The district also hosts monthly "think tank" meetings for general and special education teachers for training and coordination of the district's response to instruction and intervention and learning center programs. Professional coaching in implementation of effective reading instruction is provided to every elementary and middle school English language arts teacher on at least a quarterly basis. Data coaching meetings are held for interested 1st through 12th grade teachers following each benchmark assessment. One of our district mottos is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.