



# Wade Thomas Elementary

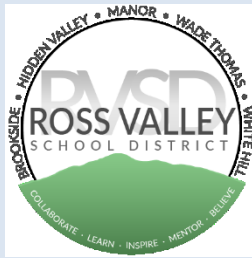
150 Ross Avenue • San Anselmo, Ca, 94960 • 415-454-4603 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Ross Valley Elementary School District

110 Shaw Drive

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(415) 454-2162

[www.rossvalleyschools.org](http://www.rossvalleyschools.org)

#### District Governing Board

Anne Capron, President

Annelise Bauer, Clerk

Wesley Pratt

Mark Reagan

Ryan O'Neil

#### District Administration

Dr. Rick E. Bagley

**Superintendent**

Marci Trahan

**Assistant Superintendent**

Teri Louer

**Director Student Services**

Midge Hoffman

**Chief Business Official**

Julia Wolcott

**Director of Curriculum and  
Instruction**

Sean Maher

**Director of Information Technology**

David Gehman

**Director of Maintenance and  
Operations**

### 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 1898. 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 the California Distinguished School Award in 2018. In the 2018-2019 school year, eighty-seven percent (83%) of our students met or exceeded standards on the ELA portion of the California Assessment of Student Performance and Progress; eighty-five percent (81%) achieved the same levels on the Math assessment.

Wade Thomas envisions a program that cultivates compassionate, inquisitive, reflective learners with the skills needed to live and work in the 21st Century. We believe all children can learn, be successful, and contribute to a changing world. The Wade Thomas mission is to provide comprehensive learning experiences based on best practices and creative teaching:

- Where students will develop confidence in their ability to think for themselves, analyze a variety of situations, find creative solutions, and develop a love of learning;
- Where students will approach the world beyond their immediate community with a sense of respect, wonder and responsibility;
- Where students will be challenged to reach their highest learning potential within a rigorous academic context enriched by access to the arts.
- Where students become self-motivated, life-long learners.

## 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 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	66
Grade 2	65
Grade 3	57
Grade 4	57
Grade 5	77
<b>Total Enrollment</b>	<b>370</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	4.3
Hispanic or Latino	10
White	77
Two or More Races	8.1
Socioeconomically Disadvantaged	6.8
English Learners	3.8
Students with Disabilities	4.3

## 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 for Wade Thomas	17-18	18-19	19-20
With Full Credential	26	21	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ross Valley Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	132
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	7

### Teacher Misassignments and Vacant Teacher Positions at Wade Thomas Elementary

Indicator	17-18	18-19	19-20
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 2019-20)

All Ross Valley School District students have access to high-quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California. The Ross Valley School District establishes a committee of teacher leaders for the review and adoption of standards-aligned curriculum materials; recommendations are then made to the board of trustees for approval. During the 2019-20 school year, the district is piloting science curriculum materials for adoption. During the 2018-29 school year, the district adopted TCI History Alive! as our middle school history/social science curriculum. The below table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school (as of January, 2019).

#### Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lucy Calkins Units of Study in Reading and Writing, Foundations, Words Their Way <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Bridges Mathematics (TK-5th) CPM (6th-8th) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	CA Foss Kits, Mystery Science (TK-5th) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Pearson Scott Foresman <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	Variety of resources based on Visual and Performing Arts Standards <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

#### 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 Wade Thomas and other schools in the district. Wade Thomas Elementary added 3 new classrooms and a playground during the summer of 2015.

Ross Valley School District uses Integrated Pest Management (IPM) strategies and the least toxic method of pest control possible as a means to control unwanted pests. In accordance with AR 3514.2 IPM strategy focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to established guidelines and treatment thresholds. ( California Education Code §17609; Food and Agricultural Code§ 13181)

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: January 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Overall rating is 79.55%. There were 9 deficiencies noted. These include water stains on ceiling tiles, hole above window, floor tile is bubbling and wall tile is missing in restroom.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Restroom rating is 100% and Sinks/Fountains is 93.75% with an overall rating is 96.88%. There were 3 deficiencies noted which include wall tile missing and floor tile bubbling.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Overall Rating is 96.88%. There were 3 deficiencies in Hazardous Materials which includes chipping
<b>Structural:</b> Structural Damage, Roofs	Good	Overall rating is 96.88%. There were 3 deficiencies that are structural damage which include dry rot and damage to the walls in several places.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground and School Grounds rating is 89.58% and Windows/Doors/Gates and Fences rating is 97.2%. The Overall rating is 93.75% There were a total of 6 deficiencies which include Raised Asphalt and Holes and Cracks in asphalt throughout site.
<b>Overall Rating</b>	<b>Good</b>	Overall Rating is 95.88%.

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	87	83	78	78	50	50
Math	85	81	70	69	38	39

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.

