

Wade Thomas Elementary

150 Ross Ave. • San Anselmo, Ca, 94960 • 415-454-4603 • Grades K-5

Donna Faulkner, Principal
dfaulkner@rossvalleyschools.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year

Ross Valley Elementary School District

110 Shaw Dr.
San Anselmo, CA 94960-1112
(415) 454-2162
www.rossvalleyschools.org

District Governing Board

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Annelise Bauer
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Superintendent
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**Assistant Superintendent, Human
Resources**
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Chief Business Official
Bret Joyner
**Director of Maintenance and
Operations**
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School Description

Wade Thomas School is located in Marin County and is one of four elementary schools in the Ross Valley School District serving kindergarten through fifth grade students. It is located in one of San Anselmo's oldest neighborhoods. It stands on the site of the original grammar school built in 1879. San Anselmo is a small town within commuting distance from San Francisco. Our student population draws from a community of professionals and artisans as well as students from the nearby San Francisco Theological Seminary. At Wade Thomas, we place a high value on social emotional learning and community, in addition to academic excellence. Wade Thomas received an overall API ranking of 938 in both 2011-2012 and 2012-2013. For the last 8 years, we have consistently received a statewide rank of 10 in comparison to all elementary schools in the state. Wade Thomas received the California Distinguished School Award in 1997 and 1989.

About the SARC

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 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 at 415-454-4603 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	77
Grade 2	60
Grade 3	79
Grade 4	53
Grade 5	76
Total Enrollment	412

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
Asian	5.1
Filipino	0.2
Hispanic or Latino	7
White	82.5
Two or More Races	3.6
Socioeconomically Disadvantaged	8.7
English Learners	4.4
Students with Disabilities	5.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Wade Thomas Elementary	13-14	14-15	15-16
With Full Credential	22	20	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Ross Valley Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	126
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Wade Thomas Elementary	13-14	14-15	15-16
Teachers of English Learners	22	20	22
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	NA	NA
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

During the 2014-15 school year, the school and each classroom developed a classroom library of leveled readers including a variety of genres. Each student has the opportunity to have both literary and informational texts to read at their own level within the classroom, and the school is able to differentiate for students who need reading interventions and are reading above or below grade level. All students have sufficient textbooks and/or instructional materials in each subject area for in-school work and homework.

Textbooks and Instructional Materials	
Year and month in which data were collected: February 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Court The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Ross Valley School District passed a \$41 million facility bond in November 2010 to accommodate increased enrollment and replacement and/or repairs at WadeThomas and other schools in the district. Wade Thomas Elementary added 3 new classrooms and a playground during the summer of 2015.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/2015				
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			Original restrooms are in need of renovation but are clean and functional.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	80	75	44
Math	81	69	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	89	92	86	88	87	86	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.70	26.70	60.00

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	86
Male	89
Female	80
Hispanic or Latino	--
White	87
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	73	92.4	3	11	33	53
	4	54	52	96.3	4	19	31	46
	5	75	73	97.3	3	21	36	41
Male	3		41	51.9	2	15	24	59
	4		25	46.3	4	12	40	44
	5		47	62.7	4	21	32	43
Female	3		32	40.5	3	6	44	47
	4		27	50.0	4	26	22	48
	5		26	34.7	0	19	42	38
Black or African American	3		1	1.3	--	--	--	--
	4		1	1.9	--	--	--	--
Asian	3		5	6.3	--	--	--	--
	4		2	3.7	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		3	3.8	--	--	--	--
	4		4	7.4	--	--	--	--
	5		6	8.0	--	--	--	--
White	3		63	79.7	2	13	35	51
	4		39	72.2	3	21	23	54
	5		64	85.3	3	17	33	47
Two or More Races	3		1	1.3	--	--	--	--
	4		6	11.1	--	--	--	--
	5		2	2.7	--	--	--	--
Socioeconomically Disadvantaged	3		6	7.6	--	--	--	--
	4		4	7.4	--	--	--	--
	5		5	6.7	--	--	--	--
English Learners	3		2	2.5	--	--	--	--
	4		1	1.9	--	--	--	--
	5		1	1.3	--	--	--	--
Students with Disabilities	3		11	13.9	18	36	9	36
	4		2	3.7	--	--	--	--
	5		1	1.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	73	92.4	1	14	45	40
	4	54	52	96.3	0	15	38	46
	5	75	73	97.3	3	22	25	51
Male	3		41	51.9	2	12	34	51
	4		25	46.3	0	8	40	52
	5		47	62.7	2	13	32	53
Female	3		32	40.5	0	16	59	25
	4		27	50.0	0	22	37	41
	5		26	34.7	4	38	12	46

