

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card Wade Thomas Elementary School

Address: 150 Ross Ave. , San Anselmo CA 94960 Phone: (415) 454-4603
Principal: Bryce Sumnick Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Wade Thomas, a 1996-97 California Distinguished School recipient, is located on the site of San Anselmo's very first school. Our multi-use room and playground are used extensively by the community during non-school hours. School enrollment in 2006-2007 was 320. There were 16 classroom teachers and 14 classified employees.

The core curriculum includes interdisciplinary activities, project-based learning and technology. Students and parents are actively involved in community activities. Each class sponsors a separate project and adopts a family as part of an all-school community outreach. A Life Skills Program focusing on character education, buddy program, student conflict managers program, Character Education Program and an active Student Council have all contributed to our school-wide goal of creating a positive and supportive environment. The curriculum focus area for the School Improvement Plan has been in the areas of differentiating instruction for all learners and strengthening a positive campus climate.

Student Enrollment

Group	Enrollment
Number of students	315
African American	0.95 %
American Indian or Alaska Native	%
Asian	6.98 %
Filipino	0.95 %

Teachers

Indicator	Teachers
Teachers with full credential	18
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English	

Hispanic or Latino	4.44 %
Pacific Islander	0.32 %
White (not Hispanic)	73.65 %
Multiple or No Response	12.7 %
Socioeconomically Disadvantaged	8 %
English Learners	4 %
Students with Disabilities	14 %

Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

<i>Narrative to be provided by LEA</i>
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Repairs Needed

<i>Narrative to be provided by LEA</i>
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Corrective Actions Taken or Planned

<i>Narrative to be provided by LEA</i>
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Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	NA
Health	NA
Science Laboratory Equipment	NA

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	%
English-Language Arts	%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	937
Statewide Rank (from 2007 API Base Report)	10
2007-08 Program Improvement Status (PI	

Science	%
History-Social Science	

Year)	
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School Completion

Indicator	Result
Graduation Rate	

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	
Graduates Who Completed All Courses Required for University of California or California State University Admission	

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Wade Thomas Elementary	District Name	Ross Valley Elementary
Street	150 Ross Ave.	Phone Number	(415) 454-2162
City, State, Zip	San Anselmo , CA 94960	Web Site	http://rvsd.marin.k12.ca.us
Phone Number	(415) 454-4603	Superintendent	Cheryl Crawley
Principal	Bryce Sumnick	E-mail Address	superintendent@rossvalleyschools.org
E-mail Address		CDS Code	21-75002-6024731

School Description and Mission Statement

This section provides information about the school's goals and programs.

Wade Thomas Mission Statement

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 generate 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. We will prepare our students to be self-motivated, life-long learners.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Narrative to be provided by LEA

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	68
Grade 1	60
Grade 2	41

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update

The Board of Trustees adopted the Ross Valley School District's School Safety Plan in August of 1998. Site p

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Wade Thomas Elementary School creates a positive school learning environment where students feel safe and can be successful. Academic and behavioral expectations are clearly communicated to students and parents at the beginning of each school year. Expectations for students continue to be communicated, modeled and reinforced by all staff members throughout the year. A Character Education program was developed as part of the school plan. This includes Bully-Proofing Program, Class Meetings and Conflict Managers Program. A program of positive techniques for playground supervision is in place, focusing on positive and personal interactions with students.

Rules and classroom lessons on good relationships help maintain a safe and appropriate atmosphere for learning. Each school strives to foster an attitude of cooperation, responsibility for personal behavior and sensitivity to risks.

General Rules of Behavior

- ◆ Cooperate with others
- ◆ Use appropriate language
- ◆ Do not hurt anyone, physically or emotionally
- ◆ Eat and play in designated areas
- ◆ Follow classroom and playground rules
- ◆ Respect other people and property

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	2.4	0.0	0.0	5.1	0.0	6.0
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Narrative LEA Provided

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	LEA Provided			

IV. Teachers Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	16	15	18	103
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.7	4.3
High-Poverty Schools in District		
Low-Poverty Schools in District	95.7	4.3

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Narrative LEA Provided

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Narrative LEA Provided

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.7	N/A
Other	1.0	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Meets state standards	0
Mathematics	Meets state standards	0
Science	New Adoption 06/07	0
History-Social Science	Meets state standards	0
Foreign Language	NA	
Health	NA	
Science Laboratory Equipment (grades 9-12)	NA	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$56985
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$4943	\$58519
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Wade Thomas School is committed to the highest quality instructional program. Parents, teachers and administrators are involved in regular assessment of program quality and on-going program development to better address the needs of our students and to remain in alignment with the California State Frameworks and State Standards.