Note: 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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	193	187	96.89	83.42
Male	100	94	94.00	76.60
Female	93	93	100.00	90.32
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	19	17	89.47	88.24
White	157	153	97.45	85.62
Two or More Races	12	12	100.00	83.33
Socioeconomically Disadvantaged	15	13	86.67	61.54
English Learners	--	--	--	--
Students with Disabilities	16	13	81.25	61.54
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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.5	32.9	39.2

Note: 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.

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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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	193	188	97.41	81.38
Male	100	96	96.00	81.25
Female	93	92	98.92	81.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	19	19	100.00	68.42
White	157	152	96.82	83.55
Two or More Races	12	12	100.00	75.00
Socioeconomically Disadvantaged	15	14	93.33	57.14
English Learners	--	--	--	--
Students with Disabilities	16	13	81.25	53.85
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.

**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 school site

**Opportunities for Parental Involvement (School Year 2019-20)**

Parents at Wade Thomas participate directly and indirectly in delivery of the instructional program in a variety of ways. They serve as volunteers in the classroom, on field trips, helping with special projects, and on various committees to support the instructional program, provide enrichment opportunities, and community building activities. Parents help develop projects and programs through a variety of opportunities including Site Council, Wade Thomas Parents Association (WTPA), YES Foundation, and District committees. The WTPA is the primary body which organizes volunteers and generates opportunities to involve the community at large (examples: Mustang Roundup, Science Fridays, school celebrations, school beautification, Lap-a-Thon, Student Council, lunchtime activities, school assemblies, and parent education events). Parent volunteers manage a website with school and community information and help in publishing the weekly Wade Thomas Newsletter. The WTPA website, [www.wadethomasschool.org](http://www.wadethomasschool.org), includes contact information and links for volunteer opportunities. At the District level, parents can participate in the Superintendent's Round Table and Superintendent's Council meetings held 6 times per year. Other opportunities include the District Wellness Committee, District English Learner Advisory Committee, CLIMB Committee, Citizens Oversight Committee, etc.

**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.

### School Safety Plan

The Board of Trustees reviews and adopts the Ross Valley School District's School Safety by March 1st each year. The plan is developed in coordination with Marin County emergency agencies such as Ross Valley Police and Ross Valley Fire Department. Our plan includes procedures for earthquake, fire, and lock down drills and shelter in place. The school community practices a variety of emergency drills on a scheduled basis. The number of drills is determined by California Education Code. Students are trained to play active roles in these drills. School Administrators and staff attend annual trainings to better prepare the school for unanticipated emergencies. The plan includes procedures for disaster preparedness and response. Our site's emergency plan includes a complete NIMS chart, training includes search and rescue, basic first aid, and student release. Our emergency supply container is checked and re-stocked 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. The plan may be reviewed in detail at the school site.

The District has installed window film for safety and security at each site. All door locks have been checked and only require a push button or simple motion to remove a door block to lock and secure each room. In addition, the telephone system allows each school to call 911 and to contact the District in the event of an emergency. Also, the walkie talkie system has been upgraded for each site to contact the District and all school personnel have walkie talkies to communicate at the site level.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	1.0	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	2.3	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	.9

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	1		22		3		24		2	
1	20	3			23		3		22		3	
2	21	1	2		23		2		22		3	
3	25		3		23		3		19	3		
4	19	3			25		3		29		2	
5	25		3		28		2		26		3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The focus of professional development for 2019-20 is on creating opportunities for teachers to deepen their understanding of district initiatives while sharing best practices. We kicked off the year with an inservice on Culturally Responsive Teaching as a part of our Equity and Inclusion initiative. Our October professional development day was led by a cadre of teacher leaders who introduced their colleagues to the History-Social Science Standards driving questions and the importance of including the counternarrative in their teaching. Our final professional development day of 2019-20 took the form of a mini-conference in which teachers shared expertise on a variety of topics including Low Floor/High Ceiling Math Tasks, Sensory Integration Techniques, Examining Implicit Bias, and Tier One Strategies for the General Education Teacher. Additionally, we have a cadre of literacy coaches who are in their second year of working with their colleagues in supporting the implementation of Reading and Writing Workshop.

During the 2018-19 school year, teachers received training on Implicit Bias and Compassionate Dialogue as a part of our district Equity Initiative. Teacher leaders facilitated a training on the NGSS Science and Engineering Practice of Modeling and phenomena-based instruction.

The focus of 2017-18 professional development was on the implementation of a new TK-5th grade math program: Bridges in Mathematics.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,526	\$49,378
Mid-Range Teacher Salary	\$78,104	\$77,190
Highest Teacher Salary	\$94,809	\$96,607
Average Principal Salary (ES)	\$130,315	\$122,074
Average Principal Salary (MS)	\$155,467	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$220,996	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,084.43	\$5,314.12	\$5,770.31	\$74,643.22
District	N/A	N/A	\$6,542.17	\$74,413.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.5	0.3
School Site/ State	-26.2	-3.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



**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 Curriculum Coordinator in curriculum . 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 III funds to support interventions for students, in particular English Language Learners.

**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).

**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.