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		1	1.3	--	--	--	--
	4		1	1.9	--	--	--	--
Asian	3		5	6.3	--	--	--	--
	4		2	3.7	--	--	--	--
Hispanic or Latino	3		3	3.8	--	--	--	--
	4		4	7.4	--	--	--	--
	5		6	8.0	--	--	--	--
White	3		63	79.7	0	16	48	37
	4		39	72.2	0	18	31	51
	5		64	85.3	3	17	22	58
Two or More Races	3		1	1.3	--	--	--	--
	4		6	11.1	--	--	--	--
	5		2	2.7	--	--	--	--
Socioeconomically Disadvantaged	3		6	7.6	--	--	--	--
	4		4	7.4	--	--	--	--
	5		5	6.7	--	--	--	--
English Learners	3		2	2.5	--	--	--	--
	4		1	1.9	--	--	--	--
	5		1	1.3	--	--	--	--
Students with Disabilities	3		11	13.9	9	27	36	27
	4		2	3.7	--	--	--	--
	5		1	1.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents at Wade Thomas participate directly in delivery of the instructional program in a variety of ways (volunteers, on special projects, in selection of assemblies, in the school garden as guest lecturers). Parents help develop projects and programs through a variety of opportunities (Site Council, WTPA, YES, district committees). Parents will generate opportunities to include the community at large (Mustang Roundup, International Day, Science Day, school celebrations, Lap-a- Thon, YES presentations, and Spirit Assemblies). Parents will participate in a multi-faceted communications network that includes "Mustang News," committee minutes, telephone calls, a parent survey, and representation on a variety of committees.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The Board of Trustees adopted the Ross Valley School District’s School Safety in February 2016. The plan details procedures for child abuse reporting. It also includes procedures for disaster preparedness and response. Our site’s emergency plan includes a complete NIMS chart, ten emergency drills per year, and emergency training for all staff. Training includes search and rescue, basic first aid, and student release. Our emergency supply container is checked and restocked yearly. Board policies on suspension and expulsion, procedures to notify teachers of dangerous pupils, sexual harassment, school-wide dress code, procedures of safe ingress and egress of pupils and rules and procedures on school discipline are also components of the plan.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.44	0.21	0.47
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.56	2.08	2.09
Expulsions Rate	0.00	0.08	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		20

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	21	19	22		5		3		3			
1	21	20	19	1	3	4	3					
2	21	20	20	2	3	1	1	1	2			
3	24	20	20		3	3	3		1			
4	28	26	27				3	3	2			
5	26	23	25				3	3	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.4 FTE
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1 FTE
Psychologist	.5 FTE
Social Worker	
Nurse	.2 FTE
Speech/Language/Hearing Specialist	.6 FTE
Resource Specialist	1 FTE
Other	.6 FTE
Average Number of Students per Staff Member	
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.

Professional Development provided for Teachers

Transitioning to the Common Core Math standards was the focus of professional development in the 2011-12 school year. Teachers benefited from two staff development days with Phil Daro, author of the CC math standards, with follow up work on designing units of study with trainers from the California Math Project. For the 2015-16 school year, the District has a Math Coordinator who is providing professional development in the 8 mathematical practices for each grade level.

Professional Development in the 2012-13 school year focused on providing all teachers in the district with Guided Language Acquisition Design (G.L.A.D.) training. Two district wide staff development days and four teacher release days for all teachers, K-8 provided comprehensive training in these strategies, designed to provide differentiation for all students. Coaching in these strategies continues during the 2013-14 school year.

The focus of teacher professional development in the 2013-14 and 2015-16 school year is on the development of units aligned with the Common Core Standards in English Language Arts. Three district wide staff development days, along with teacher release days have provided the time for teachers to learn the process for developing CC aligned units using readers and writers workshop to implement the English Language Arts CCSS.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,925	\$42,723
Mid-Range Teacher Salary	\$70,423	\$65,936
Highest Teacher Salary	\$85,485	\$84,545
Average Principal Salary (ES)	\$111,658	\$106,864
Average Principal Salary (MS)	\$139,587	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$200,291	\$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The Local Control Accountability Plan (LCAP) approved by the Board of Education trustees has provided additional supports at Wade Thomas Elementary School by increasing the support staff as well as a District Wide Math Coordinator in curriculum and a Special Education Coordinator to support the Student Services Department. Both Title II funds and the Educator Effectiveness Grant supports professional growth and development. State and Federal funds ensure that all students identified with a disability receive a Free and Appropriate Public Education. In addition, the school receives Federal Title I and Title III funds to support interventions for students and English Language Learners.

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, the county, and the state. 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5654.00	1914.00	3740.00	65747.00
District	♦	♦	4121.00	\$69,044
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-9.2	-4.8
Percent Difference: School Site/ State			-30.1	-4.8

* Cells with ♦ do not require data.