Curriculum work focused on the adopted California Content Standards in Language Arts and Mathematics, Science, and Social Studies. Grade level meetings provide forums for discussion as well as opportunities for peer assistance with curriculum implementation as changes are made. Classroom observations and site grade level meetings focused on implementation of the standards. During the year, the District began to focus on the Professional Learning Community (PLC) approach to identifying "essential" standards from amongst all of the State standards, creating appropriate assessments to assess these standards, and supporting students with the results of the assessments.

In addition to basic skills, the District has offered an opportunity to explore project-based learning whereby children identify and solve problems through inquiry and research.

Wade Thomas School is committed to shared decision making. All members of the school community have an opportunity to assist in setting the goals of the District and schools. Goals are established through participation on the School Site Council, the District's advisory committees such as District Leadership Council, Round Table and the Budget Committee, curriculum committees and by attendance at Board of Trustees' meetings. Wade Thomas has teacher leaders participating on all committees who represent the school in District committees. These teachers work closely with the School Site Council, an elected group of teachers, classified staff and parents.

Students with special needs are placed in programs to best address individual goals. Special education students learn in the least restrictive environment that may include a regular classroom placement, special assistance and specialized classes.

English language learners are assessed and progress toward fluency is monitored for redesignation as English proficient. We are committed to equitable treatment of all members of the school community regardless of language, gender, ethnicity, or special need. All teachers at Wade Thomas have received specialized teaching certificates to work with second language learners.

Gate students have differentiated instruction provided by the classroom teachers that is designed to challenge students, deepen their understanding of subjects in a supportive environment. GATE students are placed in a GATE Cluster class, with a teacher who has been especially trained for differentiated instruction for GATE students.

This school year marked the eighth year of the District's alternative education program, the Multiage Program. This program is designed to provide for a high degree of participation and student-centered curriculum. It serves students throughout the district and is housed on the Manor campus.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41994	\$38159
Mid-Range Teacher Salary	\$60840	\$59148
Highest Teacher Salary	\$72103	\$73514
Average Principal Salary (Elementary)	\$87442	\$91903
Average Principal Salary (Middle)	\$99837	\$95855
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$145000	\$132994
Percent of Budget for Teacher Salaries	41.9 %	41.6 %
Percent of Budget for Administrative Salaries	7.7 %	5.9 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	83	87	83	78	80	79	40	42	43
Mathematics	81	83	87	71	76	76	38	40	40
Science	66	83	88	69	75	80	27	35	38
History-Social Science				61	68	65	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native				
Asian	67	*	*	
Filipino	*	*	*	
Hispanic or Latino	*	*	*	
Pacific Islander				
White (not Hispanic)	84	88	94	
Male	82	90	93	
Female	84	84	83	
Economically Disadvantaged	73	90	*	
English Learners	*	*	*	
Students with Disabilities	59	63	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	83	68	78	81	79	77	41	42	42
Mathematics	85	82	90	84	78	76	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	79	88
Male	78	89
Female	78	91
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	31.60
7	

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	10	10	10
Similar Schools	7	10	10

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	24	20	-1	937
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	28	16	-3	939
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Narrative LEA Provided

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
 Percent proficient on the state's standards-based assessments in ELA and mathematics
 API as an additional indicator
 Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		NA
Year in Program Improvement		NA
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)							3.2	3.1	3.5
Graduation Rate							85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students			N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Narrative LEA Provided

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Narrative LEA Provided

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test			
Average Verbal Score			
Average Math Score			
Average Writing Score	N/A		

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

All students at Wade Thomas Elementary have access to current textbooks and other instructional materials. The Ross Valley School District follows the State adoption cycle. The following materials are being utilized:

Reading and Language Arts

- Open Court (K-5) adopted 2002
- ETF English Language Arts Handbook
- ETF Writing Portfolio (Gr 4-5)
- Scholastic Spelling (Gr 3-5)

Mathematics

- ◆ Harcourt Math, (Gr K-5) adopted 2001 (next adoption year is 2007-08)

History/Social Science:

- Houghton Mifflin (Gr. 4)
- Interact Commerce Corp., Best Software (Gr. 4,5)
- Oxford Press, History of Us (Gr. 5)
- Teachers' Curriculum Institute, History Alive (Gr.5)
- Williamsburg Institute for Teachers, curriculum (Gr. 5)
- Teacher made units and materials

Science

- ETF lessons and kits
- Houghton Mifflin Science adopted 2001

Our process for selecting instructional materials is extensive and inclusive. A team of teachers and administrators, representing every grade and school, previews textbooks approved by the State. This team selects two or three series and uses the textbooks in the classrooms on a pilot basis. The teachers then rate materials with opportunity for review and input from the community and the School Board. The team then makes recommendations to the School Board for final adoption.

Supplementary materials used in the classroom support the adopted program and align with state standards.

The District wide Library and Technology Committees were merged into the Information Literacy Committee in the Spring of 2004. Two new positions, Information Literacy Specialists were created to serve the District needs. One Information Literacy Specialist is a credentialed teacher and the other is a librarian. Work on developing a scope and sequence by grade level for information literacy skills, including research, library skills, and technology is ongoing, as is collaboration with teachers to identify and enhance inclusion of these areas of instruction into the curriculum. The Information Literacy Specialists are also staff development resources for the District for technology training. In addition, the District employs a technology specialist and network manager to support and maintain the technology infrastructure.

Wade Thomas has a library staffed by a full-time library specialist. Our school libraries contain reference materials, a collection of fiction and non-fiction books, and multi-media materials for our students. YES donates generously to our libraries. The information literacy librarian and library specialist are engaged in in-depth analyses and reviews of book collections to ensure that materials are current and adequate to support curricula. Many outdated books have been deselected and replaced by up-to-date and accurate new books.

A technology curriculum and skills development checklist was approved by the Board of Trustees in January, 2001. The Information Literacy Committee developed lesson planners to integrate info lit skills into the curriculum. Technology supplements core curriculum in all areas. A technology specialist works at each elementary site on a part time basis to assist 4th and 5th grade teachers design projects integrating technology into the curriculum and assist in computer maintenance. Wade Thomas has a computer lab as well as in-class computers with Internet connections. Multi-media materials are available for student use.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Opportunities for participation in professional development activities by teachers, staff and administrators are made available through District, school, and categorical funds.

Professional development is focused to support the Ross Valley School District mission and goals. This

may include site and District-based training, county offerings, state and national conferences, workshops as appropriate, and days in the District calendar scheduled for professional development for all teachers. The focus of the three staff development days and early release day on Wednesdays throughout the year included curriculum training in writing and differentiating instruction. In addition, training in disability awareness, environmental education and CPR/First Aid was provided.

Beginning teachers in the Ross Valley School District are supported in their first two years of teaching through the Beginning Teacher Support and Assessment Program (BTSA). This is a state directed program coordinated by the Marin County Office of Education for all districts in Marin County.

Beginning Teachers are paired with an experienced colleague known as a support provider. All support providers receive intensive training supporting their Beginning Teachers. The training prepares the support provider for observing in the classroom, giving feedback and guiding the beginning teacher in his/her professional growth based on the California Standards for the Teaching Profession. Beginning Teachers meet with their support provider several times a month.

Those Beginning Teachers who do not qualify for BTSA because of their part-time status or unique teaching situation, are provided with tailored support to meet specific needs.

An orientation program at the beginning of the year familiarizes all Beginning Teachers with district and site operations and services. In addition, beginning teachers are given time to observe in the classrooms of experienced teachers.

The goal of the Beginning Teacher Support Program in the Ross Valley School District is to meet the needs of beginning teachers, to increase classroom expertise and to assist new teachers in providing a strong educational program for students.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Narrative LEA Provided
